



**EUROPEAN**  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Armenia**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Republic of Armenia

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

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### Contributors to the report:

• Government representatives "Working Group was established in order to fill the questionnaire. The WG was headed by the Minister of Education and Science and included five representatives of the Ministry."

### Contributors to the report:

• Employer representatives "An employer representative was member of WG."

### Contributors to the report:

• Student representatives "A student representative was member of the WG."

### Contributors to the report:

• Academic and other staff representatives "The WG included three representatives from the HEIs."

### Contributors to the report:

• Other representatives (please specify) "There were also representatives from the National Information Center for Recognition and Mobility(Armenian ENIC), the National Quality Assurance Agency and the National Institute for Education"

## Data entry: (I\_Degrees\_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

There are several state documents namely 2011-2015 State Educational Development programme, Annual State Budget, Mid-term Expenditure Framework as well as HEIs Strategic Programmes that take into account demographic projections in terms of number of students to be admitted to the HEIs and public funding allocated to the HEIs and HEIs budgets.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Academies, institutes, conservatory.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)  
The HEIs are both academically and professionally oriented.
- None of the above

I.3.1. What is the number of institutions in the categories identified?

26 public and 35 private HEIs  
Conservatory - 1  
Academies - 5  
Institutes - 4

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "0.4"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "98.1"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "1.5"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

US credits, 300 ECTS

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "0.5"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "97.5"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "2"

I.6.1. Please specify

0.5%- Police (180 ECTS)  
2% - Economics, English Language, IT (US credits) and Medicine (300 ECTS)

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

Yes

**L9.1. In which study fields do these study programmes exist?**

Medicine -300 ECTS

**L9.2. What is the typical duration of these degree programmes outside the Bologna model?**

Medicine -300 ECTS

**L9.3. What percentage of first cycle students is enrolled in these programmes?**

1.7%

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

60-75 ECTS ""

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

90 ECTS ""

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

120 ECTS "96.5"

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

Other duration "3.5"

**L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?**

33 to 64 US Credits

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

60-75 ECTS ""

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

90 ECTS ""

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

120 ECTS "96.7"

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

Other duration "3.3"

**L11.1. Please specify**

Business Administration, Political Science, Industrial and Seismic Engineering, Public Health, Law, English as a Second Language, IT

**L12. Do integrated/long programmes leading to a second cycle degree exist?**

Yes

**L12.1. Is the duration of the above programmes calculated in...**

ECTS credits (or other credits)

**L12.2. What is the typical duration of these degree programmes?**

300 or 360 ECTS

**L12.3. In which study fields do these study programmes exist?**

Medicine, Bio-Engineering, Medical Biochemistry, Pharmacy, Art (Film production)

**L12.4. What percentage of first cycle students is enrolled in these programmes?**

14.6%

**L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

Yes

**L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?**

33 to 64 US Credits

**L13.2. What percentage of second cycle students is enrolled in these programmes?**

3.3%

**L13.3. In which study fields do these study programmes exist?**

Business Administration, Political Science, Industrial and Seismic Engineering, Public Health, Law, English as a Second Language, IT

**L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?**

Yes

**L14.1. What is the minimum duration of the Bachelor & Master together?**

1. 3 years of Bachelor + 2 years of Master
2. 4 years of Bachelor + 2 years of Master
3. 4 years of Bachelor + 1 years of Master

**L15. Comments**

According to the Law on Higher and Postgraduate Education minimum duration of the Bachelor studies is (only for Police) plus 1 years of Master.

**L16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

100%

**L16.1. Please provide a source for this information.**

Law on Higher and Postgraduate Education

**L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?**

1-25%

**L17.1. Please provide a source for this information.**

National Statistical Service, Statistical Yearbook of 2012

**L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

**L18.1. All students...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:**

**L18.3. Holders of a first cycle degree from a different study field..**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

In some cases when student changes the specialization field must sit an exam.

**L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

**L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**

**L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

76-99%

Only medical specialties do not provide immediate access to 3rd cycle studies.

**L19.1. Please provide a source for this information.**

Regulation of medical university.

**L20. What percentage of second cycle graduates eventually enter into a third cycle programme?**

9.5000000000

**L20.1. Please provide a source for this information.**

National Statistical Service, Statistical Yearbook of 2012

**L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

No

**L21.1. Please specify the criteria**

**L21.2. What percentage of third cycle students enter without a second cycle qualification?**

Please choose

**L22. If you would like to make any additional comments on the progression between cycles, please provide them here**

**L23. Do higher education steering documents mention doctoral education/training?**

Yes

**L23.1. Please provide a reference to the relevant steering document(s):**

Law on Higher and Postgraduate Education

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "30"

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "70"

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

**L24.1. Please specify which other types of doctoral programmes exist**

**L25. Do doctoral and/or graduate schools exist in your higher education system?**

No

**L25.1. What are the main features of these schools and how many doctoral schools are there?**

**L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools**

Please choose

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In theory / according to regulations: "3 years of full-time and 4 years of part-time students"

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In empirical reality: "3 years of full-time and 4 years of part-time students"

**L27. Are doctoral studies included in your country's qualifications framework?**

Yes

**L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?**

Yes

**L28.1. Please specify**

What are the names of such degrees? "Researcher and Doctor of Sciences"

**L28.1. Please specify**

What is the typical duration of programmes leading to such degrees? "3 to 4 years for Researcher and minimum 5 years for Doctor of Sciences "

**L28.1. Please specify**

What is the purpose/function of those degrees? "Creation of advanced knowledge and innovations and lifelong research"

**L29. Are ECTS credits used in doctoral programmes?**

Yes, for taught elements only

**L30. Comments**

180 ECTS is required for taught part of the programme.

**L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

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

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

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

Student-centred learning is defined as an approach in education with the focus on students' needs and learning modes. Presently, students have broader participation and act and counterparts in the process of teaching and learning thus are developing an increased sense of autonomy and responsibility on the part of students.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- |                                       |                                    |                                    |                         |                                    |                                    |                                    |                                 |
|---------------------------------------|------------------------------------|------------------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning                  | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0            | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Other                                 | <input checked="" type="radio"/> 0 | <input type="radio"/> 1            | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- |                                       |                         |                         |                         |                         |                         |                         |  |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

Government Decisions on NQF, National Quality Assurance Standards and Guidelines, ECTS Guide, Programme on Integration of Armenian Tertiary Education system into EHEA -2020

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- |   |                            |   |                              |                             |                          |                                 |
|---|----------------------------|---|------------------------------|-----------------------------|--------------------------|---------------------------------|
| Percentage of higher education institutions | <input type="radio"/> 100% | <input checked="" type="radio"/> 76-99% | <input type="radio"/> 51-75% | <input type="radio"/> 1-50% | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Percentage of programmes                    | <input type="radio"/> 100% | <input checked="" type="radio"/> 76-99% | <input type="radio"/> 51-75% | <input type="radio"/> 1-50% | <input type="radio"/> 0% | <input type="radio"/> No answer |

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

**L39.1. Please specify**

**L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?**

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

**L40.1. Please specify**

**L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?**

Yes

**L41.1. What is the number of hours per credit?**

30 hours

**L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)**

Yes, in the majority (50-99%) of programmes  
We are in the process of transition to linking ECTS with learning outcomes.

**L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?**

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

**L43.1. Does your country take specific support measures on the national level?**

Ministry of Education and Science and HEIs initiate projects on developing and implementing learning outcomes.

**L44. Does national policy steer student assessment procedures to focus on learning outcomes?**

Yes, this is done through advisory measures (guidelines, recommendations etc)  
Ministry of Education and Science and HEIs have recently started to work in this direction.

**L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?**

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

**L45.1. Please indicate the approximate percentage that participate**

About 30%

**L45.2. Please specify for which members of academic staff training programmes are offered**

Managerial, administrative and teaching staff of HEIs.

**L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?**

Yes

**L46.1. Please explain how, and provide a reference to further information**

The use of learning outcomes in curricula development and student assessment is monitored by Internal and External Quality Assurance standards and procedures.

**L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here**

**L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?**

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs



...in certain fields of study:by 76-99% of HEIs

...in certain fields of study:by 51-75% of HEIs

...in certain fields of study:by 26-50% of HEIs

...in certain fields of study:by 1-25% of HEIs

...in certain fields of study:by 0% of HEIs

...to no students :by 100% of HEIs

...to no students :by 76-99% of HEIs

...to no students :by 51-75% of HEIs

...to no students :by 26-50% of HEIs

...to no students :by 1-25% of HEIs

...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

No

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

Armenian and English.

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Government Decision on Students' Academic Mobility, 2011

L56. Does higher education legislation explicitly allow:

Establishing joint programmes  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer  
Awarding joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer  
Recognition of QA decisions on joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees  100%  76-99%  51-75%  26-50%  11-25%  6-10%  1-5%  0%  No answer  
Participate in joint programmes  100%  76-99%  51-75%  26-50%  11-25%  6-10%  1-5%  0%  No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

...with a joint degree  >10%  >7.5-10%  >5-7.5%  >2.5-5%  >0-2.5%  0%  No answer  
...from a joint programme  >10%  >7.5-10%  >5-7.5%  >2.5-5%  >0-2.5%  0%  No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "0"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "100"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

**L60. Do you have information about study fields in which joint programmes / joint degrees are most common?**

Yes

**L60.1. Please explain briefly and mention/link to the source of this information**

Fields of studies are: CIT and Visual computing, Economics, Law, Management, International relation, Russian Language.  
Source of information is the official Website of Yerevan State University.

**L61. Comments**

**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

7: Implementation of the NQF has started with agreement on the roles and responsibilities of Higher Education Institutions, Quality assurance agency(ies) and other bodies  
Re-design of the Study Programmes based on LOs has started.  
The Ministry of Education and Science has created a working group that has started the work on self-certification of the NQF with the help of international experts.

**L62.1. Please provide the date when the step was completed.**

12-21-2011

**L62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

No

**L62.3. Please provide the link to the website:**

**L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

EQF level 4 or equivalent

**L64. Have you referenced your higher education qualifications against EQF levels?**

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

**L64.1. Please provide a reference to official documents**

Government Decision on NQF dated 31 March, 2011 (No 332-N)

**L65. Have you referenced your short-cycle higher education qualifications against EQF levels?**

No: there are no short-cycle qualifications in our system

**L65.1. Please provide a reference to official documents**

**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Higher education institution whose decision is made based on ENIC/NARIC centre advice

**L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?**

Individual employers

Individual employers make final decisions on recognition of foreign qualifications based on the advice of the National ENIC/NARIC centre. In particular cases (lawyers) social partners make final decisions on recognition.

**L68. Which of the following statements is specified in national legislation?**

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

**L68.1. Please provide a reference to the relevant legislation**

Decree of the Government on recognition and ArmENIC regulation.

**L68.2. What measures exist to ensure that these legal statements are implemented in practice?**

Supervision, monitoring, studies and training.

**L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

**L69.1. Please specify**

**L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

**L70.1. Please specify**

**L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

**L71.1. Please specify**

**L72. Do higher education institutions typically:**

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

**L72.1. Please explain**

**L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

**L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

Monitoring and regular trainings are organised by National Enic-Naric.

**L74. Comments**

## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

#### II.1.1. Please specify

### II.2. What is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

#### II.3.1. Please specify the normal impact of an external review

### II.4. Does the agency cover:

All higher education institutions

#### II.4.1. Considered together, do the agencies cover:

### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

All institutions, but not all programmes

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

The reports are published on the official web-site of ANQA (National Center for Professional Education Quality Assurance) and the HEIs are obliged to publish on their official web-sites.

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |  |                                      |                                     |                                     |                                 |
|--|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision                    | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes                           | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice                | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Criteria used for both institutional and academic programme accreditation are the following:

- mission and purpose;
- governance and administration
- academic programmes

- students;
- faculty and staff
- research and development
- infrastructure and resources
- societal responsibility
- external relations and internationalisation
- internal quality assurance

- Criteria for programme accreditation:
- academic programme design and approval
  - teaching staff
  - teaching and learning practices
  - student assessment
  - research and development
  - learning environment
  - quality assurance

### II.8.3. Additional comments

### II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, and the evaluation outcomes are treated in the same way as an evaluation from a/the national quality assurance agency

### II.9.1. Please explain the differences

### II.9.2. Please specify which institutions are able to choose

### II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))  
According to the acting legislature on quality assurance any HELs can choose to be evaluated either by the ANQA or any EQAR registered agency. Moreover, in case of trans-national programmes the providers can choose the agency from the list of QA agencies approved by the Ministry of Education and Science of Armenia (MoES).

#### II.10.1. How many higher education institutions have used this opportunity?

Until now only five universities.

### II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Yes, the QA agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

### II.11.2. Please specify

### II.12. Additional comments

### II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR Government of Armenia 2013-2017 Action Plan
- Member of ENQA Government of Armenia 2013-2017 Action Plan
- There is no specification within the current legislation or steering documents
  - Yes, for an application to EQAR
  - Yes, for the purpose of ENQA membership
  - Yes, for other purposes Proof review to prepare the agency for the application to ENQA membership.
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
  - No

### II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the preparation of self evaluation reports**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

### II.15.1. Please specify

### II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As full members in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As observers in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In the decision making process for external reviews**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In follow-up procedures**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

### II.16.1. Please specify

**II.17. Is there a formal requirement that academic staff are involved**

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.17.1. Please specify****II.18. Is there a formal requirement that employers are involved**

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.18.1. Please specify****II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

**II.20.1. Please specify these requirements and the relevant source**

-The Law on Higher and Post- Graduate Education  
-Government Decree on Accreditation of HEIs  
-National Standards and Procedures for QA  
-HEIs' Charters.

**II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?**

Higher education institutions

**II.21.1. Please specify****II.22. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes

**II.22.1. Please specify****II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?**

- Yes  
 No  
 In some cases

**II.23.1. Please specify****II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

Yes

**II.24.1. Please specify****II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

25 - 49 %  
All public HEIs have adopted 5-year strategic development programmes which include sections on quality enhancement.

**II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?**

25 - 49%  
All public HEIs.

**II.26.1. Please describe what kind of arrangements are in place.**

The HEIs develop their education programmes based on the NQF and the learning outcomes which are approved by the educational-scientific boards of institutions. The monitoring and periodic review is the responsibility of the institutions and is conducted based on institutional internal regulations.

**II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

50 - 74%

**II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**

1 - 24%  
According to the state regulations ANQA is required to publish on its web-site of all evaluation reports including with negative outcomes.

**II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?**

No

**II.29.1. Please explain**

## Data entry: (III\_Social\_dimension)

**III. Policy background:** In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures  
There are a wide range of measures on national and institutional levels.

#### III.1.1. Please indicate these measures in the form of bullet points:

National level:

-State Scholarships to underrepresented groups of students (orphans, individuals with disabilities, single parents' children, poor socio-economic background) and students released from the military service,

-State merit-based scholarships.

Institutional level: partial reimbursement of the tuition fees to the following student groups:

- poor socio-economic background,

- single parent students;

- students from families with three and more children,

- students from families with two or more students paying fees.

- students having children under one year,

- students with success records.

#### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

##### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE  
 student population participating in HE  
 student population completing HE  
 graduates entering the labour market

##### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

According to the Law on Higher and Post Graduate Education the HEIs are required to provide financial support to minimum 10% of the students.

##### III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

#### III.2.4. Comments

### III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

#### III.3.1. Please provide a short description of the mechanisms in place:

1. Tertiary education management information system (TEMIS) encourages and obliges HEIs to monitor regularly the composition of the student body.
2. National Statistical Service prepares annual yearbook including data on student population.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="checkbox"/> 1 ▼
Disability:During HE studies	<input type="checkbox"/> 1 ▼
Disability:At graduation	<input type="checkbox"/> 1 ▼
Disability:After graduation	<input type="checkbox"/> 0 ▼
Labour market status prior to the entry to HE:At entry to HE	<input type="checkbox"/> 0 ▼
Labour market status prior to the entry to HE:During HE studies	<input type="checkbox"/> 0 ▼
Labour market status prior to the entry to HE:At graduation	<input type="checkbox"/> 0 ▼
Labour market status prior to the entry to HE:After graduation	<input type="checkbox"/> 0 ▼
Age:At entry to HE	<input type="checkbox"/> 1 ▼
Age:During HE studies	<input type="checkbox"/> 0 ▼
Age:At graduation	<input type="checkbox"/> 1 ▼
Age:After graduation	<input type="checkbox"/> 0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="checkbox"/> 1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="checkbox"/> 0 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="checkbox"/> 0 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="checkbox"/> 0 ▼
Socio-economic background:At entry to HE	<input type="checkbox"/> 1 ▼
Socio-economic background:During HE studies	<input type="checkbox"/> 1 ▼
Socio-economic background:At graduation	<input type="checkbox"/> 1 ▼
Socio-economic background:After graduation	<input type="checkbox"/> 0 ▼
Gender:At entry to HE	<input type="checkbox"/> 1 ▼
Gender:During HE studies	<input type="checkbox"/> 1 ▼
Gender:At graduation	<input type="checkbox"/> 1 ▼
Gender:After graduation	<input type="checkbox"/> 0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="checkbox"/> 1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="checkbox"/> 1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="checkbox"/> 1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="checkbox"/> 0 ▼
Religion:At entry to HE	<input type="checkbox"/> 0 ▼
Religion:During HE studies	<input type="checkbox"/> 0 ▼
Religion:At graduation	<input type="checkbox"/> 0 ▼
Religion:After graduation	<input type="checkbox"/> 0 ▼
Migrant status (migrants or migrants' children):At entry to HE	<input type="checkbox"/> 1 ▼
Migrant status (migrants or migrants' children):During HE studies	<input type="checkbox"/> 1 ▼
Migrant status (migrants or migrants' children):At graduation	<input type="checkbox"/> 1 ▼
Migrant status (migrants or migrants' children):After graduation	<input type="checkbox"/> 0 ▼
Other characteristics:At entry to HE	<input type="checkbox"/> 1 ▼
Other characteristics:During HE studies	<input type="checkbox"/> 1 ▼
Other characteristics:At graduation	<input type="checkbox"/> 1 ▼
Other characteristics:After graduation	<input type="checkbox"/> 0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="checkbox"/> 0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="checkbox"/> 0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="checkbox"/> 0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="checkbox"/> 0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

Ethnic minorities are eligible to receive state scholarships on non-competitive basis..

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

Military service, academic achievements, pregnancy and being a parent-student.

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="checkbox"/> 0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="checkbox"/> 0 ▼



- HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation
- HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

**III.5.1. Please specify which other organisation monitors the composition of the student body**

**III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:**

National Statistical Service is responsible for yearly data collection, its analysis and publication.  
HEIs are responsible for on-going monitoring of the composition of student body. The Ministry is monitoring the student body bi-annually at the end of each semester.

**III.5.3. Comments**

**III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?**

- ...collect data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer
- ...publish data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

**III.6.1. Please specify which data cannot be collected or published and why.**

The data publishing is restricted to private data.

**III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?**

**III.7.1. How are these results published?**

Information is shown for each individual higher education institution  
Information is collected for individual HEI and published aggregated.

**III.7.2. Please provide details on where the results of the monitoring activities can be consulted.**

On the web-sites of HEIs, National Statistical Service.

**III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?**

Number of students with poor background and from rural areas increased.

**III.9. Please choose the statement that best describes your country-specific situation:**

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly

accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "entry with a school leaving certificate"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "entry with a vocational education certificate"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

{III\_11\_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer

{III\_11\_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer

{III\_11\_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer

{III\_11\_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer

{III\_11\_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III\_11\_SQ001}:% of students entering HE through this access route 98

{III\_11\_SQ001}:Official data based on central level monitoring, including surveys 98

{III\_11\_SQ001}:Estimates

{III\_11\_SQ001}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ002}:% of students entering HE through this access route 2

{III\_11\_SQ002}:Official data based on central level monitoring, including

2

surveys

{III\_11\_SQ002}:Estimates

{III\_11\_SQ002}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ003}:% of students entering HE through this access route

{III\_11\_SQ003}:Official data based on central level monitoring, including surveys

{III\_11\_SQ003}:Estimates

{III\_11\_SQ003}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ004}:% of students entering HE through this access route

{III\_11\_SQ004}:Official data based on central level monitoring, including surveys

{III\_11\_SQ004}:Estimates

{III\_11\_SQ004}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ005}:% of students entering HE through this access route

{III\_11\_SQ005}:Official data based on central level monitoring, including surveys

{III\_11\_SQ005}:Estimates

{III\_11\_SQ005}:Impossible to say (no official data and impossible to estimate)

#### III.13.1. Please indicate the source of the official data:

National Statistical Service, Assessment&Testing Center.

#### III.13.2. Comments

#### III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No ▼

##### III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

#### III.15. Comments

#### III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

#### III.17. Comments

#### III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

##### III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

#### III.19. Please choose the statement that best applies to your country-specific situation:

#### III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

##### III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

##### III.20.2. Please also provide the full reference(s) to relevant document(s) here:

#### III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

##### III.21.1. Please indicate the source of this information

Please choose

##### III.21.2. Please specify:

#### III.22. Comments

#### III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No ▼

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Please choose

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes

III.26.1. Please describe the measures:

1. Students are provided with several chances to repeat the programmes and retake exams.
2. In case of health problem or other private matters they can take one year of academic withdrawal.
3. Drop out students are eligible to be readmitted to the second semester after one year.
4. A fter military service male students are eligible to continue their studies.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

1. Law on Higher and Post Graduate Education (2004)
2. Regulation on dismissal and readmission of students to the HEIs. November, 2011

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

In case if a student fails exams he/she is not eligible for any scholarship.  
In case a student does not complete studies in the required period he/she has to pay additional fees.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

1. Law on Higher and Post Graduate Education (2004)
2. Regulation on dismissal and readmission of students to the HEIs. November, 2011
3. Decree of Government on student scholarships and stipends. 2005.

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s):

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle  
 Yes, at the end of the 2nd cycle  
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Regulation of the Ministry on completion exams. 2011

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

**III.33. Based on your official data, please provide the following information:**

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	93
Completion rate of 1st cycle programmes, most recent available year:Year	2012-2013
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	NA
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	88.7
Completion rate of 2nd cycle programmes, most recent available year:Year	2012-2013
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	NA
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	NA
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	NA
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	

**III.34. Comments**

The integrated programmes are introduced in 2012 for medical profession therefore there are no graduates.

**III.35. Are student drop-out rates systematically measured in your country?**

Yes, at the end of each year

**III.35.1. Please also provide the full reference(s) to relevant document(s):**

Regulation of the MoES on graduation exams. 2011

**III.36. In your country, are drop-out rates calculated for underrepresented groups of students?**

No

**III.36.1. Please specify for which groups data is calculated:****III.36.2. Please also provide the full reference(s) to relevant document(s):****III.37. In your country, how are students who change study programme considered?**

They are counted only in the cohort of their new programme

**III.37.1. Please specify****III.38. Are data on drop-out rates publicly available in your country?**

Yes

**III.38.1. Please specify by which organisation and how frequently:**

National Statistic Service, Annually

**III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:**

Annual Statistic Yearbook/Social Situation in Armenia.

**III.39. Based on your official data, please provide the following information:**

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	4.7
Drop-out in first year of 1st cycle programmes, most recent available year:Year	2012-2013
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	NA
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	2012-13

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	7
Drop-out in 1st cycle programmes, most recent available year:Year	2012-13
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	NA
Drop-out in 1st cycle programmes 5 years earlier:Year	2012-13
Drop-out in 1st cycle programmes 5 years earlier:not available	
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	11.3
Drop-out in 2nd cycle programmes, most recent available year:Year	2012-13
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	NA
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	NA
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	NA
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	

#### III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

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

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

None

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes "paid services"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives "printing of booklets, guides, etc"

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No ▼

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

## Data entry: (IV\_Fees\_support\_portability)

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

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 400 000 AMD (equivalent to 700 EUR)  
1st cycle:Minimum amount 200 000 AMD (equivalent to 350 EUR)  
1st cycle:Maximum amount 1 000 000 AMD (equivalent to 1750 EUR)  
2nd cycle:Most common amount 500 000 AMD (equivalent to 900 EUR)  
2nd cycle:Minimum amount 250 000 AMD (equivalent to 440 EUR)  
2nd cycle:Maximum amount 1 200 000 AMD (equivalent to 2100 EUR)

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount  
1st cycle:Minimum amount  
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount  
2nd cycle:Minimum amount  
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount 830 000 AMD (equivalent to 1460 EUR)  
1st cycle international students:Minimum amount 290 000 AMD (equivalent to 505 EUR)  
1st cycle international students:Maximum amount 1 400 000 AMD (equivalent to 2 470 EUR)  
2nd cycle international students:Most common amount 623 000 AMD (equivalent to 1100 EUR)  
2nd cycle international students:Minimum amount 250 000 AMD (equivalent to 430 EUR)  
2nd cycle international students:Maximum amount 2 450 000 AMD (equivalent to 4300 EUR)

IV.7. Who defines the fee amounts?

1st cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.



**IV.10. Please shortly describe what kinds of student financial support are offered in your country.**

Student are offered state scholarships, stipends and full or partial reimbursement of tuition fees by the state and HEIs.

**IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.**

1. Students studying abroad under intergovernmental agreements receive scholarship covering tuition fee and living expenses, 1. In case students are admitted to top 10 ranked by ARWU(Shanghai ranking) they are offered full or partial scholarships by Luys Foundation.
2. Students studying under the intergovernmental agreements abroad receive grants which cover tuition fees and living expenses.

**IV.12. Do at least some students receive public financial support in the form of grants/scholarships?**

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

**IV.13. What is the proportion of students receiving grants/scholarships by cycle?**

% of students receiving grants:First cycle 14  
% of students receiving grants:Second cycle 27.2

**IV.14. Can students use grants/scholarships for studying abroad?**

Some grants are portable

**IV.15. Are there any additional requirements for using the grant/scholarship abroad?**

Yes ▼

**IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.**

- Citizenship:Grant 1
- Citizenship:Grant 2
- Citizenship:Grant 3
- Citizenship:Grant 4
- Residency:Grant 1
- Residency:Grant 2
- Residency:Grant 3
- Residency:Grant 4
- Recognised HEIs/programmes only:Grant 1
- Recognised HEIs/programmes only:Grant 2
- Recognised HEIs/programmes only:Grant 3
- Recognised HEIs/programmes only:Grant 4
- Course load (e.g. full-time):Grant 1
- Course load (e.g. full-time):Grant 2
- Course load (e.g. full-time):Grant 3
- Course load (e.g. full-time):Grant 4
- Only certain countries:Grant 1
- Only certain countries:Grant 2
- Only certain countries:Grant 3
- Only certain countries:Grant 4
- Only certain study programmes (e.g. where mobility is mandatory):Grant 1
- Only certain study programmes (e.g. where mobility is mandatory):Grant 2
- Only certain study programmes (e.g. where mobility is mandatory):Grant 3
- Only certain study programmes (e.g. where mobility is mandatory):Grant 4
- Equivalency condition:Grant 1
- Equivalency condition:Grant 2
- Equivalency condition:Grant 3
- Equivalency condition:Grant 4
- Programme not available in the national system:Grant 1
- Programme not available in the national system:Grant 2
- Programme not available in the national system:Grant 3
- Programme not available in the national system:Grant 4
- Other:Grant 1
- Other:Grant 2
- Other:Grant 3
- Other:Grant 4

**IV.16.1. If there is more than one type of grant, please specify:**

**IV.16.2. Which other requirements exist?**

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

5.2% of public university students (2013).  
Governmental Decree on Student Loans (2013).

IV.19. Can students use loans for studying abroad?

No portable loans

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1  ▾

Citizenship:Loan 2  ▾

Citizenship:Loan 3  ▾

Citizenship:Loan 4  ▾

Residency:Loan 1  ▾

Residency:Loan 2  ▾

Residency:Loan 3  ▾

Residency:Loan 4  ▾

Recognised HEIs/programmes only:Loan 1  ▾

Recognised HEIs/programmes only:Loan 2  ▾

Recognised HEIs/programmes only:Loan 3  ▾

Recognised HEIs/programmes only:Loan 4  ▾

Course load (e.g. full-time):Loan 1  ▾

Course load (e.g. full-time):Loan 2  ▾

Course load (e.g. full-time):Loan 3  ▾

Course load (e.g. full-time):Loan 4  ▾

Only certain countries:Loan 1  ▾

Only certain countries:Loan 2  ▾

Only certain countries:Loan 3  ▾

Only certain countries:Loan 4  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4  ▾

Equivalency condition:Loan 1  ▾

Equivalency condition:Loan 2  ▾

Equivalency condition:Loan 3  ▾

Equivalency condition:Loan 4  ▾

Programme not available in the national system:Loan 1  ▾

Programme not available in the national system:Loan 2  ▾

Programme not available in the national system:Loan 3  ▾

Programme not available in the national system:Loan 4  ▾

Other:Loan 1  ▾

Other:Loan 2  ▾

Other:Loan 3  ▾

Other:Loan 4  ▾

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

No ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)  ▼
- 1st cycle credit mobility:Travel costs  ▼
- 1st cycle credit mobility:Living cost difference  ▼
- 1st cycle credit mobility:Language courses  ▼
- 1st cycle credit mobility:Other  ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)  ▼
- 2nd cycle credit mobility:Travel costs  ▼
- 2nd cycle credit mobility:Living cost difference  ▼
- 2nd cycle credit mobility:Language courses  ▼
- 2nd cycle credit mobility:Other  ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)  ▼
- 1st cycle degree mobility:Travel costs  ▼
- 1st cycle degree mobility:Living cost difference  ▼
- 1st cycle degree mobility:Language courses  ▼
- 1st cycle degree mobility:Other  ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)  ▼
- 2nd cycle degree mobility:Travel costs  ▼
- 2nd cycle degree mobility:Living cost difference  ▼
- 2nd cycle degree mobility:Language courses  ▼
- 2nd cycle degree mobility:Other  ▼

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)  ▼
- 1st cycle credit mobility:Travel costs  ▼
- 1st cycle credit mobility:Living cost difference  ▼
- 1st cycle credit mobility:Language courses  ▼
- 1st cycle credit mobility:Other  ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)  ▼
- 2nd cycle credit mobility:Travel costs  ▼
- 2nd cycle credit mobility:Living cost difference  ▼
- 2nd cycle credit mobility:Language courses  ▼
- 2nd cycle credit mobility:Other  ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)  ▼
- 1st cycle degree mobility:Travel costs  ▼
- 1st cycle degree mobility:Living cost difference  ▼
- 1st cycle degree mobility:Language courses  ▼
- 1st cycle degree mobility:Other  ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)  ▼
- 2nd cycle degree mobility:Travel costs  ▼
- 2nd cycle degree mobility:Living cost difference  ▼
- 2nd cycle degree mobility:Language courses  ▼
- 2nd cycle degree mobility:Other  ▼

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Please choose... ▼

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

Students studying abroad under intergovernmental agreements receive scholarship covering tuition fee and living expenses,  
1. In case students are admitted to top 10 ranked by ARWU(Shanghai ranking) they are offered full or partial scholarships by Luys Foundation.  
2. Students studying under the intergovernmental agreements abroad receive grants which cover tuition fees and living expenses.

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Public funding.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

For the 3-rd cycle the fees are higher up to 10% compared to 1-st and 2-nd cycles.

IV.35. Additional comments on doctoral education

## Data entry: (V\_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Employers are involved on different levels and process related to the HEIS:

Management/governance boards,  
Graduates' final assessment committees,  
Development of educational programmes,  
Organisation of internships and practice.

QA processes,  
Career Centers.

Documents:

- 1.Governmental Decision on composition of the HEIs Governance(2005)
- 2.Board Ministerial Decree on Final attestation(2011)
- 3.Agreement between HEIs and respective sector employers.
- 4.Charters of the HEIs.
- 5.State HE standard for different specialities.

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

State Employment Agency is in charge of regular study and forecast of labour market:

- quarterly analysis of job opportunities by regions for all sectors;
- annual national study among employers regarding current job opportunities and forecast for the coming years.
- Study on students' employability by the Ministry of education and Science.

Steering Documents: -Law on Employment,  
-Charter of the State Employment Agency (2012)

and

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

Ministry of Education and Science uses the labour market analysis while defining quantitative targets for both 1st and 2nd cycle study fields on annual basis. The Ministry also uses the analysis on labour market done by the line Ministries (e.g. Ministry of Health, Ministry of Agriculture, Ministry of Economy) in defining quantitative targets for both 1st and 2nd cycle study fields.

Steering documents: -Decrees of Government on quantitative targets 1st and 2nd cycle study fields (annually)

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

Curriculum development in higher education

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

Teaching

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

**Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions**

Employers have to be involved Employers can be involved Employers are not involved No answer

**Participation in governing bodies of HEIs**

Employers have to be involved Employers can be involved Employers are not involved No answer

**V.3.2. Please provide the details and the source of evidence here.**

Involvement of employers is stipulated in the following governance levels according to the documents listed below:

- Management/governance boards of HEIs;
- Graduates' final assessment committees,
- Organisation of internships and practice,
- QA processes,
- Career Centers.

Documents:

1. Governmental Decision on the Composition of the HEIs Governance Board(2005)
2. Ministerial Decree on Final Attestation(2011)
3. Agreements between HEIs and respective sector employers
4. Charters of the HEIs
5. State HE standard for different specialties
6. QA guidelines

**V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.**

Employers can also participate in the curriculum development and teaching. The best examples are the close cooperation of the Yerevan State University and State Engineering University with IT companies, Yerevan State Medical University cooperation with hospitals, National Agrarian University of Armenia cooperation with farmers, etc. Sources of information are the official websites of the HEIs and partner companies.

**V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?**

Yes

**V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).**

Government approves an action plan for university- business cooperation projects according to the economic development priorities. Responsibilities of each party namely Government of the Republic of Armenia, HEIs and employer(s) including financial allocations are defined according to the action plan.

For the period of 2011 to present the following action plans were approved:

Pharmacy, Wine and Brandy production, IT technology, radiation-nuclear medicine, biotechnology.

**V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?**

Yes

**V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).**

All the above listed cooperation projects further develop existing educational programmes and envisage creation of new ones both in 1st and 2nd cycles.

Example: In 2010 the Government of Armenia decided to create National Oncology Research Center and for that purpose jointly with the Yerevan State Medical University, Yerevan State University and Institute of Physics develop education programmes on nuclear medicine, radiation oncology and medical physics. 07.10.2010 Decree. www.yerphi.am

**V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).**

**In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?**

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

**V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).**

According to the State HE Standard for professional qualifications( medical doctors, dentists, etc.) the work placements/practical trainings are obligatory included in programmes: bachelor level-6 weeks, master minimum of 3 weeks depending on the specialty.

For certain qualifications the requirements are stricter; for teacher qualification minimum 18 credits are required annually starting from the second year of studies.

**V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.**

<b>1st cycle</b>	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input checked="" type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
<b>2nd cycle</b>	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input checked="" type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
<b>1st and 2nd cycle combined</b>	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input checked="" type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer

**V.4.2.1. Please provide the source information here.**

Ministry of Education and Science, HE programmes' standards published on the official web-sites of the institutions and legal documents (www.arlis.am)

**V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?**

No

**V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

**V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

**V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?**

Yes

**V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).**

**V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?**

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

**V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).**

**V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?**

Yes ▾

**V.6.1. Are there tracer studies conducted on national level?**

Yes ▾

**V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.6.1.2. Are there tracer studies conducted on regional level?**

No ▾

**V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.6.1.4. Are there tracer studies conducted on institutional level?**

Yes ▾

**V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.**

The latest survey "Student Tracer Study" was conducted by EV Consulting in 2012 on behalf of the Ministry of Education and Science and published on [www.cfep.am](http://www.cfep.am).

**V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

No ▾

**V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).**

## Data entry: (VI\_Lifelong\_learning)

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

Yes ▼

**VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):**

1.Elements of Life-long concept are defined by the Law on "Higher and Postgraduate Professional Education" of Armenia as supplementary postgraduate programmes based on earned professional education and not leading to a qualification. The purpose of these supplementary programs is to improve qualifications, bring the skills up to date.

2.Decree of the Minister of Education on Supplementary and Continuing Education, 2012.

**VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:**

**VI.2. Is lifelong learning a recognised mission of higher education institutions?**

Yes, all institutions

**VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:**

The mission of lifelong learning in higher education institutions is described in the Charter of each institution.

**VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:**

**VI.2.3. If necessary, please provide comments here:**

**VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.**

**Formal HE programmes provided under flexible arrangements**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Non-formal courses open to all (e.g. languages)**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Preparatory courses for HE entrance examinations**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Professionally-oriented upgrading of already achieved qualifications**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Tailor-made provision for industry**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?**

No ▼

**VI.3.2. Please specify which forms and provide % of HE institutions involved.**

**VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.**

**VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

No ▼



**VL4.1. Please explain these restrictions.**

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "5"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "90"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "5"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "0"

**VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

**VL5.2. If you have any further comments regarding this section, please provide them here:**

**VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

**VL6.1. Please provide a short description of specific policy measures that exist in your country.**

Flexibility provisions are in the steering documents but curriculum programme are in process of design.

**VL7. Which of the statements on student statuses best describes the situation in your country?**

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

**VL7.1. Please explain what student statuses exist in your country and how you define them.**

It is defined in the "Law on Education" and Law on "Higher and Postgraduate Professional Education". Part-time is defined as an education not disconnected from employment with the purpose to involve students from rural areas and to be completed in 5 years (bachelor) equaling 240 ECTS.

**VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.**

**VL7.3. Please indicate which fees apply to students studying part-time.**

Students studying part-time pay lower fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements

**VL7.4. Please indicate which fees apply to de facto part-time students.**

**VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

No financial support for students studying part-time  
Students from vulnerable target groups defined in Q3 and Q4 are eligible for financial support.

**VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

**VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

Yes ▼

**VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

The educational programme is developed on the bases of full-time education standard, the only difference is in of the curriculum and organisation education process.

**VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

**VL9.1. If you have any further comments regarding this section, please provide them here:**

**VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

No

**VL10.1. Please choose the statement that best applies to your country-specific situation.**

**VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

**VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

Please also specify whether this possibility is commonly used in practice.

**VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.**

**VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?**

**VL10.4.1. Please specify these requirements.**

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

**VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?**

Please choose

**VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).**

**VL10.5.2. Please indicate the source and the reference year.**

**VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?**

Please choose

**VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.**

**VL10.6.2. Please indicate the source and the reference year.**

**VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.**

**VL10.6.3. If you have any further comments regarding this section, please provide them here:**

**VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?**

No ▾

**VL11.1. Please specify what they are.**

## Data entry: (VII\_Internationalisation\_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

1. Bilateral and multilateral cooperation of Armenia and its HEIs through intergovernmental agreements, partnership programmes.
2. Ministry and HEIs develop their web sites in several foreign languages, institutions organise language courses, publish course catalogs, develop joint programmes with European universities. Promote mobility including through state scholarships.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose..

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

26-50%

7.3.3.1. Please provide a source for this information:

Ministry of Education and Science and HEIs

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

7.3.4.1. Please provide a source for this information:

Ministry of Education and Science and HEIs

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility: Outgoing mobility

Credit mobility: Incoming mobility

Degree mobility: Outgoing mobility 20%

Degree mobility: Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes

7.4.2.1. Please specify:

Increase twice the number of joint programmes.

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

State budget and HEIs allocate funds for internationalization activities.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

No

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia

- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes ▾

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No ▾

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

**7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:**

Specific study cycles  Yes  No  No answer

Specific fields of studies  Yes  No  No answer

Credit mobility  Yes  No  No answer

Degree mobility  Yes  No  No answer

**7.14.1. Please specify:**

Required funding depending on the cycle is different and not always sufficient to cover the whole study period. In some cases there are recognition difficulties with study fields. Credit mobility is still underdeveloped since there are issues related to the flexibility of the curriculum and recognition of the study periods.

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

The Government increases the number of bilateral agreements with foreign countries every year. Through these bilateral agreements mobility is promoted, scholarships are provided to students, also some of the living costs are reimbursed. HEIs organise language courses for international students and design study programmes in foreign languages.

**7.16. Has your country monitored the effects of these measures/programmes?**

Yes ▼

**7.16.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) "Ministry of Education and Science, "

**7.16.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) "Annually"

**7.16.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) "2013"

**7.17. Comments:**

Ministry collects annually data on incoming students.

**7.18. Do you have a central website which provides information about all mobility schemes for national and international students?**

Yes ▼

**7.18.1. Please provide a link to the website:**

The information on outgoing mobility is provided on the official web-site of the MoES (www.edu.am)  
For international students the information is provided www.studyinarmenia.org.

**7.18.2. Is the website linked to Bologna website?**

Yes ▼

**7.19. Do your national institutions/agencies responsible for internationalisation:**

Provide information on the EHEA, with links to other national systems and European programmes

**7.19.1. Please provide a link to such information:**

www.edu.am

HEIs official web-sites

**7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?**

Yes ▼

**7.20.1. Do students have to pay additional fees?**

Please choose.. ▼

**7.20.2. Are there any other differences? Please specify:**

**7.21. Comments:**

**7.22. Since 2012, has your higher education minister participated in:**

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

**7.22.1. Please specify with which countries:**

UK, Finland, Russia, France, Slovakia, Belgium, The Netherlands, Georgia, Lithuania

**7.22.2. What were the main higher education issues addressed in these events?**

General bilateral issues including recognition and mobility. Moreover, the issues related to QFs and the reference and self-certification, student participation in the HE governance, democratic values, ICT.

Were also discussed the issues related to the organisation of the 2015 EHEA ministerial events.

Research, technology and innovation is another aspect of bilateral cooperation.

**7.23. Comments:**

7.25. Are there national policy goals regarding staff mobility in higher education?

No

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Intergovernmental/bilateral agreements on scientific cooperation signed by the Ministry of Education and Science and State Scientific Committee are providing scholarships to researchers and teachings staff for mobility

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.27.1.1. Please specify any targets that exist:

There are no targets specified.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.27.2.1. Please specify any targets that exist:

There are no targets specified.

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

State Scientific Committee

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages  Yes  No  No answer
- Financial benefits  Yes  No  No answer



Non-financial benefits  Yes  No  No answer

Other  Yes  No  No answer

**7.29.1. Please specify how staff who participate in mobility are rewarded:**

There are no specific rewarding mechanisms

**7.30. Is there a website which provides information about all international mobility schemes for staff?**

No

**7.30.1. Please provide a link:**

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Immigration restrictions "8"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Recognition issues "5"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Language issues "4"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of funding "3"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Administrative burden "6"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of personal motivation and interest "2"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Incompatibility of pension and/or social security systems "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Legal issues "7"

**7.31.1.1. Additional comments:**

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Immigration restrictions "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Recognition issues "2"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Language issues "3"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of funding "4"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Administrative burden "6"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of personal motivation and interest "8"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Incompatibility of pension and/or social security systems "7"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Legal issues "5"

**7.31.2.1. Additional comments:**

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

No special measures are implemented by the country.

**7.33. Has your country monitored the effects of these measures/programmes?**

No

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**