

DECISION OF THE ACADEMIC COUNCIL OF YEREVAN STATE UNIVERSITY

N 9/8

Yerevan

23 March 2023

REGULATION FOR MONITORING AND PERIODIC REVIEW OF STUDY PROGRAMMES AT THE “YEREVAN STATE UNIVERSITY” FOUNDATION

Guided by the 4th sub-point of the 49th point of the “Yerevan State University” Foundation (hereinafter YSU) Charter and 4th sub-point of 4th point of the YSU Academic Council Work Order, the Academic Council of Yerevan State University decides:

1. To approve "Regulation for Monitoring and Periodic Review of YSU Study Programmes", according to the appendix.
2. This decision comes into force from the moment of publication.

Chairman of the YSU Academic Council

H. V. Hovhannisyan

Approved at
YSU Academic Council
Session No. 8, March 23, 2023

Chairman of the Academic Council _____ H.V. Hovhannisyan

**REGULATION FOR MONITORING AND PERIODIC REVIEW OF
STUDY PROGRAMMES AT THE “YEREVAN STATE UNIVERSITY”
FOUNDATION**

YEREVAN – 2023

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USED ABBREVIATIONS

AC – Academic Council

AC QASC – Quality Assurance Standing Committee of Academic Council

YSU – Yerevan State University

SP – Study Programme

LO – Learning Outcome

MG – Monitoring Group

MR – Monitoring Report

QAC – Quality Assurance Centre

ES – Educational Subdivision

ES QAC – ES Quality Assurance Committee

FGR – Focus-Group Research

1. GENERAL PROVISIONS

1. Regulation for monitoring and periodic review of YSU study programmes (hereinafter referred as “regulation”) addresses the procedures of current monitoring and periodic review of bachelor’s and master’s degree study programmes.
2. Procedures of monitoring and periodic review of YSU study programmes are among the main mechanisms of quality control, assurance and continuous enhancement at the stage of study programmes implementation.
3. Regulation defines the goals and objectives of current monitoring and periodic review of YSU study programmes, the major requirements ascribed to them, applied procedures, main performers and relevant schedules.
4. Regulation also presents the report template of study programmes current monitoring, including the main sections of the report and the list of its outcome performance indicators.
5. Current monitoring of study programmes is carried out by YSU educational subdivisions (faculty, center, institute), with a five-year period for bachelor's programmes and a three-year period for master's programmes.
6. Periodic review of study programmes is a university collaborative process, with its frequency determined by the regulation based on the educational level (bachelor/master), nature (academic/applied) and professional field of the programme.
7. Report template of current monitoring of YSU study programmes is presented in Annex 1, the procedure scheme – in Annex 2 and the timeline – in Annex 3.

2. MONITORING OF STUDY PROGRAMMES

2.1. Goals and Objectives of Monitoring

8. Monitoring study programmes is an internal quality assurance procedure at the university aimed to evaluate the quality of programmes implementation, as well as its accordance with the established goals and learning outcomes of the programme. Monitoring process results in the formation and implementation of the measurement plan aimed at enhancing the quality of the programme.

9. Objectives of monitoring are as follows:

- evaluate the achievement level of the goals and expected learning outcomes of the program and its constituent courses,
- evaluate the effectiveness of teaching, learning and student assessment process, the relevance of teaching methods and technologies to learning outcomes, as well as modern academic requirements, and reveal the resource needs of the programme,
- reveal and address the strengths, weaknesses, disadvantages, omissions and challenges in program implementation and suggest necessary measures to improve the program and its constituent courses
- analyze the main quantitative and qualitative characteristics of the programme, including result indicators such as admission, personnel, dismissals, progress, level of learning outcomes attainment, student satisfaction, employment of graduates, etc., and evaluate trends in quality reduction, if present,
- evaluate the performance of the previous plan aimed at improving the quality of the program,
- develop a new plan of measures and actions to improve the programme quality and ensure its implementation.

10. Monitoring study programmes is carried out at educational subdivisions (faculty, centre, institute) for all bachelor and master's degree study programmes that include graduates.

2.2. Monitoring Procedure

11. Monitoring study programmes is carried out by the relevant educational subdivision, with the frequency determined based on the level of the study programme. The process commences with the rector's order and is carried out according to the established timeline.¹

12. Head of the educational subdivision (faculty dean, center or institute director) establishes a monitoring group (MG) for each study programme to carry out the monitoring process.

13. Monitoring group consists of six members – head of the group, 2 lecturers, 2 students and 1 employer. The head of the group is the head of the given study programme, who nominates two professors who are instrumental in implementing the programme. The group must also include two high-achieving students in their final year of the program and one representative from the main employer company (ideally, the representative from the company should not be directly involved in the implementation process of the programme). They are nominated by the head of educational subdivision.

14. Monitoring group is guided by this regulation for current monitoring of study programmes and the established timeline.

15. The procedure starts by collecting and analyzing the established set of programme implementation result indicators after the previous monitoring, as well as the performance evaluation of the previous monitoring improvement plan.

16. Monitoring group makes the monitoring report based on the monitoring results in accordance with the established report template (see Annex 1).

17. MR involves the performance evaluation of the previous monitoring improvement plan, according to the established indicators, as well as the measures draft plan aimed at improving the quality of the programme for the following cycle.

18. Head of MG submits the MR and attached documents to the ES (faculty, institute, centre) Academic Council Quality Assurance Committee for consideration, which submits them to the head of the educational subdivision with the appropriate conclusion.

¹ The scheme of YSU study programmes monitoring procedure is presented in Annex 2, and the corresponding conditional timeline – in Annex 3.

19. Based on the results of separate monitoring reports, the head of the academic subdivision compiles a summary monitoring report of all the study programmes of their educational subdivision and submits it to the ES Academic Council for consideration.

20. ES Academic Council discusses the summary monitoring report and makes an appropriate decision, which includes:

- performance evaluation of the quality improvement plan based on the previous monitoring,
- new programme improvement plans for the following two years, which should be carried out in educational subdivisions and chairs
- main issues addressed to the YSU administration,
- general assessment of study programmes monitoring implementation.

21. Head of the educational subdivision submits the study programmes monitoring report, summary report and decision made by the Faculty Academic Council (directorate session) to the YSU Quality Assurance Centre (QAC) for consideration.

22. QAC checks the compliance of the monitoring reports and attached documents with the established requirements. In case of non-compliances, they return it to the educational subdivision for review.

23. Based on the reports analysis, QAC makes a comprehensive report on the monitoring of YSU study programmes, which is the basis for overseeing the implementation of study programme improvement plans by QAC.

24 Special procedure of monitoring is implemented for the following groups of study programmes of risky nature:

- a. newly introduced programmes (the ones in the first phase of implementation),
- b. programmes which received negative feedback as a result of previous monitoring, periodic review or external quality evaluation/accreditation,
- c. programmes that bring out repeatedly low assessments from student and graduate satisfactory surveys, as well as focus-group researches,
- d. programmes with repeatedly low indexes of admission, resource availability and/or learning progress.

25. Monitoring study programmes of risky nature is also carried out according to this procedure, however with shorter intervals (every three and two years, respectively for Bachelor's and Master's programmes). In the QAC report, a recommendation regarding the continuation, revision or termination of these programmes is presented by a separate point.

26. YSU Academic Council discusses the comprehensive monitoring report of the study programmes of risky nature.

27. Based on the QAC conclusions and discussion results, Academic Council makes one of the following decisions for study programmes of risky nature:

- a. based on the monitoring results, consider the programme satisfactory and continue it, at the same time implementing the quality improvement plan developed on the basis of the monitoring data,
- b. based on the monitoring results, consider the study programme conditionally satisfactory, and instruct the educational subdivision to take the necessary measures to correct the deficiencies or revise the programme within the given period of time,
- c. based on the monitoring results, consider the programme unsatisfactory and commence the termination process.

3. REVIEW OF STUDY PROGRAMMES

3.1. Goal and Objectives of Review

28. Goal of study programme periodic review is to evaluate its topicality (the compliance of the programme goals with the labor market present-day demands), substantiality for continuation (the presence of social need – demand by labor market and students), and factual quality of programme implementation based on the results of the several phases of programme implementation, and to make a decision on the programme continuous expediency or significant changes.

29. Main objectives of review are as follows:

- reevaluate study programme topicality and its demand in labour market, taking into account the existing practice of knowledge application in the corresponding professional field, technological advancement, development of teaching and learning methods, etc.

- study the opinions of students and graduates, involved in the study programme, about programme quality, as well as the main employers' satisfaction from the programme graduates,
- take into account the changes of external programme requirements (for instance, national, sectorial or European qualifications framework, international subject benchmarks, requirements of professional, legislative and relevant bodies regulating the field, etc.), combining the programme current goal and learning outcomes with them,
- evaluate comprehensively the programme implementation quality and resource availability (teaching staff, materialistic resources, etc.),
- evaluate the impact of the changes made in the programme structure and implementation process during the course of time on the programme quality,
- take into account the conclusions of the bodies accrediting or making external evaluations,
- carry out a programme critical analysis observing its strong and weak points during the process of implementation, initiate programme changes proceeding from the analysis,
- substantiate the expediency for the programme continuation, revision, or termination.

3.2. Review Procedure

30. Programme complete evaluation and periodic review are decentralized procedures, which involve foreign experts as well.
31. Study programme review periodicity is decided in regard to the defined duration of the programme implementation phase, accreditation validity period, advancement of the programme professional field, etc.
32. Study program is required to be reviewed each time changes in the content exceed 20% of the courses total workload.
33. Review procedure is carried out by the relevant educational subdivision.
34. Periodic review procedure of YSU study programmes fully corresponds to study programme development, internal expert-review and final approval procedures described in

“Regulation for Approval of YSU Study Programmes”² (except for the programme development validation stage).

² “Regulations for Approval of YSU Study Programmes”, YSU Publishing House, Yerevan 2014.

Annexes

ANNEX 1. TEMPLATE FOR PROGRAMMES MONITORING REPORT

Programme monitoring group draws up a report which is later confirmed in the faculty council (centre/institute directorate session), and then is presented to QAC.

YEREVAN STATE UNIVERSITY

Report Template for Study Programme Monitoring Report

Faculty/Centre/institute.....

Programme Title and Code of Specialty.....

Awarded Qualification.....

Awarded Qualification (Bachelor, Master).....

Study Mode (Full-time, Part-time).....

Programme Primary Approval Date.....

Programme Previous Monitoring Date.....

Programme Previous Review Date.....

1. Quantitative Characteristics of Study Programme

Academic year	2020/2021	2021/2022	2022/2023
Admission and Student Staff			
Number of applicants			
Competitive index of admission and passing grade			
Number of students admitted to YSU and average grade of admission			
Indexes of Students' Academic Progress			
Balance (%) of <i>“excellent”</i> , <i>“good”</i> , <i>“satisfactory”</i> marks among the total positive grades			
Balance (%) of <i>“unsatisfactory”</i> marks among the total grades			
Grade Point Average (GPA) of students involved in the programme			
Number/Balance of students expelled from YSU			
Data Concerning Programme Graduates			
Number of graduates			
Balance (%) of <i>“excellent”</i> , <i>“good”</i> , <i>“satisfactory”</i> marks among the total positive grades, according to final certification			
Balance (%) of <i>“unsatisfactory”</i> marks among the total grades			
Proportion of students continuing education at the next academic level			

(include the results of the previous academic year)			
Balance of graduates working in their specialty or related field (% include the results of the previous academic year)			

2. Results of Student Survey³

The results of student surveys on constituent courses of the study program over the last four semesters (including the quality of course delivery, teaching, learning, evaluation methods, and their effectiveness, courses content, and usefulness) are presented. Additionally, issues regularly raised by students regarding the quality of individual courses over the previous four semesters, along with proposed measures to address these issues, are also included. Special attention is given to courses with grades consistently below 3.75 over the last 4 semesters, for which an improvement plan is presented.

Generalized assessment of all courses in the program over the semester, according to separate questions				
Assessment question	2020/2021	2021/2022	2021/2022	2022/2023
	2 nd semester	1 st semester	2 nd semester	1 st semester
1. Course material was presented in a clear and understandable manner.				
2. Courses were provided with necessary academic and methodological (including electronic) materials.				
3. Students' participation and engagement in the courses were supported.				
4. Students' analytical and critical thinking was promoted.				

³ Starting from the 2023-2024 academic year, student surveys will be conducted based on the questionnaires provided in Annexes 4 and 5, with the option to make alterations if necessary.

5. Students' knowledge was assessed objectively.				
6. Additional consultations (including online) were provided to discuss course-related issues.				
7. Time allocated to courses was utilized effectively.				
8. Courses usefulness for students.				

Issues raised/repeated by students over the last 4 years (2019-2020/2022-2023)	What is suggested to solve the issue?
Issue 1	
Issue 2	
Issue 3	
Issue 4	
Issue 5	
Issue 6	
Issue 7	
Issue 8	

Courses consistently graded below 3.75 over the last 2 years	
Course	What is suggested to improve the course quality?
Course 1	
Course 2	
Course 3	
Course 4	
Course 5	
Course 6	
Course 7	
Course 8	

3. Results of Graduates Satisfaction Survey

Summary results of the study programme graduates satisfaction surveys over the previous two years are being presented, referring the study programme compliance with the current requirements of the professional labor market, programme content, teaching and learning methodology, knowledge assessment, study process organization, and available learning resources. The issues raised by students related to the programme quality, which have been consistently raised over the past two years, along with proposed solutions are also being presented.

Students' generalized assessment, according to separate questions		
Assessment question	2020/2021 Academic year	2021/2022 Academic year
1. To what extent does the study programme contribute to the acquisition of professional skills?		
2. How do you assess the study programme in terms of providing theoretical knowledge?		
3. How do you assess the study programme in terms of providing practical knowledge?		
4. How useful are the courses offered in the programme in general?		
5. How do you assess the usefulness of internships?		
6. How objectively was your knowledge evaluated?		
7. How do you assess the objectivity of the final certification (graduation paper, Master's thesis defence)?		
8. How satisfied are you with the work of graduation paper, Master's thesis supervisor?		

Issues raised/repeated by graduates over the last 2 years (2020-2021/2021-2023)	What is suggested to solve the issue?
Issue 1	
Issue 2	

Issue 3	
Issue 4	
Issue 5	
Issue 6	
Issue 7	
Issue 1	

4. Feedback of Other Programme Beneficiaries

In order to get the feedback of the main beneficiaries of the project, QAC special professional group conducts a focus-group research (FGR) with the participation of the final year students enrolled in the programmes subject to monitoring. The FGR moderator conducts a survey using a pre-prepared questionnaire to gauge students' satisfaction with the study programme. This includes assessing individual aspects such as opinions on and considerations of the programme content and implementation process, achieved learning outcomes, teaching staff, teaching and learning methods, knowledge assessment processes, individual researches and internships, as well as the availability of program resources.

The moderator draws up the programme FGR protocol based on the FGR data and submits it to the expert appointed by the QAC. The latter analyzes the protocol and draws up an analytical report on the FGR results, which must include the following sections:

1. Motives and satisfaction of choosing the specialty (study programme) at the graduation stage,
2. Main strengths and weaknesses of study programme,
3. Degree of achievement of the most important learning outcomes (the achievement sheet is attached),
4. Individual and graduation work,
5. Internship,
6. Teaching, learning and assessment,
7. Teaching staff,
8. Academic environment and resources,

9. Recommendations (changes).

Study programme monitoring group examines the FGR analytical report and uses the available information to draw up the monitoring report, programme SWOT and improvement plan.

5. Collaboration networks/partnership and internship

Forms and results of cooperation with other educational subdivisions serving the programme (faculties, centres, institutes) and external stakeholders (main employer organizations, professional/sectorial associations, state structures and institutions) are being evaluated.

Special attention is paid to the efficiency evaluation of the professional internship and the cooperation with the enterprises and organizations where the internships take place. The monitoring group provides the list of the main places where internships are held and evaluates the internship effectiveness, according to their own observations and student satisfaction (graduate satisfaction surveys, focus-group research results, etc.).

Number	Place of Internship	Grade				
		Difficult to evaluate	Excellent	Good	Satisfactory	Unsatisfactory
1.	Company/organization 1					
2.	Company/organization 2					
3.	Company/organization 3					
4.	Company/organization 4					
5.	Company/organization 5					
6.	Company/organization 6					
7.	Company/organization 7					
8.	Company/organization 8					

6. Changes to study programme

The changes made to the study programme after the previous monitoring are being presented, and the results of their implementation are being evaluated.

Changes made to the programme	Goal	Outcome
Change 1		
Change 2		
Change 3		
Change 4		
Change 5		
Change 6		
Change 7		
Change 8		

7. Performance of the measures plan aimed at improving the programme quality based on the programme previous monitoring, review or/and external evaluation

Response measures, aimed at implementing the conclusions (requirements, recommendations, guarantees) from the last monitoring, review, and/or external evaluation (accreditation) processes of the study program, with the aim of improving the program, and their performance, are being presented. All measures/actions envisaged by the previous improvement plan are being evaluated. Cases when these measures were not implemented are being revealed, and their reasons are being clarified.

Number	Measure (action)	Performance*	Person in charge	Acquaintance/clarification
1.				
2.				
3.				

4.				
5.				
6.				
7.				
8.				

* "Fully done", "Partially done", "Not done".

8. Programme Strengths and Weaknesses, Best Practices for Dissemination

The main tendencies on the programme admission and student staff, academic progress, teaching efficiency (according to the student and FGR survey results), achievement of expected learning outcomes, student satisfaction with the programme (according to the graduates and FGR survey results), employment of programme graduates and other important issues are being analyzed. Deviations from the goals and outcomes defined during the programme development are being interpreted, programme topicality and demand by the labor market and students are being evaluated.

Based on this analysis, conclusions are being drawn up regarding the programme relevance and viability, students' quantity, teaching and learning quality, and material, technological, methodological, human (lecture and teaching aids) resources necessary for ensuring the latter. These conclusions serve the basis for planning further actions aimed at programme improvement.

Table of the programme strengths, weaknesses, opportunities, and threats (SWOT) is drawn up.

SWOT Table of Study Programme

SWOT factor	Factual evidence	Recommendations on the development and dissemination of best practices, use of opportunities	Recommendations on correcting weaknesses and eliminating or mitigating risks

Strengths 1. 2. 3. 4. 5.			
Weaknesses 1 2 3 4 5			
Opportunities 1. 2. 3. 4. 5.			
Threats 1. 2. 3. 4. 5.			

9. Programme Quality Enhancement (Promotion) Action Plan

According to the programme performance and data received from SWOT analysis, the measure (action) plan aimed at improving/promoting the programme quality at the level of educational subdivision (chair, faculty, centre, institution) and university central administration is drawn up for the next two academic years.

Improvement field/subject	Planned measure/action	Person in charge	Implementation period
1.			
2.			
3.			
4.			
5.			

Faculty Dean (Director of centre, institution).....

General Conclusion on the Programme Monitoring

1. _____
2. _____
3. _____
4. _____
5. _____

The monitoring results were discussed and approved during the session (*Decision No...., dated ...*) of the Quality Assurance Committee of the Academic Council at the Faculty of.....

Chairman of the Quality Assurance Committee.....

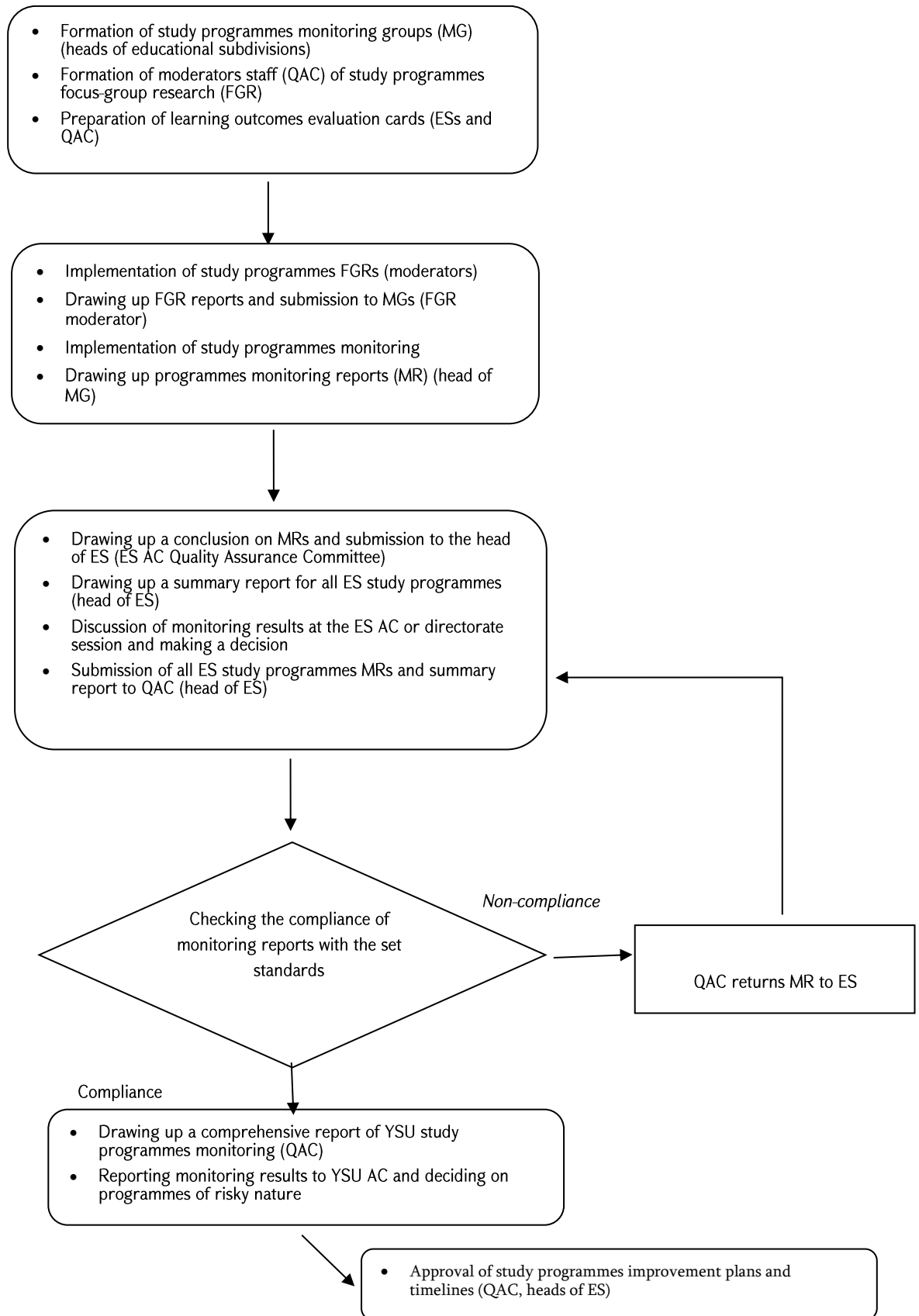
The monitoring results were discussed and approved by the Academic Council of the Faculty of (during the centre, institution directorate session)
(Decision No..., dated.....)

Faculty Dean (Director of centre, insitution).....

The monitoring report was checked by YSU QAC.

QAC Director.....

ANNEX 2. STUDY PROGRAMMES MONITORING PROCEDURE



ANNEX 3. TIMELINE FOR YSU STUDY PROGRAMMES MONITORING⁴

20 December		<ul style="list-style-type: none">• Preparation of evaluation cards of SPs learning outcomes
20 January		<ul style="list-style-type: none">• Formation of SPs focus-group research (FGR) moderators' staff
30 January		<ul style="list-style-type: none">• Formation of SPs monitoring groups (MG)
<hr/>		
31 May		<ul style="list-style-type: none">• Implementation of SPs FGRs
31 July		<ul style="list-style-type: none">• Drawing up FGR reports and submission to MGs
30 September		<ul style="list-style-type: none">• Implementation of SPs monitoring
31 October		<ul style="list-style-type: none">• Drawing up SPs monitoring reports (MR)
<hr/>		
15 November		<ul style="list-style-type: none">• Drawing up a conclusion on MRs and submission to the head of ES
15 December		<ul style="list-style-type: none">• Drawing up a monitoring summary report for all ES programmes
30 December		<ul style="list-style-type: none">• Discussion of monitoring results at the ES AC or directorate session and making a decision
15 January		<ul style="list-style-type: none">• Submission of all ES study programmes MRs and summary report to QAC
<hr/>		
15 February		<ul style="list-style-type: none">• Checking the compliance of MRs with the set standards
31 March		<ul style="list-style-type: none">• Drawing up a comprehensive report of YSU study programmes monitoring
15 April		<ul style="list-style-type: none">• Reporting monitoring results to YSU AC and deciding on programmes of risky nature
<hr/>		
30 April		<ul style="list-style-type: none">• Approval of study programmes improvement plans and timelines

⁴ Deadline of the relevant process is mentioned.

APPENDIX 4: COURSE EVALUATION QUESTIONNAIRE

1. Course timetable was provided in advance (at the beginning of the semester).
2. Course goal and learning outcomes were clear and understandable.
3. Course content and selected forms of training (lectures, practical and seminar trainings, laboratory works, etc.) contributed to the acquisition of knowledge and skills envisaged by the course.
4. Basic material presented in the classroom was sufficient to successfully complete the course.
5. Assigned tasks contributed to effective assimilation of the material.
6. Assigned literature was up-to-date and contributed to a deeper understanding of the material and individual work.
7. Assessment requirements and criteria were known in advance and fully understandable.
8. Course was provided with modern printed and electronic learning and methodical materials.
9. At the end of the course, I've acquired the knowledge and skills envisaged by the course.
10. In general, I am satisfied with the knowledge gained from the course.

Estimate your workload within the course.

- *Very low*
- *Low*
- *Equivalent*
- *High*
- *Excessive*

Additional comments and recommendations.

APPENDIX 5: LECTURER EVALUATION QUESTIONNAIRE

1. Lecturer knew the subject and was prepared for the lesson.
2. Lecturer delivered the course material in a clear and accessible manner, maintaining professional language and ethics.
3. Lecturer used diverse and innovative interactive methods of teaching and learning (group discussions, individual work, practical work, real case studies, problem solving, etc.).
4. Lecturer effectively managed the class course, did not allow disciplinary violations.
5. He/she conducted the course interestingly and promoted students' active participation.
6. Lecturer provided students' questions with comprehensive answers.
7. Lecturer was accessible outside of class time for consultation and to answer questions.
8. He/she displayed kindness and respect towards students.
9. Lecturer evaluated student's knowledge and skills objectively (if you were evaluated).
10. I am generally satisfied with the lecturer's work.

Additional comments and recommendations.