INSTITUTIONAL ACCREDITATION

SELF-ASSESSMENT REPORT

Armenian State Institute of Physical Culture and Sport foundation
(Name of the institution)

Republic of Armenia, Yerevan, Alek Manukyan st. 11
(Address of the institution)

Yerevan, 2021

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Composition of the self-assessment working group

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BRIEF INFORMATION ON THE TLI

«Armenian State Institute of Physical Culture and Sport» foundation (ASIPCS) was founded on July 21, 1945 by the decision of the Council of People's Commissars of Armenia.

During its 75-year history, the Institute has prepared physical education teachers, sports coaches, sports managers, lecturers, and researchers, scientists, who have made an invaluable contribution to the development of physical culture, sports, and the promotion of a healthy lifestyle.

In 2016, ASIPCS changed its organizational and legal form from ASIPC the State None Profit Organization to the ASIPCS Foundation to ensure the academic autonomy and economic freedom of the educational institution. The Institute carries out professional education at the level of 6th (bachelor), 7th (master), 8th (researcher) in line with the requirements of the RA National Qualification Framework.

ASIPCS is a significant participant in the Armenian market of educational services, occupying a dominant position in the field of physical culture, sports, adaptive sports, kinesiology, sport journalism, sport management, sport marketing, sport psychology, it also acts as a leading employer for teachers/lecturers in the field.

ASIPCS is a higher education institution with a future regional role, which seeks to have a an impact on sports and related fields through quality education, scientific-research thinking, creativity and innovation.

In carrying out its mission, ASIPCS is guided by the following values: improving the quality of education, applicability, academic freedoms, student-centered learning, consistent encouragement of innovation, efficiency of activities, improvement of staff skills, and promotion of a new corporate ethic and creation of a culture of social responsibility.

In 2016, the National Center for Professional Education Quality Assurance Foundation (ANQA) conducted external accreditation in TLI for the first time, as a result ASIPCS received institutional accreditation for 4 years.

Currently ASIPCS has 2 faculties, 14 general and professional chairs. As of February 1, 2021, the number of students in TLI are 2544 (2402 in bachelor's program, 142 in master's program and 15 in postgraduate program).

There are 12 academic programs (AP) in the Institute, 4 of which are for bachelors, 8 for master's and 1 for postgraduate studies. The full time bachelor's program is 4 years with 240 ECTS credits, the full time master's program is 1 year with 120 ECTS credits, and the part time bachelor's and master's programs are 5 and 1.5 years, respectively. The postgraduate program is implemented with 180 ECTS credits.

The number of employees of ASIPCS is about 397, of which the number of teaching staff is 239, the technical staff is 22 and the administrative staff is 136.

The task of educating future specialists in the field of sports is entrusted to the honored figures of physical culture and sport, sports masters and Grosmasters of the Republic of Armenia. Many of the professors participate in the work of various scientific-methodological, educational, sports, NGOs and commissions. Many professors have been awarded orders and medals for their scientific and pedagogical work.

ASIPCS has its own sports club, FIMA, which has been operating successfully since 1946.

For its outstanding achievements in the field of wrestling development, the Institute was awarded the gold medal of the "International Wrestling Federation", as well as the "Sport and Solidarity" Award of the International Olympic Committee and the Olympic Academy.

In line with its strategic goals, ASIPCS regularly reviews its AP's, updates the range and content of AP's, modernizes the teaching and learning methods, and provides additional educational services to students.

In order to provide quality education, the Institute has an Internal Quality Assurance system that meets the requirements of European standards and guidelines, which is constantly improving.

The institute uses a number of student-alumni feedback mechanisms to adapt APs to the needs and requirements of the labor market and society.

In the 2019-2020 academic year, theInstitute has implemented the reforms, which aim is to accept the modern challenges, consistently implement the principles of the TLI development strategy, to improve ASIPC overall rating, in particular the quality of education.

One of the achievements of the Institute is the establishment of a professional council in the ԺԴ.002 "Teaching and learning methodology (Physical Education and Studies)" specialty, by authorizing the Institue to approve dissertation topics, to organize postgraduate degree defense (2020).

By the order of the Minister of Education, Science, Cultute and Sport of the Republic of Armenia in 2020, the ASIPCS was authorized to implement the post-graduate study programs: ԺՂ.00.01 "Theory and History of Psychology", and Գ.00.09 "Human-Animal Physiology".

The Institute publishes "Science in Sport: Current issues" scientific manual in separate series, each of which is an independent scientific journal. In 2020-2021 academic year, a system of bonuses allocated for the evaluation of the progress of the scientific activity of the teaching staff was introduced, which aims to promote the scientific rating of ASIPCS. There is an increase in the number of publications of the Institute lecturers in international journals with an impact factor (Web of Science, Scopus).

ASIPCS is a member of the World Association of Leading Sports Universities. Students and lecturers of the TLI participate in the annual sessions of the International Olympic Academy (IOA). Now the Institute, as a National Olympic Academy, is a member of the European Olympic Academy, spreading its Olympic ideas and values through its activities.

2019-2020 The geography of partner countries has expanded: is included the United States (International Federation of Athletic Therapy, Armenian-American Coalition for Sports Medicine), India (SPAA India, Amity University). During the same period, significant work was done to be involved in the international Erasmus+ grant program, to develop and implement joint international educational programs with a double diploma.

At the current stage of ASIPCS's activity, the development strategy and guidelines are transforming due to the new requirements and problems in the field of higher education. Therefore, the new concept of ASIPCS development is based on the vision of the implementation of effective management models, the establishment of an innovative research-based educational system, the internationalization and recognition.

I.   MISSION AND PURPOSE

CRITERION: The TLI's policy and practices are in accordance with its mission, which is in accordance with the Armenian National Qualifications Framework (hereafter ANQF).

> The "Armenian State Institute of Physical Culture and Sport" Foundation (ASIPCS) is an institution ofr scientific research and autonomous higher education, the activities of which are aimed at organizing educational processes in the field of physical culture, sports and research up to the postgraduate professional level according to the legal requirements and educational programs. The objectives and the policy of the institute are presented in its Strategic Development Plan set out in 2016-2020.
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> Through its activities, the university strives to prepare highly qualified competitive specialists with the necessary knowledge, abilities and skills, to have high-quality pedagogical staff, to develop socially and professionally responsible individuals, to ensure the continuous development of educational and working conditions.

STANDARD 1.1:   The TLI has a clear, well-articulated mission that represents the institution's purposes and goals and is in accordance with the Armenian National Qualifications Framework (hereafter ANQF).

In 2016 ASIPCS changed its organizational and legal form from ASIPCS NCSO (Non-Commercial State Organization) to Armenian State Institute of Physical Culture and Sport" Foundation to Ensure the academic self-governance and economic freedom of the institution.

The "Armenian State Institute of Physical Culture And Sport" Foundation (ASIPCS) is an institution for scientific research and autonomous higher education, which has a mission to reflect its goals and objectives, defined by the charter of ASIPCS, as well as by Strategic Development Plan set out in 2016-2020[1].

The mission of ASIPCS is stated in its main document, i.e. the charter, which was approved by the government as RA N 771-N on June 30, 2016. Later, in the light of the decision N 1652.-N made on November 21, 2019, the Foundation's Board of Trustees made changes in compliance with the decisions No. 2 of November 27 and September 2, No.1, 2019.

The statutory changes are of legal-substantive nature, which were introduced specifically for the purpose of defining the statutory goals, tasks and beneficiaries. After being approved by the Board of Trustees, the Institute applied to the court to approve the change of goals and beneficiaries. The amendments to the Charter aim to expand the educational, scientific and research activities of the Institute in accordance with modern educational and scientific-research tendencies. The Charter of the ASIPCS Foundation defines the mission of the ASIPCS Foundation in accordance with legal acts and it carries out its activities in accordance with the RA Constitution, the RA Civil Code, the RA Law on Foundations, the RA Law on Education, the RA Law on Higher Postgraduate Specialized Education, etc. in accordance with legal acts.

The "General Provisions" of the charter in ASIPCS defines that the activities of the Institute are aimed at organizing educational processes in the fields of physical education, health sciences, sports pedagogy, coaching, sports management and organization, scientific as well as applied research at the higher, postgraduate, as well as at the levels of general education in accordance with the legislation of the Republic of Armenia. In accordance with its statutory status, the Institute carries out the following activities: higher professional education at the levels defined by the NQF (bachelor, master, researcher qualifications), scientific research and other public services.

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[1] There is a chronological inconsistency between the 2016-2020 Strategic Plan of the ASIPCS and the 2017-2021 Action Plan. The starting date for the implementation of the Strategic Plan was stated as 2016, although the Strategic Action Schedule-Plan was approved on January 25, 2017. Thus, according to the Action Plan, the deadline for the implementation is set for 2021, and the obvious chronological inconsistency has been acknowledged by those responsible for the development process as a technical error.

The goals of the Institute are (according to the charter approved by the RA Government Decision N 771-N of June 30, 2016):

1) Organization and implementation of higher postgraduate professional education, as well as general education, secondary specialized, additional, continuing education;

2) Preparing highly qualified specialists in the relevant labor market in the fields of physical education, sports pedagogy, education, science, sports;

3) Implementation of creative, innovative, educational, methodological, consulting, research and scientific-pedagogical activities in the fields of sports pedagogy, physical culture, sports and social fields;

4) Implementation of pedagogical, humanitarian, health, rehabilitation public activities.

Moreover, in the new edition of the charter the goals of the Institute are defined:

1) Preparing qualified specialists in the fields of sports, health sciences, physical education, research (or) science;

2) Quality assurance of education, research (or science), continuous improvement;

3) Education-research (science) integration processes, increase of efficiency, targeted use of results;

4) Ensuring continuity, transparency and competitiveness of educational processes;

5) Implementation of creative, innovative, educational, methodological, consulting, scientific, research, scientific-pedagogical activities in the spheres of sports, health sciences, physical education.

In other words, according to the new charter, the Institute aims to expand its activities, develop in a new direction, become a research center, develop its scientific potential, create additional educational programs, offer consulting and research services to the professional field.

The constitution of the beneficiaries has also been changed. According to the edited charter, the beneficiaries of the Institute are physical and legal individuals related to educational, research, scientific, scientific-production and sports fields.

The statutory mission of the Institute, its goals, objectives, vision and their implementation are stated in the ASICPS (2016-2020) Development Strategic Plan (DSP), which was approved by the AC (Academic Council) on January 25, 2017. It presents all the activities of the institute, the necessary steps in the field of education reform, outlining the most favorable ways and strategies for the development of the university.

The mission of the ASICPS is: The ASICPS Foundation is an educational, research and sports specialized educational institution aiming to train high-qualified specialists considering the national and international experience of physical education at specialized and postgraduate degrees as well as create, preserve and spread the knowledge in the fields of pedagogy, physical culture, sports programs providing a student-centered environment.

According to Strategic Plan, the development strategy of the Institute is based on its mission, vision, core values, strategic goals, supporting goals, objectives and specific actions.

The vision reflects the main ambitions - to strive to meet the demands of the labor market by preparing competent professionals, continuously improving the quality of education making that process close to international experience. In addition, the realization of the vision is based on the basic values of the ASICPS such as student success, affordable education, traditions of physical culture and sports, high quality scientific pedagogical staff, academic freedom and honesty, social partnership and the adherence to international standards.

The realization of the mission and the fulfillment of its vision stems from the eight strategic goals defined in the SP, which constitute the three key spheres of the Institute's activity thus showing the aspirations and ambitions of the ASICPS. The three supporting goals (highly qualified staff, high quality infrastructure and services) represent what the university needs to achieve its strategic goals, and the

five current priorities (opportunities for diverse admission, financial stability, efficient management, strategic partnership and internationalization) determine how to achieve strategic goals.

The variability of the educational content, the demands of the labor market, the key guidelines of the international experience of professional education were taken into account when defining the strategic goals and objectives of the university.

Based on this, the qualified scientific and pedagogical staff potential defines the SP as a goal supporting implementation to the ASICPS mission.

The goals of the SP are:

1. High quality education and modern approaches to its implementation with 5 tasks involving 34 well defined strategies.

2. Up-to-date research and innovation implemented with 3 tasks involving 16 defined strategies.

3 High quality teaching and support staff implemented with 2 tasks involving 12 defined strategies.

4. Quality services implemented with 4 tasks involving 18 defined strategies.

5. High-quality management and administration, 3 tasks with 14 strategies have been assigned for its implementation

6. High-quality infrastructures and financial resources, 5 tasks with 30 strategies have been provided for its implementation.

7. Public responsibility, 3 tasks with 14 strategies have been fixed for the implementation.

8. External relations and internationalization, 3 tasks with 15 strategies have been planned for the implementation.

In order to follow the progress of the fulfillment of each of the strategic goals, indicators of regular progress assessment have been established. Thus, in order to achieve the Strategic Goals set by the Strategic Plan, it is planned to solve 28 tasks aimed at ensuring high quality education in ASIPCS, assisting conscious choice of profession, interconnection of education and research, attracting and improving high-quality human resources, constantly improving infrastructures and services provided, implementation of up-to-date research and innovations, public involvement and provision of social services, improving financial stability and enhanced management efficiency, establishing constant feedback with copartners and developing an internal quality assurance system. In some cases, however, the Strategic Goals are immeasurable and unrealistic, particularly in the context of the shortage of resources needed to implement the strategic goals.

The program has also an attached schedule-plan of actions, which presents a variety of goals and objectives of the institute, the actions and measures outlined for the effective implementation of the latter in the long run, deadlines, outcome, progress indicators, as well as respondents. It includes the period from 2017 January to 2021 January (Strategic Development Plan schedule). It should be noted that the alignment of the strategic goals of the university were not maintained on the faculty level, as the latter ones did not have a Strategic Program and development action plan, but the Chairs have developed and approved Strategic Program and presented the annual activity report according to the strategic directions.

In accordance with the statutory status of the Institute, its mission includes three main directions of activity: Higher Professional Education according to the levels established by the National Framework of Higher Education Qualifications of the Republic of Armenia (Bachelor, Master, Researcher Qualification), Scientific Research, Public Services.

Following its mission, the institute implements educational programs that form competence in accordance with the characteristics of the 6th, 7th, 8th levels of the National Qualifications Framework, with bachelor's and master's qualification degrees. Implementation of the curricula of the educational programs of the specialties operating in the institute, as well as conducting practical exercises, provides the necessary level of theoretical and practical knowledge of students, which contribute to the acquisi-

tion of knowledge, skills and abilities that are comparable to the requirements of the National Qualifications Framework approved by the RA Government Decision No. 332-n of March 31, 2011 (RA education qualifications and their general characteristics).

Table 1.1 Bachelor programs

	Profession and Index: Codes	Educational program and Index: Codes	Qualification
1.	Specialized pedagogy 011401.00.6	Physical Education and Sports Training 011401.09.6	Bachelor of Pedagogy full time\ part time
		Adaptive Physical Culture 011401.10.6	
2.	Sport 101401.00.6	Health improving physical culture (kinesiology) 101401.02.6	Bachelor of Sports full time\ part time
3.	Journalism 032101.00.6	Journalism 032101.01.6	Bachelor of Journalism full time\ part time

Table 1.2 Master's degree programs

	Profession and Index: Codes	Educational program and Index: Codes	Qualification
1.	Specialized pedagogy 011401.00.7	Theory and Technologies of Physical Education ,Physical education and sports training 011401.09.7	Master of Pedagogy full time\ part time
		Adaptive Physical Culture 011401.10.7	
2.	Sport	Health improving physical culture (kinesiology) 101401.02.7	Master of Sports full time \part time
		Adaptive Sport 101401.03.7	
3.	Journalism 032101.00.7	Journalism 032101.01.7	Journalism Master's Degree full time\ part time
4.	Psychology 031301.00.7	Psychology 031301.01.7	Master of Psychology full time
5.	Management 041301.00.7	Management 041301.01.7	Master of Management full time
6.	Marketing 041401.00.7	Marketing 041401.01.07	Master of Management full time
POSTGRADUATE PROFESSIONAL EDUCATIONAL PROGRAM			
1	Teaching and learning methodology	Physical Education and studies ՄԳ.00.02	PhD of Pedagogy full time
2.	Theory of physology and history	ՄԹ.00.01	PhD of Pedagogy full time
3.	Human and Animal Physiology	Գ.00.09	PhD of Pedagogy full time\ part time

STANDARD 1.2: The TLI's mission, goals and objectives reflects the needs of the internal and external stakeholders.

The participation of internal and external beneficiaries in the activities aimed at solving strategic problems, objectives and achieving goals is reflected in relevant regulations and procedures.

According to the 21st point of the fourth section of the statute of ASIPCS it is defined: The stakeholders of the institute are individuals and legal entities relating to the spheres of education, research, science, scientific-production, sports.

The institute has a clear circle of internal and external beneficiaries\copartners, which includes students, teaching and administrative staff, alumni, employers, applicants and their parents, the scientific and pedagogical community, representatives of sport organizations, the Government of the Republic of Armenia and the authorized state body, international partners and the public, in general.

The Institute has a clear circle of internal and external beneficiaries, where students, and administrative staff, employers, applicants and their parents, the scientific and pedagogical community, representatives of interested organizations in the field of sports, the Government of the Republic of Armenia and the authorized state body, international partners and the general public are included.

According to the statute of ASIPCS and Strategic Plan, the mission of the Institute is carried out on the principles of participation and collegiality.

The involvement of representatives of both internal and external beneficiaries is ensured in all collegial governing bodies of the institute and its subdivisions 'For more information, see Criterion 2 of this report'.

The importance of the participation of internal and external beneficiaries was noted in the process of developing ASIPCS Strategic Plan of development. Internal beneficiaries, in particular, have been involved in defining development of the Strategic Plan, mission, goals and objectives. The project of the Strategic Plan has been circulated among internal beneficiaries for discussion and feedback.

During the discussion of the project, a number of suggestions and additions were made by the stakeholders, which were taken into account during the review of the Strategic Plan.

2016 according to consultation with National Center of Professional Education Quality Assurance Foundation, (ANQA) Accreditation Expert Group: Reformulate the mission of the university, making it accessible to internal and external beneficiaries\copartners, 31.08.2016 By the order of the Rector, a Strategic Planning Committee for the Development of the ASIPCS was formed, which involved representatives of the main structures of the university, students and external beneficiaries.

As a result of the work of the committee, the mission of the Institute, its goals and objectives were completely revised and re-formulated. All departments of the Institute submitted written and oral suggestions and comments, meetings and discussions have been organized. As a result, the fields of educational and scientific activities, the interests of the university in the field of public responsibility and training of competitive specialists in the international labor market were defined in Strategic Development Plan.

Despite the fact that external beneficiaries were included in the revision of ASIPCS Development Strategy of 2016-2020, the latter ones were not actively involved in that process.

The involvement of the TLI's beneficiaries in different spheres of the institute's activities, their role in QA processes are clearly presented. For example, to provide high-quality educational programs in accordance with the current requirements of the labor market, increase the level of students' satisfaction.

In order to achieve the goal of the education received in ASIPCS, it is planned to involve beneficiaries in the process of developing, monitoring, evaluating and improving the effectiveness of their implementation, and to identify the requirements of the labor market, or to ensure the connection of teaching and learning methods with the final results, to organize retraining of teaching staff, etc.

The outcome of the listed procedures is the level of satisfaction that students - the primary stakeholders of the Institute, are satisfied with the services and results, the latter being a quality assurance indicator. Thereby, in ASIPCS there are a number of mechanisms for identifying the needs of the above mentioned stakeholders. The senior body of HEI - The Board of Trustees, is formed by the representatives of academic and administrative staff (25%), students (25%), the Authorized State Body- RA ESCS representatives.

25% of the members of ASIPCS Scientific Council are students. Internal stakeholders are also involved in the faculty and scientific councils. Another mechanism of identifying the needs of stakeholders is their involvement in various committees formed as necessary.

The students of the Institute are the primary stakeholders of HEI. In ASIPCS strategic programme the key values declared are "student success" and "accessible education", (see ASIPCS SP) the strategic purpose being higher education for the meeting of their educational needs.

Student autonomy, their participation in HEI management, inquiries conducted among graduates and others, are another mechanism of identifying student needs and expression of their interests. Student Council also promotes to the identification of student needs by constantly organizing debates and meetings on student-related issues.

According to ASIPCS new charter (section 11, point 111, sub point 4) and National Qualifications Framework standards, the students of the Institute have the right to participate in teaching quality assurance functions, evaluate the activity of the academic staff and present suggestions on the improvement of the teaching quality.

The ways of evaluation being different, the identification and evaluation of the needs of ASIPCS stakeholders is manifested differently. It is performed on the basis of inquiries, debates, focus groups, document study and analysis.

On top of that, internal stakeholders (teachers and students) freely present their concerns to the management of HEI, deans of the faculties, heads of the chairs and advisors during meetings and sessions.

To achieve the aim of "Quality infrastructures" defined by SP, an objective has been set to improve student support services to provide for a stimulating educational environment which is implemented by 12 strategic activities. (see SP, pp 25-26)

In 2019 opinion surveys were conducted among students to evaluate the accessibility and utilization of information resources, the effectiveness of services.

Chart 1.1 Are classrooms provided with necessary technical resources?
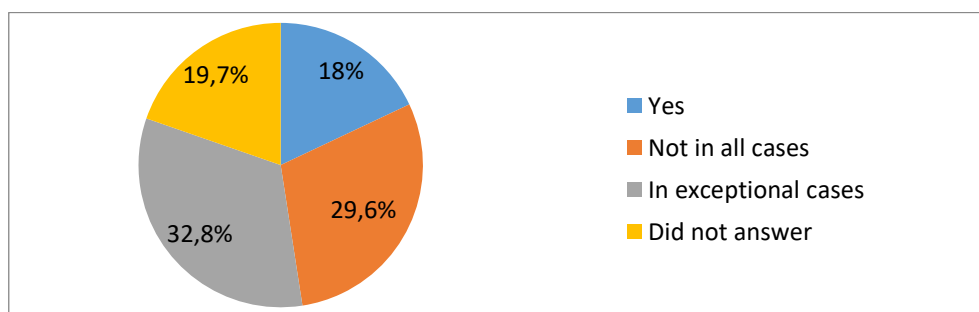
The analysis of the inquiries shows that HEI is not fully equipped, sporting equipment is not proper, changing rooms are small, unfurnished and generally in poor condition. Similarly, academic staff emphasize the lack of conditions designed for interactive and practical lessons.
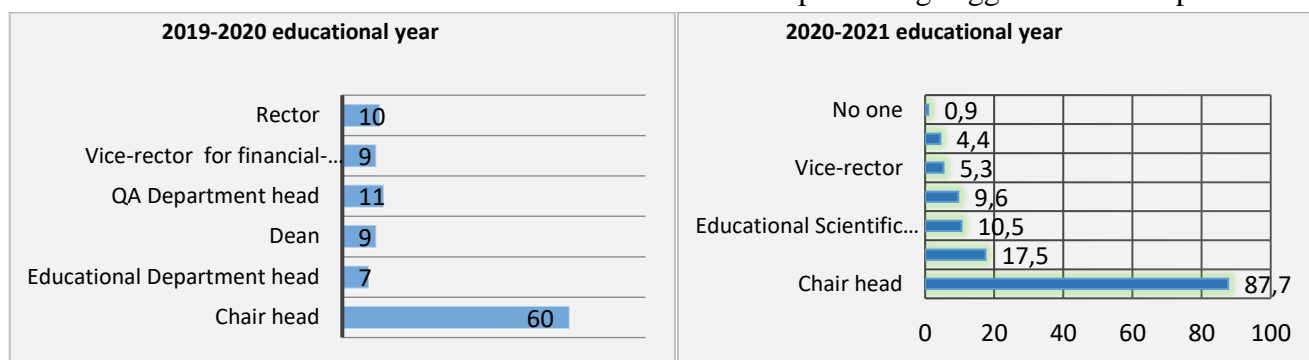
Chart 1.2.

Whom sdudents refer for expressing their complaints on education resources and presenting suggestions?
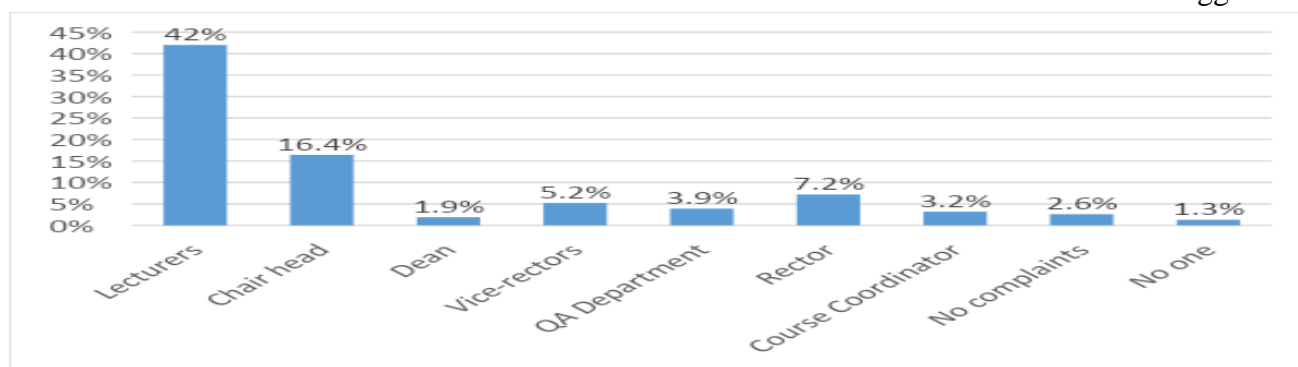
Chart 1.3

Whom do the academic staff refer to for expressing their complains on technical resource sufficiency for presenting suggestions for improvement?

Considering the results of the opinion polls among stakeholders and the strategic objective to continuously improve learning environment, in the academic year of 2019-2020, 32 million AMD (approx..66.000$) was allocated from ASIPCS budget to equip laboratories.

Improvements were made to expand Wi-Fi network, upgrade old equipment, Wi-Fi speed and intra-university information system.

Strategic objective is set to raise the effectiveness of services and admission of applicants - ASIPCS main stakeholders. (AP aim 4, objective 4.1)

To promote applicants' career choice and entrance requirements, in the academic year of 2019-2020 in ASIPCS a preparatory training program was set and entrance exam programs were reviewed. Based on internal and external expert analysis, entrance exams questionnaires and standards were developed, coded test system was set to provide for objective and transparent examination results.

SP implies to build multifaceted contacts with graduates which is implemented by the Department of Internship and Career. In TLI a mechanism has been launched which reflects the skills manifested by graduates and the employer's level of satisfaction in the specific professional field, the scope of professional requirements of a future specialist through inquiries and monitorings.

ASIPCS academic staff is internal main stakeholder and the key potential for the implementation of Institute mission and successful activity, as defined in SP. One of the strategic aims of SP is to improve the welfare of ASIPCS human resources which is implemented by a number of programmes (25% average salary increase of academic staff, salary increase of administrative staff, premium payments for certain type of lecturer work, preparation of medical insurance package, provision of safe conditions for people with disabilities).

ASIPCS external stakeholders are employers, therefore SP highlights their continuous cooperation. To expand the employer engagement in the implementation of academic programme procedures, in the

academic year of 2019-2020 academic staff was complemented with leading and experienced specialists in the field of practice to provide for quality academic programmes, in particular, in "Journalism", "Management" and "Marketing" Master's academic programmes.

In order to identify the needs of internal and external beneficiaries, to ensure and develop cooperation with them, a number of concepts, regulations, and procedures have been developed and adopted. (see Criterion 2)

It should be noted that the external beneficiaries are specified in the "Policy of Involvement of Internal and External Beneficiary in the Internal Quality Assurance Processes" (endorsed at ASIPCS Scientific Council 30. 01. 2019, eighth session). However, in practice, it has not been possible to effectively implement various mechanisms for the involvement of external beneficiaries in the process of achieving the goals of the Strategic Plan. In fact, the participation of external beneficiaries in the mission of the ASIPCS and elaboration of SP was not ensured.

The basis for such a conclusion are visible in the analysis of a number of continuous monitoring conducted by the Quality Assurance Department in "2019-2020", which assessed the effectiveness of the involvement of internal and external beneficiaries in the internal quality assurance processes.

In addition, regular quality inquiries were conducted on internal quality processes, focus group surveys were provided, and feedback on the collected information was provided through accounts and reports. In order to study the existing mechanisms of the involvement of external beneficiaries in the quality assurance processes, in particular, the following information was collected and analyzed:

✓ The reports of the final attestation commissions of the bachelor and master's degree programs for the last 4 years (2016-2020 academic years), the recommendations for their improvement, and the improvements made by the relevant subdivisions and responsible bodies based on the recommendations.

✓ Analyzes based on the opinions of external expertise of educational programs of specialties.

✓ The partnership between Carrier and Internship Department and external beneficiaries.

The identified needs and requirements of external and internal beneficiaries are discussed in the relevant subdivisions, at the meetings of the Scientific Council, decisions are made to meet them. These are ongoing and consistently performed processes, the final result of which is reflected in the reports of the subdivisions, in the answers to the inquiries of the subsequent years. The results of the analysis are submitted to the Scientific Council for discussion.

Thus, almost all Academic programs have been revised to meet the requirements of the National Qualifications Framework (NQF) and labor market.

STANDARD 1.3: The institution has approved mechanisms and procedures to evaluate the achievement of its mission and purpose and to further improve them.

There are a number of mechanisms and procedures at ASIPCS for evaluating and improving the results of the implementation of the mission and strategic goals.

One of the mechanisms for evaluating the implementation process of the ASIPCS'S SP is "ASIPCS'S schedule-plan for the implementation of the 2016-2020 strategic development plan. (approved at the 30-01-2017 session of the Board of Trustees). The document presents the actions/measures planned for the implementation of each strategic task, implementation deadlines, and human resources.

However, no regular monitoring was carried out to manage the implementation of the SP and to make the necessary adjustments. Although key evaluation indicators have been identified in the SDP, these indicators have not been used as a mechanism for studying the factors influencing the activities of the HEI.

It should be noted that in 2018, the plan-schedule for the elimination of the drawbacks mentioned in the expert report on institutional accreditation was considered by the National Center for Professional Education Quality Assurance Foundation (ANQA) as a part of the interim monitoring

Analyzing the progress of the TLI in the solution of the problems revealed in the expert report, the delayed or unrealized steps, the implementation of the drawbacks elimination program was assessed as non-risky. The need to analyze the effectiveness of the improvements, made in terms of achieving the outcomes outlined in the students' curricula, has been identified.

Another report has been prepared on the enforcement of the actions taken during the 2018-2019 academic year of the SDP and submitted to the discussion of the Scientific Council According to those reports, in the past period, a number of actions were carried out within the set timeframes, some actions are in progress or continuous, some of them were not carried out or were carried out not completely.

The main difficulty in implementing the SDP is the dependence of financial income on student tuition, which makes it difficult to ensure the sustainable development of the Institute. The current level of tuition fees does not create a "development budget".

The issues mentioned in the institutional accreditation expert report were taken as a basis when amending the ASIPCS's 2016-2020 SDP. For example, as a result of the evaluation of the "Management and Administration" criterion, the expert group suggested "Review the organizational structure of the institution, clarifying the interconnectedness of all structural subdivision, operational relations, and fix the functions of all employees." According to this and other consultations related to this criterion, the following task was formulated /see Task 5.1./: "Improve the organizational structure of the institute from a strategic perspective, increase the efficiency of management, for the implementation of which it was accepted in the Institute's SDP as a required action for the implementation of the above-mentioned task. Here is another example, in the "Students" criterion the expert group suggested: "Improve the procedures and mechanisms for identifying and assessing students' educational needs by involving students", which has become one of the necessary actions for the implementation of the SDP Task 1.3. Thus, the Institute has included institutional accreditation recommendations in its Strategic Development Plan as a goal-setting action and task.

Although according to the goals of the HEI's SDP, the subdivisions in 2017 have developed long-term strategic action plans, based on which annual work plans have been drawn up, but no interim monitoring has been carried out in the meantime to oversee and assess the compliance of the subdivisions' annual reports with both the HEI's strategic plan and their annual work plans. In this respect, the HEI does not yet have effective mechanisms for assessing the effectiveness of the current accountability system.

The main mechanism for evaluating the mission and strategic goals of the institution was the system of up-to-date reports presented by the bodies and departments of the institution (annual reports of chairs, faculties, rector).

A comprehensive presentation of the activities of ASIPCS and the evaluation is also performed through a general report published every year, presenting the results of the previous academic year of all divisions of ASIPCS.

The annual quality control and evaluation of the activities of the structural subdivisions are carried out by the Board of Trustees based on the Rector's report. The Board of Trustees also approves the long-term strategic plans, budget, list of staff, evaluates and listens to the Rector's report on the annual activities of the ASIPCS.

Within the framework of the annual report, the results of the quality assurance processes of the Academic program are discussed, and ways for improvement are proposed.

The reports, according to the years, are posted on the official website of the HEI /www.sportedu.am/, and become available to all beneficiaries. According to the results of the reports of the last three years, the Institute has been able to successfully increase the number of its students, which testifies to the successful policy pursued by the HEI.

The quality of education depends significantly on the culture formed in the educational institutions, which implies activities based on information collection and analysis, evidence-based decision-making, transparency of the activity, and continuous improvement. In this context, the students, lecturers, and administration of the Institute participate in the quality assurance processes in their field, provide opinions and suggestions for improving the quality procedures and processes. In particular, as a result of the work carried out, a number of regulations, procedures were amended and elaborated, substantive and structural changes were made in the Academic program, internship programs, a benchmarking was carried out within the framework of the following educational programs: bachelor's degree in "Sport", master's degree in "Journalism", "Management", and "Marketing".

Starting from the 2019-2020 academic year, one of the mechanisms contributing to the continuous improvement of the quality of education in ASIPCS, the regular feedback surveys among students, lecturers, and alumni were conducted. Within the framework of the above-mentioned surveys, in order to improve the Academic program, the educational needs of the academic personnel, the level of students' satisfaction with the content of educational programs, teaching methods, learning resources, educational and counseling services, the organization of the internship process, and the general educational environment were assessed.

The results of the survey were analyzed by the Quality Assurance Department, they were discussed with the representatives of the relevant units of the institution, according to which corresponding reforms and improvement mechanisms were planned. Particular activities were undertaken to enrich resources to meet the needs of the education program; qualitative and quantitative evaluation of the teaching/learning resources has not been conducted yet.

ASIPCS Quality Assurance Department organized an online survey among 1-4-year Bachelor's degree and Master's degree students evaluate distance learning effectiveness, to reveal existing quality issues and to identify solutions .Online learning was imposed as a result of Covid-19 preventation plan.

Institutional experience of distance learning organization, as well as the positive and negative aspects of distance learning was also analyzed by "undergraduate and postgraduate" and professors' focus groups' research. Through data matching, based on information acquired from different resources, some of the blended learning models were analyzed from the point of view of education service development strategies (Strategic Plan, goal 1, task1.5).

 Taking into account the proposals which were put forward based on the analysis of the aforementioned survey results, the following activities were undertaken:

✓ Teacher training on "Bledned/Hybrid learning" organized by the YSU specialists, as well as a multi-phased training course on the implementation of the Google classroom as a learning platform.

✓ Relevant procedures, guidelines, and presentations were developed and implemented for the organization of the educational process of the 1st term of 2020-2021 academic year, such as: "Effective teaching during pandemic", "How to boost student engagement in online classes?", as well as a video on "5 pieces of advice for online learners".

On the whole, the institution organized various trainings and seminars, providing all the necessary financial resources, in order to eliminate institutional shortcomings in accordance with the schedule plan, as well as to arrange quality assurance activities effectively. The institute's administrative and academic staff representatives and quality assurance specialists from different Chairs took part in the trainings.

The current SP of the ASIPCS finishes in 2021. In 2020 "Policy and Procedures of the Development, Monitoring, Evaluation and Review of the Strategic Plan of the ASIPCS Foundation" was established, which was approved at the Scientific Council meeting of 31 August, 2020, and was aimed to transparently and publically present achievements and shortcomings existing in different areas influenced by SP implementation, as well as to ensure public and institutional accountability. The procedure develops formal and reliable mechanisms for the analysis of the results of the currently implemented SP, and for the development of a new plan based on the previous AP performance in order to ensure the continuous realization of the long-term vision of the institution.

SWOT analyses for criterion 1

Strengths	Weaknesses
1. Institutional strategic plan and a schedule plan reflecting institute's mission, vision, goals and tasks. 2. Progress evaluation indicators. 3. ASIPCS strategy which takes into account the stakeholders' needs, due to a number of already existing mechanisms meant to reveal those needs. 4. Existence of mechanisms meant to ensure stakeholders' participation in the process of identification of the strategic goals. 5. Integration of internal and external stakeholders' representatives into the ASIPCS collegial governing bodies, various commissions, and working groups. 6. Collaboration with internal and external stakeholders based on cooperation agreements. 7. Study programs that meets National Quality Framework Standards. 8. Extending the scope of the ASIPCS educational activities, implementing educational programs in the field of sport psychology, management, and marketing. 9. Stable student number.	1. Insufficient number of students and external stakeholders involved in the process of planning the objectives derived from the mission of the institute. 2. Insufficient assessment indicators on achieving the set goals. 3. Absence of annual monitoring and ongoing analysis of the SP performance. 4. Insufficient mechanisms for optimization of the structure of the institution and increase administrative efficiency of the ASIPCS. 5. Insufficient analytical basis and evaluation mechanisms of the reports. 6. Absence of in-depth analysis of the efficiency evaluation of the existing mechanisms for the external stakeholders' engagement. 7. Weak connection between the annual budget and strategic objectives and priorities. 8. Financial dependence on students' tuition fees.
Opportunities	**Threats**
1. Defining the institutional profile of the ASIPCS, repositioning the Tertiary Level Institution as an opinion maker and monopolist in the field. 2. Newly implemented and officially approved policy and procedures of the development, monitoring, evaluation, and review of the Strategic Development Plan. 3. More active engagement of external stakeholders in the SP implementation, particularly in the educational plan review and external evaluation processes. 4. Implementation of additional mechanisms to ensure feedback from institute graduates and potential employers, which will enable identification of the needs of the employers. 5. Benchmarking implementation based on the leading local and international experience which will enhance effectiveness of institutional activities. 6. Development of educational and scientific cooperation with national and international partners. 7. Undertaking steps to implement new educational programs which meet the needs of the local labor market. Implementation of double degree educational programs. 8. Ensuring mechanisms to motivate and enhance the engagement of academic staff members in scientific-research activities. 9. Mobility implementation of scientific and pedagogi-	1. Insufficient interest and initiative in setting and implementing institutional strategic goals and objectives. 2. Aspiration of becoming a research institution considering the small number of young scientists and researchers, and limited financial and technological resources. 3. Absence of the analysis of internal and external factors which prevent implementation of planned activities. 4. Provided qualifications based on some education programs which don't meet the needs of the labor market. 5. Professional demands of the labor market which don't correspond to the actual number of graduates. 6. Difficult and unstable socio-economic situation.

| cal staff, and students.
10. Acquisition of relevant information from a wider range of stakeholders about their needs with the help of social network platforms in order to achieve current goals more effectively.
11. Implementation of a national policy supporting the development of the field of sport in the RA. | |

The measures to be undertaken for overcoming the weaknesses and threats

1. Simplify the formulation of missions and visions of the institution; to emphasize the peculiarities and competitive advantages of the TLI by concretizing the mission of the institute.

2. Establish measurable and realistic indicators of result evaluation of the implemented mission and goals.

3. Strengthen public perception that ASIPCS is a leading institution in the field of physical culture and sport.

4. Evaluate the SP, revealing the shortcomings and flaws in the previous SP performance, analyzing the effectiveness of activities carried out by different areas of the nstitution according to relevant indicators.

5. Promote stakeholders' active participation in SP development and review processes, highlighting the importance of maintaining relations especially with the external stakeholders.

Ensure a connection between the financial planning, priorities and SP based on indicators evaluating the implementation process.

6. Diversify sources of financial income, participate in grant projects, and search funding resources in order to ensure financial stability.

7. Develop and implement evidence-based mechanisms for the evaluation of the effectiveness of administration and management systems.

8. Develop and implement new mechanisms for revealing the main stakeholders' needs, and ASIPCS staff members' professional development and additional promotion opportunities.

Strengthen the link between the needs and demands of the labor market, and specialized educational programs.

9. Make a clear distinction between final objectives of the education programs of specific specialties and specializations.

10. Accelerate steps towards the implementation of double degree programs, pre-evaluating and analyzing academic staff potential and other resources.

11. Develop the infrastructure for a successful implementation of education programs.

Improve activities meant to increase participation of target employers and graduates in education program monitoring, evaluation and review processes.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: The institution's system of governance ensures ethical decision-making and efficient provision of human, material and financial resources to effectively accomplish its mission, educational and other purposes.

In 2016, ASICPS changed its organizational and legal form from ASIPCS NCSO (Non-Commercial State Organization) to Armenian State Institute of Physical Culture and Sport" Foundation so the management system of the SEI was reorganized and the management system of the institution was adapted to that change.

ASICPS 2016-2020 SP plans to review the organizational structure, improve human resource management policy and administration system. To achieve this goal, the ASICPS SP stipulates: 1) to increase management efficiency, 2) to create a unified management information-analytical system, 3) to develop a quality management system and bring it in line with international standards. For the implementation of these strategic tasks in the SP, certain improvement measures have been envisaged (see SP, goal 5, task 5.1, -5-3).

STANDARD 2.1: The TLI's system of governance ensures regulated decision-making process in accordance with defined code of ethics and has efficient provision of human, material and financial resources to accomplish its educational and other purposes.

The principles of management at higher educational institutions are enshrined with legislative acts and the RA Constitution regulating the sphere of education. According to Article 38 in the Constitution of the Republic of Armenia, the universities in the Republic of Armenia follow the right of self-government, carry out their activities within the framework of academic and creative freedom.

The management of ASICPS is carried out in accordance with the Law of the Republic of Armenia "On Education" (April 14, 1999), "On Higher Postgraduate Professional Education" (14.12.2004), in accordance with the University Charter, the principles of self-government, collegiality and sole management, the function implementation of the board of trustees, the Academic Council manager (Rector). (Section VI, Clause 24 of the Charter of the ASIPSC).

The sole management of the Institute is carried out by the head of the institute, where the collegial governing bodies are the ASICPS Council, the Academic Council and the Rectorate, ensuring the rules of ethics at all levels.

The RA government and the state authorized body participate in the management of the legal entity through legal entities, which is enshrined in laws and the charter of ASICPS as well other legal acts.

The Board of Trustees in ASICPS is the highest collegial governing body of the Institute with the term deadline of 5 years. The Board discusses, approves the budget of the institute, the strategic development plan, fully evaluates the report of the Rector on the annual activities of the ASICPS, elects the head of the ASICPS. The Rector is not a member of the Board. He participates in the meetings of the Board with a consultative vote, which ensures the independence of the collegial executive bodies and guarantees the norms of management ethics (see the Rules in Procedure of the Board of Trustees, Section 2, points 2-4).

The Board includes 25% of the government representatives of the Republic of Armenia acting in the spheres of education, science, culture, economy who are considered as external stakeholders, whereas the involvement of faculty and students comprise the internal stakeholders (25% of the Board) which allow stakeholders to actively participate in the realization of the mission, strategic goals, policy development as well as implementation processes set up by the institute. (Section 6 of the ASICPS Charter, paragraphs 28-31)

The main guideline document of ASICPS management activities is the ASICPS Development Strategic Plan (2016-2020), which has been developed taking into account the human, financial and material resources available in the Institute.

The management system of the institution ensures a regulated decision-making process correlating the established rules of ethics, as well has the necessary human, material and financial resources for the implementation of educational and other purposes.

The strategic and current management of ASICPS is carried out by the statutory bodies (Board of Trustees, Academic Council, the Rector, Rector's Office), as well as by-university structures (Vice-Rectors, main subdivisions).

The competence of the governing bodies at ASICPS, the rules of formation and activity define the charter of ASICPS (sub-point 1 of point 24, section VI), the "Rules of procedure of the Board of trustees at ASICPS" (25.01.2019), "Regulations of the Academic Council at ASICPS" (31.10.2016), "Regulations for the election of the rector at ASICPS" (27-01.2017), "Rules of procedure of the Rector's Office at ASICPS" (31.10.2016).

The sole (current activity) management of the institute is carried out by the executive body of the institute - the Rector. The authority and responsibilities of the Rector are defined by the charter of ASICPS (point 54). The rector is elected by the Institute Council in a secret ballot for a term of 5 years. That position can be held for no more than 2 consecutive terms. (See Charter, points 55 and 56).

The Rectorate of ASICPS is an advisory body attached to the Rector, which within the scope of its authority discusses issues related to all spheres of the Institute, as well as the implementation process of the decisions at ASICPS and Academic Council.

The heads of the main subdivisions at ASICPS are represented in the Rector's Office (see the regulations of the ASICPS Rector's Office, Section 2, point 2.2).

The Rector's Office includes the Rector of the Institute, Vice-Rectors, the Scientific Secretary of the Institute, the President of the Trade Union, the Deans of the Faculties, the Heads of the Structural Departments, the Chairman of the Student Council, who participate in the issues discussed.

By the decision of the Rector, if necessary, the representative (s) of the teaching staff are invited to the meetings of the Rector's Office.

The direct management of the different spheres of activity of the Institute is carried out by the three vice-rectors (in the field of education, in the field of foreign relations, in the field of strategic programs, in the field of financial management), who are appointed by the rector's order.

The general management of the Institute is carried out by the Academic Council (AC) of the institute, which coordinates, manages the university and the teaching methodological research activities.

The total number of members of the Academic Council is 34 constituting 10 professors, 12 associate professors, 8 Candidates of Sciences (Pedagogy), 4 lecturers and 8 students from two faculties of the Institute.

The term of office of the ASICPS Scientific Council is 5 years. The procedure for the formation and activity of the Scientific Council is defined by the legislation of the Republic of Armenia, the charter of ASICPS, the regulation of the Academic Council. The head of the Academic Council is the rector. The Academic Council discusses, approves reports and recommendations on the activities of department heads, issues the training of scientific staff, scientific research, international scientific cooperation, strategy program, and finally guarantees the publication of staff monographs, collections, etc.

Officially, the Academic Council includes the rector, vice-rectors, the scientific secretary, the chairman of the scientific coordinating council, the deans, the heads of the chairs, the heads of other structural subdivisions appointed by the rector.

This level of management has a wide range of coordination (supervision) (vice-rectors, department, faculty, administrative staff, students, employers), who solve long-term strategic problems related to

adaptation to environmental changes, labor market analysis, forecasts, innovations in the educational system, integration into the European Educational Area, implementation of relevant policies, fulfillment of the requirements of the Bologna Process of educational reforms, development strategy, PR-activities, public relations, quality management of the educational process, etc.

In order to have wide discussions among the employees of ASICPS, in 2019 the official general e-communication was introduced in the Institute, through which more than two dozen amended regulations" drafts were submitted for discussion and suggestions. The recommendations made in the lower levels of government are discussed from the bottom up: chair meeting, faculty council, Rector's office, Academic Council, thus observing the "rules of ethics and democracy''. Cases of disagreement are discussed separately with each subdivision, then submitted to the AC for approval.

The notes and the decisions made during the Rector's Office and Academic Council meetings are posted on the official website of ASICPS, and the paper versions of the decisions are submitted to the relevant subdivisions, which ensure access to all stakeholders.

And the movement of internal-external documents is carried out through the electronic system of documents (mulberry), which facilitates the daily work with documents, as well as makes the whole document flow open and transparent.

The decisions made at all levels of the Institute management system are implemented by the orders or instructions issued by the rector, aimed at the mission and goals of the Institute.

The right to vote, to be elected or to participate in the discussion of related issues are guaranteed in the charter of the faculty (see Section III, sub-clause 3, clause 17, clauses 14 and 28, clause XI, 101-point).

The rules for implementation of these rights are also regulated at all levels of government. The heads of the educational subdivisions of the Institute (dean of the faculty, head of the chair members of the teaching staff are elected in their positions through open competition (announcements are posted on the Institute's [Facebook page.](#)

The Faculty is the main subdivision organizing the teaching methodological research process of the Institute, the collegial governing body of which is the Faculty Board, as well the President is the Dean of the Faculty.

The order management of the faculties is defined by the legislation, the charter of ASICPS by the model charter of the faculty (approved by the order N 39 of 31.10.16).

In 2019, the "Procedure for the election of the Dean of the Faculty of ASICPS" was developed, introduced and approved in 2019 by the decision No. 6 of the Academic Council of December 26.

The Chair is a structural educational and scientific division of the faculty, which organizes and implements the educational process, performs teaching-methodological, research-organizational work, trains scientific and pedagogical personnel and specialists of the field.

In 2020, the "Procedure for electing Head of the Chair of ASIPCS " was revised (approved at the meeting of the Academic Council, May 27, 2020).

According to the amended procedure for the election of the Head of the Chair, the position of the Head of the Chair can be held by a person with PhD degree for a five-year term. ASIPCS pays great attention at ensuring high-quality personnel potential and human resource management. Labor relations are regulated by a number of legal acts, in particular, by the regulation of the formation of professorial-teaching staff, by the regulations on academic integrity, by the collective agreement, etc.

Representatives of the Student Council, from the system of full-time and part-time education are involved in all management bodies of the university on the principle of participation.

Student Council of ASIPCS is a student representative, self-governing, apolitical, non-partisan elected body, whose power and procedure are defined by the Charter of the Institute and Student Council in accordance with the RA Law on Higher Postgraduate Professional Education.

According to the statutory powers, the Student Council protects the interests of students, promotes their educational, scientific, creative, physical, moral and spiritual development.

The issues submitted by the Student Council are regularly discussed,and are resolved at the meetings of the Rector's office and the Academic Council of the Institute.In the annual budget of the institute, a separate line is allocated for implementing programs proposed by the student council.

The property and financial bases of the Institute's activities are fixed by law and by ASIPCS Charter (part 2, item 9,11,14)

The Institute has property assigned to it on the right of ownership, as well as on the right of use: Financial resources are allocated for the implementation of statutory and strategic objectives and tasks.

Financial activities include the functions of salary, scholarships, tuition compensation, student benefits, maintenance and development of the institute's resources, and other expenses:

The distribution of financial resources is based on the applications submitted by the subdivisions for the purchase of materials, property and resources necessary for the implementation of their educational needs, educational programs, provision of the educational environment.

The income and expenses of ASIPCS are provided and used as prescribed in the established procedure according to the annual estimates. The annual income-outcome statement is approved by the Board of Trustees.

The financial audit of ASIPCS is carried out according to the procedure established by the legislation of the Republic of Armenia and the Charter of the Institute. (**Charter part 6, item 9)**

Independent audit deductions and conclusions are drawn and submitted: the head of management of ASIPCS and the legal entity performing the audit are responsible for it.

Currently, most of the documents regulating financial processes are subject to improvement, after which the latter will be available in ASIPCS website section "Documents".

STANDARD 2.2: The TLI's system of governance provides student and teachers opportunity to participate in decision-making processes directed to them.

The Management system of ASIPCS, the current charter and regulations allow professors and students to be involved in various levels of management, to participate directly in the management process of the TLI, to discuss various issues, to make decisions about them, thus making the activities of the TLI transparent and accountable.

A new organizational structure was introduced in the Institute In December 2019. Before submitting it to the Board of Trustees, it was widely discussed among internal stakeholders. Substantial proposals were received and most of them were accepted.

According to the new organizational structure, horizontal-integral connections are established between the management circles, which were previously separated.At the horizontal level of management, the functions of control and accountability have been strengthened, and mechanisms of checks and balances have been consolidated.

Collegiality, principles of democracy and pluralism are important in the decision-making process of the TLI (See Strategic Plan page, ASIPCS Charter, part 6, item 24)

The participation and involvement of the teaching staff in decision-making process have legal guarantees. Article 19 of the RA Law "On Higher and Postgraduate Education" establishes the employee's right to participate in the selection and election to positions and management bodies, as well as to participate in the discussion and resolution of issues related to the activities of the Institute.

The Charter of ASIPCS and regulations of activities of subdivisions ensure involvement of professors in the management system. The professorial staff is included in the management bodies of the Institute. ASIPCS Charter establishes 25% proportions of the involvement in the Board of Trustees (section 3, item 17, sub item 28), inner procedures of the Institute detail the relevant regulations for ensuring involvement**.**

Representatives of the professorial staff are nominated by the Academic Council, and student representatives are nominated by the Student Council.

All the main structural subdivisions, on behalf of their heads, are presented in the Academic Council (AC regulation, item 3, 3.2 subitem). The Chairman of the Student Council is also officially included in the Academic Council. Student representatives, who make up 25% of the members of the Academic Council, are nominated by the Student Council accordingly.

Heads of the main subdivisions of ASIPCS are members of Rector's Office.(See Regulations of the Rector's Office of ASIPCS). Officially, the Rector's Office also includes the Chairman of the Trade Union as an authorized person representing the interests of the employees. Appendix

The Professorial staff participates in the councils of the faculties of the Institute, which is formed in accordance with the charter of the faculty of ASIPCS. The rector or Vice-rector may participate in the meetings of the Council with the right of advisory vote.

The participation of the Professorial staff in academic and methodological councils of the faculties is manifested officially and by elective forms.

The entire professorial staff of the Chair is a member of the Chair and being lead by the head of the Chair, participates in the educational, scientific and organizational activities of the Chair. According to the Faculty order, the Chair comprises of professors, associate professors, assistants, professors of the Chair, who under the leadership of an elected Head of the Chair participate in discussions of educational, scientific issues of the Chair, at Chair Sessions. The Dean, Academic staff of the Chair, postgraduates, the professorial staff and other employees may participate in the sessions of the Chair with the right of consultative vote.

Article 17 of the RA Law" On Higher and Postgraduate Education " establishes the right of students to take part in the management of universities. There are two ways to participate:

a. Participate in the work of the relevant governing bodies of the HEIs in accordance with the law or the charter of the TLI,

b. participates in the development of educational content

Accordingly, the main ways to participate in the work of the governing body of the Institute is:

a.25 % of the members of the Board of Trustees and the Academic Council of ASIPCS are students elected to the ASIPCS Student Council of. (**see ASIPCS Charter , section 6, items29,Regulation of Academic Council of ASIPCS section 3, subitems 3.3, also Charter of the Student Council of ASIPCS section 3, item 13**),

b. According to ASIPCS Charter, there is a self-governing organization for students, Student Council **(the charter was adopted in 2010 and was reviewed in 2019)**

c. The Chairman of the Student Council of the ASIPCS is an official member of the Rector's office **(see sub-item 2 . 8, item 2 of the Regulations of ASIPCS)**

d. The Chairman of the Student Council of the faculty is officially a member of the Faculty Council **(see the Charter of ASIPCS section 11, item 111, sub item 7, model charter of faculties section 7, subitems 7.3-7.6)**

e. There is a Student Scientific Society in ASIPCS **(the charter was approved in 2012).**

Student Structures have a share in the budget of ASIPCS, intended for both student events and business trips.

In order to encourage students ' participation in university life, the institute's management periodically organizes meetings with internal stakeholders, listens to their opinions and suggestions, which are taken into account when making decisions.
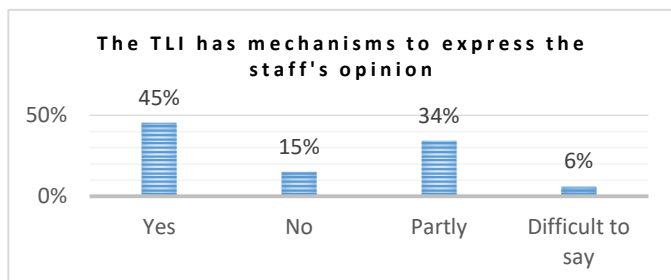
Mechanisms to ensure the participation of students in decision-making processes that aim to identify and care for the needs of students, to make their role in making related decisions full is revised and established by Vice-rectors and heads of the relevant administrative subdivisions of the University.

Students of ASIPCS also have the right to participate in the functions ensuring the quality of education and to evaluate the effectiveness of the professorial staff, which is enshrined in the Law of the RA on Education and in the Charter of the Institute.**(Law of the RA "on the Education", article 28, item 4, Charter of the ASIPSC section 11, item 111, sub item 4)**
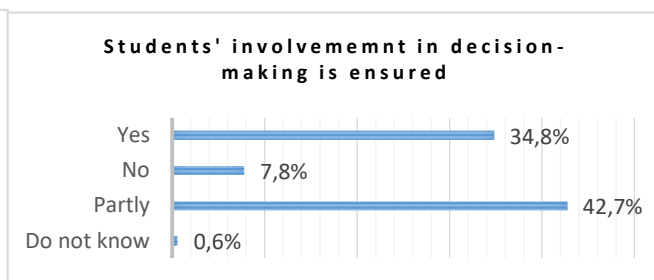
Student surveys are considered to be an indirect and effective form for student participation in the decision-making process.

In 2019, the Institute studied the satisfaction from involvement in the decision-making process of beneficiaries relating to them for the first time with formal mechanisms.

Chart 2.1   **Chart 2.2**

The TLI has mechanisms to express the staff's opinion

Yes	45%
No	15%
Partly	34%
Difficult to say	6%

Students' involvememnt in decision-making is ensured

Yes	34,8%
No	7,8%
Partly	42,7%
Do not know	0,6%

Thus, the professorial staff of the institute and the students are directly involved in the decision-making process at almost all levels of management, their participation in the governing bodies is regulated, and the selection to those bodies is carried out according to the current procedure from bottom to top.

In order to increase student structure involvement and to increase the effectiveness of student participation, reform programs are intended to be put forward, since, focus group studies with students show a lack of experience and knowledge in the role of these management bodies.

STANDARD 2.3: The TLI's develops and implements short, mid, and long term planning consistent with its mission and purpose and has clear monitoring and implementation mechanisms.

The strategic planning tool of the mission of ASIPCS is a five-year strategic development program of the Institute. The implementation of the main goals and objectives established there, is planned in different directions and implemented according to various procedures. **(For strategic long-term planning, implementation and monitoring see Standard1).**

The activities of ASIPCS Planning are first of all manifested in the educational process, through planning bachelor and master degree programs. The planning of educational activities is carried out at long-term, annual and current levels.

The Law of the RA" on Education" is the legal basis of this planning system , which establishes that the process of education in educational institutions is organized through curriculum, subject programs, syllabuses, course schedules and time tables.

At the level of practical planning, the Institute uses such tools as curricula, subject programs, course schedules, and timetables.

Based on the educational programs implemented in the Institute, the Department of Education, the faculties, the working groups of the Academic Programme develop the curricula. The chairs carry out the annual planning of the courses, the annual loading of the lecturers, and submit it for approval.

The current planning of educational activities includes curricula and exam schedules.At the beginning of each term, the schedule of the educational process is approved, which clearly defines the terms of education, tests, exams, the terms of repayment of debts, the beginning and the end of the term\session, etc.

At the same time, certain deadlines are set by the faculties for submitting the relevant documents to the educational department according to the months. Non-compliance with the deadlines specified in the

schedule is considered as a violation of executive discipline and is discussed at the meeting of the rector's office.

The Process of raising the professional qualification of the professorial staff and research activities are also planned at ASIPCS (**see Criterion 6.1**). The mechanisms for implementing and monitoring the latter ones are mentioned in **Criterion 3 and 5.**

In accordance with the mission and goals of ASIPCS, the Institute carries out short-term (semi-annual) and med-term (annual) planned activities based on the Rector's annual reports, and long-term planning (five-year) is carried out in accordance with the strategic plan, which clarifies the ways and means to achieve the vision of the Institute.

At present, the main document of ASIPCS management activity is the strategic development of the Institute, the revision of which was due to the results of the accreditation of institutional capacity and opportunities.The development program is actually a medium-term program that provides a basis for reviewing and evaluating the institute's development concept and strategic goals.

Reports are considered as monitoring mechanisms, which are compiled according to the strategic objectives and subdivisions of ASIPCS. Each unit of ASIPCS, based on the strategic development plan makes an action plan for the academic year, and its enforcement is evaluated by a report, based on the expected outcome for each goal and task of the Strategic Plan:

Reports concerning working activity of chair and faculty activity are accordingly presented at the faculty council and scientific council sessions.

There are strategic programme self-analyses of faculties and chairs to ensure interconnection of subdivisions' planning activities with the long-term strategic programme.

There are analysis evaluating strategic goals in the Institute. In 2020 Quality assurance department implemented a monitoring, SWOT analysis through which strengths and weaknesses, opportunities and risks were identified for the further long-term, medium-term and short-term planning.

In 2020 short-term activity planning format was significantly changed, definite deadlines for verifiable and measurable steps were set, evaluation mechanisms and those responsible were identified, the objectives covered to provide for an effective use and evaluation of financial, personnel and material resources.

The heads of the subdivisions coordinate and manage the procedure of planned work implementation. One of the most significant functions in the Institute management procedure is regulation through intra-Institute acts for the implementation of which Legal support department is concerned. The latter formulates and implements audit internal normative act projects (charter, regulation, procedures, terms of references, etc.).

In 2019-2020 this procedure was accompanied by reforms in the HEI. As a result, legal and technical changes were made in the Board of Trustees' terms of reference, regulations of the rector, faculty dean and head of chair election, several dozens of internal organizational legal acts were presented to Institute management authorities. Procedure of scientific coordinating council formation was set in relation to ASIPCS new structure, final attestation procedure for bachelor graduates was reviewed.

Present-time, documentation base regulating teaching procedure should be improved to strengthen legal bases of teaching activity organization and Institute management relationships.

Preliminary assessment of mechanisms of planning and monitoring in ASIPCS shows management regulations have not yet been adopted, mechanisms for an effective evaluation of terms of references and financial management procedures are weak and unreliable.

In this context, it is planned to evaluate efficiency of management system regulations and terms of references of administrative institutions as well as formulate the provision and management policy of human, material and financial resources. The latter was defined as medium term actions in 2017-2021 SP, but no measures were taken in this direction.

Moreover, the results of independent audit assessment, implemented to evaluate financial management efficiency, were not also used for setting financial risk policy and monitoring problems and shortcomings.

STANDARD 2.4: The TLI's conducts environmental scanning and draws on reliable data during the decision making process.

As internal and external environment changes considerably affect activity of TLI different domains, the Institute management procedure is carried out through identification of main factors and forecasting impact on its activity.

In ASIPCS decision making is conducted through functions of planning, organizing, implementing, managing and accounting to ensure efficient implementation of credible data and decisions.

Above and below report system provides for information on education activity of chairs, as well as quantitative and qualitative data for the implementation of quality management procedure.

For the provision of credible data based on which efficient decisions are made, accountability methods include but are not limited to the following:

1) Rector's annual report to the Board of Trustees. Evaluation of Institute activity is implemented through annual activity analysis and reports based on indicators set for different domains. There are mechanisms which aim at evaluating efficiency of Institute activity, achievements and deficiencies. In case deficiencies are identified, necessary changes are made in the coming work plan to ensure continuous improvement procedure of TLI.

2) Reports of heads of subdivisions (main heads of subdivisions, deans), and heads of chairs to the scientific councils.

3) Reports of academic staff is provided through 5-year term re-election with a description of academic achievements and improvement vision.

4) Reports and statistical data as 1-SP and 3-SP statistical reports, analyses, and others are presented to national system of statistics of RA.

In particular, changes in the education system and its legislation, below above offers, problems and needs identified in polls and separate institution reports have increased the necessity to review internal legal acts, improvement of new regulations and procedures.

In ASIPCS there are methods and tools to provide for the study of factors affecting Institute activity (guideline approved by S.C. session in 2019, January 30).

Since 2020 the Institute has taken due care to secure a management decision making mechanism that aims to study internal needs in TLI. The latter is fulfilled by a regular study of needs and measures, monitoring and evaluation.

In the academic year of 2019-2020 opinion polls were conducted among academic staff, students and graduates and focus group meetings aimed at identifying factors that of intramural and online studies.Surevys results show that it was teachers who mostly made students aware of their rights and responsibilities.

In 2020-2021 academic year by the order of rector's deputy, functions and responsibilities of education department and other subdivisions have been determined to provide for precise student -related information and ASIPCS personnel responsibilities.

As the academic staff has emphasized, there are not enough trainings designed for professional improvement. For an effective fulfillment of the mechanism "need-developing trainings-expected results", in 2020-2021 academic year a number of trainings were implemented for teaching staff. The participants of the trainings expressed satisfaction offering continuous projects for the enhancement of teaching qualifications.

Within professional training programmes, the style of mentoring has been tested to ensure horizontal education opportunities for colleagues. In particular, within different phases of digital skills training,

IT department of the Institute has shown continuous support to the teaching staff, in particular, observe as well as analyze up to date education problems that of distance learning and state the necessary tools for it.

IT department has developed the provision of Institute e-resources to ensure for student accessibility. Currently, inquiries are being conducted aimed at evaluating the problem-solving measures and their effectiveness.

To study ASIPCS external factors, in 2019-2020 inquiries were implemented by Public Relations responsible and Quality assurance department among pupils from different schools to estimate the number of applicants, evaluate their choice to study at ASIPCS and others.

Chart 2.3

What comes first to your mind when you hear about the Armenian State Institute of Physical Culture and Sport?
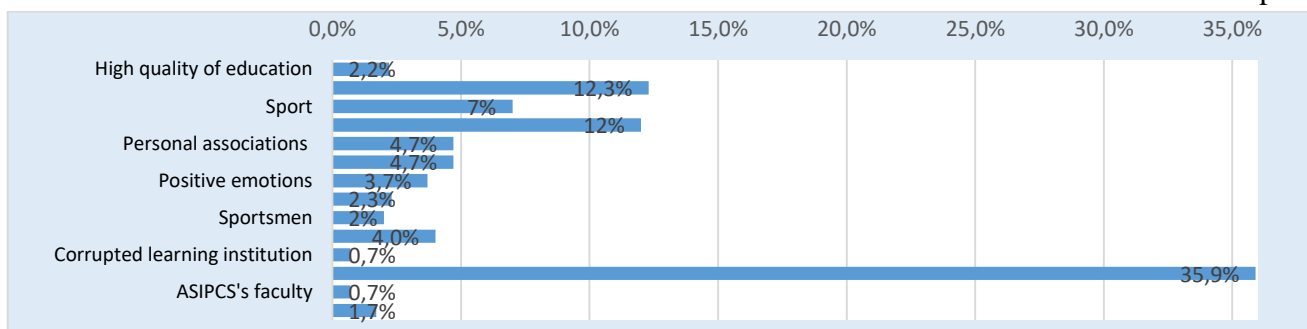
Chart 2.4

What factors are important for enrolling in ASIPCS?
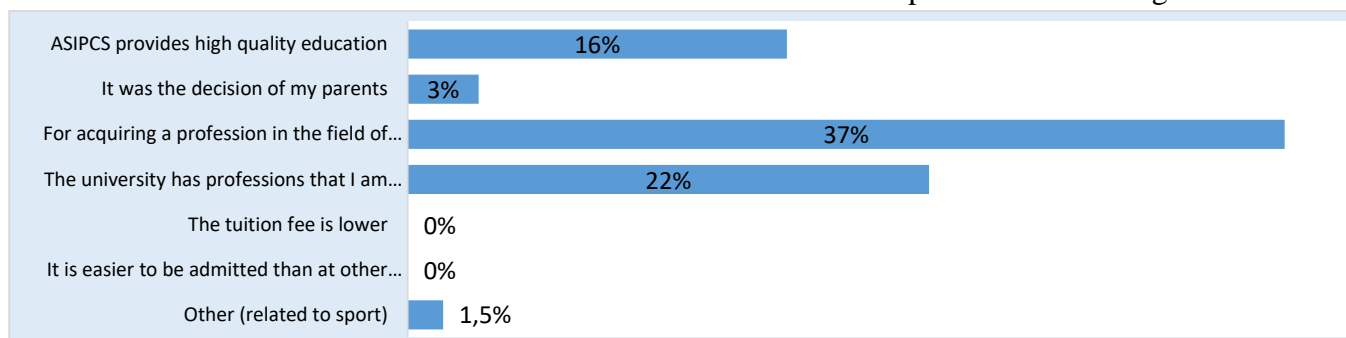
The results of the surveys show that the applicants did not use the official information sources of the TLI to find out about the opportunities to get an education at ASIPCS.

Interestingly, being fashionable in the profession was not a serious motivation for students to choose a profession. In addition, students are more interested in getting the required knowledge in their profession, than just having a diploma.

It is noteworthy that the low tuition fee of ASIPCS was not considered by students as a primary factor in choosing a learning institution. The following main characteristics were mainly used: the opportunity to study in the coaching and pedagogical field, to work in their field in the future.

Based on the analysis of the results of this study, in order to recruit potential applicants, in the 2020-2021 academic year, great attention was paid to the coverage of educational programs implemented at TLI, advertising videos were published, ASIPCS representatives presented the development and reform programs launched at the Institute in interviews with various media. The above-mentioned actions led to a significant increase in student admissions (in the 2020-2021 academic year, 628 students were admitted to the HEI, which is the highest index for the last ten years).

ASIPCS plans to conduct regular studies of external factors, assessing their results from the perspective of the strategic importance of the TLI.

Thus, as a result of feedback work, the TLI is gradually developing the practice of discussing student survey results in chairs and faculties, which aims to ensure the transparency of the impact of student survey results on the educational process and the predictability and expediency of improvements based on them.

At the present stage, the rules and procedures for ratifying feedback mechanisms are revised and approved. In their turn, these procedures strengthen the research base for studying the factors of the external (admission, financing system, unpredictable situations, labor market and public demands, legislative changes, etc.) and internal (the number of recruited employees, employee attrition rate, aging, the presence of state-of-the-art technology and equipment, efficiency of the organization of auxiliary infrastructure work, etc.) environment that affect the activities of the TLI.

For reasoned and pro-future decisions substantial and structural changes were made in the academic programs, in the system of external evaluation of academic programs, in the programs of internships. Structural changes were made to make more efficient use of the existing material and technical base.

The G-Suite electronic management information system is also being put into operation, which aims to expand the e-government toolkit in the educational process, to record student attendance and progress indicators electronically, making the collection and management of information related to the educational process controllable and transparent.

STANDARD 2.5: The management of the polices and the processes draws on the quality management principle (plan-do-check-act).

The policy and administration adopted by ASIPCS are implemented using quality management P-D-C-A cycle model with appropriate procedures, aimed at ensuring continuous quality improvement in ASIPCS's management processes and integrity. Governance and administration at the Institute are based on the principles of legality, transparency, taking into account public opinion.

Central management (for example SP), decentralized, and faculty functions (for example, academic program implementation) go through quality management cycles.

The foundations of the current governance structure of ASIPCS are enshrined in the new Charter introduced in 2019 **approved by the Board of Trustees, decision No. 5-L of July 6, 2019).**

The Charter clarifies the structure of the Institute, the issues of eligibility and formation of governing bodies, the order of management of structural subdivisions.

The management of the Institute is based on its autonomy, in combination with sole and collegial management principles that include the implementation of the functions of the authorized body, the founder, the Scientific Council, the ASIPCS's Council, and the rector **(see Section 6 of the ASIPCS's Charter).**

The principle of collegiality is dominant in the management system, which creates the conditions for the participation of internal beneficiaries in multifaceted discussions, contributing to grounded decision-making. Sole management (rector, deans) provides an opportunity for rapid and operative response and decision-making. Sole managing bodies are selective, time-bound, accountable, and responsible to collegial bodies, which includes a mechanism of checks and balances for unilateral and arbitrary decision-making.

Each of these bodies has its eligibility, defined by its procedure and regulations, and differentiated powers in the management of the Institute **(see Criterion 2.1.)**

It should be noted, that particularly in recent years ASIPCS has been planning and consistently working out internal legal acts, procedures, and regulations necessary for an effective management system, and which are consistent with the PDCA model of quality assurance management.

From this point of view, it should be mentioned that the TLI was mostly in the stages of process planning and implementation (2016-2018), gradual steps have been taken to carry out the evaluation and

improvement stages of the PDCA cycle. This process was fixed through formal procedures and mechanisms.

Example 1. In the 2019-2020 academic year, academic programs were revised and curricula were improved based on the results of external independent evaluations, stakeholders' observations, and opinions expressed during joint discussions.

External expert monitoring was conducted and summarized within the timeframe established by the approved "External evaluation of academic program" procedure, developed in 2020. During the same procedure evaluations based on expert opinions were generalized, which contributed to the purposefulness of the curriculum transformations. The educational programs of the four bachelor's and three master's degree programs were provided for external evaluation.

By adopting the principle of plan-do-check-act for all processes, the academic program supervisors applied the same approach in the involvement of external beneficiaries of academic programs.

Improvement, as a stage of the quality assurance management process, succeeds the evaluation stage and initiates the identification of problems and unfulfilled projects found during the evaluation, and the development of improvement measures.

The analysis of the results of the meetings and discussions with the external evaluators-experts shows that the observations of the external stakeholders mainly refer to the importance of bringing the HEI education in line with the current requirements of the labor market. Employers' suggestions were taken into account in the curriculum, increasing and developing the practical tasks section.

Another mechanism in ASIPCS for involving external beneficiaries is the application of the opinions and recommendations of the final attestation commissions, internship managers in the process of improving the academic programs. (2020).

Nevertheless, it should be noted that the previous TLI did not continuously analyze the feedback received through this mechanism, which would allow controlling the dynamics of changes in educational programs.

Example 2. A consistent monitoring of the effectiveness of internal and external beneficiaries' awareness mechanisms was carried out. The rate of the involvement of external beneficiaries in quality assurance processes was consistently monitored too. The results were applied in the institutional improvement planning processes. Based on the recommendations for the study of the current model of information collection, the quality management feedback mechanisms are improved, the current management, accountability, and control systems are evaluated. Appendixes report:

Example 3. In the 2019-2020 academic year, self-assessment activities were carried out in the ASIPCS's academic program "Master's degree in journalism" within the framework of the "Open Society Foundations" grant program. The self-assessment report examined the whole basis of academic program quality management. As a result of focus group surveys conducted among students, alumni, academic staff, and employers key issues and areas that need to be reviewed were identified. As well as suggestions for curriculum improvement were put forward. Grant Report:

Together with the Chair of Sports Journalism, the recommendations made in the self-assessment report were discussed, which were mainly taken into account in the development of the subject list, staffing of the chair with practical journalists in the field, creating a research-based educational environment. The rationale for changes in the Chair of Journalism

Example 4. Introduction of a differentiated surcharge system for promoting the scientific-methodological work of the ASIPCS's lecturer, which is aimed at promoting the development of the research activities of the academic staff and encouraging them to publish their works in international rating journals **(approved on August 31, 2020).**

Example 5. In the case of educational programs, analyses of admission statistics, labor market demand, and public demand are carried out, based on the results of which a new academic program is

decided and launched. An example of this is the development of the 2020-2021 "Master's degree in sport tourism", and the approval of the RA MoESCS.

Thus, the administration of policies and procedures in ASIPCS is carried out on the principle of quality management, i.e. forecasting, planning, implementation, evaluation, control, reporting, and improvement. After becoming a foundation, for the implementation of the mentioned processes, numerous regulations, procedures, and other acts regulating the functions of the governing bodies have been adopted.

STANDARD 2.6: There are mechanisms in place ensuring data collection on the effectiveness of the academic programmes and other processes, analyses and application of the data in decision-making.

The Institute seeks to maintain and strengthen the confidence of students and other beneficiaries in higher education through effective quality assurance activities that ensure that study programs are properly developed, regularly monitored, and reviewed.

The following mechanisms are functioning at the ASIPCS to collect and evaluate the effectiveness of academic programs and related processes.

a) The validity of academic programs and quality assurance in the stage of their development.

b) Ongoing monitoring and evaluation, which ensures the effectiveness and quality of academic programs in the stage of their implementation, according to the " ASIPCS current monitoring and review procedure of education program", 2017

c) Periodic review, which ensures continuous improvement of academic programs, relevance, and reliability of the qualifications awarded (External assessment procedure of the professional educational program", 2020

These processes provide an opportunity to regularly update the content of existing study programs, improve the quality of education to meet the needs of the labor market, and, if necessary, develop and introduce new required programs.

Through the above-mentioned mechanisms, large-scale information is collected, processed, analyzed, and as a result, it is possible to evaluate the achievements, identify drawbacks and omissions, and develop an action plan to address them.

The analysis and evaluation of the effectiveness of the implementation of academic programs are carried out through surveys based on the collection of relevant information.The results of the research are presented, discussed among internal and external stakeholders, and necessary recommendations are made to correct the identified drawbacks.

In the faculties of the Institute, according to the groups and courses of students, the current, final, semi-annual, quantitative and qualitative results of their annual progress are collected and are used for the implementation of comparative analysis. It is also planned to introduce a software system for recording and summarizing student attendance, with the help of which the scores for assessing students' knowledge is automatically formed.

For the evaluation of effectiveness of the mechanisms embedded within the institution meant for quality assurance purposes, external stakeholders' engagement mechanisms were analyzed, such as the implementation of suggestions and proposals of the Heads of Final Attestation Committees, and supervisors of students' internships into the education program development processes.

Final Attestation Committee reports were analyzed; main suggestions for improvement were picked out, and were compared to all the specializations available within the same academic year as well as to the previous year reports which were based on the Scientific Council Statements of the Final Attestation Committee President's reports, as well as on focus group discussions organized among students about quality assurance and the effectiveness of distance learning (2020).

More details on other mechanisms used for the collection and application of information on efficiency and quality of ASIPCS academic programs are presented by the 3rd criterion (standard e) and by the 10th criterion.

STANDARD 2.7: There are impartial mechanisms evaluating the quality of quantitative and qualitative information on the academic programmes and qualification awards.

ASIPCS policy on dissemination of information on academic programs is based on the following principles:

1. Every person can acquire detailed and comprehensive information on any academic program content

2. Every student and academic staff member can participate in open and free discussions about the implementation of an academic program.

ASIPCS Charter assures students of their rights to receive detailed and comprehensive information on the content of academic programs, and to take part in open and free discussions (**Charter, part XI, point 14**).

Dissemination of information among internal and external stakeholders on the content of academic programs implemented at the institution is fulfilled by:

1. publishing/posting information about the content of the available academic programs and the relevant qualifications on the official website of the institute which is the main means of transmission of information; disseminating information on academic programs with the help of applicant/student guidelines, videos about the institute, faculties and Chairs, as well as the feedback received from the official website and official facebook page of the Institute meant for professional orientation (see more details in Criterion 8).

2. "Guideline on Credit System of Studies" developed in 2017 which is available for all the students and gives a chance to get acquainted with the peculiarities of the credit system of studies, organization of study process, and knowledge evaluation system. Currently a new version of the guideline is being created for ASIPCS current and future students and other stakeholders that will provide accessible detailed information on the academic programs which are available at the institute.

3. Professional orientation visits organized for high school students.

4. Freshmen information and orientation courses providing information on the goals and objectives of academic programs, as well as on professional qualification and future work areas and work places.

5. Accessible information on available academic programs, academic objectives, teaching, learning and evaluation methods and techniques presented in Bachelor's and Master's academic program descriptions which can be found on the official website of the institution (see more details in Standards 3.1, 3.2, 3.3)

Collection and application of information on the effectiveness of implementation of academic programs and other activities are mainly accomplished by internships and/or meetings with employers, feedback received from them, students' meetings with the Rector, Faculty Deans and Heads of the Chairs, monitoring of students' and other stakeholders' comments in social media about the work and activities of the Institute.

Rebooting the ASIPCS official website in 2021, new interactive sections were created ("QA", "Announcements") which serve as a means of ensuring an instant connection with the beneficiaries. Soon student and staff mobility information will be available in 3 languages in the "International Relations" section of the website.

The main mechanisms for the evaluation of credibility of quantitative and qualitative information on academic programs are as follows:

1) Anonymous students' surveys in which questions on academic program quality can be found.

2) Anonymous questionnaires on academic expectations of first-year students and graduates' satisfaction with education, in which a separate section is dedicated to academic programs and analysis of students' awareness on the topic.

3) Regular monitoring and analysis of comments in ASIPCS official social pages (Facebook, Instagram) and of public opinion on academic programs. Received feedback and interest in information posted on the official website and social sites are being monitored also by the Public Relations Officer. The number of followers on the Institute Facebook page has already reached 811, which has increased by 2000 compared to the previous academic year.

4) Regular meetings of the academic staff and Heads of Academic Units with students and representatives of student organizations.

5) Student advisors, academic program supervisors, and scientific conferences in Master's studies – they all serve as a means to guide students and provide them consultations and information on the main scopes of academic program and its peculiarities.

The bottom-up accountability system is also one of the mechanisms to evaluate reliable and regularly refreshed information on academic programs and awarded qualifications. It comprises of:

1) ASIPCS annual reports which are published on the official website of the Institute;

2) Faculty annual reports in which a separate section is dedicated to the reliability and credibility of qualifications;

3) Chair annual reports in which questions related to the implementation of academic programs and their quality evaluation and improvement are also presented;

4) Rector's annual reports on the activities of the institution, reflecting all the processes on the institutional level;

5) Institute Council and Scientific Council-wide discussions to evaluate the reports.

6) Qualitative and quantitative information, all the above mentioned reports comprising analysis, and the Institute Council and Scientific Council meeting protocols will also be accessible on the ASIPCS official website, in the "Protocols" section.

SWOT analyses for criterion 2

Strengths	Weaknesses
1.New ASIPCS management system implementation. Horizontal and integrated management approach. 2.Human, material and financial resources required for the implementation of the strategic objectives, and well-regulated management system of those resources. 3.As a result of implementation of an hourly payment system, salary increase among academic staff (25% average increase), which ensure human resource capacity and academic staff stability. 4.Multilevel participatory model of a management system which gives a chance to internal and external beneficiaries, such as students and employers, to take part in the most essential decision making processes of the Institute. 5.Taking main managerial decisions based on internal and external environmental factors and reliable data acquired by the analysis of the beneficiaries' needs. 6.Implementation of e-management systems (G Suite, Mulberry, etc.) in educational and administrative processes. 7.Centralized localization of managerial and administrative units of the institution. 8.Implementation of top-down management and bottom-	1.Insufficient use of formal and reliable mechanisms for risk and external environment analysis, and of adequate crisis management strategies. 2.Weak connection between the ASIPCS annual budget and strategic objectives and priorities. 3.Insufficient initiative by students and graduates to actively participate in governing units' activities. 4.Absence of an approved policy on administrative actions. 5.Inadequate implementation of the planning-implementation-evaluation-improvement cycle in Internal Quality Assurance activities (IQA). 6.Inadequate implementation of efficient mechanisms for the monitoring, evaluation and improvement of mid-term and short-term programs. 7..Lack of evaluation structures corresponding to the IQA internationally comparable standards. 8.Imperfection of mechanisms being implemented on the bases of IQA internationally comparable standards.

up accountability mechanisms. 9.Implementation of formal mechanisms such as planning, general management, control and accountability, meant for making credible decisions. 10.Transparency and accessibility of information in the decisions taken by the Scientific Council, Rector's Office and Board of Trustees.	
Opportunities	**Threats**
1.Progress opportunities due to the changes of the ASIPCS new organizational structure. 2.Decentralization of the ASIPCS financial system, and program budget development and allocation according to the main strategic areas and priorities. 3.Regular analysis of quantitative and qualitative information obtained from the internal and external environments, evaluation of the effectiveness of the implemented mechanisms. 4.Regulation of the process of evaluation of the institute management system efficiency and the effectiveness of each aspect of the management system; implementation of performance evaluation key indicators. 5.Engagement of a bigger number of beneficiaries in institute management processes and expansion of feedback. 6.Transition to the competitive model of filling administrative vacancies. 7.Benchmarking implementation with Armenian and foreign HEIs referring to management systems. 8.Development of managerial capacities and skills of the administrative staff with the help of training programs and courses. 9.Participation in international and grant projects, and available partner network in the field of management. 10..Administrative staff training and experience exchange in the partner institutions within the framework of international grant projects.	1.Upcoming changes in the higher education legislation; imperfection and restriction of the legislative acts on education and mechanisms of legislative organization of educational institutions. 2.Changes of the organizational principles, methods and mechanisms in State institutions of the country, made by national authorities. 3.Lack of vision on the unification and guidance of institutional activities and developments. 4.Changes of the demands of the labor market; increase of stakeholders' needs and competitiveness. 5.Quite big dependence of ASIPCS financial flows on the applicants' admission rate which may be caused by the possible negative demographic effects and decrease of labor market demand in many specializations. 6.Outbreak and spread of Covid-19s, social and economic consequences of the war.

The measures to be undertaken for overcoming the weaknesse and threats

1. Allocate the budget based on the new strategic plan.
2. Complete institutional regulation activities; assure practical implementation of regulatory documentation base for the management, monitoring and review of the academic programs and other procedures.
3. Activate and enhance internal and external stakeholders' engagement in decision making processes assuring the transparency and accountability of the management system.
4. Ensure the implementation of the plan-do-check-approve cycle on all levels of the management system.
5. Introduce specific qualitative and quantitative indicators of performance of ASIPCS governing bodies and officials; implement mechanisms to foster performance.
6. Develop and confirm a comprehensive work ethics regulation.
7. Implement a comprehensive system of analysis of internal and external factors influencing on academic programs; implement formal indicators and mechanisms for the evaluation of risks and opportunities to be used as a regular planning mechanism.
8. Increase external expertise and evaluation practice which have been recently used in the Institute.
9. Create employment database of the graduates, publish information on the graduates' employability providing public information on the quality of the awarded qualifications.
10. Undertake activities to find alternative financial flows.

III. ACADEMIC PROGRAMMES

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

The activity defined by the mission of ASICPS, as a research sports higher educational institution, is aimed at preparing highly qualified specialists in accordance with the national and international experience of education, through higher postgraduate education programs, creating, preserving and spreading pedagogical, physical and sports knowledge in the field of knowledge.

The Institute strives to provide qualified education, to provide pro-student education, to offer comprehensive knowledge, skills educational programs based on research, creative work and innovation, which is defined in the issues of the goal of "Highly qualified modern approaches" of the Strategic Development Plan and in appropriate actions set in 2016-2020.

The curriculum of the profession takes into account the research of the experienced teaching staff involved in the departments, those in charge of the field, doctors of sciences, candidates, heads of departments, leading specialists in the field of education.

STANDARD 3.1: The academic programs are thoroughly formulated, according to the intended learning outcomes, which correspond to an academic qualification and are in line with the TLI's mission and the state academic standards.

ASICPS offers educational programs at all three levels of education (bachelor, master and postgraduate education), which is in line with the main directions of the activity defined by the mission of the Institute.

12 educational programs are implemented in the two faculties of the university, 4 of which are for bachelors, 8 for masters, and 1 for postgraduate studies.

The educational programs implemented at all three levels include a research component, which enables students to make their studies pro-research, to be involved in basic and applied scientific research carried out at the university.

During the elaboration of the educational programs in the ASICPS, the "Procedure for approving the state educational standards of professional education professions" approved by the decision of the Government of the Republic of Armenia. The comparative analysis of the "benchmarking" of the educational programs of the same name were approved by the decision N 714-N of July 7, 2006.

ASICPS 2016-2020 Strategic Development Plan aims to carry out a structural and substantive transformation of educational programs in accordance with the requirements of the modern labor market in the field of physical culture and sports. Problem 1.1.

As a result of the external evaluation in line with the ASICPS strategic plan (ASICPS SNCO Institutional Accreditation Expert Report, 2016), as well as in the improvement program based on the latter's guarantees, phased reforms of the Academic Program were carried out.

From the 2019 to 2020 academic year, the processes of renewing and approval of the structure, content development and approval of the bachelor and master's educational programs have started at ASICPS.

In general, in the 2019-2020 academic year, the educational process was aimed at the implementation of AP transformations, the definition and implementation of new goals of the qualified higher education system. Extensive work has been done to improve the organization and planning of the educational process, to ensure the quality of education and to bring it in line with international standards.

From 2019 to 2020, the overlook of educational programs at the Institute has become a daily issue. Mechanisms for the continuous improvement of curricula have been put in place through the active and effective cooperation of the faculties responsible for the curriculum, in particular external expert

evaluations and the consistent implementation of the problems identified as a result of focus group surveys and student surveys.

Note that some components of the curriculum have been previously developed, reviewed, and approved, such as the curriculum and the internship program. In 2018, the final results of the bachelor's educational programs were approved by the Scientific Council.

According to an interim monitoring report conducted by ANQA in 2018, the Institute's bachelor's and master's degree programs also had the task of aligning teaching, learning, assessment methods to learning outcomes. Besides The formal respresentatives for quality management of the AP at the level of chairs and faculties have not been specified In the Institute.

By the order of the acting rector January 29, 2020, № 53/1-L working groups for the development of AP were established, which completed the bachelor and master's educational programs as well approved at the meeting of the SC. The working groups of all Master's educational programs also include experienced specialists in the field, AP experts.

As for the researcher's educational programs, it should be noted that ԳՀ.00.02 "Teaching" methodology "postgraduate educational program" hasn't ever been developed. Curriculum review process has been initiated since 2020, taking into account the development of the researcher pedagogical and research skills, the workload of the research component has significantly increased. Work is currently underway to develop and approve a postgraduate education program.

It should be noted that the project implementers were regularly provided with consultations to the implementers of the educational programs by the ASICPS Quality Assurance Department, as well as the main requirements of the AP review, evaluation, improvement and international guidelines.

The Quality Assurance Department of the Institute has developed "Methodological manuals" for the working groups of the Institute and Guidelines "Development, evaluation, review of the Specialized Educational Program" (2019), "Methods for calculating course credits" (2019), "Teaching, Learning and assessment methods" (2020).

The process of development / overview approval of educational programs was carried out in the "Order for development and approval of professional educational programs of ASIPCS'', , "ASIPCS current monitoring and review procedure of education program", (approved at the 12th session of December 28, 2017), in accordance with the provisions. These include the sequence of steps for developing educational programs, defining the set of outcomes according to the formulated goals and objectives, program content, curriculum mapping, selection of teaching, learning and assessment methods, development of program quality assessment and ongoing improvement measures.

The requirements of the labor market were taken into account when reviewing the educational programs and introducing new ones, increasing the component of practical, independent tasks in the overviewed curricula.

During the 2020-2021 academic year the possibilities of conducting professional internships with employers, conducting research projects within the framework of a master's dissertation together with specialists invited from the labor market have been expanded, as an additional means of communication with the employer, conveying the labor market demand to the student and conducting practical education.

It should be noted that the mechanism of educational, research and sports activities carried out in the departments within the framework of the educational program operated within the framework of the educational program (2017-2018), which practically did not lead to visible improvements in the educational process, moreover, the inspections were not regulated.

In order to ensure the participation of external stakeholders in the process of reviewing and improving the educational programs of the State Institute of Physical Culture and Sports Foundation aimed at assessing the quality of the program, the capacity of the responsible faculties / chairs in accordance with

the program guidelines set for the implementation of the internal and external quality requirements of education.

The Independent Expert Assessment Analysis combines the mission of the ASICPS and the objectives of the curriculum as presented in the expert analysis, the objectives of the AP are largely consistent with the mission of the educational institution.

Based on the expert advice of external evaluators, comparative analysis of the educational programs of other universities, the curricula were revised, the general education and compulsory-specialized education facilities were reconstructed, the credits of the subjects were recalculated, and the number of classroom and practical hours was redistributed.

It should be noted that in the first round of ECTS credits were allocated to courses more mechanically due to the number of subjects and the process can be described as more downward, from top to bottom, to avoid overestimating or underestimating the workload. And in the next stage, the question of the measurability of the credits has already been raised; the question of what total time is required from the student to achieve the defined results is separated, whether the fixed credit corresponds. As a result, in order to ensure the measurability of the credits, not only the class hours but also the student's own "total hours" were reflected in the curriculum.

At present, all the undergraduate and graduate programs of the ASICPS have a defined standard of size, which presents the purpose of the program, the structure of the curriculum and description, educational outcomes (professional knowledge, professional and general skills). The main learning resources, internship and career opportunities, as well as the teaching, learning and assessment methods were mapped, they were correlated with the expected outcomes. The compliance of the AP with the National Qualifications Framework (NQF) is also mapped.

Annex 2 to the course description of the curriculum (approved at the meeting of the SC on 31 August 2020) describes the assessment methods and criteria in line with the expected educational outcomes, criteria/ rubrics for the evaluation of educational outcomes in the context of the subject have been introduced, which are aimed at ensuring the transparency of assessment approaches and increasing objectivity, more clearly reflecting the appropriate level of achievement. Attachments are some good subject descriptions.

The internship program size has been updated, which introduces evaluation criteria and methods in accordance with the results of the internship. The purpose of the changes was to create measurable output results, differentiated according to professional directions (professional qualification characteristics (approved at the October 2, 2020 in the meeting of the SC).

"Armenian and Foreign languages" are included in the structure of the ASICPS bachelor's educational program to meet the requirement of the educational descriptor "Communication, AP and data skills" at the bachelor and master's educational levels. There are such courses as "Fundamentals of Information Technology Application", "Statistical Methods in Research", "Culture of Speech", "Rhetorical Art" and a number of other mandatory components in the structure of the Master's degree program, such as "Scientific seminar "," Professional practice "," Scientific research methods "," Statistical methods in the field of health "," Media project", Media promotion strategy "," Project management ", " Communication psychology ", "Media critical analysis" and etc.

During the development of the curricula, a comparative analysis (benchmarking) of similar programs of leading universities was carried out, their experience was taken into account, which is presented in more details in Standard 3.5. These data are presented in Section 23 of each curriculum specification.

Since 2019, with the advice of the Quality Assurance Department of the Institute, according to the structural and substantive review of the educational program created by the specialties, the groups have made a study of the specialty educational program of the Russian State University of Physical Culture, Sports and Tourism, Cologne University of Physical Education, Germany Educational pro-

grams of the University of Arizona (Czech Republic), Charz Physical Education (Czech Republic) State University of the same name.

It should be noted that the "Approved at 2019" meeting of the General Assembly, approved by the "Policy of Comparative Analysis of Specialized Educational Programs" procedure of the Institute, regulates the process of conducting best practice research, benchmarking and comparative analysis.

From 2019, ASICPS started to reach formalized agreements with international partners in order to introduce comparative analysis: the best practices, ratifying the process with a benchmarking agreement.

Within the framework of the agreement signed with the Faculty at Journalism of Thomas Moore University of Belgium, the Quality Assurance Department conducted a study of the "Journalism" educational program of an international partner university according to the structure of the curriculum, distribution of credits between departments, program goals, objectives, competencies, graduates, subject list and etc.

In order to develop and evaluate assessment methods, approaches comparable to European advanced educational experience, the methods and approaches of evaluation were studied, and the European experience in the fight against plagiarism, which makes extensive use of online plagiarism detection programs as well as tools, was reviewed. Introduction and testing of such programs is initiated in ASICPS.

Thus, as a result of the benchmarking study, the strengths and weaknesses of the Academic Program were identified, subjected to diagnostic comparison and revision, the results of which were implemented in the revised educational program.

In order to study the possibilities of making Educational Programs of Management and Marketing in Master's Degree internationalized, which have a relatively high demand in ASIPCS, an international benchmarking of educational programs was carried out too, the results of which were taken into account in the package of transformations developed by the Chair of Sport Management and Marketing.

Thus, in accordance with the results of the analysis of the labor market, comparable international experience, as well as taking into account the needs of internal and external stakeholders, new academic programs are consistently reviewed and implemented.

STANDARD 3.2: The TLI's has a policy that ensures alignment between teaching and learning approaches and the intended learning outcomes of academic programs promoting student-centered learning.

Table 3.1

The alignment between teaching, learning and assessment methods	
1.	"Journalism" Master's Degree Academic Program, see page 11
2.	"Health Physical Culture-Kinesiology" Bachelor's Academic Program , see page 12
3.	"Physical Education and Sport Trainings" Bachelor's Degree Program, see page 16

The monitoring of educational programs implemented in ASIPCS since 2019, internal and external evaluations, the necessary structural and substantive reforms in educational programs have been carried out in accordance with the requirements of the procedure for reviewing and monitoring educational programs, external evaluation, as well as taking into account the existing and newly created normative documents in the Institute. (Standard 3a)

At this stage, during the revision of educational programs and their curricula, it became necessary to review the traditional forms and experience of teaching and studying practices of the Institute, and to introduce such innovative methods that will ensure the effective achievment of the expected educational results by students

The need to introduce innovative, interactive and motivational learning approaches is particularly emphasized in the frameworks of surveys conducted with the students and focus group research-discussions.Student-centered learning counseling was also provided by Academic Program external evaluation expert group in the framework of ANQA Institutional Accreditation Academic Program and grant program.

"Methods of teaching, learning and evaluation" (2020, Department of Quality Assurance) manual presents the principles of developing educational programs, defining the goals of educational programs and courses, and choosing methods for forming, teaching, learning and assessment methods of final educational results, which guided the working groups and teachers to develop educational programs, structural units, to implement programs.

Accordingly, the variety of educational programs and training courses requires different forms of teaching and learning. In 2020, the new format of the course description introduced in the institute establishes a requirement to describe approaches and methods of teaching and learning methods in with the learning outcomes.

The choice of teaching and learning methods is made by the lecturer, who is free to choose teaching and learning methods based on achieving goals of educational results.

Methods of teaching and learning are presented in the Academic Program according to separate final results, the methods are differentiated by knowledge, ability and skill. For example, in order to acquire professional, theoretical knowledge, interactive lectures are mainly mentioned with combination of thematic discussions and debates, discussion and analysis of precedents, lectures in the format of a press conference or master class, flipped classroom, video exhibitions, elaboration of additional literature assigned by the lecturer, and for practical professional abilities and skills the implementation of practical projects, individual or group, Case study, independent research, seminars-discussions, comparison and interpretation of research results, preparation of final papers and master's theses, etc.

Note that the classical and traditional methods of teaching and learning in the revised educational programs have been supplemented with methods developing interactive, research and critical abilities, and the mapping of teaching, learning and assessment methods makes it possible to link and compare assessment methods with the applied teaching and learning methods, and assessment criteria with the final educational results of the course.

Nevertheless, the practice of organizing student-centered education in the Institue still needs to be formally improved; the policy of choosing teaching and learning methods in accordance with the final educational results has not been , the unified institutional approaches to the choice of teaching methods are not coordinated,either.

In fact, the system is still imperfect, and the Institute strives to take active and effective steps to improve the processes of teaching, learning and assessment\ evaluation, which is defined in the ASIPCS Strategic Development Program for the development of the system as a separate goal, and which follows from the mission of the university. (See SP part 1, Goal 1)

In order to promote innovative and student-centered teaching and learning in ASIPCS, in 2019-2020, the Quality Assurance Department conducted consultative meetings and internal retraining aimed at identifying existing problems of the Academic Program, choosing teaching and learning methods, and ensuring the final goals of education.The results of the counseling meetings were summarized in separate meetings, in every chair, the the Quality Assurance Department provided methodological guidelines, practical advice to increase the effectiveness of the choice of teaching and learning methods.

It should also be noted that the the Quality Assurance Department conducted a study of the international experience of combined / hybrid learning and in the context of online learning, effective teaching and learning methods were summarized in online guides and distributed among professors and students.

Quality Assurance Department has organized training program for professorial staff, Head of the Chairs in parallel with quality assurance of Academic Program. The aim was to acquaint ASIPCS teaching staff with the methodology for evaluating criteria and to give practical advice.

In general, the rules and procedures of the Institute provide a number of mechanisms for direct and indirect evaluation of the effectiveness of teaching and learning methods.

Visitation by the head of the Chair and committees of listeners is also considered one of improving, methods of teaching and learning in ASIPCS.

Taking into account certain disadvantages in the regulation of the teaching mechanism and in general, the weak and non-targeted use of this mechanism in the process of improving teaching and learning methods, the "Regulation on the organization, conducting and evaluation of lesson" was revised in 2020.

The revised version is aimed at strengthening this mechanism as a tool for monitoring and evaluating the educational process.

The task of monitoring based on visitations is to properly study and evaluate the educational program, the final results, the applied methodology of teaching and learning and its effectiveness, the student assessment system, the availability of the necessary resources, and to identify the strong and weak points of the university teaching and learning experience.The Regulations also establish the main types of lessons to be monitored, the purpose of listening to lessons, the frequency, the format and mechanisms for analyzing the results of monitoring. One of the important provisions is the involve-ment of external experts and employers invited to the teaching committee, which allows us to take into account the opinions of representatives of the labor market and consider proposals for necessary changes in the educational program.

It should be noted that the criteria for assessing the lessons were not regulated before that, the formula-tions in protocols is mostly repeated, moreover, the ways to solve the problems identified by this mechanism are not evident.

However, studying and analyzing individual reports of monitoring makers, it becomes clear that in general, there is a lack of interactive, alternative and diverse teaching methods in the teaching process, in almost all reports lecturers are recommended to apply the latest technologies and online tools for effective teaching practice.

Since there have been no comparative analyses of the results of the monitoring conducted in different years, it is difficult to determine the influence of this mechanism, as well as to confirm how the planned changes had reached the audience.

In this context, on the basis of a generalized analysis of the auditions, it is planned to implement the necessary measures to improve the skills and professional retrainings of lecturers.

According to the student surveys results on the quality and effectiveness of teaching conducted by the Quality Assurance Department in each semester of the 2019-2020 academic year, student satisfaction with the teaching-learning methods is quite high (4 or more points on a 5-point scale).The students who participated in the survey mostly rated and appreciated the use of accessible methods of presentation\ available methods of material delivery by teachers (4-4. 49) and the teaching approaches to promote independence and critical thinking (4.50-5), the practice of organizing student-lecturer individual work (3-3.9) and the use of modern and innovative teaching and learning methods (3-3.9) have the lowest marks.

Currently, student surveys are conducted to assess the effectiveness of the practice (full-time/part-time), the survey of external beneficiaries for graduates is regulated-a survey to study the opinion of employers, which is aimed at evaluating the teaching and learning methods used at the university.

The results of the survey are the basis for continuous improvement of the educational process. Due to the prevention of the Covid-19 in 2019-2020, 2020-2021 academic years, studying the experience of

distance learning in the Institute is important from the point of view of strategic steps to reform educational processes, since online learning has led to a situation in which, perhaps, it is impossible to return to the approaches of teaching and studying fully.

It should be noted that the Institute, in fact, has never previously had the experience of organizing distance learning, although it was defined as the purpose of the Strategic Plan

According to the results of student surveys on quality assurance in distance learning, the lack of digital literacy of the Professorial staff has significantly weakened the effectiveness of student-lecturer interaction in the online environment.

Based on the needs identified through feedback from participants in the teaching and learning process, training courses on online learning and assessment methods were initiated and implemented, aimed at final educational outcomes, the main purpose of which is to improve the student's learning experience, promote the development and innovation of teaching and learning technologies, and promote the dissemination of best practices.

According to the results of a survey evaluating the effectiveness of retraining , the lecturers have expressed their satisfaction with the program, noting that the acquired experience helps to improve the approaches to organizing practical lessons of Sport Departments in an online format. Thus, in the process of training and studying, the institute is inclined to improve the QA(Quality assurance) mechanisms and consistent assessment with the application of PDCA cycle.

At the present stage, it is still too early to talk about changes in teaching-learning methods to improve the effectiveness of revised study program in general, as the programs introduced in the 2020-2021 academic year have not yet been monitored or evaluated.

STANDARD 3.3: The TLI's has policy on students assessment according to the learning outcomes and ensures academic integrity.

In ASIPCS student assessment is implemented according to "Student assessment" procedure (2014) which defines periodical, interim, and final forms of students' assessment (both oral and written checking).

At the Institute there is a 100-point grading scale, where the passing standard is 60, providing letter scale for final results. The latter is identified as a multifactorial system to ensure periodical checking and assessment of students' achievements and multicomponent system of assessment - attendance, 2 current task check or assessment of the course, including final assessment.

In 2017-2018 assessment system was reviewed covering changes related to grading component weights. As a result, "knowledge" is 20 points, "attendance" is 10 points (unchanged), and for the component of "Participation and individual work" - 20 points.

Within the present assessment system, subjects are differentiated by an exam and test. The latter are not stated as there is a break between monitoring and review of academic programmes and the Plan-Do-Check-Act cycle phases. Noticeably, at the developing stage, little importance was given to identification and analysis of needs, as well as to methods and criteria. In addition, factors, like weak implementation and final assessment exceed in academic programmes reduce student feedback loop, not providing for impartial assessment of professional skills.

In this context, since the academic year of 2019-2020, a procedure to improve checking and evaluating students' progress has been set, as the previous ones did not fully cover teaching-learning-assessment procedure, the latter being stated in ANQA accreditation expert report, in particular, in the recommendations' improvement programme, as well as in independent expert assessment report of academic programme.

Within cyclic improvements in 2017-2018, 2019-2020, "attestation system for Bachelor graduates" (May, 2020), and "final thesis preparation and assessment" were reviewed and developed, aimed at providing educational results-evaluation interconnection for Bachelor and Master's students. In 2017,

assessment criteria, standards and scaless were incorporated in the multifactorial system of Master's thesis assessment (see p.21 ASIPCS Master's thesis preparation, review, evaluation and appeal system).

Preparation of research papers and defence procedure is set to ensure academic integrity.

Final work exemplary structure, requirements, bibliography citation format, preparation and defence schedule, assessment criteria, standards, as well as appeal form are covered in the above mentioned Bachelor's and Master's theses system.

In particular, Bachelor's and Master's theses self-preparation and predefence, as well as student's work attestation for each phase are emphasized in this procedure. In case remarks occur, the work is sent for additional developing and then given for external review. Plagiarism identified, defence is not allowed (see ASIPCS Master's thesis preparation, review, evaluation and appeal system, point 3.5, sub point 6).

According to the system, assessment of a graduate's progress should be implemented, so that it meets the requirements, such as subject and content, public presentation, student's answer to commission's and teachers' questions. In addition, differentiated approaches for the assessment of research works are stated.

Since the academic year of 2020-2021, the process of Master's theses preparation has been controlled by scientific sessions too, during which students present their works on the Master's thesis, the topic under study, theoretical analysis, conclusion, research programme, preparation and evaluation of preliminary results.

On top of that, within the period of distance learning, provided to prevent the spread coronavirus, the Institute has set a "Bachelor and Master's theses online defense regulation", ensuring impartiality and objectivity.

As written record of students' appeals shows, no serious cases to violate academic integrity were stated due to formal mechanisms to provide for academic integrity and environment.

Emphasizing the role of stakeholders, Quality assurance department organizes formal and non-formal meetings, focus group discussions among students on learning assessment criteria, methods, their effectiveness, as well as on the issue of impartiality and objectivity.

Issues, like students' progress assessment ways of academic integrity are continuously discussed by educational subdivisions and ASIPCS scientific councils.

Students are informed in advance on assessment criteria and standards of assignments, Bachelor and Master's theses. In ASIPCS academic integrity requirements are stated in the "Academic integrity regulation". Being set 2017, the regulation relates to manifestations of academic integrity and misconduct, mechanisms tracking for plagiarism, role of stakeholders - teaching staff, students and parents in the development and spread of academic culture.

ASIPCS recognizes that the regulations' application, providing academic integrity is quite poor, as no crucial measures were taken for the analysis and study of misconducts, plagiarism, and the mechanism preventing integrity violations.

In practice, creative task for students – was a primary tool to track for plagiarism. To promote academic integrity at the Institute, in the academic year of 2019-2020, as a result of discussions, offers on exam conducting ways and impartial assessment approaches, anonymous coded written exams were set.

"Exam organizing procedure" regulates the process (December 12, 2019), ensuring direct control over the procedure: fixing appeal mechanisms, assessment availability.
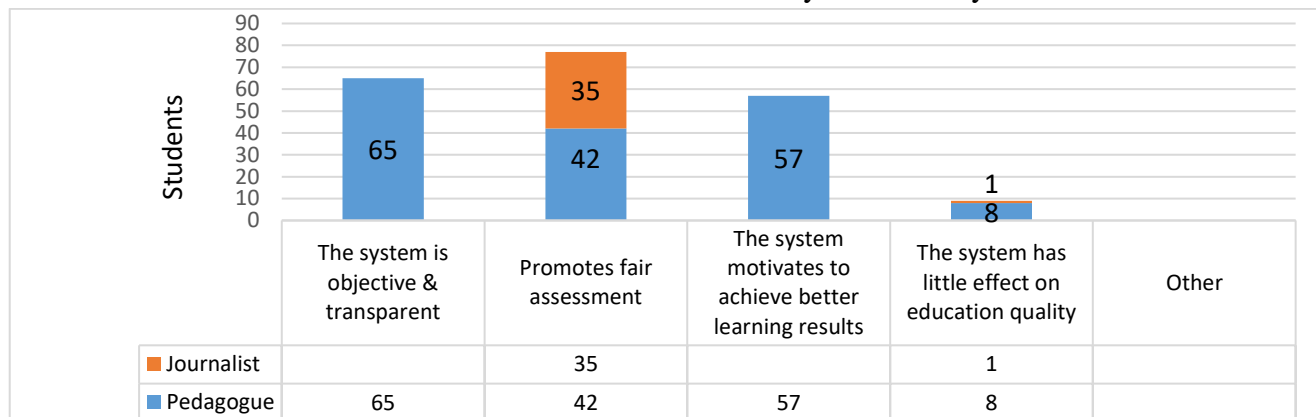
The procedure incorporates opportunities for students to appeal exam results and their rights. To exclude misconduct, supervisors are invited, who should not be of any connection with the Institute. Students can appeal evaluation procedure to the committee, as well as be in the role of observers. Students can, in addition, make a substantive appeal within one day after the grade has been recorded. It's worth

mentioning, that exam misconduct cases are recorded in written aimed at providing transparency of the process.

For identifying the effectiveness of Pilot exam system, opinion polls among students were implemented at the end of autumn semester 2019/2020, which show, that mostly students consider the new system an acceptable and effective one, as it ensures assessment objectivity and transparency.

Chart 3.1 Please evaluate the efficiency of the anonymous coded written exams

	The system is objective & transparent	Promotes fair assessment	The system motivates to achieve better learning results	The system has little effect on education quality	Other
Journalist		35		1	
Pedagogue	65	42	57	8	

In the present time, inquiries among students are still in progress, aimed at providing consistent analysis of the assessment system, its effectiveness and assessment methods. On top of that, a policy is developed to ensure outcomes, linked to assessment methods and approaches.

STANDARD 3.4: The academic programmes of the TLI are contextually coherent with other relevant programmes and promote internationalization and mobility of students and staff.

Table 3.2

Inflow of students					
Country	2016-2017	2017-2018	2018-2019	2019–2020	2020–2021
Russia	6	5	10	13	19
Georgia	32	36	36	36	31
Lebanon	2	2	2	4	3
Syria	5	4	3	2	2
Iran	1	2	2	2	17
Greece	1	1	1	2	2
France		1			
Ukraine				1	1
Ghana					2
USA					1
Nigeria					1

Guided by the laws on "Education", "Higher and Postgraduate professional education" of the RP and order 80 of Minister of Education and Science, adopted in 19.02.07, interuniversity consortium was created to make Bologna principles systemized in HEIs. Consortium members are HEIs, providing pedagogical qualifications.

The memorandum emphasizes internal mobility promotion. In RA intra-university and inter-university student mobility is regulated by "Learners' academic mobility in HEIs" (with a subsequent Government Decree, 2011, August 25, N1240-N). According to this order, a student can change his profession, as well as specialization if the number of credits doesn't exceed 20.

Undergraduate, graduate and postgraduate education at ASIPCS is realized through a credit system, which provides bases for the transfer of students from one higher education institution to another one,

and for the recognition of the results of a completed program or individual course and qualifications or diplomas awarded.

The ECTS system of credit credits introduced at ASIPCS and the European Union diploma supplement is compatible with the European credit accumulation and transfer system, complies with the UNESCO-CEPES developed format, which provides opportunities for student mobility of the Institute under the presence of international educational agreements, as well as creates bases for the implementation of international academic mobility programs.

Despite the fact that ASIPCS's academic programs are mainly in line with other similar academic programs in Armenia in terms of content, active student mobility is not observed in the territory of the Republic of Armenia, the internal mobility indicators of master's academic programs are relatively higher.

The Institute has signed agreements with a number of local and foreign universities in order to ensure the compatibility of relevant academic programs of other educational institutions of Armenia, as well as the compatibility of the results of the academic programs and the internationalization of academic mobility.

ASIPCS's 2016-2020 "SP Modern Approaches to Higher Quality Education" Task 1.1 aims to "distinguish the learning outcomes of bachelor's and master's degree programs in all academic programs (hereinafter referred to as AP) by incorporating the best international benchmarking experience in education programs".

The above-mentioned activities and benchmarking of other academic programs were carried out in accordance with the " The procedure and policy of the comparative analysis (benchmarking) of educational programs " approved by the Scientific Council on January 30, 2019, which "encourages quality education at the Institute, strives to invest appropriate mechanisms through the comparison of national and international experience.

For the implementation of the mentioned activities, taking into account the consultations of the 2016 accreditation expert report, from the 2019-2020 academic year, the professional academic programs have been developed in accordance with the characteristics of the National Qualifications Framework (NQF), as well as the best international benchmarking experience of other academic programs. According to the revised format of ASIPCS academic program for the 2019-2020 academic year, the educational criteria or guidelines for the program, which were taken into account during the development of the academic program, are mentioned in the specification (see paragraph 23).

It should be noted that the curriculum for a number of specialties, such as professional pedagogy undergraduate program, was developed mainly taking into account the program experience of leading higher education institutions in the Russian Federation and other CIS countries. Some academic programs (master's degree programs in sports journalism and sports psychology) were developed by borrowing the comparable experience from a number of leading US higher education institutions. In the 2019-2020 academic year, within the framework academic program revision, the working groups of ASIPCS, which work on the development of academic programs, studied the relevant academic programs of the leading higher education institutions of the Republic of Armenia, and carried out a comparative analysis. This analysis was aimed at ensuring academic mobility, subject compatibility, one general educational process via exchange programs, as well as ensuring the mutual recognition of students' credits.

The bachelor's program in "Physical education and sports trainings" took into account the Liberty University (USA), Health and Physical Education University (Northern Arizona, USA), German Sport University Cologne (Germany), Charles University (Czech Republic), as well as the curricula of similar academic programs at Russian State University of Physical Culture, Sports, Youth and Touris.

For example, the master's degree program of "Journalism" was revised taking into account the benchmarking results of the academic program "Journalism" at Thomas Moore University in Belgium, as well as the advice of representatives of foreign academic programs was considered. It should be noted that a formal agreement was reached between the two sides for the implementation of the benchmarking, within the framework of which information was exchanged, ways of promoting the internationalization of ASIPCS's educational program and opportunities for student outbound mobility were discussed.

During the benchmarking, the list of subjects of the benchmark higher education institution, the final results of the educational program, the evaluation criteria and methods were compared.

The results of the independent benchmarking research were used in the revision process of the educational program "Journalism" at ASIPCS, in particular, the catch-up courses were introduced, which creates prerequisites for the internationalization of the educational program. Due to this revision process teaching, learning, and assessing methods has undergone serious modifications and the academic staff of the Chair of Sports Journalism has been replenished with local media journalists who are fluent in foreign languages.

When developing the documents defining the structure and content of the bachelor's and master's degree academic programs, the share of optional courses has been increased as a factor contributing to academic mobility at domestic and international levels.

Thus, for example, the practical and research component of specialty courses has been added to the master's degree educational program, which allows the student to use it freely to study other courses within profession at another higher education institution (or educational program) and to transfer their credits.

The share of the latter in the bachelor educational program is about 70%, and in the master's program 76%, which gives an opportunity to activate academic mobility. Another example is the changes and amendments made to the master's programs "Marketing" and "Management" introduced by a pilot program. The changes were made based on the best experience in teaching quality assurance of the University of Michigan (MU), Switzerland's International Academy of Sports Science (Switzerland, AISTS), and Birkbeck University (University of London). The above-mentioned higher education institutions received numerous national and international awards and certifications, including one from the UK National Quality Assurance Agency.

From the 2019-2020 academic year, ASIPCS has been carrying out significant work with international partner TLIs to develop new academic programs with double diplomas. Within the framework of the memorandum of understanding signed with the Indian SPAA INDIA academy, the implementation of joint educational program "Sports management and marketing" has started. The cooperation agreement also provides the members of academic staff with opportunities to engage in academic mobility programs, which are envisaged to be carried out with the leading educational institutions in the field of management, such as MIET Business School and Amity University Noida (India).

The implementation of the joint distance education program "Sports Medicine and Physiotherapy" is in progress. During the development stage of the academic mobility program, the senior staff of the two TLIs and the teaching staff involved in the program regularly held video meetings, got acquainted with each other's educational experience, developed a curriculum and database for the implementation of the program. It should be noted that students' awareness and interest in studying opportunities at foreign universities has increased significantly in the last year. During 2019-2020 and 2020-2021 academic years, the university admitted a total of 55 international students, which is twice as many as in the previous 3 years (during 2016-2019 academic years, a total of 27 foreign students were admitted to the HEI, including students from Armenian diaspora).

The influx of international students is carried out within the framework of "Physical culture for health - Kinesiology" bachelor's degree program, launched in 2020-2021, the instruction language of which is English, as well as within the framework of preparatory courses, which are delivered starting from 2020-2021 academic year**. There are few examples of ASIPCS student mobility in foreign countries, which shows the low student mobility rates of the Institute. The programs aimed at the mobility and internationalization of the academic staff of ASIPCS are implemented mainly through business trips abroad and professional development international training programs.

During the 2016-2020 academic years, about 34 people were sent abroad from ASIPCS, 12 of which were from the academic staff, 10 from the administrative staff, and 12 were students.

It should be noted that these indicators are not enough for the Institute. The issues of mobility, being in the development stage, found their expression in the ASIPCS policy of internationalization (27-03-2019), and in the ASIPCS SP as a priority **(see SP, Objective 8, Task 8.1-8.3).**

Most of the lecturers at ASIPCS also work in other universities of the country, from this point of view there is a certain combination of content of similar academic programs **(for more details on the quantitative indicators of international academic mobility of ASIPCS students and lecturers see Criterion 9)**.   Thus, as the academic mobility of students and academic staff is of great importance for the Institute, one of the primary tasks is to improve the level of language skills at different educational levels.

A number of steps have been taken to address this issue, the first of which was to increase the workload for teaching a foreign language in bachelor programs, starting from the 2020-2021 academic year, to 256 hours with a 12-credit workload (previously 128 hours with 8 credits). For the same purpose, "Professional English" course was introduced in master's degree academic programs. Foreign language trainings at different levels of language proficiency are also planned within the academic staff. As a result, taking these steps will enable more academic programs to be delivered in a foreign language. The internationalization of academic programs and their compliance with the requirements of the labor market continue to be affected by certain activities carried out jointly with employers, such as workshops with the participation of employers and opinion polls with the employers about the professional qualities and skills of ASIPC alumni, which are currently being revised.

In focus group meetings with employers under the grant program for evaluation of academic programs, the lack of practical skills of future professionals was emphasized, but in addition, it was mentioned that the practical skills of alumni of the last three years have significantly improved compared to previous years.

At present, the alumni professional employment database is being developed, as well as the mechanisms for providing stable communication between employers and alumni are being reviewed. This will enable to continuously follow the "educational trajectory" of alumni, based on which it will be possible to plan and implement targeted and effective programs for improving the AP.

STANDARD 3.5: The TLI has policy ensuring academic program monitoring, effectiveness assessment and improvement.

In order to continuously improve the quality of the academic programs implemented at ASIPCS, as well as to assess the public demand and the needs of the labor market, in 2019 ASIPCS Academic Council adopted the" ASIPCS current monitoring and review procedure of education program".

According to the procedure, all ASIPCS academic programs should be subject to ongoing monitoring and periodic review. The purpose of phased monitoring of programs is to assess the quality of program delivery (implementation) and compliance with the set objectives.

The regulation of the process of modernization, improvement, evaluation of academic programs, as well as the provision of mechanisms for the implementation of new academic programs, aims to pro-

mote the formation of a culture of regular evaluation and review of ASIPCS academic program in the context of modern educational reforms by establishing AP monitoring mechanisms.

However, tsince the introduction of the order, no AP monitoring and assessments have been carried out in the Institute through formal mechanisms. At the same time, the involvement of external beneficiaries (employer sector) in the AP monitoring and improvement processes was weak. It is noteworthy that until 2019, the bodies responsible for the quality assurance of academic programs were not clarified, the academic programs hardly passed any internal or external expertise, and the bachelor's degree academic programs have not been submitted for approval at all. But since 2019, the process of reviewing, improving and approving academic programs, implemented in ASIPCS, has been carried out according to the following principle: the specialized departments reviewed the current program; in order to revise it working groups were formed; in their turn, the working groups under the direct guidance of the Quality assurance department completed the AP specification, developed in compliance with the newly confirmed format.

In 2019, almost all bachelor's and master's degree programs were reviewed. The APs were also sent for external evaluation, which was carried out on the basis of evaluation criteria developed by ASIPCS.

The improvement of APs began in July 2019, during which letters were sent to employers and other partner organizations requesting an evaluation of the educational results of the APs. Afterwards, meetings and discussions were organized, during which practical suggestions were voiced. The work done with external stakeholders showed that employers demonstrated a noticeable increase in motivation to participate in the internal processes of improving the quality of professional education. During the working process, employers made a number of substantive and targeted proposals.

Employers' responses to letters concerning the study of academic program package were prompt, with regular online discussions, during which key points aimed at improving the academic program were clarified and the revision works of the AP were finalized.

Thus, in the 2019-2020 academic year, the following activities were carried out within the framework of the AP assessment and monitoring process:

✔ In 2019, the external AP evaluation procedure was developed and later approved by the Scientific Council, according to which AP working groups were formed, with the active participation of independent AP experts, employers, representatives of the academic staff, the strengths and weaknesses of the programs were identified. Moreover, the areas that need to be improved were singled out for further revision and constructive suggestions were made, most of which were included in revised academic programs.

✔ Based on the results of external evaluation, the academic programs was reviewed. The reviewed programs are: bachelor's degree in "Journalism", bachelor's and master's degree in "Physical culture for health - Kinesiology", bachelor's and master's degree in "Physical Education and Sports Training", and master's degree in "Psychology".

✔ The formats of academic programs' specifications and course guides were revised, admission norms and tests have been evaluated by external beneficiaries. Revised curriculum outcomes were discussed with employers, as were written proposals used in the curriculum integration process.

Thus, regular communication with internal and external stakeholders in the framework of the work carried out to establish and improve the culture of feedback at the institutional level has contributed to the strengthening of mechanisms for evaluating the effectiveness of educational programs.

Based on the external evaluation, the working groups discussed and made final corrections submitted the revised versions of the educational programs to the ASICPS Scientific Council for approval.

Thus, quantitative-qualitative research of internal and external stakeholders 'opinion, collection and analysis of stakeholders' satisfaction with the educational process clarifies the effectiveness of educational programs, underlines the demand from the labour market.

One of the existing mechanisms for monitoring and evaluating the effectiveness of ASICPS curricula is the student surveys related to the quality of curricula at the level of individual courses, which are conducted every semester from 2019, online from 2020 as well. (SP 1st goal, problem 1.3).

According to the regulations and questionnaires revised in 2020, students evaluate the quality and effectiveness of the courses passed in the given semester (more detailed reference is made to student surveys in criterion 5.3). Adjusted for 2021 Internship effectiveness assessment surveys are currently underway, which are carried out in accordance with the revised internship inquiry regulations, with non-standardized, differentiated surveys.

The mechanism for evaluating the effectiveness of ASICPS educational programs is considered to be the survey of graduates' satisfaction with the education received at ASICPS, which started in 2019 online (1 goal of SP, Action 6, Problem 6). The questionnaire contains a relevant section where the graduates assess their satisfaction with the content of the educational programs and the teaching methodology.

It should be noted that the graduates are mainly satisfied with the education they received at ASICPS.

Chart 3.2

TLI education satisfaction rates given from the graduates**.**
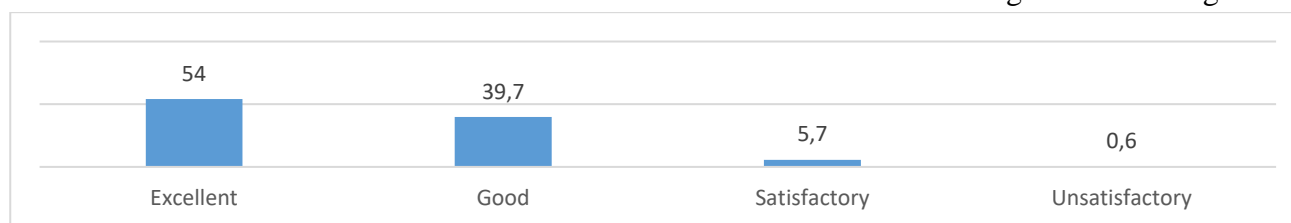
For the purpose of monitoring the educational programs, the reports of the final attestation commissions are analyzed, in which the level of the general learning outcomes achieved by the graduates is described, professional opinion is given on the thesis topics for further improvement.

 In 2020, as part of the monitoring carried out by the Quality Assurance Department of the ASICPS, the information received from external stakeholders through the reports of the final attestation commission contributes to the development of further strategic directions for improving the quality of education.

A new experience in the ongoing monitoring of program quality assurance and continuous improvement was the implementation of student and lecture focus group discussions carried out in 2019-2020, 2020-2021. Focus group and in-depth analysis tools assessed the effectiveness of online learning in particular, identified quality assurance issues and barriers

Based on the analysis, some general problems were identified. First of all, students of many programs mentioned the inefficiency of internships, the difficulties of obtaining up-to-date literature, the impossibility of organizing practical classes in sports facilities in the conditions of online learning, the lack of necessary sports equipment, modern educational conditions and resources.

At the same time, students mostly noted that the content of the educational programs mostly meets their expectations, and th eprofessorial staff included in the educational programs are appreciated for their dedication and work.

Analysis of the results of the focus group discussions and relevant reports were provided to the monitoring groups of the educational program, Professorial staff and managing staff of the university.

The study of the needs of the internal stakeholders and the identified problems became the basis for the internal-external retrainings of the profesorial staff involved in the groups of developing Academic Program. Reports on the monitoring of educational programs are submitted to the departments, published and discussed at the meeting of the Faculty, at Academic Council of ASIPCS.

In the framework of the independent expert grant program implemented by AP in the 2019-2020 academic year, comprehensive study of the educational environment of academic honesty and ethics, was held, surveys with students,professors and employers were conducted, proposals for improvement were put forward, which were taken into account in the revised educational program, strengthening rubric-based assessment methodology in assessment approaches. Within the framework of the grant program of independent expert assessment of AP, surveys were also conducted with employers in the media sector who hired graduates of ASIPCS from different years. The following picture was obtained by analyzing the feedback of employers.

Diagram 3.3

Media employers' suggestions for "Journalism" master degree program review
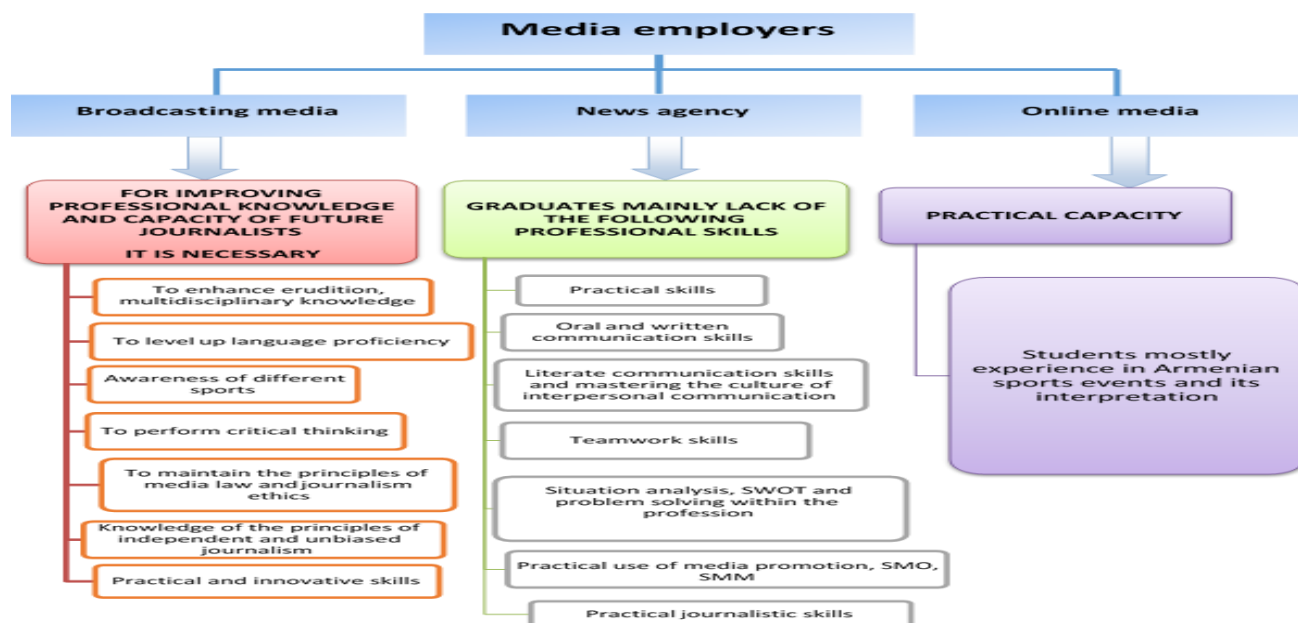
In order to ensure regular feedback from employers, the regulations and the questionnaire of the survey with employers are currently being revised, since the current versions contain questions problems, a sample set of sector employers is also being developed, after which a qualitative and quantitative analysis of the labor market will be periodically conducted, ensuring the stable involvement of external benefits in the micro - and macro-levels of the educational process.

Taking into account the existing experience of project evaluating andprogram monitoring , in 2019, the ASIPCS Quality Assurance Department developed a draft version of the AP internal quality assurance audit procedure, and it is planned to approve it and implement in pilot program in the near future.

According to the procedure, the audit aims to assess the quality of programs, compliance with defined goals and market demand, the effectiveness of study and student assessment processes, identify and expose the flaws and implementation difficulties, , to analyze the implementation of the previous year's performance, thereby to stimulate all of the University to promote the idea of quality assurance and its continuous improvement.

It is also planned to summarize the results of the conducted surveys in the corresponding annual report and publish them on the official portal of the university " Surveys", making the feedback results available to all beneficiaries, assisting professors make the necessary adjustments to their own teaching and training programs: Thus, despite the serious work already done, the implementation of AP in line with the changing educational environment and labor market requirements is still a challenge for ASIPCS. And in this context, continuous monitoring and evaluation of the revised and improved edu-

cational Programs are used, in parallel examining the effectiveness of existing monitoring, evaluation and periodic review procedures and mechanisms.

As the review of academic programs has been started since 2020/2021 academic year, according to the institute's procedure, the next review process will be carried out in 2023/2024 academic year.

SWOT analyses for criterion 3

Strengths	Weaknesses
1. ASIPCS academic programs correspond to the goals and objectives defined by the mission of the institution, as well as they meet the National Quality Framework (NQF) standards. 2. Relevant mechanisms and procedures exist for the licensing, development, confirmation, current external and internal monitoring, and efficiency evaluation of actual academic programs. 3. Implementation of student oriented teaching/learning process (research oriented education, increase of the number of elective courses). 4. Involvement of research components in the academic programs. 5. Implementation of academic program external evaluation procedures, independent expert evaluation of 3 Bachelor's degree and 4 Master's degree academic programs, academic program review and processing based on the improvement proposals. 6. Independent expert evaluation of the Master's degree academic program conducted within a framework of a grant project. 7. Promoting "student mobility"", increasing the number of international students, developing proposals with partners for the implementation of joint degree and double diploma programs. 8. Engagement of employer and practical professionals in the academic staff of the institute. 9. Introduction and regular implementation of mechanisms for student survey organization on academic programs, course effectiveness and their quality. 10. Development and implementation of new mechanisms and standards for internal quality assurance meant for a reliable evaluation of information on academic program content, learning outcomes and data. 11. Implementation of academic staff training and qualification upgrade programs meant for the fulfillment of academic program quality assurance mechanisms and innovative teaching methods.	1. Lack of ability to implement innovative teaching/learning methods among a particular number of older academic staff. 2. Lack of a clear policy on the correspondence of learning outcomes to the teaching/learning methods. 3. Absence of a common policy on evaluation of the efficiency of the selected teaching methods. 4. Imperfection of the assessment methods and policy for transparent and objective reports of students' learning progress. 5. Lack of experience of the academic staff in implementation of academic program monitoring tools. 6. Absence of concept regarding academic and administrative staff training and evaluation in regard to the implementation of student oriented approach. 7. Not sufficient number of students engaged in the quality evaluation and review of the quality of academic programs and their separate components. 8. Non regulated procedures promoting student mobility and absence of continous analysis of student progress after their mobility. 9. Lack of modern infrastructures and technically equipped practical environment for the implementation of some academic programs (lack of media studio, need for a capital renovation of sport halls, not sufficient sport facilities).
Opportunities	**Threats**
1. Growing demand of a number of specializations in the labor market, such as marketing, management, psychology. 2. Regular organization of internal and external monitor-	1. Reorganization of the existing legislative framework in the field of higher education and uncertainties in regard to the approval of a new law.

ing for the development of evidence based reform system. 3. Formal engagement of external beneficiaries in the academic program monitoring process. 4. Continuous review, modernization and diversification of actual teaching/learning methods, implementation of a common institutional policy for the selection of those methods, rooting student oriented teaching approach in the study process. 5. Continuous reforms in tstudents' knowledge assessment and evaluation processes. 6. Increasing the number of interdisciplinary programs as a means of promotion of mobility programs. 7. Development of benchmarking practices of academic program implementation within the framework of international cooperation; planning improvement opportunities based on international experience and their further realization. 8. Noticeable increase of mobility number and expansion of international partner network. 9.Implementation of a mobility window in the Bachelor's degree academic program structure.	2. Insufficient engagement of labor market representatives in the academic program outcome specification process. 3. Insufficient engagement and interest of external beneficiaries (mainly employers) in the academic program implementation and continous improvement processes. 4. Absence of foreign scientific staff in the academic staff list. 5. Limited means of plagiarism detection, and lack of experience in the application of relevant computer programs. 6. Absence of graduates' employability database. 7. Immediate effects of the COVID-19 pandemic and war on the normal implementation of academic programs.

The measures to be undertaken for overcoming the weaknesses and threats

1. Consolidate documentations regulating educational process and develop a single regulation.

2. Clarify credit distribution and calculation policy in correspondence to the learning outcomes; justify the changes by presenting the needs identified for the improvement of the quality of education.

3. Increase the interest and engagement of students and external beneficiaries in the quality evaluation and review processes of academic programs and their separate components.

4. Optimize similar academic programs in order to save resources and increase efficiency activities.

5. Develop a clear policy on the correspondence of teaching/learning methods to learning outcomes, by obtaining relevant information, using best (international) practices and engaging a great number of students and academic staff members.

6. Continuously monitor student progress according to the clearly defined assignments.

7. Expand academic staff and students' feedback response with the help of surveys in order to be able to impartially evaluate new educational reforms.

8. Promote the development of interdisciplinary programs.

9. Examine distance learning experience, which was implemented as a means of prevention of the spread of Covid-19, from a strategic point of view, continuously improving combined learning and alternative teaching methods which can be also applied as a part of a traditional teaching practice.

10. Inform TLI students about plagiarism and its consequences with the help of special orientation courses, guidelines, and other means/events meant to prevent plagiarism.

11. Implement effective mechanisms assuring academic integrity; assure connection between practical research activities and topics of the academic staff training courses.

IV. STUDENTS

CRITERION: The TLI provides relevant student support services ensuring the effectiveness of the learning environment.

> The ambitions of ASICPS:
>
> The framework of the goals and priorities are set out in the Strategic Development Plan of ASICPS from 2016 to 2020, so its aim is to expand the admission profile of the Institute, to bring it in line with the demands of the labor market, as well as to develop the current trend of internationalization of the student body.
>
> With the actions of the relevant issues, it is planned to develop the advertising campaign of the educational programs implemented in ASICPS, to expand the work with general education and sports schools, to stimulate the influx of Armenian Diaspora and foreign applicants, etc. (see SP goal 4, problem 4.2, goal 8, problem 7, 7 Problem 8.3.

STANDARD 4.1: The TLI has set mechanisms for promoting equitable recruitment, selection, and admission procedures.

Ongoing work to improve the mechanisms for the recruitment, selection and admission of ASICPS students is based on the provisions of ASICPS Strategic Plan (SP Objective 1, Problem 1.3, item 1).

Within the framework of the tasks envisaged by the strategic plan, as well as taking into account the strategic action plan-schedule, due to the cooperation relations with the partner structures, concrete steps are taken to expand the staff of local and foreign applicants.

In order to recruit ASICPS students, professional orientation and targeted study visits of high school students are organized throughout the year, conditions, free places in the existing system, library and resource conditions.

Informative materials, videos, which are available on the Institute's social media sites, are made to inform the applicants, to guide them, to enable them to make an informed choice, the "Applicant" subsection also operates on the re-launched ASICPS website, which provides the necessary information on the admission procedure and required documents.

The participation of the Institute in the "Education in Armenia" expo exhibition, which is held on a national scale, is aimed at attracting applicants.
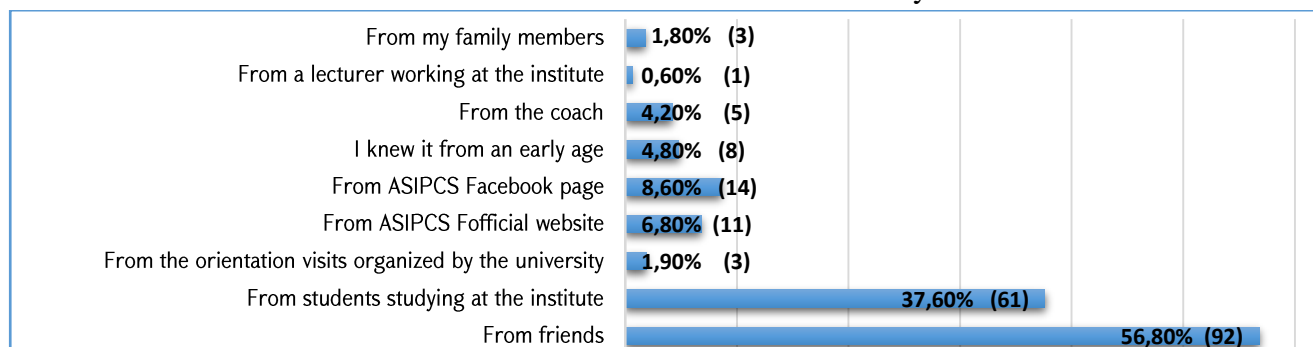
In the run-up to the 2020-2021 academic year, the Institute's Facebook page posted information about the ASIPCS and newly created educational programs as well as videos in online media, radio, TV mostly covering the educational reforms and future endeavors targeted to raise the quality of the education in the TLI.

In order to increase the efficiency of recruiting applicants, in the 2020-2021 academic year, preparatory courses have been initiated in the Institute, besides IQ tests are meant to address applicants' motivation, capacity differences, and conscious choice of profession.

In order to increase the attractiveness of the "Sports Tourism" master degree educational program that is planned to launch from the 2021-2022 academic year, marches to different tourist destinations of the Republicof Armenia were carried out with the participation of TLI's administration and students. Within the framework of the visits, memorandums of cooperation were signed with employers in the field of adventure and sports tourism, which create real opportunities for the implementation of dual education.

The results of the student surveys conducted by the Quality Assurance Department of the ASICPS are to evaluate the effectiveness of the mechanisms for recruiting applicants presented in 2020-2021 academic year. The recruitment advertising campaign is used in the student recruitment process. Involvement also emphasizes the diversification of the proposed programs, marketing professions and professional orientation activities for high school students.

Which information sources did you use to know about ASIPCS?

Source	Percentage
From my family members	1,80% (3)
From a lecturer working at the institute	0,60% (1)
From the coach	4,20% (5)
I knew it from an early age	4,80% (8)
From ASIPCS Facebook page	8,60% (14)
From ASIPCS Fofficial website	6,80% (11)
From the orientation visits organized by the university	1,90% (3)
From students studying at the institute	37,60% (61)
From friends	56,80% (92)

It is positive that the current students and graduates of the university advise the applicants to study for guidance at ASICPS.

The implementation of programs aimed at improving the recruitment and admission processes of ASICPS students is under the attention of the TLI's management, considering the solution of the problems in this field from the perspective of the university development.

In order to ensure the transparency of the admission process, since 2020-2021 academic year, the course of the entrance exams has been videotaped, the results of the exams are published on the official Facebook pages of ASICPS.

Thus, admission to the Institute with bachelor and master's degree programs is carried out by submitting a corresponding list of specialties to the Ministry of Education and Science of the Republic of Armenia for each academic year, taking into account the need to introduce new professions in demand, exams, places of admission and tuition fees.

The ASICPS admission process is organized and carried out by the ASICPS Admissions Committee. Applicants must submit the application form for admission to the intra-university examinations, as well as the specialty competition, and the documents to the ASICPS Admissions Committee.

The admission of the applicants in the existing education system of the bachelor's educational program is carried out by the RA Government on 26.04.2012. According to the "Procedure for admission of state-non-state higher educational institutions" approved by decision No. 597-N Admission is made by examinations held in the Institute, the commissions of which are submitted to the assessment-testing center. The same procedure states: "The Faculty of Sports of the Armenian State Institute of Physical Culture organizes targeted admission of free places up to 30%, based on the applications of the Ministry of Sport and Youth Affairs of the Republic of Armenia, for coaches to work in sports schools. As a result of the recruitment, selection and admission process of ASICPS students, in the 2020–2021 academic year, ASICPS was not only able to maintain a steady influx of e applicants, but also exceeded the results of previous years in terms of admissions for that academic year. In particular, the number of applicants in 2020-2021 has increased by about 36.9% compared to the previous year.

According to the RA Government's decision 752-N of July 8, 2015, 71 students from state medical colleges and sports schools were admitted to ASICPS from the state medical colleges and sports schools to continue their education in part-time or full time way (2018-2021).

In order to ensure the transparency of recruitment and selection efficiency, the Institute cooperates with the Yerevan Olympic Shift Sports College, in order to coordinate curricula and subject programs. It also provides appropriate methodological and professional assistance to the college by including the Institute specialists in the state qualification commissions of the college.

From 2016 to date, ASICPS has had 12 students from Artsakh and in 2018-2020, 23 students were admitted to the Institute under the "I have the Honour" program.

Admission to the part-time learning system of the bachelor's program is carried out according to the "Rules of part-time learning admission of RA Specialized Educational Institutions" approved by the

RA Ministry of Education, Culture and Sports of the Republic of Armenia N 743-N of July 19, 2016, according to which the list of specialties and available places are confirmed by the order of the minister MoESCS.

The number of students in the part-time learning system is about 53% of the total number of bachelor degree students.

Admission to the Master's program is conducted by the RA Ministry of Education, Culture and Sports of the Republic of Armenia in 2007. In accordance with the "Procedure for Admission to Master's Degree Admission to Specialized Educational Institutions of the Republic of Armenia" approved by the order N 1193-N of December 6, 2012, which specifies the exact dates of the competition for admission of applicants and the clear requirements of the competition according to the stages.

In order to organize the admission to the master's program, an admission commission is formed, chaired by the rector, with the membership of the vice-rector for education, deans, and the head of the master's department.

Admission to the existing part-time learning system of the Master's program is based on a competitive basis through interviews, and from the 2020-2021 academic year on the results of written test examinations, as well as on the basis of the average qualification grade of the bachelor's program.

Admission to the master's program is held in 2 stages. Admission to the first stage of the master's program is conducted according to the full approval of the student tuition fee (free of charge), compensation from compulsory military service and places of study with the right of compensation. Admission to the 1st stage of the master's program is held from June 5 to June 10 of the current year, which can be attended only by graduates of the current year with a bachelor's or diploma specialist's degree according to the application of a partial tuition discount (paid) approved by the authorized body of the state administration of education, without training places for the right of age from compulsory military service.

The number of part-time learning master's students is about 44% of the total number.

Admission to the postgraduate program is carried out by the Ministry of Education, Science, Culture and Sports of the Republic of Armenia in 2006. It was realized in accordance with the "Procedure for Admission to Postgraduate Studies in the Republic of Armenia" approved by the order of September 15, 2006.

According to the order of the rector, professional examination commissions are set up for conducting the professional examination for the postgraduate admission, the examination schedule is approved by the rector, and informed to the RA MoESCS see 9, 11 points ".

 The applicant is registered by the order of the rector; a contract is signed with him. The full load of the applicant is equivalent to 180 credit points, which consists of two interconnected parts: educational and research. The applicant must pass the examination (examinations) envisaged by the curriculum (plan) and test (s) (including the professional examination), accumulate relevant credits, complete the dissertation, as well conduct a preliminary discussion of the dissertation.

During the last year, there has been a certain increase in the number of applications.

The admission of foreign citizens is carried out according to the RA "Procedure for Admission of Foreign Citizens to RA Specialized Educational Institutions" approved in April 28, 2010. According to that procedure, the applicants' documents are accepted by the RA MoESCS. There are currently 79 students studying at ASICPS, 34 of whom are studying in the current system, 25 part-time. There are 3 foreign students studying in the master's program. 17 foreign students are involved in the preparatory courses.

The transfer of students is carried out by the RA Government in 2011. In accordance with the "Procedure for Academic Mobility of Students in Specialized Educational Institutions" approved by the decision of August 25, 2010.

2016-2021 The numbers of international students are presented in the Criterion 3.4d. It is clear from the presented data that the outflow of students from ASICPS has not been registered during these years or is insignificant.

The removal and reinstatement of students is carried out according to the 2012 decision of the Ministry of Education, Culture and Sports of the Republic of Armenia. According to the "Procedure for dismissal and restoring of students in RA Specialized Educational institutions" approved by the order of November 17, 2010 2016-2020.

These are the most common reasons for drop outs.

1. Conscription to the RA National Army - 75.1%

2. Insufficient educational progress - 16.5%. The issue of the quality of education in the Institute is a priority and those students who have insufficient progress may face the risk of expulsion fom the TLI. Scholarships are provided to increase progress and ensure healthy competition. At the end of each semester, summarizing the results of the exams, the best students of the Institute are given a tuition discount of 10 to 100 and name scholarships.

3. According to own application -8.4%. The reasons for dropping out of the institute, according to the students' applications, are various. Some of the students have to leave the Institute for permanent residence outside the Republic of Armenia, temporary absence, incompatibility with work and education, problems with paying tuition fees.

Student insolvency is one of the main challenges of the Institute, which the TLI tries to regulate, through discounts provided not only as needed, but also giving students the opportunity to pay monthly (non-semester) tuition fees.

The reasons for the student return are: earlier drop out with low academic performance, mobility from other local universites, demobilization from military service.

After the end of each year's admission process, the results summarized both in the "Rectorate" and "Academic Council", organization, conduct and implementation of the admission process is discussed, the reasons for student drop outs and return and are examined and wrapped-up in surveys.

STANDARD 4.2: The TLI has policies and procedures for revealing student educational needs.

A number of units and subdivisions are involved in the process of identifying the educational needs of students in the Institute.

The involvement of students in the governing bodies defined by the legislation of the RA and the internal regulations of theTLI directly contributes to the identification of educational needs of the students, which allows students to participate in discussions on various issues of ASIPC.

Besides the fact that students, being involved in various levels of management (Board of Trustees, Academic Council, faculty councils), represent their needs, they are also raised by the Deans, Heads of Chairs.

Periodically, meetings with the rector of theInstitute are held, during which the problems and concerns of the students are widely discussed. In the course of the meetings, based on student suggestions, the time allotted to the internship was revised, the content of the curriculum was improved, the distribution of theoretical and practical hours was increased, the time allotted for foreign language teaching was increased, within the framework of professional practice, the involvement of leading specialists in the field of employers has been expanded. Students' opinions, oral and written suggestions are discussed at Chair sessions. According to the regulations on the activities of consultant established by ASIPCS order 1 N 04, September 1, 2017, the institute of educational consultants (curators) was introduced in the TLI, and its functions, rights and responsibilities were defined.According to the procedure, in order to support the students of the course during the study, to promote student involvement in the educational, sports and social activities, educational consultants (curators) are appointed, who are experienced lecturers of the chair of the faculty.The educational consultants(curators) advisor introduces students to

their rights and responsibilities, monitors their academic progress, helps them overcome problems that have been encountered in the learning process, and organizes extra-curricular activites supporting student' effective learning.

At the end of each academic year, the Academic Council of the Faculty hears and evaluates the reports of the educational consultants(curators) advisor. Thus, according to the results of the 2019-2020 academic year survey, undergraduate students evaluate the work of curators quite effectively.

Charter 4.2

Who do you mainly refer to for advice?
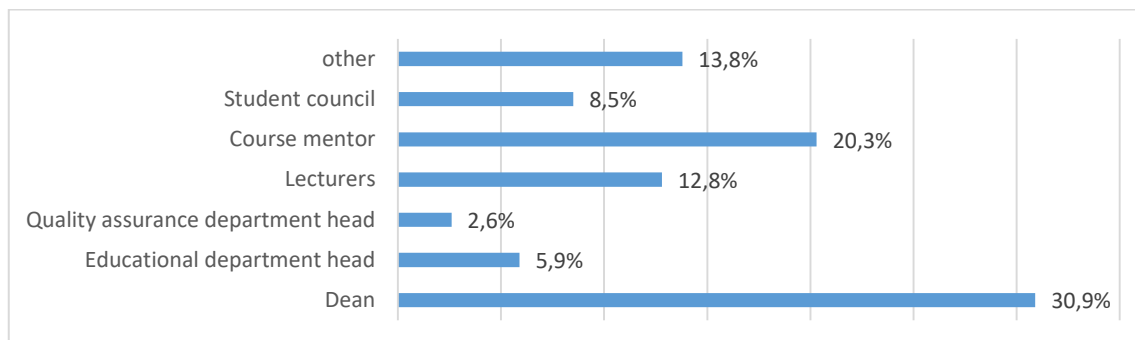
Charter 4.3

Who provided the information about your rights and responsibilities?
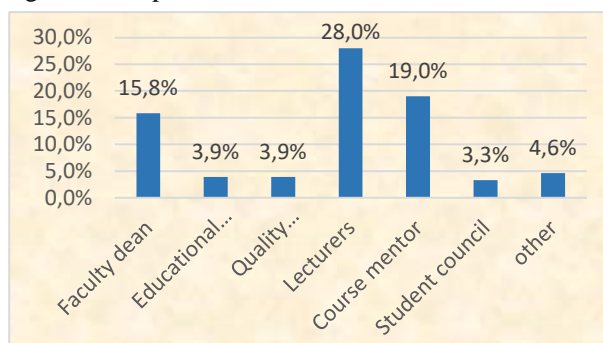
Charter 4.4

Who provided the information about the necessary documents for the tuition discount**?**
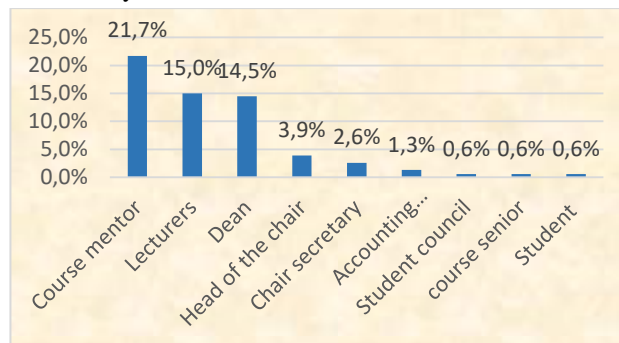
Despite the fact that a number of provisions of the Institute's strategic plan establish the mechanism of regular inquiries among students to identify and assess educational needs, it is important to constantly improve educational and support services based on information obtained through feedback, (SP, Goal 4, Task 4.4), however, it should be noted that surveys and studies to identify students' educational needs have regularly been conducted since the 2019-2020 academic year.

In fact, the feedback mechanisms and procedures for identifying students ' educational needs were not used systematically and regularly, which weakened the involvement of students in the process of improving the educational environment.

Students concerned with the reform and improvement of the education system, as assistants or volunteers, have the opportunity to participate in meeting-discussions and forums held by the quality assurance department of the system to submit their suggestions and observations on the student questionnaires freely, some of which are included in the revised questionnaires.

The Quality Assurance Department has been conducting focus group in-depth analysis to identify students' needs since 2019-2020 academic year. The results of the evaluation are presented to the stakeholders, discussed in the relevant departments, actions for improvement are developed, for example, based on the results of the focus group on ensuring the quality of distance learning, combined retrainings were planned and implemented, teaching approaches were revised, active methods of hybrid learning were introduced, such as problem-based learning (task-based learning), project method, colloquium.

As it was mentioned, taking into account the fact that the surveys aimed at assessing the student needs were not carried out irregularly in the In statute,the current aim urges to ensure the continuity of identifying mechanisms of students' needs, further, through comparative analysis, evaluate the Plan -Do-Check-Approve cycle of education quality and only then, for the purpose of an in-depth and comprehensive assessment, conduct re-checks by the Quality Assurance Department to ensure the reliability of data collected and the purpose and prospects of the coming improving actions.

The Quality Assurance Guide is currently being revised, which regulates the mechanisms for identifying students' needs, fixing the valid tools of student-teacher surveys and the purpose of its application.

STANDARD 4.3: The TLI provides advising services, opportunities for extra-curricular activities supporting student' effective learning.

The implementation of educational counseling activities for students is enshrined in ASIPCS Strategic Program (Goal 1, Task 1.3). In order to ensure the relationship between effective training of students and additional consulting work, faculties and chairs of the institute and a number of departments offer students additional opportunities for classes and consultations, using modern information and telecommunications technologies in this process.

The system of additional consultation provided to students by professors is put on well-established basis, contributing to ensure effectiveness of training in general, best preparations of students for exams. Consultations are organized for students before their intermediate exams, semester exams and final attestation. Additional consultations (pre-examination consultations and informative lectures) are organized for the students on the eve of the bachelor's exams and before the final attestation.

As a specific mechanism for strengthening academic support student consultations and discussions on issues related to the assessment system are held, meetings with students are organized both on an appropriate schedule and according to the preliminary arrangement.

The Department of Information Technologies operating in the TLI since 2019, provides students with services to improve computer skills.The Department of Practice and Career of the Institute plays an important role in preparing students for the labor market. It informs and supports students through the involving them in additional educational programs, consultations on self-realization in the labor market and job development programs. The department currently coordinates the ongoing implementation of trainings and capacity building programs aimed at the development of students' soft skills.

It should be noted that in the past, this kind of work was carried out in a decentralized manner, mainly within the framework of lecturers' individual initiatives, which were not systematic and led to a decrease in student interests and participation.

The effectiveness of extra-curricular activites and student support cosultations in ASIPCS, since 2019-2020 academic year, is evaluated through student surveys conducted by the Quality Assurance Department, the results make it clear that students mostly find the consulting services useful and effective.

According to the survey results, students mostly turn to the dean for additional advice (30.9%, 32% receive consulting support from the course consultant.Survey data make it clear that students are mostly aware of who they need to turn to for consulting, and most of the respondents are satisfied with the additional educational courses provided to them.

The majority of students have highly evaluated the provision with necessary information on educational process, responsibilities and rights of students, examination procedure, and the procedure for accepting and responding to applications and complaints.

76% of the respondents mentioned that lecturers-consultants provided them with information about the subject programs, course objectives and outcomes.

The results of the survey show that students are free to contact lecturers out of class to get necessary clarifications on various issues or additional training opportunities, which has been highly appreciated, especially, during the distance learning process.

In the analysis of the online survey to identify problems of ensuring the quality of distance learning and evaluating the effectiveness of teaching, students emphasize: dues to willingness and readiness of ASIPCS professors, permanent communication with students was provided, student-professor individual communication is also noted as another positive side, students were also promptly provided with answers to various questions concerning distance learning organization process. Within the framework of periodically held informational meetings and discussions with the students of Student Council, ASIPCS Student Council (AC), introduces students to the university's management system, the mechanisms for students ' participation in it, putting forward issues, solving student problems, etc. The Student Council conducts awareness-raising courses during the pre-exam period, informing about the exam appeal procedure.

In 2019-2020, the Student Council has actively involved students in various non-formal courses, has conducted master classes, debates and discussions.

Chart 4.5

Are you aware of Student Council activites?
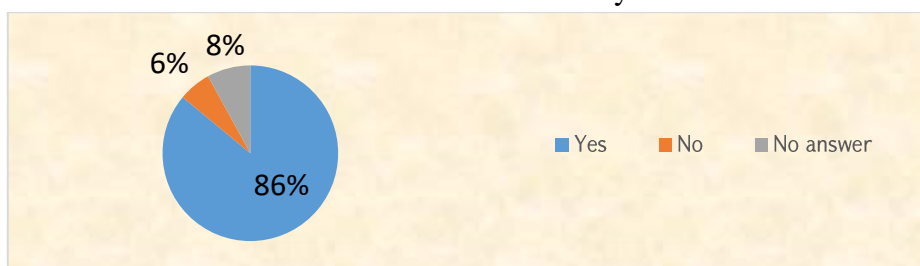
63% of the students participating in the student surveyed is satisfied with the work done by the Student Council.Currently, the Student Council is making great efforts to increase its initiative in improving student involvement in the educational and scientific sphere, increasing the availability of information about ASIPCS education.

Thus, along with identifying the educational needs of students, it is planned to expand and develop the range of additional classes and consultations offered to them, enrich their content, diversify the means of dissemination of information about the offered opportunities and periodically evaluate the effectiveness of additional courses and consultations.

STANDARD 4.4: The TLI has set regulation and schedule for students to receive additional support and guidance from the administrative staff of the faculty.

No exact schedule for applying to ASIPCS administrative staff has been developed yet, but students can apply to the relevant authorities during working hours for assistance, guidance or advice.

The Institute periodically organizes student meetings with representatives of the management staff (rector, vice-rectors, etc.):

The responsibilities of the Vice-Rector on Education and Science Affairs include functions of discussing various issues related to students and responding to them.The Department of Education and Science , coordinated by the Vice Rector, is a key link in the appeal to the administrative staff. Students apply to the mentioned department orally or in written form with their concerns, and the latter, in cooperation with the relevant vice-rector and various departments, provides the solution of the problem.Responsibility of consulting and giving advice to students is also included in the functions of the administrative staff. Students of the institute often turn, also indirectly, to the administrative staff with concerning questions, through the Student Council, and their representatives put forward relevant questions at meetings of the management bodies or the rector's office of the Institute, as well as they provide the students with appropriate advice and support.

Although the Institute periodically organizes student meetings with the administrative staff, however, the university does not yet have a unified system for managing this process, which is seen as a destination for improvement.

In 2019-2020 academic year, only one student survey was held for evaluating the performance of administrative staff and services , according to the results of the survey students highly appreciate, in particular, the support and guidance of the Dean's Office (80%), the Department of Education and Science (61%), the Library (73%), the Department of Practice and Creer (52.5%)

Chart 4.6
Students' satisfaction with administrative staff
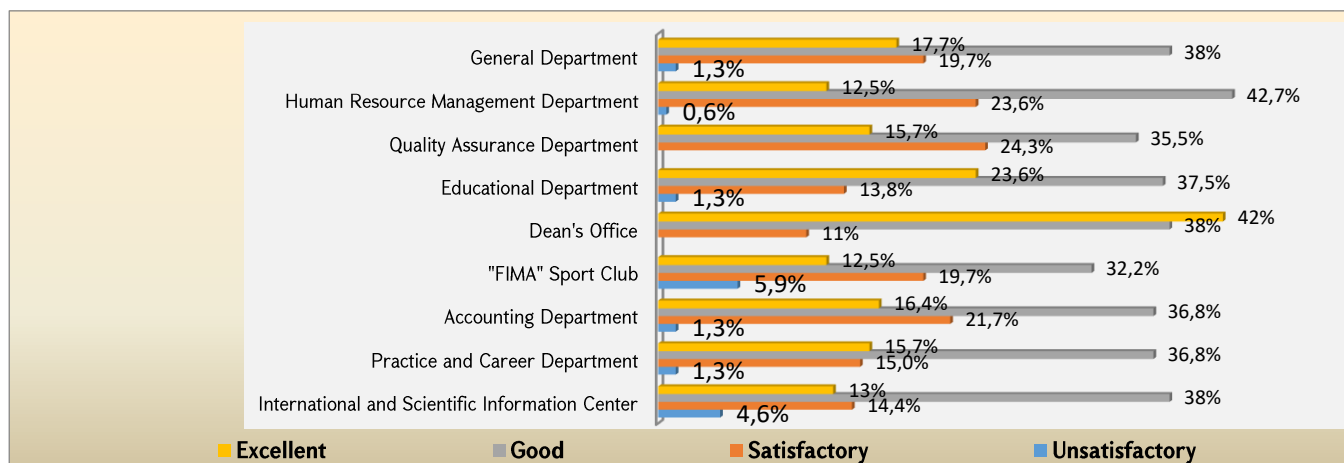
ASIPCS students have also a chance to ask administrative staff questions by using the online "QA" tool on the official Facebook page of the Institute.

It's also worth mentioning that all the documents related to the study process such as curricula, exam schedules, timetables, and announcements are posted in a visible places on the walls, on the bulletin boards.

The same documents are also being posted on the official website of the Institute. During the lock down period all information regarding study process was posted in the official Facebook page of the institution too in order to make information accessible for a greater amount of students.

Thus, students have a chance to turn to the Institute representatives, ask questions and get prompt responses with the help of the online platforms such as the official website and the facebook official page. In 2016-2017 academic year 420 questions and answers were recorded in the official Facebook page of the institution, in 2018-2019 academic year – 586, in 2019-2020 ac. year – 787. The questions mostly refer to admission procedure; many students are also interested in the terms and conditions of the tuition fee discounts.

There are special procedures on the presentation of applications by students in order to solve the existing issues such as the use of tuition fee discounts, transfers, reinstatement of educational rights, etc..

According to the "Regulation on providing students not studying in fee free system a full or partial tuition fee compensation by the State and Instiute Nominal Scholarships" approved by the ASIPCS Scientific Council on September 14, 2020, students are required to present an application in a written form in order to get a full or partial coverage of their tuition fee; the relevant procedures, terms, conditions, and deadlines are also presented in this document. The latter can be found in the ASIPCS official website together with other institutional documents.

Answering the question **"Did you receive comprehensive information on the procedures and documents required to exercise the right of tuition fee discounts in the institution?"** presented in 2019-2020 ac. year questionnaire on students' satisfaction with the resources and services provided by the ASIPCS, the response of 58.5% of students was positive, 10.5% - was negative, and 18.4% of stu-

dents didn't receive full information (as they selected the "partially" choice in the questionnaire), and the rest found it difficult to respond.

Chart 4.7
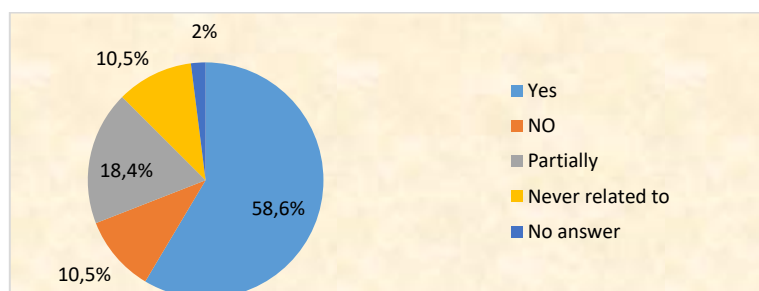
According to the procedures on the organization of study process and examinations, appeals of the results of the semester exams, grievance redressal and response provision procedures were formalized, as well as the procedures of the formation of an appeal commission was regulated according to which students can participate in the process as observers.

According to the " Regulation on conducting final attestation of graduates in the higher education institutions in the RA" based on the order of the Minister of Education and Science of the RA dated 07.11.2017, the students can appeal the final attestation results; the procedures of the additional review of the acquired mark and the appeal procedure are defined by the institution.

Chart 4.8

Are you satisfied with information you received on the appeal procedure of the examination results?
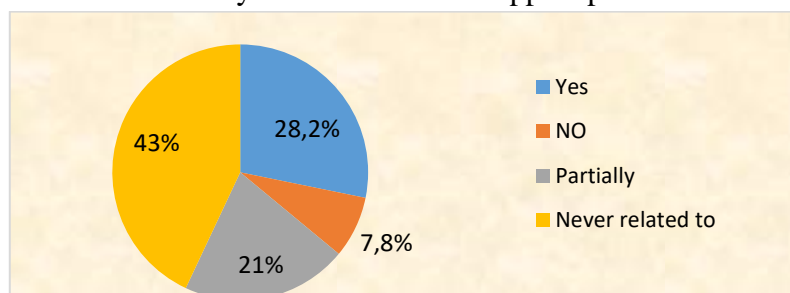
According to the focus group research results related to the organization of examination and final attestation on the online platform, students were glad with the implementation of open and transparent appeal process and methods and they stressed the importance of regular dissemination of information on the core points of the procedure among students.

STANDARD 4.5: The TLI has student career support services.

A number of strategic tasks and actions related to competitiveness in the labor market, cooperation with the employers, career support services and expansion of students' professional development opportunities were presented in 2016-2020 ASIPCS Strategic Development Plan (Goal, Task 1.3 point 1.6). Career and Internship Department established in 2016 coordinates activities meant to solve career issues of the ASIPCS students; the Department is under the supervision of Vice Rector of International Relations and Strategic Programs.

According to the Charter approved by the № 51 of the ASIPCS Rector, dated 2016, the Career and Internship Department carries out the following work activities:

1. Organization of seminars, round table meetings, conferences, additional trainings.
2. Organization of counseling and other types of events concerning the needs of the modern labor market, job searching skills, and professional orientation.
3. Strengthening relations with companies organizing training courses.
4. Cooperating with employment agencies for employment data exchange purposes.
5. Supporting students to carry out internship and volunteering activities.
6. Signing agreements and memoranda with potential employers, different organizations and companies.

Career and Internship Department organizes extra-curricular internships, meetings with employers, as well as offers curricular internships in the institute partner companies/organizations under the supervision of the Internship Officer. The Department regularly provides information to students and graduates about job vacancies, and participates in career fairs and public awareness activities related to presentation of the specializations available at the institution.

In 2019 and 2020 the Department, together with the Student Council and Faculties, organized courses on CV writing skills; right presentations of abilities for the labor market. Within the framework of master classes, the specialists gave practical advices to students introducing the steps on how to start and how to advance in career.

It's a little troublesome that there is no collected information/data on the effectiveness and efficiency of such meetings which would help to understand how much this kind of activities meet students' needs and promote their career. Therefore, for an evaluation of the effectiveness of similar programs, a one-time training evaluation format was introduced in 2019 which has already been used in regard to the evaluation of the effectiveness of academic staff trainings; thus, it is planned to use this format also for student career promotion and for an evaluation and analysis of the results of the projects meant for facilitation of students' employment.

It should be noted that in 2018 the Career and Internship Department organized a "New Edges of Co-operation between HEIs and Employers" round table discussion and scientific-practical meeting within the framework of which a poll was organized among the employer sector representatives; as a result of the poll existing problems were identified which were later taken into consideration while reviewing the academic program (2019-2020).

Number of hours of foreign language courses and internship workload were increased, as well as new subjects aimed at developing students' professional, practical skills were included in the academic plan by the offer of the employers.

Students' satisfaction with work of the Career and Internship Department is evaluated by student surveys. According to the 2019-2020 survey results 15.7% of students rated Department work performance as excellent, 51.8% of students was generally satisfied with their work, and 13% rated their work as unsatisfactory.

It should be stated that in 2020 the Institute implemented a new strategy of hiring contractual employees, and providing more opportunities for an arrangement of internships in professional employer organizations, and for an implementation of joint research activities with the employers for Master's degree thesis preparation in order to promote the development of a practice-based educational environment corresponding to the needs of the labor market. The main aim of such cooperation activities is the preparation of highly qualified specialists which might be beneficial for both parties. However, it should be also noted that though some steps have been undertaken in the Institute to promote students' career and employability, and to strengthen TLI-employer cooperation, still the contact with graduates is insufficient, and there is no reliable statistics on graduates' employability and their professional capacity.

In 2020 intra-Institute system of e-mails was implemented for the coordination of communication flows with students and future graduates. E-mail addresses provided to students will be available also after their graduation which will allow increasing effectiveness of active communication with graduates. Till then, non-formal evaluation methods were implemented based on the surveys provided to Chairs related to professional specialization in order to get a general view of graduates' employability: according to the surveys graduates of the ASIPCS "Physical Culture for Health, Kinesiology" academic program easily get a job in their professional field, working as Physiotherapists.
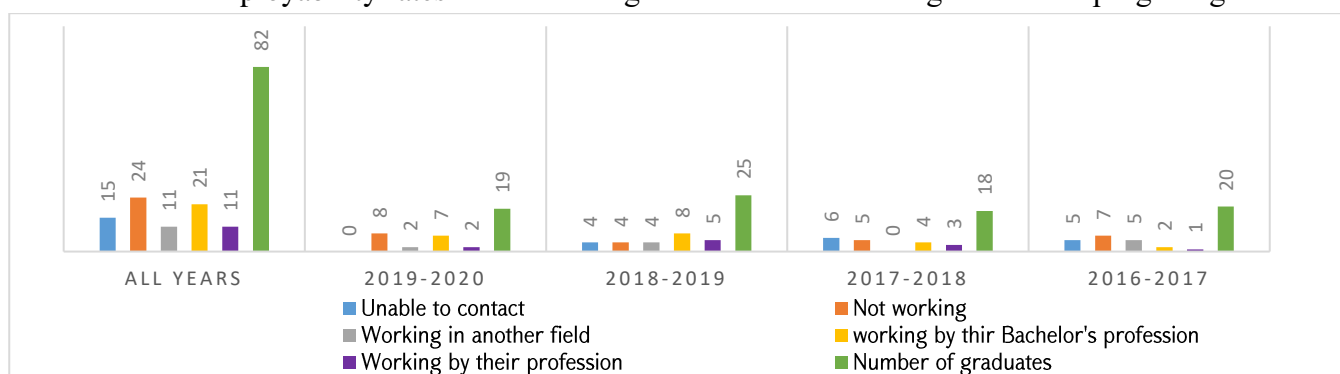
Chart 4.9 ASIPCS graduates' employability rates
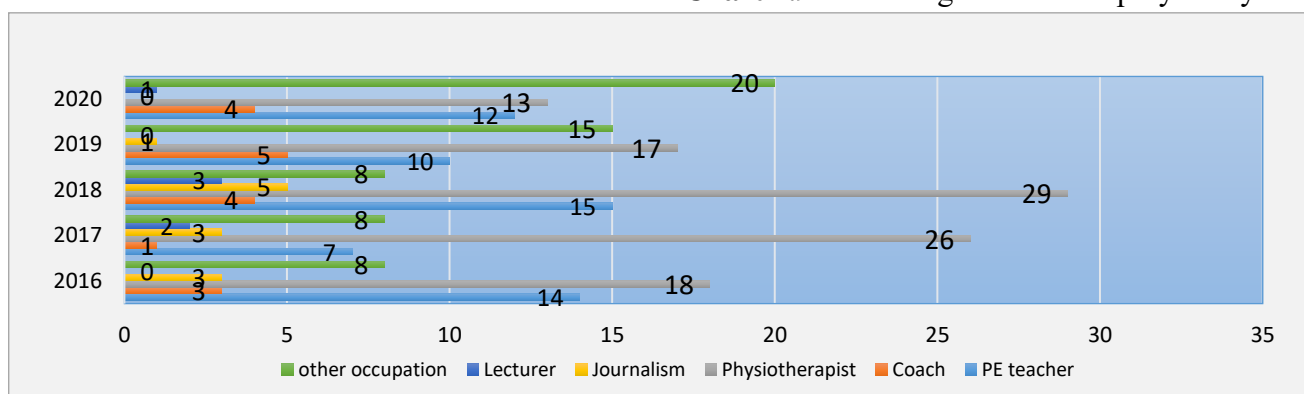
Chart 4.10

Employability rates of the "Management" and "Marketing" academic program graduates

Thus, the main issues related to ASIPCS students' career promotion services are: to develop the quality of provided services, to increase the effectiveness of internships, to create and regularly refresh graduates' database, to increase the effectiveness of feedback mechanisms assuring contact with graduates.

STANDARD 4.6: The TLI promotes student involvement in its research activites.

ASICPS has a number of structures that support students to engage in research.

In order to promote the scientific and creative development of students, the Student Scientific Society (hereinafter referred to as the SSS) operates in ASICPS. The activities of the SSS are regulated by the SSS charter, which was approved by the 2012 Scientific Council of the SSS. However, it is subject to complete processing, as the document has never been reviewed in the Institute since it became a foundation from a state non-commercial organization.

The SSS's President is appointed by the scientific council. In all faculties, there are SSSs, which are formed from the students represented by the chairs. The scientific director of the SSS of the faculty is nominated and approved by the faculty council.

The activity of the SSS is financed from the contributions made from the budget of the Institute and other sources not prohibited by the RA law. Each year, the Board of the Institute allocates appropriate funds for the implementation of the work of the SSS, taking into account the income and expenses of ASIPCS.

According to the points 2.2.2 and 2.2.5 of the strategic plan (2016-2020) of ASIPCS, that is, to promote the effectiveness of programs that encourage students' research work, the SSS has implemented a number of activities aimed at developing research skills, including annual student conferences, educational excursions, and scientific seminar-discussions.

With the support of the academic staff, the SSS regularly conducts workshops on preparing scientific articles, organizes scientific debates and discussions, and encourages students to participate in scientific conferences. For years, the annual conference of the SSS was held at two levels: faculty and institute levels. However, from 2018, as a result of discussions with the SSS president, the SSS

representatives of the faculties, and the students, it was decided to organize the conference only at the higher educational institution level and to carry out the faculty level in the format of open and informal discussions and debates.

Thus, 43 students participated in the 2016 annual conference of the faculty, 30 of which made reports at the annual scientific session of the SSS. In 2017, a total of 45 articles were submitted to the annual SSS faculty conference, 34 of which were reported at the HEI session, 96 students applied for participation in the 2018 student conference, 39 of which passed the final stage of the conference.

Chart 4.11

Numbers of the students membering Scientific Society and student conference participation rates by years
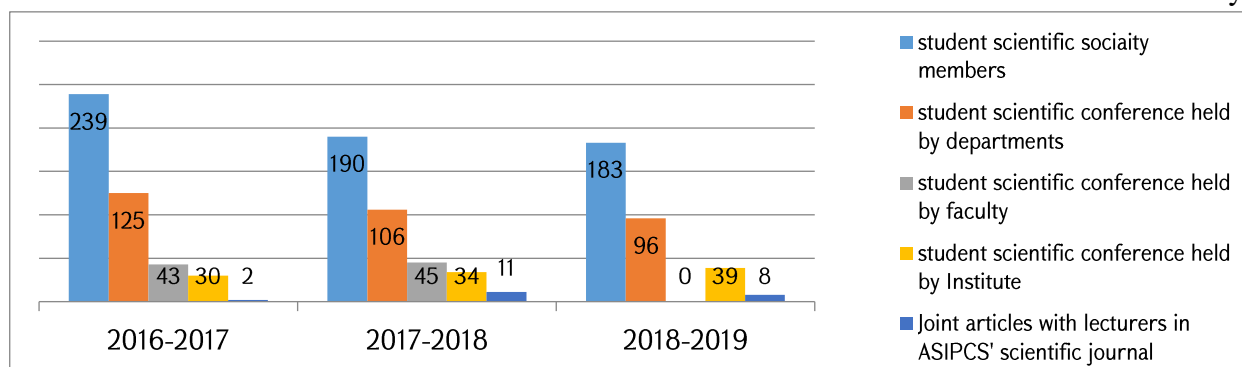
The SSS of ASIPCS also supports the participation of students of the Institute in the youth conferences and programs organized in other universities of the Republic of Armenia, informs the students about the international research programs.

In 2018 and 2019, the students of ASIPCS had successful performances at the student conferences held at Artsakh State and Vanadzor State Pedagogical Universities and received appreciation letters for their quality and valuable research work on current issues in the fields of sports education, healthy lifestyle, and sports pedagogy. ASIPCS supports the participation of students in international conferences, which is mainly carried out through cooperation with chairs and the Department of International Cooperation and Development Programs of the Institute. In this context, particularly in 2019, a significant progress was registered, if we take into account the previously low rates of internationalization of student research activities. On September 20-23 of the 2019-2020 academic year, three young lecturers of the Chair of Sports Journalism and three master's students were sent on a business trip to Delhi to participate in the Sport India 2019 international conference and sports festival. The delegation represented the Republic of Armenia in India, made separate reports, held a panel discussion on media and sports relations, told about its own experience and problems in sports journalism through video reports, and had a question-and-answer session with local experts. The visit and working meetings of the ASIPCS scientific delegates were covered by the local Indian media.

2019-2020 scientific interactions with international partners, which involved also students, were carried out mainly on a virtual platform, in the format of webinars and video conferencing. The international online conference "COVID 19. Managing through crisis", initiated by the Institute's alumni, is particularly noteworthy, where student speakers presented the consequences and challenges of the global epidemic in the development of sports education and the sports industry in general, as well as offered ways for managing the risks and necessary transformations of the education process in the new environment. It is especially impressive that at such meetings the students of the Institute were communication in English, which gives an opportunity to establish their presence in the international student scientific communities. Nevertheless, at the SP level, the expansion of the involvement of

students in the research activities and the development of the research capacities continue to be an agenda for the Institute.

It should be noted that the insignificant allocations in the ASIPCS budget for student business trips and participation of students in various conferences did not allow to ensure the wide involvement of the student body in research work.

At the same time, it important to say that in the last two years there has been a certain increase in the involvement of students in research-based work.

From the 2020-2021 academic year, in order to stimulate students' interest in ASIPCS research activities, students with high progress and research-analytical skills have been involved in research grant programs, which can contribute to the gaining of joint research experience of students and lecturers.

Simultaneously, many undergraduate and graduate students are directly involved in the research work carried out within the framework of master's thesis and articles, which are published jointly by lecturers and students.

The bachelor's, master's and postgraduate programs of ASIPCS also envisage the involvement of students in various research projects, in particular, experimental projects, graduation theses, master's theses, and Ph.D. dissertations. Doing research is a mandatory component of the ASIPCS master's and postgraduate programs, which are regularly evaluated. It should be noted that students receive credits for their research.

The organization of research internships in the educational process and the mandatory presence of a research component in bachelor's and master's theses are aimed at expanding the research works (theoretical analysis should make up 40% of the work, research - 60%).

The master's thesis includes experimental research work, analysis of scientific literature, analysis of the obtained research results. In some educational programs, the professional practice is connected to the research done within the framework of the master's thesis. This was suggested as a solution to the problem identified by the survey conducted among the master's students, which refers to the practicality of the one-year program, because, as the students note, one year is not enough to carry out weighty research.

During the process of writing a thesis paper, students are encouraged to create a new learning environment. A lot of attention is paid to the introduction of alternatives and transformations that solve educational and labor market problems.

Some undergraduate students of ASIPCS already have a thorough research work upon completion of their program.

One of the successful attempts is the "flipped classroom" web platform designed by a student of the Chair of Sports Journalism. Taking into account the growing role of information technology in education and the importance of social media, the **I-TEACH** distance learning educational platform was developed as a means of communication, learning online journalism, and distance work in the context of innovations in graduation work.

Student involvement in research is currently being promoted in a variety of ways. In 2020, the Institute developed and approved the "The regulation of the formation and activity of the Coordination council for science", which establishes incentive mechanisms for the nominations "Best researcher", "Best student", and "Best published work" at the annual ASIPCS awards.

The Institute is currently reviewing the student's knowledge assessment system, which envisages the introduction of a rubric for assessing student's research competencies. This allows assessing student's research abilities within each subject.

Currently, students' involvement in research is highly encouraged and for this purpose, with awarding mechanisms for the categories "Best researcher", "Best student", "Best published work".

STANDARD 4.7: The TLI has a responsible body for the students' rights protection.

The rights of ASIPCS students are defined by the RA legislation (RA Law on education, article 49; RA Law on higher and postgraduate professional education, article 17, clause 3), the ASIPCS Charter (section 108, clause 108), and the internal disciplinary rules of ASIPCS (students of the Institute, their rights, and responsibilities).

For the protection of ASIPCS students' rights and solution of other issues functions the ASIPCS Student Council (SC).

The activities of the SC are regulated by the legislation of the Republic of Armenia, the ASPICS charter, and the charter of the student council. The charter of the SC is adopted by the governing body of the SC and approved (ASIPCS charter, section 29, clause 29) by the authorized body (RA MoESCS).

According to the revised charter of the Student Council in 2019, the activities of the faculty council are also aimed at supporting the organization of students' educational and scientific work, proposing and solving disciplinary issues.

According to the SC charter, the goals of the SC are: to stimulate the creative, cultural, sports, and spiritual development of students; to further multifaceted development of students individual and social activities; to protect students' interests and rights; to ensure the participation of students in the management of the Institute; to present student-related issues to the relevant bodies for discussion; to participate in the implementation of programs aimed at organizing the educational process, increasing the efficiency of education; to inform students about their rights and responsibilities; to support the improvement of students social status; to organize students' leisure and recreation, etc.

All of the above-mentioned objectives are directly or indirectly related to the rights of ASIPCS students. Thus, the activities of the ASIPCS SC are aimed at ensuring great involvement in the SC activities, uniting ASIPCS students in different student associations, clubs, and groups, as well as coordinating these activities, contributing to the creation of a favorable environment for students.

The student council carries out its activities in accordance with the strategic plan (Objective 4, problem 4.3, 4.4), which defines the main toolkit for the protection of students' rights and interests, the directions of sports, scientific, educational, and creative works.

During its activity, the SC of ASIPCS has developed various mechanisms for the protection of students' rights, such as the detection of students' problems and violations of their rights, which are afterward voiced and discussed in the governing bodies.

The problems of students are discussed in the SCs of the faculties and the regular meetings with the HEI's administration.

Students can address their questions and complaints directly or through the SC to the rector or vice-rectors, but according to a survey conducted among students, few of them addressed their questions and complaints to the TLI administration, as the problems were solved with the help of the dean, the head of the chair, and lecturers.

ASIPCS has also has online tools for working with students, including the SC social media pages. Moreover, the SC members have Facebook groups, where they quickly exchange the necessary information and ask questions. The statistics of online letters addressed to the official Facebook page of the institute show that most of the students prefer to ask their questions on the Institute's Facebook page.

According to the results of the student surveys conducted in 2020, the majority of the students of the Institute were aware of the activities of the SC and, if necessary, address their questions to the SC.

Chart 4.12

The level of students' awareness and satisfaction with the activities of the Student Council
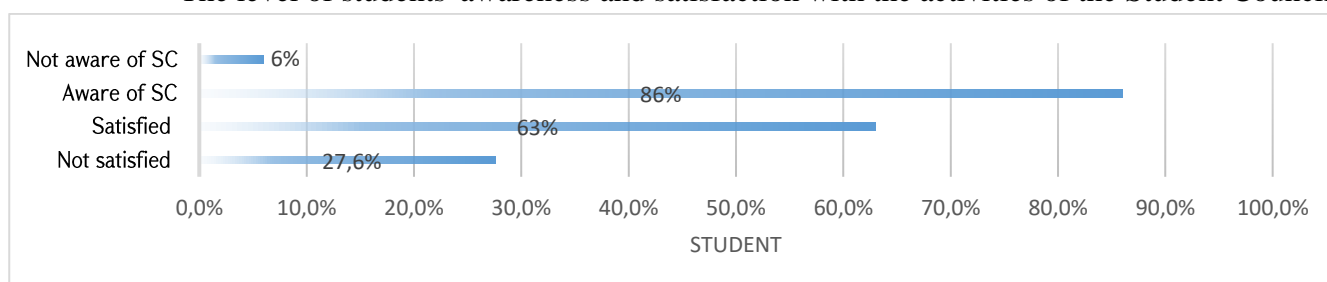
Thus, ASIPCS SC activity strives to provide students' wide involvement in SC events, student associations, clubs, as well as coordinate the process to ensure new productive environment.

SC activity is conducted in compliance with strategic programme (goal 4, objective 4.3, 4.4), the latter identifying the mechanisms for defense of student rights, interests and scientific-creative works.

ASIPCS SC activity has developed mechanisms for students' rights defense, their concerns, violation of rights, their discussion in governing bodies, etc.

SC discusses student-related issues with the Institute management. Students can directly or indrectly, in particular, through SC, address the rector, the prorector, but as inquiries make clear, very few of them addressed the managament, as they could find a solution with the support of faculty dean and teachers.

In the Institute [online tools](#) are available for students, SC members have social groups, which aim to provide information exchange on different issues, as it is the most convenient platform, as stated by students.

Inquiries, made among students show that the latter are well-informed of SC activity and address them when necessary.

Governing bodies of HEI, governing council and SC also deal with students' rights defense and responsibilities, who involve student representatives in line with RA legislation and ASIPCS charter. SC reports on student-related issues to the Institute scientific council.

In ASIPCS there is a multi-level system which has an aim to defend students' rights and interests. As it is noted in criterion 4, standard a) analysis, students address their questions and concerns to faculty dean and curators.

Another department at the Institute to present appeals and offers to is Quality assurance which ensures students' participation in learning process evaluation. For example, a focus group discussion, conducted by QA department, made it clear that most of students complaints relate to final distance attestation organization in 2019-2020.

In addition, in HEI final grade appeal process is defined in distance final attestation procedure, approved in 2020 May 14 (SC decision N14). Student appeal in written to the president of final attestation committee with one hour after the grade has been recorded. The committee president discusses the appeal with an employee, who is not a member of committee and SC representative. In the presence of the graduate, the committee listens to the recording of the answer, then a decision to increase the grade is made by open ballot. The identified problems were presented at the faculty appeal committee and SC session at the chair discussions, during which teachers received reprimands for discriminatory and unacceptable attitude.

STANDARD 4.8: The TLI has evaluation and quality assurance mechanisms of student educational, advisory and other services.

In ASIPCS there is a mechanism of conducting inquiries with internal and external stakeholders, defined in 2017 but no feedback or data analysis had been implemented before 2019-2020. The aftermath is that there were not mechanisms to identify students' concerns, therefore, no results stated on the problem solutions.

In 2019-2020 inquiries and focus group discussions were conducted among Bachelor's and Master's students on the quality assurance of the course, services provided. Collection of student's opinions is conducted through students' feedback on such questions, as learning and assessment methods, students' load and others.

In 2019-2020,student surveys results made it clear that student grades are mostly high. The results show on the hand, students' satisfaction on teachers' experience, on the other hand, students' objectivity to their grades and willingness to take part in the inquiry, thus, providing student-HEI constructive

dialogue. However, continuous study and feedback on educational-related services is essential, as quality education is about students' involvement in HEI educational improvements.

Therefore, Quality assurance department presents the chairs the results of any type of inquiries conducted among students, based on which academic programmes are reviewed.

As the results indicate, during their learning, students' knowledge is more of theoretical type and they have to work on self-improvement to meet the demands of the market.

Online polls and focus group studies implemented by Quality assurance department also aim at ensuring students' evaluation of the services provided.

Since the end of the first semester 2019-2020, inquiries have been conducted among I year students on their professional choice, aimed at studying new educational environment and expectations.

The answers show that students are highly satisfied by academic staff professional qualities. And polls conducted in 2019, make it clear that students are mostly contented with educational and informational services.

Chart 4.13 Graduates satisfaction from ASIPC academic staff and TLI authority
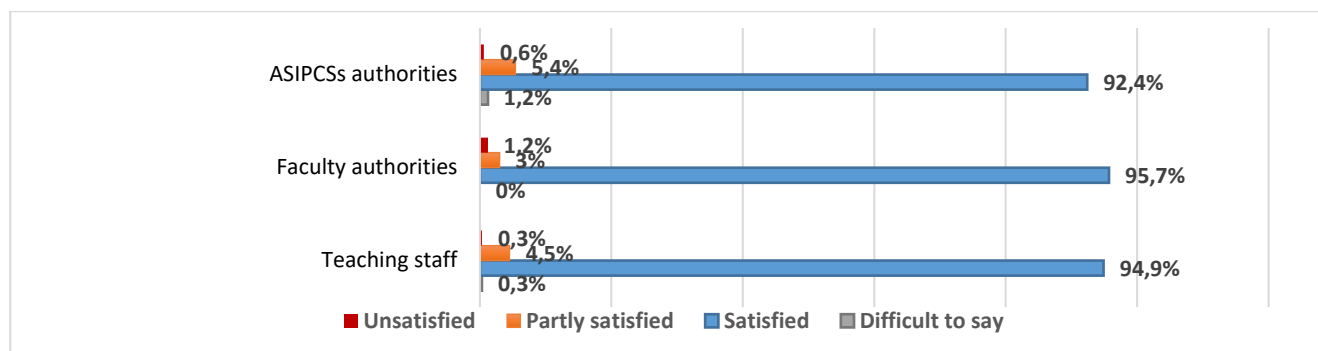
Chart 4.14 Students satisfaction rates on the educational services and recources availabale in ASIPCS
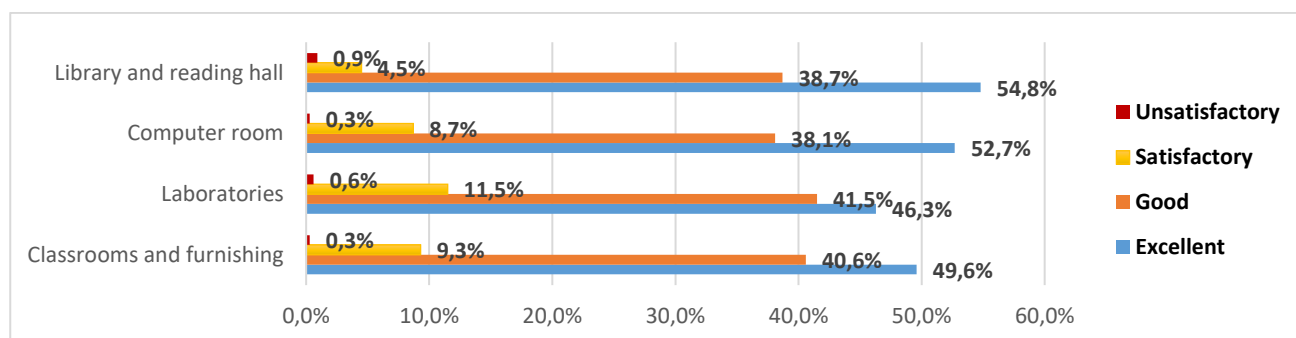
One of the most important components of quality assurance improvement is graduates' inquiries, which identifies not only omissions and weaknesses, but also reveal the certain achievements of the programmes. Currently, regulations of inquiry conducts are being reviewed, as the existing system didn't cover the necessary tools for it. The current system of inquiries provides stable student feedback in the internal quality assurance system, as online inquiries have been set: this will promote not only student involvement but also provide online database.

On top of that, research results are presented to governing bodies of HEI for further improvement. It should be added, that the mentioned results are used for recruitment, environment improvement, review of educational programmes to ensure students' voices are heard.

SWOT analyses for criterion 4

Strengths	Weaknesses
1.Review of HEI entrance rules for all educational programmes. 2.ASIPCS signed agreements with high schools and vocational educational institutions which aim to recruit	1.Students' low attendance. 2.Poor compliance between students' progress assessment criteria and educational outputs. 3.Assessment policy ineffectiveness to ensure

students. 3.ASIPCS activity availability through the use of electronic resources. 4.Stable growth of ASIPCS applicants. 5.SC as a responsible body to defend students' rights. 6.Use of mechanisms based on student feedback. 7.Coded exam system to ensure academic integrity. 8.Employer-TLI relation enhancement, new partnerships building, aimed at providing training opportunities, signing of agreements and memoranda. 9. Job opportunities for students in ASIPCS. 10..Provision of conditions for students with disabilities. 11.Development of academic programmes to meet the demands of the market.	transparency and objectivity. 4.Students' low participation in research works. 5.Incomplete database on students' occupation. 6. Low number of foreign language academic programmes. 7.ASIPCS low admission of foreign students. 8.Students' indifference to quality assurance issues.
Opportunities	**Threats**
1.Enhancement of Institute cooperation with local and international TLIs, leading organizations, and others. 2.Increase of foreign language teaching load as a result of the rise of practical component in academic programmes. 3.Foreign student admissions through mounting their interest. 4.Mechanisms to ensure student and teacher mobility. 5.Implementing an academic programme in a foreign language in initial training stage. 6.Creating non-formal formal platforms, aimed at developing students' on-going educational skills. 7.Equipping practical educational environment and continuous improving. 8.Identifying and developing students' needs related to education, consulting, learning to ensure targeting, credibility and determination. 9..SSS role in enhancing students' involvement in research works, developing their research interests and skills.	1.Poor preparedness of students caused by a decline in General Education 2.Low learning motivation of students studying with certain academic programmes. 3.Low English proficiency. 4.Weak interconnection between labour market and educational system. 5.Absence of ASIPCS-graduate sformal database. 6.Low salary of pedagogy specialists.

The measures to be undertaken for overcoming thw weaknesses and threats

1. Promote future profession choice in the scope of initial training, raise entrance requirements.

2. Develop and set procedures to ensure students' rights defence and awareness.

3. Regulate additional trainings for students showing low progress during entrance.

4. Evaluate the effectiveness of additional courses, trainings and student's research activity on the formulation of qualifications.

5. Promote students' involvement in research on the basis of individual and team research policy, aimed at developing learners' research skills.

6. Enhance employers' involvement in continuous review of academic programmes.

7. Promote and formalize the involvement of students with disabilities in the Institute management.

8. Mount the number of foreign language academic programmes, developing mechanisms to involve more foreign students.

9. Develop online system collecting graduates' working load data with the involvement of primary organizations.

10. Implement market research and monitoring in compliance with market requirements.

V. FACULTY AND STAFF

CRITERION: The TLI has highly qualified teaching and supporting staff to accomplish the institutions mission and to implement the goals set for academic programmes.

> It is planned to develop the potential of the academic staff, to contribute to the continuous progress of the administrative staff, to develop and conduct training courses for boosting young lecturers pedagogical and psychological skills.
>
> The SP is also intended to develop the human resource management system, contributing to the well-being of employees (SP Objective 3, Problem 3.1, 3.2).

STANDARD 5.1: The institution has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring programme provisions.

The academic programs (4 bachelor degree and 8 master's degree) are implemented in ASICPS, aimed at producing specialists in the fields of physical education, sports, coaching, adaptive physical culture, sports journalism, management, marketing and sports psychology which is defined in the mission of the Institute. The basic-applied scientific researches carried out by lecturers are also realized in relevant professional fields.

The strategic goal of the SP is to provide the academic staff with the necessary professional qualifications required for the implementation of academic programs (AC).

Having a qualified academic staff for the implementation of professional educational programs, attracting and retaining the best specialists in the field, as well as smooth generation change are important for ASICPS.

The procedures of the ASICPS policy of recruiting the academic staff and procedures are based on the order No. 311-M of November 25, 1996 "On the recruitment of the academic staff of RA state universities", "On the procedure for licensing the implementation of higher professional educational programs'' and are enshrined in the charter of the ASICPS.

In the 2020-2021 academic year, the staff of the Institute includes 397 employees, of which the teaching staff is 239 (60%), the technical staff is 22 people (6%) and the administrative staff is 136 people (34%).

The main teaching staff of ASICPS is 80% of the academic staff, which corresponds to the requirement of the main academic staff set by the Government.

The principles of the academic staff selection policy are reflected in the "Regulations for the formation of the academic staff" (approved by the order of January 1, 2019), which introduces the criteria for recruitment, the procedure for conducting the competition and selection. It should be noted that the categories defined in the order are basically identical, they are almost indistinguishable, which is intended to be reviewed in the newly developed order.

In order to recruit the academic staff of the institute, a competition is announced, through which the conformity of the professional qualities of the lecturers who applied for the competition are considered. Those who meet the demands of the mission and goals of the academic programs are hired.

The announcement of the competition for the vacancy of the Institute is published by the General Department of Human Resources Management on the instructions of the Rector. The announcement of the competition is made at least 15 days before the competition in the republican press, but the announcements about the vacancies in the Institute last year were published on the most viewed electronic platforms, on the official website of the Institute and on social pages.

Recruitment of the academic staff members is carried out on a contractual basis, which is preceded by open selection of a candidate for the position, which ensures the selection of candidates' involvement of the best specialists through fair competition .

The following professional requirements are considered a priority for the selection (re-election) of the academic staff:

1) qualification of professional education;

2) scientific degree, title;

3) pedagogical work experience;

4) the results of scientific research activities;

5) the results of the student's evaluation of the lecturer's work;

6) awards, prizes, honorary titles.

The academic staff, as a rule, has a basic education in accordance with the AC, as well being engaged in research activities. Specialists or master's degree holders, as a rule, have a degree or are employers in the field with extensive work experience.

Teaching staff hiring and firing procedure presented in the Human Resources Management Policy (2019) envisages a procedure for conducting attestation of academic staff at least every three years, which is practically weak.

Some components of the procedure were used in the 2019-2020 academic year. On the joint initiative of the HR and General Department as well as the Information Technology Department, a computer skills test of the academic staff was conducted, the results of which were assessed as satisfactory, at the same time it became clear that there is a need for training of the most frequently used MS Office software (Word Excel, PowerPoint).

Aiming to establish and to develop the identified need-targeted training-expected result-outcome evaluation mechanism the Department of Information Technologies has conducted phased training courses for the staff of the Institute, contributing to the acquisition of new technological skills of the ASIPCS staff.

In 2017, the TLI developed and approved the "Procedure for evaluating and encouraging the work activities of administrative, academic, support staff, service staff", which is not used as such, does not reflect the qualitative-quantitative characteristics of different types of lecturers, as it does not provide lecturers with flexible system of contracts.

The institute is currently revising staff hiring policy and the procedures arising from it, regulating the functions and responsibilities of the employees with job passports.

It is also planned to introduce incentive mechanisms based on performance indicators (results of student surveys, classes, proficiency of foreign languages, implementation of research grant projects).

In order to apply for the position of the head of the chair, having a scientific degree and scientific title is considered a mandatory requirement, taking into account the fact that the head of the chair ensures strategy and contributes to the scientific progress of the teaching staff (procedure revised in 2020).

The open competition of the head of the chair is open to the employees of the Institute, as well as to those who are not employed by ASICPS.

One of the components of the joint policy for ensuring the professional and pedagogical progress of the lecturers is the procedures for raising the qualification of the lecturers, evaluating and encouraging their work.

The criteria for the promotion of scientific-pedagogical, teaching staff positions developed at the ASICPS provide an opportunity to ensure the effectiveness of the staff recruitment and maintenance policy. These criteria are: the level of qualification, the scientific degree, the scientific title, the forms of educational, research, methodological-organizational activity, the published scientific works.

At present, the task is to formalize and regulate the procedures of business trip of employees, as well as the procedures of evaluation and encouragement of employees.

The following incentives may be applied to employees to ensure high performance in the realization of their duties and to perform their assignments properly: thanksgiving, one-time monetary reward, ASICPS commemorative medal award, valuable gift and diploma award.

It should be noted that the current procedures for the selection of academic and support staff make it possible to carry out the mission of the TLI and to achieve the goals of the AP, but some of them need to be reviewed, modernized and improved establishing mechanisms for identifying faculty needs.

STANDARD 5.2: The teaching staff qualifications for each programme are comprehensively stated.

ASICPS employs high professional qualities, involvement of faculty with practical skills in the educational process.

The guidelines for the selection of academic staff are the strategy of the ASICPS, the goals of the AP, as well as when selecting lecturers for each specialty and general section.

Requirements for the professional qualities of the academic staff included in the specialized education program ant their characteristics are defined in the teaching staff development regulations, stipulating that the AP programs are provided by the faculties and chairs with the appropriate qualified academic staff.

Basic professional education is a required demand, and an academic degree or title is encouraged.

The specific quality requirements for the professorial staff are defined in the specifications of ASIPCS AP educational programs, in accordance with the aim of the program and the educational outcomes.(See point 18, Journalism AP)

Based on the consultations of the Institutional Accreditation Expert Group in 2016, the Institute has defined and documented the general professional competencies submitted to the professorial staff in accordance with the requirements of the curriculum, however no further work was carried out to assess the compliance of the educational program qualifications with the Professorial staff.

The requirements for the professional qualities of the professorial staff are not included in the regulations for the formation of the staff either, and, in fact, they were not taken into account in the process of distributing the academic load.

From the point of view of the implementation of the policy of the professorial staff selection, a positive shift is the competitive procedure for the formation of professorial staff in accordance with the requirements of each educational program (2020), which allows to provide a wider and more competitive selection of potential applicants.

Job descriptions, minimum qualification requirements, special requirements are developed by the Department of Human Resource Management and the General department (in accordance with the Academic Program requirements) and is approved by the rector of the Institute, who is responsible for the current management of the HEI and the Strategic Task implementation.

Job descriptions were compiled according to each post (position) and included data on the position: affiliation of a structural subdivision, subordination, scope of responsibilities, functions arising from the position, professional skills required for the given position and personal qualities.

In order to provide AP with the appropriate professorial staff, employment contracts have been revised in 2020, and various forms of contracts have been provided -basic, internal and external cooperation.

There is also a system of inviting lecturers, which ensures the provision of AP with narrow specialization, specialists with practical skills.

Diagram 5.1 Employment field engagement in the APs
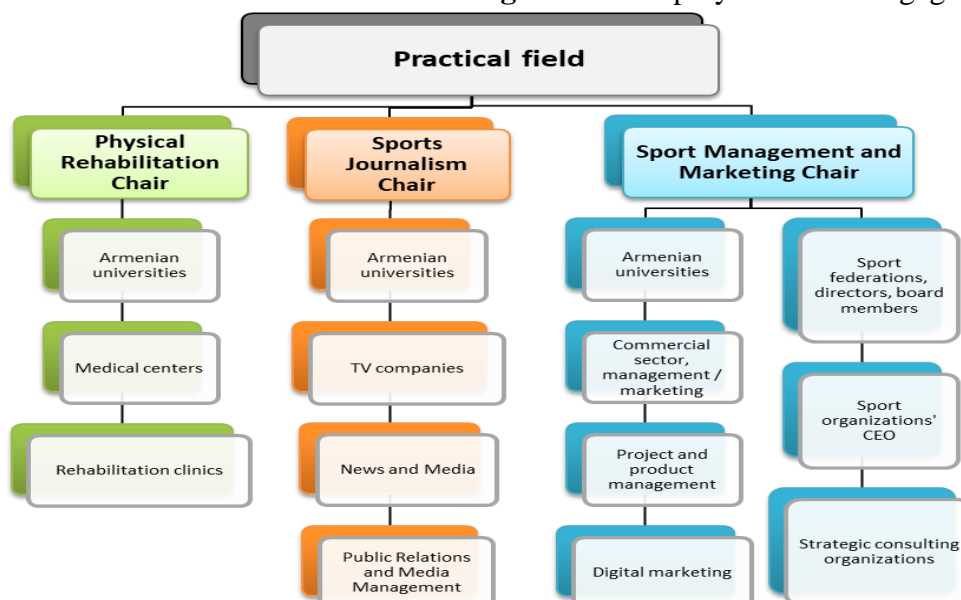
In accordance with the changes initiated in the educational process since 2019, the requirements for the professional activities of the ASIPCS Professorial staff were revised and edited.

In the revised contracts, the employer undertakes to ensure the participation of professors in programs aimed at going on business trips, retrainings and qualification improvement, the contract also stipulates the provision of subsidies for assessing the progress of scientific activities.

Providing high quality professional academic l staff is of strategic importance for the TLI. In this context, the regulations of the ASIPC, the mechanisms defined here have vulnerabilities, which bring forward the necessity to review the existing documents, starting it with the process of revising the functions and job responsibilities of the professors.

The process of introducing a position passport is in progress, the requirements for the positions, job responsibilities, professional skills and personal qualities are described and defined here. It should be noted that the effectiveness of the newly introduced mechanisms for recruiting academic staff was assessed in surveys conducted with the professorial staff, which are presented in the Criterion 5.

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

A number of procedures have been established in the Institute for the periodic evaluation of the ASIPCS professorial staff: a procedure for evaluating and encouraging the Professorial Staff work, which establishes a self-assessment mechanism, and the involvement of internal and external stakeholders in the evaluation process is also mentioned here.

The procedures for self-assessment of the quality and effectiveness of professorial staff and the evaluation of the professors by students have created certain bases for the assessment of the effectiveness of professors' activities (from 2019), but beforehand the processes carried out in this direction have not been coordinated and are incomplete.

ASIPCS most important stakeholder goup is the student, and surveys held with them are one of the main mechanisms for evaluating the professorial staff.

Note that, despite the fact that in the 1st goal of the strategic development program, "the latest approaches to high-quality education" ("...to increase the level of student satisfaction in ASIPCS"), in task 1.1, the structures of periodic evaluation of the Professorial staff are defined, but the first student surveys of the professorial and the quality assurance of the courses at the TLI have been conducted since 2019 as a mechanism for periodic evaluation of the professorial staff.

Taking into account the fact that the Institute practically did not have a stable feedback mechanism with the student, no surveys were conducted, and even if they were carried out, mainly the necessary job replacements were made, therefore, until now no reliable grounds are provided for assessing the validity and purposefulness of the activities carried out on the basis of the information received through the feedback mechanism.

Generally sttudent surveys are conducted and analyzed by the Quality Assurance Department. Faculties and Chairs are provided with these analyses, and in a short version are presented at a meeting of the ASIPCS Scientific Council. The Surveys are also organized online in order to improve the objectivity of queries and speed up the development of results.

Since 2019, student surveys are conducted to assess the quality of study (in accordance with the regulations of the student survey on the quality and effectiveness of teaching, revised in 2020).

They are held among full-time and part-time students through a definite schedule twice a year, at the end of each term examination session. In order to improve the effectiveness of the evaluation mechanism of the teaching staff by students, the survey methodology, procedure and criteria (questionnaire) have been changed, the procedures for developing the results and their use have been clarified.

In addition, the objectives of using the survey results have also been expandedwhich are , in particular, to support the implementation of lecturers' self-analysis, to continuously improve their teaching approaches and methods, to ensure the promotion of lecturers, to encourage and improve the quality of AP.

The review and the improvement of the questionnaire is based on the feedback received by chairs, departments interested in it, as well as suggestions and opinion of the students.

So, surveys conducted during 2019-2020 show that ASIPCS students are generally satisfied with the professional and pedagogical qualities of teaching staff: from a 5-score scale, students rated the teaching staff in the range of 4.52 – 4.87.

It is noteworthy that the students are unanimous in their observations that the professorial staff of the university is motivated, dedicated to their work, they provide individual support to the student to achieve professional progress.

According to the changes in the requirements for competitive selection of professorial staff and replacement of positions in ASIPCS, the results of the student survey will be taken into account when promoting, encouraging teaching staff, determining differentiated salaries, as well as when awarding scientific titles.

Based on discussions of the results of the teaching staff evaluation, teaching methodological materials have been revised, as a result, interactive and hybrid teaching methods are being used, which has been highlighted as a positive aspect in focus group studies with students of different courses.

The work done by the teaching staff is also evaluated by the Department of Education and Science through the verification of the performance of the course programs and the entries made in the registers. The results are reported at the Rector's Office meeting.These assessment approaches and procedures allow the professorial staff to be informed of their shortcomings and achievements from the student's point of view, and administrative staff to take appropriate measures, such as conducting in-depth assessments, and developing targeted training programs. It is also planned to use the results of student surveys to improve the professional skills of the professorial staff on the individual level, in order to improve the quality of teaching.

The mechanism of periodical listenings lie at the core of the lecturer's professional progress, and this regulatory document has been revised and edited in 2020. It is of importance to mention, that observation outcomes had not been analyzed for the last years and only digital information on the procedure was presented to SC.

The current procedure for organizing, conducting, and using the results at the ASIPCS has been significantly altered, as evidenced by peer-reviewed monitoring results, in order to establish a regular system for analyzing learning outcomes, using learning not only as a control but also as a support mechanism. The previous criteria for evaluating the work of a lecturer are not effective; they lacked relevant questions aimed at collecting quality data on the teaching-learning process, limiting the ability to identify the needs of professors and students.

In order to improve the efficiency of the evaluation of the teaching process, the "Regulation on organizing, conducting and assessment of peering in the State Institute of Physical Culture and Sport of Armenia" has been revised drastically.

The regulation defines basic lessons to be observed, the aim of observations, their conducting period, results analysis, format and mechanisms. Another essential feature is ensuring the involvement of external experts and employers in the observing committee, providing opinions and offers of labour market representatives in the improvement procedure.

In ASIPCS by N1 decision of Scientific council, dated March 12, observation outcomes and assessment criteria were stated (evaluation matrix), based on which measures are taken to ensure professional qualification growth through trainings. Observations on horizontal links provides teacher experience exchange.

The procedure of observation was disrupted conditioned by pandemic prevention, at the same time, during these period observations were replaced by online casual checkings, conducted by the heads of Educational department, chairs, faculties.

An indirect mechanism of teaching staff activity evaluation is the feedback from the employers, involved in the final attestation committees. The opinions were then analyzed, covering different aspects of teaching experience.

Currently, effectiveness of teachers' academic activity assessment is being reviewed, based on quantitative and qualitative scales, as well as applicability of scientific outcomes.

STANDARD 5.4: The TLI implements teacher professional development in accordance to the needs outlined during regular evaluations (both internal and external).

The involvement of quality teaching staff and skills continous development is a key objective for ASIPCS policy. ASIPCS teaching staff professional qualification increase is another SP objective, stated in "ASIPCS Teaching staff procedure" since 2017 (approved by ASIPCS rector, order N127).

The procedure defines trainings every 5 years aimed at computer skills improvement and teaching methods study.

According to the order, Human resources management department implements training procedure evaluation, presenting analysis and outcomes to the Academic affairs vice-rector, and the latter addresses to the rector.

Those, who took part in the trainings, report at the chair session on the skills, experience, methods for further research activity use. Training outcomes assessment serves as basis for the coming trainings organization and improvement.

Teaching staff training was last organized in 2016, involving 51 teachers. Inquiries among participants make it clear, that mostly teachers are not informed of reforms oriented educational system improvments. ,

Issues identified during training assessment were no coherent with training topic choice and target audience formulation.

In 2016-2018, courses were implemented for young teachers which aimed to increase teacher qualification. 45 teachers over 35 years old participated in the course, no further efficiency analysis implemented.

TLI faculties and chairs also contribute to teacher qualification increase through professional trainings and seminars, conducted by individual teachers. This goes to show, that heads of chairs are responsible for teacher trainings, providing space for their professional improvement.

Chairs organize master classes by invited specialists, employers, experts, ASIPCS graduates, teachers. Master classes, experience exchange, round-table discussions, scientific-practical seminars and trainings provide availability not only for teachers, staff and students, but also for external stakeholders through different resources.

Teachers' training priorities are developed in compliance with Quality assurance department analysis outcomes on the needs of academics (2020).

Based on QAD studies, internal and external professional trainings were conducted for AP responsible members, teachers. In fact, since 2020 trainings have been developed, based on the assessment of certain needs.

Approaches to training implementing has been reviewed in line with the needs of academic staff. At present, teachers' qualification increase programmes have enhanced and are coherent with the development of professional skills, pedagogical-psychological, technological competences and teachers' initial preparedness degree.

To study the effectiveness of training programmes, QAD has organized projects, seminars, master classes, aimed at improving qualifications. The projects over, inquiries are conducted among participants, the results sent to organizers of the seminar for further improving and cooperating visions. Inquiry analysis show, that teachers involved in seminars are contented with the outcomes. Academic programme review was based on the experience gained from the training program.

Taking into account teachers' feedback loop, training projects are envisaged for young teachers, including a component for postgraduates' preparation for pedagogical work.

Since 2020, online training courses and experience exchange webinars have been implemented. ASIPCS International cooperation and development department takes measures to ensure young teachers' participation in international programmes related to research, qualification improvement. International agreements provide professional improvement on teachers' exchange, so HEI takes measures in this direction too, by inviting teachers from international University partners to conduct master classes both for teachers and students.

Partner exchange experience format is in the stage of establishment, aimed at ensuring international project participants exchange experience with their colleagues and, thus, promoting professional qualification improvement and teachers' involvement in professional career-advancement trainings.

Despite the measures taken in the direction of academic staff improvement, it must be noted though, that the system needs improvement, in particular, in assessment, training program development, financial procedures, as well as embedding culture of qualification enhancement among teachers.

Standard e: TLI ensures academic programmes are in line with academic staff coverage. Providing a quality academic staff is a core value for ASIPCS mission. ASIPCS academic staff comprises 239 teachers.
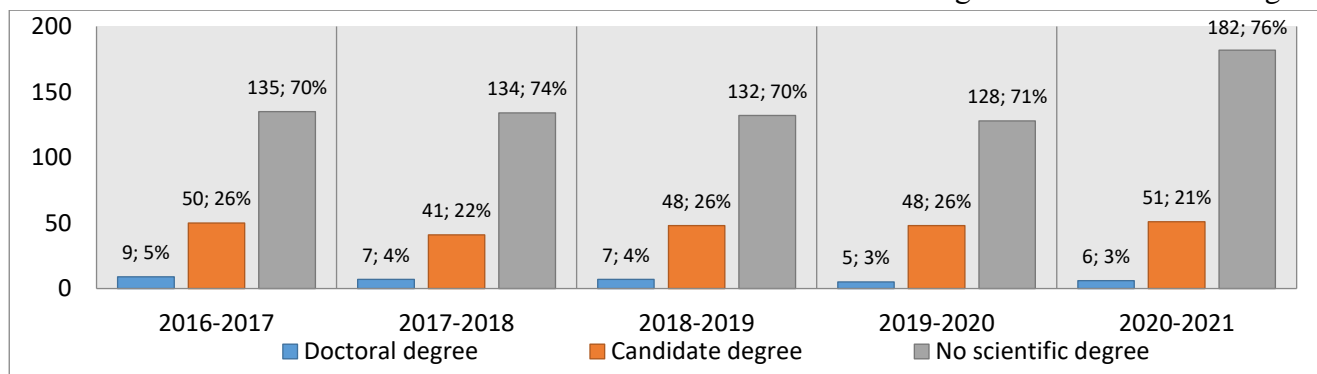
Chart 5.2

ASIPCS's teaching staff, with scientific titles
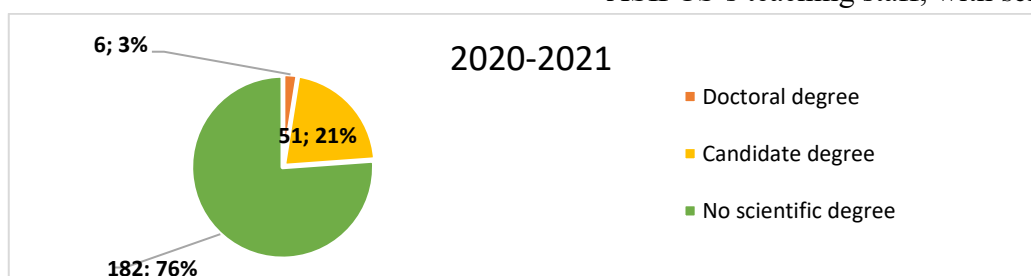
Chart 5.2

ASIPCS's teaching staff with scientific degrees

TLI staff with recognized qualification on the level of associate professor hasn't changed – 24-21 %
The number of members of the technical staff is conditioned by the number of students and lecturers involved in the educational programs. The student/lecturer ratio is 11.7.

Chart 5.4

The ratio of teaching and support staff
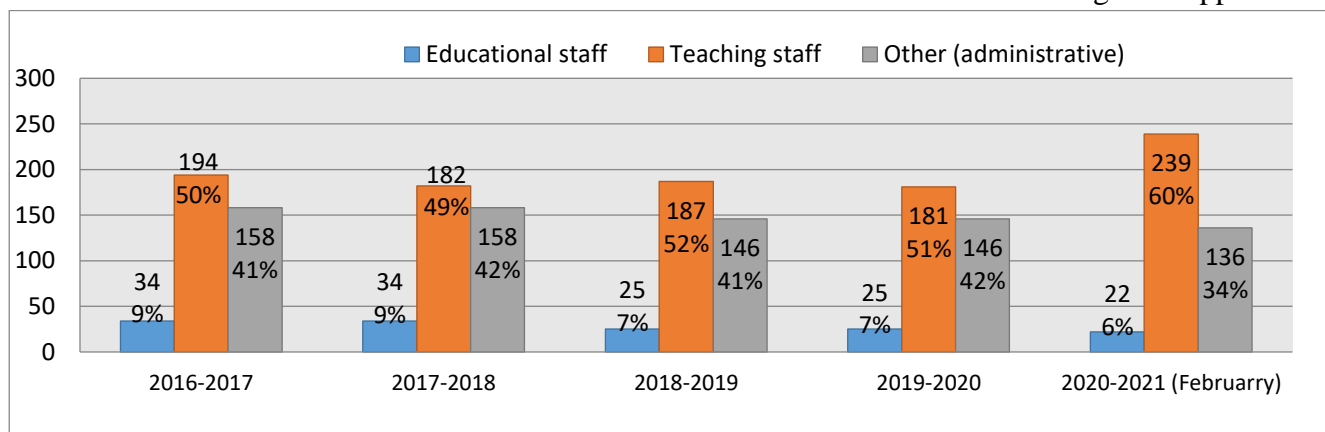
In the process of forming the academic staff, the age factors are also taken into account, enabling the implementation of generational change in ensuring the retention of the academic staff. Age features of the academic staff of the last 5 years are presented in the following chart.

Chart 5.5

The age of the academic staff
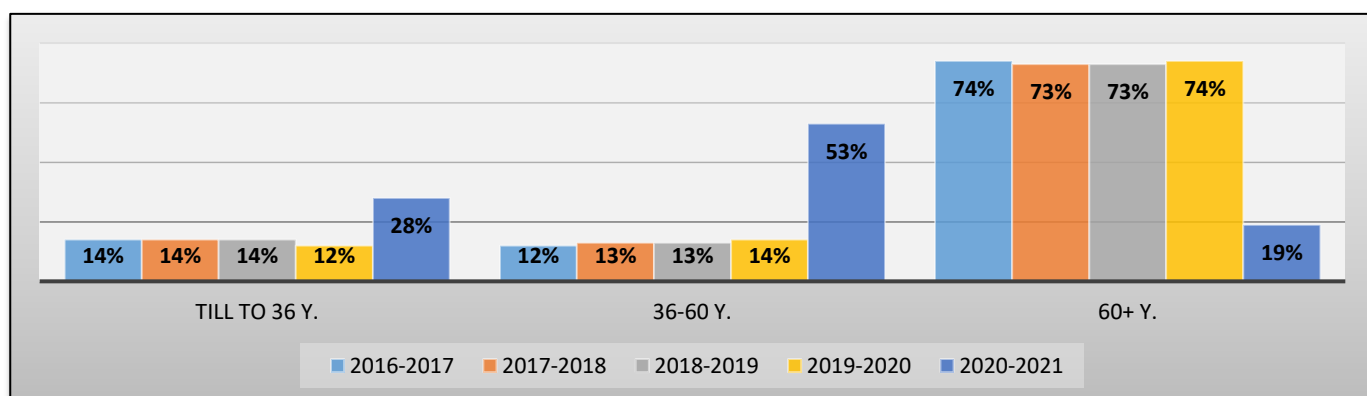
As shown in Chart 2016-2020, the main academic staff is dominated by lecturers in the age group of 60, and the number of lecturers over the age of 65 exceeds the number of lecturers up to 35 years old. In 2020-2021, new recruitments in the academic staff directly led to the rejuvenation of the academic staff, according to which the average age of the academic staff was reduced to 50.4 (formerly 70). A

visible tendency of rejuvenation of the academic staff has been registered, in particular, in the chairs of Sports Journalism, Sports Management, Marketing, and Social Sciences.

There are a number of procedures in the ASIPCS, which are designed to facilitate the selection and retention of academic and support staff with the required professional qualities. Among them, the procedures for competitive selection of academic staff and placement of positions are of particular importance.

In order to provide ASIPCS academic programs with appropriate academic staff, different types of employment contracts are envisaged: main, internal and external combination, for which the system of invited lecturers operates. The majority of the academic staff works with external combination contract, which allows ensuring the provision of academic programs with professionals, who have appropriate practical skills. In 2020-2021 academic year, for the implementation of the master's degree programs in "Management", "Marketing", and "Journalism", more than two dozen young lecturers were recruited in the academic staff, who are experienced specialists in their fields.

The policy ensuring the stability of the academic staff, as such, has not yet been developed at the HEI, the reasons for the internal and external turnover of lecturers and the effectiveness of countermeasures against it have not been analyzed too.

In 2019, the needs of the academic staff were studied for the first time at the HEI. According to a survey conducted by the Quality assurance department (62% of the academic staff participated), it is clear from the observations of the lecturers that one of the possible reasons for the staff turnover may be the low salaries of the lecturers, as the lecturers have to work in other educational institutions to fill the financial gap, which arises as a result of working in one place and receiving a salary only from there.

It should be noted that after the transition to the system of hourly payment of the academic staff on September 1, 2020-2021 academic year, a 25% average increase in the salary of the academic staff was registered.

There is also an amended system of bonuses for lecturers, which is defined in the procedure of calculating and paying bonuses for the performance of certain types of work of the academic staff. Such a policy is aimed at encouraging the academic staff, ensuring stability, and promoting professional advancement. The reward system is based on the indicators of competition among lecturers. As the reward system has been functioning in the TLI only since the 2020-2021 academic year, it has not yet been studied to what extent it has helped to manage the staff turnover.

One of the mechanisms guaranteeing the stability of the staffing of academic programs in ASIPCS is the norms of calculation of the teaching-methodological workload of the academic staff (approved at the meeting of the Scientific Council in 2020), based on which the individual workload of one lecturer per academic year is formed. The relatively low load is a favorable factor for ensuring the stability of high-quality specialists. In addition, in order to maintain the presence of high-quality staff, the working environment of lecturers, the resources, and services necessary for their activities are regularly improved.

One of the mechanisms for ensuring the stability of the academic and support staff of ASIPCS is the system of discounts on tuition fees for children of academic staff, who are students at ASIPCS.

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

The policy of ensuring the professional advancement of the academic staff at the Institute includes the implementation of international business trips, the publication of scientific-methodological works of lecturers, as well as the mechanisms of financial incentives for the internationalization of scientific-research works.

The main goal of the amended salary system, which has been in force at the HEI since September 1, 2020, is to promote the continuous progress of research activities in different professional fields and to

encourage the internationalization of research activities by publishing in high-impact journals.

It should be noted that the number of publications in the international professional journals made by the academic staff of ASIPCS has already significantly increased, compared to the previously published few publications (8 articles in the 2020-2021 academic year).

In order to ensure the professional advancement of the academic staff, as well as to develop their professional-methodological skills, in 2020 a training course on distance learning skills was conducted for the academic staff of all chairs of the two faculties. In the surveys about distance learning conducted among students and lecturers, the majority of stakeholders mentioned that there is a need to increase the digital literacy of lecturers and to promote effective and motivating learning skills in the virtual classroom.

The continuous implementation of information technologies in the process of education is stated in the objectives of SP of 2016-2020 academic years, but during the implementation of the SP, the HEI failed to gain some experience in distance learning, which caused significant difficulties in the online learning process.

Thus, taking into account the need to organize training based on the identified needs, representatives of the academic staff from all chairs of the two faculties participated in the "Blended learning" training courses. At the end of the training program, the effectiveness of the course and the applicability of the gained experience were assessed. Based on the results of the analysis of the surveys, it can be concluded that the course enabled the participating lecturers to master and apply the blended learning teaching tools in online environment.

In the second phase of the training program, in cooperation with the Department of Information Technology of the Institute, a strategy was developed to provide continuous technological assistance to lecturers, which aims to use the example of "Google Classroom" to review and analyze the methodological problems of the modern education system - distance learning, in order to clarify the toolkit required for distance learning.

At the same time, in the surveys identifying and evaluating the needs of the academic staff conducted regularly by the Quality assurance department (since 2019), the lecturers emphasized the importance of continuing such training programs, adding that the TLI still has limited opportunities to send lecturers on business trips to leading universities for professional advancement.

Chart 5.6

TLI provides skills development possibilies
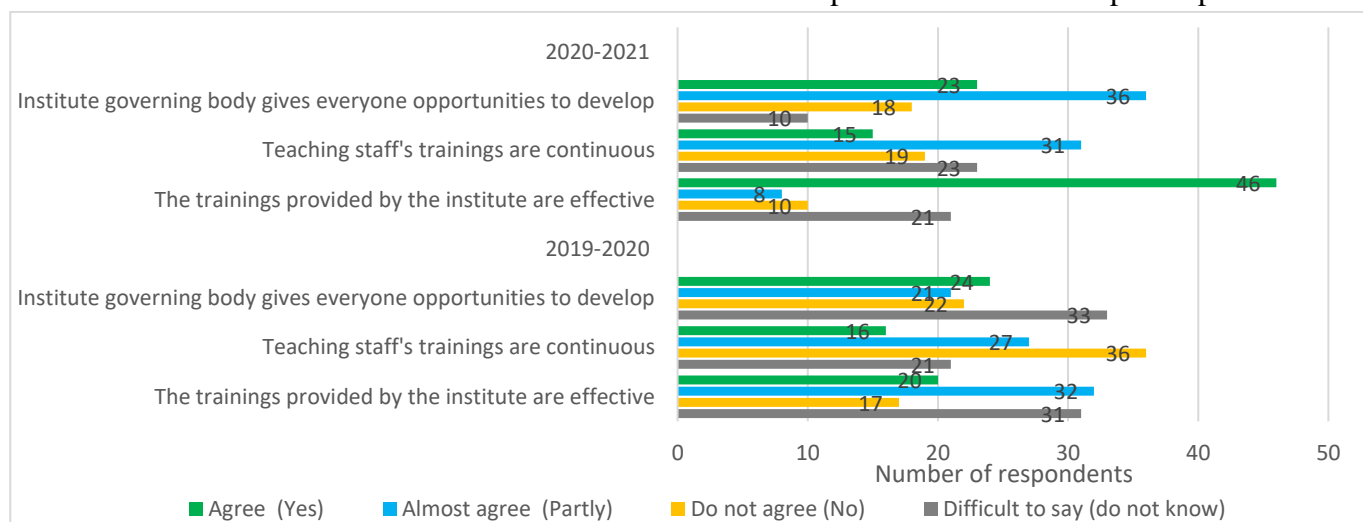
The results of the evaluation of effectiveness of strategies and procedures aiming to assure ASIPCS academic staff professional development show that the academic staff of the institution considers it very important to organize trainings on the use of modern teaching methods, and the implementation

of innovative teaching/learning models which can increase the effectiveness of the reforms related to curricula and syllabus development.

It's noteworthy that in the analysis of the needs of the academic staff the changes made in the staff, and the willingness and readiness to work in a new, innovative educational environment and to develop themselves are considered to be the strengths of the academic staff; this gives a chance to the relevant units of the institution to map future activities in this respect to develop the process in general.

Thus, systematic work on the beginner lecturers' skill development, as well as establishment and promotion of mentor institute, paying special attention to teaching activity preparation, are planned for a development and improvement of actual regulations referring professional development of the ASIPCS academic staff.

It's also planned to review the policy on academic staff qualification upgrade and trainings under the supervision of the Human Resource Management Department and the General Office which will expand horizontal learning opportunities (peer to peer learning, share of experience with colleagues).

Consultancy service based on mentoring principles has been launched at the institution within the framework of the undertaken activities meant to develop academic staff professional skills. However, mentoring or other similar services haven't been implemented. In the context of the upcoming review of the policy regulating these processes, it is important to develop such formal mechanisms which will be based on the institutional and Faculty evaluation of academic staff needs.

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

ASIPCS has the necessary administrative and technical staff for the realization of the strategic goals. The formation f the administrative and technical staff list, definition of job responsibilities for each position, staff selection, promotions and attestation are regulated by the ASIPCS Charter and the charters of separate institutional units. **(See ASIPCS Charter, III part, point 18, sub-point 10)**

The continuous development of the effectiveness of activities carried out by the administrative and support units of the institution is enshrined in the activities of the ASIPCS Strategic Plan (tasks of the 3rd goal).

In 2019 the ASIPCS Scientific Council adopted Regulation on "Administrative staff recruitment and contract termination" which defines the principles of administrative staff formation, provisions of job work, and scope of the rights of the employees, as well as it regulates the provisions of typical work activities of the employees, labor relations and employment contract termination.

ASIPCS administrative staff comprises of 158 employees.

In 2020, as a result of formation of a new organizational structure at ASIPCS, a number of institutional units were created or reorganized with relative staff selected by an open competition.

New units were reorganized on the bases of some already existing units. Scientific Educational Department was set up on the bases of the Educational Department having employees working at divisions of Bachelor's and Master's degree (full-time and part-time) studies.

New structural units were established, for example the Department of Institutional and Cooperation Program Development, Legal Service Department, Information Technology Department, Internal Security Department, and Public Relation Officer.

ASIPCS administrative and support staff replenishment and recruitment is realized with the help of the Institute best graduates giving them a chance to move on the next educational level. For the last 3 years the staff has been rejuvenated, engaging 22 graduates.

It should be mentioned that in previous structural units some administrative staff job functions were repetitive; after the recent review of the functions, staff responsibilities have been separated. Development and confirmation of documents regulating the responsibilities and duties of the newly formed units are in the process.

As a rule, ASIPCS technical staff comprises of faculty and chair staff. The technical staff job functions are defined by the requirements of the particular position which gives an opportunity to control the fulfillment of the specified responsibilities.

The effectiveness of work activities of the administrative and technical staff of the institution is evaluated by student surveys. According to the survey results, the students evaluated highly work of the faculties and chairs (2019-2020 ac.year).

Chart 5.7

ASIPCS students' satisfaction from the administrative and technical staff
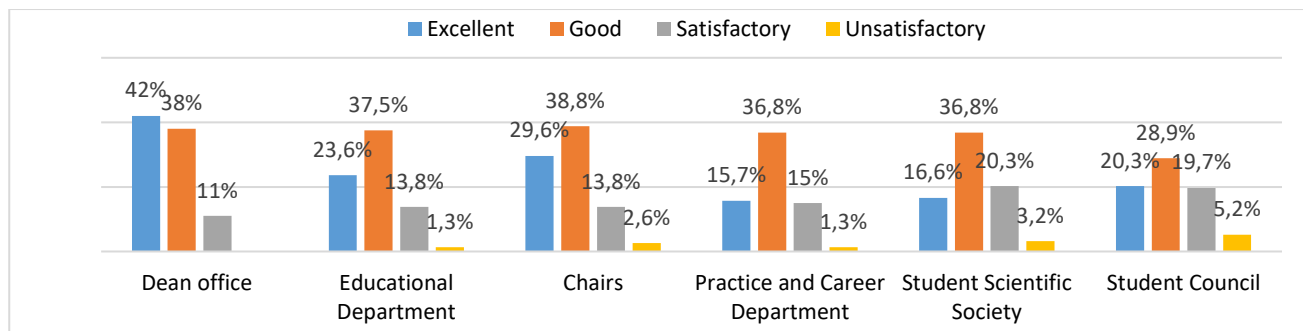
The administrative and technical staff promotion procedures are are defined by the ASIPCS Strategic Plan: task 3.2 - "Develop human potential management system at the Institute, continuously replenish the staff with new specialists and promote employees' qualitative performance.

A Charter on "Exploration of professional development needs of the administrative, scientific and technical staff" has been functioning at ASIPCS since 2017; it defines 3 main scopes of technical staff trainings: foreign languages, computer competencies, and educational reforms with a total of 9 ECTS credits. Though there is Charter regulating staff training system, still no systematic approach has been implemented. Therefore, it is still on the agenda to develop, implement and improve mechanisms and a regulation on the assurance of support staff work efficiency. There is also lack of administrative and support staff professional attestation standards and improvement mechanisms.

It's also worth mentioning that in 2020 specific standards were defined for an attestation of ASIPCS library staff on the bases of which library staff computer competencies, and knowledge of library legislation were assessed. According to the attestation results only one library staff member overcome the threshold requirements. Thus, an open competition was announced for the available library staff vacancies; qualified specialists were recruited.

The administrative and technical staff mainly contributed to the implementation of educational activities and they had also no engagement in the strategic plan which was taken into consideration during a review of staff responsibilities, and new professional requirements were stated, calling for skills enabling the solution of more complex tasks and issues.

In order to improve work efficiency of the support staff, it is planned to perform regular attestation; the results will help to organize also capacity building trainings.

Till then specific structures and mechanisms meant to assure the quality of administrative and technical staff work activities will be reviewed and clarified more thoroughly because previous attestations had ungrounded nature and they didn't foster activities meant to develop human resources and potential.

In 2020-2021 the toolkit for the exploration of administrative and support staff needs has been specified and differentiated surveys have been prepared, for the first time surveys were conducted among administrative, support and service staff. The survey results are currently being analysed.

SWOT analyses for criterion 5

Strengths	Weaknesses
1.Developed and embedded regulations and procedures designed to facilitate the selection and maintenance of academic and support staff with the necessary professional qualifications. 2.The stability of the experienced, highly qualified core academic staff at ASIPCS, the involvement of highly	1.Incomplete implementation of the institutional policy related to the professional development of the academic staff. 2.The incompleteness of frameworks and tools expressing the effectiveness of evaluation of carried out work and professional qualities.

qualified specialists invited from the employer sector which enables the fulfillment of the HEI mission and the goals of the academic programs. 3.Flexible system of contracts with academic staff. 4.Involvement and recruitment of ASIPCS alumni in the academic staff. 5..The tendency to rejuvenate the academic staff (mainly from the 2020-2021 academic year). 6.Motivated academic staff, which is dedicated to the implementation of reforms. 7.The recruitment of academic staff, selection of support staff by open competition procedure, which expands the selection and ensures the involvement of the best specialists. 8.The application of revised and amended mechanisms for academic staff evaluation (through student surveys and quality assurance monitoring of curriculum development). 9.Encouragement of research activities of the academic staff, bonus payment for publications in international impact figure journals.	3.The incompleteness of self-assessment of the academic staff and peer review systems. 4.Lack of continuous international training of lecturers. 5.Low level of proficiency in English of the academic staff. 6.Insufficient involvement of lecturers in research work and innovative programs. 7.Lack of analysis of the need for administrative and support staff, and lack of the evaluation of the work efficiency of the current staff. 8.The incompleteness of the counseling system of beginner lecturers, frameworks, and tools expressing the effectiveness of the process. 9.The incompleteness of effective mechanisms for disseminating best practices.
Opportunites	**Threats**
1.Introduction and application of mechanisms to promote the involvement of young lecturers in the educational process. 2.Regular implementation of professional development, training courses, the correlation between professional development programs and qualifications of academic programs. 3.Involvement of high-quality academic staff and the provision of opportunities for continuous improvement. 4.Initiation and implementation of series of training aimed at improving the qualification of the academic staff. 5.Creation of a mentoring culture. 6.Opportunity to conduct professional pieces of training within the framework of international programs. 7.Continuous improvement of the practical environment of the educational process, development of infrastructures, equipping the educational process with new information technologies.	1.Aging of the academic staff of several APs 2.Existence of the problem of improving the social conditions of young scientists. 3.The outflow of high-quality staff. 4.Competition between HEIs.

The measures to be undertaken for overcoming the weaknesses and threats

1. Apply PDCA cycle in quality control of ASIPCS staff activity.

2. Improve academic staff professional growth system, teaching staff, assessment improvement, trainings, allocation of funds in particular.

3. Set multisector programmes, implement interdisciplinary cooperation, strengthening education-research link.

4. Establish counseling and support system for young staff. Develop professional criteria and mechanisms for attestation of administrative and technical staff.

5. Improve teaching staff qualification programmes based on survey results.

6. Implement English improvement courses for academic staff, administrative and supporting staff.

VI. RESEARCH AND DEVELOPMENT

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

> Aiming to build competitive scientific and innovative potential, ASICPS seeks:
> 1. To contribute to the increase of the efficient scientific research works in the institute,
> 2. To promote the efficiency of scientific publishing activities.
> 3. Stimulate the internationalization of research activities at the institute (SP Objective 2, Problem 2: 1-2).

STANDARD 6.1: The TLI has a clear strategy promoting its research interests and ambitions.

The strategic directions of the research work, the research ambitions as well as the interests of the TLI are presented in the Institute's development plan for 2016-2020. In the Strategic Development Plan, approved by the Scientific Council of the State Institute of Physical Culture and Sport of Armenia, the priority is the gradual development of the university scientific potential through innovations and mutual enrichment

According to SP, "Modern research and innovation" is the second in 8 strategic goals, formulated with 3 strategic tasks.

The action plan attached to the strategic plan details the relevant measures according to the objectives, which envisage expanding the involvement of the professorial, students in research work, promoting the expansion of academic cooperation, and the internationalization of research work.

There are three long-term strategic areas of research interest in ASICPS, which are enshrined in the "Methodological guidelines for scientific research activities" (approved by the 9th session of the Scientific Council of the Institute, February 28, 2019)

The main directions of the researches carried out in ASICPS are:

1. Psychological and pedagogical problems of physical education and sports training;
2. Problems of physical culture, socio-social, historical and cultural, management sports;
3. Medical and biological problems of physical education and sports training.

At ASICPS, research is carried out on issues of physical education, upbringing, inclusive education, psychological training in sports of high achievement, physical rehabilitation, current and scientific-practical significance of sports medicine. Current issues of sports media, sports management, marketing and perspective development trends are within the research interests of this Institute. Within the framework of the strategic program for the development of research activities in 2016-2020, 61 topics were carried in the Institute, 17 of which were departmental.

The results of the research are validated in the relevant research reports and publications.

Research articles are published in "Current Issues in Sport Science" scientific journal, which is included in the list of regular scientific publications acceptable for the publication within the provisions of the dissertations approved by the Higher Qualification Committee of the Republic of Armenia, is published twice a year (2020). The articles published in the periodical will soon have a Digital Object Identification (DOI) provided by the National Library of Armenia, which facilitates the search and citation of material in international bibliographic databases.

The results of the research work carried out at the Institute are presented to the scientific community through scientific collections, journals, monographs, official website, and other means of disseminating information. The Institute organizes annual scientific sessions, national-international conferences, scientific seminars, during which the priorities for the development of the TLI's research potential and the prerequisites for creating an innovative research environment are re-evaluated.

The opportunities provided by the Internet are also used to present the results of scientific research. The researches carried out by the Institute's professorial potential are aimed at increasing the efficiency of the educational process, developing the research potential of the departments, and on the other hand supporting the development of scientific mind in the field of sports as well ensuring theTLI's participation in state research.

The TLI has achieved certain scientific results in the fields of improving the system of training the professional athletes, introduction of new methodologies for physical education, physical rehabilitation, research of vegetative reactions of athletes.

There is 1 research center and 2 laboratories at ASICPS, which serve the professorial and students for research within the framework of master's dissertations.

One of the most significant achievements of the research strategy is the establishment of the ASICPS Sport CAB research center with educational, research and innovation mission (2018) as well as the activity with its medical-biological, cardio logical and kinesiotherapy laboratories, which are equipped with modern research equipment.

It should be noted that in 2018, within the framework of the "Education Improvement" credit program implemented by the "Center for Educational Programs", the equipment of the "Sport Cab" Research Center, created with the grant of the Competitive Innovation Fund, and the international training of its staff was carried out with 15% co-financing.

61 students-athletes took part in the research carried out in the Research Center since 2018, of which 23 were wrestlers (freestyle, Greco-Roman, judo), 22 were football players, 11 were athletes, 3 were skiers, 1 was a cyclist and 1 is a chess player.

The researches carried out in the research center include joint works of lecturer and master student, the results of which are published through the chair publication of inter-scientific articles.

Implementation of research activities and its connection to learning is identified at ASICPS in 2016-2020. The strategic development program, which defines the activities of the institution, is aimed at the internationalization of scientific research, strengthening the link between learning and research.

Examining the problems of the continuous development of the research environment at ASICPS, the reasons for the decline of motivation for research activities, it becomes clear that one of the obstacles to doing research in the Institute is necessary funding (50%), lack of necessary research equipment (22%), lack of incentive mechanisms for young scientists recorded in 2019 - 2020 academic year).

One of the issues under consideration is that, according to the budget, no financial allocations have been made for the progress and development of scientific research activities.

At present, in order to encourage the research activities of the Institute professorial staff, to intensify research in priority areas, on August 31, 2020, the Rector approved the order on setting differentiated amounts of basic and additional salaries of the professorial, which encourages the academic achievements of the teaching staff.

The promotion of research activities is also based on ways of raising qualifications, participating in international conferences, trainings, international exchange programs, and publishing research results in world-renowned scientific journals.

Such a policy will create preconditions for changing the proportion of young scientists involved in research, for including highly qualified young professionals in international grant research projects.

One of the current priorities in the field of research is the specific targeting and clear goals for the implementation of research activities within the framework of the new strategic program. The goals outlined in the 2016-2020 SP are in some cases vague, the isolated tasks do not correspond to the development goals of the research field, and Problem 1.3 is not comparable to the study of the needs of the university's direct stakeholders in this field and the approaches to respond to them.

It should be noted that the directions of the SP are of a sectoral nature; they are not characterized as long-term, medium-term and short-term research programs. In the absence of a direct correlation between medium-term, short-term plans and strategic scientific aspirations, it is difficult to assess the urgency of the work and the effectiveness of recent years carried out.

In this context, it is envisaged to implement a step-by-step strategy for the development of clear approaches to the identification of needs in the field of research, the introduction of a joint program. A toolkit is being developed to study the feedback provided by the beneficiaries of the services and final products offered by the TLI as a result of the implementation of research programs and projects, which can be an indicator of evaluating the effectiveness of the research work carried out.

There are no clear structures for analyzing and evaluating the effectiveness of a research strategy yet.

In order to increase the efficiency of research activities, the "Policy of Research Activities" is currently being reviewed, which intends to define the mechanisms for assessing relevance and effectiveness of the work carried out in the research field, strengthening the monitoring and reporting analysis tools.

In fact, according to the revised policy, ASIPC pays great attention to the long-term strategy and emphasizes alignment between medium-and short-term programs, creating prerequisites and striving to expand he involvement of professorial staff and students in research projects.

STANDARD 6.2: The TLI has a long-term strategy as well as mid and short term programmes that address its research interests and ambitions.

ASIPCS strategic program Goal 2 task 2.1-2.3, emphasizes the importance of improving the efficiency of research, scientific and publishing activities and internationalization of research activities.

Short-term (1-2 years) programs expressing the interests and ambitions of the institute in the field of research are derived from medium-term programs,they are formed in thematic groups of the Chairs.

For long-term planning, a SP action program has been developed, which specifies the list of necessary measures, expected outcomes, indicators, deadlines, and the units responsible for their implementation. On the basis of the action program, the chairs and subdivisions have developed their annual plans, ensuring the continuous development of the scientific component.In addition, the Institute adopted the Medium-Term Action Plan for the elimination of the shortcomings mentioned in the ASIPCS Institutional Self-Analysis Expert Report, which was also laid as a basis for the planning of the research activities of the subdivisions.

Conceptual approaches to the planning of medium- and short-term programs of the TLI in the field of research are enshrined in the ASIPCS policy of research activities, which aims to ensure the continuity, further development and internationalization of research and innovation research. Basic research is conducted in professional specialized Chairs, where the areas of research are presented in the list of research topics developed by the Chairs.Each Chair has clarified the scope of its interests, putting the main emphasis on practical research programs and ensuring their connection with the educational process and the improvement and development of the Institute.

The research includes the Professorial and postgraduate staff of the Institute.The range of participation in research programs has been expanded since 2019, which mainly includes the areas of pedagogy, sports development, sports medicine and psychology.

Professional and non-professional Chairs carry out about 61 research topics. At present 15 dissertations are carried out in the TLI.

Individual, Chair, inter-chair and creative group research works are Short –term and Medium-term, which are carried out in sport teams, sport schools and general education institutions of the Republic of Armenia. The Institute's research development directions are currently being redifined, and efforts are being made to encourage the involvement of the University staff in research projects and activities to make research possibilities more targeted.

The Scientific Coordinating Council has been introduced in the new organizational structure of ASIPCS approved by the decision of the Board of Trustees No. 2, in June 29, 2020.The activities of The Scientific Coordinating Council are aimed at monitoring and guaranteeing the quality and effectiveness of short-and medium-term research carried out in the Institute.

The regulation and activities of Scientific Coordinatimg Council of ASIPCS defines the competence of the council, in particular:

1. Study of educational, methodological, scientific, research works submitted for publication.

2. Provide approval for scientific articles and works published in foreign publications.

3. Study and research of Materials presented at conferences and periodical publications of the institute study, organization and guarantee of editorial work discussion and approval of requirements for the press, publication format, articles and other similar issues.

4. Regular study of the process of scientific and research work of applicants, post-graduate students,

5. Study, present recommendation of a document package for scientific activities of candidates participating in the competition in the Institute.

6. Present on strategic proposals and opinions on developing education, science, research concepts of the institute.

Scientific Coordinating Council is authorized for 5 years' term.Within the framework of the works carried out since September 2020, the technical and content requirements for the articles published in the scientific journal of the TLI have been revised and have been made much stricter.The collection was renamed, the the magazine was redesigned. 47 articles were reviewed, criticized, in total, 43 of which were submitted for publication.

Well-known scientists and researchers from the relevant field have been involved in the process of publishing the research works of the Institute as external reviewers\critics or editors on a paid basis.

In 2019-2020, significant steps were taken to participate in research grant projects announced by research centers, which provide an opportunity to both deepen and expand the field of research, to test the opportunities of developing new themes, particularly involving young professors. Application and participation in external grant research programs together with the annual work plans of the Institute's chairs form medium-term research programs.

The research activity of the TLI aims at developing due to the clarification of research priorities, active cooperation with professional structures.

In comparison with the previous academic years, in 2019-2020, an increasing tendency is observed in the number of publications of the TLI lecturers in influential and famous international journals.

STANDARD 6.3: The TLI ensures the implementation of research and development through sound policies and procedures.

The policy and procedures for research and innovation are derived from the ASIPCS Charter and are set out in the regulations and program documents of the Institute.

The development of the research is provided in accordance of the documents specified in Standards 6.1 and 6.2.

Carrying out research work in ASIPCS also meets the requirements of the relevant categories of the Ministry of Education and Science of the RA and the Higher Qualification Commission, which attach importance to the results and achievements of the lecturer's research awarding the titles of associate professor and professor .

The policy of research activities implemented in the Institute is aimed at expanding and enriching the research potential of the TLI, contributing to the development of a newly created research-based educational environment by increasing research activities in the educational process.

The results of the research work of the Chairs are presented at the annual session of the Chair and at the Conference and in the form of peer-reviewed articles are published in the relevant materials collection.

The annual activity report of ASIPCS presents the current state of research carried out at the HEI, achievements, existing problems and ways to solve them, which serve as a guidline for the further development of the research field and the development of reform priorities.

The allocation of financial resources for research and development appears to be an absolute, rather than a relative amount, which is due to the lack of incentives directed to the research work.

Despite the fact that research carried out in TLI university, under the ASIPCS strategic development program,is considered as a source of income, additional financial inflow, in practice, the results of research are not yet commercialized. The budget garnered from the ASIPC research activities continues to remain strategic task.

In order to encourage the research activities of the students of the Institute and to create the necessary conditions, postgraduate education is carried out, which involves not only graduates of ASIPCS, but also graduates of other local and foreign educational institutions.

By the order of the Minister of Education,Science Culture and Sports of the Republic of Armenia in 2020, Postgraduate Educational Programs ՃԺԹ.00.01 "Theory and History of Psychology" and Գ. 00.09" "Physiology of Man and Animals" were opened in the Institute.

The Institute's achievement is the establishment of specialized council "Teaching and learning methodology", "Physical Culture"- ՃԳ.002, SSC authorizing the Institute to approve dissertation topics, organize defences for rewarding academic degrees. The council comprises dozens of outstanding professionals in their fields.

"Academic integrity regulation" established in 2017, tends o ensure academic integrity and prevent plagiarism and defines academic dishonesty, plagiarism, non-accepted support, abuse of authority, bribery.

The regulation identifies standards for academic integrity, that of social equality, transparency, availability, quality education without bribery, and others.

Thus, HEI ensures academic integrity, mechanisms for academic dishonesty cases haven't been consistently studied though. Students mostly appealed orally, which didn't provide ethical acceptability assessment in HEI. Measures should be taken to raise students' awareness on academic integrity.

Despite the fact, that academic integrity violations manifestations haven't been analyzed thoroughly, in the scope of "Journalism" AP grant independent assessment report, ethically unacceptable factors were generalized, based on focus studies among students and teachers.

Academic dishonesty covers ethically unacceptable cases, pointed by education stakeholders.

1. Plagiarism, use of another authors' work, quotations are not always provided.
2. External paid assistance for theses, research works.
3. Last year students' assistance, acquiring their work and presenting as own.
4. Presenting research team work as his own by a member of the team.

As noted by experts, certain measures are taken to prevent integrity violation cases. In this context, an essential improvement is the "Regulation on the exam organization process", aimed at providing academic integrity, regulating students' involvement in exam process, direct control of the latter, appeal, availability of grades.

Chart 6.1 Integrity violation cases

Chart 6.1 Integrity violation cases
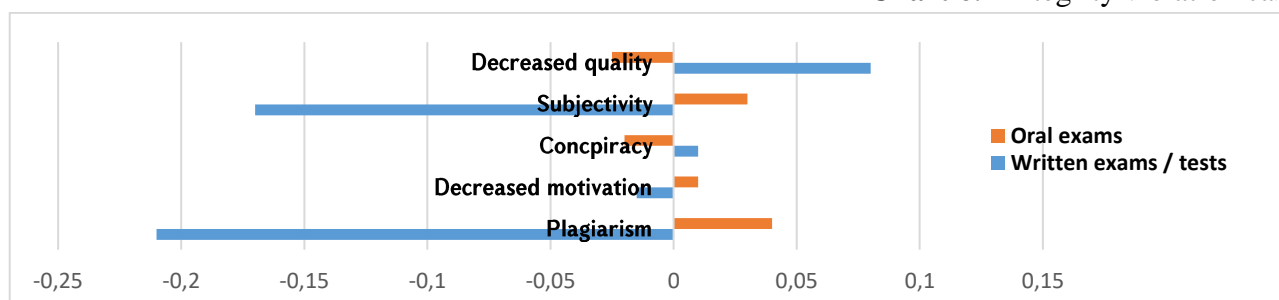
On top of that, at present ASIPCS research activity policy is being reviewed, in particular, student progress assessment strategy by observing academic integrity mechanisms in all aspects of research.

STANDARD 6.4: The TLI emphasizes internationalization of its research.

The Institute stresses research activity internationalization, a strategic objective of the latter being international research cooperation enhancement, ASIPCS research internationalization procedures and HEI integration internationally (SP, aim 8, objective 8.2).

According to strategic programme, the Institute research internationalization is realized in different directions: cooperation developing with international counterparts, experience exchange, training international programmes, participation in international conferences.

For a certain time, span, ASIPCS teachers participated in a number of national and international conferences, experience exchange programmes, international scientific festivals.

The number of scientific publications in CIS magazines in 2019-2020 was 34 (total publications-121).

Since 2019, there has been a rise of publications in impact figure magazines. Scientific articles, authored by ASIPCS academic staff were published in international reviewed magazines. As compared with the numbers of the previous years, tendency in the rise is observed. It follows, that 72% of published works are covered in professional magazines of RA, and thus, the number of publications in international platforms are few and on this regard measures of improvement are considered priority.

From 2016-2020, a number of cooperation agreements were signed with foreign HEIs and other organizations, which provide cooperation programmes in international research.

The Institute hosts foreign scientists and distinguished specialists to conduct open seminars and exchange experience with ASIPCS teachers and students, organizes international business trips for staff members to discuss on issues of mutual interest, research co-projects with international partners (The USA, Belgium, India).

ASIPCS staff also participate in conferences held in Russia, Belarus, Bulgary, Georgia, India, Turkmenistan, Poland, Greece, Belgium, Austria, Ukraine, Kazakhstan and the USA.

In 2019-2020 the geography of cooperations has expanded, including the USA, (World Federation of Athletic Therapy, Armenian-American Sports Medicine Coalition), India (SPAA India Sports Management Academy, Amity University. International University).

ASIPCS International cooperation and development department continuously provides availability for the academic staff and students on international programmes and scientific projects, showing support in international grant programmes applications.

During distance learning period, HEI has taken due measures to strengthen cooperation links internationally through video-conferencing and webinars.

Since 2019, ASIPCS course of "Creative Spark" funded by the British Council have launched, aimed to develop managerial and entrepreneuriale skills.

Semifinalists take part in "Big Idea Challenge: Idea generation" bootcamp competition where ASIPCS Masters' students were awarded for the start-up programme "sporting goods from recycled waste materials".

In the framework of cooperation of the British Council in Armenia supported by WIPO, training courses have started, aimed at developing intellectual property skills.

Currently, another mechanism contributing to research internationalization is the consideration of research work in teacher premia.

STANDARD 6.5: The TLI has well established mechanisms for linking research with teaching.

Mechanisms of linking research with teaching is stated in strategic programme of the Institute (2016-2020, SP, aim 1, objective 1.1, aim 2, objective 2.1.) Students involvement in research endevours is also emphasized in the SP.

The following are SP objectives.

1. To develop students' training and research conditions, management approaches.

2. Develop appropriate mechanisms to expand students' team research,

3. Develop and introduce appropriate mechanisms to expand the involvement of students and the academic staff in research activities.

The current management of the ASIPCS research policy is carried out by the Vice-Rector for Academic Affairs, and at the faculty level by the deans. The research management infrastructure includes the Scientific Council, and in terms of student involvement, it includes the Student Scientific Society.

The research activities carried out at the TLI, as a rule, correspond to the scientific direction of the chair, and their results are presented to the wide professional public through scientific article journals, periodicals, books, and online scientific platforms.

The correlation between the teaching process and research carried out by the academic staff is analyzed and evaluated through surveys conducted among lecturers. The analysis of the survey results shows that the academic staff use the results of their research work in thematic lectures of different subjects, in student-lecturer research work, and also apply it in internship programs. According to the survey, 51% of lecturers think that the mentioned mechanisms of correlation between the research activity and the teaching process work effectively in the HEI, 40.7% of students are satisfied with the research-based teaching methods, and 5.2% are satisfied with the research resources and conditions provided by the HEI.

Chart 6.2

Teaching-Research alignment: teachers practice may include.
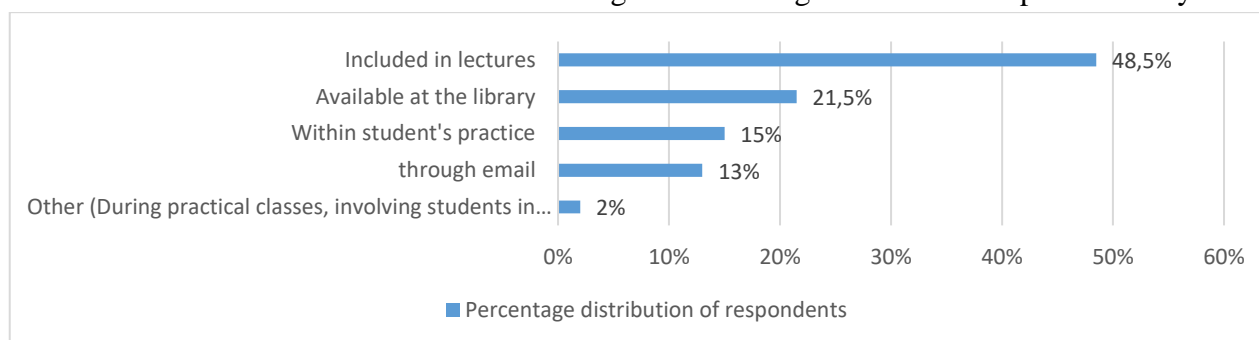
Thus, the students of ASIPCS carry out research work in accordance with the requirements of the mandatory components defined in the academic programs, and reflecting their research interests. Taking into account the skills and field of scientific interest of each master's student, the head of the chair or the supervisor of the graduation work/master's thesis introduces topics to students that can interest and engage them.

The field of research includes certain components of the curriculum, which are the following: almost the entire postgraduate program, a separate part of the master's program, and educational modules "Professional internship" and "Graduate work" in the bachelor's program.

In 2020-2021 academic year, in the revised bachelor's degree programs of ASIPCS, students' research skills start to be formed within the bachelor's program with the integration of the following courses:

"Statistical research methods", "Scientific research methodology", "Data journalism", and "Media research methods".

Afterward, their research skills are improved in the master's program with the help of scientific seminars, research internship, and a master's thesis, which also has a nature of research. Within the framework of the subject "Current issues of the profession" the current problems of the given field and the ways for their solution are studied and analyzed. The research component of the master's degree programs makes up 53.6% of the total 60 credits, and the research component of the postgraduate education program is 130 credits (out of a total of 180).

In 2020-2021 academic year, a pilot program introduced the mechanism of invigorating research-teaching alignment by connecting research internship with the master's thesis.

The process of reviewing the policy of research activities is underway, which aims to coordinate the mechanisms of encouraging student research endeavours and and aims to establish the research ambitions and interests of the TLI in a completely new way.

SWOT analyses for criterion 6

Strengths	Weaknesses
1.Establishing the ambitions and interests of the research activity in the strategic development plan of ASIPCS. 2.Defining and implementing the priorities and directions of research activities in the strategic plans of the chairs. 3.Expanding the scope of theoretical and applied research on the issues of the professional field. 4.The presence of regulations and procedures regulating academic honesty and the fight against plagiarism. 5.Cooperation with academic research databases. 6.Financial and moral incentives for publications in journals with an impact factor (IF) included in international databases. 7.The application of specific mechanisms to promote the internationalization of research activities. 8.Adding a research component to the revised bachelor degree academic programs. 9.The application of the results of lecturers' scientific research in course syllabi, graduation works, and scientific reports. 10.Implementation of postgraduate education as a policy to encourage the research activities of young staff. 11.Introduction of the Scientific-Coordinating Council in a new organizational system as a quality assurance body of short-term and medium-term research activities (since 2020). 12.Promotion of research activities in regard to nominal scholarship provision for students.	1.The unsystematic nature of the process of correlation between scientific and educational processes. 2.Lack of analytical basis for monitoring mid-term and short-term research projects, and evaluating the effectiveness of the implemented work. 3.Lack of appropriate financial resources allocated for the development of the research sector from the budget of the institution. 4.Lack of a culture of commercialization of scientific research results and its regulation processes. 5.Still few publications of the academic staff in international periodicals and authoritative journals with an impact factor. 6.Not formed practice of internationalization of research activities. 7.The incompleteness of quantitative and complete analytical data of the results of the research work. 8.Small number of student-lecturer joint research activities of. 9.Insufficient proficiency ofinternational scientific language, i.e. English.
Opportunities	Threats
1.Transformation from an educational into a research institution; implementation of a complex approach toward academic honesty assurance, and encrypted examination system.	1.Research activities conducted by the academic staff rather often are not related to the strategy of the institution which might influence negatively on the assurance of interconnection between the

2.Establishment of a Professional Council for "Teaching and Education Methodology" and "Physical Culture" specializations, for the first time being authorized by the Supreme Certifying Committee to approve dissertation topics, and to organize dissertation defense. 3.Publication of independent scientific journals and yearbooks. 4. Obvious increase of publications in international repositories (Web of science Scopus), indexed journals (2019-2020 ac. year). 5. Engagement in international scientific/research grant programs. 6. Development of cooperation with international partners and research oriented HEIs. 7. Promotion of student research work, organization of various seminars and conferences for students.	evaluation of research activities, review of the content of teaching materials and educational process. 2.Insufficient participation of students in research activities. 3. Insufficient funding of research. 4. Ageing scientific workforce. 5. Insufficient number of laboratories equipped with modern research facilities. 6. Insufficient engagement of research clients.

Measures to be undertaken for overcoming the weaknesses and threats

1. Interconnect research scopes of the chairs and the Scientific Research Center with the TLI priorities.

2. Develop and implement tools and mechanisms for the evaluation of effectiveness of research activities, and progress measure tools and techniques.

3. Implement mechanisms meant for fostering and promoting students' engagement in research activities.

4. Organize international scientific and research summer schools.

5. Conduct comprehensive analysis of the effectiveness of research activities, according to the research priorities of the institution.

6. Plan and provide sources for targeted funding of research activities carried out at the Institute.

7. Make research budget allocation more transparent.

8. Execute stable and effective mechanisms for the implementation of research outcomes in the educational process.

9. Develop and approve a separate charter on international research.

10. Systematize institutional mechanisms for combating dishonest academic practices, and for raising ethic culture awareness.

11. Based on the mission of the institution, expand the scope of research on the core issues existing in the fields of sports and physical education.

12. Promote the development of interdisciplinary, interdepartmental and interfaculty research.

13. Strengthen the strategy on the internationalization of scientific and research activities enhancing the impact of cooperation agreements with international partners and scientific educational institutions.

14. Continuously develop students' scientific mindset by the Bachelor's and Master's degree programs with the use of specific teaching/learning methods, application of relevant criteria for students' individual work presentation and assessment as a final program outcome.

15. Systematize the mechanisms and approaches meant to ensure link between research and educational activities.

VII. INFRASTRUCTURE AND RESOURCES

CRITERIA: The TLI has necessary resources to create learning environment and to effectively support the implementation of tis stated mission and objectives.

> One of the ASICPS goals of the strategic plan set in 2016-2020 is to provide a working environment. The following tasks are defined for the realization of the goal:
> ✓ To harmonize and target the financial planning of the institute strategic goals and the implementation of the tasks.
> ✓ Ensure the efficiency of the management of the institute financial resources and their use.
> ✓ To develop, modernize the necessary classroom teaching-research laboratory base in accordance with the needs of the educational-research programs of the institute.
> ✓ To develop the process of replenishing the information potential of the institute, to ensure their accessibility and effective use in line with the development of educational and research needs.

STANDARD 7.1: The TLI has an appropriate learning environment for the implementation of academic programmes.

Creating appropriate infrastructures in the TLI is the 6th strategic goal of the strategic development plan, which mentions the need for infrastructure development, logistics and information technology modernization (2016-2020).

To meet the educational needs of the students, to create a favorable educational environment, the Institute has 2 buildings, 9 gyms, which are located on the central campus, and the sport hall is located up to 2 km away from the central building.

Table 7.1

TLI total area

BUILDINGS	Total area (m2))	Address
Subsidiary building	7158,7	Manukyan str . No. 11
Subsidiary building	2757,3	Manukyan str . No. 11
Gyms	1545,8	Manukyan str . No. 11
Sport hall	1605,78	Yervand Kochar str . 3/6
Medical center m^2	47,5	Manukyan str . No. 11
Cafeteria m^2	70,2	Manukyan str . No. 11

ASICPS implements educational programs for 2544 students in 2 buildings with 63 classrooms. The distribution of the classroom distribution is based on the applications submitted by the faculties. The average classroom load is 30 students.

All structural units at ASICPS are provided with the necessary technical means. All the computers of the Institute are connected to the internal local network using separations, they have internet connection with the necessary bandwidth. Since 2019, they have also been working to increase the coverage of the Wi-Fi network and modernize the broadcasting network. Currently all employees have official email addresses.

The chairs have main furnished classrooms; some classrooms are adapted for interactive teaching. The TLI has two computer classrooms, two discussion halls, which in addition to computers include a projector, interactive whiteboard, laptop which are used not only for the educational process, but also for work discussions, master classes and workshops.

There is one library in the institute, which consists of a reading room, equipped with computer equipment, internet, as well as a service hall, a bookstore.

The services of the library are used by the internal and external stakeholders of the university. According to the data of the 2019-2020 academic year, the library has 2858 users, of which 2581 are ASIPCS students and 277 are employees. The library book fund makes 56,825 units: Institute textbooks, textbooks, methodological books, of which 1200 unit is electronic literature. The replenishment of the library through donations makes 194 units of literature. Professional literature is available to the beneficiaries in the departments.

The institute library does not yet meet the criterion of "two students, one textbook", there is a lack of professional literature in a foreign language. At the same time, the Institute still lacks professional literature and electronic literature related to scientific priorities. The current agenda is the establishment of cooperation with the e-libraries of the Republic of Armenia's creation of an e-library.

The development of the ASICPS library is one of the strategic directions at the university. In short run there will be various sections for readers in the library area: separate discussion rooms, a soft area, tables on the balconies, and sections for discussions in the lobby. The library will be maintained on an open shelving basis.

At the present stage, the replenishment of the library fund is done with suggestions coming from below. The corresponding demand is presented by the other infrastructures of the departments, which is obtained with the pre-allocated funds.

In the 2019-2020 academic year, for the first time in the 2019-2020 academic year, the Quality Assurance Department of the ASICPS conducted a survey to assess the overall level of satisfaction of internal stakeholders with the resource environment.

Surveys show that the students' satisfaction rate with the classroom conditions is almost equal to the library saturation rating of 58.2%, and the average rating of the professorial is 45.1%. The existence of necessary conditions for engaging in research activities was relatively underestimated.

Surveys on the satisfaction of graduates with the education received in ASICPS also assessed the learning environment: learning areas, learning resources and student support services.

Chart 7.1

Graduate satisfaction with the resources available in TLI
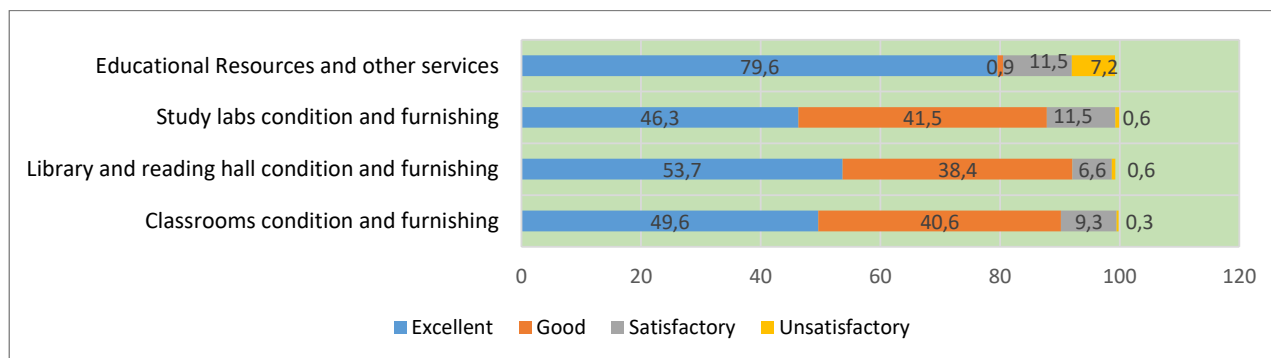
It should be noted that concrete steps have been taken to modernize and replenish the material as well as technical base of the Institute. In order to organize the educational process more effectively, to increase the efficiency of infrastructure use, it has been launched since 2019, so classrooms and educational areas are currently being renovated, being supplied with appropriate property and equipment works.

In 2019-2020, renovation and construction works were carried out in different buildings of ASICPS, and about 30 million drams were spent on this purpose. The 4th floor in the 2nd building has been completely renovated. The bathrooms of the administrative building were repaired, which were in a very bad condition before. It is planned to renovate the 8th floor.

Ramps have been built in the main building of the Institute to ensure accessible environment for thestudents with disabilities. In order to create preconditions for the implementation of inclusive edu-

cation, an inclusive classroom was opened, and sections for people with disabilities were set aside in the bathrooms.

Thus, during the 2019-2020 academic year, an investment of 46 million drams was made to technologically equip the classrooms and training laboratories, within the framework of which computer equipment (64), web camera (20), network camera (22), laptops, multifunctional printing devices, video surveillance devices were purchased.

In order to meet the educational needs and to effectively manage resource distribution to the chairs and relevant subdivisions, applications-reports have been submitted, on the basis of which the necessary resources have been obtained. As a result, all departments were provided with modern mobile equipment (projectors, laptops), through which the classroom can be turned into an interactive classroom at any time.

Compared to 2017-2018, the costs of technical equipment, material items and repairs have been doubled, which is conditioned by the continuous improvement of teaching and learning conditions.

While there are positive developments in infrastructure improvement in terms of providing new modern learning technologies and equipments, in some academic programs the task still remains anresolved.

Big number of classrooms are not yet adapted to interactive classes, sports equipments in the gyms are worn out, the locker rooms next to the hall are small and need major repairs.

STANDARD 7.2: The TLI provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and objectives.

In order to carry out its mission and goals, the Institute allocates appropriate financial resources to provide it with the necessary means and equipment.

In order to control the financial resources and flow management in the ASICPS, an annual budget of income and expence is prepared, and after the end of the financial year, the annual budget performance is presented based on the analysis of actual data.

According to the charter of ASICPS, the resources of the Institute are formed from the following sources: "ASICPS Charter, section IV, 88 points, 1 to 5 sub-points"

1. Funds allocated from the RA state budget,

2. Donations, grants from the Republic of Armenia to foreign institutions, organizations and individuals;

3. Funds provided for charitable purposes;

4. Funds for initiative research;

5. Tuition fees as well as from other sources not prohibited by the legislation of the RA.

Finance planning is carried out in the Institute consequently the budget is discussed and finally approved by the board of Trustees (budget estimate). The Board discusses, approves the budget of the Institute, hears, evaluates the Rector's annual activity report, approves strategic financial programs, supervises the current financial activities. (See Section 2 2. 2.4 of Section 2 of the Rules of Procedure of the Council).
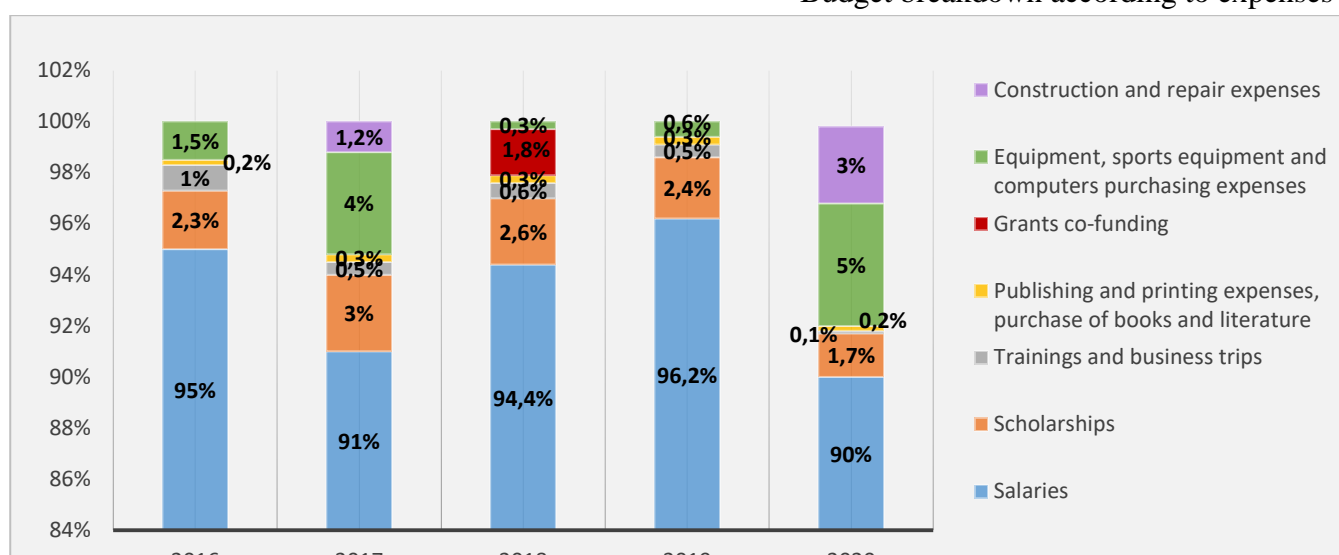
Chart 7.2

Budget breakdown according to incomes
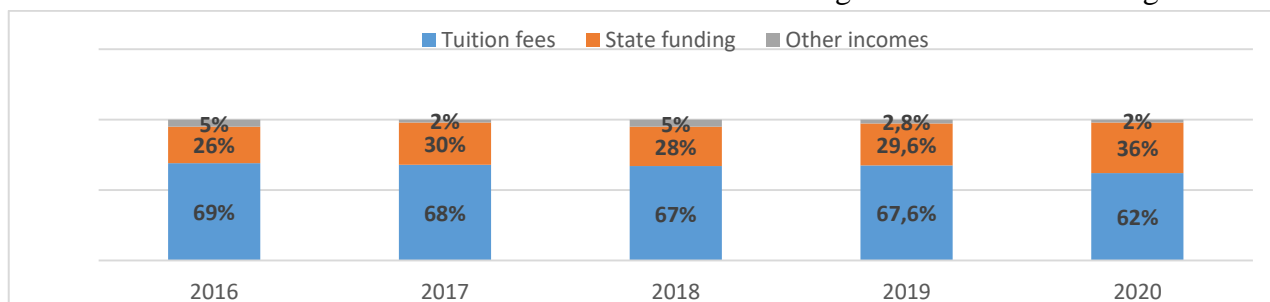
Chart 7.3

Budget breakdown according to expenses

The presented data show that the share of salary in the total expenses is the maximum. More than 90 % of cash outflows are wages and equivalent expenses. The increase of the income is mainly due to the increase in the student number, the amount of public funding, and the expenses are explained by the continuous improvement of wages, increased costs of resources and learning environment

Restorations and rebuilding, acquisition of basic material, technical means and equipment, which aim to improve the educational and working environment, have been put on a stable basis. The general tendency is to increase expenses in certain areas due to the requirements and action plan for the year.

In 2020-2021 academic year, 628 students were admitted to the Institite, which is the highest number in the last five years.The variability of these indicators has led to the expansion and renovation of classrooms, the acquisition of resources supporting the educational process, as well as the staffing of faculty.

Over the past year, considerable expenses have been made on the purchase of technical and technological equipment necessary for organizing distance learning process, ,in order to purchase means and materials necessary for the deep disinfection of working areas to prevent the spread of COVID-19.

Despite some financial difficulties, which have arisen mainly due irregular tuition payments in time of coronavirus breakout and Artsakh second war, the payment of salaries in the Institute has always been paid on time.

At the same time, it should be noted that the institute does not still have a policy of interconnecting financial resources with the Strategic Plan and Goals, therefore, no substantiation analyzes of the allocations made in the indicated directions of the Strategic Program have been carried out.

As we can see from Table 2, the research funding dynamics are negligible . No significant allocations have been made to increase funding for research, although printing costs have increased significantly as compared to the previous years.

The Institute does not yet have a policy of involving additional financial resources: the diversification of financial inputs is one of the current priorities of the ASIPCS, which is ensured through the participation of the Institute in the commercialization of the services provided by the Institute and the programs implemented, to expand the range and volume of paid services and increase the profitability of these services, to enhance the Institute's participation in international grant programs announced in the educational, research and public spheres.

The management of other financial flows (received from international programs, grants, etc.) is carried out by relevant agreements, which are still rare cases in the TLI.

As part of the Open Society Foundation grant program, an external expert evaluation of the Master's degree program in Journalism was carried out in 2019-2020, the members of the working group were paid from the budget provided by the grant.

STANDARD 7.3: The TLI has sound financial distribution policy and capacity to sustain and ensure the integrity and continuity of the academic programmes offered at the institution.

The bases for the financial activities of the TLI are the Charter of the Institute, the Laws of the Republic of Armenia "On Accounting" and "On Funds", as well as International Accounting Standards. ASIPCS Financial resources are distributed as follows: the draft budget is drawn up by the rector, the Vice-rector for Financial Management, the Chief accountant, based on the performance of previous years, measures intended for planned activities of the year, expected income and expenses. The bases for the financial planning of the TLI are the annual plans of the subdivisions, the packages of the Academic Programs, the demand of the necessary resources for the implementation of the educational programs by the faculties and Chairs, as well as necessary resources to provide the educational environment by other structural units, service and educational support bodies.The provision of appropriate financial resources for the implementation of the goals of educational programs is carried out mainly for the salaries of the Professorial staff and current needs, which is due to the lack of financial resources in the Institute.

The time distribution of resources is planed and carried out on an annual basis. The basis for the budget estimates is also the balance of inventories available in the warehouse from previous years, forecasts of inflows and outflows, income calculated by the accounting department, basic expenses (wages, taxes, duties, scholarships, utility bills, etc.) and applications from the needs of subdivisions.The estimates reflect the planned income and distribution of funds for the coming year, which are submitted to the Boardof Trustees for approval at the end of the year.

The budget of the Institute is approved and controlled by the HEI Council, and the management of the Institute's property, the processes of accumulation, distribution and management of financial resources are under the direct control of the Rector.

The management of financial resources and their targeted distribution are based on the preparation of the annual budget estimate and the control over the budget execution through reports and audits. According to the audit report conclusion, the main means of delivery are fixed with the handover-acceptance acts or are set through a requirement to responsible people. The Inventory Commission makes an inventory of the material and technical resources in the warehouse and compares it with the accounting data.

The purposefulness of the distribution of financial resources is also carried out through audit.

Conducting an audit of ASIPCS financial activities is required the RA legislation (Article 39 of the RA Law "On Funds", Article 24 of the RA Law " On Accounting). According to the above-mentioned legal acts, annually licensed audit companies conduct an audit of financial statements and financial and economic activities.

The Charter of ASIPCS also guarantees a mechanism for monitoring and verifying the financial activities of the Institute through an independent audit, and it is also established that an open audit can be required at the request of one third of the members of the Board of Trustees of the Institute.

The analysis of digital data on the distribution of funds shows that in parallel with the savings in resources, the costs of technical equipment such as supplies and repairs have increased, which is due to the continuous improvement of training and learning conditions.

It should be noted that the budget beakdown according to strategic lines have not carried out yet.Financial resources are redistributed according to budget and outlay priorities.In order to increase the transparency of budget allocation, it is planned to conduct cost-effectiveness analyzes of resources.

STANDARD 7.4: The TLI's resource base supports the implementation of institution's academic programmes and TLI strategic plan, which promotes for sustainability and continuous quality enhancement.

The development of ASIPCS resource base and its effective use is recorded in ASIPCS Strategic Development Program of 2016-2020, which aims at developing the infrastructure of the educational and scientific process and the necessary conditions for the provision of practical education.

The mechanisms of resource allocation used in ASIPCS are aimed primarily at ensuring the solution of the problem of rational distribution of financial resources, ensuring maximum results at the lowest cost, which in its turn depends on the correct planning of resource allocation, correct distribution of proportions, use of distributed resources.

According to the 2019-2020 financial statements, the number of students is considered the most important variable in terms of resource planning, acquisition and distribution.Since the admission is organized according to the planned number, there is usually no sharp increase or decrease in resource requirements.

Classroom distribution and planning are carried out by the faculties based on the number of students studying in each specialty at the beginning of the academic year.

In case of a certain increase in the number of students, the institute is able to provide enough resources, for example, to overload lecturers or employ new lecturers.

The acquisition of resources is carried way for all educational programs together out in a centralized, and their distribution is based on the resource needs of individual programs.Based on the latter, a procurement plan for the next year is drawn up, and goods and services included in it are summarized in the corresponding budget estimates:

Mechanisms for assessing the resources required for the implementation of educational programs also exist in the "Procedure for development and approval of ASIPCS Academic Programs", which provides a preliminary assessment of the resource of new licensing program and identifies the need to purchase additional resources.

Since 2020-2021, academic programme outcomes and resources have been evaluated to ensure the resource environment for each academic programme.Then TLI internal stakeholders feedback results show educational process implementation implies continuous improving in learning conditions, sport infrastractures, libraries an laboratories.

The Institute strives to continuously equip working and learning conditions with modern supply, set information system development strategy.

STANDARD 7.5: There is a sound policy and procedure to manage information and documentation.

One of TLI strategic aims is information resource provision, their availability and measures are taken in this direction (ASIPCS 2016-2020 SP, aim 6, objective 5).

Institute documentation management is implemented by General department (present Time-Human resources management and General department) charter, which sets documentation orders and deadlines for applications, decision making, document formulating, vertical and horizontal documentation.

"Mulberry" electronic document management is used. All the computers in the Institute are connected to the internal network, providing document centralization and availability for the Institute subdivisions. Newly created documents are online, which ensures availability.

Information and document management system formulation and development availability among internal stakeholders is provided through internal mailing, and documents are published in HEI official site (www.sportedu.am/documents).

Publications are as follows:

1. ASIPCS council and scientific council decisions and session records, including charters, regulations and orders, normative documents, legal acts.
2. ASIPCS rectorate decisions and session records.
3. Announcements related to education process organization.
4. ASIPCS vacancy announcements.

IT potential and information security operation is a SP aim in ASIPCS, despite the fact that a responsible subdivision in the Institute has been created quite recently (2019), due to which information and computer network has significantly improved in its volume.

Wi-Fi network has been expanded due to modern networking equipment, its speed has been increased. Internal information system is more secure as a result of regulations in the new security system. At present, all staff and students have emails.

"G Suite for Education" system is in progress (the system development started in 2019), which will provide digitized data and their security, database on students' progress, thus, ensuring quality work human-generated errors.

A new programme of credit system is currently being developed, comprising the following stages:
✓ Student registration
✓ Students' mobility management
✓ Curricula compliance with schedules
✓ Exam results automized registration
✓ Students' progress calculation and management
✓ Automatic information provision for the student on his progress
✓ Evaluation of the educational process
✓ Record provision
✓ System automization of repetitive functions

To ensure information accessibility in ASIPCS, since 2019 the position of Public relations responsible has been introduced, and the point 7 in public relation strategy relates to HEI internal information environment continuous developing.

Chart 7.4

Internal stakeholders' preferences of information sources in TLI
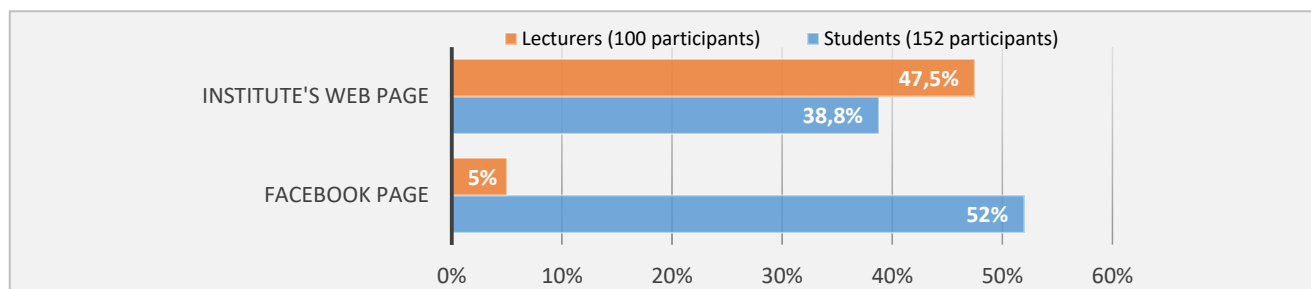
As figures show internal stakeholder rely on online media as source of information about ASIPCS. To ensure TLI activity accessibility and transparency, the new official site of the Institute is under construction at present.

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

Health and safety provisions at the Institute are maintained by ambulatory and internal security department, the latter created in 2019-2020. The department provides the Institute's security round the clock.

Medical staff (1 doctor, 6 nurses, 1 hospital attainder) provide first aid to teachers and students. Ambulatory implements medical provisions during in-university entrance exams through maintenance of es-

sential equipment.Guided by its charter and financed by the Institute, it performs a centralized and decentralized activity, such as medical staff shift provision for trainings and TLI game organization.

Ambulatory is located in the central building of the Institute, ensuring immediate first aid for staff and students. In 2019, within the measures of pandemia prevention, the medical staff carried out regular duties, [measuring temperatures](), provided medical examination and assistance.

Health security provisions are in immediate attention of ASIPCS rector. Guided by RA law on "Restriction on tobacco sale, consumption, use", to battle against tobacco, smoking is prohibited in the Institute by the order of the rector.

Emphasizing the wellness of employees, measures are taken to set up social packages for them.

To promote healthy lifestyle of ASIPCS staff, training courses are organized for HEI stakeholders, involving academic staff.

In 2020, November 9 by 134-L order of the rector, ASIPCS technical security regulation defines that the Institute management will organize technical and sanitary provisions to ensure technical security of the working environment (see point 7, a.b. subpoints).

Technical security maintenance implies intensification of fire safety measures in HEI, fire-fighting system has been installed in the Institute, fire prevention and preparedness evaluations have been implemented, the staff having been introduced to those firefighting rules.

There is a fire alarm and video surveillance system in the Institute since 2019. ASIPCS 24 hours' security service provides the Institute security. The security comprises 19 employees, 12 of which are in guard service, 3 are mobile controllers and 3 - from that of video surveillance.

All the buildings of the Institute have emergency evacuation schemes.

Civil protection of students and employees in emergencies is carried out by the ASIPCS Civil defense headquarters. Civil defense formations are operating on a permanent basis with the involvement of rescue, emergency, and fire brigades.

The headquarters also carry out preventive work on organizing student rescue brigades in order to involve them in rescue operations if necessary.

ASIPCS takes actions to provide inclusive education and a safe environment for students and employees with special needs. There are visible results in the process of creating an accessible and inclusive educational environment for people with special needs studying at the institute. The entrance to the main building of the TLI has a ramp, as well as an [inclusive classroom]() was opened in 2020. Steps are being taken not only to provide the necessary infrastructure for people with special needs but also to promote social-academic inclusion by employing people with disabilities.

In order to create favorable educational and working conditions for the employees and students of the HEI, large-scale renovation works have been carried out since 2019, as well as significant resources have been provided for technological re-equipment.

STANDARD 7.7 TLI has mechanisms in place for the evaluation of the effectiveness, applicability and availability of recourses given to the teaching staff and learners.

Since 2019, the Institute has been conducting regular surveys with students, academic and administrative staff (since 2020), within the framework of which the availability, applicability and effectiveness of the resources and services provided to internal stakeholders are evaluated. Before 2019, assessment surveys of resource environment were not conducted.

Taking into account the importance of continuous feedback with internal beneficiaries in resource assessment studies, the Quality assurance department developed a unified procedure for beneficiary satisfaction assessment techniques. Students' and academic staff's questionnaires, aimed at identifying their needs, include a feedback section, where they, among other issues, express their views on the resources and services provided.

It should be noted that internal stakeholders are generally satisfied with the work being done to replenish resources, while at the same time emphasizing the need for continuous improvement of the infra-

structure needed for the educational and research process, with particular emphasis on renovating gyms and acquiring modern sports equipment.

The TLI is gradually developing the practice of implementing improvement projects based on internal stakeholders' feedback study and analysis mechanisms. The results of the surveys are regularly presented to the leadership of the Institute, relevant proposals are made. As a result of the taken actions for the implementation of proposals, the working emvironment has significantly improved.

It is envisaged to study the changes of quantitative indicators through a comparative analysis of satisfaction rates with the resource environment. Moreover, it is planned to assess the dynamics of improvements made in this areas.

SWOT analyses for criterion 7

Strengths	Weaknesses
1.The financial capacity of the TLI, which allows to guarantee stability and to make additional expenses if necessary. 2.Sustainability of financial inflows, growth dynamics, which creates bases for the implementation of strategic objectives. 3.The tendency to increase the remuneration of employees (in 2019-2020, 2020-2021 academic years), which allows to maintain and expand the involvement of highly qualified professionals in the educational process. 4.Registration of the material and technical base, step-by-step renovation of classrooms and laboratories. 5.Provision of accessible learning environment and facilities in the TLI building and classrooms for students with special needs. 6.Implementation of a multifunctional network system for data collection and internal communication management. 7.ASIPCS presence on online media environment as a direct channes to the internal andf external stakeholders. Comprehensive surveys on resource availability, applicability and effectiveness assessment (among students, alumni, academic staff, faculty, and administrative and support personnel). 8.Availability of services aimed at maintaining the health and security of the employees and students of ASIPCS.	1.Lack of income diversification. 2.Shortage of professional interactive classrooms equipped with modern technology. 3.The concentration of financial income - dependence on student tuition, which makes the educational institution vulnerable, especially in the case of a reduction of the number of applicants. 4.Insufficient conditions of the sports facilities necessary for the organization of students' sports classes, lack of modern sports equipment. 5.Irrelevant assessment mechanisms for resource usage effectiveness, inappropriate analysis of the effectiveness of actual expenses. 6.Lack of regulated mechanisms for the evaluation of resources and external risks. Incomplete automation of financial processes registration. 7.Passive involvement of the HEI in grant programs. 8.Incomplete implementation of the integrated document workflow system. 9.Lack of income diversification.
Opportunities	**Threats**
1.Increase in the number of students (2020-2021 academic year) and expansion of additional education (paid services) within the framework of preparatory courses for local and international students. 2.Continuous improvement of the building and classroom conditions and enlargement of the technological base of the ASIPCS. 3.The launch of the e-government system in the educational process, continuous improvement and de-	1.Decrease of population's solvency, a decrease of incomes. 2.Low demand for research work by employers. 3.Major macroeconomic shocks, which caused a decrease in students' solvency. 4.Irregular payment of tuition fees, difficulty in collecting tuition. 5.Changes in the legislative field. 6.Dependence on employers' resource bases.

velopment of it. 4.Allocation of funding by local, private, and international organizations. 5.Diversification of financial inflows. 6.The processes of the library environment transformation, the digitization of the library collection, the creation of electronic cards. 7.Provision of additional educational services. 8.The commercialization of research and international participation. 9.Participation in grant programs. 10.Establishment of a network between alumni and sponsors; within the framework of cooperation with the business environment. 11.Continuous improvement of the educational and working environment in accordance with the requirements of the academic programs. 12. Implementation of new academic programs taking into account the requirements of the current labor market. 13.Development of necessary technical-technological capabilities created for the organization of distance learning.	

Measures to be undertaken for overcoming the weaknesses and threats

1. Link the distribution of financial resources with the strategic plan and objectives.

2. Diversify its sources of income.

3. Increase the share of funding allocated for research in the cost structure.

4. Continue the process of digitalization of the library collection to increase its usage and availability.

5. To develop a data processing and application policy for effective data management, to carry out an analysis of the database.

6. Improve the educational conditions provided to students with special needs.

7. Provide resources for activating the marketing processes and paid services, in particular, preparatory and continuous education programs.

8. To create a new alumni association, involving it in the process of solving problems and implementing development programs of ASIPCS. Monitor and assess the resource availability of existing educational programs.

9. Strengthen key indicators of the enforcement of activity assessment in data collection and analysis processes.

10. Introduce and develop a complete unified electronic document workflow management system.

11. Review and improve the formal mechanisms for planning, distribution, use, and control of financial resources aimed at achieving the objectives of different academic programs and their continuous provision.

12. To enlarge the library collection with modern scientific literature related to some of the research priorities of the institution.

VIII. SOCIETAL RESPONSIBILITY

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

> The "Social Responsibility" is defined by a strategic goal to develop public relations and the system of public involvement services, as well to increase social responsibility.
>
> The institution should be accountable to the state and the public for the education and research it has provided and the resources it has used.

STANDARD 8.1: There is clear policy on institutional accountability.

The reporting process of ASICPS is regulated by the RA Law on Education, the RA Law on Higher Postgraduate Professional Education, the RA Law on Funds, a number of RA Government decisions, as well as the ASICPS Charter.

ASICPS 2016-2020 developing the culture of participatory cooperation with external and internal stakeholders in the strategic plan is considered as a strategic goal. (Objective 7, task 7.1, 7.2)

The main, comprehensive report summarizing the internal accountability process is the year-end report submitted by the Rector to the highest governing body (Board of Trustees), which is compiled in conjunction with the work of almost all departments of the Institue.

During the board meeting, in addition to the board members, journalists also take part in the meeting; the meeting is widely covered by the media, and is broadcast live on the official Facebook page of the TLI. In addition, the report is posted on the official website of the Institute.

The annual reports of the vice-rectors are annually discussed with a wide range of stakeholders and evaluated.

The annual report allows to get a clear picture of the results of the current year activities of the university, reflecting the key indicators of the Institute activities: professions, student and graduate staff, professorial, scientific publications, scientific activities, international cooperation, student work, etc.

In addition, gaps are identified as an unfinished work, which allows you to plan for next year's improvement. The process of submitting each structural subdivision report is regulated by the instructions of the Rector.

In addition to the reports submitted to the Board of Trustees, ASICPS regularly submits reports to the Ministry of Education and Science of the Republic of Armenia, the State Committee of Science, the Tax Service of the Republic of Armenia and other state agencies in accordance with the law.

In the financial and economic sphere, the internal accountability is carried out according to the estimate of the financial year adopted by the Scientific Council of ASICPS, and at the end of the year its performance is presented by the Rector, approved by the Board of Trustees, ensuring transparency, accuracy and reliability of financial information.

According to the ASICPS Charter, other legal acts define the system of accountability at the faculty level. Ahead of the regular meeting of the ASICPS Council, meetings of the Faculty Board are convened in the faculties, where the Dean of the Faculty presents a report on his / her activities (the meeting is attended by the Rector, vice-rectors, heads of departments, representatives of the student council). The reports of the chairs of the faculties and other structural subdivisions are discussed by the faculty council.

It should be noted that the year-end meeting of the Faculty Council held in the 2019-2020 academic year was openly available online for all stakeholders.

The reporting system of ASICPS has been refined over the years and still needs to be improved and improved. In recent years, the existing reporting mechanisms have been reviewed somehow in the Institute, and new measurements have been introduced. In the work plans of the administrative-educational subdivisions there is a mandatory requirement to define the expected measurable results

and to clarify the key performance indicator which can serve as a basis for the introduction of a more objective and effective evaluation system of work planning, implementation, control.

In order to solve these and a number of other problems, the regulations of the activities of a number of subdivisions of the ASICPS are currently being revised, clarifying their tasks and functions, the system of passports for the positions of administrative employees is being introduced, etc.

In 2020, the Institute has developed and implemented the "policy" of the developing, monitoring, evaluating the Strategic Plan of the ASICPS Foundation", which envisages the completion of the strategic development in 2021, to carry out the evaluation of the effectiveness of the SP, to study the main problems, the progress made, how to outline the realistic or feasible things to be done in the future. "The procedure is approved in the meeting of the Scientific Council" on August 31.

In this regard, it should be noted that the ASICPS departments have not yet made a full transition to the standard of work planning and reporting, according to the goals of the TLI. Effectiveness analysis of existing accountability mechanisms has not been carried out.

At the same time, it should be noted that not only internal accountability is ensured in the Institute, but also the accountability of the TLIto the state and society (external accountability). Twenty-five percent of the members at the Board of Trustees are well-known figures in the fields of science, education, sports, and the economy, as well as representatives of the Ministry of Education and Science.

STANDARD 8.2: The TLI ensures transparency of its procedures and processes and makes them publicly available.

The mechanisms of access to the procedures and transparency of ASICPS procedures are enshrined in a number of legal acts, in particular, in the RA Law on Higher Postgraduate Professional Education (Articles 4, 5, 7, 11, 22, ASICPS 2017-2021 Development Strategy in the program (Goal 7).

Ensuring the transparency and publicity of the educational process is enshrined in Clause 5.5 of the ASICPS Charter.

In 2019, the concept of public relations was developed and introduced at ASICPS, the 7th point of which refers to the provision of internal communication of the Institute, it states the feedback mechanisms provided to the public.The concept defines the procedure for managing information processes, ensuring information transparency, improving the evaluation of the effective mechanisms used in that process.

It should be noted that the concept of Public Relations was officially introduced at the Institute in 2019, and previously there was no public relations department or equivalent department at the university, but certain functions typical of the modern public relations sphere were fulfilled: publication of the Institute's official newspaper "Marzashkhar" - "Hay Ari" Student page, organization of various events of public importance (coverage of university activities, coverage, provision of information and awareness-raising activities with media representatives, answers to applicants and student inquiries).

Noteworthy that "Marzashkhar" newspaper has been published in the Institute since 1995, the ASICPS museum has been operating since 1985, ASIPCS official website has been operating since 2015, the official Facebook page has been launched since 2016, as well as the continuous work is carried out with the applicants.

The transparency of the processes taking place at the institute is ensured by the shooting the official videos of the faculties, the coverage of the work of the research laboratories operating in the Institute, the regular media coverage of sporting, educational and public events.

Thus, the traditional electronic means of disseminating information are:
✓ Visit secondary schools, conducting career orientation tours among high school students,
✓ Participation in educational expo
✓ Cooperation with mass media, coverage of educational and sports events in local media
✓ Signs and banners that are regularly updated in the visible areas of the university,

- ✓ [Booklets on](#) ASICPS activities and Guidelines
- ✓ Mulberry electronic document management system
- ✓ The official website of ASICPS (the new version is being re-launched), the official social pages of the university,
- ✓ Access to the "Armenian Universities" information platform www.dimord.am,
- ✓ Students' official personal e-mail addresses

Ahead of the bachelor's, master's and "distance learning" entrance exams, the list of specialties, admission procedure and requirements, complete information about the exams which are posted in the "Applicant" section. The lists of students admitted to the ASIPCS are available in the section according to the days and the results of the examinations.

From 2020 to 2021, applicants have the opportunity to fill in the application online. The [videos](#) showed how to fill in the application forms, clarified the admission procedure and examination standards.

ASIPCS new official webpage of is currently being re-launched, the information received from the various departments and the documentary content are being processed, the page is being filled with online tools available to the stakeholders.

In order to ensure transparency, the structure of ASICPS, the documents related to the activities of ASICPS, as well as information on the educational, scientific processes, international relations, ASICPS cooperation, news of student life are posted on the website of the TLI.

Ensuring the principle of transparency, not only the reports, charters and regulations will be posted on the newly created website, but also the descriptions, reports, relevant documents, rector's orders, as well as collegial bodies (Board of Trustees, Academic Councils and etc.) and the educational documents (programs, guides, categories, etc.) will be posted in the "Education" section in order to make the mentioned documents more accessible for the relevant target group of students.

Currently, the portals of the faculties are updated and posted with the data of the lecturers (in Armenian and English), the photos are edited, the data on the scientific publications are added, the scientific journals and information packages of the Institute are digitized.

Visitors to the site can not only get the information they are interested in, but also contact the university management or a representative of the relevant department through a direct online feedback tool.

At present, social media platforms are quite effective in ensuring a stable connection between ASIPCS and the society, through which students, lecturers, employers, applicants, graduates, as well as representatives from public ask many questions, receive answers, give ratings, such as expressing opinion on various spheres of activity of the ASIPCS. TLI students are active in social networks, due to which the level of awareness is quite high.

Since 2019, the Quality Assurance Department of ASIPCS has been conducting regular surveys to assess the effectiveness of the various structures of the Institute, including the availability of information on the activities of the institute.
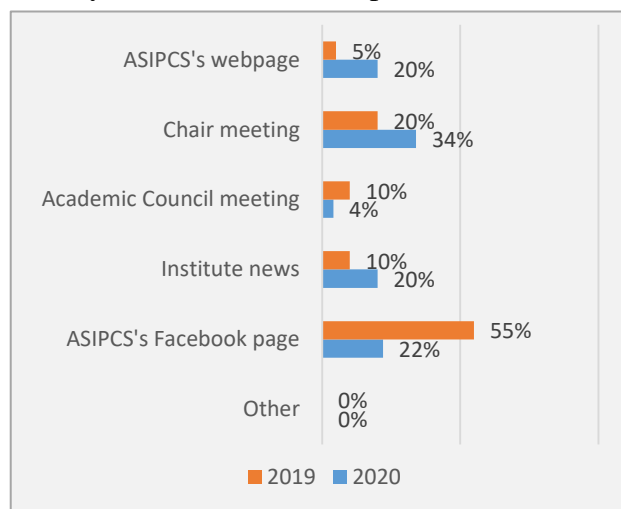
Chart 8.1

Stakeholders satisfaction from the availability and transparency of information about the ASIPCS
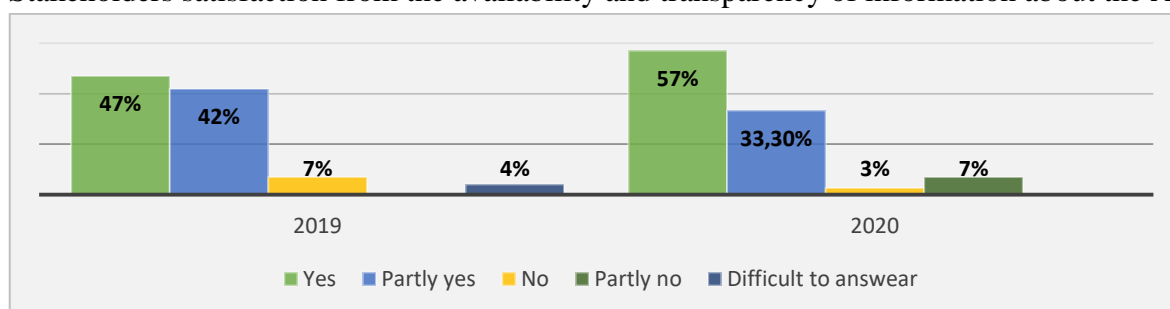
The summary of the results of the surveys conducted for two years shows that a considerable part of the internal stakeholders are satisfied with the accessability of the information.
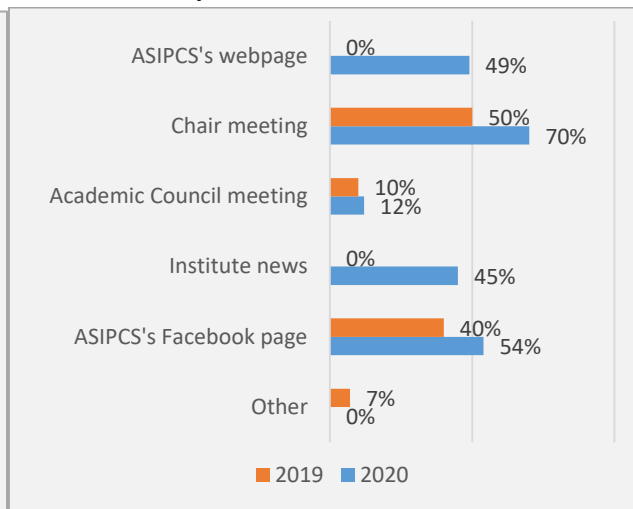
Chart 8.2

How do you learn about TLI problems ?

Chart 8.3

How do you learn about TLI achievements ?

In 2020, the Quality Assurance Department of the Institute conducted an analysis of the effectiveness of internal and external stakeholders awareness mechanisms, according to which the feedback mechanisms are accessible to all and ,remarkably, are not similar.

The import of the Public Relations Officer, who has a number of important functions including working with journalists, providing proper responsez to requests for information from society, developing Internet resources, providing information on ASIPCS educational programs and video materials of ASIPCS in the Internet, replying and guidance to requests, letters,applications, coverage of events, working with TLI staff to commuicatew to media, working on ASIPCS brand book, contributing further deep public and media relations, stimulating the growth of media interest in the ASIPCS.

Public Relations Officer also handles stable and continuous feedback from public, monitors media coveage on ASIPCS.

Today, ASIPCS develops and improves established relations with the journalistic environment, provides proper feedback on provision of information, works with public organizations, other universities, state and private organizations, etc..

In order to improve the work with Mass Media, an archive of electronic mass media addresses has been created, a press release format has been developed, new relations has been formed with different media outlets.

The Public Relations Officer responsible for the PR work of the ASIPCS presents to the rector and the Academic Council an interim and annual report on " The Current State of Public Relations in ASIPCS". (the report was presented at the meeting of the ASIPCS Academic Council June, 31, 2020).

In recent years, the communication with the TLI stakeholders been put on a new level. The official Facebook page of the Rector has been created since February 2020.

A very effective format for communication with the society and was ASIPCS rector D. Khitaryan's (at that moment, Acting Rector) press conference for wrapping up annual activity results, during which more than 30 questions were asked by various media and by the public.

In general, 2019-2020, active cooperation was developed with the media. The rector, vice-rectors and deans of the university took part in TV programs, gave extensive interviews, presented educational programs of the university detailing the most visible results of the changes carried out in the

educational process, emphasized the commitment and responsibility of the university in the process of forming a knowledge-based society.

"Aravot Luso" (H1), "Sport,With Karen Giloyan", "Kesorn Anc" (''Afternoon' radioprogram,'Public Radio) programs and a number of publications in media (Mediamax, Armsport, Aravot, Russian newspapers) can be distinguished among them.

It should be noted that this format of continuous dialogue with the public is a completely new experience in the Institute, preliminary assessments of its effectiveness show that the messages and ideas of the TLI representatives have reached the public, as a result a large inflow of local and international applicants was registered in the Institute in the academic year of 2020-2021.

It should be noted that the coverage of the event dedicated to the anniversary of the Institite graduate Sparapet Vazgen Sargsyan, the film entitled " Height "shown on TV channel " Yerkir Media", received a great response among the public. The film was also shown in public schools.

Aiming to create a unified system of public relations in the TLI and to improve the effectiveness of intra-university cooperation in public relations, in January 2021, ASIPCS policy of public relations and policy of corporate public responsibility were developed. Project versions of the guidelines for organizing and later informing events of public importance and working with the public were drafted, too. Once approved and implemented, they will regulate the procedure for proper organization of various events taking place in the TLI university in the nearest future (precise planning, clear division of functions of responsible people, protocol, evaluation of the organized event, feedback, etc.).

In general, ASIPCS is culturally open to external stakeholders.The contact information of most of the employees is available on the website, and any person can contact, as well as visit the Institute in case of prior agreement, the rector's reception is also organized, and any person can take part in it.

STANDARD 8.3: The TLI has sustainable feedback mechanisms for establishing relations with society.

One of the strategic issues for the development of ASIPCS is the expansion of feedback with various public groups and the involvement of the Institute in public programs (Goal 7, Task 7.1).

ASIPCS has a system of rapid response to correspondence and email addressed to the Tertiary Level Institution, and misinformation and unreliable news about the Institute are replied in form of announcements. Letters addressed to the institute's official mail (info@sportedu.am) also receive quick responses.

Created in 2015, the official page of ASIPCS (formerly asipc.am, now sportedu.am) has a section "News", which provides information addressed to potential beneficiaries of the TLI.Feedback is provided by the announcements regarding students and lecturers exchange programs posted in the section "International Relations".

The feedback provided to the institute's beneficiaries is carried out through several mechanisms: the Internet is considered an effective way to provide feedback.

As shown by the results of research of internal and external stakeholders, particularly done among applicants, Facebook provides more direct and easy feedback, enabling you to request for basic and additional information at any time of the day through the Page Section "Messaging " and quickly and easily get the necessary information.During the state of emergency of the 2020-2021 academic year the 1212 letters by the applicants received thorough replies. Questions mainly related to the admission process, qualifications of Educational Programs, a large number of questions referred to the conditions for discounting tuition fees.

The effectiveness of public feedback mechanisms is assessed both through surveys with internal and external beneficiaries conducted by the Institute (since 2019) and through research by independent expert media measurements.

Quantitative analysis of media measurements conducted by the Ministry of Education, Science, Culture and Sports (MSECS) and through Mediamax's MaxMonitor system in 2018, show that coverage on ASIPCS in the online mediais rare enough and there is a need for measures aimed at increasing the attractiveness and demand for educational services provided by the TLI.

Taking into account the results of the independent expert research, ASIPCS rebranding process started in February, 2020 . During the creation of the new brand, benchmarking was implemented; more than 50 successful brands had been studied. Seven joint discussions were held with representatives of the PR sector. For the new ASIPCS logo and corporate style redesign, in international practice, a visual study of logos of State Institutes of Physical Culture and Sport was carried out on symbolic bases. As a result, a new logo and 37 brand attributes were developed. It is also planned to launch ASIPCS YouTube channel in the nearest future.

In the process of transforming the external image, special attention is paid to the effort of strengthening feedback with the public, which is carried out mainly in several directions:

1. Advertising campaign organization.

2. The adverts (5 ads in total number) went viral in the social media, and were broadcast on radio. Advertising campaigns were implemented by poster headlines "Join "ASIPCS", "We are 75".

3. Trainings with applicants.

4. Like any other educational institution, for ASIPCS too, applicants and students are a key resource. Working with applicants is a priority for ASIPCS policy and in the period of emergency state it was implemented on online platform.

5. Availability on educational process and scientific potential

Information booklets were developed (trilingual), information and publicity measures were taken, photo-video recording was provided.

Being the only sport Institute in the territory, ASIPCS strives to maintain its reputation through provision of research potential, distinguished scientists, coaches and athletes.

ASIPCS has a mission to promote science and education, physical culture and healthy lifestyle and in relation to this, TLI representatives gave interviews to mass media and HEI Facebook page, thus, "Healthy lifestyle" campaign was widely covered.

1. **Public opinion studies.**

Since September 2020, ASIPCS implements public opinion studies and ASIPCS internal and external image medium monitorings, aimed at identifying public opinion about HEI and analyzing public perception dynamics.

Implementation of due mechanisms and its continuous development of feedback loop in the field of public relations is stated in ASIPCS Public relations strategy, which ensures mass media -ASIPCS transparency and mutual cooperation.

Thus, based on Public responsible and subdivisions' cooperation, PR provisions have been implemented and videos (information, portrait, films) posted on various platforms to ensure content-based ranking of TLI activit and provide constant link with society.

A number of measures have been postponed conditioned by coronavirus prevention.

Despite the achievements, developing and applying feedback procedures are essential to formulate public relations for further efficiency evaluating.

In this context, "Rumors Monitoring" programme will enable to implement daily monitoring publications, related to TLI in Armenian printed media, analyze their visits and archive materials.

At present information system tools on feedback loop need improving, as ASIPCS different subdivisions have to decide on feedback mechanisms to solve a certain problem.

In this context, human and technological potential in TLI ensures for more institutional procedures.

STANDARD 8.4: The TLI has mechanisms that ensures knowledge transfer to the society.

The Institute emphasizes formation of spiritual values such as national, moral, human, transferring knowledge, raising educational and cultural level in society, developing students' civic identities, their work responsibilities, as is stated in ASIPCS charter.

There are a number of aims and objectives which aim to develop mental, spiritual and moral values, knowledge transferring, promote educational, economic, scientific and sports progress within society, integrate research activities into economics.

ASIPCS as a sport pedagogical Institute, its mission being the training of staff members representing the field of physical culture

ASIPCS has a mission to raise a quality specialists, bring up true patriots, transfer them values. Developing deeper sense of commitment and human values among students is stated both in Institute charter, RA legislation, National qualifications framework and in characteristics of age-appropriate pedagogy.

ASIPCS implements higher, postgraduate, professional and additional education, staff trainings, and qualification rise, research and publishing works, provides consulting and expertizing provisions, organizes sport, cultural, military-patriotic events and others.

Since 2020, new additional educational provisions have been outlined in ASIPCS. In 2020, preparatory courses programme was approved in Scientific council session, "Small Olympic" summer school programme is in progress, which is aimed at providing children's positive leisure time in compliance with their age-related peculiarity development, such as responsibility, self-evaluation, self-improvement. creative potential, healthy lifestyle, interpersonal relationships. The summer school's vision statement is the harmonious development of children through the ideology of Olympism by covering its physical, psychological, social, intellectual levels.

Being the only sport TLI in the territory, ASIPCS implements trainings for coach teachers, and methodological-professional consulting provided for the teachers of the subject "Physical culture", as for example for the last 3 years' trainings in TLI were conducted in 6 stages, which was attended by 500 coach teachers from 21 different sports.

Training programme for teachers of Artsakh Republic was organized too.

From 1985 up to today's date, physical trainings are conducted for adults, which aim at promoting healthy lifestyle within people of all ages.

The number of stakeholders, joining the initiative for the last 5 years has been 50. The courses were research related, and, as a result, 1 PhD and 1 Doctoral theses were defended, more than 3 dozens of scientific articles were published, training methodology for adults was developed and a teaching manual was published.

Due to the Institute cooperation with "Kinesolife" organization, in 2019 a flash mob "Life in motion" was organized in Aznavour Square, embracing participants of all ages.

ASIPCS provides professional consulting for schoolchildren and applicants through public lectures in different institutions of the territory.

Another goal for TLI strategic programme is providing meetings and training programmes which are conducive for improving chess teaching and are organized in the scope of trainings.

To set up a Public relations feedback loop mechanism, the Institute continuously organizes round table meetings, public debates for providing additional education.

A number of master classes and debates for students and teaching staff were conducted, which has an aim to deliver skills development as a primary success factor.

Institutional relationship department plays a key role in the establishment of market-TLI relationship, developing a number of programmes and memoranda. In this context, agreements were signed with RA Ararat regional administration, Artsakh state service of emergency situations, Mashtoc University of Artsakh Republic, Crisis Management State Academy of RA, Vayots Dzor regional administration, as well as with "Gold's gym" and "Wigmore clinic" medical centre (since 2019).

In the framework of a memorandum with the Ministry of Defense, trainings for physical culture responsible members are outlined. Another coming programme with the ministry of Defense is devoted to the study of biological factors of conscripts' adaptation in safe environment.

It is envisaged to localize the physical culture responsible trainings with other power institutions, involving representatives of specific subdivisions as needed.

Generally, TLI-army cooperation is a priority for the Institute. ASIPCS has been involved in military operations in defence of homelan. Hundreds of students and dozens of staff representatives of HEI left for Artsakh to defend borders during the First Artsakh war, Four-day war in 2016, as well as in the war unleashed by Azerbaijan against Artsakh. Many of them, not sparing their lives fell heroically in the war.

During the war days, representatives of the academic staff and a number of students from Physical rehabilitation, Sports tourism and rescue, Sports pedagogy and psychology chairs volunteered to participate in rescue, psychological support, and medical rehabilitation services on a 24-hour basis.

In order to keep the patriotic spirit of the young generation high, to know the devotees of the homeland, and to present the pages of courage of the RA Armed Forces to students and general public, an event entitled "Nobody has been forgotten - nothing has been forgotten" was organized in the Institute. It received an overwhelming response not only in Armenian media but also in the media of diaspora ("Armenian Soldier" of the RA Ministry of Defense and Lebanese "Zartonk" weekly newspapers).

Student meetings with present day heroes are organized by the TLI's students themselves, aiming to strengthen the TLI-army ties.

One of the mechanisms contributing to the formation of the value system of the younger generation is the presence of special classrooms (for example, dedicated to the fallen freedom fighters) and corners (for example, posters with quotes by famous people).

As a tertiary level institution, ASIPCS, having an active civic position, often comes up with civic initiatives, participates in various social movements, takes part in tree planting, makes donations[2], and carries out charity visits supporting vulnerable groups in society.   It has become a tradition at the Institute to promote healthy lifestyles and discover homeland through hiking or excursions. It provides a unique opportunity to show the historical and cultural values and heritage to the younger generations through sports and healthy lifestyles.

Hikes dedicated to the 75th anniversary of the Institute, which are organized since 2019, were also numerous. In the framework of the "Sports Tourism" master's program introduction, hikes were organized (2020-2021) with the participation of the ASIPCS staff, students, and representatives of partner organizations, which aimed at promoting a healthy lifestyle and developing responsible behaviors in the society towards environmental protection.

Following the outbreak of the coronavirus in 2019, lockdown spread around the globe: universities, public and private sector institutions reorganized their work remotely. During those days the challenge-flashmob "#stayhome, #workout" was widely spread. All the chairs of the TLI, several dozen students, and some followers of the ASPICS Facebook page accepted the challenge to promote physical activity even during harsh times.

The component of transforming the environment developed by ASIPCS is important in the concept of promoting the development of a knowledge-based society with higher education. It aims to stimulate reading among the general public, in particular, to enlarge the library's book collection, update professional literature, and equip the reading room with digital technologies.

We can state that during the observed period ASIPCS carried out extensive work in this field, but did not carry out a comprehensive assessment of the effectiveness of knowledge and value transfer mecha-

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[2] In September 2020, 4 million drams were transferred to the Hayastan All Armenian Fund by ASIPCS.

nisms to the public. Reports were presented, which mainly included facts and descriptions of the carried out work.

Recently, various public opinion surveys have been introduced at the TLI, and it is planned to study the opinion of both Institute representatives and the general public. The focus groups will include alumni, people of different age groups and social status, colleagues, and people representing the country's sports field. This will allow studying and evaluating the strengths and weaknesses of social and value-creating activities on a regular basis.

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SWOT analyses for criterion 8

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Strengths	Weaknesses
1.Ensured accountability of the SP implementation, established management procedure, documents' accessibility, and transparency.	1.Reports do not have measurable indicators of activity and enforcement. Lack of agenda for further actions and reporting according to the objectives of the SP.
2.Publication of annual reports of ASIPCS activities for internal and external beneficiaries.	2.The protocol-statistical nature of the reports of the educational and administrative subdivisions, some of which lack evidence-based observations, conclusions, and suggestions for overcoming the identified drawbacks.
3.The presence and proper application of officially established policies and procedures for accountability to the state and public.	
4.Introduction of the institute of Media and Public Relations.	3.Incomplete regulation of the activities of the circles providing additional educational and consulting services to the public by ASIPCS.
5.Re-launching and upgrading of the official website of ASIPCS, the introduction of interactive elements, presence on social media.	4.So far a small number of participants in the system of additional and continuing professional education.
6.ASIPCS rebranding, implementation of continuous and comprehensive projects aimed at strengthening the authority and public trust.	5.Lack of appropriate bases and formal tools for evaluating the functions of knowledge (values) transfer to the society and the effectiveness of the existing experience in the TLI.
7.The existence of ASIPCS's own advertising means: official website, active social media presence, participation in TV and radio programs, press conferences, advertising videos, information booklets, and brand attributes.	6.Relatively late update of the English and Russian versions of the Institute's website. Absence of an official channel on YouTube.
8.Effective use of information technologies in information exchange processes. The effective and sustainable practice of public feedback and response.	7..Lack of qualitative analysis of PR effectiveness of ASIPCS.
9.Series of events and actions aimed at helping students to get professional orientation.	
Opportunities	**Threats**
1.Expansion of the system of additional/continuous education useful to society, realizing the potential of the HEI's students and academic staff.	1.Change of society's preferences for different sources of information.
2.Involvement of the heads of departmental systems and partner organizations in the Board of Trustees.	2.The indifference of mass media to the coverage of the educational sphere.
3.Development of multifaceted cooperation experience (TLI-army, TLI-enterprise, TLI-society).	3.Impossibility to control the spread of misinformation on social networks.
4..Involvement in local and regional public	4.The unformed market of social demand in the field of sports.

programs and services. 5.Activating the involvement of the TLI alumni in ASIPCS development programs. 6.Expansion of cooperation relations between the TLI and the employer sector, involving specialists from the practical field in the development and review of academic programs. 7..Availability of public relations concept and media policy and guidelines, their successful functioning.	

Measures to be undertaken for overcoming the weaknesses and threats

1. Review and amend the reporting policies and procedures on the activities of different subdivisions, specifying how the results of the reports will be used in the process of improving the activities of the TLI and ensuring the launch of the PDCA cycle.

2. To link the additional educational and consulting services provided to the public by ASIPCS with the charter of the TLI and the objectives, visions, and values defined in the SP, to promote public awareness about those services.

3. Assess the effectiveness of the provision of additional educational and counseling services to different groups of the society and the level of public satisfaction through regular surveys.

4. Develop and introduce a unified concept for managing the process of knowledge and values transfer to the society.

5. Launch the English and Russian versions of the Institute's website, updating the Armenian version at the same time.

6. Create an official channel of the Institute on Youtube or provide various informational, educational, and consulting videos to the general public on the TLI website.

7. To monitor media publications on the activities of ASIPCS, to study the rating dynamics of the TLI.

8. Provide the public with various channels of communication with the TLI, regularly evaluating the effectiveness of the mechanisms used.

IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

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

ASIPCS considers its mission to expand, diversify the institute's international relations, promote internationalization processes at the institutional and program levels with the European and CIS countries Physical Culture and Sport physical culture and sport educational institutions, to enhance the international scientific cooperation of the institute, to seek to for the involvement of the institute in the research area of the European and CIS countries, to promote the growth of the number of foreign students and postgraduates.

STANDARD 9.1:   The TLI promotes its external relations through sound policies and procedures aimed at creating an environment conductive to experience exchange and enhancement as well as internationalization.

The internationalization policy of ASIPCS is implemented in accordance with

a) ASIPCS Internationalization Policy, which defines the main goals and objectives of the Institute's internationalization policy, clarifies the assessment indicators for the implementation of strategic objectives "approved in 2019. in March 27, by the session of the Academic Council

b) 2016-2020 Strategic Development Program, of the ''Armenian State Institute of Physical Culture and Sport'' Foundation, in which the institute sees itself as an institution which activity is aimed at integration into the international scientific-educational system, expansion of international cooperation relations, seeking to expand external relations and internationalization in various spheres of the TLI (Strategic program, aim 8, problem 8,1,8,2).

c) ASIPCS Charter (Section III, clauses 5,6,18)

The creation of an environment promoting to internationalization, the priorities for the development of external relations are defined in the charter of the International and Scientific-Informational Center (Now -Department of International Cooperation and Development Programs) (Approved by the № 39 Order of the rector, October 31, 2016).

These key documents regulate the field of internationalization policy, define the directions of internationalization processes, as well as the international scientific cooperation of the institute, aimed at the involvement of the institute in the research area of Europe and the CIS countries.

In general, the policy of establishing external relations and development at the Institute is implemented in the direction of providing educational services to foreign students, exchange programs with international partners, membership in the network of more advanced universities.

The issues related to the development and internationalization of ASIPCS external relations are regulated and realized by the Department of International Cooperation and Development Programs (ICDP), which is headed by the Vice Rector for External Relations and Strategic Programs. There are 4 positions in the department: head of the department, person in charge for educational programs (2) and a specialist of the department.

Department of ICDP does not operate isolated. It cooperates with the subdivisions ensuring the educational process and thanks to joint work carries out the mission adopted by ASIPCS, that is, to promote the ongoing processes of internationalization at the institutional and program levels and in this context, the following factors are singled out as strategic issues:

1 . Ensuring a regulated process of external relations,

2.Improving the environment promoting to external relations, exchange of experience, development and internationalization;

3. Internationalization of educational programs, research-based activities,

4. Ensuring incoming and outgoing student and academic mobility,

5. Ensuring effective cooperation of the institute with international educational institutions and research structures,

6. Acquisition of new international partners.

The international policy of ASIPCS is implemented in the following directions:

a) Admission processes for foreign citizens. From the point of view of the implementation and efficiency of this process, it can be stated that the number of foreign students has been growing in recent years.

b) Organization of scientific events, including international seminars, workshops, conferences, round tables, scientific-educational exhibitions. Significant progress is being made here as well. This is evidenced by the seminars and webinars organized in various fields (Sports Management, Physical Therapy), including the participation of ASIPCS specialists as speakers in international webinars.

c) Organizing the activities of involving students and academic staff in various scientific programs, including exchange programs, which are planned in the annual work plan of the responsible department, and summarized in the annual report of the institute.

Establishing links with partner universities is based on the Institute's strategic goals and problems, as well as available resources. At present, ASIPCS cooperates with about 31 universities and institutions abroad.

It should be noted that since 2019, the field of international cooperation has significantly expanded. In the 2020-2021 academic year, 19 foreign citizens were admitted to the university, and admission to preparatory courses was organized as well, as a result of which 17 foreign students were enrolled in preparatory courses, 15 from the Islamic Republic of Iran, 1 from the Republic of Ghana, 1 from the Federal Republic of Nigeria. Preparatory courses are conducted in English with the aim of creating a favorable environment for the development of a bilingual educational environment. Currently, 79 foreign students study at ASIPCS.

Chart 9.1

The number of foreign students by geography
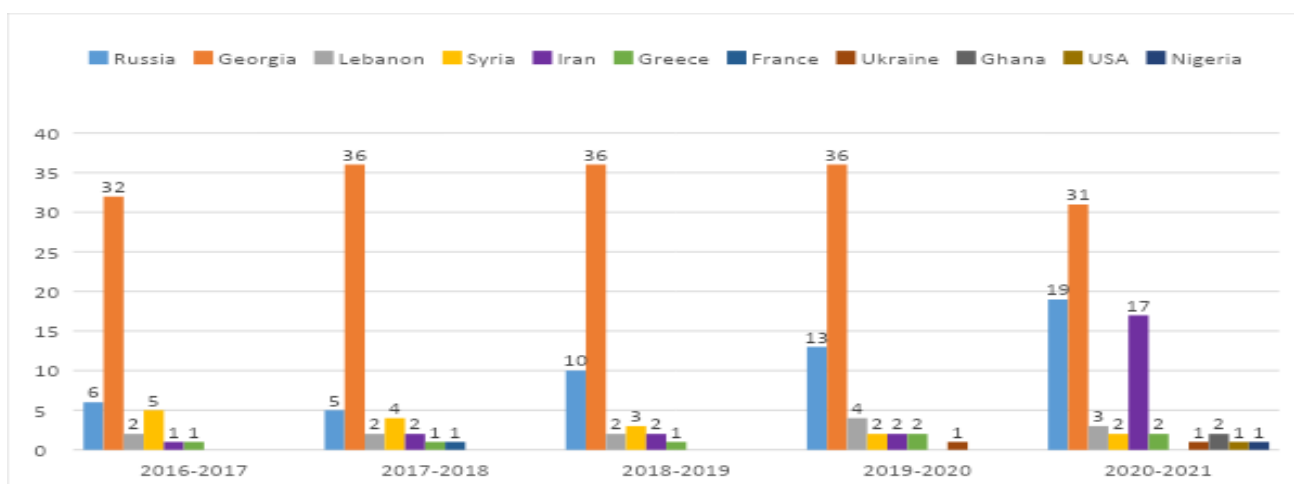
Internationalization is considered at the institute as an ongoing process of internal quality assurance, within the framework of which new international partnerships are mainly defined in agreements and memorandums of understanding.

Considerable work has been done, in particular, to strengthen cooperation with India, ratifying the process under an agreement signed within the framework of the SPORT 2019 conference-festival held in India in September 2019.

The criteria and requirements for admission to the Student Exchange Program under the Partnership Agreement include high student achievement, good / excellent knowledge of a foreign language, professional skills and academic and social activity.

The "Sports Medicine" distance learning program implemented in cooperation with the prestigious Indian organization SPAA INDIA is in the preparatory stage, within the framework of which the lecturers of the TLIs of the two countries had video meetings, worked out the draft curriculum, discussed the distribution of credits and issues of mutual recognition of qualifications. It is planned to publicize the curriculum, to advertise, which will allow to plan, and manage the process of student admission, recruitment.

Collaborative links have also been established with the MIET's Delhi Sports Management University and with the SPAA INDIA Sports Academy to implement student and lecturers mobility programs. It should be noted that the process was postponed due to the restrictions on the free right of movement due to the pandemic. For the same reason, a number of other international cooperation projects have also been delayed, such as:

1. Organizing and holding an International Scientific Forum dedicated to the 75th anniversary of ASIPCS entitled "Sport for Peace and wellness"

3. Academic Mobility - Visit from MIET Sports Management University of India to ASIPCS

4. Mobility - Visit to Kalomna Social-Humanitarian State University

5. Experience exchange visit to Italy. "University of Insumbria."

6. Experience exchange visit to Jozef Pilsudski University of Physical Education of Poland

7. to Moldova, participation in an international conference.

8. Visit to Kazan, "Olympic sport and sport for all" international scientific congress.

9. Organization of lecturer training courses with the participation of foreign speakers

10. International practice to Ureki (up to 10 people)

A number of other international cooperation programs, however, have been implemented by online format and it was recorded that the institute staff participation in online conferances and webinars is a visible indicator for improvement of the institute internationalization potential. During these events online education experience and aquisitions are discussed, the current challenges and developments in the field of sports management and marketing are considered, the current challenges of sports and pedagogical education and the ways to overcome them are reflected.

The following webinars are among the successful initiatives:

1. «Why sports education in India? »

2. «Need of sports education in India»

3. «Emerging academic entrepreneur of India»

4. «Nutrition & diet in sports»

5. «Employment opportunities with sports education in India»

6. «Covid 19: Managing through crisis "(Crisis Management)

7. Sports injury prevention and return to sports after a prolonged break:

8. New era of sports physiotherapy:

9. Effevtive organization of a team work composed of different specialists:

10. Informational metting with Bydgoszcz university, Poland:

The Institute also encourages the development of external relations at the level of chairs and faculties. A cooperation agreement has been signed with the Department of Sports Journalism and the Faculty of Journalism of Thomas Moore University in Belgium, and the parties have strengthened the opportunities to study the best practices of educational programs through a Benchmarking agreement.

Active steps are being taken since 2019 to expand the geography of international cooperation. Ehe experience of educational institutions in the United States and the United Kingdom have been studied.

Thus, the institute supports the students and lecturers wishing to participate in international programs by disseminating information on relevant programs through the ASIPCS website, e-mails, and social site of the department ICDP.

The growth of the institute's international cooperation was also facilitated by the " [Creative Spark"](#) student and lecturer training program implemented within the framework of the British Council of Armenian branch, in cooperation with Change School of England, which aimed to support the development of entrepreneurship education (2019).

Within the framework of the same program, a series of online courses for the development of foreign language skills were conducted for students, lecturers and other staff of the institute, and the participants who successfully completed it were awarded certificates of foreign language proficiency.

The process of exchanging international experience and establishing external relations is based on the study of the experience of partner universities and benchmarking.

The process is regulated by the policy and procedure of comparative analysis of professional educational programs (approved in January 30, 2019, by the session of the Supreme Council).

During the benchmarking carried out within the framework of the bachelor's and master's educational programs, the benchmark university disciplines, the results of the educational program, the assessment criteria and methods were compared. According to the benchmarking report, it aims to study the best practices of the benchmark university, seeking to improve the end-to-end and student oriented learning environment based on qualitative and quantitative comparative analysis of the data, to boost the internationalization of educational program, to invest different forms of «mobility window», to promote to continuous improvement of program efficiency.

As a result of the analysis of the benchmarking, it becomes clear that there is a great opportunity to implement the mobility of professional practice. Internship programs are comparable, credits and workloads are the same, and there are similarities in the formulation of intended outcomes.

The benchmarking results of the "Management" and "Marketing" Master's degree programs, which are relatively in high demand, have also been used in the package of transformations of the educational program and the teaching staff of the responsible chair.

STANDARD 9.2: The institution's external relations infrastructure ensures regulated process.

Since 2016, the International and Scientific Informational Center has been operating at ASIPCS, on the basis of which in December 2019 the Department of International Cooperation Development Programs (hereinafter referred to as the Department of ICDP) was reorganized under the coordination of the Vice Rector for External Relations and Strategy development.

The department operates on the basis of the charter of ASIPCS and the charter of the International and Scientific Informational Center (approved by the Order № 39 made by the Rector of ASIPCS in October 31, 2016), where the structure, functions and main tasks of the Center (now – department) are defined and the implementation of which the activities of the department are directed.

They are as follows:

1Organization of negotiation processes of agreements on cooperation with foreign educational institutions, scientific centers, agreements,

2.Coordination of international processes of the institute, organization and control of the implementation of international programs,

3.In cooperation with the relevant subdivision of the Ministry of Education, Science, Culture and Sport of the Republic of Armenia, the annual selection of foreign students and organization of admission,

4. Cooperation with sports academies, institutes and sports organizations of the Russian Federation and CIS countries,

5.Development of joint action programs with the Ministry of Education, Science, Culture and Sport of the Republic of Armenia, in cooperation with embassies, consular posts accredited in the Republic of Armenia, implementation of international exchanges and mutual visits of students, post-graduate students, coaches and academic staff members,

6. Preparation of the agreement (agreements, as well as cooperation programs, plans) between the institute and foreign universities, scientific institutions, departments, legal entities and individuals and control over the realization of the requirements, obligations of the signed agreements, within its competences.

7.Preparation of invitations for foreign specialists to give short-term or long-term lectures at the Institute, their registration and Order, organization of their living conditions, and, if necessary, issuance of certificates on their activities.

The Charter of the reorganized department is currently being developed and approved

Thus, the Department of ICDP is mainly engaged in organizing the necessary documents for invitations of foreign specialists and delegations, organizing their reception, exchanging official documents and correspondence with universities and scientific centers being parties of international scientific educational agreements, translation of academic references, documents provided to the students and alumnai of ASIPCS, on the basis of official inquiries from foreign institutions, organizing business trips of employees going abroad to participate in events arising from the Charter goals of ASIPCS and order of out-going students, etc. (see Charter of the International and Scientific Informational Center, charter of the department, paragraph 2.2)

In 2019, the Institute developed and invested an internationalization policy, according to which the department has specific functions and goals, such as expanding the institute's international relations, promoting internationalization processes, and making ASIPCS a competitive and attractive TLI for foreign applicants.

According to its Charter the Department of ICDP submits an annual report to the Rector, through which the activities of the department, the achievements and the development obstacles are analyzed.

In particular, the following obstacles are considered:

1. The Institute has signed a number of agreements over the years, which provide for bilateral and multilateral cooperation between foreign universities, but in some cases they are declarative in nature, and in the case of implemented programs, the results are not analyzed.

From this point of view, in order to increase the effectiveness of international cooperation, the ratification process of new agreements and memorandums (2020-2020) takes into account the peculiarities of the partner institution, the content of the agreement is in line with the goals of the cooperation program, highlighting the obligations defined by the agreement, the intended results, concrete actions and effectiveness of assessment indicators. Thus, in order to increase the effectiveness of international cooperation, it is necessary to improve it not only in terms of quantity, but also in terms of quality, that means, the transition from declarative documents to the institute of planned actions, work plans and effectively acting responsible persons.

2. The level of language proficiency of students and lecturers at the institute is still low, which hinders the effective implementation of international exchange programs. In order to increase the level of foreign language proficiency, English classes have been increased from the 2020-2021 academic year. (Foreign language teaching is organized in 3 semesters instead of the previous 1 semester), as a result of competitive recruitment, the teaching staff was replenished with specialists with high qualification of foreign languages. The administrative staff is also replenished with specialists mastering foreign languages.

3. There are still very few experienced employees in the institute who make grant projects, there is a need for trainings on theme how to develop grant projects.

4. The Institute does not have enough advertising and information materials for foreign audiences.

The results of the surveys conducted among the teaching staff in 2019 show that expanding the opportunities for lecturers to participate in international conferences and other scientific events is not only a necessity, but also an important component of the strategic concept. In this regard, the provision

of information and advice on international educational and scientific programs for students and lecturers has significantly expanded since 2020. The informational contacts of the centers implementing international educational programs and foundations operating in Armenia have become more active both inside and outside the Institute.

In order to effectively disseminate and cover the information on the activities carried out in all areas of the Department of External Relations, the newly created official website of the Institute provides a relevant section, which will cover the international programs of the Institute, ensure accountability among internal and external stakeholders. It should be noted that the actions and events carried out in this area were mostly covered on the official Facebook page of the institute, which is currently the most accessible way of disseminating information among the Institute's stakeholders. The newly created Facebook page of the Department of ICDP regularly updates information on various areas related to internationalization, international research and exchange opportunities, including Erasmus + program and inter-university cooperation programs. Furthermore, information on exchange programs is regularly received by ASIPCS students and staff through their e-mails.

In 2019-2020 academic year, the department also showed significant initiative in organizing international webinars, video conferences, and involving Institute staff in them. The students also took a significant part in the online webinars on interesting topics, asked their questions and expressed their position, which testifies to both the increase in interest and the improvement of English communication skills.

Concrete steps have also been taken at the Institute to implement international cooperation at a centralized and decentralized level. In 2019-2020 academic year, for the first time, an initiative was taken to apply for international grant programs, in general 7 international grant applications were submitted, the results of which have not yet been published by the grant awarding bodies.

The announced programs will provide an opportunity to study the impact of the results of international cooperation on the improvement of educational programs and the development of a research-based education.

Thus, participation and implementation of grant programs at the planning stage pursues mainly the following goals:

1. Formation and Development of professional competencies of TLI's teaching staff, FOCOS program within the framework of Erasmus + grant program,

2. Armenian TLI Network for research integrity /ARI-net

3. Inclusion of Budo in physical education curricula as preventive and corrective means of bullying, A grant program announced by the Embassy of Japan

4. Establishment of psychophysiological and Neuromarketing Research Laboratory, Science Committee

5. tudy of medical-biological factors of conscripts' adaptation in the context of ensuring personal security, Science Committee

6. Scientifically based program for the recovery of the institute academic staff, using modern preventive and physical cultural and health technologies, Science Committee, joint with Russian Federation

7. Informed Generation, Healthy Generation, Joint Program with University of California

8. Personal and professional growth of professional sports in the Republic of Armenia, development of professional competencies with the use of innovative technologies.

9. Concepts for providing benefits to highly qualified athletes and coaches in problematic situations.

10. Popularization of fitness services as a way to improve public health and reduce social spending.

It should be noted that the implementation of ASIPCS internationalization processes is not limited to the activities of the Department of ICDP .

In general, the function of internationalization in the Institute is dissolved and initiatives by different departments (e.g. faculty, chairs, quality assurance department, etc.) or individuals (usually the initiating employee leads the project) are encouraged. [3]

Although there has been a positive trend in the field of international cooperation at the institute in recent years, the working procedures and regulations still need to be reviewed and improved, it is planned to develop and introduce methodological guidelines, as the Institute lacks experience in participating in international programs.

STANDARD 9.3: The TLI promotes fruitful and effective collaboration with local and international counterparts.

ASIPCS has international cooperation agreements with 40 universities, institutions and international organizations in about 30 countries around the world, including the State University of Physical Culture, Sports and Tourism (Russia), the State Academy of Physical Culture and Sports (Ukraine), Physical Education and State University of Sports (Georgia), Beijing State University of Physical Culture and sport (China), Thomas Moore University College, Belgium (Kingdom of Belgium).

Within the framework of international cooperation, totally 34 experience exchange visits were carried out (12 lecturers, 12 students and 10 administrative staff).

The ''Armenian State Institute of Physical Culture and Sport'' Foundation is a member of the International Association of Physical Culture and Sports Universities.

From the point of view of internationalization, it is also possible to organize private visits of various embassies, international delegations, foreign scientists and lecturers.

Within the framework of the signed bilateral agreements, the parties support:

Development of physical culture and sports, implementation of joint educational, sports, physical culture and health programs for teachers, students and researchers.

Exchange of experience, validation of research results.

The institute cooperates with:

✓ With the Board of Rectors of the leading physical education and sports institutions of the CIS countries.

✓ «Olympic Sport and Sport for All» sport and educational International and National Confederation of Higher Education in Central Asia and Europe

✓ Is a full member of the World Association of Leading Sports Universities

✓ Lecturers and young participants from the Institute participate in the annual sessions of the International Olympic Academy (IOC). As a result, they carry out their activities in the direction of spreading Olympic ideas in Armenia, they are being published in the IOC periodical.

Now the Institute as a National Olympic Academy has become a member of the European Olympic Academy, within the framework of which it spreads the Olympic ideas through the implemented works.

Referring to the documents aimed at internationalization at the Institute, it should be noted that the agreements signed are mostly valid, but in some cases they do not contain the vision of the implementation of the agreement, the actions, short-term and long-term goals and objectives defined by the agreement are not mentioned.

A number of bilateral and multilateral agreements signed and entered into into force by ASIPCS, do not act properly, which is mainly due to several realities. First of all, some of them have lost their relevance and perspectivity, and a number of experience exchange agreements do not work for the simple reason that there are few lecturers and students with foreign language skills at the Institute.

The other problem is that the Department of ICDP, the staff involved in it, being temporarily involved in various technical and organizational processes, has not been able to fully and effectively manage the

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[3] In some projects TLI garant application package was approved.

ongoing monitoring and follow-up of agreements. In this regard, as a result of changes in the new organizational structure, the functions of the departments have been clarified and separated, the department has been replenished with the person in charge of educational programs, seeking to invest and strengthen the mechanism of study of the best practice and comparative analysis (benchmarking) in the Institute.

In general, since 2019, the number of international cooperation and exchange programs implemented in different directions has significantly increased at the Institute.

Mmorandum of understanting established the cooperation between the Armenian-American Sports Medicine Coalition and the World Federation of Athletic Therapy and Training, Canada, within the framework of which it is planned to carry out experience-study-exchange, develop and implement a joint master's educational program.

The limitations and challenges caused by the global epidemic in the field of education led the Institute to new experiments; alternative solutions have been introduced in various programs of international cooperation.

Department of ICDP together with the other departments of the institute has organized a number of webinars, online master classes, seminars and trainings aimed at the development of professional skills and soft skills. Then, the results and experience gained of the online conferences and collaborative programs were presented to the teaching staff and to larger groups of student through informative video meetings, and the report was summarized in the Scientific Council.

The work done proves that the internationalization processes at the Institute are currently active both in t regional and European and other foreign platforms.

STANDARD 9.4: The TLI ensures internal stakeholders' appropriate level of a foreign language for enhance productivity of internationalization.

ASIPCS recognizes the need to ensure an appropriate level of foreign language proficiency as a precondition for international competitiveness.

Taking into account the geographical network of the collaborating universities, the knowledge of the language of the host students and teachers and the opportunities for attracting foreign students, as well as a number of educational and research features, the Institute prioritizes the knowledge of English of foreign languages.

Knowledge of a foreign language at the Institute is necessary for the development and implementation of interdisciplinary programs jointly with various universities abroad, which was launched in 2019-2020 academic year.

Providing the necessary level of foreign language is a prerequisite for organizing the visits of the invited lecturers, as well as for ensuring the wide involvement of the teaching staff of ASIPCS in exchange programs and other international cooperation programs.

Involvement in international programs, the priority of expanding their scope is defined in the strategic program of ASIPCS, highlighting the provision of an appropriate level of foreign language knowledge of students and teachers in the professional field, continuously improving the mechanisms contributing to it (see Strategy program, section 8, issue 8-1)

There is a system of organizing foreign language courses for students and lecturers of ASIPCS, which is directed to the inclusion of foreign language hours in the curricula for students, and steps for improving the knowledge of foreign languages for lecturers, fixed in ASIPCS ''Academic staff training procedure'' invested in the Institute in 2017(approved by ASIPCS Rector order N 127). According to the procedure, foreign language courses are organized within the framework of a five-year mandatory training program for academic staff (Academic staff training procedure, sub-item 3.2 of item 3).

It should be noted that foreign language courses were organized for the teaching staff, but they were not systematic, they did not have a clear schedule. The effectiveness of the conducted courses in terms of improving the level of foreign language proficiency has not been studied either.

Chart 9.2

The level of ASIPCS staff foreign language proficiency: percentage
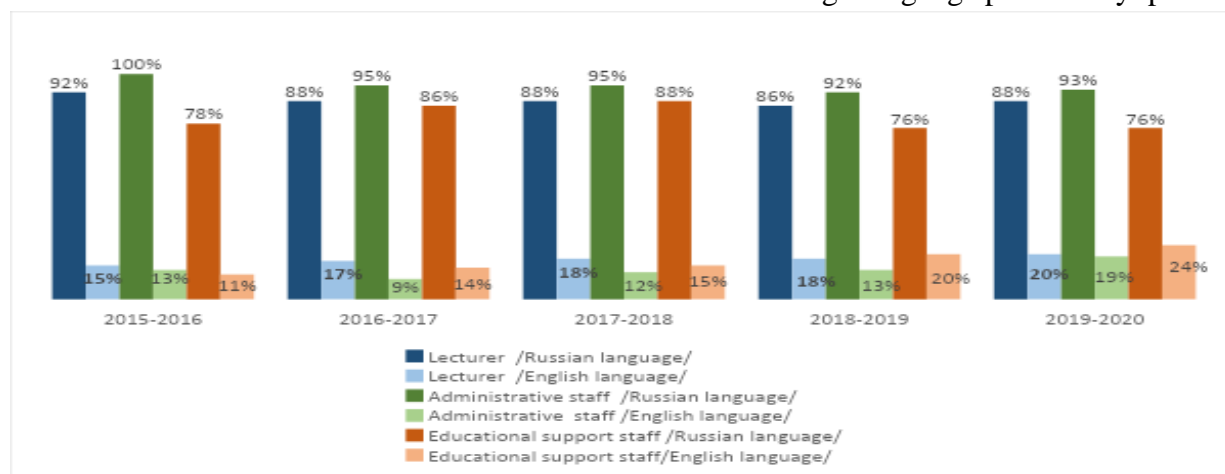
Formal data on students' language proficiency and indicators are not collected, and the data presented in figures show that if the level of Russian language proficiency of the staff is high enough, then the level of English proficiency for communication is quite low. English proficiency declines even more when it is presented from the point of view of professional communication skills.

The issue was also addressed during the monitoring of the Quality Assurance Department of ASIPCS, on the basis of the results of which the Institute's Vice rector for External Relations and Strategy development offered to take appropriate measures to ensure a sufficient level of foreign language proficiency. It should be noted that in various meetings with the Institute administration, the students also highlighted the importance of foreign language teaching quality improvement.

Taking into account the suggestions of internal stakeholders, to improve students' knowledge of a foreign language and to increase the involvement of students in mobility programs, the volume of teaching and learning in the educational programs of 2020-2021 academic year has been increased. Instead of the previous 2 semesters, now foreign language is taught for 8 semesters, starting from the first year. Different levels of foreign language teaching have been defined, with certain final requirements at separate levels that are comparable to scales A, B, C of the European Framework of Reference for Languages. This means that work has been done to bring curricula, outcomes, teaching, learning and assessment methods in line with the requirements of this scale.

Knowledge of a foreign language is a precondition for effective international cooperation, and there is a lot to do in this area. Since 2020, ASIPCS has chosen several options to encourage the improvement of foreign language skills. Foreign language proficiency requirements have been added to the vacancy requirements, a differentiated salary for the academic staff members involved in education programs in foreign language, financial support for staff members being published in international reviewed journals, various informative workshops presenting opportunities to participate in long-term, short-term courses, summer schools and international programs. Informational seminars are organized telling about the students' participation in international programs in the case of foreign language proficiency. The aim of the seminars was to encourage and to increase students' interest in learning a foreign language.

Note that some students at the university are fluent in English, in particular, they are mainly students who are involved in international programs or in any way related to international organizations.

Thus, taking into account the aim of ASIPCS to be fully integrated into the internationalization process, it is planned to first review the policy of conducting foreign language training courses, to continuously encourage foreign language knowledge in educational and management processes, as well as to supplement the library with modern professional literature.

SWOT analyses for criterion 9

Strengths	Weaknesses
1. The activity of the infrastructure responsible for internationalization and external relations, which promotes to the regulated process of implementing the internationalization in the institute. 2. Within the framework of reviewing the educational programs the study and investment of international practice (Benchmark), (new disciplines in curricula, improvement and diversity of teaching and learning methods). 3.The increase of work load of teaching of foreign languages. 4.Encouragement of internationalization of scientific research activity of academic staff, financial support for staff members being published in international reviewed journals 5.Organaization and realization of educational program in foreign languages at the level of preparatory courses. 6.realization of educational program in foreign languages and in general increase of disciplines taught in foreign languages 7.Motivation of ASIPCS internationalization process by developing scientific educational joint programs with foreign partner universities and international organizations, representatives of other countries. 8.Enhancement of Geography and attraction for foreign students and their inflow, creation of provisions for realizing students and academic mobility programs. 9.A significant increase in number of foreign students. Realization of International online courses in the frame of EP «Specialized pedagogy» specialty 10.Organization and leading of international seminars, webinars 11.A regular participation in interuniversity international programs.	1.Some agreements being only declarative, some even invalid . 2.Weak connections with diaspora academic frameworks 3. Imperfection of qualitative indicators and corresponding mechanisms of assessment of external relations effectiveness. 4.Insufficient level of foreign language skills of the teaching staff, as well as the students, lack of human resources providing international cooperation and regularly passing trainings 5. Low levels of academic mobility, poor involvement of students and lecturers in exchange programs. 6. Unregulated procedures promoting to students mobility and lack of continuous analysis of students progress achieved in the result of academic mobility. 7. Lack of staff experience in participating in international donor programs and grants, as well as in preparation of application packages. 8.A small number of educational programs realized in foreign language 9. Lack of initiatives by faculties / chairs to internationalize educational programs, weak links with direct cooperation with international partner organizations. 10. Incomplete awareness of the in-HEI community about international relations and programs
Opportunities	**Threats**
1. Active participation of the higher education system of Armenia in the Bologna process. 2. Existence of numerous international educational grant programs in the Republic of Armenia, use of opportunities to participate in them in order to modernize the educational processes. 3. Development of inter-university cooperation at national and international levels. 4. Expanding the scope of cooperation with international programs partner universities. 5. Realization of mobility programs based on existing	1. State Insufficient support for the internationalization of HEIs, lack of coordination of joint work with universities in the field of internationalization. 2. Delay in the implementation of Memorandums of Understanding 3. Lack of human resources with the necessary experience in the implementation of international cooperation processes, including outflow of staff. 3. Systemic restrictions, which disrupt the ongoing processes of internationalization, the international projects implementation and hinder the recruitment

agreements, implementation of joint educational programs, development of cooperation programs, including research groups. 6. Utilizing the potential of leading specialists within the framework of international cooperation, including representatives of the Diaspora. 7. Expanding the geography of foreign applicants and increasing the inflow of foreign students. 8. Providing educational services (including online) in the international market, including a larger number of Diaspora and students speaking in foreign languages. 9. Availability and transparency of information in foreign language in ASIPCS official website and other informational platforms. 10. Available benchmarking procedure, ongoing reforms realization practice on the results of benchmarking research of Professional educational programs. 11. Creating the preconditions for the implementation of joint international double degree programs 12. Inflow of international students in postgraduate education. 13. Introduction of internationalization policy in different spheres of the institution.	of foreign students.

The measures to be taken for overcoming the weaknesses and threats.

1.Review and improve policies and procedures for international cooperation, implement clear action plans identifying the reasons for the failure of unfulfilled international cooperation programs.

2. Carry out a comparative analysis of external relations and internationalization policy and leading practices.

3.Integrate into the field of educational services in new promising foreign markets, intensify students recruitment.

4.To work to accelerate the introduction of more foreign language educational programs at the Institute, which will ensure the inflow of applicants, increase the international reputation of the Institute, a positive change in the overall environment.

5. Raise the awareness of lecturers and students about the exchange of international experience, mobility and various grant and scholarship programs and encourage their participation.

6 . Develop an information database on international cooperation programs and disseminate the results of these programs.

7.Organize systematic foreign language courses for students, lecturers and administrative staff within the framework of additional classes, professional development programs, as a precondition for experience exchange and mobility opportunities.

8.Review internationalization activities by making efforts and capacities in target areas that can systematically contribute to the internationalization of the institute.

9.Create an environment promoting to the development of experience exchange and internationalization at the institutional level.

10. Organize the formation of external relations and internationalization at both centralized and decentralized levels.

11. Replenish the library with modern professional literature in foreign languages.

X. INTERNAL QUALITY ASSURANCE

CRITERION: The TLI has an internal quality assurance system for promoting establishment of a quality culture and continues improvement of all the processes of TLI.

> The quality assurance (QA) system of Armenian State Institute of Physical Culture and Sport (ASIPCS) is a set of processes such as planning, monitoring, problems identification and improvements implementation in all areas (education, science and public services) of the Institute.
>
> The Quality Assurance Department (QAD) coordinates ASIPCS's QA processes and operates in accordance with the charter of the QAD, which regulates the department work, defines the goals, tasks, structure and functions.
>
> ASIPCS's QA policy's goal is to assist the Institute in fulfilling its mission and strategic goals in accordance with national and international standards. It is implemented according to the institute strategy and aimed to increase the efficiency of QA processes, develop a quality culture and efficient cooperation with internal and external stakeholders.

ASIPCS internal quality assurance system implemented since 2010 in line with the national and European quality assurance standards and criterias. It aimed to build a framework for reforms, to contribute on evaluation and analysis of ASIPCS capacities, to support the overall performance improvement of ASIPCS.

Quality assurance (QA) processes and polices are coordinated by Quality Assurance Department (QAD and are carried out by ASIPCS Strategy, ASIPCS Internal Quality Assurance Policy, QAD regulation, Internal and External Stakeholder Engagement in QA Processes Policy, other procedures and documents of ASIPCS, as well as by using different mechanisms and tools.

Quality assurance processes aimed to ensure a "plan-do-check-approve" cycle. Accordingly, the principles of quality management are the basis of the process regulating documents developed and revised at the Institute.

In order to regulate QA processes at the Institute, the QAD, in cooperation with stakeholders, has created, reviewed, and revised the necessary documentation base. It is aimed at achieving the mission and goals of the Institute, as well as the educational internationalization.

In accordance with the Institutional Accreditation Expert Group's recommendation the ASIPCS reviewed its Internal Quality Assurance Policy (approved by the Academic Council, 30.05.2017), guided by the European QA standards, and the principles of accountability and quality continuous improvement.

All the actors involved in the QA system carry out their functions in accordance with the QA policy introduced at the Institute, and they are guided by formal procedures, which are regularly reviewed and revised.

According to the quality assurance policy and procedures, the main principles of quality assurance in education at ASIPCS are the followings:

✓ Centralized and procedural regulation of the quality assurance system;
✓ Decentralized implementation of internal quality assurance processes;
✓ Extended participation of the academic and administrative staff;
✓ Existence of formal procedures for approval of educational programs;
✓ Involvement of student, graduates and employers;
✓ Link between internal and external quality assessment processes.

The internal Quality Assurance Policy identifies problems to carry out are the following:

✓ Effective implementation of strategic goals and objectives in line with the mission of the Institute;
✓ Adherence to the basic principles of quality assurance;
✓ Development of quality assurance guidelines;
✓ Involvement of stakeholders in ASIPCS quality assurance processes;

✓ Formation and development of the culture continuous QA improvement;

✓ Strengthen the role of the QAD in quality assurance and management issues.

Thus, the goal of ASIPCS Quality Assurance Policy is to expand the teaching and research activities, to increase the quality of services provided to the public, and to improve the effectiveness of management processes by matching them to the needs of internal and external stakeholders.

ASIPCS QA strategy is formulated in "High quality education: Innovations" Objective 1 of ASIPCS Strategic Development Plan (2016-2020).

In order to implement the Issue 1.4: "Increasing the efficiency of the internal quality assurance system", and issue 5.3: "Development of quality management system and increasing its efficiency in accordance with international standards", some of the activities defined in the SDP are included in the QA Strategic Development Plan.

Those activities include the following processes:

✓ Introduction of QA mechanisms and implementation of processes;

✓ Expansion of QA mechanisms and procedures for academic programs;

✓ Developing a credible student assessment system;

✓ Improving the QA processes of the teaching staff;

✓ QA of learning resources and support services;

✓ Ensuring transparency and publicity of QA processes.

In all QA processes, mentioned above, students and external stakeholders also play a big role.

One of the requirements for the organization and management of the internal quality assurance system of higher education institutions is the creation of an internal quality assurance manual and its subsequent application.

ASIPCS has developed and approved the Quality Assurance Guide in 2014 (56-94 p.p), which more clearly defines the mechanisms and processes of internal quality assurance. It describes the concept of "Quality" in the higher education system, explains the principles of QA and quality culture development at ASIPCS, describes the teaching staff assessment approaches, etc. The manual includes an organizational chart of quality assurance that shows the distribution of QA responsibilities as well as the quality assurance system at the Institute. The QA manual aims to raise the awareness of internal stakeholders (students, administrative, faculty, and academic staff) about the quality assurance processes at ASIPCS. The manual is currently being revised, the draft version of which sets out the vision of the university's educational reforms, giving priority to continuous quality improvement based on the European quality assurance standards and the principles of accountability. The revised version clearly presents the inter institutional perception of quality assurance, according to which the activities and processes carried out by the ASIPCS's departments are efficient if they meet the strategic goals (the goals must be substantiated and responsive to higher education issues).

In 2018, the QAD conducted an evaluation of the effectiveness of the Internal Quality Assurance Policy, based on the recommendation mentioned in the Accreditation Expert Report.

According to that analysis, IQA policy mechanisms such as: the quality assurance of teaching, learning and research activities; employment of graduates; study of professional background; monitoring of academic staff performance; feedback with stakeholders; labor market research were not implemented through a "plan-implement-evaluate-improve" cycle. Some processes/activities were either not carried out or were carried out irregularly.

In order to solve the identified problems, significant work has been done at the ASIPCS to create a QA system in line with the requirements of ESG. At present, ASIPCS already has (or will operate from 2021) a number of QA mechanisms and procedures aimed at continuous improvement of study program, teaching staff, and learning resources. Since the previous accreditation of ASIPCS (05.05.2016) significant progress has been registered in terms of the expansion of bodies involved in QA processes,

as well as the implementation of new QA mechanisms. Thus, in accordance with the goals and objectives set out in the QA policy, the organizational structure of the QA system has been revised, in particular, the QAD independence has been increased. The new QA processes and procedures have been introduced, in particular the ''Procedure for Development and Approval of Study Programs'' has been introduced since 2017, and from 2019 ''the Procedure for Monitoring and Regular Review of Study Programs'' has been introduced. Those procedures assess the validity of the newly created study program (public and labor market demand, resources, etc.) and the quality of the program and its compliance with the national qualifications and field requirements. The purpose of the monitoring and periodic review of study program is to assess the quality of education provided by SP and compliance with the outcomes, as well as to ensure the effectiveness of the mechanisms for continuous improvement of the AP.

Under these criteria, the bachelor and master study programs were reviewed and revised (2019-2020 academic year), which contributed to a significant increase in the program development quality.

In 2019, the ''Procedure for External Evaluation of Study Programs was implemented'', which was followed by external independent expert evaluations of the SPs. Monitoring groups were set up for each of the external evaluation projects, involving at least two external experts (mainly employers), also including graduates, which provided an opportunity to receive feedback on the effectiveness of the study programs.

The results of the monitoring were reviewed at the Faculty Board meetings, and then, based on the monitoring reports and the reports of the Deans, the QAD generalized the complete external evaluation monitoring report, which was submitted to the ASIPCS Scientific Council.

It should be noted that workshops, forums and individual/group counseling of lecturers have been significantly expanded and diversified.

For the development of a quality assurance system the QAD constantly provides advice, organizes meetings and discussions with subdivisions, and also organizes trainings, seminars, international workshops based on the focus groups and analysis.

Since 2019, ASIPCS regularly has conducted the internal stakeholder feedback surveys, and based on the results the internal quality improvement measures have been implemented.

In order to improve the Internal Quality Assurance Policy the structural and substantive changes were carried out in the 2019-2020 academic year, and a number of surveys and focus group discussions were organized, the information on which was provided to the internal stakeholders. The recommendations based on the findings enable the relevant departments and responsible bodies to develop their own programs for regular review, monitoring and development of the processes.

The methodology of organizing, conducting, collecting and processing surveys is clearly described in the relevant procedures, which are posted on the official website of the ASIPCS.

The effectiveness of these tools still needs to be assessed.

In 2020, the student survey regulations and questionnaires (survey forms) on the teaching quality and effectiveness were amended, and were used in surveys.Accordin g to the regulations, the results of the survey should be taken into account in the lecturers' training, re-election or promotion processes.

Graduates' Satisfaction Surveys at ASIPCS shows their satisfaction with the content of curricula, teaching methods, learning resources, supportive services, and general educational environment (since 2018).

Detailed information on student surveys on the teaching quality and effectiveness is provided in sections of Criteria 5 (Standard 5.2 and 5.7). Information on Alumni Satisfaction Surveys from education received at ASIPCS is provided in the section Criteria 3 (Standard 3.5). The teaching quality assurance processes and programs are introduced in the sections of Criteria 5 (Standard 5.4; 5.5; and 5.6).

In the framework of the assessment of the needs of the teaching staff, the effectiveness of the changes aimed at improving the education quality was assessed from the point of view of the lecturers (the surveys have been conducted regularly since 2019). A number of lecturers (42%) were satisfied with the increase in salaries, which was a result of the new pay system (144 ASIPCS's employees participated in the survey, which is about 63.5% of the total number of employees).

As part of the events summing up the academic year, the best teaching experience is evaluated and awarded, with the aim of motivating educators and strengthening the role of the teaching staff in the process of continuous improvement of educational quality (since 2020).

Those procedures have been put into action this year, so it is too early to assess their results.

The processes implemented to improve the quality of education are continuous. The QAD is going to conduct an internal audit of the departments, which will provide a basis for internal and external quality assessments, and provide the faculty with coherent guidelines on mechanisms for improving the quality of education. The Audit Procedure will define the main areas of QA: study programs and courses, professional qualities of the teaching staff, teaching and learning, student assessment system, teaching resources, research activities, and for each area of QA there are appropriate actors and responsible. Moreover, the involvement of students and external stakeholders in each QA process is clearly stated. It should be noted that this policy enshrines the basic principles of ESG.

The priorities for quality assurance system development are: the increase of the qualifications and capacities of the teaching and administrative staff; the elimination of the shortcomings observed in the management system; and the continuous improvement of the quality assurance.

Thus, the main way to develop the internal quality assurance system is not only by developing and implementing of quality assurance procedures, but also by supporting the various subdivisions of ASIPCS in the development, implementation, evaluation and improvement of procedures, and followed by the dissemination and strengthening of quality culture.

STANDARD 10.2: The TLI allocates sufficient time, material, human and financial resources to manage internal quality assurance processes.

The Quality Assurance Department (QAD) is responsible for the implementation of quality assurance processes in ASIPCS. The department has been established in 2010, and works under the authority of the Institute's rector. The department has 4 main job positions: head of the department, one senior specialist, one specialist, from 2020 the department has been replenished with the position of sociologist, which differentiates the responsibilities and job duties for conducting surveys with internal and external stakeholders. In January 2020, QAD's staff list had been revised and salaries was increased. QAD Regulation defined the department's staff tasks and responsibilities.

The QAD has a separate office with the necessary office equipment, which has been acquired within the framework of "Education Quality and Compliance" grant program. As a result the department were supplemented with new resources, and comfortable working conditions were providedfor organizing and holding different group activities, meetings and discussions with internal and external stakeholders. Other material resources, necessary for management of the department and work, are provided by Procurement Coordination Department (according to the procedure defined by the charter), taking into account the annual requirement of the department.

QAD is an independent structural subdivision, which operates within competencies defined by the charter (approved by the Academic Council).

Taking into account the recomemndation mentioned in the Institutional Accreditation Expert Report, in 2016 the charter of the department has been revised, the functions of the Quality Assurance department employees have been clarified. Considering the gap between paper responsibilities and the real work of the department, the functions of the department head and 2 specialists (specialist and senior specialist) were reviewed once again.

In 2020 the regulation of the department has been significantly revised and approved which clarifies the tasks, goals and functions of the department, responsibilities of the employees, as well as adopted management mechanisms of the quality assurance process in micro-macro levels.

It is planned to define the job descriptions of the QAD employees by the "job passport".

Thus, the involvement of human resources in ASIPCS QA processes is regulated by the following documents:

✓ ASIPCS QAD's Regulation, staff list, job passports, relevant employment contracts.

✓ ASIPCS's internal quality assurance of education policy.

✓ ASIPCS's teaching staff training procedure.

✓ Procedure of the external evaluation of the ASIPCS's study programs.

✓ The list of the quality assurance agents from the faculty and chairs.

The distribution of financial resources for the QA processes is regulated by the following documents:

✓ ASIPCS's annual budget plan and report.

✓ Implementation schedule of the ASIPCS's strategic plan, with distribution of required financial resources.

✓ Norms of teaching hours calculation of the ASIPCS's teaching staff.

Clarifying the functions of the department and work scope, sufficient work has been done in the department the last 5 years. This is evidenced by the QAD documents, QA processes regulating procedures, international workshops and trainings which are included in the Department's annual reports, as well as in the annual activity reports of the Institute. The head of the QAD submits the annual report of the department (basis on annual plan) to the Scientific Council which has an important role in QA processes. SC approves the QA strategy, policy, discusses current reports, annual reports and proposed improvements. The AC hears QAD Head reports per semester about the students/lectures survey results and the graduates' satisfaction annual survey results. If necessary, SC makes decisions in order to improve these processes.

QAD emphasizes the vital role of involving members from the teaching staff, students, and employers in the process of development and approval of study programs, as well as its quality monitoring. Internal and external stakeholders are involved in quality assurance and control processes in ASIPCS.

In order to develop the regulatory and methodological basis of ASIPCS's QA processes, the "ASIPCS Scientific Council adjunct standing Commission of Quality Assurance" was established in 2010. The main functions of the Commission were management and control of the QA processes, improvement of education system and its compliance with the state accreditation standards, problem-solving mechanism of the quality assurance derived from the Institute's development strategic program. However, it should be noted that the activities of the commission were not coordinated and regulated. The Commission member list was renewed in 2017, which did not actively and efficiently involved in the internal QA processes of the TLI.

In 2019 the centralized and decentralized mechanisms of QA processes have been defined as a result of the changes in the ASIPCS's structure and the new QAD Regulation. The mechanisms of direct cooperation and interconnection between QAD and the chairs' quality assurance officers ensure the involvement of faculties, chairs, and administrative staff in internal QA system processes. In order to solve the problems mentioned in the Institutional Problem-solving Plan-Schedule and effectively manage QA processes, the Institute had organized trainings and seminars. Representatives of the teaching staff, administrative staff and chairs' QA officers attended the trainings and seminars.

A three-day international workshop was held in Aghveran (2016-2017 academic year), dedicated to the modern approaches and requirements of the effective study programs, teaching quality improvement, teaching staff continuous evaluation procedures.

In 2017-2018 academic year, the QAD organized a training on "Modernization and Improvement of Professional Education in the Field of Physical Culture and Sports". QAD organized meetings with the external stakeholders and experts (University-Employer Workshop, 2018). In 2019 was organized the International Workshop on the topic of "Problems and Challenges of the Internal Quality Assurance System".

Recent years ASIPCS has actively participated in discussions, seminars, consultations and QA monitoring organized by ANQA (national center for professional education). In 2020 ANQA organized trainings on "Study Programs Quality Assurance Mechanisms" with the participation of ASIPCS teaching and administrative staff.

The ANQA analyzed the results of the participants' survey, as well as participants shared the acquired knowledge within the Institute. Theabove-mentioned trainings contributed to raising awareness about quality assurance processes.

According to the QAD Strategic plan (2017-2018 academic year) it was planned to examine the top universities and based on the best experience to implement mechanisms for evaluating resources provided to QA processes. However, only a few Armenian universities were explored that had institutional accreditation. It was conducted a brief analysis of the Universities' resource management in terms of existent number of students, lecturers, and budget, and results in comparison with the resources provided by ASIPCS. Other Armenian Universities did not provide funding for the QAD as a separate entity, which was done in ASIPCS: QAD had separate budget in 2017-2018.

The necessary resources are provided by the Institute for the implementation of the functions of the quality assurance department. The financial resources provided for the management of the internal QA processes are the followings: monthly salaries of the QAD employees, bonuses/supplements, replenishment of material resources (equipment) of the QAD, plus the resources to hire experts in QA processes if needed. Besides, the QAD is involved in several grants related to QA processes (such as internal QA, evaluation of the study programs' QA mechanisms, evaluation of academic integrity).

Chart 10.1
QAD resource breakdown
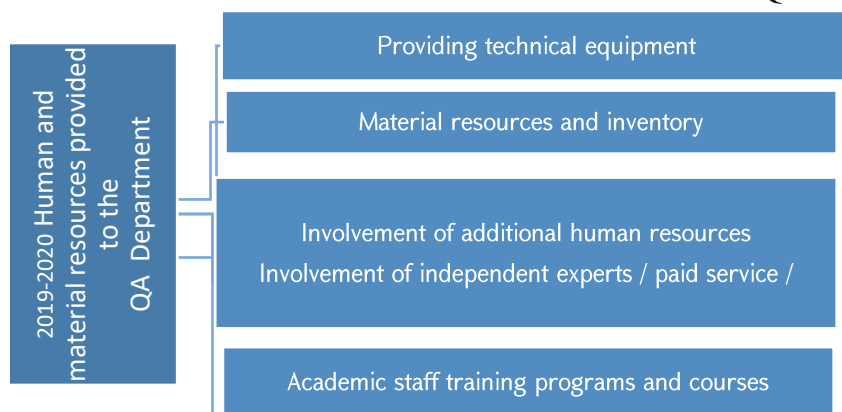
According to the External Evaluation Procedure of Study Programs (approved In March 12, 2020 by ASIPCS Academic Council) QAD and ASIPCS's authorities formed an expert group of 19 members to complete several tasks (training, curriculum updating, evaluation, consulting services, monitoring of the improvement plan), and provided financial and material resources.

Expert groups consist of the Institute's internal stakeholders: Teaching staff, administrative staff with experience in QA processes, and students. Quality Assurance Department coordinates the work of the expert groups.

In 2019, as a result of the reviewing feedback mechanisms the surveys with internal stakeholders were organized and were conducted online, which reduces the human, time and financial resources.

The human, financial and material resources provided for the implementation of QA processes (2016-2020) gave an opportunity to carry out the following activities:

✓ QA process regulation documents have been developed, which are available on the website.

✓ The bachelor's and master's study programs were developed, approved, and passed an external evaluation. Based on the expert evaluation report results and suggestions, the study programs of ASIPCS were reviewed and revised.

✓ International benchmarking of 2 study programs have been carried out: Sports Bachelor Program and Journalism Master Program.

✓ The "Health Improving Physical Culture: Kinesiology" Bachelor Degree Program Profile has been translated.

The internal QA audit procedure is under development: In order to provide sufficient grounds/bases for accreditation and external quality assessment. The resource planning and distribution in TLI is done based on the needs, ensuring the continuous improvement and stakeholder satisfaction.

STANDARD10.3: The internal and external stakeholders are involved in quality assurance processes.

ASIPCS values the involvement of internal and external stakeholders in the quality assurance processes of the Institute, with the aim of promoting the contributions of different stakeholders in the development of quality culture, contributing he effective cooperation of stakeholders in management processes and transparent decision-making. Also, ASIPCS aim to create an atmosphere where all stakeholders are responsible for the quality of the results.

In 2017 "The policy of involvement of internal and external stakeholders in internal quality assurance processes" has been developed and approved. It defines main principles, approaches and mechanisms by which the Institute is guided in the process of involving stakeholders and identifying their needs.

In the process of internal quality assurance, students and professors are involved in the development, implementation, evaluation and review of professional educational programs (study programs), also, they participate in surveys, take a part in quality assurance expert groups. The participation of students and professors in the process of institutional self-analysis is mandatory.

The involvement of external stakeholders are carried out by the surveys, meetings, participating in the AP monitoring groups. Moreover, the employers participate in the final attestation commissions, also in workshops and training.

In 2020, the effectiveness of the mechanisms for the involvement of internal and external stakeholders in the QA processes was monitored, according to which the Institute has not yet determined the appropriate levels of stakeholder participation in all stages of the internal quality assurance.

QA processes are regulated in a centralized way, but are carried out in a decentralized way (in faculties, chairs, administrative departments). Those divisions, mentioned before, involve lecturers, students, graduates, employers in QA processes.

Thus, in order to implement the QA processes, working groups are set up. Especially to solve the problems envisaged by the plan-schedule for elimination of institutional shortcomings/weaknesses several working groups were formed by the order of the Rector, where internal and external stakeholders are also included in institutional capacity committees.

The involvement of students and other internal and external stakeholders in ASIPCS QA processes is enshrined in a number of official documents, such as "ASIPCS study Programs Ongoing Monitoring and Review Procedure" (2019), "ASIPCS Study Programs External Evaluation Procedure" (2020), "Teaching Quality Effectiveness Students' Survey and Results Implementation Regulation" (2020) "Internal Stakeholders Needs Identification, Surveys, snd Results Implementation Regulation" (2020), and etc.

It should be noted that the ASIPCS has ensured the participation of internal and external stakeholders in the quality assurance processes since 2016. Initially, it was done with limited opportunities and poor regulation. The complete regulation and implementation of the processes has been carried out since 2019-2020.

Stakeholders real needs have been identified with the extended and valid tools, seeking to make visible the results of actions addressing those needs and problems; in particular:

✓ Evaluation of course and study program. The research is carried out during the review of the study programs with the participation of internal and external stakeholders. In order to carry out the evaluation, was examined the content of the current courses, the existence of effective teaching methods, the reliability and impartiality of the assessment methods, the level of student workload, the relevance of the time and topics to the outcomes, etc. The above-mentioned studies and evaluations are carried out around each subject and study program with the involvement of chair's quality managers/representatives and student (quality supporters).

✓ Student evaluation of the lecturer. Evaluations among all students, are carried out at the end of each semester. Students evaluate the lecturers (taught in the given semester), in particular, the quality of teaching.

✓ Regular surveys conducted since 2019, which also assess the general level of satisfaction of students with the resources provided by the ASIPCS, information system, and educational environment.

✓ Work and career surveys among graduates. At the end of each academic year, is conducted survey among newly graduates, with cooperation of the Practice and Career Department of ASIPCS. Currently, a complete database of alumni is being developed, also, survey questionnaires with graduates are being revised, which will allow to regularly study the employment rates and status of graduates, etc.

✓ Identification and evaluation of the needs of the academic staff. Since 2019, the Quality Assurance Department has been conducting surveys with the teaching staff. Acording to the results of the survey, it was found the need for trainings to develop new and interactive teaching methods us urgent, which has been taken into account in the further training program.

Next, "The External Trainings of Study Program's Quality Assurance Mechanisms" (2021, ANQA) was carried out, which involved representatives of the academic staff from all chairs. In order to improve the qualification of the academic staff, to evaluate the effectiveness of the training programs, to identify the needs and requirements of different stakeholders, as well as to provide feedback, the QAD has developed one-time evaluation questionnaire. Accordingly, after each event or seminar, an evaluation is carried out, the results are summarized by the QAD and discussed with the trainers and participants of the training.

✓ External independent expert evaluation of quality assurance of the academic program.

✓ Survey with the ASIPCS's freshmen on the motivation and reasons for choosing a profession, and studying in ASIPCS.

✓ Online Student Surveys on Distance Learning Efficiency and Quality Assurance issues in ASIPCS.

✓ Focus group, qualitative and quantitative surveys with internal stakeholders on quality assurance issues in education.

✓ Involvement of external stakeholders in QA processes is enshrined in the Strategic Plan of ASIPCS. (Goal 5, Issue 5.3)

✓ Surveys among employers (Institute-employer workshop, 2018)

✓ Survey among graduate/alumni satisfaction from ASIPCS's education (2018, 2019).

✓ Bachelor and master alumni career support surveys (2019).

✓ In order to evaluate the effectiveness of external stakeholders involvement in QA processes, the QAD collected and analyzed the Final Attestation Commissions' reports and related improvements (2020).

✓ Cooperation with Practice and Career Department, and External Stakeholders.

It should be noted that the QA assessments carried out with the participation of external stakeholders reveal positive and negative facts, and the evaluation analysis are submitted to the Academic Council for discussion. The Academic Council has instructed the relevant subdivisions to comprehensively discuss this or that process of quality assurance, to solve the identified problems, to present ways of improvement according to the relevant indicators. The identified and grounded recommendations during the current academic year are taken into account during planning the next academic year.

STANDARD 10.4: The internal quality assurance system is periodically reviewed.

The internal Quality Assurance (IQA) system has been developed since 2010. After it has been regularly reviewed and improved, due to the efficiency of a specific QA mechanism or process, and external/internal environmental changes.

One of the strategic tasks of the Quality Assurance Department (QAD) is the development and regular review of the IQA policy and procedures, and advisory support at all levels.

The Quality Assurance Policy had been launched in June, 2014, the principles of which were reviewed and revised in 2017.

The revised regulation of the QAD was approved at the Academic Council meeting in 24th of December of 2020, in which the goals and objectives of the department were reviewed, the responsibilities and functions of the employees were expanded and separated (specified), the structure and management of the department were clarified.

The ongoing QA processes in ASIPCS has been accomplished through a "plan-do-check-approve" Deming cycle.

The Continuous Development is the main context for the review of the IQA system in all approved documents related to the quality of education. Based on the regulatory documents developed by the QAD, procedures and guidelines are implemented to ensure the principles are reflected in them.

In 2016-2017 and 2019-2020 academic years the charters, regulations and working functions of almost all subdivisions have been revised based on the changes in the organizational and legal structure of the ASIPCS (2016 and 2019), also taking into account the Institutional Accreditation Expert Group's recommendation on separating the functions of the departments.

As a result of the external evaluation conducted by ANQA in 2016 the ASIPCS has been granted institutional accreditation for 4 years. The improvement action plan was developed based on the self-analysis, which set out the steps for improvement and outcome evaluation / performance / indicators. According to that plan-schedule, the mission of the Institute was reviewed. In 2017, the amended version of ASIPCS strategic development plan 2016-2020 was approved.

Two years after institutional accreditation, ANQA conducted ASIPCS internal quality assurance system's monitoring (23.11.2018) aimed at providing an interim evaluation and analysis of the current problem-solving mechanisms. The TLI presented its two-year (2016-2018) activity report for study. During the monitoring, according to the agenda, meetings were held with the leadership, teaching and administrative staff and students. The results of the monitoring showed that the issues mentioned in the expert report were mainly perceived and implemented by the institution, also, it was indicated that the steps taken by the Institute to eliminate the shortcomings were assessed as non-risky. Additionally, the monitoring analysis has identified the need of analyzing the effectiveness of measures andertaken for improvement: first and foremost AP learning outcomes were considered.

The QAD regularly raises issues related to the internal QA system at regular meetings with administrative and educational departments, and makes fundamental decisions on the establishment of

a quality culture. The tendency of continuous review of the internal quality system may be evidenced by the QA documents and procedures submitted to the SC during the reporting period.

Since 2019 the QAD has changed and revised survey procedures (approved 2016-2017 academic year) and survey forms (questions' content).

The content changes of the survey forms (ASIPCS teaching effectiveness and quality survey, students' satisfaction from practice survey) were aimed at introducing qualitative indicators of assessment and making the questions more comprehensible for the students.

In order to increase the involvement of internal stakeholders in the quality assurance processes, since 2020, the institute have been carried out surveys to identify and assess the needs of internal stakeholders, also examined the transparency and effectiveness of the mechanisms ensuring stakeholders awareness.

The QAD has continuously improved the QA functions through various trainings and business trips. However, benchmarking of the quality assurance system has not yet been which would serve as a basis for regular quality assurance review.

In the 2019-2020 academic year, the TLI has actively reviewed, evaluated and revised study programs. Accordingly, in the 2020-2021 academic year, 3 bachelor degree programs and 2 master degree programs have been revised and approved. The review of the AC was based on feedbacks, accreditation committee recommendations, external evaluation, and international benchmarking for 2 cademic programs. The benchmarking was conducted by the QAD under the Partnership Agreements with University of Leuven, and Thomas More University College.

A comparative analysis of the international experience is carried out through the ASIPCS lecturers and administrative staff business trips, which results and collaboration projects are introduced during meetings with internal stakeholders and Academic Council session.

The ASIPCS QAD regularly participates in meetings, seminars hosted by ANQA, as well as, follows ENQA publications and the results of annual quality forums.

ASIPCS strives to achieve quality assurance through PDCA cycle, however it should be noted that some of the processes for overcoming certain problems, identified during the previous accreditation, are still at the planning and implementation phase.

STANDARD 10.5: The internal quality assurance system provides valid and sufficient background for the success of the external quality assurance processes.

ASIPCS 2016-2020 strategic plan (SP) and implementation schedule are the main guidelines for the internal quality assurance processes at the TLI's macro levels.

From 2017 the self-analysis of the educational subdivisions in ASIPCS have been carried out in accordance with the goals and tasks defined by the SP of the departments.

The implementation/functioning of internal formal mechanisms of QA and reliable data systems for realization of the internal evaluation of ASIPCS and in-university quality improvement are still weak. As only in 2018 the departments accomplished self-analysis and performance evaluation of the SP's actions. In this context, the lack of comprehensive evaluation mechanisms of the SP's mission and goals negatively effect on the transparency, problem identification, as well as further efficient planning of ASIPCS. Th TLI sets the task of "Increasing the efficiency of the internal quality assurance system structure and processes" in its SP, to which the following was provided:

✓ Develop criteria for the educational subdivisions' self-assessment, based on the contemporary accreditation criteria.

✓ Establish and apply information/data collection mechanisms that will form the basis for internal and external quality assessments.

Within the framework of the QAD monitoring in 2020, the effectiveness of internal and external stakeholder awareness mechanisms in QA processes were evaluated, also, the challenges of external stakeholder involvement in QA processes were identified.

On this regard The "Strategic Plan Development, Monitoring, Evaluation and Review" procedure was approved by the Academic council on August 31, 2020. It definest he tools for self-analysis and key performance indicators. At the end of the SP (2021), achievements and obstacles will be analyzed and evaluated, which will lead to outlinig new SP goals and tasks.

The TLI has a bottom-up accountability system which includes the subdivisions' annual reports presented to the SC, the Rector's annual reports presented to the Council of Trustees. It ensures the transparency of the quality system of ASIPCS and creates favorable preconditions for the implementation of external QA processes. It is aslo important that all official documents related to QA processes are shared with ASIPCS's subdivisions, as well as posted on the official website of the Institute.

From the point of view of external quality assurance, the Institute emphasizes transparency and accountability. Accordingly, all activities are covered; the information is published on various external and internal media platforms which ensures internal-external stakeholders awareness of the QA and other processes.

The first attempt to gather information (data collection) at the institutional level for external evaluation was conducted during the self-analysis for the accreditation process. Recently the QAD has developed the internal quality audit draft which seeks to create the data base as a sufficient basis for internal and external evaluations.

The process of self-assessment for institutional accreditation launched in September 2020, in accordance with the "RA Professional Education Accreditation Criteria" approved by the Government of the Republic of Armenia in June 2011. In order to carry out the self-assessment process "a self-assessment process coordinating" committee of 10 members was formed: representatives of both the teaching/academic and administrative staff. The Committee members were selected in according to the criteria of institutional accreditation, and regular meetings-discussions were organized.

Secondly, the QAD and the expert group, in cooperation with the structural subdivisions of the TLI, coordinated the existing analyzes and developed an initial comprehensive version for each criterion of the self-assessment.

In the third stage, the report were brought in line with the self-assessment requirements set by the RA Professional Education Expertise Manual. The self-assessment draft report has been provided to the internal stakeholders of ASIPCS and after receiving the suggestions and comments, the report was reviewed and provided to the external evaluation body (ANQA) and to the public.

STANDARD 10.6: The internal quality assurance system ensures the transparency of the processes unfolding in the TLI through providing information on the quality of the processes to the internal and external stakeholders.

ASIPCS Strategic Plan (2016-2020) tasks and actions introduced at the "Social responsibility" strategic goal, aim to ensures fostering public relations and engaging Institute in social initiatives and programs.

The ASIPCS actively communicate and collaborate with various public groups, covering the significant events in educational, sports and public activities of the TLI.

In the context of the Public Relations Concept (introduced in the TLIsince 2019), a unified system of public relations has been developed through institutional mechanisms. From the 2019-2020 academic year Institute-media cooperation had been strengthen, due to which the media interest increased towards ASIPCS. The Institute adopts the policy of constantly informing its internal and external stakeholders.

In 2019-2020, in the framework of more than thirty media publications, TV programs, interviews with different media outlets, ASIPCS introduced the amendments on Study Programs, discussed about the Institute's new strategic goals and vision in competitive education system. These aimed to create a stable, cooperative and continuous communication with the society.

Currently, ASIPCS is well represented on Facebook, one of the most popular social networks. The ASIPCS's Facebook page carries out Q&A and gather feedback for students, applicants, alumni and other stakeholders, which are analyzed by the public relation officer.

As a matter of ASIPCS transparency, it is important to have appropriate mechanisms of ensuring internal stakeholders awareness, which are highlited in the revised regulation of the QAD. The internal QA system ensures the transparency of the TLI's by regularly presenting information to internal and external stakeholders, which is done through cooperation of different structures/divisions.

ASIPCS always organize meetings with the academic staff, educational staff and administrative staff according to pre-planning. Students' awareness is ensured by educational advisors, faculty deans, chairs, lecturers, Student Council.

By providing objective information to its internal and external stakeholders ASIPCS seeks to strengthen the relationship with stakeholders, improve the quality of educational, scientific and other services, and get high ratings from potential stakeholders.

The Institute uses several mechanisms to ensure stakeholder awareness and accountability:

✓ Annual reports of the faculties and other structural subdivisions to the leadership.

✓ Annual reports of the Institute summarize the main results of educational, scientific and administrative subdivisions' activities in the academic year, and it is submitted to the Scientific Council, Council of Trustees, and posted on the ASIPCS official website.

✓ The QAD conducts surveys and focus group discussions with internal and external stakeholders, which presents to the SC for discussion.

✓ The Public Relations Officer of ASIPCS conductes research on the external and internal image of the TLI in order to raise public awareness.

✓ Since 2009 academic year the Institute implemented "Credit System" digital program, which provides information on the students' progress, as well as information on other educational processes.

✓ Learning guidlines, reference videos, study program profile, which are available online for students and other internal and external stakeholders.

✓ Regular internal audits/monitoring in the departments are carried out for evaluating the educational and research activities of the faculties, and its results discussed in the faculty council and then in the SC.

✓ In order to evaluate the effectiveness of the ASIPCS study programs, the external monitoring and independent expert evaluations carried out since 2019. Based on the external monitoring results was prepared reports which includes the plan of the improvement of the study programs are presented. These documents are discussed and approved by the faculties and SC.

✓ All documents regulating the Institute's processes: regulations and procedures, SC protocols, rector's protocols and decisions are available off-line and online for ASIPCS's staff.

✓ The new official page of ASIPCS (http://sportedu.am), which gives students, applicants and other external stakeholders the opportunity to get information of the educational and research services provided by the Institute. The new website also provides feedback (questions and answers).

✓ Events, interviews, as well as announcements and news related to student life have been covered on the Institute's Facebook page since 2016.

✓ Feedback to external stakeholders via info@asipc.am and Mulberry administrative information system.

✓ Financial and economic reports submitted to various state bodies, prescribed by law, are also a means of accountability and transparency of the Institute.

✓ ASIPCS Institutional Self-Assessment Report

One of the tasks of the ASIPCS's Strategic Plan is "Increasing the efficiency of the Institute's management system through the creation of a unified informational-analytical management system." However, the Institute hasn't had a unified, centralized information system yet (database). It should be noted that in 2016, the Flow electronic program has been introduced by the International and Scientific Information Center of the Institute, which provides the e-mailing between the subdivisions. Later, in 2020, the Information Technology Department introduced the "G Suite for Education" system, with the aim of automating and modernizing the internal information exchange flows. It is important to note, that it is planned to use the Mulberry system for internal communication, which will allow more efficient information exchange and reporting processes.

In order to ensure the transparency of QA processes and stakeholder awareness, the Quality Assurance Department will be presented on ASIPCS updated website with its own web portal, where will be introduced the qualitative-quantitative analysis, reports, the results and achievements of meetings with internal and external stakeholders, and other related documents related to quality assurance processes.

As a professional educational institution ASIPCS prioritizes the transparency, regularly implements more effective and measurable mechanisms for information dissemination, monitoring and evaluation, which will enable to evaluate changes and reforms with reliable and credible tools.

SWOT analyses for criterion 10

Strengths	Weaknesses
1.The existence of the Quality assurance department (QAD), with its human and technical resources, and the high motivation of QAD staff.	1.The internal quality culture has not been fully established yet, which is due to the low motivation of faculty and a large number of students.
2.Administrative independence of the internal quality assurance infrastructure.	2.Insufficient sample size in student surveys, lake of the involvement of students.
3.Clearly formulated QA strategy.	3.Incomplete involvement of external stakeholders in the management processes of the institution.
4.Criteria for development, approval, monitoring, periodic review, and an independent external quality assurance procedure of AC, on the basis of which the APs are being improved.	4.The fact that the implemented changes are not always substantiated by the results of the analysis of the TLI processes.
5.Implementation of international benchmarking for the Internal Quality Assurance processes of ACs. Based on the benchmarking results providing support and guidance to those in charge of study programs.	5.Disproportionate development of different chairs and ASIPCS, due to poor management of experience exchange processes.
6.Analysis of ACs QA and risk management.	6.Poor use of the mechanism for QA process reliability and validation.
7.Introduction and implementation of surveys and focus group in-depth analysis mechanism for assessing Online learning efficiency and QA.	7.Uncoordinated benchmarking of various areas of the internal quality assurance system.
8.Implemented accountability system, network information systems, learning organization and informative video guidelines to ensure ASIPCS's transparency	8.Incomplete application of the quality management PDCA cycle in IQA processes.
9.Introduction and application of quality assurance tools: Identified needs, targeted training, Evaluation of the outcome.	
10.Implementation of the academic staff's capacity building and trainings, based on those results development of	

Opportunities	Threats
1. Increasing the role of QA system in the management processes of the TLI. 2. Ability to improve quality assurance regulations and procedures. 3. Application of stable feedback mechanisms and regular surveys with the internal and external stakeholders. 4. Support for quality assurance policy and benchmarking opportunities from partners in Leuven, Belgium and Indian Academy of Sports Management. 5.Expanding the opportunities for international cooperation, which can contribute to the implementation of more effective benchmarking of study programs, the improvement of lecturers' trainings, the increase of the efficiency of other QA processes. 6. Expansion of open educational resources in favor of modernization of teaching and learning processes: dissemination of distance and combined learning experience. 7.Implementation of Internal Quality Assurance monitorings, development and implementation of Internal Quality Assurance audit procedure, which will link TLI self-assessment to the ANQA state accreditation criteria/ standards. 8. Strengthening the culture of cooperation between the Institute and the ANQA.9. Ongoing support for the development of a quality culture and the improvement of the Internal Quality Assurance system. 10. Opportunity to participate in international grants related to the quality of education.	1. Poor cooperation with external stakeholders in QA processes, which may hinder the development of a quality culture. 2.The labor market has not been developed yet in some professional fields, hence the specific requirements (competencies) for future special-ists are not clear.

The measures to be taken for overcoming the weaknesses and threats.

1. Improve quality assurance analysis and assessment toolkit, develop staff analytical skills.
2. Develop the process of ongoing monitoring of study programs by involving a larger number of students and lecturers.
3. Establish Academic Program Student Commissions to follow up on student survey results and en-sure feedback on program quality.
4. Improve the cooperation between the QAD and those responsible for study programs through regular trainings and contribute to raising the general level of awareness about QA processes.
5. Create information and analytical data / database as a result of internal audit.
6. Increase the involvement of internal and external stakeholders in QA processes and evaluate its effectiveness.
7. Regularly assess the impact of the Internal Quality Assurance system on the TLI's improvement.
8. Enhance external stakeholders/ employers involvement in QA processes through interpersonal communication with them, moving from passive involvement to partner involvement, encouraging them to take a more responsible approach in improving the quality of study programs.

9. Carry out comparative analysis (benchmarking) of the Internal Quality Assurance system and explore the experience of the top universities.

10. Develop mechanisms for evaluating information publications.

11. Establish a unified system for evaluating the effectiveness of internal processes, which will complement all QA mechanisms and procedures, making them targeted and valid.

12. Revise the methodological manual of the Internal Quality Assurance system with appropriate procedures.

13. Put internal and external quality assurance challenges at the center of resource allocation policy.

14. Clarify data collection, analysis and dissemination processes.

15. Introduce best practice identification and dissemination mechanisms.