



Unlocking the power of  
collaboration: how international  
partnerships shape higher  
education in Armenia

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# Armenia:

## general information on higher education

23 public universities  
and 14 branches

4 intergovernmental  
universities

25 private  
universities

2 branches of  
international and  
non-state  
universities

5 branches of  
international public  
universities

79500 students  
studying in the  
higher education  
institutions

# Armenian National Qualifications Framework

ANQF aligned with EQF

Bachelor

- At least three years programme
- 4 years in practice

Master

- At least one year programme
- 2 years in practice

Third cycle program

- 3 years doctoral program



## Potential of higher education system in Armenia

- Innovative and curious young generation with good achievements in the local and international market
- Fundamental knowledge delivery by the HEIs, which serve a basis for future profession
- The set pillars of quality culture in higher education system

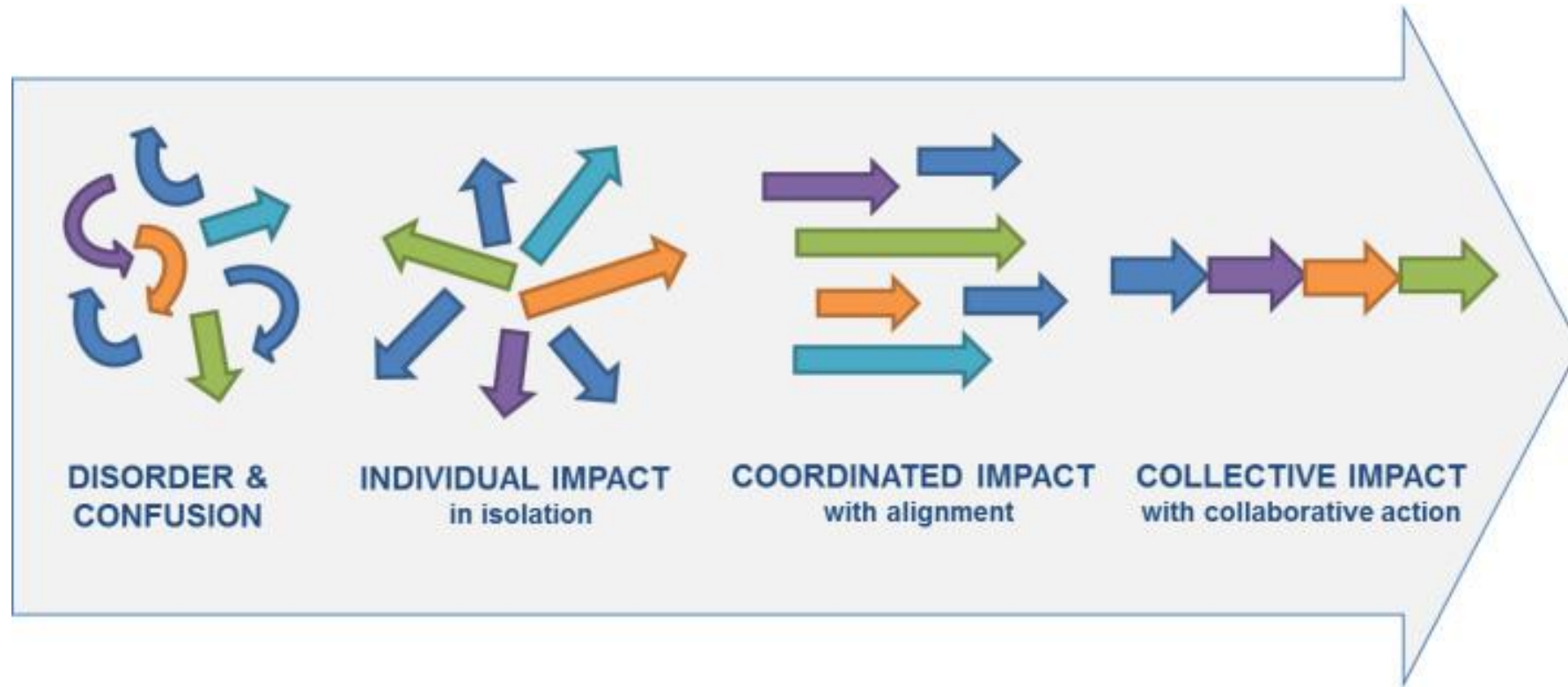


# Strengthening of the higher education system in Armenia through international partnership

- Established external and internal quality assurance system
  - Developed regulatory framework of quality assurance
  - Enhancement-led external and internal quality assurance system
  - Internationally recognized system (ENQA, EQAR, INQAAHE)
  - Bilingual accreditation process
  - Publicly available accreditation reports (local and international domains (DEQAR))



# Implementation success is guaranteed with alignment of efforts

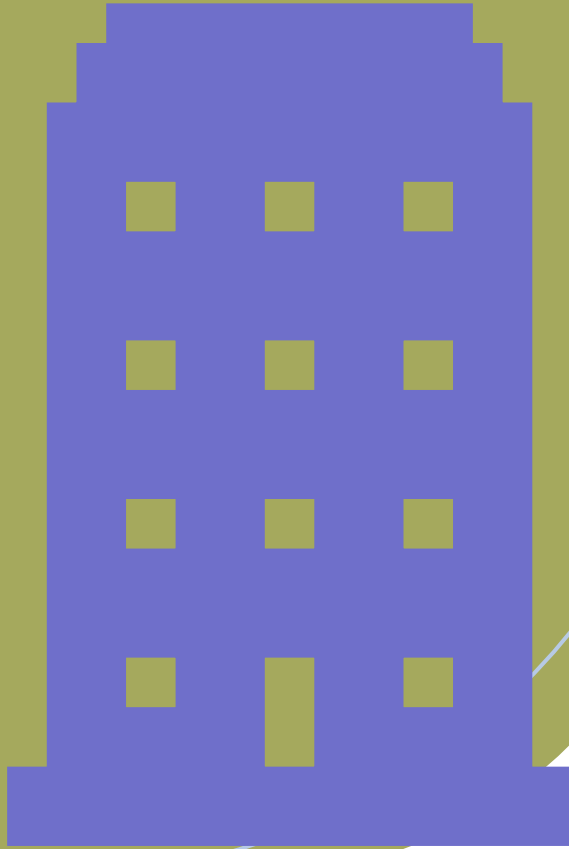


# Cooperation with NVAO. ARQATA project

- Building of the IQA capacity of HEIs.
- ANQA capacity of external evaluation.
- Networking with EU QA community.
- Preparing ANQA for the recognition by ENQA.

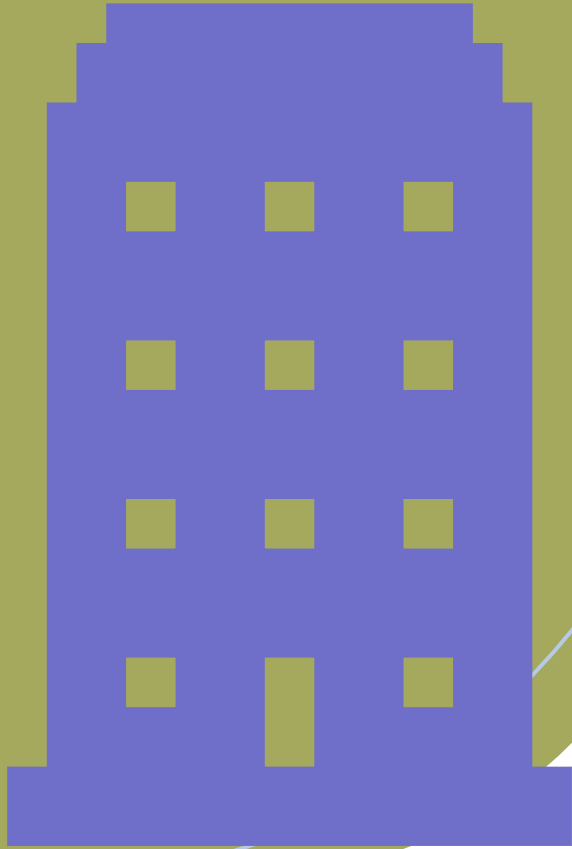


# Development of the projects drawing on the system wide analysis and accreditation results



- **Successful examples of TEMPUS/ERASMUS projects:**
- Internal QA and External QA establishment – **DIUS, PICQA**
- A move from fragmented to systemic approach to HEI management- **GOVERN**
- QA of transnational providers - **TNE\_QA**
- Development of PhD qualifications - **VERITAS**





Development of the projects drawing on the system wide analysis and accreditation results

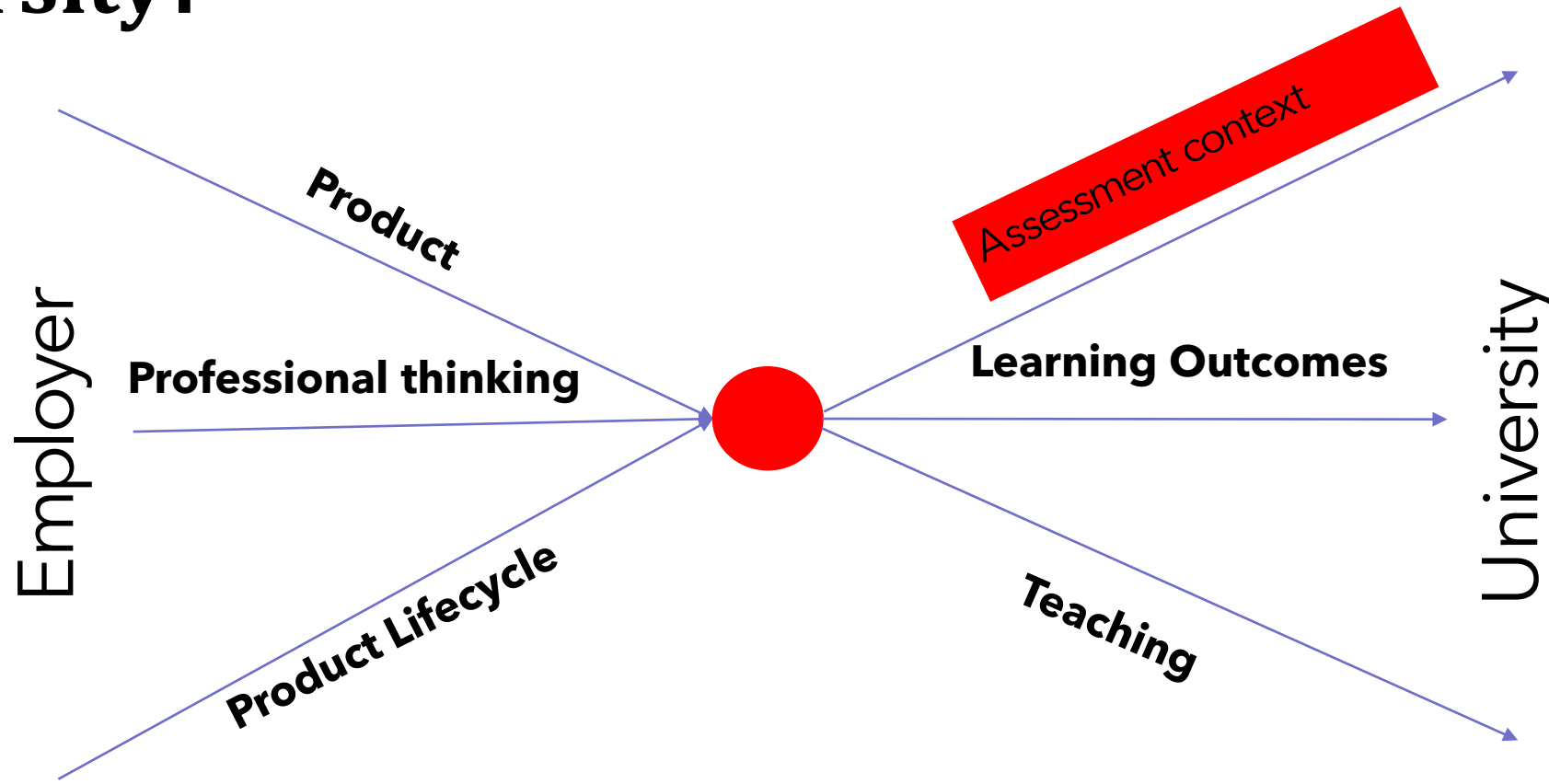
- Establishment of links between HEIs – Labor Market – **ARARAT**
- Alignment and checking the alignment of Academic Programs with NQF – **ALIGN**
- Establishment of Centers for English mediated instruction- **SMARTI**



# ARARAT

- . “University-employer” mediated model
- . A model for the development of sectoral qualifications framework, was applied in the field of economics by the initiative of ANQA
- . “University-employer” mediated model was applied in the translation business
- . The outcomes were presented in EQAF-2017
- . As a good practice the model was presented in ENQA GA in Astana, 2018

# How to transfer employer's context to the university?



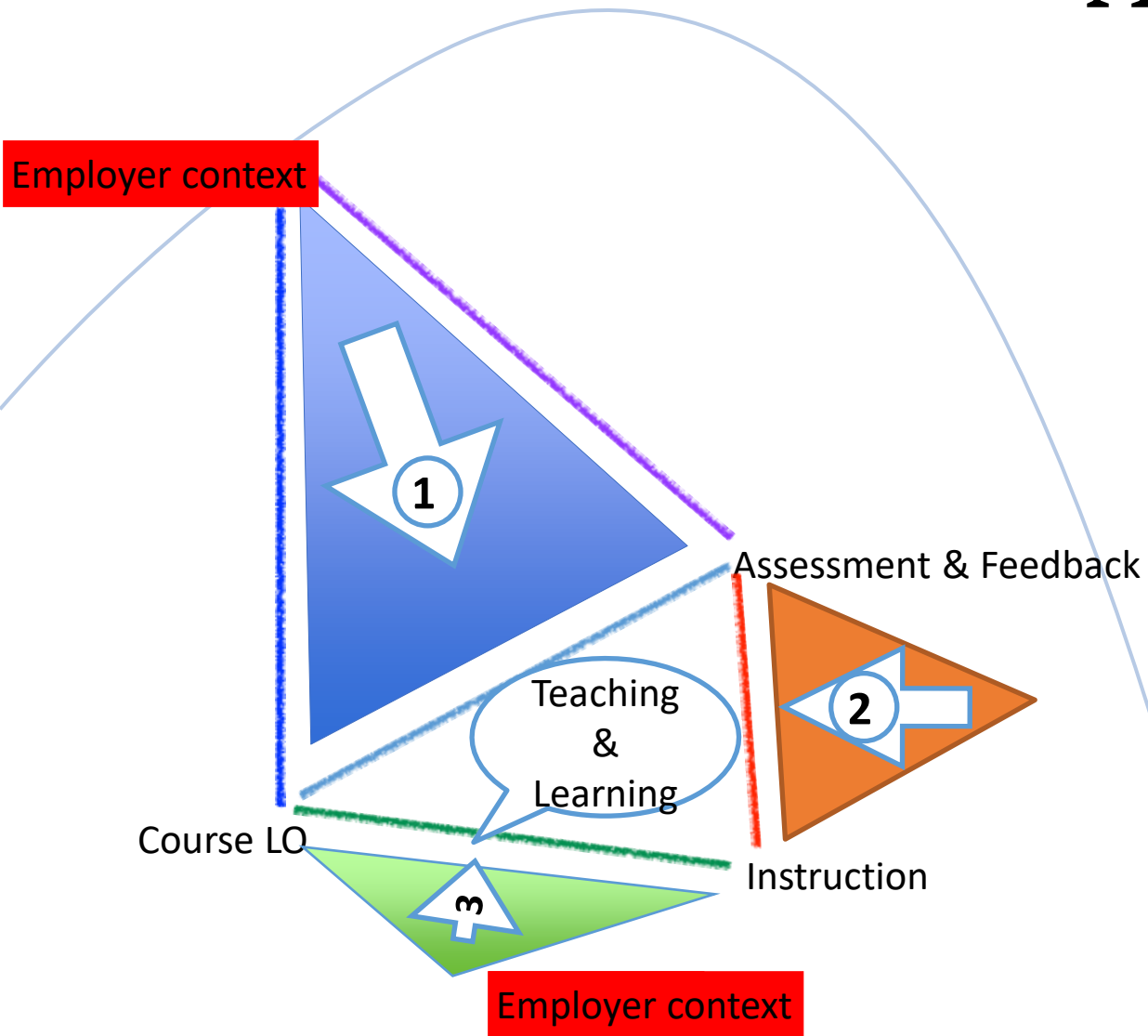
## Why assessment?

- Can directly address practice
- Is understandable for the university
- Results could be evaluated

## Why teaching and learning?

- To shape the environment of education

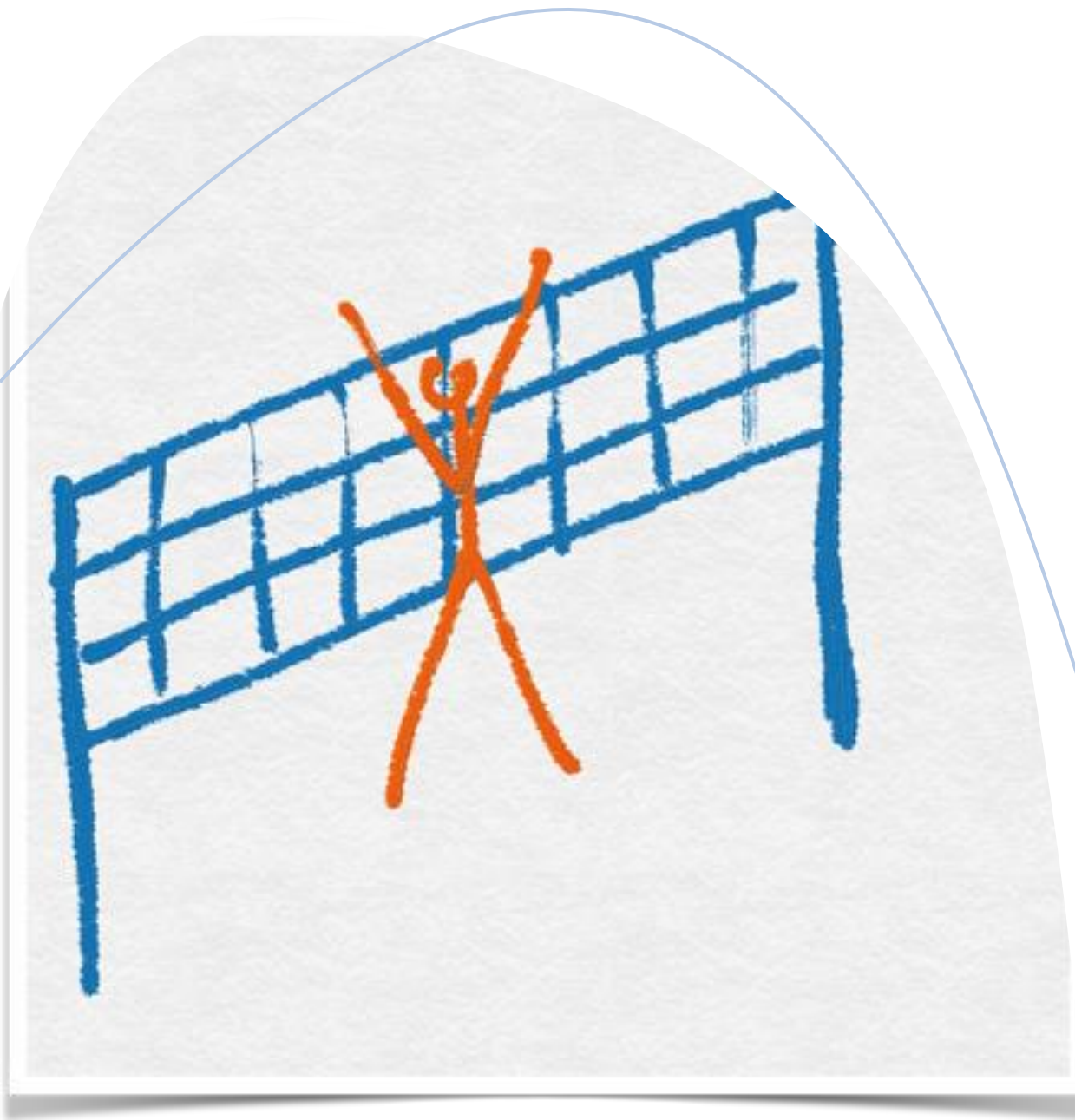
# ALIGN



- . 3D model of vertical and horizontal alignment of academic programmes to NQF
- . Framework for the student's progress
- . The results were presented during INQAAHE conference in Bahrain 2017

# VERITAS

- . Quality assurance framework of third level education
- . The framework was redeveloped and piloted within the framework of ERASMUS C3QA project
- . The results were reported in ENQA GA 2018





THANK YOU  
QUESTIONS AND  
DISCUSSION

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