MINISTRY OF EMERGENCY SITUATIONS OF THE RA

Affirmed by

Rector _____

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L. S.

INSTITUTIONAL ACCREDITATION
SELF-ASSESSMENT FORM
CRISIS MANAGEMENT STATE ACADEMY

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CONTENTS

GUIDING PRINCIPLES 3
GLOSSARY OF TERMS 3
BRIEF INFORMATION ON THE PEI 3
I. MISSION AND PURPOSE 6
II. GOVERNANCE AND ADMINISTRATION 12
III. ACADEMIC PROGRAMS 25
IV. THE STUDENTS 40
V. FACULTY AND STAFF 59
VI. RESEARCH AND DEVELOPMENT 73
VII. INFRASTRUCTURE AND RESOURCES 80
VIII. SOCIAL RESPONSIBILITY 94
IX. FOREIGN RELATIONS AND INTERNATIONALIZATION 104
X. THE SYSTEM OF INTERNAL QUALITY ASSURANCE 110

GUIDING PRINCIPLES

The management activities undertaken by the tertiary level institution, teaching and learning practices, research and services to the society are improved continuously and aim at:

- Quality culture establishment.
- Establishment of an organizational culture conducive to formation of transferrable knowledge and skills enabling the graduates' functioning in an ever-changing environment.
- Raising effectiveness of professional education and promoting accountability of the institution.
- Promoting comparability and competitiveness as well as transparency of the service provisions at both national and international levels.

GLOSSARY OF TERMS

CRITERIA are special separated formulations that determine the activity or the character references of implementing educational programs of institutions using revised terms.

STANDARDS are formulations that define the appropriate size of each standard and create necessary conditions for impartial estimation.

BRIEF INFORMATION ON THE PEI

Crises Management State Academy (hereafter Academy) of Ministry of Emergency Situations of RA (hereafter RA MES) is a higher educational institution and its main goal is to create knowledge and spread it in the circles of state strategy of education development as well as to develop the culture of safety.

Academy was founded during the forming years of the third republic of Armenia, according to the decision of Armenian Government, as a training Institute of cadres, then it was renamed as Crisis Management Institute of the Administration of Emergency Situations, which has been not only name change, but also foundation of new high educational institution in RA. According to the №1055-N decision, January 29, 2005 of Armenian Government it was renamed "Crisis Management State Academy" non-profit organization.

Since 1993 first retraining courses of specialists and leader staff of the governing bodies were realized, an extensive program course of radial protection and a series of broadcasting were inserted. Academy also realizes teaching course in the sphere of radial protection for massive population and starts to cooperate with international organizations of the universities of Italy. As well as Academy started to cooperate with Russian Federation, Sweden and Germany.

Academy realized first joint arrangement with UN and started education program in the educational system.

In 1997 a contract was signed with INESC about joint teaching in the sphere of civil protection, and the duration of this cooperation was lasted till 2008.

In 1998 first teaching program was realized with similar institutions of the USA, which continues up to now.

In 2004 the realization of joint program was started with JICA which continues up to now in teaching and informative sphere.

In 2010 the Government of the RA recognized the Academy as a regional educational center

Crises Management State Academy is a higher educational and scientific institution. It realizes educational, scientific, methodological, expertise, published works in the sphere of civil protection in emergency situations according to the law and educational programs in the level of middle and high professions. At the same time it realizes supplementary educational programs; trainings and quality raising courses for the specialists and leader staff of the republic in the sphere of civil defense and civil protection in emergency situations.

In order to develop the sphere of civil defense and civil protection from emergency situations, it is very important to create basic educational system, which will give an opportunity to integrate into international systems. In that sense, it is important for CMSA to integrate into the international high educational system and put in those procedures of the system in the management process of Academy.

Since 1995 CMSA formed wide sphere of international cooperation, it includes different leading high educational institutes of the world and international organizations, as well as it is included in different European and international educational and scientific programs. Today CMSA has nearly 10 contracts with international partner universities and organizations (UN, UNICEF, UNDP, JICA, «Response» Switzerland, etc.)

CMSA has a cooperation contract with the fire high school of Warsaw (students and lecturers interchange), South Korea (to create quolified specialists in the sphere of disaster risk reduction, to interchange with caders, and to realize combined scientific works), as well as it signed a cooperative agreement with Fire Protection Academy of Belarus.

During its 25 years CMSA had nearly 1530 graduating students and the grate part of the students work in different departments of MES, in the state and public institutions, in banks etc.

In the frames of realizing its strategic goals, the most important aim of CMSA is to give high-quality education, to develop regional, scientific, mental, educational, economic and cultural processes, to create modern educational and working atmosphere with new technologies, to give high-quality and effective subsidiary services.

The aim of the Academy is to modernize the educacional system, educational methodology, to improve educational processes, to insert modern technologies, to sabe educational quality, to deepen the integration into international organazations, to strengthen the cooperation with partner institutions, to create quality system of education and to form the culture of quality.

The faculty of emergency situations and crisis management realizes high professional education, which includes 4 chairs and 4 professional cycles.

Today the full-time study of the bachelor degree has nearly 260 students in 4 specialties. Part-time study program of bachelor degree has 7 specialties and magister degree program has 2 specialties, nearly 730 students.

Students' council of the Academy creates favorable conditions for interesting daily life of students (scientific, cultural, different entertainment events and enerprises) and raises their patriotic spirit.

CMSA has a modern technical library (as well as electronic library), computer net and computer lector-halls with modern computers, a multifunctional drill-ground complex with modern technologies for practical trainings.

Since 2014 the faculty of emergency situations and crisis management realizes the works of graduating students and employees of career center. The main goal of the process is to deepen and develop the cooperation of graduating students with MES and CMSA.

SELF- ANALYSIS BASED ON ACCREDITATION STANDARDS
I. MISSION AND PURPOSE

Crisis Management State Academy (hereafter Academy) is a Higher Educational Institution whose main mission is to prepare specialists with higher professional educational programs, to carry out scientific, educational, methodological, expert study in the field of protecting the population in emergency situations, as well as to implement scientific and applied research work in accordance with the requirements of the spheres of the divisions within the Ministry of Emergency Situations RA

Criterion: The Professional Educational Institution's (hereafter PEI) policy and activities are in accordance with the mission adopted by it, which is consistent with the National Qualifications framework of RA (hereafter ANQF).

STANDARD a: ***The PEI has a clear, well-articulated mission that represents the institution's purposes and goals and is in accordance with the Armenian National Qualifications Framework (hereafter ANQF).***	
Bases:	➢ *The institution's CHARTER.* ➢ *The Academy's development strategic program (2014-2019).* ➢ *The plan-schedule of the implementation of The Academy's development strategic program (2014-2019).* ➢ *The medium–term plan of the implementation of The Academy's development strategic programs (2014-2016, 2017-2019).* ➢ *The short-term plan of the implementation of The Academy's development strategic program.*

Please, analyze and substantiate how does it promote the effective implementation of the institution's stated mission, purpose and objectives? (provide references to the appropriate base).

According to the first article of «The Crisis Management Academy» non –profit organization's charter The Academy is an educational and scientific state Higher Educational Institution the activities of which aim at civil protection in the field of protecting the population in emergency situations, the implementation of educational, scientific, methodological, expertize and publishing activities and study at higher, vocational and post-graduate professional levels under the procedure established by law and education programs.

In Academy's mission it is outlined that it tends to be a hearth for inculcating and spreading regional, scientific and educational new trends and methods of research to train high quality specialists talented with profound knowledge and having practical skills.

Following its mission the Academy trains specialists with master's and bachelor's qualifications talented with necessary knowledge and skills in accordance with the discription of National Quality Standards (VI and VII levels).

The Acadaemy's mission, the goals and objectives which arouse from it are fixed in the development strategic program (2014-2019) ***(Appendix N 1.1).*** (hereafter SP which is confirmed by Academy's scientific council 2014) which defines the ways of achieving them by a number of clear objectives.The Academy's development strategic program outlines what the Academy wants to do for implementing its mission and main purpose effectively in long- term perspective. In order to make the future invironment more favorable and pridictable the Academy has developed a whole complex of separate actions, which must ensure its progress in outlined dirrections ***(Appendix N 1.1).***

In order to implement the main purpose of Academy's development strategic program (2014-2019) a number of problems were intended to be sold at the Academy which aim at providing high quality education at the Academy, the implementation of scientific research in the field of civil protection, involving the population and developing the sevice, improving the potencial of the qualified specialists, founding and improving high quality infrastructures providing high quality service, stimulating innovative processes in the sphere of the managing the processes of protecting the population in emergency situations, building a unified system of managing the protection of the population with organizations and structures and the targeted training of the specialists, processing and implementing additional educational programmes for the wider level of the population, aimed at developing and improving skills in withstanding disasters, expanding the profile of entering the Academy, the financial stability and the raising of the effectiveness of management ***(Appendix N 1.1).***

The Academy follows the implementation of the project arising from its priority goals because it will contribute greatly to rising the Institution's ranking, competitive position, will satisfy the demands of the external stakeholders. At the sucsessful end of the project the students will master professional rich knowledge and abilities, will be ready for further learning and research work.

The objectives and purpose of the SP are distributed in the plan-schedule of the implementation of the project, (established by the protocol (13.03.2014) of Academy's scientific council), where the concrete steps, deadlines, responsibles and resources are mentioned clearly, medium-term and short-term plan- schedules are formed based on it.

The Academy's development SP, as well as the plan-schedule were supplied to the structural subdivisions, which plan and implement their activities based on the above mentioned schedules.

At the begining of each academic year the subdivisions form their working plan and at the end of the year they report about their activities from the viewpoint of solving the tasks included in the plans. This process ensures the decisions made in the Academy to be completed in consistent with the mission that arouse from it and to be aimed at the implementation of it.

Standard b. ***The mission, purpose and objectives of PEI reflect the needs of external and internal stakeholders.***	
Bases:	➢ *Academy's staff of the Scientific Council.* ➢ *Educational process license of Ministry of Education and Science of the RA MN0051, B N0062.* ➢ *Survey among the graduates on the assessment of satisfication with their education at the Academy.* ➢ *Survey among the students on the quality and the effectiveness of teaching at the Academy.* ➢ *A questionnaire of the enquiries among the external stakeholders on the Academy's practice-students.* ➢ *A questionnaire of the enquiries among the external stakeholders on the Academy's graduates.* ➢ *Students' questionnaire of the assessment of the practice organized by the Academy.* ➢ *A questionnaire of the survey on the satisfaction among the teaching and*

	educational-supporting staff. ➢ *Survey among the students on the satisfaction with the Academy.* ➢ *«Professional list affirmation of higher educational institutions of MES of the RA» N 90-N decision of the Government of the RA.*

Please, analyze to which extent the institution explores the needs of internal and external stakeholders. Support the approach and its effectiveness (provide references to and attach relevant documents).

There are a number of mechanisms revealing the demands of the external (a responsible person for the Territorial Government bodies and for the Local Governing Bodies, an employer, a graduate, parents) and the internal (a student, the teaching and administrative staff) stakeholders –conducting inquires, organizing meetings, surveys on the opinions etc. they are mainly aimed at revealing the educational needs and studying the. The participation of the external and internal stakeholders in all the governing bodies of the Academy (The Scientific Council, the Quality Managing permanent committee attached to the Scientific Council, deanery) is insured. Thus, the 26,8% of the members of the Scientific Council and the 55,7% of the members of QMC are the external and internal stakeholders. They are full members of the following circles and have the right to participate in the discussions, express their opinions, make suggestions and participate in making decisions. The Academy's external and internal stakeholders are also involved in the working group formed for developing the Strategic Program of development (2014-2019) (order N QA-7, 12.12.2013). In the faculty and in the structural subdivisions the stakeholders represented their suggestions to the discussion of the working group during the developing and discussing stages of the Strategic Program. The Strategic Program was represented and approved in the extended session of the Scientific Council and was posted on the website of the Academy.

In order to implement the task 2.2 of the Academy's development Strategic Program («To undertake a stage by stage process of contextual and structural review of existing educational programs and the introduction of new educational programs in accordance with the demands of the modern labor-market») the Academy follows the demands of the labor-market in the subdivisions of The Ministry of Emergency Situations of RA and regularry carries out a check up in the field of the professions at bachelor's or master's degree or implement inclusion of new professions (post the list of the professions) ***(Appendix N 1.2).***

Since 2012 meetings with the units of the MES are being held regulary during which questions related to the adjustment of the professions are dicussed (also through an anonymous survey).

The Academy's Rector who is a MES r/s Major General is engaged in the Certifying Commission of the officers of the units of MES of RA and always takes part in the Commission's work during which the problems about the theoretical and practical training of the Academy's graduates are revealed. Due to those meetings some of the advantages and disadvantages of our graduates are revealed in the sphere of the choice and implementation of the practice, the theme of the term papers and theses, the suggestions of the external stakeholders (the employers) are taken into account, their direct participation to that work is being supported. (Link to the corresponding diagram) Since 2015 inquiries with the stakeholder-members of the final

Certification Committee are also conducted about the professional qualifications of our graduates who are their employees.

A lot of events related to MES of RA are organized regulary in the Academy (command post training, theoretical and practical workshops, meetings of the working groups of developing various strategies and programs related to the field, international seminars etc) during which meetings take place where the demands represented to the graduates are being revealed. The Academy's Rector, vice-rector for academic affairs, the faculty dean, educational consultants, head of the department, have got clear schedules of reception when the internal stakeholders (the teaching –staff and the students) represent clearly their problem. Meetings can be arranged outside the schedules.

Standard c. ***Aproved mechanisms and procedures of the assessment of the implementation of the mission and purpose exist in PEI.***

Bases:	➢ *The key indicator of the assessment of the Academy's (AKI, 2012-2016).* ➢ *The implementation plan-schedule of the Academy's Strategic Program of development (2014-2019).* ➢ *The medium-term implementation plan of the Academy's Strategic Program of development(2014-2016, 2017-2019).* ➢ *The short-term implementation plan of the Academy's Strategic Program of development.* ➢ *The report on the implementation process of the Academy's Strategic Program of development (2014-2019).* ➢ *Academy's activities according to academic years report in (2015, 2016 years).*

Please, provide the analysis of the mechanisms promoting strategic plan implementation and quality assurance processes (provide references to and attach relevant documents). Analyze the extent to which the quality assurance mechanisms promote continuous enhancement.

Several mechanisms and procedures are acting in The Academy for assessing the progress of implementing strategic goals. With the aim of assessing the implementation process of the Academy's SP Crisis Management State Academy's schedule-plan ***(Appendix N 1.1)*** of implementation of development of SP in 2014-2019 has been developed (aproved by the AKI 2014). The document represents the actions/measures planned for the implementation of each strategic goal, the implementation deadlines,responsible bodies or people and the required additional resources if necessary ***(Appendix N 1.1).***

For assessing the results of the implementation its mission and goals the Academy uses the mechanisms such as the key indicators, the development and analysis the Rector's and the heads'of the subdivisions anual reports. With the aim of monitoring and assessing the progress of implementation of the strategic plan the set of the Academy's activities has benn preparing and publishing since 2014 which is a mechanism of measuring and analysing the different stages and steps of the strategic –planning process and where six fields are separated –«Reception and functions», «Educational process», «Resources and management», «Infrastructure», «Science and innovation», «Foreign affairs and international cooperation». As a measuring tool the key indicator of assessment (AKI) is concrete, clear and measurable. It reveals the achievements and weaknesses, in order to organize its further development more effectively.

The planning process in the Academy is carried out from top to bottom, that is, first of all the the Academy's development SP is formed then the implementation plan-schedule of the SP, according to it the working plans of the faculty and structural subdivisions, the working plans of the departments and the individual working plans of the teaching staff. And the accountability of the Academy is implemented in the way of bottom - up: for example the teaching staff represent its annual report in the department session, and according to it the head of the department make a report at the session of the Faculty council, the dean of the faculty makes a report based on the reports of the heads of the departments, first at the session of the Faculty council, then at the session of the Scientific Council of the Academy. The Rector represents the Academy's annual activities in the Scientific Council of the Academy and at the annual session of the reports of the Ministry OF Emergency Situations of RA.

In 2016, based on the reports represented by all the subdevisions of the Academy, the report about the implementation process of the Academy's development strategic program 2014-2019 was made which was represented at the session(on 30.06.2016) of the Academy's Scientific Council, it was printed and published on the Academy's website (http://mes.am).

The report based on the Academy's mission and purpose gives an opportunity to assess the process of the implementation of the Academy's strategic goals, to record the achievements and shortcomings, to plan the reform. Especially the short-term schedule of activities of 2016 was checked and made by means of the mentioned report.

The above mentioned tools and mechanisms give opportunity to manage, monitor the process of the implementation of the Strategic Program, fix the achievements, reveal the shortcomings and plan the reforms.It becomes a strategic goal for the Academy from one side the improvement of the quality of teaching in the conditions of existing recourses and from the other side ensuring the certain threshold of quality by means of planning, developing and using the optimal recourses,as well as by the standards corresponding to the demands of the Modern Education.

Analyse the institution's strengths and weaknesses,the external oportunities and and threats in the domain described by criteria 1.

SWOT ANALYSIS

Strengths	***Weaknesses***
1. *The Academy has a clearly defined mission which is in consistent with NQS.* 2. *The Academy has the Strategic Program.* 3. *The Academy has the documents regulating the processes.* 4. *The Academy's status gives the graduares opportunity to find jobs more easily, mainly in the system of the Ministry Of Emergency Situations of RA.* 5. *The Academy has professions corresponding to the requirements of the system of the Ministry Of Emergency Situations of RA.* 6. *The Academy is the only educational institution in the region*	1. *Preparing and providing qualified specialists also for the regional labor market.* 2. *In contrast to the MES of RA system insufficient appreciation of the Academy's education in other private and state organizations. (Often the employers are not well acquainted with the activities of the Academy).*

whose main purpose is to prepare specialists with bachelor's and master's qualifications for the subdivisions of the MES of RA. *7. The Academy has a training field equipped corresponding to the international standards, laboratories and classrooms for the practical training.* *8. The Academy has external and internal stakeholders In the process of assessing the Strategic Program.* *9. The existence of the mechanisms and tools assessing the acountability and the implementation of the implementation of the Strategic Program.*	*3. Insufficient interest and engagement of the part of the external stakeholders in developing and implementing the Academy's strategic goals and objectives.*
Opportunities	***Threats***
1. The prevailing role of the Academy in providing the subdivisions of the MES of RA system with qualified specialists. *2. Expanding the opprtunities of Coopereting with the employers of the state system and involving them in the process of education.* *3. The opportunity of making the Academy a regional educational institution corresponding to the international standards.*	*1. The necessety of permanent development of the legislative framework* *2. Various crises, including the economic crisis, currency devaluation etc.* *3. The negative demographic trends.* *4. Changes in the demands of the labor market.*

Please, provide a SWOT analyses for criterion 1 for the last 5 years.

Using the internal strengths and external opportunities and taking into account the external threats the Academy drives such a policy which will allow him to preserve the strengths and reduce the weaknesses.

Orienting indicators for the implementation/progress and the assessment of the strategic goals are presupposed in the Academy's strategic program of the development(2014-2019) which are implemented in short-term (1 year) and long-term (5 years) term. The lists of those orienting indicators are followed by all the 9 strategic goals fixed in the Strategic Program.

According to the Academy's Strategic Program the MES of RA with all its subdivisions is Academy's stakeholder.

The Academy's 2014 - 2019 development Strategic Program is not a strict program, it may be changed currently in accordance with the unpredicted environmental changes. The latters can reveal new opportunities which must be responded to, or new external challenges and threats which the Academy has to withstand.

The Academy presupposes to review its mission to correspond to the demands of inner quality assessment system, create new relations and activate functioning connections with the regional stakeholders, analyze the performance of short-term plan-schedule of implementation of SP and transfer the shortcomings to the next short-term program, frequently organize trainings for teaching staff, modernize material-technical base, increase the equipment.

II. GOVERNANCE AND ADMINISTRATION

The main goal of the Academy is to increase the effectiveness of the management and utilization of financial resources, as well as to increase the effectiveness of the Academy's management, to improve the financial management of the Academy by means of the further development of the normative base of financial activities, the investment of the management information systems and by means of retraining the staff periodically.

Criterion. The institution's system of governance, administrative structures and their functions are effective and tend to accomplish its mission and purposes, maintaining management ethics.

Standard a. ***The Institution's management system provides regulated process of making decisions, in accordance with determined rules of ethics and has the necessary human, material and financial resources for the implementation of educational and other purposes.***	
Bases:	➢ *The Charter of the Academy.* ➢ *Regulations and the working procedures of the governing bodies.* ➢ *Financial management policies and procedures.* ➢ *Regulations for the appointment of financial audit and the result of the audit.* ➢ *The list of the Academy's structure and the regulations for the activities.* ➢ *The procedures of the election of the governing bodies.* ➢ *The key indicator of the assessment of the Academy's (AKI, 2012-2016).* ➢ *The Academy's internal disciplinary rules.* ➢ *The policy and the procedures of hiring, transfer, dismissal, promotion, encouragement and the enforcement of penalties of the Academy's staff.*
Please, represent the allocation map of the bodies involved in the the organizational structure.	

Please, analyze the effectiveness of the organizational structure (provide references to and attach relevant documents). To what extent does it contribute to the effective implementation of the institution's mission and to what extent is it available to the staff?

Enhancing the quality of the activities of the governing system, rooting the principles of its transparency, accountability, publicity and controllability results in the further democratization of the governance, as well as has the key role in the process of the development of the Institution.

The provisions of the RA laws «On Education», «On Higher and Postgraduate Professional Education», «On non-commercial state organizations» (which defines the Academy's legal entity type: Non-Commercial State Organization, hereafter NCSO) are the legal basis of the Academy's management system. The founder of the Academy is the Republic of Armenia on behalf of the Government of the Republic of Armenia.The Academy's management is implemented by the Government of Armenia, his authorized state body: The Ministry of Emergency Situations of RA (heareafter authorized state body), The Academy's Rector, as well as the collegial management bodies: the Academy's Council, the Scientific Council according to the legislation of the Republic of Armenia and the Charter of non-commercial state organization «Crisis Management State Academy».

The Academy's Scientific Council (SC), that has a 5 year term authorities, is a body coordinating and regulating the Academy's educational, scientific and scientific and technical activities and operates under the presiding of the Rector. The staff of the Scientific Council is

approved by the Minister of Emergency Situations of RA and the staff of the Scientific Council establishes its rules of procedure.

The staff of the Scientific Council includes the Rector (the President), the vice-rectors, the Scientific Secretary, the Head of the Educational Department, the Heads of the Departments, as well as the heads of the structural subdivisions, leading specialists of RA in the field of education and science and representatives from the stakeholders. 25% of the number of the Scientific Council are the students.

Standing and temporary committees opperate attached to the SC. Each question of great importance is previously discussed in the relevent Committe before being represented to the SC and only after that they are included in the agenda of the SC.

The standing committee are the following: processing and testing of draft legal acts, quality management, current monitoring of the educational programs and periodic review, competitive and the committee of ethics.

Temporary committees attached to the Scientific Council are also created: a committee of forming programs for teaching non-professional subjects, a committee of staff optimization in the subdivisions and increasing the effectiveness of the activities, etc.

The management of the current activities implements the Rector, within his jurisdiction and in accordance with the Charter. He defines the structure of the Academy and the powers of the structural subdivisions and confirms the number of the employees and the staff list, authorization, official duties ***(Appendix N 2.1).***

The Academy's rectorate is an advisory body attached to the Rector. During the period between the sessions of the Council and the Scientific Council, the rectorate, within the limits of its authority, discusses the questions concerning to all the spheres of the Academy's activities and the implementation process of the decisions of the Council and the Scientific Council.

The power of the Academy's rectorate, the procedures of organizing the activities, the preparation and holding the sessions are defined by the Regulations of the rectorate. The rectorate consists of the Rector, the Vice-Rectors, the head of the educational department, the Head of the Department, the chief accountant, the Faculty Dean, the students and representatives from separate subdivisions by the rector's recommendation. The decisions of the rectorate are implemented by the rector's order.

The Academy's Student Council (SC) is a Student self-governing body and has its representatives in the Council, in the Scientific Council, in the rectorate and in the Council of the Faculty. The authorities of the Student Council are determined by the Academy's Regulation, as well as by the regulation of the Student Council. It is a body uniting the Academy's students, defending their interests and revealing their educational needs.

The Academy's Vice-Rectors carry out the direct management of the certain field of the Academy's activities, in accordance with the Rector's instructions, orders and recommendations.

The powers of the Academy's structural subdivisions are defined by their Regulations and by the Academy's Charter.

The Faculty is the main structural subdivision organizing the Academy's methodical and scientific research process that implements the preparation of the specialists in more than one

related specialties. The procedure of the Faculty management is defined by the legislation of RA, by the Academy's Charter and by the Faculty regulation. It consists of Departments, laboratories, cabinets and other educational, scientific and auxiliary subdivisions.

One Faculty implementing higher education «Emergency and Crisis Management», operates in the Academy, it has a Council and the session of the Council is considered valid in case of the presence of the members of 2/3rd and the decisions are taken by the simple majority vote and the implementation of the decisions is mandatory for the students and the Faculty staff.

The activities of the faculty are organized and managed by the Faculty Dean. The Dean represents the educational plans of the Faculty to the Rector for its approval in the Scientific Council and elects the Faculty Representatives in the Scientific Council.

The Chair of the Academy is the main structural subdivision organizing the educational and academic work, which, combining the academic staff having common specialties, organizes the training of certain profession (specialty) and the appropriate methodical and research process. It operates in accordance with the Regulation of the Academy and the Faculty and depending on the size and types of educational and scientific activities, according to the set standard, process the workload of its employees. Chairs include professors, associate professors, lecturers, assistants and methodists. The chairs are provided with the necessary personnel, in consistent with the legislation requirements.

There are 4 Chairs in the Academy's Faculty of Emergency situations and Crisis Managemnt: the Chair of Natural Sciences, the Chair of Crisis Management, the Chair of Civil Defense and the Chair of Rescue Operations.

The administration and management of the Academy's educational- methodological processes, as well as scientific research, financial and economic activities are implemented by the departments.

The Academy's organizational structure and changes are defined by the decision of the Scientific Council, by the Rector.

The Academy's structural subdivisions are: educational, accountancy, personnel, buildings operation and the procurement subdivision, the library and other departments and subdivisions, as well as a number of other subdivisions under the direct supervision of the rector. All the employees involved in the the Academy's management system are provided with appropriate working rooms and furnishing, including computers connected to the internet, email and the local systems ***(Appendix N 2.1).***

In order to realize its mission and goals of SP, The Academy has the necessary human resources, the picture of which in the last 5 years is represented in the assessment key indicators (AKI. Indicator 3.1). According to those data the student / worker ratio was 6.2 in 2016-2017.

In the last 2 years the teaching staff /education support and administrative staff ratio is somewhat reduced due to the increase of the teaching, administrative and educational support staff (AKI. Indicator 3.2.). There is a constant increase of the teaching staff, due to the courses of professional educational block.

The Academy's financial and material resources are created by paid education service, from the state budget and by other income from other sources: in 2015 the total income increased by 42% (AKI. Indicator 3.4.). This number tends to grow due to the total amount of educational and

per student expenses.

Since 2011 expenditure per student has been increased (AKI. Indicator 3.5.).

The balance transferred from the end of the year has also increased by 24% that increases the financial stability fund and reduces the risk factors (AKI. Indicator 3.6.) extrabudgetary resources make up 48.7% of the total annual income (AKI. Indicator 3.7.).

In parallel with the increase in total expenditure of each year, the educational expenses have been also increased: as a result the educational expenses per student grow, which are the expenditure spent on the classrooms, offices and laboratories, the student buildings, the technical equipment, the expenses on the hotel plus the salaries of the lecturers (AKI. Indicator 3.8.).

The balance of education supporting expenses make up 11% of the total annual expenditure, which is due to the improvement of material and technical conditions and education supporting conditions, (AKI. Indicator 3.9.).

In order to organize the realization of the mission and main stradegic purpose more effectively, the Academy periodically makes structural changes in the list of its subdivision, by adding classrooms, offices and laboratories.

The policy and the procedures of hiring transfer and dismissal, encouragement and enforcement of penalties of the employees, are implemented consistently in the Academy.

So, the Academy's management system provides coordinated process of making decisions, in accordance with the defined rules of ethics and has the necessary human, material and financial resources for the implementation of the educational purposes.

Although, the Academy, in general, has reached some achievements in the direction of governance and administration, there are some processes that are either lacking or are still imperfect, for example, there is lack of clear mechanisms for the policy and procedure of monitoring the processes.

In the Academy the process of organizing the workflow and the document management: internal and external movement of documents is implemented in accordance with the regulation of the management and since 2011 has been invested the system of workflow (Mulberry), and since 2014 has been invested the management information system, from 2016 has been installed the integrated programs of personnel files management and database processing and Hosting (deployment) Space 2.

Standard b. The institution's system of governance allows the lecturers and students to take part in making decisions concerning them.	
Bases:	➢ *Orders providing the lecturers' and students' participation.* ➢ *The policy and procedures ensuring the participation of the teachers and students in decision-making processes.*

Please, provide the analysis of the effectiveness of the involvement of the teachers and students in decision-making processes

Participation of the members and the collegiality in decision-making is also considered to be fundamental values of the Academy's SP. The participation of the professorial staff in the process of making decisions concerning them has legal guarantees. The 19th article of the RA Law «On Higher and Postgraduate Education» fixes the right of participation: the employee's right to vote

and be elected in posts and in governing bodies, as well as the employee's right to participate in the discussion and solution of the questions related to the Institution's activities.

The whole professorial staff of the Chair is a member of the Chair and participate in the discussion of educational, scientific questions of the Charter (The 41th point of the exemplary Charter of the Academy's Faculty).

All the heads of the main structural subdivisions of the Academy are members of the Academy's Rectorate.

In the Academy operates the Student self-governing organization: Student Council (SC) (the 62th point of the Academy's Regulation) and the Student Scientific Society (SSS), their existing regulations were adopted in 2014.

The above mentioned structures have their share in the Academy's budget intended for organizing events.

The students participate in all the elections of governance through the collegial bodies of governance.

With their initiative and proposal a number of questions related to their needs are discussed and, corresponding decisions are adopted.

The students also participate in the process of making decisions about the discussion of the educational programs. The surveys and analytical reports being aimed at improving the educational process are also students' mediated and effective format in decision making process.

The students have the right to take part in the functions of ensuring the quality of teaching and assess the effectiveness of the activities of the teaching staff which is fixed by the Academy's Regulation and by the RA Law «On Education»

The Academy has a Vice-Rector for Educational Affairs, a Vice-Rector for organizing and coordinating the cultural process, who are called to reveal and care for the students' educational needs, to support and make their participation full and complete in organizing non educational daily activities.

In order to activate the participation of the students in Academc life, the Rector and the administration regularly organize meetings with students and their Council, listen to their opinions and suggestions which are taken into consideration during making decisions.

Standard c: ***The Institution processes and carries out short, medium and long-term planning in accordance with its mission and purpose and has clear mechanisms for implementing and monitoring them.***

Bases:	➢ *Short-term action plan and evidences of implementation.* ➢ *Medium- term action plan and evidences of implementation.* ➢ *Long-term action plan and evidences of implementation.*

Please, analyze the effectiveness of planning and their implementation (provide references to and attach relevant documents). How does it promote the effective implementation of the institution's stated mission?

Planning in the Academy, as a managerial process, has a specific system and ways, which are conditioned with the Academy's mission as an implementer of high professional education, being State Non-Commercial Organization. Planning is manifested in its activities with 3 levels: long-term (Strategic) plan-schedule, medium-term and short-term (current or annual). Each of those levels

has its implementation and monitoring mechanisms.

As the first level of planning or a long-term planning, in the Academy, in accordance with its mission and purpose, a five-year strategic plan has been processed, which is approved by the Academy's Council, and the plan-schedule of the implementation of those programs has planned the ways and means of achieving them in concrete terms

In Standard 1 there is represented about the long-term planning, implementation and monitoring.

As basis for implementing and monitoring the Strategic Plan are considered the orienting indicators of assessing the progress fixed in the SP for five year period, which are defined for the implementation of each purpose and objective ***(Appendix N 1.1).***

The medium-term planning is intended for two or three calendar years, which are defined for the implementation of each purpose and objective.

Each of the Academy's subdivisions, based on the Strategic Plan, draw up a work plan for the academic year, the execution of which is evaluated by the report, based on the expected results set out in the work plan for the fulfillment of every purpose and objectives of the SP.

The short-term planning is intended for one academic and/ or calendar year and is aimed at the operative planning of the Academy's scientific and educational process, which manifests itself first of all with planning the educational process and its implementation type is planning the Bachelor's and Master's degree education programs. The legal basis for this planning system is the RA law «About education», which defines that the educational processes are organized in the Educational Institutions with educational plans, syllabuses, educational timeline and timetable (RA Law «On education», Article 14 Part 1). The curricula of the educational programs are processed by the Faculty (the Departments), after that they are represented to the approval of the Scientific Council with special procedure ***(Standard 2c).***

Based on the teaching plans the positions of the professorial staff and annual planning of educational loads are carried out.

One of the important functions implemented in the Academy's management process is the regulation by means of adoption Inter- Academy acts, which began in 2014 and is continued in parallel with ongoing reforms. With the aim of coordinated and effective implementation of that function, the Standing Committee of Editorial-publishing Council of the SC operates in the Academy.

The acts regulating the educational process occupy significant place in them, which make the educational process clear and predictable for the students. Simultaneously, in the schedule there are certain terms defined, according to the months, for representing the documents to the educational department by the Faculty.

The execution of the Strategic Plan is assessed and the effectiveness of the implementation is represented in the annual reports of the Academy's activities. All the structural subdivisions make current or annual reports according to the relevant hierarchy. The Rector quarterly reports to the Ministry of Emergency Situations of RA about the complete execution of the Academy's annual work activities. Evaluation of annual work activities is implemented by reporting, main indicators are recorded and the priorities of the future activities are determined.

Standard d: ***The Institution implements studies of the factors affecting on its activities and base on reliable data while making decisions.***	
Bases:	➢ *The key indicator of the assessment of the Academy's (AKI, 2012-2016).* ➢ *Tools and mechanisms used for study the factors influencing on the institution's activities.* ➢ *Formally accepted policy of the evaluation and revision the plans.* ➢ *Other bases and analysis.*

Please, mention the results of the studies of the factors influencing on the institution's activities in the last three years and their reflection in the Strategic Plan.

Making decisions in the Academy's governance system is done by the implementation of managing functions of prediction, planning, organization general leadership, controlling and accounting which gives an opportunity to gather reliable data and take into account the affecting factors, which substantiate the decisions taken and, as a result, lead to their execution efficiency. In the processes of management the prediction supposes the prediction of changes in the processes of the Academy's activity and development by using the reliable data collected about internal and external factors, and corrections and changes are carried out based on the results of the analysis of the data received from the surveys.

Implementing its activities, the Academy bases on gathering and analyzing the information relating to it (AKI, surveys, statistics), without which it is impossible to assess the effectiveness of its work, ascertain the shortcomings and the results of the changes made for the improvement.

The assessment of the effectiveness and the execution of the Academy's activity is implemented with the help of the set established by AKI and is revealed the achievements and weaknesses of the Academy, in order to organize its further development more effectively. The analysis of the AKI data allows to ascertaing the strengths and weaknesses of the Academy's management and planning processes, as well as, to imrove the management and planning processes.

In the Academy, the strategic planning has elements of indefiniteness, because there are a lot of external factors affecting on the Academy's governance and activities (they refer to the economic, social, legal, competitive and to other spheres of society). So, in the process of the Academy's Management a great importance is given to the revelation of the analysis of the main factors affecting on it and the prediction of their future possible impacts.

The availability of the AKIs provides the practicability of the purposes, objectives and separate actions of the SP and the Academy's relation with the most important elements of its internal and external environments.

The data collected and analyzed in the activity AKI refer to 6 major spheres of the Academy's activities: admission and staff, educational process, resources and management, infrastructures, science and innovation, foreign relations and international cooperation. The factors affecting on the above mentioned 6 spheres are represented in AKI and based on these reliable facts the Academy can make right decisions processing its strategy in the following spheres.

With the aim of revealing the factors affecting on the quality of teaching surveys are carried out among the Academy's graduates and stakeholders, ascertain the level of their satisfaction with the students' knowledge and abilities. And for studying the internal factors surveys are carried out

among the students, ascertain the level of their satisfaction with the educational programs, the professorial staff, with the condition of auditoriums, classrooms and laboratories, the library service, the working environment and the existing regulations and procedures. Besides, the administration periodically holds meetings with the students and the teaching staff, ascertain the existing problems in a certain period of time, listen to their opinions and suggestions, which are taken into consideration for giving situational solutions to the problems existing at the moment.

Thus, based on the analysis of the research carried out by the mentioned ways new reforms are planned. For example, considering the fact that the Academy is the only educational center in the Region and trains specialists with higher education with master's and bachelor's degree programs, great work is being done in order to make it a regional educational institution, in accordance with international standards. For the aim of resolving that problem, the Academy's «Lusakert» training base which has great possibilities for practical training courses and professional training (training base for conducting professional rescue operations under the ruins, models for overcoming different natural obstacles, smoky space for performing rescue operations, for performing rescue operations in case of train and road accidents, air evacuation, sport fields, towers for rope works, etc) serves also for holding international and local training exersices.

In order to organize the process of gathering information more effevctively electronic bases and management information systems are created. Mainly, in all the subdivisions of the Academy operates the staff accounting and processing information system, the accounting system of the students' educational fee, database of accounting and processing the students' data, the base of the students' attendance, the database of accounting and processing the results of exams, the system of accounting and processing the result of the surveys.

The Academy's activities are affected by the factors like: external (admission, financial inflow, unpredictable situations, labor market and social demands, legislative changes) and internal (changes in the teaching and administrative staff, the provision of the classrooms and auditoria with tools). Environmental factors are analyzed and researched in the educational department and decisions are taken in the direction of their improvement.

The external and internal environmental changes greatly affect on the different spheres of the Academy's activities and the research and study of such affecting factors are regularly implemented ongoing processes, the final result of which is seen in the short term programs. In the reports of the subdivisions, in the surveys on the stakeholders' opinion, in the graduates' satisfaction surveys on education gained in the Academy, in the questionnaires assessing the professional and pedagogical qualitiesof the professorial staff by the students, in the reports on the students' academic progress (AKI. Indicator 2.11), in the surveys on the external stakeholders' opinion about the graduates, in the surveys on the external stakeholders' opinion about the trainee students, in the internal audit, are reflected the results of the study of the students' satisfaction with the Academy.

It should be mentioned that the study of external and internal factors, as well as some of the above mentioned surveys have not been implemented until now, or have been implemented not regularly. Considering the importance of studying the external and internal factors affecting on the Academy's activities, it is necessary to conduct the described surveys regularly, annually in the

process of strategic planning, as well as in the process of quality assurance of education.

For making decisions the supervision and accountability are also effective means of data collection which is manifested by the implementation of the functions of the governing bodies. Selective verifications and audits are applied over the corresponding structural bodies. The process of supervision of the Academy's activities is implemented from top to the bottom (assessing the activities of the subordinate by the superior and making sound decisions), which also serves to the necessary data collection for making sound decisions. The analysis of the received information is the basis for making decisions and for the change of the existing order. Mainly, contextual and structural changes are made in the academic programs, in the assessment system, in the programs of holding practices, and for more effective use of the available material and technical base structural changes are made.

Standard e: ***The administrative process of the policy and the procedures is carried out on the principle of quality management (planning, implementation, assessment, approvement).***

Bases:	➢ *The policy and the procedures of the quality assurance of the Institution's management and administrative process.* ➢ *The principles of the implementation of policies and procedures.* ➢ *The mechanisms of the implementation of policies and procedures.* ➢ *Other bases and analysis.*

Please, analyze the effectiveness of the mechanisms promoting the quality assurance (provide references to and attach relevant documents). Analyze to what extent the quality assurance mechanisms promote the continuous improvement.

The Charter clearly represents the Academy's structure, issues on formation and jurisdiction of the governing bodies, the order of the management of the structural units. Since its foundation day the Academy has continually changed and rebuilt its management system, making it in accordance with the general public and governmental reforms and their programs. Each of those bodies has jurisdiction in the process of the Academy's management under the set regulations and procedures. The management is manifested at the level of separate subdivisions as a set of successor processes: revealing the main issues, elaboration of improving measures, decision making for implementation, implementation of decisions, supervision and evaluation of the execution. for the implementation of mentioned processes numerous regulations, procedures and other legal acts, regulating the functions and procedures of the governing bodies, were adopted. The implementation of internal legal acts goes on according to the principle of quality management: «Planning - development - carry out-assessment» (P-D-C-A) through the relevant procedures. *Such functions of management as supervision and one of its elements: accountability play an important role in the Academy's* activities ***(Standard 2.a).*** The Academy's management, academic policy and procedures are carried out in accordance with the general principles of of management, which are meant to ensure maximum effectiveness. Those principles are:

1. The differentiation of the functions and authorities of the governing bodies.
2. The combination of collegial and individual management in the management system.
3. The governance goes on at the principle of autonomy and self government.
4. There are mechanisms for ensuring the quality management. Those are the supervision of the subordinates by the superiors, the reporting system and the student surveys.

Supervisory functions carried out by the founder and the authorized state body are also mechanisms for quality assurance. The policy of the quality assurance is effective, because planned and consistent procedures are carried out aimed at the elimination of the observed shortcomings, which contribute to the realization of the Academy's mission, in accordance with its strategic purpose and objectives, continuous improvement of the quality and further development, it also identifies the areas deserving for special attention, make the different spheres and procedures of the quality assurance harmonious, raise the quality of management, as well as, improves and modernizes the functions and procedures of the quality of management and the official documents related them, in consistent with European standards.

Standard f. ***There are mechanisms in the Institution ensuring data collection on the effectiveness of the academic programmes and other processes, analysis and application of the data in decision-making.***

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *Mechanisms for evaluating the effectiveness of other processes.* ➢ *Information collection system (the templates of the questionnaires).* ➢ *Relevant analysis.*

Please, analyze the effectiveness of the mechanisms for evaluating the institution's academic programmes and other processes (provide references to and attach relevant documents).

The most important strategic purpose, that is, the efficiency of providing high quality education is guaranteed in the appropriate level of professional education programs, in accordance with the expected final results of the academic programs, with the mission in consistent with the state educational standards and with the NQF's (standards). Constantly following the labor market demands, of the country and the region, in order to ensure high quality education, in the Academy appropriate educational programs are processed and verified (The procedure for approving the Academy's educational programs, approved at the session No3 of the SC on July 9, in 2014), then in order to evaluate the effectiveness of the educational programs being implemented, they are undergoing monitoring periodically (The procedure of the current monitoring and review of the Academy's educational programs, approved at the session No 2 of the SC on May 9, in 2014). Analysis and evaluation of the educational programs is carried out through surveys, based on the collection of appropriate information, regulations of the graduates' survey on their education gained at the Academy, the regulations of the students' survey on the teaching quality and effectiveness of the Academy, approved at the session No 2 of the SC on May 5, in 2014, the regulation of the survey on studying the external stakeholders' oppinion about the graduates of the Academy, the Academy's regulation of organizing and implementing practic (approved at the session No 5 of the SC on December 3, in 2015), by the following stages: first Professional Department, then educational department: where according to the processing guidelines of the Academy's educational programs (methodological guidelines of processing the Academy's educational programs) the educational programs of all the acting specialties in the Academy are checked, they are represented and discussed among the internal and external stakeholders and necessary constructive proposals are made aimed at the elimination of revealed shortcomings. It is noteworthy that the «Educational

outcomes», the «Competences» as a set of knowledge, skills and abilities obtained by the graduates are evaluated by means of surveys conducted at the end of each academic year among the external stakeholders and the graduates. The above mentioned processes provide an opportunity to update regularly the content of educational programs and improve the quality of education, and make it consistent with the requirements of the labor market and socio-economic development, and if necessary, to develop and introduce new demanded specialty (educational programs). For the evaluation of the effectiveness of other processes, the academy has a number of mechanisms developed and approved by relevant regulations, especially: the regulation of the survey on the quality and efficiency of teaching, the regulation of the survey on the Academy's internal stakeholders' satisfaction (approved at the session No 2 of the SC on June 30, in 2016) and mechanisms for the assessment of the rating of the activities of the Academy's teaching staff (approved at the session No 2 of the SC on May 5, in 2014).

Through the above mentioned the vast amount of information is collected, processed and analyzed and in the result of it an opportunity is obtained to evaluate the achievements,to reveal the shortcomings and deficiencies, and process a plan of action for solving them.

Standing Committee of quality management attached to the SC operates in the Academy(the regulation of the Standing Committee of quality management attached to the SC approved at the session No2 of the SC on May 5, in 2014) which, with the help of its authorized representatives, periodically organizes measures in the structural subdivisions related to the complete improvement of the quality system and the complete investment of the quality system (research, monitoring, etc.) and makes a report on the activities implemented in the field of quality. Based on it a multi-step process of analyzing the activities of subdivisions (Faculty, Department, laboratory, auditorium,educational department, rectorate, career center, etc) is implemented. In the Educational Department the internal and external stakeholders' suggestions on various questions are collected, classified (grouped) and analyzed (the regulation of the external stakeholders' survey on the Academy's graduates, the regulation of the surveys on the Academy's internal stakeholders' satisfaction, proposals and remarks represented in the reports of the head of the final certification committees, etc.

1. The quantitative and qualitative results of the students' current, final, annual and semester academic progress are collected and analyzed in the Faculty, according to the groups and courses and comparative analysis are carried out.
2. A software system for the students' attendance, registration and summary opperates in the Faculty, with the help of which the unit of the portion of the students' participation in the knowledge assessment is formed automatically.
3. Quantitative and qualitative data on graduates is collected in the Faculty.

With the aim of learning outcomes, the reliability of the evaluation of the effectiveness of the education and improving the quality, at the sessions of the Academy's Scientific Council and the Rectorate decisions are periodically discussed and made, which refer to the the students current and final assessment, final certification, effective management of the practices, to the modernization and improvement of the mechanisms and processes of exchanging the experience of the professorial staff which are invested according to the schedule- plan of the implementation of the Academy's SP (the schedule- plan of the implementation of the Academy's SP).

The complete system of internal quality assurance and assessment completely meeting the

European requirements is not fully invested in the Academy yet, but relevant mechanisms are being processed and those which exist are being improved.The transition to credit-based bachelor's degree in flexible educational programs is not implemented completely in the educational programs: the balance of optional courses is not extended, and there are no conditions and mechanisms organizing the students' learning with individual programs.

Standard g. ***The Institution has mechanisms for assessing the publications of the objective and impartial quantitative and qualitative updated information about the quality of educational programs and awarded qualifications.***

Bases:	➢ *Policies and procedures dissemination of public information.* ➢ *Mechanisms assessing the accessibility and objectivity of the publications.*

Please, analyze the effectiveness of the mechanisms evaluating the publications of quantitative and qualitative information provided by the institution (provide references to and attach relevant documents).

During its activities the Academy gave importance and proper attention to constantly changing and improving issues of the quality of education. Special place was given to the quality assurance of education in the list of imperishable values of the Academy's Strategic ***(Appendix N 1.1).***

High exigency towards the quality of teaching has always beenthe Academy's main purpose, so the modernity of educational programs are of primary importance for the Academy's high professional reputation, for ensuring its internal and external competitiveness. In this regard, especially, such issues are important as development and investment of the internal system of quality assurance of education, the review of the offered educational programs (curriculum, subject program) and making them in consistent with the modern international standards.

There is a committee formed in the Academy for insuring and controlling the quality of education (The order of the Academy's Rector on the formation of the Committee of quality management), which is aimed at collecting, processing and analyzing the necessary data about the implementation of all the processes of quality assessment and assurance in the Academy and at providing the public with objective and complete information with the help of appropriate tools and mechanisms. Due to educational reforms, if necessary, the form and content of information which is provided to the public is being changed or processed. The implementation of monitoring of the external information about all the processes and the data collected in the result of it allow to reveal the shortcomings and deficiencies existing in those processes. The Academy regularly publishes information about the educational programs and awarded qualifications, about the procedures used for teaching, learning and assessment and implements its information by means of special manuals, booklets, web sites, annual reports, the publications of the teaching staff and by means of other documents (SP) ***(Appendix N 1.1).***

1. The Academy publishes.

«The credit system study guide and learning directory» for the students in bachelor's degree programs, which contains useful information about the concepts of the the credit system, organizing the educational process, about the procedures of knowledge testing and assessment, structure of proposed educational programs, about the content and the amount of the workload, the courses of the training program and about the education outcomes outlined by them.

- Booklets or the list of the entrance examinations of the new academic year: about the admission, specialties, examinations, the seats and the tariff.

2. The Academy's activities and organized events and meetings are regularly covered in the vebsite of the Academy and MES of RA (www.mes.am), on the Facebook page, in the weekly «911

Emergency Newspaper», as well as in the student newspaper «Crisis Overcomers», etc.

3. Textbooks, monographs, educational and methodological manuals, articles and theses are published by the Academy's teaching staff, the number of which increases year by year and those listings are represented in the Academy's annual reports. Different subdivisions represent annual reports and the Rector's report is published (Extract from the annual report of the Academy's Rector). Information and descriptions about the Academy are published in the website of the MES of RA, in the Academy's website, in the weekly «911, Emergency Newspaper», in the newspaper «Process», in the weekly «Ether», «TV Channel» in the student newspaper «Crisis Overcomers» in the directory «The universities of Armenia», in the book «Yellow Pages of Armenia» published by «Spyur» Information Center and in their website, by means of printing booklets and by the programs and announcement on the Radio and TV, by Facebook.com, Dprutyun, etc.

4. There is the Academy's website: (www.mes.am/hy/quality-assurance) and the Facebook Profile *(cmsa.academay), which are the most accessible* and important means of covering and providing the transparency of the Academy's activities.

Please, analyze the strengths and weaknesses, the external opportunities and threats of the Institution in the domain described by criterion 2. Introduce the measures to be taken for overcoming the weaknesses and threats. Introduce the measures to be taken for overcoming the weaknesses and threats.

Criterion II: GOVERNANCE AND ADMINISTRATION

SWOT ANALYSIS

Strengths	***Weaknesses***
1. *The long-term, medium-term and short-term plan-schedule in accordance with the Strategic Plan is available in the Academy.* 2. *The activity of the Academy's governing bodies is clearly defined according to the Regulations and working rules.* 3. *There is an effective allocation of the administrative staff.* 4. *The activity of the management system and the administration infrastructure is available.* 5. *Availability of Quality Assurance Centre and quality assurance policies and procedures.* 6. *Regulated participation of the stakeholders in the Governing bodies (councils).* 7. *Transparency and accessibility of the decisions made in the Academy's Council, in the Scientific Council and in the Rectorate.* 8. *Availability and stability of experienced and competence staff, and leading specialists in the field of education.* 9. *Availability of internal computer network and electronic document circulation in the Academy.*	1. *Lack of clear mechanisms assessing the effectiveness of the activities of the administrati structures (human, financial and material and technical) .* 2. *Insufficient activity of the students in the Governing Bodies of the Academy.* 3. *Lack of self-analysis by some of the subdivisions.* 4. *Low level of exchanging experience with other High Educational Institutions.* 5. *Insufficient awareness of the new standards of quality assurance.* 6. *The lack of experience of the students' survey a in the result of it there is lack of its imperfectio* 7. *Imperfection of the mechanisms for ensuring t feedback.*
Opportunities	***Threats***

1. *With its specialties the Academy is the only Institution in the Region that trains specialists with master's and bachelor's degree program and relevant work is being done to make it Regional Educational Institution in accordance with the international standards.* 2. *Participation in the international projects, the existence of relations and cooperation in management processes, also for targeting at the increase of the effectiveness of the educational process.*	1. *Less opportunity of retraining for the administrative and teaching staff.* 2. *Frequent change in the legislative framework in the sphere of education.*

From the viewpoint of the Academy's development and progress the investment and the use of modern technologies in the educational process is highlighted.

The Academy'a effective management and administration is a precondition for effective organization of educational, research and other processes and the following processes are intended to implement for their provision:

Continuous improvement of the documents regulating the activities.

- *Review of the standards evaluating the activity and making them consistent with the requirements arising from the strategic project.*
- *The study of the practice of other institutions succeeded in the area of management and administration, their usage and analysis (benchmarking).*

III. ACADEMIC PROGRAMS

The Academic programs of the Academy are in accordance with the mission fixed in the strategic project of the Academy. Higher professional academc programs (Bachelor's and Master's degree) in accordance with the requirements of the spheres of the subdivisions operating at the Ministry of Emergency Situations of RA. Wnen forming the academic programs are taken into consideration the researches of the experienced professorial staff, the doctors of sciences, the Heads of the Chairs, and the leading specialists of the educational field involved in the Chairs. Ա

Criterion. Academic programs are in accordance with the mission of the Institution, are integral part of the of institution's planning and contribute to the mobility and internationalization.

Standard a: The academic programs of the Institution are in accordance with the mission, with the state academic standards, are programs are thoroughly formulated, according to the intended learning outcomes, which correspond to the academic qualification.	
Bases:	➢ *The Academy's Development Strategic Project of 2014-2019.* ➢ *National Qualification Framework.* ➢ *The quality assurance conception of the Academy.* ➢ *The quality assurance policy of the Academy.* ➢ *The Academy's policy in the field of the quality of education.* ➢ *The Academy's policy in the field of implementation of improving academic programs, organization and management of educational processes, comparative analysis of the best practices (benchmarking).* ➢ *The regulation of organizing educational process in credit system.* ➢ *Confirmation system of the educational programs:*

	➢ *Quality assurance guide.* ➢ *Specifications for the academic programs.*

Please, analyze the effectiveness and alignment of the academic program learning outcomes with the institution's mission as well as the comparability with the state academic standards and the Armenian National Qualifications Framework (ANQF).

In the Academy's faculty of «Emergency Situations and Crisis Management» is implemented higher educational in 7 specialties with bachelor's degree program in full-time and part-time learning system and Master's degree program in two specialties in part-time system ***(Appendix N1.2).***

With its educational programs the Academy provides some subdivisions of the system of MES of RA with competitive specialists having appropriate qualification, gifted with necessary knowledge and skills, able to solve professional problems and mastering comprehensive competences and contribute to the development and consolidation of the civil defense, serves to the development of the safe environment of emergency situations, the resolution and improvement of their problems, implements provision of Staff for a number of processes that are significant for the subdivisions of MES of RA.

The Academy's existing academic programs are formed guided by the methodical guidelines of the development of academic programs, approved in 2014 and by the approved structure of the academic program specification (the specification).

Following the requirements represented to the structure of the specification, the academic programs are formed providing the availability of the main elements of the Academy's mission and in each one clearly mention:

- The professional spheres and domains of the program graduates, the positions occupied by them the group of which almost covers the labor market demand of MES of RA.
- The qualifications: Bachelor's degree or Msater's degree and the learning outcomes acquired at the end of the program.
- Teaching and learning approaches which are student centred and are aimed at satisfying the perspective needs of internal and external stakeholders.
- The description of the courses of the academic programs which give the purpose of each course in the framework of implementation of the educational program and the learning outcomes acquired at the end of the programe.
- And the most important, the map of forming the learning outcomes according to the courses, which shows the linkage between the learning outcomes and the courses which are a component of the program.

Thus, the investigation made in 2015-2016 academic year, by the Quality Assurance Centre states that, the availability of above mentioned sections in the Academy's educational programs provide the consistency of expected learning outcomes mentioned in them with the institution's mission.

The academic programs of the Academy's three specialties have been investigated. During the analysis the elements of the Academy's mission, the relevant objectives of SP (Purpose 2, objectives 2.1-2.5) and the expected learning outcomes received from the educational program

were combined ***(Appendix N 1.1).***

Since 2006 the Academy has passed to passed to the bachelor's qualification, and in 2007, the Maste'rs qualification two-tier education system and implemdeveloped for the courses.ented training in accordance with the educational plans, with the syllabuses of general form developed for the courses. Since 2014-2015 academic years, according to the implementation schedule of SP, the Academy made structural and contextual review of the learning programs according to the specialties, in line with the modern program standards and the demands of the labor market **(*SP*)** ***(Appendix N 1.1).***

Since 2014 the groups of forming the academic programs and reviewing the structure and content of the educational program formed according to the specialties investigated the state standards of Higher Educational Institution of Fire Service in Warsaw and the educational programs of other leading Educational Institutions. Based on the investigations and the Academy's corresponding educational programs formulated with competences educational programs, in consistent with the modern educational requirements, the provisions of the Bologna Process and comparable with NQF were formed and invested.

The Academy, by means of stakeholders'surveys, by collecting data on the recuirements of new specialties and by evaluating its opportunities of realizing the concrete specialty and the state decisions related to the qualifications, in each current academic year plans and approves the list of the specialties for the next academic year admission **(SP, Purpose 2)** ***(Appendix N 1.1).***

In recent years the studies have shown, that in the subdivisions of the MES of RA, there is a demand of the specialists in the field of management, applied seismology, a psychologist in the direction of disaster etc.

In the Academy serious work has been done in the direction of processing the academic programs where the comparability of the learning outcomes of the educational programs with the NQF was taken into consideration.

The working groups who process the educational programs were based on the requirements of NQF and the Academy's expectations of the educational programs when forming the necessary knowledge corresponding to the Bachelor's and Master's degree level of education, forming the competences of skills and abilities and the expected learning outcomes. So, the opportunities and outcomes of professional, theoretical and practical knowledge formation represented in NQF and the abilities which will obtain the students are fixed in the corresponding competences of the Academy's educational programs (basis: educational programs, reference to to the ed. Pr.) and at the end of the program provide for the students ***(Appendix N 3.1):***

1. Awareness of basic concepts, theories, approaches, principles of the concrete profession, of the methodology of the analysis of the safity of possible crisis in civil defense and in emergency situations, of critical and analytical methods of risk reduction, modern information technology, of databases of the organization including also the risk maps, geographic information systems, expert systems special to the professional sphere and modern teaching methods and models of using applied software packages.
2. Skills for collecting, editing, analyzing, commenting, making comparisons important data, indicators and information, as well as making operative decisions in the fieild of civil defense

and in emergency situation, process management, maps processing methodology, organization of research activities on disaster risk reduction, generalization of statistical information and for tardeted use of corresponding modern information systems in professional field.

3. **Abilities** of preparing literate professional reports, analysis of professional information materials, logical oral and written communication, norms of professional ethics, cooperating in teamwork and applying is professional knowledge, to provide first aid and to make their own conclusions and take responsibility for making professional decisions.

Please, provide the list of the organizations (mentioning the countries) with which the institution has implemented comparative analysis (benchmarking) its academic programmes.

For the investment of the Academy's academic program and for their further successful development, the working groups, based on the current reforms in the sphere of education, have conducted studies and comparative analysis with the Higher Educational Institution of Fire Service in Warsaw according to the structure of educational programs, educational distribution of credits between educational parts (ED. dep. protocol.), the purpose and objectives of the program (QAM protocol.), competences forming at the end of the project, graduates' future career opportunities, list of the subjects (working group protocol.) and so on.

Now, all the specialties of the Academy's educational programs of Bachelor's or Master's degree provide the whole package of required documents, maintain their all contextual requirements and criteria (Method. Counc. prot.).

Standard b. The institution has a policy that promotes correspondence between teaching and learning approaches and the intended learning outcomes which ensures the student-centered learning.

Bases:	➢ *The Academy's Development Strategic Project of 2014-2019.* ➢ *The regulation of conducting lesson observations at the Academy.* ➢ *The regulation of implementing a student survey at the Academy, on the quality and effectiveness.* ➢ *Guidelines for the formation of course packages.* ➢ *The regulation of implementing graduate's survey on their satisfaction with the education received at the Academy.* ➢ *Educational programs guides of bachelor degree of the Academy.* ➢ *The regulation of studying the external stakeholders' opinion about the Academy's graduates.* ➢ *The regulation of studying the external stakeholders' opinion about the Academy's practicum-students.*

No	***Learning outcomes***	***Teaching methods***	***Learning methods***
1	-	-	-

The correspondence between the courses defined by the academic program and the respective intended learning outcomes (please, insert raws and columns if necessary).

No	***The name of the course***	***LO1***	***LO2***	***LO3***	***LO4***	***LO5***	***LO6***	***LO7***	***LO8***
1	-	-	-	-	-	-	-	-	-

Please, analyze the effectiveness of teaching and learning methods mentioned in academic programs (attach and refer to the relevant documents).

The process of modernizing the teaching and learning methods is one of the most important

objectives of the Academy's SP ***(SP, Objective 2.2).***

The continuous increase of the quality and effectiveness of teaching and learning, in accordance with the expected learning outcome of the Academy's educational programs, as well as the necessity of conducting policy conducive to teaching is fixed in the Academy's SP ***(Appendix N1.1).***

During the formation of the educational programs, in the Academy's educational programs are being chosen the teaching and learning methods, as well as the educational outcomes are fixed. It means that in the educational programs are listed the methods of teaching and learning by means of which the student will gain professional knowledge and skills, general practical and professional skills.at the end of the project (specifications).

Linked form of joint activity between the lecturers and the students are considered the teaching and learning methods: collaborative learning, practical, logical, interactive-constructive, individual, stimulating group and individual work which are chosen in educational programs ***(educational programs)*** and are intended to provide the formation of learning outcomes. The working groups who formed the educational programs, when choosing the methods, took into account the approaches to choosing the teaching and learning methods given in the «Methodological Guidelines for the development of the Academy's educational programs», the experience of teaching and classical methods, they also studied the proven modern methods applied at the Academy and other leading universities. For the educational programs they chose learning methods in accordance with the reforms and directed to satisfy the students' nmodern requirements ***(Working Group protocol)***.

In the Academic programs as teaching and learning methods are represented the classical ways: lectures, practical and seminar courses, laboratory work and almost all of them include computer presentation mechanism for providing the material, for maintaining knowledge: individual work, independent work, essays, course works, speeches and group discussions, for development constructive and collaborative abilities: situational games, debate, group work, training exercises, documentation related work, etc., which are intended to develop a student-centered educational culture.

By the example of the educational programs of the Academy's specialties «Civil Defense», «Rescue Operations» and «Crisis Management» are represented the teaching and learning fixed methods sellected according to expected learning outcomes, the outcomes and the maps of the compliance of learning modules and educational outcomes for the same specialties are represented in.

It should be mentioned that since 2014 the teaching and learning methods selected according to expected learning outcomes are represented in the course packages which are a component part of the educational programs, in more details, comprehensive, as well as according to each theme (Website, Guideline for the formation of the course packages). There are a number of mechanisms at the Academy for direct and indirect evaluation of the effectiveness of teaching and learning methods.

Among them are:

1. The students' surveys on the quality and effectiveness which have been implemented in the

Academy since 2015, every semester. The elaborations of the results of those surveys showed that the students appreciate highly the use of comprehensible and affordable methods of providing the material by the lecturers (4,5-4,65), the lecturers efforts of promoting to master the material and improving the material by independent work (4,42-4,68), the tendencies in developing the students' analytical and critical thinking (4,28-4,67). It should be mentioned, that the average score has been significantly improved (4,5- 4,6).

2. The graduates' surveys on their satisfaction with the education received at the Academy, which has been implemented annually in the Academy, since 2015թ. If the graduates are satisfied with their education, then the methods used were targeted, directed to the students' achievements, therefore effective. The summary of those surveys for two academic years proves that our graduates are satisfied with their theoretical knowledge (The average grade: 4,33-4,61), acquired professional abilities (The average grade: 4,48-4,61), as well as with their acquired practical skills (The average grade: 4,57 - 4,89).
3. The surveys among the external stakeholders on their opinion about the Academy's graduates which have been implemented since 2015. The results of that survey were not so satisfactory, although there is a tendency of improvemen: professional preparedness: 4,42-4,61, knowledge of theoretical education: 4,15 - 4,59, practical skills: 4,33 - 4,72. These results show, that there are some shortcomings in the learning process, or not effective implementation of that process.
4. The surveys among the external stakeholders on their opinion about the Academy's practicum-students which have been implemented since 2015. The Academy's practicum-students' knowledge of theoretical education, practical skills, decision-making abilities, abilities of using modern teaching methods, the professional speech are mostly assessed with high grades 4 or 5 (The average grade of all the proposed questions was 4,51 - 4,82, which is a very good result, which speaks about the modernization of the teaching and learning methods and the increase of their efficiency). The external stakeholders assessed our practicum-students' abilities in using modern teaching methods, with the average of 4,62 points, and the abilities in using the information technology successfully in the teaching process with the average of 4,57 points.
5. The open and demonstrative lessons, planned and unplanned lesson observations, mutual lesson observations implemented regularly at the Academy. They contribute to the growth of pedagogical skill of the professorial staff, provide the lecturers with the necessary professional and methodological assistance, ensure the correspondence of the teaching methods to the educational outcomes, disseminate the best practice of teaching, increase the level of student-teacher cooperation, contributes to the development of student-centered environment. Studying and analyzing the teaching methods applied by the professorial staff and the contextual and material - technical state of lesson conducting, the lecturers' professional and methodological needs are assessed and revealed, the subjects of the necessary retrainings are formed, help the lecturers in sharing the professional and methodological practices among them and the dissemination of best practices in teaching.

The data of the surveys and the lesson observations are summarized, analyzed and discussed

in the Chairs and based on the results is implemented the planning of the further activity of the subdivision, lesson observations are organized targeted at the exchange of best practices, are organized retraining and are encouraged good achievements.

In the Academy, since 2014 have been implemented a retraining program for « Qualification increase of the professorial staff in credit system» «Preparation of classroom shows», «English courses» and (PowerPoint).

The studies and the lesson observations showed that most of the Academy's professorial staff conduct their courses using new information technologies and technical appropriate means and systems.

Standard c: The Institution has policy for the students' assessment according to the learning outcomes and insures *the academic honesty.*

Bases:	➢ *The Academy's Development Strategic Program of 2014-2019.* ➢ *The Academy's regulation for organizing educational process with credit system in full-time learning system (Educational program for Bachelor's degree).* ➢ *The Academy's regulation for organizing educational process with credit system in part-time learning system (Educational program for Bachelor's and Master's degree).* ➢ *Methodological guidelines for implementation of Master's thesis, term papers and course works (projects), tests and laboratory work and essay at the Academy.* ➢ *The regulation of the final papers review for the Bachelor's and Master's degree.* ➢ *Regulations of assessing the Bachelor's degree program students' knowledge.* ➢ *The regulation of the activities of the Academy's educational consultants.* ➢ *The regulation of implementing graduates' survey on their satisfaction with their education received at the Academy.* ➢ *The regulation of implementing a survey on the process of the students' assessment.* ➢ *Academic honesty regulations.* ➢ *The regulation of the assessment of appeal of the Academy's tests and examinations.*

Please, provide the learning outcomes and appropriate methods of assessment for 3 academic programs fixed to the accreditation application -form.

No	***Learning outcome link***	***Assessment method***
1		
2		

Please, analyze the effectiveness of the approaches for student assessment and methods of preventing plagiarism (attach and refer to the relevant documents).

Since 2015 the Academy has a clear policy of testing and assessment of gained knowledge, which is expressed in the regulation of the assessment of the students of the Bachelor's degree program of full-time educational system, in the modified regulation of organizing the educational process with credit system, in the regulation of performing and assessing the course work of the Bachelor's program, in the regulation of the review of the final papers of the Master's program, in the regulation of holding the final attestation of the Academy's graduates.

The working groups who form the educational programs, during the selection of assessment methods took into account the approaches to the selection of the assessment methods given in «The methodical Guidelines for development of the Academy's educational programs», the

experience of classical methods, the suggestions of the experienced specialists, they studied the forms and methods of assessment of other leading universities, modern approaches to assessment proposed by different authors. For the students' assessment are chosen such methods of assessing the learning outcomes, that it would be possible to assess the student's each achievement, to reveal and assess his professional skills and abilities, opportunities of choice are also given. The working groups made combination and analysis of selected methods with the methods used by other leading universities.

In the Academy's educational programs the assessment methods are selected during the formation of the educational programs, they are included in the structure of the program and are fixed to learning outcomes. It means that are listed the assessment methods by means of which is evaluated the students' knowledge; practical professional and general abilities ***(Appendix N 3.2).***

At the Academy, for the assessment of learning outcomes and knowledge in the credit system is applied 20-point scale of assessments ***(Appendix N 3.3).***

These analyzes have shown that almost all the educational institutions apply the same approach to the assessment. For example:

1. ***For knowledge and understanding assessment are mainly used*** seminar studies, practical and individual tasks, oral requests, intermediate written and oral exams, intermediate tests, final oral exams, defense of term papers and thesis, etc.
2. For the assessment of the skills are used tests, practical activities, intermediate written and oral exams, intermediate tests, final oral exams, defense of term papers, etc.
3. ***For the assessment of the abilities are used*** practical tasks, reports, essays, situational games, group work, reading maps, practices, defense of term papers, etc.

In the guideline are represented the expected learning outcomes of the educational programs in the Academy's three specialties: «Civil Defense», «Rescue Operation» and «Crisis Management» and the assessment methods of their compliance.

The educational and methodological programs are still applied in the Academy, but some works are carried out in that direction (it is planned to be invested completely in 2017-2018 academic year). The course packages will includ the more targeted and comprehensive list of the assessment methods of the full course, as well as the competences being formed from separate topics, the assessment criteria, tools and procedures.According to the learning outcomes, for making the right choice of assessment, the lecturers were provided with the «Methodological guide for the assessment of the learning outcomes» developed by the Department of Education.

The different ways of assessment and collaboration of the students and the professorial staff in that process contribute to the development of the student-centered environment, reduce the number of controversial situations, teach the student to assess his achievements fairly, to be patient towards the remarks mistakes and behave himself in appropriate way.

During the transition to two-tier system of education it became necessary to review the ways of assessment and testing the students' knowledge, the system of current written examination was introduced. The investment of the current written examinations was a new step for ensuring the impartiality of the assessment.

For the students' intermediate assessment (two current examinations), since 2014-2015

academic years was chosen the mechanism of assessing by tests (8 questions, each with 0.5 points) which aims to keep the student away from the teacher's subjective approach and to demonstrate his knowledge freely. During these years there have been a lot of discussions and proposals associated with the forms of conducting examinations, as well as with the impartiality of the assessment, which were fixed in the current assessment procedure. The oral opinions of the professorial staff and the students about the assessments with tests which were expressed at the sessions of the Chairs and the Student Council revealed some negative aspects of the tests, particularly, the opportunity of earning points by random indication, improperly formed tests, etc. In the result of it, at the session of the Faculty it was proposed to introduce the test tasks in a new format, as this process is aimed especially at theeffective organization and conduct of the educational process, at the enhancement and improvement of qualification. This approach implies to expect from the students full knowledge of the subject.

The Department of Education, by studying the assessment systems of other leading universities presented to the discussion of the professorial staff and the students assessing mechanisms, according to the learning outcomes. They represent how the student's achievements which are being revealed by practical, laboratory, workshop courses, by independent work and by other different methods to include in the assessment units. In consistent with the new educational standards, students should develop certain knowledge, obtain certain skills of using knowledge and abilities of manifesting, therefore, the assessment system must reveal the student's learning outcomes, according to the mentioned 3 aspects.

The professorial staff uses the proposed projects in the course packages. Based on their peculiarities, they represent in the course packages their approaches to the students assessment and their justifications.

After the first semester examinations of 2014-2015 academic year, the research was conducted by the survey among the lecturers and the students on the Academy's students' assessment, the aim of which was to find out how the current system allows to identify the student's knowledge, skills and abilities, to what extent it is possible to assess the students' achievements objectively and transparently, and what is not revealed in this system of assessment. Afterwards, by means of collecting and processing the information, to review, improve the students' assessment criteria, methods, the opportunities of assessment objectivity and carry out comparative analysis of the survey results.

48,4% of the professors and 62,2% the students who participated in the survey of 2016, on the assessment criteria find that the 10 points given for final oral exam helps the lecturer to completely orient during the assessment of the students' knowledge, and help the students to earn points corresponding to their knowledge /the average point 4,61, 4,58/. But they find that during the final oral exam the students' skills are not properly identified and assessed either /4,27 and 4,42/ and, moreover, the abilities /4.00 and 4.42/.

Comparing the results of the surveys about the students' assessment during the academic years, mor than 85% of the students, who participated in the survey, find that there is progress in the area of the assessment of their achievements during the final oral examination.

In the result of the survey it was found out that the professorial staff and the students mainly

consider acceptable the acting procedure of the assessment, but find that it needs some amendments and changes. Taking into account the results of this survey and the current discussion, as well as, the experience of the previous years, the 20-point scale of the assessment, the procedures for appealing the results of examinations, the procedure and schedule of re-examinations, as well as the final certification procedure and assessment standards were accepted at the Academy. It also defines a multi-factor system for periodic testing and assessment of the students' knowledge. The objective of conforming the students' assessment system with the requirements of the European Standards and Guidelines for the Quality Assurance is included in the Academy's SP ***(Appendix N 1.1).***

At the Academy operates the procedure of of the appeal for the results of oral and written exams and final certification. The procedures of testing and assessment of the students' knowledge, and the appeal procedures are posted on the information boards of the Faculty. The presentation of the procedure helps the student to submit his appeal in a right way and to be informed and protected.

There is the regulation of the «Academic integrity» at the Academy.

In order to ensure its academic reliability, the Academy carries out the final attestation of the graduates by the relevant committees, the whole process is video recorded and it is stored at least one month after the publication of the results, which allows to check the facts periodically, as well as in case of alarm or appeal.

For the availability and transparency of the *exam results, the current exam forms, the copybooks are checked in the classrooms, and for ensuring the* publicity, the results of the examination are posted on the information boards of the Faculty.

Standard d: The academic programs of the Institution are in line with the content of other recognized professions of that kind and contribute to the mobility and internationalization of the students and the teaching staff.

Bases:	➢ *The procedure of the academic mobility of the Academy's students (Decision N 1240 of RA Government on 25.08.2011).* ➢ *The Academy's Development Strategic Program for 2014-2019 academuc years.* ➢ *The procedure of organization the educational process in the credit system.* ➢ *The Decision of RA Government of 16.01.2001 <<On the establishment of State standards forhigher and secondary vocational education».*

Please, provide the list of the organizations (mentioning the countries and the number of students by years) with which the institution has acting agreements providing the students' mobility and exchange.

	Students' inflow					
No	Country,organization	***2012***	***2013***	***2014***	***2015***	***2016***
1.	-	-	-	-	-	-
	Students' flowing out					
No	Country,organization	***2012***	***2013***	***2014***	***2015***	***2016***
1.	-	-	-	-	-	-

The Academy has no agreements with other countries and educational institutions providing the students' mobility and exchange.

Please, provide the list of the educational institutions (mentioning the countries and the number of teaching staff members by years), with which the institution has acting

agreements providing the mobility and the exchange of the teaching staff.

	Lecturers' inflow					
No	Country,organization	***2012***	***2013***	***2014***	***2015***	***2016***
1.	-	-	-	-	-	-
	Lecturers' flowing out					
No	Country,organization	***2012***	***2013***	***2014***	***2015***	***2016***
1.	-	-	-	-	-	-

The Academy has no agreements providing the mobility and exchange of the teaching staff of other countries and educational institutions.

Please, analyze and substantiate the contextual reliability of the academic programmes and their comparability with other academic programmes within and out of the institution, as well as the effectivenes of that approaches (attach and refer to the relevant documents). How does it promote the mobility of the students and the teaching staff?

Since 2014-2015 academic years the Academy have been implementing the process of educational programs, according to the provisions of the Bologna Process, aimed at developing competencies and forming thelearning outcomes, according to the schedule plan of implementation the SP ***(Appendix N 1.1).***

The Academy implements policy of creating compliance of its academic programs with the programs of other HEIs. The working groups forming the educational programs, the professional departments and the Department of Education have studied the appropriate educational programs of leading foreign universities and the educational programs of HEIs of RA, and implemented benchmarking. The results of these analysis testify the contextual reliability of the Academy's educational programs and as they are compatible with the corresponding educational programs of RA and European leading universities almost from all points of view, we may say that it they will ensure the students' mobility, as well as the mobility of the teaching staff. For example, based on the Decision of RA Government «On the academic mobility of the students of HEIs», the Academy have studied the academic programs of the following institutions: Yerevan State University, State Economic University of Armenia «Management (according to the field)» and the specialty «Rescue operations» of Armenian State Institute of Physical Culture which are comparable with their structure, educational parts, with the number of credits in the educational parts, with the courses and their allocated credits. In case of mobility or transfer the number of credits per semesters, got by the students should not exceed 20. Observing the curricula of the above mentioned institutions, it appears that the student may be transferred to other institutions of higher education only before the 1st semester of the 2nd year. The Academy has no agreements with other educational institutions and international joint educational programs yet in the direction of providing the mobility and exchange of the students and the professorial staff, but the necessary work is being carried out in order to activate this function. Within the Academy, as well as in the Republic the students' mobility is regulated by the Law of RA «On Education», by the procedure regulating the Inter-university mobility, by the Charters of HEIs, by other Laws of RA, and by legislative acts.

The ECTS credit system of learning and the diploma supplement of European format invested at the Academy is completely compatible with the European Credit Transfer and Accumulation System, which will also provide our students mobility, in case of international education

agreements, as well as will be basis for collaboration between different educational institutions aimed at exchanging experience and for students' mutual learning. With this aim at the Academy is highlighted and provided the appropriate student-sentered learning and the investment of the academic programs. Those academic programs will give opportunity to the students, with their earned credits and received education, to continue their education in other national or international Higher educational institutions in the related professional fields in the Bachelor's degree program, and in the Master's degree program without any preconditions, in any specialty.

The separation of the Academic programs into theoretical, practical and other components is implemented in accordance with the curriculum planning, with clearly prescribed number of hours, which is in consistent with the Decision of RA «On the establishment of the general standards for higher and vocational education». Each subject is taught according to the educational description of the academic program of the relevant specialty, in previously planned schedule and include parts of the acquisition of theoretical knowledge, and fixing practical skills and abilities (website, package of educational courses).

The working groups of forming educational programs implemented planning of continuing the students' and the graduates' education and benchmarking of providing career development opportunities with the educational programs of different higher educational institutions. The results showed that according to the presented proposals the Academy's academic programs provide the national and international possible domains for a given specialty.

The Academy investigated the further professional career of its graduates by means of the surveys carried out among the stakeholders (carried out in 2015 and 2016. The relevant department aims at revealing the number of the Academy's working graduates, including the graduates working in their profession (for the last three years). According to that survey, as of December 2016 85 graduates work in their profession at the different subdivisions of the MES of RA, 35 graduates at the Academy and about 50 graduates at other State structures of the Republic of Armenia.

It should be mentioned, that the 95 % of the stakeholders participated in the survey will advise their associates to enter the Academy. It means, that as stakeholders they are mainly satisfied with the professional education implemented at the Academy and, consequently, with the contextual reliability of our educational programs. For the continuous improvement of the quality of education, the Academy highlights the best practice of the leading universities as local as European universities, their achievements, their attitude towards the Science, Education and students. For acquiring the mentioned values and qualities it is necessary to carry out targeted policy and implement appropriate process.

Standatd e: The institution has a clear policy of monitoring, evaluating the effectiveness and improving the academic programs.:

Bases:	➢ *The Academy's Quality Assurance manual.* ➢ *The regulation of implementing a student survey among the graduates on their satisfaction with the education received at the Academy.* ➢ *The regulation of implementing survey among the students on the quality and effectiveness of teaching at the Academy.* ➢ *The procedure of monitoring and review of the Academy's academic programs.* ➢ *Confiramation system of the educational programs.*

Please, analyze the mechanisms approving, monitoring and reviewing the academic programs and their effectiveness.

Being devoted to its mission, the Academy, in accordance with the State Educational Policy, guided by the modern requirements of increasing and improving the quality of education, pursues a clear policy of assessing and reviewing the academic programs of selected specialties ***(Appendix N 3.1).***

By the academic years of 2014-2015, at the Academy the education in all the specialties was implemented by the programs of the curricula and courses included in them. According to the results of oral inquiries among the teaching staff implemented in the Departments we may mention that the educational programs were reviewed by the results of the education process of the previous academic year, according to the requirements of the changes and reforms of the educational system, the requirements of the changes of the labor market, modern achievements of science and the development of information technology, acquiring new methods due to the mutual lesson observations and in the result of exchange of experience, etc.

Since the academic years of 2014-2015 at the Academy operate the educational programs formulated by the learning outcomes and for their quality assurance, monitoring and further improvement has been developed and invested the procedure for monitoring and reviewing the educational programs ***(Appendix N 3.1).*** The manual of the Academy's quality assurance includes the procedure of current monitoring and the revision of the educational programs.

The above mentioned procedure is approved by the Academy's Scientific Centre, according to which all the educational programs will have to undergo periodic reviewing and monitoring. The periodic review is aimed at assessing the relevance of the program and the compliance with the demands of the society and it is implemented at the Academy's level ***(Appendix N 3.1).***

The aim of the monitoring is to assess the quality of providing programs and the academic standards during the program implementation and to initiate necessary actions aimed at the improvement. The objective of the monitoring is properly investigate and assess the the educational programs, achieved learning outcomes, the methodology used in teaching and learning and its effectiveness, the assessment system, the availability of necessary resources and to reveal the strengths and weaknesses of the educational program and to develop an appropriate action plan for further development of the educational program.

In order to realize the above mentioned objectives and purpose, the review process supposes the following cycle ***(Appendix N 3.1)***:

1. The draft of the self-assessment processes and define the schedule.
2. Self-assessment.
3. Development Action Plan based on the results of the self-assessment.
4. Discussion of the results of self-assessment and the action plan with the Academy's managing and coordinating authorities.
5. Implementation of the program of actions.
6. Study of the results of program implementation.
7. Further development.
8. External assessment.

The monitoring includes all the educational programs of the Academy and their courses. As a tool for assessing and monitoring the academic programs were used the students' surveys. Experimental surveys were conducted, by means of which were assessed the teaching methods of the professorial staff. The questions included in them were elated to the characteristics of the curriculum, the content, teaching methods, knowledge assessment, the ways of assessment, the lecturer's qualifications. There is also given opportunities to make suggestions of revealing the students' educational needs and increasing the efficiency of the educational process. It is planned to publish the results of the surveys and provide the lecturers. It will allow the lecturers to make necessary corrections, to review the course curriculum and the teaching methods. Another effective option of the assessment of the programs is the survey among the stakeholders as future employers, which will also be implemented ***(Appendix N 3.1).***

The aim of the regular monitoring of the programs is to evaluate the quality of the provision of the programs and the compliance with defined objectives and with the requirements of the educational standards. Its main objective is to evaluate the achievement level of defined learning outcomes of the program, the effectiveness of teaching, learning and student assessment processes, to identify and reveal the shortcomings of the program and the implementation difficulties, make analysis of the previous year's performance and so on. A good mechanism of monitoring is the external stakeholders' involvement in the final attestation commissions. The president of the commission notes in the templates his opinion about the level of the graduates general learning outcomes, thesis topics, their compliance and suggestions by the graduates about their implementation and further development.

As effective assessment mechanisms for the monitoring and the effectiveness of the educational programs, since 2015, at the Academy has been successfully invested the surveys implemented among the internal and external. The effectiveness of the educational program , its demand and the satisfaction of the labor market demand are identified by means of the internal and external stakeholders' opinions about the Academy's graduates and practicum-students, by means of collecting data about the students' and the graduates opinions about their satisfaction with their learning.

In their workplaces they are satisfied with the Academy's graduates' and practicum students' practical knowledge and professional skills.

The purpose of the periodic review of the education programs with complete cycle of implementation is the evaluation of its relevance and the assurance of the quality of provision. The internal processes of the Academy's quality assurance must promote and stimulate the improvement and the efficiency, the quality of educational programs in all levels, and ensure their compliance with the mission of the educational programs.

Please, describe the major achievements for the last five years in the process of academic programme review and the respective improvements made.

Taking into consideration the fact that the Academy's educational programs came into force from September 2014, their assessment is not implemented completely yet, but there are the current assessment and monitoring results, which are enshrined in the protocols of the sessions of the Councils of the Departments and the Faculties.

The different studies of the recent years implemented in the framework of reviewing the

educational programs showed that have been revised the curricula, the ways and the standards of checking and assessing the students achievements, provided hours allocated to the courses and allocated credits, the thematic of the courses and more.

Please, analyze the institution's strengths, weaknesses, opportunities and threats in the domain described by criterion 3.

Strengths	***weaknesses***
1. *The Academy's academic programs are in accordance with its mission and the Academy is the only institution of its kind in the region and in Armenia.* 2. *There is a relevant regulatory and procedural framework in the Academy, the main purpose of which is to provide the quality of educational programs and their continuous improvement in the stage of amendment and implementation.* 3. *Contextual compliance of the Academy's academic programs with the mission and the compliance of the expected learning outcomes with the corresponding levels of acting NQF.* 4. *The staff of the chairs include a large number of experienced specialists from the MES system.* 5. *Availability of professorial and education-sport staff in consistent with the requirements of the academic programs.* 6. *Complete compliance of material-technical base necessary for effective implementation of the academic programs with the modern requirements.* 7. *The tempo of modernization and development of the Academy's educational programs and subject descriptions and complying with the international standards and format.* 8. *The expansion of the Academy's International Relations with interuniversity agreements and and increase in partner HEIs.* 9. *Availability of the opportunities of the conditions of using the modern teaching and learning methods at the Academy and the certain experience.*	1. *Low level of awareness of the teaching staff about the process of educational programs development.* 2. *External stakeholders' low involvement in the processes of developing and reviewing the academic programs.* 3. *There is no experience of monitoring of the professional academic programs at the Academy.* 4. *Lack of sufficient experience of clear definition and assessment of learning outcomes at the Academy.* 5. *Lack of online learning opportunity for the students of the part-time education system.* 6. *Some discrepancy between the acting educational programs and the changes of the Rescue Service Systems requirements arising rapidly.* 7. *Insufficient experience of the procedure of implementation of benchmarking with the best practice for the Academy's academic programs.* 8. *The electronic educational-methodological materials (slide-lectures, etc.) are insufficient.*
Opportunities	***Threats***
1. *Availability of conditions in Armenia promoting the development of The Bologna process.* 2. *Organizing the educational process using the modern information technology.*	1. *Negative perception by the students associated with the student-centered learning process.* 2. *Lack of monitoring system of the labor market and the educational service at the Academy.*

Introduce the measures to be taken for overcoming the weaknesses and threats.

The conformity of the coordinated monitoring of the market demand for labor force with the Academy's academic programs is the primary problem in today's rapidly changing world. In order to realize the above mentioned educational programs in the highest level, it is necessary to have a high level of awareness of the professorial staff in the process of the development of educational programs and necessary material and technical base.

As an important part of its mission, the Academy is intended to become a student-centred environment, to create conditions for providing such qualified educational services, which will give

the students opportunity to accomplish their educational objective that is to acquire necessary knowledge and skill, to meet their present and prospective requirements.

The primary purpose of the Academy is the student's satisfaction with the quality of the educational services, which implies the reveal of the students' the educational needs and continuous increase of the level of being provided with the methodological and material - technical aspects of the educational process.

IV. THE STUDENTS

The most important element of the mission of the Academy's SP tends to create a student-centered environment and create conditions for providing quality educational service which will allow the student to realize maximally his educational purpose: to gain the necessary knowledge and skills in the field of civil defense and protection of the population in emergency situations.

The primary purpose of the Academy's activity is the provision of such educational services which results in students' satisfaction with the quality of education, which in its turn means revealing the educational needs of the students and continuous increase of the level of the educational and methodological and material and technical supply of the educational process.

CRITERION: **The institution provides the students with appropriate support to ensure the effectiveness of the educational environment.**

The Academy's policy related to the recruitment, selection and admission of students is fixed in the SP (Purpose 1 «Expansion of the Academy's learners' number in rapidly changing environment»), In the Academy's Charter(«II.The main objectives and powers of The Academy», 6a) ***(Appendix N 1.1).***

Standard a. ***The institution has distinct mechanisms of the procedures of recruitment, selection and admission of the students.***	
Bases:	➢ *The Academy's Development Strategic Plan of 2014-2019.* ➢ *The Academy's Charter.* ➢ *The Academy's Quality Assurance policy .* ➢ *The Charter of the Academy's education department.* ➢ *The AKI of the Academy's activities of 2012-2016.* ➢ *The Academy's Applicant's Guide of 2016.* ➢ *No 382 Decision of the Government of RA of April 15, 2016, on the higher education institutions of RA, for the academic years of 2016/2017, according to specialties, on the approval of admission seats for education with BA full-time program in free and paid education system and in continuous and integrated educational programs.* ➢ *Admission regulations and procedures for BA full-time and part-time system of education in the Academy.* ➢ *Regulations of admission and organizing the education with Master's degree programs in the Academy.* ➢ *The procedure of continuing the education in the corresponding Higher Education Institutions for the graduates of the middle professional education institutions, having high performance.* ➢ *Students' academic mobility procedure in the Higher Education Institutions of RA.*

	➢ *The procedure of students' dismissal and restoration in the Higher Education Institutions of RA.* ➢ *Regulation of organizing «The Academy's best group» awarding ceremony.* ➢ *Regulation of organizing «The Academy's best student» awarding ceremony.* ➢ *Regulation of tuition reimbursement for the students learning in full-time paid system of the Academy.* ➢ *Regulation of students' satisfaction survey on the received education in the Academy.* ➢ *Regulation of the opinion survey among the external stakeholders on the Academy's graduates.*

Students' number in the educational institution according to the educational programs and educational forms.

No	***Students' number***	***Educational form***	***2012***	***2013***	***2014***	***2015***	***2016***
1.	Educational bachelor's degree	Full-time study	230	221	191	225	272
		Part-time study	720	715	690	776	623
2.	Educational master's degree	Full-time study	8	11	14	0	0
		Part-time study	27	22	30	67	86
3.	Researcher's educational program	Full-time study	-	-	-	-	-
		Part-time study	-	-	-	-	-

Students' movement

Students' movement during last 5 years

Students' flowing out

No	Institution/country	***2012***	***2013***	***2014***	***2015***	***2016***
1.	-	-	-	-	-	-

Students' inflow

N	Institution/country	***2012***	***2013***	***2014***	***2015***	***2016***
1.	Armenian National Agrarian University Yerevan State Medical University after Mkhitar Heratsi Armenia National University of Construction and Architecture Yerevan State University National Polytechnic University of Armenia Military Institute after Vazgen Sargsyan	**2**	**5**	**3**	**2**	**2**
No	***Discharges and rehabilitations***	***2012***	***2013***	***2014***	***2015***	***2016***
1.	**Students' number**	*985*	*969*	*925*	*1068*	*981*
.	The percentage/number of discharged students	*4,1/40*	*4,3/42*	*1,3/12*	*14/149*	*12,2/120*
3.	The percentage/number of rehabilitated students	*5,9/58*	*3,6/35*	*0,2/2*	*11,6/124*	*10,2/100*

Please, analyze the effectiveness of student recruitment, selection, and admission mechanisms in the institution (provide the necessary evidences and refer to the relevant documents).

Well known and effective mechanisms for recruitment of applicants are considered the booklets, the weekly «911 emergency newspaper», the Directory for Applicants «The Higher Education Institutions of Armenia». http://www.education.am, the radio, television, the Academy's web site (www.mes.am/hy/ quality-assurance), the Facebook page: /cmsa.academy and other mass media, newspapers, internet sites, internet mamul.am, youtube.com, facebook.com, Dprutyun and others.

The Academy applied new mechanisms for recruitment of the students, they are : the shows of professional cultural performances of «Aademy 911» Students' creative ensemble (which promote developing security culture of the population in the field of civil defense and emergency situations and is considered a new methodology of teaching) in the schools of Yerevan, as well as in the schools of 19 border villages of Tavush and Vayoc Dzor Regions, in the schools of Stepanavan, at the same time booklets, posters, leaflets, packages of manuals, etc are also given.

As about 30% of the Academy's applicants are the graduates of schools of Yerevan *(AKI (2012-2016), Indicator 1.3),* and the rest, accordingly, from 10 regions of RA (the least of the

applicants are from Tavush region), so the actions in the direction of student recruitment and professional orientation are done as in Yerevan as in regions.

Due to the meetings, under direct contact, participating in the discussions, the applicants get answers to all their questions related to admission procedures, educational programs of the Academy, the tuition discount, the tuition free seats of the full-time system, learning conditions, the Academy's library, the official website and so on.

During the meetings, the applicants were provided with the advertising booklets «Applicant's guide» published by the Academy. Now the film about the Academy made in 2012 is being changed.

Since 2011 on the Academy's website appropriate actual information concerning the applicants is being placed: on the list of specialties, the admission procedure, the required documents, entrance examinations, the seats, education fee and about other things.

To increase the effectiveness of the process of recruitment of applicants, The Academy's activities are regularly illustrated by various TV channels and media websites (Details in the 8th Standard).

As a mechanism for promoting the process of recruitment of applicants is considered the Academy's policy of the affordable tuition fee and tuition reimbur sement policy. One subject from each competitive entrance examinations have been replaced to non-competitive for the specialties with Bachelor's degree program (two asterisks).

Continuation of the education (getting higher education) at the academy for the graduates of the middle professional education institutions who has high performance is implemented in the Academy in accordance with the decision №589 of My 20, 2002 of the Government of RA on « The graduates of the middle professional education institutions having high performance continuing the education at the corresponding higher educational institution».

In 2014 in order to organize the selection process of the students, the Academy, according to the N 137 A-Q order of March 9, 2007 given by the Ministry of Education and Science of RA, signed a contract with Abovyan State College of Power Engineering, which gives an opportunity to the graduates with high performance to enter to the Academy, pass the examinations of subject difference and continue learning with the corresponding specialty. In 2016-2017 academic year 16 graduates of Abovyan State College of Power Engineering and the Academy's middle professional education program continued their education at the Academy.

In order to ensure the transparency and effectiveness of the recruitment and selection, the Academy collaborates with above mentioned College: in the activities of processing the curricula and syllabi, in order to organize the educational process more effectively shows corresponding methodological and professional help: access to the Academy's library resources, enrollment of the Academy's appropriate specialists in the staff of the State Qualification Commissions of the College, etc.

According to RA Government's decision of (April 28 No610) from 2011 the Academy was allocated 60 seats (5 of them targeted: to the Nagorno-Karabakh Republic, according to the specialties in the form of full reimbursement by the State (free). From 2011 the Academy provides free education in 2 specialties with Bachelor's program in full-time system of education «Rescue

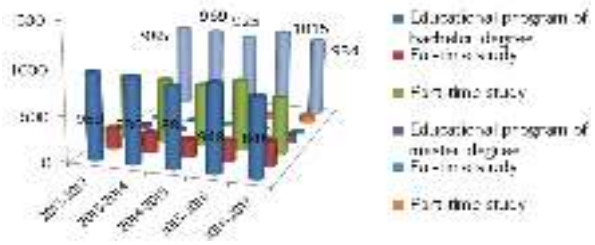
Operation» and «Fire protection».

A committee for organizing and monitoring the process of entrance examinations was established by the Minister of Emergency Situations of RA, as well as the staff of the subject committee of the entrance examination.

The Academy's Admission Committee provides the Bachelor's degree programs applicant with the necessary information while filling the application form. Applicants may participate in the competition for two free and three paid specialties. Applicants indicate their preferred specialties in the relevant application form and participate in the competition for free and paid seats, without the right of deferment, according to the specialties.

The admission of the applicants of the full-time and part- time system of learning with Bachelor's degree program is implemented in accordance with the Academy's «Regulation of admission to the full-time and part- time system of learning with Bachelor's degree program». The competitions are carried out according to the specialties.

Students' number according to educational programs and forms

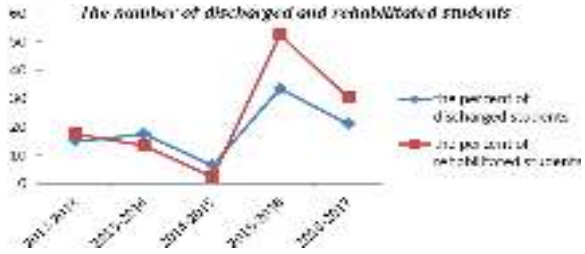


The admission to the part-time education system with Master's degree program is implemented only in paid-learning system, on competitive basis: according to the results of the interview, based on the average grade of the qualification of the bachelor's degree program.

Please, provide the reasons of the students' dismissal and restoration, as well as the ways of solving the problem. (attach and refer to the relevant documents).

The students' academic mobility is implemented in accordance with the order approved on August 25 in 2011 by decision №1240 of the Government of RA «On the academic mobility of university students».

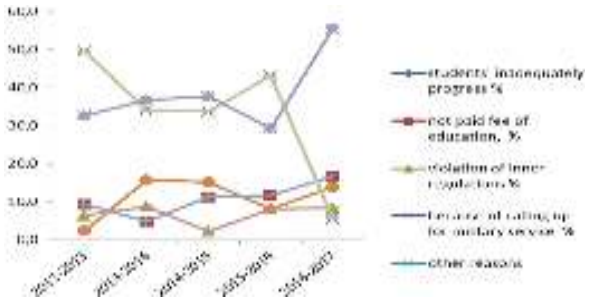
The dismissal and restoration of the students is carried out in accordance with the decision approved by the order of the Minister of ES of RA (No1242, 17.11.2011) «On the dismissal and restoration of University students in RA». The percentage of dismissed and restored students of the full-time and part-time education system of the Academy is is represented below.



The research of the department of education about the results of dismissals allowed to reveal the following main resons: the national army recruits, the financial problems, family social insecurity, Not paying the tuition fee, insufficient progress, not combining work and study, the violation of internal disciplinary rules (absences, etc).

Daily registration of absences is implemented in the Academy which allows to respond operatively and quickly and take measures, and because of unexcused absences reprimands are given and dismissals are made.

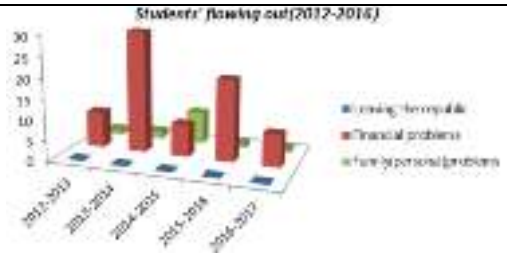
The number of discharged students according to the reasons,2012-2016



The reimbursement order of the tuition fee of the students of full-time system of paid education exists in the Academy, which defines the amount and order and grade of the tuition fee reimbursement of the students of full-time system of paid education. According to the order are pretended the students who are in difficult social conditions, parentless students, students of a single parent, freedom fighter's spouse or child, 1st or 2nd degree disabled student, etc.

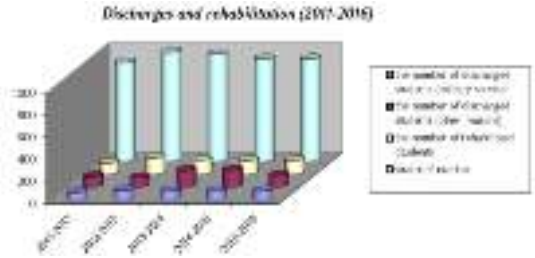
In 2015-16 academic year the Academy, on its own expense, applied partial compensation of tuition fee, in the form of student tuition allowance to 29 students of full-time education system, which is about 13% of the total number of the students in full-time education system.

The analysis about the students' mobility showed that in the last 5 years only students' outflow has been registered in the Academy which is mainly connected with family and social problems, change of living place, etc



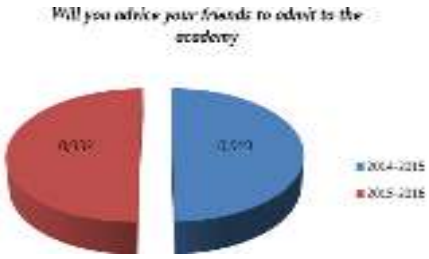
Over the last 5 years, the percentage of the Academy's restored students are unstable. Students are mostly restored in the part-time system of education. The information on participation in classes and exams is informed to the students of part-time education system by written notifications.

In 2016-2017 academic year the balance of the part-time education system is 74% of the general staff *(AKI, indicator 1.13)*. It is due to adding a new specialty in the system of part-time education, students' restoration mainly in the part-time system of education, acquiring a second profession and so on.



The basis of assessing the effectiveness of the mechanisms for students' recruitment, selection and admission procedures are the key indicators of assessment *(AKI, indicator 1.1)* and the inquiries about «External stakeholders' opinion survey on the Academy» and «Surveys on the assessment of the graduates' satisfaction with the education gained in the Academy».

The results of the surveys implemented in 2014-2016 show that the majority of the respondents (91.9% - 93.2%) answered that they would advise their friends and relatives to apply to the Academy.



Standard b. ***The institution has policies and procedures for revealing the students' educational needs.***	
Basis:	➢ *The Academy's Development Strategic Program of 2014-2019.* ➢ *The Academy's policy of quality assurance.* ➢ *The charter of the Student Council of the Academy.* ➢ *Evidences of revealed needs and the analysis for the last 2 years.* ➢ *Assessment and survey regulations for higher education quality assurance of the Academy.*

Please, analyze the effectiveness of the mechanisms for the institution's policy and procedures on student educational needs (attach and refer to the relevant documents).

An important prerequisite for the implementation of the Academy's mission is the creation of student centred environment, for assurance of which the Academy implements the revealing policy of students' needs by developing and implementing different mechanisms.

The Academy's policy in the direction of revealing of the students' educational needs is fixed in the SP (in the objective 6 «Effective management assurance of the Academy's financial stability and resources» and in the Academy's policy of quality assurance) ***(Appendix N 1.1).*** There are a number of mechanisms in the Academy for revealing the students' educational needs. The students are involved in the structure of the Scientific Council (25%), due to which the students' voice is heard. Mainly, problems like the replenishment of the library with electronic professional literature, the availability of electronic versions of lectures are represented to the session of the Scientific Council (No5, 03.12.2015). Now the elctronic versions of lectures and professional literature are available in the library and are continuously being replenished.

The representatives of the student organization and the monitors of the courses regularly meet with the Rector of the Academy to discuss their problems and proposals.

Revealing the students' educational needs is one of the directions and objectives of the Student Council activity («The Charter of the student Coucil»). The students apply to the Sdutent Council mainly orally, revealed issues are settled immediately, if it is possible, otherwise they are discussed in SC sessions. If it is necessary they are presented in the session of then faculty, or in the session of the Academy's Scientific Council. In particular, by the students suggestion, for certain subjects the structure and content of the tests and the way of assessment have been changed (Faculty Council protocol No2, 29.10.2015). The students can apply their concerned questions also to all the subdivisions of the Academy *(Standard 4.d)*.

The Institute for Educational Consultants («Regulation of the activities of the Academy's educational consultants», 3rd and 5th points) is an opportunity for revealing the students' educational needs effectively and operatively *(Standard 4.c)*.

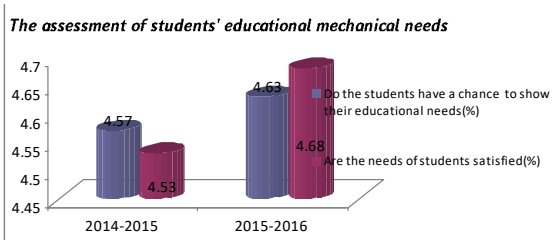
The students' educational needs are revealed by the surveys implemented by the Academy, studying the students satisfaction survey about the Academy, by the evaluation of practices organized by the Academy, by the surveys on the assessment of the students in the Academy, teaching quality and effectiveness, the graduates' satisfaction with their education in the Academy, by studying the surveys among the external stakeholders on the Academy's graduates and practicants. The inquiries have been implemented since 2014. The students represented offers in the suggestion section of the inquiry list, which mainly referred to the professional subjects, to the addition of training hours of practices and seminars, to the assessment systems, to the addition of professional literature, to the enrichment of laboratory equipment, to the problem that the gym is far away and etc. The survey results are discussed in the Quality Assurance Cente and directed to the relevant departments.

«Rapid response boxes» have been installed in the Academy, which give the students opportunity to raise their problems and question.

Since 2014 for assessing the effectiveness of the mechanisms of the students' educational

needs, the Quality Assurance Centre implements collection, summary and analysis of information about the students' educational needs revealed by means of various mechanisms.

As a result of analysis, among the Academy's existing mechanisms, the most effective are considered the implemented surveys and less effective is the rapid response box. According to the results of the last 2 years' surveys on the graduates' satisfaction with the education received at the Academy, the students are satisfied with the revealing and solution of their educational needs.



Generally, the effectiveness of the revealing process of the educational needs is ensured in the Academy by the variety of revealing mechanisms and by rapid response to the problems.

Standard c: ***The institution provides opportunities for extra-curricular activities and providing consultation aimed at supporting the students' effective learning.***

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The description, purpose and schedule of extra-curricular activities.* ➢ *Regulation of the activities of the Academy's educational consultants.* ➢ *Improvement mechanisms and plans for extra-curricular activities.*

PLEASE, answer to the following question.	%
➢ *What is the percentage of the students informed about the consulting services?*	95,3
➢ *What is the percentage of the student involved in extra-curricular consulting activities?*	30,5
➢ *What is the percentage of the students satisfied with the consulting services?*	88,3

Please, answer YES or NO to the following questions:	Yes	No
Are the students provided with consultants?	***Yes***	-
If not, is it intended?	-	-

Please, analyze the effectiveness of the process organized for providing extra-curricular consulting activities, academic support and guidance (attach and refer to the relevant documents).

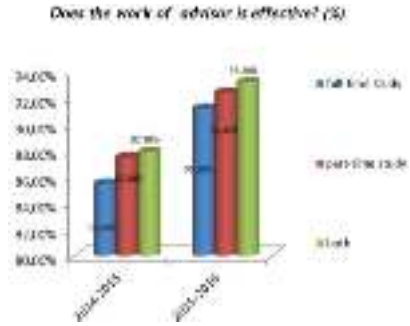
The Academy's policy in the direction of organizing additional trainings and providing consultation is fixed in the SP (Objective 2, Goal 5) and in «The order of organizing educational process with credit system» (point 13: educational consultants' service) ***(Appendix N 1.1).***

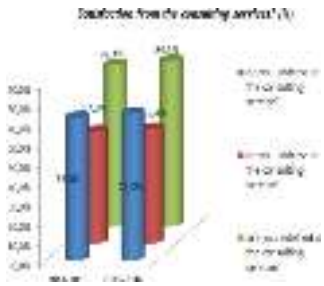
The educational consultants' service (the head of the course) was active in the Academy before the credit system. A supervisor is chosen for each course from the lecturers teaching the main professional subjects. The supervisor implemented individual and group consultation about the questions concerning the educational process, represented the students' educational interests and organized reflections.

According to the order of organizing the educational process with credit system, to the

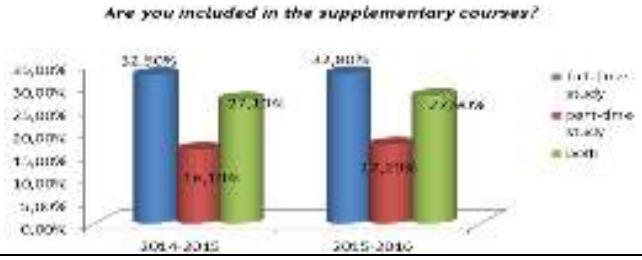
tudents of each specialty is attached one of the lecturers teaching the main professional subjects, as an educational consultant. In order to regulate the educational consultant's activities, in the Academy has been processed the «The Regulation of the educational consultant's activities in the Academy».

The consultants work according to approved annual plan and at the end of each semester report to the Council of the Faculty on the work done during the semester. The Consultant represents the students' educational interests, periodically organizes individual and group consultation for them about various issues connected with the educational process. The consultant introduces the students to the education with the credit system, to their rights and responsibilities, to the Academy's internal regulations and help the students to choose a certain facultative professional course for their educational program.





The analysis of the students' surveys on the quality and effectiveness of the teaching showed that the students appreciated highly the consultant's work and they showed the students' satisfaction with the consulting services.

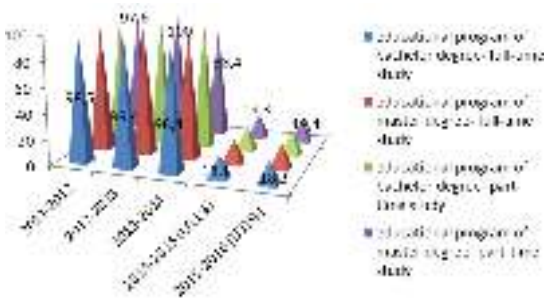


According to the results of the graduates' assessment surveys on the education gained at the Academy, the students assessed the satisfaction with the consultant's work on a scale of 1-5. In 2016 it was estimated 4.2 in 2015, 4.0 points.

Besides the consulting service, according to the established schedule, the Departments organize extra professional consultation on the subjects tought by the Department in the following semester and especially for the final certification exam. Before proceeding to the credit system, extra lessons were intended only before exams, and since 2015 the lessons are being conducted during the semester. Those lessons are attended by the students who need extra consultation on the subjects, in case the students didn't understand the theme or they missed the following lesson, etc.

According to the results of the student's satisfaction survey of 2016 to the question «Are you involved in extra consulting lessons at the Academy» only 32.8% of the students of full-time education, 17,2% of the part-time system and together, 27.9% of respondents gave a positive answer.

The average annual rate of the progress (AKI 2.11.)



The involvment of high-performing students in the following activity(the work with academically weak students preparing for exams), the availability of the «The best group», «The best student» nominations, the effective collaboration among the Consultant- Department-deanery (the electronic system of accounting the students' absences «Supervision YSU» automatic electronic system), as well as the effective implementation of the relationship of student-Academy–parent by the consultant are factors that promote the improvement of the effectiveness of the consulting services.

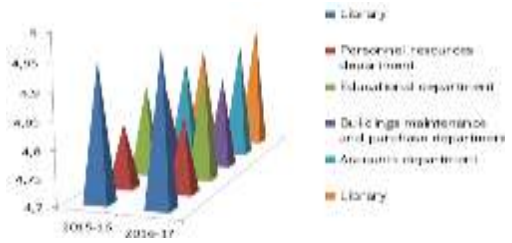
Standard d: ***The Academy has defined a strict Regulation and a schedule for applying the administrative staff for providing the students with assistance and guidance.***	
Bases	➢ *The Regulation of providing the students with additional support and guidance by the administrative staff.* ➢ *The Academy's Development Strategic Plan of 2014-2019.*
Answer to the following questions:	**%**
➢ *What is the percentage of the students informed about the administrative services concerning them?*	**85,5**
➢ *What is the percentage of the students using those services?*	**77,8**
➢ *What is the percentage of the students satisfied with those services?*	**95,0**

Please, analyze the effectiveness of organizing the process of providing additional administrative support and guidance. (attach and refer to the relevant documents).

The Academy's policy in the direction of providing the students with additional administrative support and guidance is fixed in the Academy's SP (OBJECTIVE 7) ***(Appendix N 1.1).***

Until now, with the aim of providing the students with additional administrative support and guidance in the Academy, the administrative staff makes the students reception according to schedule. In order to regulate the process in 2016, in the Academy a Regulation for applying the administrative staff was developed (30 June, 2016, No2).

Satisfaction from leader staff's work

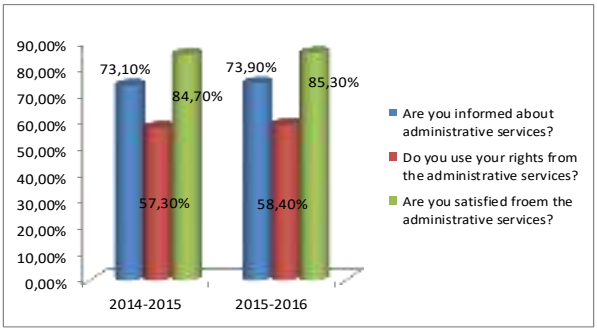


Students apply to the administrative staff through the educational consultant, Student Council and Student Scientific Society. In case of urgent questions, out of reception hours the students can also apply to the Head of the Department, the Dean, the head of the educational department, the Rector, Vice-rector, etc.

The results of the students' surveys of the last 2 years on the teaching quality and effectiveness (the maximum rating of 5 points) show that the students are satisfied with the support and guidance provided by the dean and the deanery.

The students turn to the accountancy mainly for questions like the transfer of tuition fees, the account balance and the use of the social package of tuition.

The satisfaction from administrative services(%)
based on students' query results of academic education



The support of other administrative staff is also important in the process of the students' support and guidance. Each department supports the students within its jurisdiction or directs to the appropriate service.

Standard e: ***There are services in the Institution contributing to students' careers.***

Bases:	➢ *The Academy's Strategic Development Program of 2014-2019.* ➢ *The regulations of the services promoting to the learners' careers.* ➢ *The infrastructure implementing those processes and its function.* ➢ *The Charter of the Academy.* ➢ *The Charter of the Academy' graduates and of the Career Center.* ➢ *Student scientific regulations of the Academy.* ➢ *RA ES Minister's N 19-A order of February 2, 2012 «On providing the Academy's graduates with job».*

Please, answer to the following questions:	**%**
➢ *What is the percentage of the students informed about the services promoting the career?*	50,5
➢ *What is the percentage of the students using those services?*	45,7
➢ *What is the percentage of the students satisfied with above mentioned services?*	88,2

Please, analyze the effectiveness of the services promoting the students' career (attach and refer to the relevant documents).

The Academy's policy in the direction of the activities promoting the student's career is fixed in the SP (Purpose 1, Objective 1.2), (Purpose 9) and in the Academy's Charter («VI. The Academy's Staff) ***(Appendix N 1.1).***

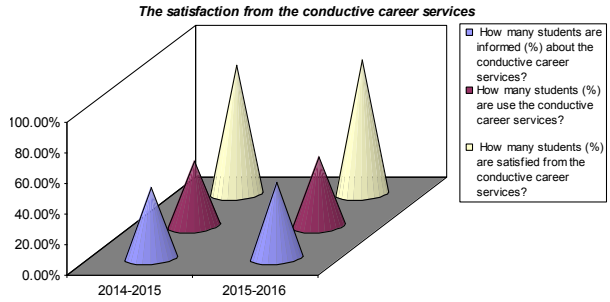
In the Academy the activities in the direction of graduates' entry to the labor market haven't got sufficient grounds. The Academy takes steps towards the creation of structural subdivision promoting the students' career. Now the functions of implementing the activities of the graduates' and career support department carries out the Academy's «Emergency Situations and Crisis Management» Deanery of the part-time education. In the SP (purpose 9) it is planned to create a

students' career centre in the Academy which will be acting from 2017-2018 academic year.

One of the Academy's main purpose is to provide its graduates with job and to ensure their competitiveness in labor market. Bright evidence of it is the RA ES Minister's order of 2012, according to which the Academy's graduates work in the different subdivisions of MES of RA system. The Academy periodically send the graduates' list who have graduated from the Academy with good and excellent marks to the personnel department of the MES of RA, according to their settlement.

It is worth mentioning that during 2012-2016, 35 graduates work in the Academy, about 85 graduates work in the different subdivisions of MES of RA, 323 students of part-time education system work in the republic's power structures: 210 of them work in MES of RA, 68 of them in RA Ministry of Defence, 33 of them in the Police of RA, 9 of them work in the National Security Service of RA. A part of the graduates work at state and non-state enterprises and organizations.

A factor promoting to the students' career is also the activities of SSS. Participating in organized conferences, seminars and international scientific reports, they deepen their professional knowledge, acquire skills to carry out research work, which further promotes the development of the students' scientific activities.



The involvement of the specialists of the subdivisions of the MES of RA in the final certification commissions of the Academy gives an opportunity to the students to deserve their attention, if they manifest perfectly, and take a position in the corresponding subdivision.

According to the results of the students' satisfaction survey implemented in 2016, the students assessed the satisfaction with the activities promoting the career implemented in the Academy 4.6 from the maximum rate of 5 points.

So it is necessary for the Graduates and Career center to coordinate the activities implemented in the Academy, constantly follow the MES system (also other labor market) requirements and provide the relevant information.

Standard f: The institution supports the students to be involved in the Academy's ***research work.***

Bases:	➢ *The Academy's Strategic Development Program of 2014-2019.* ➢ *The policy and the procedure of ensuring the students' participation in the scientific research activities essential for the Institution.* ➢ *The development conception of scientific and research activities of the Academy in 2017-2022.* ➢ *The methodological guide about the requirements of thesis.* ➢ *Student scientific regulations of the Academy.*

Ensuring the participation of the learners in the research work is a priority objective for the Academy, which is reflected in the SP (Purpose 2, Objective 2.2) ***(Appendix N 1.1).***

The number of involved students in the scientific and research works of PEI according tp the educational programs.

No	*students*	*2012*	*2013*	*2014*	*2015*	*201*
1.	Educational bachelor's degree	-	-	-	-	-
2.	Educational masters' degree	-	-	1	2	
3.	Research's educational program	-	-	-	-	-

The list of programs realized by the students and the number of the involved students in the programs according to years.

No	*Scientific and research program*	*2012*	*2013*	*2014*	*2015*	*201*
1.	-	-	-	-	-	-

The number of printed works written by studets who may be both author and co-author.

No	*Printed work*	*2012*	*2013*	*2014*	*2015*	*201*
1.	Scientific article	-	-	1	-	-

Please, analyze the effectiveness of the students' participation in the research work of the Institution (attach and refer to the relevant documents).

According to the Academy's Strategic Plan it is intended to develop prerequisites for the expansion of the Academy's participation in the international projects and create necessary conditions in European research area for active involvement ***(Appendix N 1.1).***

The students participate in the training exercises implemented by the MES of RA and in the events organized by the international organizations. The Academy supports also the direct participation of the employers in the Academy's educational programs.

The Bachelor's and Master's degree education programs also intend involvement of students in different research activities especially preparation of essays, term papers and Master's theses. The students' main research work is the process of preparing their master's thesis, which ends with the defense of the thesis and is important for all the students of Master's degree program. All favorable conditions are created for them for thesis preparation and defense. The students' research practice is organized, according to the educational plans, considering the themes of the thesis. This process is aimed at helping the students to acquire the necessary materials for the Mater's thesis in the place of the practice, some research reports, required literature, etc.

The Academy processed methodological instructions for Master's thesis execution, which contains the most important requirements for the master's thesis: the content of the work, the depth of the students' theoretical knowledge, their ability of doing research and making conclusions and recommendations, etc. The technical requirements for composing and forming the Master's thesis, the procedures of defense and assessment are also represented.

While preparing their theses, in order to receive academic assistance the students periodically have meetings with their thesis supervisors and consultants.

The review procedure, the standards for the assessment and etc. are represented in the order of the thesis review.

In 2014 and 2015 in the Academy was organized two inter-university student conference, during which 25 reports were represented and on the initiative of the Acadermy the best articles represented at the student conference were published. Initiatives like these stimulate the development of the students' scientific knowledge and skills, promote the growth and the development of the students' research potential. The Academy tries to collaborate with the

conferences organized at other Higher Educational Institutions too: 1 report in 2014 at the republican student conference at YSU, In 2014, 2 reports and 6 reports in 2015 at the Cadet conferences at Military Institute after V. Sargsyan. The Academy supports the students in participating at inter-university conferences.

In the Academy, the functioning of the Student Scientific Association is insufficient to some extent, mainly in the direction of organizing conferences.

In accordance with the requirements of NQF of RA the Bachelor's degree (first degree) educational program of Higher Education onsists of basic, specialized and elective courses and does not intend implementation of scientific research. Such work is intended at Master's (second degree) educational program. The academy mainly carries out bachelor's degree program, which is the transition boundary for admission to the Master's program. However, the students of Bachelor's and Master's degree programs carry out research work individually or together with the supervisors, made scientific reports at the conferences, publish scientific articles. Considering the small quantity of the students' published works and the participation in scientific conferences, on October 7, 2016, in the Academy a seminar on «How to make scientific research work» was organized.

The Academy has been carrying out Master's degree educational program since 2007 only in the specialty «Crisis Management», and since 2010 in the specialty «Rescue Operation». According to the educational program implementation of scientific research work, internships and Master's thesis are intended. According to the order of implementation of Master's degree educational program each student, from the first year, is attached to a supervisor who represents various scientific directions. The student chooses a certain theme and receiving the aassignment, works during the whole learning process, in result of which is being prepared the Master's thesis.

Standard g: ***The Institution has a responsible body for the defense of the student rights.***

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The document reflecting the students' rights.* ➢ *The Charter of the Academy's Student Council.* ➢ *The procedure of the appeals of the Academy's students' knowledge assessment.* ➢ *Regulation on the discussions of the Academy's students' applications, appeals and recommendations.* ➢ *Regulation on organizing the activities of the Commission of the Academy's «Defense of legality and defense of student rights».*

The statistical data and the relevant bases for the students' appeals and the resolution of those problems for the last two years. ***Please, answer the following questions.***	%
➢ *Which percentage of the students is informed about the relevant services?*	83,5
➢ *Which percentage of the students is satisfied with the above-mentioned process?*	43,6
➢ *Which percentage of the students use above-mentioned service.*	79,8

Please, analyze the effectiveness of the activities of the body operating at the Institution responsible for the defense of the students' right (attach and refer to the relevant documents).

The Academy's policy in the direction of the defense of the student rights are fixed in the SP (Purpose 4, objective 4.2) ***(Appendix N 1.1).***

The Academy's students' rights and responsibilities are enshrined by RA legislation (the Law of RA «On Education» article 49, RA Law «On Higher and Postgraduate Professional Education» article 17, 3rd point, RA Law «On Rescue Service»), by RA Government decisions (The Charter of the Academy, the Regulations of the Academy), in the Academy's internal disciplinary Regulations approved at the session of the Scientific Council on 03. 12. 2015, etc.

Students are informed about their rights and responsibilities from the educational consultant's service, from the student structure, from the committee of legality defense and the defense of the student rights, from the Guide on the education in credit system and from the directories of other courses, from the Academy's website, from the announcement board, etc.

According to the procedure of the appeals of the Academy's students' knowledge, the students can appeal against any form and component of knowledge testing, against the results of their marks, course work, final certification exams and against the results of oral and written exams.

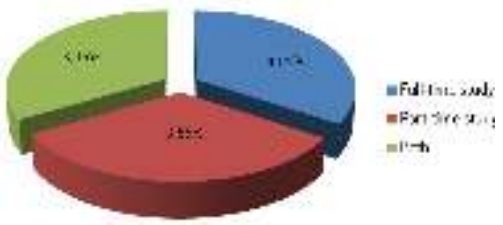
The student can appeal against the grade of the final certification exam or the mark of the thesis in written form to the President of the Commission of the final certification, within an hour, after announcing the results. The President of the Commission of the final certification organizes the discussion of the appeal on the same day. In the discussion of the appeal participate the employee of the Academy's administrative staff, who is not a member of the following Commission and the representitive of the Student Council, whose candidacy is confirmed by the rector in advance. Under the presence of the graduate, the committee listens to the recording of the answer, then with open ballot, by the majority voting of the committee members is made the dicision about raising the mark or leaving unchanged.

If the process of testing the knowledge and assessment is implemented orally, then the student,without leaving the examination room, asks the lecturer conducting the examination to invite the Head of the following Department and, personally, submits an appeal application with his name. The results of the written exams are posted in the Faculty. If students have an appeal, they submit an application of appeal, within an hour, with the name of the Head of the following Department, who forms the appeal committee and organizes the discussion of the written work. It should be stated that until now there have not been appeal applications on the results of the exams.

One of the structures dealling with the defense of the student's right is the Student Council that is the students' self-governing, an elected representative body, which includes about 4.5% of the students. The student Council members inform the students about their rights and responsibilities, represent, express and protect their rights and interests in governing bodies. They participate in the process of maintaining the Academy's internal discipline, organize the celebration of student and youth holidays, support to organize the students' recreational and entertainment activities.

In the result of the student surveys of 2015 on the students' satisfaction with the Academy, the satisfaction with the activities of the Student Council is rated 3,95 of 5 points.

Your satisfaction from the work of Student Council in 2015 (avarage mark)



With the aim of coordinating the legal process of protecting the students' rights and interests, on June 30, 2016 by the desision of the Scientific Council a commission for the defense of legalty and defense of students' rights is formed in the Academy. The Commission will deal with the resolution of the problems related to the appeal applications submitted by the students.

Standard h: ***The Institution has mechanisms for assessing the students' educational, consulting and other provided services and quality assurance mechanisms.***

Bases:	➢ *The Academy's Development Strategic Program of 2014-2019.* ➢ *The Regulation of the student survey on the quality and effectiveness of teaching in the Academy.* ➢ *The Regulation of graduate satisfaction survey on the education gained in the Academy.* ➢ *The Regulation of the internal stakeholders' survey on the satisfaction with the Academy.* ➢ *The Regulation of studying the external stakeholders' opinion about the Academny's graduates.* ➢ *Regulation of the assessment of the practice organized by the Academy.* ➢ *The Academy's Charter.* ➢ *The Academy's procedure of quality assurance.* ➢ *The Regulation of Quality Mangement Standing Committee attached to the Academy's Scientific Council.* ➢ *The Academy's policy in the field of the quality of education.*

Please, analyze the effectiveness of the mechanisms for assessing the students' educational, consulting and other provided services and ensuring their quality (attach and refer to the relevant documents).

The Academy's policy in the direction of assessing the students' educational, consulting and other provided services and the quality assurance mechanisms is fixed in the S (Purpose 2, objective 2.4), (Purpose 6, objective 6.2), in the Academy's Regulation («II The Academy's main objectives and jurisdiction») and in the concept of internal quality assurance of education***(Appendix N 1.1).***

The assessment of the students' educational, consulting and other provided services and the quality assurance are implemented in the Academy by means of the following surveys: «Student survey on the quality and effectiveness of the teeching in the Academy», «Graduates' satisfaction survey on the education gained in the Academy», «The assessment of the practice organized by the Academy», «The internal stakeholders' survey on the satisfaction with the Academy», «The study on the external stakeholders' oppinion about the Academy's graduates».

The results of the surveys are processed and analyzed in the relevant department, are discussed in the relevant structural units and published on the Academy's official website.

In order to provide the effectiveness of the surveys questions related to the same field are included in the different questionnaires, which give an opportunity to verify the objectivity of the received information. For example, questions about the satisfaction with the consulting service are included in the graduates' satisfaction surveys on the education gained in the Academy, in the students' survey on the teaching quality and effectiveness and in the internal stakeholders' survey about the Academy. In order to provide the continuous improvement of the surveys, the questionnaires are reviewed regularly.

The Regulation of the Academy's internal stakeholders' satisfaction survey.

Graduates' employment level for the last five years (in number)						
	Employment/ continuing education	***2012***	***2013***	***2014***	***2015***	***2016***
1	Immediately after graduation	**165**	**190**	**199**	**195**	**202**
2	Before graduation	**42**	**57**	**61**	**66**	**72**
3	By profession	**55**	**68**	**72**	**81**	**85**
4	By non-profession	**110**	**122**	**127**	**114**	**117**
5	The percentage of the students continuing the education after graduation.	**9**	**10**	**10**	**12**	**5**
6	The level of employment 2-5 years after graduation.	**58**	**56**	**52**	**59**	**54**
7	The percentage of unemployed graduates	**42**	**44**	**48**	**41**	**46**
8	The level of employment 5 years after graduation.	**78**	**80**	**82**	**87**	**90**

Please, analyze the Institution's strengths and weaknesses, opportunities and threats in the domain described by criterion 4.

Criterion IV. Students' SWOT Analysis

Strengths	***Weaknesses***
1. Availability of documents regulating the processes concerning the students. *2. Availability of Quality Assurance Center.* *3. The professorial staff talented with practical skills.* *4. The professional training base, cabinets, training technical devices, special technical equipment and resources, etc.* *5. The students' participation in the training exercises and in the events organized by the international organizations.* *6. Providing with job in the MES of RA system.* *7. Conducting internships in different subdivisions of the MES of RA system.* *8. Practical work performance in «Lusakert» training base.* *9. The availability of free seats in two specialties.* *10. Regular review of the specialties.* *11. The availability of part-time educational system.* *12. The availability of the guidelines for education in the credit system and the guidebooks for the courses.* *13. The availability of multi-factor assessment system.* *14. Variety of mechanisms for revealing the students'*	*1. Absence of providing postgraduate continuing education.* *2. Absence of institutions carrying out scientific and research activities in the field of civil defense and protection of the population .* *3. Lack of full participation of the students' of part-time education system in the process of the Academy's management, assessment of the activities and in the process of quality assurance.* *4. Applicants' low level of preparedness* *5. Weak feedback between the Academy and the graduates due to the lack of Career and Graduates Cente.* *6. Imperfection of the assessing and monitoring system of the educational, consulting and other services provided to the students.* *7. Imperfection of the procedures of students applying the administrative*

educational needs. *15. The availability of the Academy's official website:(www.mes.am/hy/quality-assurance).* *16. Availability of the mechanisms for collecting and summarizing the analysis of the survey results and the statistical data .* *17. Availability of the Regulation of the Committee of legalty defense and the defense of the student right and the working plan.* *18. Availability of the electronic system of the students' data and progress, «Supervision YSU» Automatic el system.*	*staff with different problems.* *8. Insufficient organization of the practice of the students of part-time system of Bachelor's degree educational program.* *9. Absence of research activities.* *10. Absence of foreign students.* *11. Insufficient activities by the SC and SSS.* *12. Financial and material resources.* *13. Insufficient level of awareness about the committee of Legality Defense and the Defense of Rights.*
Opportunities	***Threats***
1. Opportunities for collaboration with local and foreign similar educational institutions. *2. Collaboration and exchange of experience with other institutions.* *3. Cooperation of the Academy's student structures with the Student Council and Student Scientific Society of other educational institutions.* *4. The absence of a similar institution in the Region.*	*1. Decrease in the number of applicants, due to immigration, demography, as well as low socio-economic level.* *2. The high level of inflation in RA.* *3. Lack of interest in learning.* *4. Unpredictable changes in the labor market in demand for specialties and the high level of unemployment.*

1. *It is necessary.*
2. *To invest a managerial, organizational and structural effective system for admission of applicants.*
3. *To create necessary conditions for maintaining the applicants' and the students' staff in the estimation of the influence of negative demographic trends and other environmental factors.*
4. *To develop the system of supplementary and continuous education, consistent with the labor market.*
5. *To strengthen the relationship with the Academy's graduates, to create an information and communication system of the graduates' data. Enhance the opportunities of online and direct communication with the Academy and the graduates and with each other.* ***(Appendix N1.1).***

V. FACULTY AND STAFF

The Academy has an aim to involve experienced, leading specialists in the field of education, highly qualified Faculty staff, providing them with opportunities for continuous improvement and modern and favorable working environment, in order to implement the Bachelor's and Master's degree educational programs effectively.

Lectures are conducted by experienced specialists, highly qualified lecturers, Doctors of sciences, candidates, leading specialists in the field of education and so on.

Criterion: The Institution is provided with faculty and staff having the appropriate professional qualification for achieving the PEI's misión and for realizing the goals of PEPs.

Standard a: ***The institution has policies and procedures for selecting faculty and staff having the appropriate professional qualification for realizing the goals of PEPs.***	
Bases:	➢ *The Charter of the Academy.* ➢ *The code of laws of the Academy.* ➢ *Decision No 183 of the 16th of February in 2006 by RA Government <<On defining the requirements presented to the Faculty staff of the Academy>>.* ➢ *The internal disciplinary rules of the Academy.* ➢ *A sample of the employment contract.* ➢ *Policy and procedures of recruitment, selection and professional development of the faculty staff in the Academy.* ➢ *The Academy's procedure of hiring on hourly-paid, contract and combined basis.* ➢ *The selection procedure of the Head of the Departments of the Academy.* ➢ *The selection procedure of the Academy' Faculty Dean.* ➢ *The regulations of the Academy's Administrative Management.* ➢ *The functions of the Academy's Administrative staff.* ➢ *The responsibilities and rights of the Academy's educational supporting staff.* ➢ *The Academy's teaching staff on permanent, hourly paid and combined basis.* ➢ *The regulation of defining the rules of encouraging the employees.*

Please analyze the compliance of the professional qualifications of the Institution's teaching staff with the institution's mission and the goals of the educational programs.

It is fixed in the Academy's SP that the priority objectives of the Academy's activities are training specialists in consistent with the requirements of the spheres of the subdivisions operating in the system of MES of RA, implementation of educational, scientific, methodical, expertise and learning activities in the field of civil defense and protection of the population in emergency situations, realization of postgraduate educational programs and continuing education, implementation of scientific and applied research work ***(Appendix N 1.1).***

In order to achieve the above mentioned goals in the Academy Bachelor's and Master's degree educational programs in the following specialties are being implemented: «Crisis Management», «Management», «Civil Defense», «Rescue Operation», «Fire Protection», «Fire Safety», «Protection in emergency situations», «Operation and Servicing of Special Transport and Fire Rescue Machinery and Equipment», «Applied Seismology» The professional qualities of the Academy's Faculty staf are in accordance with its mission and the goals of the educational programs, and the main requirements represented to the professional qualities are formulated in the educational standards corresponding to the Bachelor's or Master's degree programs of the following educational programs,which are based on the requirements of NQF of RA: in the demension of the knowledge, skills and abilities typical for graduates of 6th (BA) and 7th (MA) levels.

In order to realize the educational programs and to insure the high quality of teaching, the

Academy is provided with scientific and pedagogical staff. Appropriate specialists of RA MES system on combined and hourly-paid basis, leading specialists of different fields of the economy and education, Doctors of Sciences, candidates of Sciences are invited to teach in the Academy. They, as a rule, have base education corresponding to the teaching orientation of the courses, are consistently engaged in research and methodological activities, have work experience in the relevant field of activity.

The policy and procedures of the formation of the Academy's Faculty staff are based on the Labour Code of the Republic of Armenia, on the The provisions of RA Laws «On Education», «On Higher and Post Graduated professional education» and on the Decisions of RA Government «On approving the learning rules in the Educational Institution of Rescue Servic of RA» and «On defining the requirements represented to the Academy's Faculty staff».

The Academy's Faculty staff consists of two subsystems: officers of Rescue Service and the civil personnel.

For the officers of Rescue Service requirements are defined in accordance with the requirements of the Law of RA «On the Rescue Service» and by the Decisions of RA «On defining the requirements represented to Faculty staff of the Educational Institution of the Rescue Service of RA» and «On approving the learning rules in the Educational Institution of Rescue Servic of RA» ***(Appendix N 5.1).***

Professors and lecturers' staff of the Academy (2016-2017 academic year)

N	The Department	According to their positions					The FS according to degree					%
		professor	associate professor	assistent	Lecturer / PhD	total						
The Faculty of Emergency situations and Crisis management												
1.	Natural Sciences	-	*11*	-	*11*	*22*	*Cn. Of ph. M .s*	*Doc.of tech. sc.*	*Doc. Of pol.s c.*	*Cn.of phil.sc .*	*other*	*24,7*
							3	*3*	*1*	*1*	*3*	
2.	Crisis Management	*2*	*18*	*1*	*4/2*	*27*	*Ass.prof.m.s.*	*Doc.of soc. Sc.*	*Doc. of tech. sc.*	*Doc.of historical. sc.*	*other*	*30,3*
							1	*1*	*9*	*3*	*6*	
3.	Civil Defense	*4*	*4*	-	*11*	*19*	*Doc.of tech. sc.*	*Doc.of tech. sc.*	*Cn. Of ed. Sc.*	*Cn.of geo-mineralogical sc*	*Cn. of psyc. sc.*	*21,3*
							4	*1*	*1*	*1*	*1*	
4.	Rescue Operations	-	*7*	*1*	*11/2*	*21*	*Cn of.m.s.*	*Doc.of tech. sc.*	*R/S Colonel*			*23,6*
							1	*1*	*5*			
	Total	*6*	*40*	*2*	*37/4*	*89*						

With the aim of providing the Academy's educational programs with appropriate teaching staff different types of employment contracts are intended: permanent, internal and external combination. There is also hourly paid work type, which allows to provide the educational programs with experienced specialists having narrow specialization and practical skills.

At present the Academy has 89 lecturers working on permanent, internal and external combining basis (including 6 Doctor- Professors of Sciences, 41 Candidates of Sciences (RA Government Decision No 183 of 16.02 2006 «On defining the requirements represented to the

Academy's Faculty staff»), 37 lecturers, 2 assistant professors and 4 applicants.

The number of the graduates in the Academy's professorial and education supporting staff is 35. Such policy of hiring the students stimulates the high performance of the students of our Educational Institution.

Please analyze the effectiveness of the professorial and educational supporting staff recruitment (hiring and firing) policies and procedures (attach or refer to the relevant documents).

Accepting for employment at the Academy, transferring to another job or dismissal is accomplished according to RA Labor Code and employment contract. The professonial positions are allocated through competitive election process, which is defined by the Law of RA «On Education», «On Higher and Postgraduate Education», by the Decisions of RA «On Defining the requirements represented to the Academy's Faculty staff» and «On approving the learning rules in the Educational Institution of Rescue Service of RA», by the Academy's Charter, by the policy and the procedures of "Choosing, recruitment and professional development of the professors and lecturers" and by other internal legal acts.

In order to replenish the Academy's Professorial staff, highly qualified professionals in the field are invited to work at the Academy. The different types of the employment contracts (permanent, on internal and external combining, hourly paid basis) concluded with the hired professors give an opportunity to replenish the Academy with highly qualified specialists. The principle of accepting for employment on probation basis operates in the Academy, which allows the employer to identify the employee's profesional competences within 6-12 months and only after to conclude an employment contract for an indefinite or fixed time limit. Due to the Academy's acting procedures of accepting for employment and dissmisal, during 25 years of activities, no employment contract has rescinded or recovered judicially.

In order to implement the education process effectively a normative basis of forming the number of positions of the educational supporting staff is available in the Academy. In the norms of formulating the positions of the Academy's educational supporting staff are defined the corresponding grades, the number, requirements and job responsibilities. These documents allows to the educational supporting staff clearly understand their job responsibilities and functions.

The Academy's administration regularly evaluates the performance and the profesional qualities of its faculty and staff, regularly organizes retraining courses, applies the progression of the employees and the promotion policy for ensuring the stability, which will be presented in other standards.

Standard b: ***The teaching staff qualifications for each programme are comprehensively stated.***

Bases:	➢ *The requirements for the professional qualities of the teaching staff of the educational programs of the specialty.* ➢ *Review policy for teaching staff qualifications.* ➢ *Review analysis and the outcome reflections in the new policy.*

Please, describe and support the compliance of teaching staff competences with the qualifications offered.

The main requirements presented to the professional qualities of the Academy's teaching staff are formulated in the educational criteria of Master's and Bachelor's degree corresponding to the given programs.

Currently implemented educational programs are conducted by lecturers who have a basic

education, according to the teaching orientation of courses, and are consistently engaged in research and scientific-methodological activities by leading specialists and by the specialists having a scientific rank.

The professors having scientific rank and title form the 51,7% of the teaching staff and the permanent professors form the 59,6 % of the total staff.

General provisions on the rank of the professorial staff, appointment of the postions of the PS and their promoting standards, the formation procedure of PS, the rights and responsibilities of the PS are included in the regulation of formation the Academy's professorial Staff (approved on 10.02. 2014 by the Scientific Council). According to the regulation, in the Academy there are the following ranks of the positions of PS: lecturer, assistant, associate professor, professor.

It is worth mentioning that according to the grades, the election of the PS, appointment of the positions, along with experience, ensuring the promotion, in the Academy there are no concrete requirements presented to the profesional qualities of SP, according to the educational programs. Based on the general provisions of above mentioned order, it is intended that the Departments must process clear requirements for the professional knowledge and abilities of the lecturers, providing their concrete educational programs, taking into account the learning outcomes of the following program. The educational programs are provided with the teching staff having relevant qualifications by the Academy's corresponding Departments.

In the Academy there are clearly processed standards and procedures for evaluating the personnel-resource provision, the professional abilities and pedagogical skiils (competences) of the teaching staff, in accordance with the requirements of the educational programs, which is evident from the report made by the president of the final certification, where it is mentioned, that the Academy's lecturers, with their teaching methods and professional abilities, successfully implement the objectives of the educational programs.

Standard c: ***The institution has well established policies and procedures for the periodic evaluation of the teaching staff.***	
Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The plan of the lecturers' employment individual development.* ➢ *The lecturers' annual activity reports.* ➢ *The rating sheet of assessing the lecturer's scientific and educational activities.* ➢ *The regulation of implementing lesson observations in the Academy.* ➢ *The regulation of implementing the students' survey on the quality and effectiveness of* ➢ *the teaching.* ➢ *The regulation of classes realized by chairs.* ➢ *The regulation of implementing the graduates's survey on satisfaction with the education gained at the Academy.* ➢ *The regulation of implementing the external stakeholders' survey on their opinion* ➢ *about the Academy's graduates.*

Please analyze the effectiveness of the teaching staff periodic assessment policies and procedures (attach or refer to the relevant documents).

The Academy has a strict purpose of being replenished with qualified personnel, according to its SP (purpose 4. Qualified personnel resources, providing the effective management and improving the working invironment, providing them with opportunities to improve the Academy's management system and to increase its efficiency and quality). With the aim of realization of this objective a multidimensional assessmentof the teaching staff is implemented, according to their professional preparedness, pedagogical skill, personal qualities, age composition and so on ***(Appendix N 1.1).***

There are a number of mechanisms for assessing the PS, which contribute to the continous increase the qualification of the teaching staff, to the activeness of teaching and research activities, and to the implementation of educational and methodological work.

The policy and the procedures of assessing the PS acting in the Academy are periodically reviewed.

Method of individual assessment:

Since 2014 in the Academy, at the beginning of each academic year, the lecturer represent to the department the plan of indivudal development, where there are mentioned the activities performing by him, according to literature studies, scienticic, scientific and educational and methodological research, providing professional development, retraining and so on, and at the end of the academic year represents corresponding report which is discussed in the session of the Department, and the lecturer represent which points of his working plan he has implemented, which points he hasn't implemented and the reason of it. Then he separetes the unrealized works planned by hem in order to include in the new plans. The way of reporting like this contributes to the lecturers' professional, scientific and the scientific and educational activities.

Since 2014 All the Chair Departments of the Academy the rating sheet of the lecturer's scientific and educational activities is also completed.

The lesson observations implemeneted by the Heads of the Departments and the Dean of the Academy are also mechanisms for assessing the teaching staff. In the begining of each semester, in the Departments lesson observations are held, according to the approved schedule (The regulation for organizing the lesson obsevations and discussing them in the Deparrtments N2, 05.05.2014).

In 2017-2018 academic year, in the Academy will be invested the self-assessment mechanism of the course packages of the teaching staff.

Method of collective assessment.

The mutual lesson observation is also a mechanism for assessing the professional competencies, the teaching qualityand effectiveness of the Academy's teaching staff. It is also held by the chedule approved by the Department.

The mutual lesson observation contributes to the exchange of professional and methodological experience among the lecturers.

The teaching staff of the Academy periodically organizes aso open and demonstrative lessons, which are conducted with the aim of testing new teaching methods and pedagogical tricks, for receiving the opinión, advice and recommendations and the guaranty of more experienced specialists and colleagues and with the aim of studying the teaching experience and the generalization of it.

The work perfomed by the teaching staff is assessed also by the Educational Department with the help of curriculum performance, by checking the registers and the students' lecture copy-books. The results are reported at the sessions of rectorate.

There are another mechanisms in the Academy for the assessment of the teaching quality and effectiveness of the teaching staff. Yet in 2015, in every semester, by the decisión of the rectorate a student survey on the teaching quality and effectiveness is implemented, by means of which is identified and studied the students' opinión about the teaching methods, the quality, the profesional abilities and the preparedness level of the teaching staff. The questionnaire also gives the students an opportunity to represent their suggestions.

The results of the received assessments from the students' surveys and the results of the teaching improvement program performance are used in the processes like the acceptance of the

anual reports of the teaching staff, the evaluation of the activities, electing the position or promotion, employment contract extensión, material incentives and other processes. The results of the surveys implemented during 2014-2016 reveal that the Academy's students are generally satisfied with the quality of the teaching of their teaching staff.

In the students' surveys on the teaching quality and effectiveness of 2015-2016 academic years participated the 42% (about 410 students) of the students included in the Academy's Bachelor's and Master's degree programs. The teaching quality of the lecturers' of 103 courses was assessed. The average mark in four-point rating system was 3,61 within the Academy's scale (The results of the survey are represented in detail in the annual report about the surveys).

Another mechanism for studying the students' opinion about the teaching staff is the questionnaire attached to «The regulation of the graduates' survey on their satisfaction with the education gained at the Academy». The questionnaire, in general, tends to find out the graduates' satisfaction with their education gained at the Academy. In the questionnaire, by means of some questions is identidied the graduates' satisfaction with the Academy's teaching sataff. The analysis of the results of the surveys also show that the Academy's students are, in general, satisfied with the level of professional competences and the quality of their lecturers. (2014-2015 academic year 92,7 %, 2015-2016 academic year 94, 2%).

Student surveys are implemented by a number of lecturers of the Academy, the aim of which is to identify the students' satisfaction with the content of the course, with their teaching methods and quality. The students' opinións are used for reviewing and preparing the curriculum, and during the choice of the teaching methods.

Indirect information about the profesional compitences, the quality and the effectiveness of teaching of the teaching staff also give the questionnaires of the «Survey of the external stakeholders' opinión on the Academy's practicant-students» and «The surveys of the external stakeholders' opinión on the Academy's graduates». When the external stakeholders evaluate the students' or graduates' theoretical knowledge, practical skills, professional and general preparedness it also represents to some extent the work of our lecturers.The stakeholders are satisfied with the Academy's practicant-students' theoretical knowledge, practical skills, professional and general preparedness by 66.67 percent; and with the students' by 66,67% and with the graduates' by 77,78 %.

Indirect information about the profesional abilities of the Academy's teaching staff gives the survey «On the assessment of the practice organized by the Academy». The results of the survey show that practicant-students are satisfied with their knowledge and methods by 96 %.

Another mechanisms for assessing the Academy's PS is that the students periodically have meetings with the Academy's administration.

In the survey for studying the «The satisfaction with the Academy» which was implemented by the NQC, were involved 400 students. 45 students of them mentioned in the questionnaire, as the Academy's strength, the teaching staff, the practical trainings, training exercises and the practices organized in the Ministry of Emergency Situations of RA.

As the experience of conducting surveys among the students is new at the Acacdemy, so the analysis of survey results can not be an exact picture of the implementation of improving measures and contribute to the improvement of the quality and efficiency of the teaching staff. The personal data received by means of the surveys must be effectively used in the process of development of the professional and pedagogical skills of the lecturers. But it should be mentioned that the results of such surveys are not often accepted by the lecturers, justified as a subjective approach by the

students.

Standard d: ***The institution implements measures aimed at the teachers' professional development in accordance to the needs outlined during regular evaluations (both internal and external).***

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *Methods and basis ensuring the teaches'r professional development according to the qualification requirements.* ➢ *Professional development plans of the teaching staff according to the directions of professional, methodological and reform.* ➢ *Professional development topics of the teaching staff.*

Please analyze and support the effectiveness of teaching staff professional development processes for the last 3 years (attach and refer to the relevant documents).

The most important principle of formation of the Academy's high quality personel potential is the involvement of high quality teaching staff and providing them with the opportunity of continuous improvement and modern and favorable working invironment ***(Appendix N 1.1).***

The teaching staff of the Academy not only maintains his professional qualification level, but also increases it, in accordance with the updated content of educational programs and consistent with the the development of educational methods and technologies. It is necessary to enhance the retraining opportunities of the teaching staff in abroad.

The retraining of the teaching staff of the Faculty of «Rescue operations» is implemented in the appropriate structures of Brazil, Germany, Japan, Switzerland, Poland, South Korea and the US.

The Academy's two employee, in the last thre years participated in the retraining courses of the Project second Education Quality and Relevance organized by the National Centre of Quality Assurance of RA and received certificates and a testimonal for asupporter of the processes of quality assurance of education.

Due to the lecturers qualification increase program constructed with credit system they improve their professional abilities, acquire sufficient skills to communicate in English in an academic environment, master the information technologies and are able to use them in the learning processes, they master the modern methods of teaching, learning and assessment.

In order to to gather the necessary credits, retraning courses are periodically being held in the Acaqdemy. In the result of the work carried out with the retraining program of 2014-16,The Acvademy has the following achievements:

Educational part	***The name of the Module***	***The name of the retraining course***	***The number of the retrained lecturers***
A	professional preparedness	Modern problems of the profession and other professional courses	6
A	Information Technology	Making classroom presentations (Power Point)	22
		Computer literacy (Application programs ` Word, Excel, Pover Point, InternetExplore)	18
		English in the academic environment	16
A	pedagogical preparedness	Modern methods of teaching, learning and assessment	52
		Basics of planning educational programs	71

A	Other ways of qualification improvement (retrainings and other)	Retrainings	14
B	Publications	Scientific article	90
		Methodical work	28
		Textbook	19
		Monograph	1
B	Report in the international conferences	Report	25

Since in the Academy a great importance is given also to self-education and the enhancement of the professional qualification, so, in addition to organized retraining courses, the lecturers also participate in different retraining courses organized in different HIEs, educational and scientific institutions and organizations, they participate in various inter-university and international conferences and fórums. With the aim of the enhancement of the professional qualification of the Academy's teaching staff two lecturers of the Rescue Department are applicants of ANPU, one lecturer from the Crisis Management Department is applicant of Public Administration Academy of RA and a lecturer is an applicant of ANAU.

It should be mentioned that the lecturers are also satisfied with the retrainings implemented by the Academy and with the projects aimed at the improvement of the teaching staff. In 2016, in the Academy a survey on the study of the satisfaction with the Academy was carried out among the Academy's Faculty and Staff, the results of which show that the lecturers are mainly (by 73,6%) satisfied with the measures contributing to their profesional activities.

Standard e: ***The institution ensures the stability of provision with the teachng staff corresponding to the educational programs of the specialties.***

Bases:	➢ *The key indicator of the assessment of the Academy's (AKI, 2012-2016).* ➢ *Code of rules of the Academy.* ➢ *The list of the permanent staff (mentioning the qualifications, scientific degrees and/or titles).* ➢ *Policies and procedures ensuring the stability with regards to permanent staff.* ➢ *The regulation of the study of internal stakeholders' satisfaction with the Academy.* ➢ *The list of the lecturers working on combined basis (mentioning the qualifications, scientific degrees and/or titles).*

Please analyze the effectiveness of the permanent teaching staff performance for the last 3 years (attach or refer to the relevant documents).

In the Academy the statistical data on the professorial, administrative and educational supporting staff are represented in the annual reports.

Based on the necessity of realizing the purpose and objectives of the Academy's SP, the teaching staff is replenished, and the multifactorial mechanisms of assessments and improvement programs give the opportunity to replenish the Academy with qualified personnel meeting the educational needs of the internal and external stakeholders. It should be mentioned, that the Academy hasn't yet clearly processed policy for ensuring the stability of the teaching staff, but certain steps are taken in that direction. According to the regulation of appointement of the positions, the positions may be changed and accordingly the salaries are periodically increased.

Such policy contributes to the stability assurance of the Academy's teaching staff, as well as stimulates their professional development. It should be noted, that during the Academy's 25 years of

operation has not been delay of payment of the salaries.

One of the procedures of guaranteeing the stability of the teaching staff of the educational programs at the Academy also is «The norms of planning and accounting the time spent on training work performance at the Academy» (Approved by RA Government Decision No606-N of 27 ***(Appendix N 5.1).***

04.2006). In this document there are certain time norms prescribed for various forms of scientific and pedagogical activity of the lecturers, according to which the individual workload per academic year of the lecturer with given degree is formed. According to the established, for example, the individual workload of an associated rofessor is average of 700-720 hours, which is less compared with other HEIs. The other mechanism of ensuring the stability of the teaching staff is the policy of mentor, when more when more experienced lecturers support the beginners.

In order to provide the stability of the Academy's high quality specialists, their working environment, the necessary resources and services are periodically improved. In order to investigate the satisfaction of the Faculty and staff with the Academy's resources and provided services surveys were conducted, based on the results of which is intended to carry out corresponding improvement measures.

Some representatives of the teaching staff are included in different circles of the Academy's Management: in the Council, in the Scientific Council, in the Standing Committee of Quality Management, in the Council of the Faculty and have the opportunity to represent their concerns and find appropriate solutions. Besides, the lecturers freely raise their questions and problems in the session of the Chair too.

Standard f: ***The Institution has policy and procedures for providing the professional development of the teaching staff.***

Bases:	➢ *RA Government Decision N 183-N of 16.02.2016 «On defining the requirements represented to the teaching staff of the Academy».* ➢ *The Academy's Development Strategic project of 2014-2019.* ➢ *Policy and procedures for recruitment, selection and professional development of the Academy's teaching staff.* ➢ *The regulation of forming the Academy's teaching staff.* ➢ *The Academy's internal disciplinary rules.* ➢ *Extract from Protocol No. 6. of 24.09.2010. of the Academy's Scientific Council on approving the regulation of the collection of scientific and scientific and methodological articles «Ccrisis Management and technology».*

Please analyze the effectiveness of the staff professional development promotion policies and procedures for the last 3 years (attach or refer to the relevant documents).

The government of the Academy pays a great attention to the development and the improvement of the professional skills and abilities, to the professional progress of the teaching staff For improvement of the professional progress, the Academy implements certain procedures.The corresponding positions of professor, associate professor, assistant, professor can be pretended by the rescue servants whose scientific and pedagogical activities are in accordance with the requirements presented by the the Academy which is approved by RA Government Decision N 183 OF 16.02.2016 «ON prescribing the requirements presented to the teaching staff of the educational institution of RA Rescue Service».

The procedures of formation of the Academy's teaching staff stimulates the lecturers to improve their professional qualities and abilities and have appropriate progress for which they also receive appropriate salary. Ffor example, in 2016թ, in the Academy the staff of 7 employees has been

changed.

There are a number of mechanisns in the Academy for providing the professional development of the teaching staff, as well as, in order to support the young lecturers. They are always in the focus of experienced lecturers, who help the young beginner lecturers with their advice and experience. In order to gain experience the young lecturers often participate in the experienced lecturers' lessons, or invite them to their lessons, which also promotes to the development of the professional skills of the beginner lecturers.

In the Aacademy operates incentive policy for supporting the teaching staff, for developing their professional abilities, for conscientiously performing the provided functions (The Academy's internal disciplinary rules, approved at the session of the Scientific Council of 03.12.2015), according to which, in case of the legal behavior of working efficiency, progressive faultless work and for the neologism in the work and other achievements, the lecturer is encouraged by the Academy's Rector in the following order: expression of gratitude, one-time cash award, delivery of certificate, rewarded with souvenirs, the withdrawal of disciplinary punishmen, provision of additional payable holiday. In order to encourage the Academy's employee, a petition may be represented to the superior bodies for awading with medals, Certificate of Honor, or for awarding awarding honorary titles.

The list of one-time awards of the Academy's professorial, administrative and educational – supporting staff 2012-2016.

Employees/Date	*2012*	*2013*	*2014*	*2015*	*2016*
Professorial staff	18	45	25	21	38
Administrative staff	18	23	13	12	14
Education supporting staff	13	15	15	15	13
Engineering and technical staff	1	2	2	2	2
Total	**50**	**85**	**55**	**50**	**67**

The Academy's employees, as well as the teaching staff are regularly given financial assistance from the trade union funds.

2012-2016 Employees with awards/Dates	*2012*	*2013*	*2014*	*2015*	*2016*	*Total*
The Medal of «Combat Service» by RA President	1				1	***2***
The Medal of «Merit in Work» by the Minister of ES of RA				1		***1***
The Mmedal of «Tigtan Mets», International Security Academy Of Knights.					1	***1***
«5th Brigade " Medal			1			***1***
«5th Brigade 20 years» jubilee medal				1		***1***
«YVU 20 YEARS» jubilee medal			1	1		***2***
« For Motherland defense» Union of Karabakh Veterans medal			2	1		***3***
« PREVENTION, ASSISTANCE, SALVATION » medal		1		1	1	***3***
« Best FIREFIGHTER- RESCUER» medal				2		***2***
«For Impeccable Service» medal					1	***1***
«For Impeccable Service» II class medal					2	***2***
«For Impeccable Service» III class medal	1		1		1	***3***
«For Impeccable Service» IV class medal					1	***1***
« For Impeccable Service 20 years» medal	1					***1***
«Valiant Rescuer» medal	1	1		3		***5***
«Nelson Stepanyan» medal				1		***1***
MES of RA «International class rescuer» qualification class		1				***1***
«International class rescuer» badge		3	2			***5***
«Rescuer first class» badge		1				***1***
«Rescuer third class» badge			3			***3***

«Admiral Isakov» medal		1		1		2
A souvenir by the attorney-general of the Republic of Armenia		1				1
Gratitude by the Prime Minister of the Republic of Armenia					1	1
By the decree of the President of RA was granted the title of Major-General of Rescue Service					1	1
Certificate of Honor by the Minister of ES of RA.			3	2	2	7
Certificate of Honor by the Director of the State Emergency Service RNK		1				1
Certificate of Honor by the Minister of Defense of RA			1	1	1	3
Certificate of Honor by The Chief of the General Staff of the Armed Forces the Ministry of DEFENSE of the Republic of Armenia	1	1				2
Certificate of Honor by the Minister of Education and Science of RA				1		1
Gratitude by the Minister of ES of RA		2	1		1	4
Gratitude by the Minister of Defense of RA			1			1
«The best specialist» diploma by the Minister of TAES					1	
Total	***5***	***13***	***16***	***16***	***15***	***65***

In terms of the assurance of the professional development one of the important means is the collection of the scientific and scientific and methodological articles «Crisis management and technologies», which allows the Academy's teaching sraff to publish their scientific and methodological articles for free.The Academy's lecturers are encouraged also for their scientific activity: monographs, manuals are printed for free.

Standard g: ***The Institution has necessary teaching and education supporting staff to achieve the strategic goals.***

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The responsibilities and rights of the Academy's education supporting staff.* ➢ *The procedure of the election of the Academy's Faculty Dean.* ➢ *The the procedure of the election of the Heads of the Chairs of the Academy.* ➢ *The report of the Faculty Council and the Dean.* ➢ *The reports of the Heads of the Chairs.* ➢ *The regulation of the students' survey on the quality and effectiveness of the teaching.* ➢ *The regulation of the graduates' survey on the education received at the Academy.* ➢ *The regulation of the internal stakeholders' survey on their satisfaction with the Academy.* ➢ *The procedure and the policy of the administrative and educational supporting staff's stability.*

Please analyze the effectiveness of the administrative and education-supporting staff for the last 3 years (attach or refer to the relevant documents).

The formation of the Academy's teaching and education supporting staff list, definition of the responsibilities of employees according to position, election, development and the attestation are regulated by theAcademy's Charter, by the regulations of separate subdivisions, by job descriptions and by the participation of the authorized body. For the effective implementation of administrative work there are the following subdivisions: the Rector's office, methodological department, quality assurance centre accountancy, the Faculty with the departments of full-time and part-time education.

The aim of teaching and educational supporting staff's work of the Academy is the implementation of SP ***(Appendix 1.1),*** where it is evident that what responsibilities have each of the Academy' subdivisions in order to achieve the strategic goals. The chart represented in the appendix shows, at the same time, that all the subdivisions of the Academy carry out their work having a single important goal, that is successfully accomplish the strategic objectives. The Academy currently has 43 administrative and 35 education supporting employees. The quality of the Academy's teaching and education supporting staff is ensured by a number of mechanisms, which are the planning of their

work, the report on the work performed by them, the evauating of the effectiveness of the work performed by them, attestation and retraining.

The effecteviveness of work performed by the members of the Academy's administrative and support staff is clarified by means of a number of mechanisms. Specifically, through the student survey on evaluation of of the teaching quality and effectiveness is revealed the student's satisfaction with the work of the Faculty Dean, the Deputy Dean and the employees of the Deanery. The survey results showed, that the students are generally satisfied with the Dean, the Deputy Deans, and the methodologists.

Through the satisfaction surveys among the Academy's internal stakeholders,the students and the members of professorial and support staff is also revealed the students' and the lecturers satisfaction with the work of the Academy's administrative staff. This survey also shows that the students (by 91, 6 %) are satisfied with the work performed by th Academy's professorial and support staff, and the lecturersare satisfied with the work of the administrative staff members by 85,3%.

Through the survey on the satisfaction of the professorial and support staff is also clarified the circumstancesof impending the work of the support staff for the elimination of them certain steps are taken: the resources and services of the Academy are being improved.

Ttrough the surveys among the graduates on their satisfaction with the education received at the Academy is also clarified the satisfaction with the work of the members of the administrative and support staff and the survey results also showed that the graduates of the Academy are satisfied with the leadership of the Academy, (2015-16 academic year, 96, 4%, 2014-2015 - 92, 3), as well as with the Faculty leadership (2015-16 academic year 94, 3%, 2014-2015 90%,).

In order to improve the professional qualities of the Academy's support staff, also opperates the retraining procedure. The professional qualities of the Academy's administrative and support staff are improved through a number of retraining courses, computer literacy, organizing educational process with credit system, organizing research work and so on.

Please, analyze the strengths, weaknesses, external opportunities and the threats of the Institution in the domain described by criterion 5.

Criterion V. Faculty and Staff

SWOT analysis

Strengths	***Weaknesses***

1. *The availability of professorial and support staff in accordance with the implementation of the purpose of the Academy's educational programs.* 2. *The fact of being the only institution of this kind in the Region.* 3. *Professional and pedagogical, as well as scientific-research activity of the teaching and support staff, their working experience and skills in the field of civil defense and protecting the population in emergency situations, their participation in national and international conferences.* 4. *The availability of the documents regulating the activity of the Academy's professorial and support staff.* 5. *The taching staff with practical abilities.* 6. *Lectures are being conducted by doctors of sciences, candidates, Heads of Chairs, leading speciaists in the field of education.* 7. *Availability of mechanisms for periodic assessment of the teaching staff.* 8. *Availability of the policy of providing the professional development of the teaching staff.* 9. *The predominance of young and middle-aged employees in the teaching staff.* 10. *Availability of the policy of ensuring the stability of the Academy's staff.* 11. *The Availability of mechanisms for the promotion of the employees.* 12. *Availability of mechanisms for the assessment of the quality of teaching.* 13. *Availability of necessary means for modern teaching methods.* 14. *Being directed to the field of civil defense and protecting the population in emergency situations of the collection of the scientific and scientific and methodological articles «Crisis Management and Technology».* 15. *High working discipline*	1. *The significant number of professorial staff working on hourly-paid basis.* 2. *The mechanisms promoting the involvement of the young professorial staff in the educational process don't operate effectevively in the Academy.* 3. *The professorial staff doesn't have any practice of definition and evaluation of learning outcomes.* 4. *Imperfection of implementing lesson- observations and summing up their results.* 5. *Imperfection of the mechanism of differentiated salaries.* 6. *The professorial staff of the Academy isn't involved in the scientific researches funded by the State.* 7. *Incomplete application of the student survey results.* 8. *Imperfection of the professional certification standards of the administarative and support staff and the improving mechanisms.*
Opportunities	***Threats***

1. *Sustainable development of the scientific potential.* 2. *Collaboration with the foreign institutions having corresponding direction.* 3. *An opportunity of improving the process of the replenishment of the teaching staff.* 4. *An opportunity of developing the system of the improvement of professional and pedagogical quality of the teaching staff.*	1. *There aren't any the professional certification standards of the administarative and support staff and improving mechanisms in the Academy.* 2. *Lack of permanent lecturers of some vocational courses which leads to dependence on combining lecturers.* 3. *Lack of the mutual cooperation between the Academy's lecturers and the lecturers of similar foreign institutions. Academy.* 4. *The constant change in the requirements for educational programs.* 5. *The possible competition of the Academy with other institutions of the region.* 6. *The deterioration of the social situation in the region.* 7. *The indifference of the external stakeholders.*

In order to increase the effectiveness of the activity of the Academy's professorial, administrative and support staff is intended:

- *To process and realize continuous complex reforms of staff retraining, as well as invest an effective procedure of attestation.*
- *Process and invest a new system of work assessment strongly emphasizing the qualitative indicators of the performed work.*
- *To realize a process of increasing the qualification of the lecturers and a process of professional retraining, through new educational technologies,educational reforms, and the courses on methods and improving the quality of education.*
- *To provide transparent mechanisms and standards for evaluating the lecturers' abilities, and sustainable growth of high quality personel potential in the field of education and science, and the number young specialists.*
- *To improve the process of lesson-observations and summing up the results.*
- *Frequently organize open-lessons by experienced lecturers.*
- *To improve the mechanisms of differentiated salaries.*
- *To improve the analysis of the survey results and the implementation mechanisms.*

VI. RESEARCH AND DEVELOPMENT

The Academy's interests and aspirations in research sphere are fixed in the strategic plan, according to which, the Academy aims its activity at the solution of the proposed objective: to create prerequisites and mechanisms for the growth of research and for the expansion of the involvement of the professorial staff and the students in research projects.

The results of the reasarch work are introduced to the general public related to the corresponding profession by means of separate articles, collections of scientific articles, handbooks and other means of information dissemination, mthey are introduced in inter university, international scientific research events, that is, conferences, seminars and sessions.

Standard a: ***The Institution has a clear policy expressing its interests and aspirations in research sphere.***	
Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The regulations of chair activities.* ➢ *The development conception of scientific and research activites of the Academy in 2017-2022.* ➢ *The methodological guide about the requirements of thesis.*

Please analyze the effectiveness of research interests and developments strategy for the last 3 years (attach or refer to the relevant documents).

In the professional chairs the research work is organized according to the Strategic Program, it is expressed in the working plans of the Chairs and are regulated by «The Regulation of the Chair's activity».

Emphasizing the importance of the research works carried out by the students, the works realized by professors and lecturers are orginezed according to the methodological guide "The regulations of master's thesis" and «The regulations of final works of Bachelor's and Master's degrees. During 2014-2016 academic years the list of the research work done by the Academy's professorial staff has been replenished with published articles, monographs, educational, educational-methodological manuals.

The publications of the research activities of the professorial staff according to years.					
	Publication	***2014***	***2015***	***2016***	***Total***
1	Article	**50**	**49**	**60**	**159**
2	Educational and educational-methodological manuals	**14**	**10**	**38**	**62**
3	International reports	**7**	**11**	**15**	**33**
4	Monograph			**1**	**1**
		71	***70***	***114***	***255***

In the research activities are highlighted the problems of the region, especially, in the field of cibil defense and protection of the population in emergency situations. In January 2017, an international conferance dedicated to the 25th anniversary of the Academy's foundation was organized at the Academy, where the majority of the reports were dedicated to the problems of the region, as well as the protection and training the population in the sphere of emergency siruations.

B ased on the professional particularities, thematic research of the region are implemented also in the format of the Master's thesis. For example, for the last three years, 92 thesis of 95 Master's thesis(full-time and part- time) supervised by the lecturers of the chairs of «Crisis Management» and «Rescue operations» were related to the above mentioned problems of the region. It is worth mentioning, that the thesis topics investigated by 3 applicant lecturers (former academy graduates) of the Academy's mentioned Chairs are also about the main problems of the

egion.

The publications of the research activities of the professorial staff according to the Chairs.									
	Chair	***2014***		***2015***		***2016***		***Total***	
		article	***Academic publications***	***article***	***Academic publications.***	***article***	***Academic publications***	***article***	***Academic publications***
1	Natural sciences	**9**	**2**	**11**	**1**	**13**	**4**	**33**	**7**
2	Crisis management	**30**	**3**	**24**	**2**	**28**	**4**	**82**	**9**
3	Civil defense	**9**	**5**	**12**	**3**	**14**	**12**	**35**	**20**
4	Rescue operations	**2**	**4**	**2**	**4**	**5**	**18**	**9**	**26**
Total		***50***	***14***	***49***	***10***	***60***	***38***	***159***	***62***

****Academic publications are the published textbooks, monographs,*** *methodological publications and* the *educational manuals.*

Standard b: ***The Institution has a long-term strategy and medium and short term programs which express the institution's interests and aspirations in the sphere of research.***

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The development conception of scientific and research activites of the Academy in 2017-2022.* ➢ *Medium-term and short-term programs.* ➢ *The methodology of research and the requirements for publications.* ➢ *The regulations of «Crisis Management and technologies» scientific and methodological articles collection.*

Please analyze the effectiveness of the implementation of medium and short term programs of interests and aspirations in the sphere of research for the last 3 years and their relevance (attach or refer to the relevant documents).

Research activity and its relation to education has always been priorities fixed in the Academy's SP (***Appendix N 1.1.***)

The 8th purpose of the SP completely relates to the sustainable development of the Academy's scientific potential and the increase of the effectiveness of the research, according to which it is formulated by three strategic objectives:

1. Create bases in the direction of founding in the Academy the third level of higher education – Aspirantura, in accordance with the requirements of the national qualifications framework.
2. Involve the professorial staff in the scientific research activity.
3. In spire to the Academy's international scientific collaboration and the integration into the European research area.

The accademy affirmed the following documents; «The development conception of scientific and research works in 2017-2022» and «Monitoring scientific and reseach processes».

In the medium-term and short-term programs of the Academy is highlighted the creation of conditions which will promote the increase of the effectivness of the research work and the coordination of the research work (being coordinated by the Aacademy's Vice Rector of Academic Affairs and the Academic Secretary). To that are also adressed cocluding the contracts anfd agreements by the Academy, organizing interuniversity conferances or their implementation in the Academy, as well as the publication of the collection of scientific and scientific and methodological articles «Crisis management and technology», etc.

Year by year, the library is replenished with the necessary professional literature and the majority of authors is the Academy's professorial staff (AKI indicator 4.4, 4.5). The teaching staff has the opportunity of making use of the scientific-research laboratories and the libraries of the following institutions: The National Library (Contracy No 01/06, 19.01.2017), Armenia's National Polytechnic University (Cooperation agreement 27.09.2016) and also has the opportunity of publishing their articles in the periodicals being published by them.

Standard c: The Institution provides *the implementation of research activities and its development through sound policies and strategies.*

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The regulations of the Academic honesty.* ➢ *The budget allocation for the research and development (in percentage) for the last 3 years.* ➢ *Policies and procedures for budget allocation.* ➢ *Policies and procedures for promoting the young staff research activities* ➢ *The rating assessment system of professors and lecturers' activity.*

Please analyze the effectiveness and the relevance of policies and procedures promoting research developments and innovations (attach or refer to the relevant documents).

The policies and procedures of research works of the Academy derive from the Academy's legislation and are fixed in the Academy's procedures and program documents ***(SP, purpose 8)*** (***Appendix N 1.1).*** They are intended to create and develop the Academy's research directions. The regulations prescribed by the Ministry of Education and Science of RA, and by the HQC also contribute to the activation of the research work of the Academy, highlighting the results of the research work conducted by the lecturers and their achievements when they are awarded academic degrees (associate professor, professor, etc.).

In order to increase the efficiency of the scientific potential and to ensure the growth of the volume in the sphere of research, the Academy tends to improve necessary material and technical lconditions for implementing the research process and develop and modernize the Academy's educational base, providing te students and the staff with scientific and educational resources. One of the important achievements of the implementation of the strategic goal is the collection of of scientific and scientific and methodological articles «Crisis management and technology», founded in 2010, which is involved in the «List of periodic scientific publications acceptable for publication of the main results and provisions of theses and dissertations» approved by HQC of RA , provides the publicity of the scientific and methodological works implemented by the professorial staff of the Academy, as well as of other institstutions of Armenia and contribute to the development of scientific mind in the region.

During 2010-2016 in the collection of scientific and scientific and methodological articles «Crisis management and technology» 194 articles were published, about 72% of which by the Academy's professorial staff, and the publication costs are covered only by the Academy.

Author	***2012***		***2013***		***2014***		***2015***		***2016***	
	Amount	***%***	***Amount***	***%***	***Amount***	***%***	***Amount***	***%***	***Amount***	***%***
The lecturers of the Academy	19	65,5	32	91,4	19	76	15	60	19	65,5
The lecturers of other institutions	8	27,6	2	5,7	5	20	8	32	7	24,2

of RA										
Other authors	2	6,9	1	2,9	1	4	2	8	3	10,4
Total	***29***		***35***		***25***		***25***		***29***	

In order to guarantee academic honesty and prevent plagiarism in research works, the materials prepared for publishing: scientific articles, reports represented in the conferences, thesis and so on, are discussed in the corresponding Chairs. Monographs, educational and methodological manuals are guaranteed to be published by the Scientific Council. If necessary, they are reviewed also in the corresponding Chairs of the Academy, by competent specialists of professional structures and other research institutions of the Republic. The staff of the editorial Board of the collection of scientific and scientific and methodological articles «Crisis management and technology», includes 16 scientists having scientific merit and recognition, and only guaranteed and reviewed articles are published in the collection, which gives an opportunity to exclude the possible plagiarism and contribute to academic honesty and objectivity.

The activation of research works is contributed by such measures as involvement of research work in the scientific-educational program structure of the lecturers' qualification improvement. According to the «Regulation of ranking of the teaching staff's activity» for the published monograph, articles, for participation in scientific conferences, for publishing theses reports in the collections of scientific conferences, doctoral or PhD thesis defense, PhD minimum surrendering, the lecturers get defined points (Maximum 20).

During 2012-2016 as an encouragement the professorial staff received a bonus of total 12.705.000 (twelve million seven hundred and five thousands Armenian drams) for effective scientific and educational activities.

Summary of the lecturers' number who received monetary awards and the amount of money (2012-2016.)

N	*Faculty/ Chair*	*2012*		*2013*		*2014*		*2015*		*2016*		*the total amount of money thousands*
		the number of awarded lecturers	*the amount of money*	*the number of awarded lecturers*	*the amount of money*	*the number of awarded lecturers*	*the amount of money*	*the number of awarded lecturers*	*the amount of money*	*the number of awarded lecturers*	*the amount of money*	
1	Natural Scienses	10	375	15	1145	16	1665	8	740	9	620	***4545***
2	Crisis Management	5	150	12	925	13	1155	5	510	6	310	***3050***
3	Civil Defense	Tha Chair wasn't operating		6	470	11	1005	4	360	11	605	***2440***
4	Rescue Opereations	3	70	12	980	6	700	4	460	12	460	***2670***
Total		***23***	***595***	***45***	***3520***	***46***	***4525***	***21***	***2070***	***38***	***1995***	***12705***

The Academy highlights the scientific activity of the young lecturers. In 2016 one young lecturer (up to 28 years) working at the Academy on combined basis defended PhD thesis and was awarded with the academic degree of candidate of philosophical sciences.

In the Academy seminars are organized for the students to get introduced with the basic principles of implementing scientific research activity. They are provided with methodicals where necessary basic information on implementing scientific activity, writing essays, course works Master's thesis

are represented.

The Academy's budget is formed, approved and allocated according to the accounting regulation of the Academy (is approved at rhe session N6 of 25.12.2016 of the Academy's Scientfic Council) and according to methodological guidelines for filling out the report template of creation and management of resources derived from entrepreneurial activities of NCSO of the MES of RA. For financial implementation of scientific-research work in budget of the Academy a special article is not supposed, but te Academy makes certain expenses for that directio conferences, educational reforms, acquiring laboratory appliances and so on. usage of new teaching methods, allocates rewards for composing applied programs etc.

Finance provided for scientific research work actvities.						
The purpose	*2014*		*2015*		*2016*	
	The amount of the money	*%*	*The amount of the money*	*%*	*The amount of the money*	*%*
Educational reforms	600,0	0,31%	600,0	0,3%	600,0	0.32%
Professional education and quality assurance	-	-	-	-	150,0	0.1%
Acquiring of laboratory equipment	315,0	0.16%	-	-	934,1	0.1%
Organizing seminars, conferences	-	-	-	-	850,0	0,1

Standard d: ***The institution highlights the internationalization of research activity.***

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The development conception of scientific and research activites of the Academy in 2017-2022.* ➢ *Regulations for publications in international peer-reviewed journals at international level.* ➢ *The list of publications in the internationally (including CIS countries) peer-reviewed journals for the last 3 years.*

Please analyze the effectiveness of the institution's internationalization policy and list the major achievements for the last 5 years (attach or refer to the relevant documents).

One of the Academy's objectives of the Sp is to stimulate the processes of internationalization of research activities and provide the Academy's integration into the European research area ***(Appendix N 1.1).***

Under the condirions of existing development of environmental factors is strictly highlighted the Academy's increase of the role and participation with its scientific- applied mission in the development projects in the field of civil defense and protecting the population in emergency situations, which require formation of necessary new approaches and implementation of applied research.

The Academy attaches great importance to the international scientific and educational cooperation within the framework of its mission. The scientific works of foreign authors periodically publishing in the collection of scientific and scientific and methodological articles «Crisis management and technology» are the evidence of it.

A number of employees of the Academy have been participating in international conferences, workshops or in research activity. A software package has been jointly developed by the experts of Rescue Chair and German Red Cross for the specialists of 911 service and Crisis Management Centers, which is a training package for operative management main process (CIM) It is consists of 4 modules, for the teaching of that modules 3 featured auditoriums have been shaped: a situational room, from where the signals are given, an operative management room, where operative decisions are made and a room for discussion of the results, where the adopted operative decisions

are analyzed. These facts promote the development of the students' practical and theoretical knowledge and skills in the sphere of crisis management.The mentioned circumstance contribute the improvement of quantitative and qualitative indicators of the Academy's research activity and the internationalization of the results.

An important factor of promoting the internationalization of research activities is the organization of international conferences, which is always in the center of the Academy's attention, and which is the third objective of the 8th purpose of SP, that is, to activate the lecturers' scientific activity and continue the work experience with corresponding foreign educational institutions and academic centers, to provide the participation in the international representative conferences, as well as to organize international conferences, seminars and round tables.

The number of scientific works by the Academy's professorial staff published in the scientific journals of foreign countries is small, the reason of which is the low financial provision.In order to support the research activity of the professorial staff and to overcome the language barrier, the Academy organizes free English courses for the professorial staff and provide with literature, gained in the result of the international cooperation.

The list of publications in international peer-reviewed journals in the CIS countries				
N	The journal (the countyry)	**2014**	**2015**	**2016**
1.	«Emergency situations: theory practice, innovation, materials International scientific-practical conference»(Gomel)			4
2.	«Sociology and Law» Scientific journal, St. Petersburg, (Russia)	1		
3.	«Collection of scientific works in honor of the tenth anniversary of the professional scientific and educational activities of the Department of Sociology», St. Petersburg, (Russia)		2	
4.	Journal published SSU «Law and Education», (Russia)	2		
5.	«Collection of scientific papers on the results of the international scientific-practical conference», St. Petersburg, (Russia)		1	
6.	Eurasian Union of Scientists. The XXI International scientific-practical conference «The modern concepts of scientific research».		1	
7.	Modern high technologies, Penza (Russia)			3
8.	Journal «Development of personality», RISC, Samara, (Russia)		2	
	Total	***3***	***6***	***7***

Standard e: ***The institution has well established mechanisms for linking research with teaching.***

Bases:	➢ *The development conception of scientific and research activites of the Academy in 2017-2022.*

Please answer to the following questions:	%
What is the percentage of the student satisfied with the processes?	77,0%
What is the percentage of teacher satisfaction?	65,5%
What is the percentage of employer satisfaction?	55,6%

Nowedays the Academy monitors research and educational programss.

Please analyze the effectiveness of mechanisms linking research with teaching and learning (attach or refer to the relevant documents).

The Academy, being the only Higher Educational Institution in the region, the activities of which are targeted at training competitive specialists, in accordance with the highest professional levels, in the field of civil defense and protection of the population in emergency situations,

highlights the process of linking research with teaching (SP, objective 8) ***(Appendix N 1.1)***. The re bis a set objective to involve also the Academy's students of of Master's degree in scientific-research activities and develop a postgraduate program, aiming it at having graduates who will master the modern research and educational technologies and professional skills and abilities necessary in the field of civil defense, defining clear indicators.

Distribution of the academy's lectured courses is implemented taking into account the teachers' profession, their skills and abilities. Experimental research material containing course works and the Master's thesis are nominated according to the scientific orientation of the Departments and the teachers. Guided by the principles of science and education integration, the Academy's professorial staff includes the results of his scientific works in the academic programs and make content changes in educational programs of the courses. The research works carried out by the Departments greatly contribute to the improvement of the efficiency of the educational process, as well as to the increase of the abilities of properly responding to the innovative changes of time, and the development of the suggestions directed to the problems of the region. The teachers inform their students about the results of their research works through the courses, the course works and the literature for the Master's thesis, as well as through the thematic lectures. A way of mastering knowledge for the students and applying the abilities is participation in conferences and seminars organized by the Student Council and Students Scientific Cociety. During 2014-2016 34 academic reports were read by the Academy's students. Their preparation has been executed by the counseling and support of the departments.The students' best research works are published in the Academy's Scientific magazine.

Please, provide SWOT analysis on criterion 6 for the last 5 years.

Criterion VI. RESEARCH AND DEVELOPMENT

SWOT Analysis

Strengths	Weaknesses
1. The Academy is a leading research center in the region in the field of civil defense and protection of the population in emergency situations. *2. The availability of the purpose related to research and development in the Sp.* *3. Participation of the experienced specialists in educational process, participation of highly qualified lecturers (doctors of sciences, canditates,Hheads of Chairs , leading specialists in the field of education) in the educational process.* *4. Availability of collections of scientific and methodological articles published by the Academy, which includes 3 sections which include all the main spheres of research of the cicil defense and protection pf the population in emergency situations.* *5. The participation of the Academy's employees in the international workshops, conferences and research activities.*	*1. The Academy does not have enough experience in R & D activities.* *2. There are difficulties in involving the highly qualified personel in the Academy's activities.* *3. The weak involvement of the students in research works.* *4. The small number of works published in highly-rated journals.* *5. Not enough mechanisms for incentives of the scientific and research works.* *6. Lack of scientific-research institutions in the region, in the field of civil defense and protection of the population in emergency situations.*
Opportunities	*Threats*
1. Demand for high-quality professional staff, expansion of the opportunities for cooperation with local and foreign educational and scientific centers. *2. Use of Information Technology.* *3. Participation in the national, international and regional research projects.*	*1. Lack of educational institution ofn this kind.* *2. There are no effective mechanisms for stimulating the research activities of the teaching staff, most of them are not involved in research works.For this aim the availabile opportunities will be directed to the increase in the number of young lecturers.*

	3. *Lack of cooperation among the research organizations of RA.* 4. *Absence of regional research topics funded by the State.* 5. *Migration by the best students from the region.* 6. *Lack of a separate article on the science in the Academy's budget.*

Based on the requirements of the policy of the Development Strategic Project and Quality Assurance of the Academy in 2014-2019 it is necessary to carry out certain work to increase the motivation of highly qualified employees of the Academy, to involve new imployees and to use effectively the intellectual resources of the other internal stakeholders.

For the activation of the Academy's scientific life is intended:

- *To support and increase the participation of the Academy's employees and students in the national and international conferences.*
- *To activate the students' involvement in research activities.*
- *To organize national and international conferences, according to the directions of civil defense and protection of the population in emergency situations.*

VII. INFRASTRUCTURE AND RESOURCES

One of the Academy's objectives is considered the improvement of provision with financial,material-technical, that is, building and property components, the investment of innovative information and communication technologies in educational process, the improvement of learning environment preservation and effective management and the improvement mechanisms for the effective implementation of stated mission and goals.

CRITERIA: The PEI has the indispensable resources for creating a learning environment, effective management, for improving the developing mechanisms of it and for effective implementation of its stated mission and objectives.

STANDARD a: ***The institution takes due care to create a learning environment appropriate to the academic programmes offered.***	
Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The key indicator of the assessment of the Academy's (AKI, 2012-2016).* ➢ *Lists of the buildings in the campus with the labels explicating the purpose:* ➢ *The classrooms, laboratories, educational offices, computer laboratories with the labels explicating the purpose.* ➢ *The libraries, official internet sites, and other available resources.* ➢ *Analyses of available resources.* ➢ *Improvement plans and mechanisms.*
Please answer to the following questions:	**%**
Are the students satisfied with the provided resources?	Yes/80,1
Are the teachers satisfied with the provided resources?	Yes/91,0
Please analyze the alignment of resources with the institutional qualification framework. One of the aims of the Academy's 2014-2019 SP is the creation of efficient infrastructure **(SP, objective 5.2)** ***(Appendix N 1.1).***	

By the first of December 2016 the Academy has over 1040 students, learning in full-time and part-time studying systems with Bachelor's and Master's degree programs, whose educational process is organized in 4 corpuses with 41 auditoriums and 11 cabinets and laboratories, in two shifts, and fully meets the licensing requirements, which are submitted by the Ministry of ES of Armenia **(AKI, indicator 4.1, 4.2, 4.3)**, It means that with the aim of providing students' educational needs and creating equipped educational environment, the Academy has a sufficient number of educational buildings and an educational base for practical training – the training field of Lusakert.

It should be mentioned that in the Academy most of the teaching staff conduct their lessons by using information and appropriate technical means and systems. And a large number of lectures and meetings organized in well equipped classrooms for the use of modern teaching methods come to prove that there is a need to increase the number of the latters and install in the classrooms with fixed connection. Corresponding to the requirements of the development of educational programs and the new specialties, new training rooms are continually created and classrooms are equipped in the Academy.

Every year the Academy allocates amounts from its budget for restoration and upgrading the buildings, educational and practical bases, the training field and other buildings. As a result, the buildings of the Academy are furnished and technically equipped. The Academy has 8 training cabinets and alaboratory, 3 computer halls, and one cabinet for interactive learning.One of the computer halls which is equipped with modern electronic equipment (smart-blackboard, projector, computer), as a gesture of friendship and solidarity, is equipped in the result of cooperation with Italy and is named «Situational room», which gives opportunity to conduct situational analysis, to develop students' group thinking and cooperation.

In 2014 an interactive learning cabinet was opened in the Academy together with the Academy, the MES of RA, the National Platform for Disaster Risk Reduction, German Red Cross Baden-Wurttemberg countryside organization, UNDP, the Swiss Agency for Development and Cooperation. The cabinet is a multifunctional training- game complex, equipped with modern technical means. In the complex mentioned above the students acquire practical knowledge and skills of the processes of rapid response services operators -controller of various areas, communicating with each other via skype /not only/ programme.

The academy has an agreement of students and lecturers exchange programme with Warsaw's higher education institution of Fire Service, the development of stable system of qualified professionals in the field of disaster risk reduction, exchange of specialists, joint research works, and other dirrections with South Korea and cooperation agreement with Belarus Fire Academy.

In January 2016 in the Academy 2 cabinets of Biochemical and civil defense equipped with modern technical equipment (equipment worth about 20 thousand euros) and a cabinet of first aid were opened by the MES of RA, the Academy, and by the strengthening project of biosafety and life support capabilities in the Central Asia and South Caucasus, financed by the European Union. In addition to these cabinets, the Academy has also cabinets for fire protection equipments and for mountaineering clothing, which are furnished in the frame of the project «Creation of territorial teams of quick response(which costs about 230 thousand euros)» of the Swiss International Development and Cooperation Agency (SDCA).

From September of 2016 The Academy has a cooperation agreement with the Polytechnic

University of Armenia 2016.

From 2014 the Academy has a cooperation agreements also with The Military Aviation Institute after Marshal Khanferiants and the MDRA Military Institute named after Vazgen Sargsyan.

The improvement of the educational environment is a continual process and is considered to be important priority aimed at the Academy's strategic goals **(SP, objective 1.1).** The situation of classroom fund and research laboratory base is regularry assessed in the Academy. The suggestions of the faculty dean and the heads of the departments are taken into account and consequently new classrooms are beeing established, classrooms and computer laboratories are being technically equipped. In accordance with the needs of educational and research programs, along with the Academy's classroom fund, the assessment of the current state of the educational laboratory base, its gradual modernization, the establishment of the new classrooms and laboratories and most efficient use of educational and practical spaces, the Academy's administration has a task to build a specialized pool, sport squares, a smoky area for implementation of various trainings and rescue operations in the Lusakert training field, by the end of 2017-2018 academic year, providing the necessary equipment for using the modern teaching methods, which derives from the Academy's SP **(SP. Objective 5.1)** ***(Appendix N 1.1).***

In the main building of the Academy there are a library, gym, halls (equipped with technical means for organizing conferences and various events), auditoriums, classrooms, cafeteria, first-aid-post, etc.

The development of library, which is equipped with the necessary professional literature, is one of the main strategic directions of the Academy. The literature available in the library fund professionally meets the modern demands of the educational and scientific programs of the Academy. The authors of most of the professional literature is the Academy's faculty staff. According to the collaboration agreement with Armenian National Agrarian University the Academy's students have access to the rich library fund of the ANAU (www.seua.am), National Library of the RA.

Various publications (methodological manuals, informational booklets and other materials), frequently used professional literature, as well as other professional literature, published by the Academy, are posted in the websites of the Academy and MES of RA.

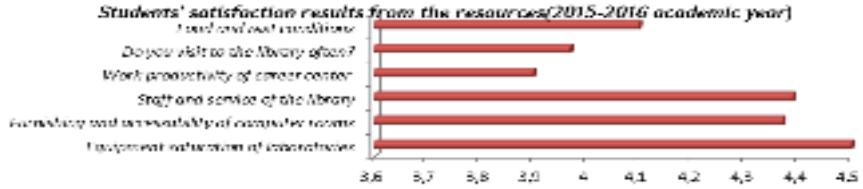
One of the the Academy's strategic goals is the development of the Academy's electronic library and replenishment of it with new professional literature. **(**SP**, objective 7.1)** ***(Appendix N 1.1).*** The total number of the library books is 2116, among them 70 textbooks, 1990 professionalbooks, fiction 56 books, educational methodology 75 books, educational supporting- atlas 7, maps- 46 and numerous professional journals etc.

By the first of December 2016 the total number of library attendance was about 1430, and more,they have also used the computers and high-speed Internet. Free WiFi is also available in the area.

Due to the small number of digitilized literature in the library the fund of the electronic resources are regularly replenished. About 150 titles of e-books collection is available - CDs which is part of the Library Resources and has electronic universal carts. With its services the library supports the students' learning, providing them professional books, compilations, journals, e-books .

RED CROSS, UNDP, UNEP, ISDR, UNICEF, ENPARD, UNISDR,OCHA, Save the children international organizations donated great number of books to the Academy's library.

Please analyze the effectiveness of the learning environment necessary for the implementation of the educational programs of the specalties available in the PEI, indicating the stakeholders' satisfaction. Substantiate the approach and efficiency (attach or refer to the relevant documents).



With its strategy, the Academy realizes a policy of modernizing teaching materials, and resources with the help of appropriate procedures, due to which highlights the use of professional and computer laboratories, libraries, departments and other infrastructures effectively and targeted. Which modernization and full usage are allocated sufficient material resources, and it must be mentioned, that for their constantly improvement there will be need of new communicative and financial opportunities **(SP implementation plan-schedule, goal 6.1)** ***(Appendix N 1.1).***

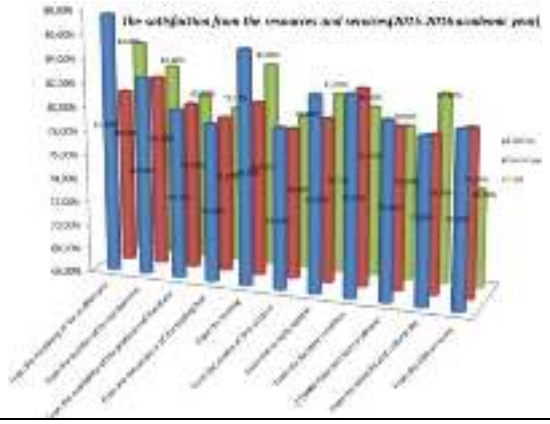
The inquires about the satisfaction of graduates from their received education in the Academy are considered to be one of the main components of inner system of quality assurance. Educational environments, the educational areas, the learning resources, and the auxiliary services are also assessed during the inquiries. For example the results of the satisfaction survey among the graduates of the academic year 2015-2016 about the Academy's learning resources, and the auxiliary services are presented below.

As it is seen from the data presented in 2015 the equipment of the laboratories are assessed more highly by the the students, in the the 5-point system (4,5), the work of the library, (the average score 4,39), as well as the furnishing of the computer labs and the accessibility of the internet (4,4). The state of the equipment of the Academy's laboratories, the conditions of the food and rest (4,1), the convenience of the reading hall (3,97) and the security system are also given a comparatively high score by the internal stakeholders. The results of the satisfaction inquires among the students of the full-time and short –time system, the faculty staff and the supporting staff from the resources and services are represented below.

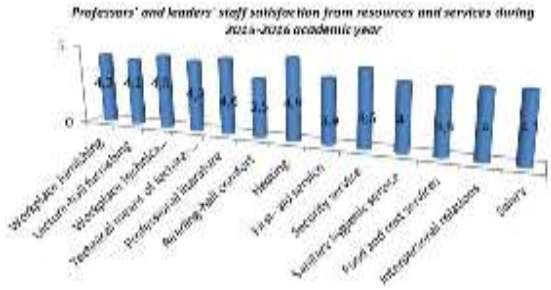
Number	***Your satisfaction (2015-2016 academic year)***	***Full-time***	***Short-time***	***Total***
2.4	From the furnishing of the auditoriums	87.50%	80.50%	84.00%
2.4	From the facilities of the auditoriums	82.50%	81.90%	82.20%
2. 1	From the availability of the professional literature	80.10%	79.90%	80.00%
2.7	From the convenience of the reading hall	79.20%	79.00%	79.1 %
2.2	From the heating	85.50%	80.50%	83.00%
22.6	From the service of first aid post	79.40%	78.60%	79.00%
24.7	From the security system	82.30%	79.70%	81.00%
2.3	From the Sanitary condition,	82.60%	82.40%	80.2%
22.9	27/5000 Food and rest conditions	80.80%	79.60%	78.9%
22.10	From the scientific and cultural life	79.80%	79.20%	81.8%
3.2	From the Ethical norms	80.60%	80.00	74.2%

N	Your satisfaction (2015-2016 academic year)	
1.	From the furnishing of the working place	4,3
2.	From the furnishing of the auditorium	4,1
3.	From the technical means (computer, projector, etc.)of the working place	4,5
4.	From the technical means (computer, projector, etc.) of the auditorium	4,3
5.	From the availability of the professional literature	4,6
6.	From the convenience of the reading hall	3,
7.	From the heating,	4,9
8.	From the service of first aid post,	3,9
9.	From the security system,	4,6
10.	From the Sanitary condition,	4,0
11.	From the conditions of the food and rest	3,9
12.	From the interpersonal relations	4,0
13.	From the salary	4,1

The area of the informational technologies is also in the centre of attention by the administration of the Academy.In 2016-2017 academic year allocated considerable material, financial and human resources, due to which today the computer network with its volumes, technical equipments, and qualitative characteristics corresponds to the requirements of its internal stakeholders. The Academy has made considerable investments in order to create a unified information environment: internet conection, internal computer network, SuperVision YSU electronic information system, Hosting (deployment) Space 2 service, which enables the fast exchange of information between the subdivisions and reduces the workflow. From the first of June 2016 a united program of personnel activities and database processing has been invested which strengthens the relationship between the MES of RA and the subdivisions, contributes the facilitation of data transfer, receipt and analysis. Around 105 computers are connected to the inner network of the Academy.



The subdivisions, the supporting-staff and the faculty-staff have e-mail addresses and use the services of e-mail. A significant part of the teaching staff implements the communication with students through electronic connection.



The Academy built a hotel- complex in the area of Lusakert training ground, where the students and lecturers stay, while organizing trainings and international trainings.

The assessment of the learning environment is also given during the sessions of the faculty and departments, which allows to reveal the existing needs and implement improvement processes.

STANDARD b. ***The PEI allocates adequate financial resources and distribution to provide, maintain and operate the facilities and equipment as needed to achieve its mission and objectives.***

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The key indicator of the assessment of the Academy's (AKI, 2012-2016).* ➢ *Budget allocation according to the income and expenses.* ➢ *Budget allocation according to the institution mission (teaching and learning, research and development, service to society).* ➢ *Budget allocation according to the strategic directions.* ➢ *Budget break down according to the income allocation (public financing, tuition fees, trainings and the like) (percentage).* ➢ *Budget allocations (research, teaching and learning, professional development, library enhancement, equipment and furniture purchase and the like) (percentage).*

Please analyze the effectiveness of the budget allocation. Is the budget allocation in accordance with the institution strategy? Does the budget allocation provide for the goal achievement? Support the approach and the effectiveness (attach or refer to the relevant documents).

The Academy's SP of 2014-2019 represents the issues of financial stability and ensuring the effective management of resources ***(SP, objective 6.2)*** In order to implement the management and the supervision of the financial flows in the Academy an annual outlay of Budgetary flows is compiled, after the completion of the financial year the annual budget implementation is represented, based on the

based on the analysis of the actual data ***(Appendix N 1.1).***

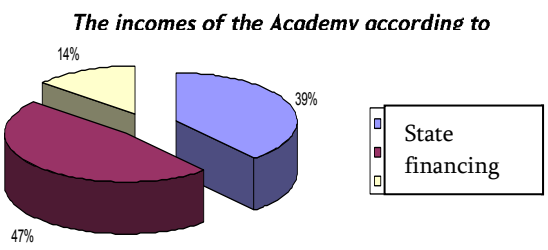
There is a clearly defined process for the allocation of financial resources in the Academy. The distribution of funds is carried out according to receiving directions. Tuition fees are directed to the payment of the salary of the Academy's staff, the faculty staff involved in the teaching process,and hourly payed lecturers, to the reconstruction of the buildings,to the publication and achievement of teaching materials and literature, office equipment purchase, communal expenses, etc ***(SP, objectives 6.3) (Appendix N 1.1).***

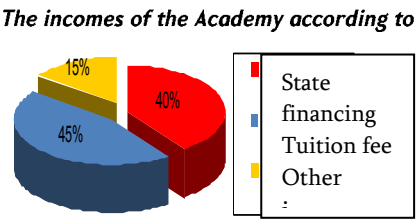
The analysis of the financial flows of the recent years show, that the income of the Academy increased year by year which is basically conditioned with the students' number and the increase the share of state funding. At the same time have increased the expenses, which is explained with tending methods of salaries, the continuous improvement connected with the increase of expenses on acquires resources and educational environment (AKI, indicator 3.7). The represented data show that despite income from fee-based learning system in 2012. compared to 2015. decreased by 9%, However, total income increased by 74 percent, and the income of the Academy is also dependent on tuition fees, The proportion of total revenue is about 37%. Therefore, the Academy needs to diversify income, which is considered to be the Academy's strategic objective.

One of the most important strategic goals of the Academy is to provide high quality education, to the implementation of which is directed around 25% of the financial resources (AKI indicator 3.7, 3.8).

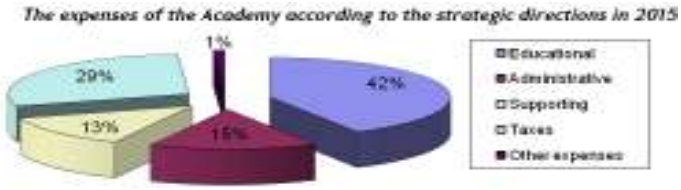
The analysis shows that in 2015 compared to 2012 under the conditions of 9% reduction of the number of students has increased the educational and educational supporting expences by 48% and by 11 % the specific educational and educational supporting expences for per-student. Educational and educational supporting expences compared to 2012 have increased which testifies to the fact that the Academy is increasing its financial resources to achieve other strategic objectives. (AKI, indicator 3.8, 3.9).

The main income articles of 2015 of the Academy have the following budget distribution: Tuition fees make up about 45% of all incomes of the budget, state funds 40% and other incomes 15%.





As the data represented in the Key Indicator of Assessment show the income of the Academy has increased in the last five years from paid educational system by 1%, and from the state budget about 80%, from other income by 5 % (AKI. indicator 3.4).



In parallel with the increase of total expenses of each year the educational expenses have also increased:As a result the educational expences for per student have increased.

Standard c. ***The PEI has sound financial policies and capacity to sustain and ensure the***

integrity and continuity of the programmes offered at the PEI.	
Bases:	➢ *The regulations of the Academy.* ➢ *Financial means accounting of the Academy.* ➢ *The regulations and the results of the financial audit.* ➢ *The Funding sources and expenditures of the Academy.* ➢ *The regulations of accountancy of the Academy.* ➢ *The regulations of the department of maintenance and purchase regulations.* ➢ *The institutional planning, administration and monitoring policies with regards to the budget.* ➢ *Institutional policies that stipulate the terms and conditions for accepting gifts/donations from public, private and international organizations.*

Please analyze the effectiveness of the budget allocation policy ensuring the integrity and continuity of the programmes offered at the institution. Support the approach (attach or refer to the relevant documents).

In the Academy the financial resources are distributed in the following sequence the budget's project is formed by the executive director and chief accountant of the Academy having on the basis calculated incomes by accountancy, the general expenses (salary, social payments, state taxes, municipal payments etc.), which must be done and the demands which is driven by Academy's subdivision needs. The budget project is discussed during the session of scientific council and then after meeting their approval is represented to the Academy's council, then to the approval of the MES of RA.

The cost estimates of the income and expenditure of The Academy's budgetary and extra-budgetary resources are approved by the authorized body. At the beginning of each accounting year the procurement plan is represented to the authorized body, according to which purchases are carried out.

The most important guarantee of the Academy's normal functioning and progress is its financial stability, which will be able to maintain if along with the state budgetary financing a sustainable increase in extra-budgetary income is insured.

On the other hand, the financial assurance of the Academy's development new projects requires to harmonize the allocation of the resources with the objectives of the strategic program and the priority directions. From the pointview of the financial stability assurance the effective management of the resources and the consistent implementation of the policies of preserving the resources are also priority objectives.

At the end of each academic year the faculties represent to the governing body of the Academy their educational load-charge of the next academic year and according to this the professors' salary staff forming is done. One of the mechanisms of allocating the resources is the purchase of goods, work and services by the regulation department of the Academy's building commissioning and procurement, based on the requests of the separate subdivisions, which is formed in 2016 (The Charter of the regulation department of the Academy's building commissioning and procurement).

The Academy follows the budget's fulfillment and at the end of each year the budget execution is discussed at the session of the Scientific Council, the necessary changes are decided, and they plan the incomes and expenses of the next year.

Independent Audit Reports about the Academy's financial reports and financial economic activities are given annually. the conclusion of the audit report carried out by the internal audit department of the MTAES Staff mentions that «Crisis Management State Academy» NPSO is controlled by the law about Non-Profit State Organizations of RA and by the Charter of the Academy. And the consolidated

financial situation by 28.12.2015, in accordance with International Financial Reporting Standards, gives a true and fair view of the consolidated income and cash flow.

Although the Academy's resources are governed as productive as possible, however, productivity raising of their governing and using, as being the current supremacy of the Academy is in the center of attention of the Academy's rector.

STANDARD d . ***The institution's resource base supports the institution's educational programmes and its strategic plans for sustainability and continuous quality enhancement.***

Bases:	➢ *Mechanisms, processes and procedures to address allocation of resources on a timely basis.* ➢ *Mechanisms which address staff and student needs for quality education provisions.*

Please analyze the effectiveness of the resources ensuring sustainability and continuous quality enhancement (attach or refer to the relevant documents).

In the process of the implementation of the strategic objectives of the Academy the assurance of the process of the development of technical means and electronic resources and and ongoing improvement. The Academy's SP of 2014-2019 represents the problems of development of information resources ***(Appendix N 1.1).***

For the implementation of the educational process in the Academy the planning of the necessary resources is implemented in accordance with the law of RA about the purchase. Initially the required resources for the next financial year are planned, their procurement process according to the law is also planned (Competition announcement, choice of providers etc).

The current monitoring of educational programs is considered to be a resource assurance assessment of mechanism of active educational programs, for which the Academy has developed an appropriate procedure («Current monitoring of educational programs and order of frequent review of the Crisis Management State Academy», Part 2), according to which it is provided to assess the resource assurance of program for one year period, according to which, if necessary, proposals to obtain additional resources are addressed to the regulation department of the Academy's building commissioning and procurement.

The achievements of resources are realized in centralized way by joint for all programs, and their allocation is realized according to resource needs of separate programs.

From the point of view of achievement and planning of the resources, important factors are the changes of the educational programs of the specialties, and the student's number in them, depending on the labor market needs. As the reception is organized according to the planned number and the number of the licensing seats allocated by the MES of RA, so the strict increases or decreases of resource needs, as a rule, aren't taken place.

So, in the case of students number increase the university can provide appropriate number of resources, for example overload the professors with supplementary work or to take on new professors etc.

From the point of view of the Academy's development and progress the investment and use of modern technology in the learning process is highlighted. For this purpose during 2014-2016 computers, noutbooks, quality printer devices, copying machines, projectors and other computer equipment have been obtained.

In 2014 the 5th floor of the academic building of the Academy was technically equipped, which allowed the students to participate in the regulation consultations of the MES of RA (it develops the students practical skills in operational management) and and if necessary, conduct distance educational seminars.

Standard e. ***In the PEI there is a clear policy and procedure to manage information and documentation.***	
Bases:	➢ *Information and documentation management regulations.* ➢ *Information and documentation management mechanisms and/or a system.* ➢ *Review of the results for the last 5 years.* ➢ *Improvement plans.*

Please analyze the effectiveness of information and documentation management policies and procedures in the PEI. Support the approach (attach or refer to the relevant documents).

The improvement of governing the information and document circulation is one of the Academy's main strategic tasks. Both internal and external document circulation is implemented in correspondence with Administrative Management procedure.

In 2011 in the Academy the electronic (Mulberry) system of documentation has been installed, which provides the united projects of document circulation and from the first of June 2016 the personnel activities and database processing which strengthens the relationship between the MES of RA and the subdivisions, contributes the facilitation of data transfer, receipt and analysis.In 2013 a network connection of inter –Academy data exchange is provided between the subdivisions of the Academy which results in increasing the communication between the above-mentioned rings. In 2014 the Management SuperVision, YSU Information System and Hosting (deployment) Space 2 service were installed SuperVision, YSU which are joint centralized information system with a common base of data.

The Academy was replenished and continues to be replenished with modern technologies and technical means, realizing the need of creating a quality learning environment,investing the multifunctional network management system, with the help of which are implemented the educational plans, the automatic workload distribution of departments and professors, collecting and processing the students educational data and monitoring the progress, preparing a supplement of European sample of the diploma.

All normative documents are also published on the website after confirmation. «Crisis Management and Technology» collections of scientific and methodological articles, confirmed by HQC of RA, scientific, educational and methodological manuals and etc, are also published on the website in separate sections.

Electronic communication between the students and professors is active, mainly the tasks of individual work and essays, additional educational materials, literature, etc is sent to the students of distance system by e-mail. All the subdivisions, departments, educational section of the Academy are equipped with computer and 95% of them are connected to the Academy's computer network. All computers connected to the computer network are provided by the Internet (speed, 35 Mbit/s). The workflow in the Academy is implemented by unified internal network to which are connected about 90 computers, 15 noutbooks and are regulated by The Charter of the regulation department of the Academy's building commissioning and procurement. In the Academy the organization and the implementation of the clerical work regulate the procedures of acceptance of documents, registration and internal document circulation, clarifies the questions related to the Projects presented to the discussion of the SC, the Rector's orders and the preparationof other projects of documentation and their flow, outgoing documents flow and delivery, the workflow of the structural subdivisions, electronic storage and archiving of documentation.

From 2014 in the Academy the technological tools of using the Information resources have been expanded and appropriate information systems and databases are settled, installed in the different subdivisions by the programmers and are used.

- Students registration system in educational section.
- The summarizing system of the examination, the students' attendance, the formation of the timetable in the deanery of the faculty.
- The staff management and processing system in the Personnel Department.
- The students' tuition accounting system in the counting house.
- The graduates' data recording and processing system in the centre of the graduates' and career.

It should be mentioned that the unified Management Information Systemm has not been created in the Academy yet..

With the aim of spreading the information and social responsibility from 2014 in the Academy there is the responsible for press and public relations, whose main function is informing the public about the Academy's activities, the activities of the structural and separated subdivisions, about the Rector's and other officials' activities via facebook (/cmsa.academy), the official web-site of the Academy (www.mes. am/hy/ academy management), as well as by «911, Emergency Newspaper».

The Academy has the necessary equipment for organizing the teaching process effectivly and corresponding to the modern requirements. The available technical means give an opportunity to use the internet more effective and targeted, educational technical means, the existing infrastructure for the benefit of the Academy's internal stakeholders – students and the teaching staff. With the aim of providing the efficiency of learning methodology and modernization of teaching projectors and noutbooks are being installed in the auditoriums and in some auditoriums these devices have been already installed.

Standard f. ***The PEI ensures a safe and secure environment through health and safety mechanisms that also consider special needs of students.***

Bases:	➢ *The regulations of the trade organization of the Academy.* ➢ *The regulations of the department of maintenance and purchase regulations.* ➢ *The infrastructure of the services targeted at the maintenance of health and safety.* ➢ *Health and safety personnel and their job descriptions.* ➢ *Other bases and analysis reflecting the effectiveness of the provided servce.*

Please, based on the stakeholder reflections, provide analysis for the effectiveness of health and safety services.

The educational buildings of the Academy are provided with with security and fire alarm system, buildings the surrounding territory are controlled by camera system (security cameras, the videos of which are recorded and automatically stored for 24 days), which contributes to the security of the internal stakeholders and could indirectly impact on the overall invironment of security

In the Academy the activities of services targeted at health and security protection is under the immediate center of the attention of the Academy's government and in order to determine the students' satisfaction with the services, surveys are being implemented periodically, then In order to raise the productivity of the activity of health and safety services, once a year, with the participation of internal stakeholders the works which have been done are discussed and analyzed, clarifying the preventing circumstances.

During the inquiries both among the students and the faculty-staff positive responses were given to the furnishing of the auditoriums and to the conditions of security and the first aid post.

The trade union organization of the MES of RA operates also in the Academy which organizes measures related to its members' rest, resort treatment, to the rest of its members' children, etc. It also provides financial aid to the employees with health problems and to the socially disadvantaged

workers.

The buildings of the Academy previously weren't suitable for the people having moving difficulties, but now only the fifth floor of the main building of the Academy is adapted for students with special needs (the entrance, the doors of the auditoriums, the lift and the lavotry are adapted with ramp).

Smoking is forbidden in all the buildings of the Academy.

Please analyze the effectiveness of the services targeted at the health and safety and at the security of the PEI's invironment. Support the approach (attach or refer to the relevant documents).

In the Academy the first aid post realizes an important service in health sphere, which is situated in the main building (the allocation of the first aid post is done according to the amount of the students, faculty and administrative staff who make use of that building).

The working hours of first aid post are from 9:00 to 17.15 every working day.

The first-aid-post is provided with necessary medication and some equipments for the first aid but it still needs modernization. A medical worker works in the first – aid - post, who provides first-aid if necessary, in his scope of responsibilities, and in some cases, accompanies the students or the employees to the municipal polyclinic or hospital for further medical care.

The «Rescue» department has made a significant contribution in the function of Health Care and physical education of the Academy's students and workers. One of the main objectives of the «Rescue» department is the activities aimed at the students' education, as well as the realization of strengthening health and sport-public measures, corresponding to the curriculum requirement of the subject of physical education.

The process of the Academy's students' and workers' rest and health care is supported also by the Trade Union Organization of the MES of RA. The Academy's workers' children avail themselves from the opportunities of Dilijan summer camp of the MES of RA and the students' rest is organized in Tsaghkadzor, free of charge, at the expense of funds of the MES of RA.

In emergency situations the students' and the workers' civil protection is implemented by the Academy's Department of Civil Protection, the Committees of the evacuation of the civil protection, exsisting in the corpus, the commandants of the buildings and the dean of the faculty. All the corpuses of the Academy have evacuation plan in case of emergency situations. The corpuses have the required number of entrances for the effective implementation of evacuation of the students and therebare also adapted shelters. In the main building of the Academy a fire control panel is replaced with all necessary facilities and there is also a flexible pipeline connected to the main running water for the rapid use in case of fire. The corpuses are far from each other and each corpus is equipped with the necessary equipment.

The security system of the Academy has been operating since 2008 and implements the function of protecting the property of the Aacademy's corpuses and the property of the hotel-complex and also implements the function of ensuring the students' and the staff' safety, in twenty-four-hour duty regime .The sanitary cleaning work of the corpuses is implemented by the department of the Academy's building commissioning and procurement. There are about 10 cleaners, distributed in the corpuses, who are on duty: simultaneously help the commandants, implementing daytime duty in the corridors.

Standard g. ***There are mechanisms in the PEI assessing the quality of the resources provided to the stuents and professors, their effectiveness, applicability and availability.***

Bases:	➢ *Analysis of the results of the Implementation of the educational processes (pointing the*

	effectiveness).

Please analyze the effectiveness of services and mechanisms ensuring the quality of the resources, provided to the students and professors, their effectiveness, applicability and availability. Support the approach (attach or refer to the relevant documents).

In the Academy the assessing mechanisms of usefulness, the availability and effectiveness of the resources and services provided to the students are the inquiries about the satisfaction from the resources among the graduates, the students and the lecturers, and organized discussions and meetings.

In the graduates' questionnaire of satisfaction survey there is a full row of assessing questions about the usefulness, availability and efficiency of resources and services as well as there is a separate section for opinions and suggestion. The picture represented in the standard 7a of the self-analysis shows that the requested graduates are generally satisfied with the available resources.

The surveys among the students about the quality and effectiveness teaching have also elements assessing the learning resources and supporting services, as the section of the students' opinions and suggestions is available in the questionnaire, where they, along with other issues, express their opinion about the available resources and services express their opinion about the provided resources and services. The surveys among the students show that the measures which are directed to the improvement of the provided resources and services are often based on the information received with this this mechanism by the students and the lecturers.

The students have the opportunity to raise their questions about the provided resources and get answers also during the sessions of the deanery. In addition, they can make suggestions and ask questions to the authorities of the Academy through the appropriate boxes.

Please, provide a SWOT analyses for criterion 7 for the last 5 years.

Strengths	***Weaknesses***
1. *In order to organize the learning process properly, the Academy has the necessary infrastructure which is equipped with modern internet connection and free WiFi.* 2. *The internal computer network and the automated electronic systems are available in the Academy.* 3. *The availability of the cabinets and auditoriums equipped with modern technical means.* 4. *The availability of the comfortable cafeteria in the Academy* 5. *periodic renovation, upgrading and furnishing of the Academy's educational Areas.* 6. *Assurance of the mechanisms of the Academy's necessary financial resources, their allocation and monitoring and normal functioning of them.* 7. *Various means of transport are available in the Academy.* 8. *In order to provide a healthy lifestyle for the students, trainings of mandatory physical education are being conducted,and trainings of professional physical education are being conducted in 2 specialties (Fire Protection and Rescue Operations).*	1. *Only the fifth floor of the main building of the Academy is adapted for students with special needs (the entrance, the doors of the auditoriums, the lift and the lavotry are adapted).* 2. *The electronic system of administrative workflow is not invested completely.* 3. *The Academy needs to diversify the financial sources.* 4. *The opportunities of the Academy's library is incomplete (There is no a reading hall). Lack of provision with professional and educational literature.* 5. *Lack of professional literature in Armenian.* 6. *No regular payment of tuition by the students.*
Opportunities	***Threats***
	1. *The Academy has not proper*

1. *Mutually beneficial cooperation with international organizations.* 2. *Increase in financial inflows.* 3. *Provision of additional educational services in the region.*	*conditions for the education of the learners with limited and special needs.* 2. *Deteriorating socio-economic situation of the region.* 3. *Tendency of falling the financial incomes.*

The infrastructure and the resources play an important role in the process of the achievement of the Academy's goals and in the process of the implementation the mission. And the successful completion and the course of the educational procedures directly depend on the human and material factors.

The infrastructure has clearly defined functions that are derived from the Strategic Project.

The diversification of financial sources and the increase of financial inflows continue to be the most important strategic objectives, which make the Academy become more proactive and enterprising in the relationship with the external environment.

From the viewpoint of insuring the financial stability, the effective management of the resources and the consistent implementation of the policy of preserving the resources are also priority objectives.

For the successful resolution of the problems existing in the Academy the following steps are recommended:

1. *To develop the electronic funds of the library, replenishing it with professional and educational modern literature, to provide the availability of the external information resources for the students and the employees.*
2. *To post various publications (manuals, information booklets and other materials publication) on the Academy's web-site.*
3. *Continue the development of video and audio information materials for the implementation of inclusive education.*
4. *Create an information center equipped with modern technical means where videoconferences, distance working discussions will be organized which will provide the modern requirements of both receieving, coordinating and analysing the information and providing the citizens and the local governing bodies with the necessary information.*
5. *Strengthen the computer equipment, expand the possibilities of UCOM internet conection and improve the opportunities of the web-site, placing operative information,which will contribute the enhancement of the efficiency of the students, learning.*
6. *It is necessary to take into account the importance of the Academy' dialogue and contacts with the relevant foreign educational institutions, as well as, the expansion of the student's and lectureres' contacts with the foreign partners, and the opportunities that give* the *modern technologies to organize more accessible and effective communication.*

To increase the effectiveness of the Academy's activities the following activities are planned:

- *To take measures to increase the inflow of the financial resources,*
- *To update the professional literature periodically,*
- *To rebuild and enhance the training field of Lousakert in accordance with international standards,*

To adapt the conditions of the building for the requirements of the academic environment .

VIII. SOCIAL RESPONSIBILITY

With its activities the Academy is intended to insure the development of its relations with the public and the maximum involvement of the Academy in the public projects, to support the cultural progress of the society of the region, directed to the intellectual, educational, scientific, methodical and security spheres, promoting the recognition of the Academy and its activities and the external support, to provide consulting and expert services in the field of civil defense and the protection of the population in emergency situations.

CRITERION: The institution is accountable to the state and society for its provided education, implemented research and the resources it used.

The Academy aims to ensure the transparency and the publicity of its educational process, which is one of the goals of the Academy, the publication of annual report on its activities and the availability of getting acquainted with it.

Standard a: The institution has defined order of accountability.

Bases:

- *The Academy's development strategic program (2014-2019).*
- *The Law of RA «On Higher And Postgraduate Professional Education».*
- *The Charter of the Academy.*
- *Regulations of the Academy's subdivisions.*
- *The Charter of the Academy's Faculty.*
- *The Regulation of the Academy's Scientific Council.*
- *Annual report on the Rector's execution.*
- *Key indicators for assessing the activities of the Academy (2012-2016).*

Please, analyze to what extent the institution's accountability contributes to the improvement of the management. Support the approach and the effectiveness (attach or refer to the relevant documents).

The process of the accountability of the Academy is regulated by The Law of RA «On Education», «On Higher And Postgraduate Professional Education», «On Non-Comercial State Organizations», «On Armenian Rescue Service», by a number of government decisions of RA and by the Academy's Charter.

The transparency of the educational process and the publicity in the field of Higher And Postgraduate Professional Education are considered to be one of the principles of the state policy of the Academy **(The Law of RA On Higher And Postgraduate Professional Education, article 4/4),** and one of the objectives is the accountability- «Ensuring the continuity, transparency and publicity of the educational process» ***(SP)*** ***(Appendix N 1.1).***

One of the Academy's responcibilities is the annual report about its activities, and if provided for by law, also the publication of the conclusion of the audit of financial statements and to ensure the availability of getting acquainted with those reports.

The Academy has the principle of hierarchical accountability, defined according to the Charters and Regulations of the subdivisions. It starts with the reports represented by the teaching staff, then by the Head of the Department and by the Dean. According to the annual

working plan the Head of the Department reports to the Department about the academic activities and publications implemented in the Department, which allows to assess the effectiveness of the Department's activities,to reveal the weaknesses and to take steps to eliminate them.

The Dean reports to the Academy's Scientific Council about the execution of the annual working plan of the Council of the Faculty. This report contributes to the revelation of the achievements and shortcomings of the Faculty, the revelation of the latter's reasons, reviewing of the working plans and their improvement.

Based on the latters the Rector reports at the sessión of the SC about the Academy's annual activities and after discussing and guaranteeing, he represent it to the approval of the Council of the Academy, then, also, at the reporting session of the Ministry of Emergency Situations.

The Rector represents his report according to the implementation process of the activities, planned by the plan-schedule of the Academy's SP of 2014-2019 and according to the execution of the incomes and expenditure of the financial year ***(Appendix N 1.1).***

In order to assess the effectiveness and the execution of the Academy's activities and reveal the achievements and weaknesses, the information about the key indicators of the activities (KIA) is published annually.

The mentioned system of the accountability promotes the improvement of the Academy's management: the effectiveness of the implemented work is assessed, achievements and shortcomings are revealed in order to identify their reasons and improve the future operations.

Standard b. The PEI provides the trancparency of the processes and procedures and the accessibility to the public.

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *«Crisis Management and Technology» collection of scientific and scientifical-methodological articles.* ➢ *The conception of public relations of the Academy.* ➢ *«High Educational Institutions of Armenia» directory for applicants.* ➢ *A copy of the Academy's booklet (Armenian and English).* ➢ *The web site of the Academy (www.mes.am/hy/ quality-assurance).* ➢ *«911 emergency newspaper» weekly.* ➢ *«Process» newspaper and other papaers.*

Please analyze the effectiveness of the mechanisms promoting the accountability to the society. Support the approach (attach or refer to the relevant documents).

In order to provide the public, as well as the internal stakeholders with the information about the Academy's activities, regulatory and procedural documents, news and announcements, the official web site of the MES of RA is used www.mes.am (As The Academy is an integral part of the power structure of the MES of RA, the Academy's web-site is included in the web- site of the MES of RA and there are no specific divisions). The official web-site of the Academy (www.mes.am/hy/quality-assurance t), Facebook site/cmsa.academy, «911 Emergency Newspaper» weekly and other media, as well as «High Educational Institutions of Armenia» directory for applicants, www.education.am, newspapers, internet web-sites mamul.am, youtube.com, fasebook.com, Dprutyun (Schooling), Business chain and others.

Mainly, as a strategic goal is defined the further development of public relations and the Academy's maximum involvement in the public projects ***(Appendix N 1.1).***

In the area of public relations the aim of the Academy's policy is to clarify the fundamental approaches concerning the Academy's public relations, define the working priority directions, the scope of the subdivisions involved in the work of public relations, the theory of the work implemented in the field of public relations.

The public is informed about the activities of the Rector, the structural subdivisions, public associations (Trade Union, Student Scientific Society, student Council, etc),and about other officials' activities via the Academy's official web-site, through the weekly «911 Emergency Newspaper», and via the social networks, which provide the transparency and the accessibility of the processes and procedures.

In order to ensure the availability of the Academy's general and current management processes, the decisions of the SC and the records of the sessions, all the statutes, regulations and procedures, the concepts and other normative documents, the records of all the sessions, etc are posted regularly on the corresponding sections of the web-site (www.mes.am/hy/ quality-assurance).

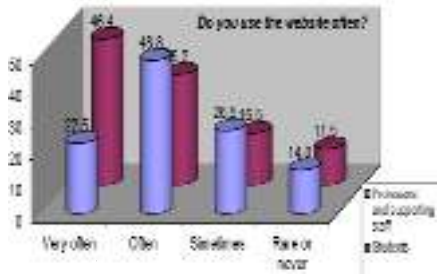
In order to ensure the transparency of the educational process, the educational plans of the specialties with bachelor's and master's educational programs, a guide for education with credit system and the reference of the courses, the timetable and the examination schedules, the students' reference and progress list, the working plans of the Departments, the schedules of consulting services, the sessions of the Departments and mutual lesson observations, the list of scientific- methodological work of the representatives of professorial staff, methodological handbooks, Commissions of final certification examinations, various events, news and announcements, the implemented measures, materials about the international collaboration and other activities are published on the web-site.

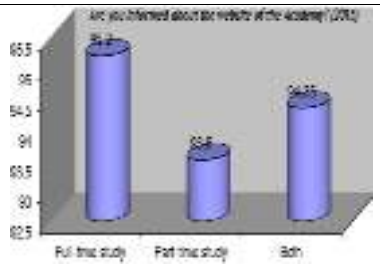
With the aim of informing about the Scientific work and achievements of the faculty staff and In order to contribute the development of scientific thought in the region and in RA, all the collections of «Crisis Management and Technology» scientific and methodological articles and the weekly «911 Emergency Newspaper» are published on the web-site (www.mes.am/hy/ quality-assurance).

The measures, conferences, competitions, various cultural events, meetings, as well as the compositions perfomed by the students are illustrated in the student newspaper «Crisis Overcomers», on the Academy's web-site, via the internet sites: mamul.am, youtube.com, facebook.com, Dprutyun (Schooling) and by other means.

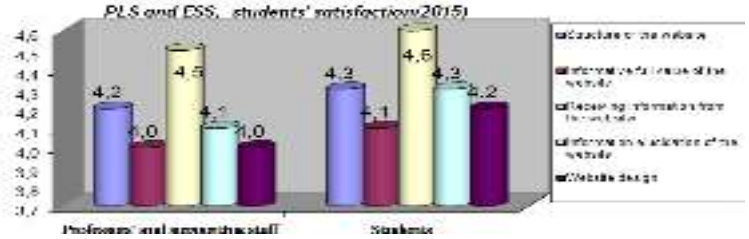
The Academy's Departments and The Quality Assurance Centre work with the faculty staff by individual e-mail.

In 2015 satisfaction surveys among the students, the faculty and educational- supporting staff and the graduates were conducted about the main means of providing the publicity and transparency of the Academy's activities – the web-site, which promoted to reveal the survey participants' opinión about the site structure, the convenience of receiving information, the completeness, providing news, and the general attractiveness of the web-site.





The presented diagrams show that the survey participants are satisfied especially with the site structure, receiving the information by means of it and providing the news (www.mes.am/hy/quality-assurance).



In order to to raise the Academy's rating, to expand and actívate the advertisement about it, the weekly «911 Emergency Newspaper» and booklets

The Academy regularly ensures the access to the information about the existing specialties, providing free brochures, the weekly «911 Emergency Newspaper» and manuals on civil defense and on protecting the population in emergency situations to the State Government and Local Self-government Bodies of the RA, organizations, the administrative staff, to the specialists, to the pedagogical staff of the educational institutions and others who passes annual training at the Academy, as well as to the population.

Four times a year, TV programs are organized in different TV channels about the Academy's activities, dedicated to the 1st of March (International Civil Defense Day), the 4th of September (The MES employee's day), the 13th of October (International Disaster Risk Reduction Day) and the 7th of December (Earthquake Commemoration Day).

Some activities are carried out by the Academy with 16 non-governmental organizations in the direction of organizing the training of protecting the population in the frame of civil defense and they were provided with literature processed in the Academy.

The Academy regularly organized meetings with 36 schools in border villages of Tavush and Vayots Dzor regions of RA.

The Academy's students organized numerous events. They performed the student performance «I remember and demand» at 6 schools of Yerevan and at the theater and museum buildings of Stepanavan. They performed «The Aghetik» (The Little Disaster) in the National Junior Library after Khnko Aper, etc.

The information about the Academy is also published on the social networks: in the collection of «Yellow Pages of Armenia» published by «Spyur» Information Center and on other

sites. In the «Youth online» periodical, in «DASARAN.AM» Dprutyun, etc.

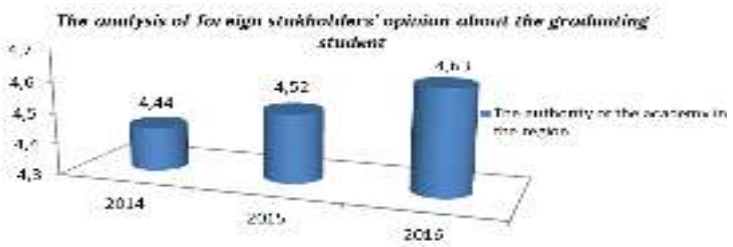
Standard c: The institution has established sustainable feedback mechanisms contributing to development of the relations with the society.

Bases:	➢ *The Academy's Stradegic Plan of the Development of 2014-2019.* ➢ *The Academy's Public Relations Concept.* ➢ *The Academy's Facebook profile «Crisis Management State Academy».* ➢ *The results of the serveys among the Academy's graduates and external stakeholders on their opinion about the prestige of the Academy in the region and so on.*

Please provide analysis for the effectiveness and sustainability of the feedback mechanisms. Support the approach (attach or refer to the relevant documents).

Considering into account the fact that the Academy is included in the MES, where where there are «Media» and «Media Monitoring and Analysis» sections, and these sections provide the Academy's feedback with the society, as well as they coordinate those relations and make the Academy's activities more open and transparent. The Academy has also publication of «911 Emergency Newspaper» which also illustrates the Academy's activities and the paper is sent to all the regions and communities of the country.

The internet is used as an effective means of ensuring the feedback ptomoting the development of the relations with the public. According to objective 9 of the Academy's SP among the guarantees of sustainable development and formation and maintenance of positive reputation an important place is given to the development of foreign relations, to the establishment of effective partnership with the public, the State Government and Local Self-government Bodies and with organizations ***(Appendix N 1.1).*** The surveys, the involvement of the external stakeholders within the Scientific Council, the section of question and answer of the Academy's web-site, organization or participation in various events, regular visits to the provinces of the region, communities, and educational organizations are also effective means for ensuring the feedback promoting the development of relations with the public. The surveys give opportunity to find out the opinion of the internal and external stakeholders about the Academy, to reveal the strengths and weaknesses of the Academy and promote the further improvement of its activities.



The results of the surveys of the study of the external stakeholders' opinion about the Academy's reputation in the region analysis for the last 3 years show that the Academy's reputation has a bit increased in the region, year by year. In order to develop the external stakeholders' cooperative relations with the MES and involving them in the Academy's programs and in the management system, various events, meetings are implemented and they are presented to the society. During the meetings the role of the external stakeholders are highlighted and their investment in different areas of the Academy's activities: joint implementation of educational programs, conducting narrow specialized courses, carrying out effective practices in the subdivisions of the MES of RA, work accommodation for the graduates and so on. In the last 5 years about 85 graduates of the Academy work in different subdivisions of the Ministry of Emergency Situations, 35 graduates work in the Academy, and 323 students of distance learning system work in the power structures of the Republic: 210 students in the MES of RA, 68 students in The Ministry of Defense of RA, 33 students in The police of RA, 9 students in NSS of RA.

In 2015 and up to now on the website of the MES of RA (As previously mentioned, the Academy hasn't got a separate website and there is no a separate «Frequently Asked Questions» sector) www.mes.am 6 pages of announcement concerning the Academy have been posted, 30 news, 1 International Conference, 2 Student Conference, 101 photos, etc. (www.facebook.cmsa.academy). It is worth noting that there are a certain number of documents which are only for internal circulation and are not published on the site for the discussions in wide framework, as the Academy is a part of the power structure of the Ministry of Emergency Situations.

One of the feedback mechanisms promoting the formation of public relations is also the Facebook group, updated in 2015 (www.facebook.cmsa.academy), which has got 3162 followers by December 2016, the administrators of the group are the Academy's students, employees, graduates, representatives of the system of the Ministry of Emergency Situations, the responsible person for the Press and other members of the community.Such materials as pictures, informational articles related to students and materials interested them, as well as materials about the Academy's activities, international relations and on current events are published on the Facebook page. The Facebook page consists of the following sections «Home», «About us», «Photos», «Reviews», «Likes», «Posts», Graduate and Career Center page (www.facebook.cmsa. academy/shrjanavart, «Manage Tabs». The «Pictures» section consists of the following subsections «Training base», «Graduation», «Educational», «International relations», «Press 911», «Retrainings», etc. The Academy's Facebook page in its «Reviews» section has been awarded with the maximum «5 stars» assessment by the majority of the followers.

A vivid example of feedback by the public is the thank you note received from the National Platform of Armenia of the Civil Society Forum of the Eastern Partnership of Euro Union (EaP CSF ANP), where it is said: «Dear Mr. Matevosyan, we hope that the cooperation between the Academy and the Armenian National Platform of the Civil Society Forum will continue, and we shall be able to realize the solution of the most important problems of the civil defence, regarding our preliminary arrangements about the involvement of the representatives of the SCO. We

believe that such events promote to increase the interest of the civil society and do so that every citizen of the Republic of Armenia has a desire to participate in the mission of civil defense.

Tthe purpose of the recognition visit of the delegation of Tajikistan within the framework of the project «Reduction the Disaster Risk threatening children in the South Caucasus and Central Asia, funding by UNICEF, (DRR) stimulation of the national and community efforts, the current regional DRR project was the successful exchange of experience of the representatives of governmental and nongovernmental relevant institutions of the Tajikistan in the area of reduction the disaster risk threatening Armenia, focusing on the dissemination of the working techniques of Disaster risk reduction education and the participation of the partners in the international workshop.

The next gratitude is from the Save The Children Armenian representative for the Academy's support and collaboration to the disaster risk reduction inclusive program. Coordinated integration of public relations process is now regarded as a priority task, allocating to that direction sufficient and necessary human and material and technical resources, as well as to process sustainable feedback mechanisms promoting the formation of public relations.

Standard d: The institution has mechanisms of knowledge (values) transfering to the society.

Bases:	➢ *The Charter of the Academy.* ➢ *The Strategic Project of Development of 2014-2019 of the Academy.* ➢ *The Academy's Activity report of the academic year 2012-2013.* ➢ *The Academy's Activity report of the academic year 2013-2014.* ➢ *The Academy's activity report of the academic year 2014-2015.* ➢ *The Academy's activity report of the academic year 2015-2016.* ➢ *The Academy's activity report of the academic year 2016-2017.* ➢ *The results of the surveys on the external stakeholders' opinion about the Academy' graduates.*

Please analyze the effectiveness and relevance of the implementation of supplementary educational and consulting services by the Institution. Support the approach (attach or refer to the relevant documents).

Increasing the level of formation of culture of educational, scientific, methodical, security in the field of protecting the population in emergency situations and the civil defense among the public is fixed as one of the Academy's main objectives (Charter, I/1). There are a number of objectives defined in the Academy's SP, which aim at constantly improving the educational technologies and tools, maintaining and developing the sphere of protection of the population and civil defense, supporting the progress in formation of intellectual, educational, economic, scientific and security culture of the Society ***(SP, objective 7)*** ***(Appendix N 1.1).***

The Academy takes into consideration the demand for specialists in the system of MES of RA and in the region while implementing educational service and because of this changes related to the following specialties may be: «Management (reducing the risk)», «Applied Seismology», «The security in emergency situations»).

One of the main objectives of the Academy is the provision of educational, scientific, methodical, expert, services in the field of civil defense and protecting the population in emergency situations. (Charter, I/1). The Academy periodically carries out work with applicants

and the pupils of secondary schools, providing consulting services in the field of their professional orientation, as well as in the direction of forming a safety culture and the questions in the field of civil defense, protection of the population in emergency situations.

In the organization of the social life the Academy has a great investment in the direction of forming of educational, scientific, methodical and security culture in the field of civil defense and protecting the population in emergency situations in the región of RA. This is evidenced by the organization and participation in various conferences and training courses.

In 2013-2017 a celebration dedicated to the 25th anniversary of the Academy, international, 2 Student Interuniversity national conferences were held in the Academy.The jubilee conference dedicated to the 25th anniversary of the foundation of the Academy was atended from the Republic of Poland, Russia (Saint Petersburg) by the professorial staff of Yerevan State University, National Polytechnic University of Armenia, Armenian State University of Economics, Armenian State Pedagogical University, Armenian National Agrarian University, Yerevan State University of languages, Gyumry State Pedagogical University, Armenian State Institute of Physical Culture, asa well as by the professorial staff of the Academy, Specialists of the subdivisions of the Ministry of Emergency Situations of RA, research workers, scientists, officials from different organizations of the Republic, representatives of state department, civil and social institutions, citizens graduates, etc.

Student Interuniversity national conferences were atended by 56 participants from HEIs of Armenia and Artsakh.

The Academy has a significant contribution in the procedures of periodic retraining and increasement of the qualification of the employees of The MES system and other spheres, processing and implementing retraining programs, focusing on new approaches toward the problems of training competitive, high-quality specialists in the phase of development of educational reforms and ensuring the process of their development. The Academy carries out additional educational programs for the professional training, aimed at developing and improving the skills in resisting the disasters, for the firefighters and operative management servers of the MES system of RA, as well as for the employees of the State Government and Local Self-government Bodies and the organizations in the field of civil defense and protection of the populationin in emergency situations,and also for wide layers of the population.

In 2013 and in 2014, in October in the gym of the MES of RA an interuniversity wrestling competition was oganized on the occasion of the International Disaster Risk Reduction Day.

Every year on September 21 on the Independence Day of the Republic expeditions were organized and a large number of students climbed to Teghenis, Aragats, Hatis, Ara mounts and etc. In 2012-2016 the Academy organized events dedicated to the holidays and memorial days (Rescuers, Civil defense, Disaster Risk Reduction, December 7th, THE Women's international day, Maternity and Beauty, the Armenian genocide, the liberation of Shushi, Victory and Peace Day dedicated to the Army, The 25th anniversary of the Academy), cultural performances targeted to the safety, and so on (details in the Academy's activity reports of 2012-2013, 2013-2014, 2014-2015, 2015-2016 academic years).

Since 2014 in the Academy the following courses have been conducted: «English

Language», «Pedagogical new technologies», «Pedagogy» and «Computer literacy», which was attended by the teaching staff of the Academy, and the following coursesare organized for the students: «English Language» և «Computer literacy».

Since 2010 in the Academy the collection of scientific and methodological articles «Crisis management and technology» is published.

Please represent the role and contributions of the Academy in the process of educating citizens. Mention the achievements and obstacles.

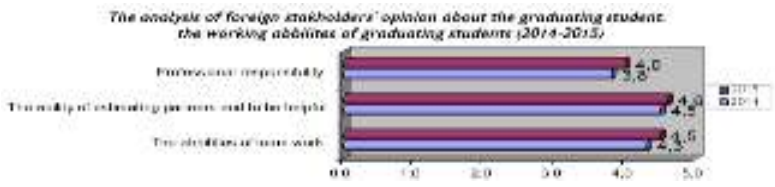
The Academy has a mission to train specialists of high qualification in accordance with the requirements of the áreas of the subdivisions of the MES of RA, in the field of civil defense and protection of the population in emergency situations (Charter, I/1).

The work carried out with the students greatly promote the mission of training responsible citizens. (Criterion I, Standard a), and currently the Academy's graduates have an important role in all areas of public of the Republic of Armenia and the MES of RA.

During the years of learning the following human values were inculcated in students besides the knowledge: honest patriotism and humanism, courteous manners, a will to overcome the difficulties, optimism, endurance, rescue behavior, kindness, team working skills, tomorrow's defender of the border zone - the power of resisting the enemy heroically, peace-loving soldier-forgiveness, tolerance, active civil stance and principled behavior. Numerous positive responses (medals, laudatory letters, gratitudes, etc) received from the National Army of RA testify being a responsible citizen of our students

Organization and management of the whole educational process in the Academy, the criteria of educational programs, the educational programs and the curricula, learning and teaching methods, the students' assessing systems and the creation of rich material and technical resources have a single goal: the student's success, satisfying his needs, comprehensive development of the person, critical thinking, the development of research and creative work skills, the freedom of expression and questioning, quick orientation and the strengthening of the ability of making decisions.

Accordingly, today, many of our graduates are officers of the system of MES of RA and in other power structures and highly qualified workers in different spheres of social life - educators, lecturers, etc.



The results of the external stakeholder survey on the Academy's graduates tastify that our graduates are distinguished by their working responsibility and by team working skills.

Please, provide a SWOT analysis for criterion 8 for the last 5 years.

Criterion VIII. Social Responsibility

SWOT ANALYSIS

Strengths	***Weaknesses***
1. *In order to ensure the maximum transparency of the Academy's activities there is the website and Facebook page with information accessible and constantly updated.* 2. *The existence of defined mechanisms for accountability to the society, availability and transparency of the reports and the procedural documents.* 3. *The role of the Academy is the procedure of retraining and increasing the qualification of the staff of the system of MES of RA and the state government of RA and the implementation of educational, scientific study in the field of civil defense and protecting the population in emergency situations.* 4. *The inclusion of the collection of scientific and methodological articles «Crisis Management and Technology» in the list of periodic scientific publications acceptable for the publication of the main results and provisions of doctoral and Ph.D. theses defined by the HQC of RA.* *As the Academy is a part of the MES of RA where there are the sections of «THE MEDIA» and «Media monitoring and analysis», which ensures the Academy's feedback with the public, coordinate that relationship and make the activities of the Academy more open and transparent.* 5. *The Academy has the edition of «911 Emergency newspaper», which illustrates the activities of the Academy, and the paper is sent to all the regions and communities of of the republic.*	1. *Imperfection of the mechanisms of studying the public opinion about the Academy.* 2. *The assessment of the feedback of the work with the public is incomplete in the Academy.*
Opportunities	***Threats***
1. *Strengthening relations with the public and expansion development of the cooperation with the stakeholders.* 2. *. Diversification of information dissemination and feedback forms by more intensive use of social networks, modern electronic resources:* 3. *Increasing the frame of the services provided to the public by the Academy.*	1. *In parallel with the development of modern electronic resources, the tendency of insufficient financial means necessary for involving new resources, which is iconnected with the reduction in financial revenues.*

The Academy's priority objectives are:

In order to maintain and strengthen the positive image of the Academy develop the means of advertisement and media, promote the increase of the public image and visibility.

To improve the activities aimed at the Academy's graduates' job guidance and professional orientation.

In order to avoid the potential dangers and to eliminate the revealed shortcomings the Academy has planned:

- *Develop and invest new feedback mechanisms.*
- *to improve the necessary resources for the works of public relations and press.*
- *Process and disseminate Advertisement materials.*

IX. FOREIGN RELATIONS AND INTERNATIONALIZATION

The directions of external relations and internationalization strategy of the Academy are defined in the Academy's Strategic Plan of Development of 2014-2019 ***(Appendix N 1.1).*** The Academy attaches great importance to the development of inter-institutional and international relations and took steps in the direction of the development of internationalization of the Academy.

The transition to a two-tier education system in 2007-2008 (Bachelor's degree program, Master's degree program) and The Bologna Declaration, signed by the RA in 2005 contribute to the development of internationalization and foreign relations of the Academy. Based on the fundamental values of the Bologna Process in the SP of development of the Academy, the success of the learner, comprehensive development of an individual and affordable education, the structure and content of educational programs, as well as the assessment standards of learning result are gradually adapted to European best practice.

CRITERION: The PEI encourages the exchange of experience and development through the external relations, promoting the internationalization of the institution.

Standard a: ***In order to create a conducive environment for developing, exchanging experience and internationalization , the Institution has policies and procedures to encourage the establishment of foreign relations.***	
Bases:	➢ *The Strategic Program of Development of the Academy of 2014-2019.* ➢ *Cooperation agreements and memoranda with foreign partner institutions.*

Please analyze the effectiveness of policies and procedures promoting the experience of exchange, development and internationalization (attach or refer to the relevant documents).

The Academy has signed cooperation contracts and memoranda of understanding with around 10 foreign educational institutions and organizations (South Korea, Japan, Switzerland, Federal Republic of Germany, Brazil, Poland, Russian Federation, Belarus, Kyrgyzstan, CSTO, UN Unicef, UNDP, German Red Cross, etc).

The efficiency of the Academy's activities and high rating in the international arena is displayed in the further cooperation of the Academy with High Institution of Fire Service in Warsaw in the direction of percpectives of the exchange of students and lecturers. And a collaboration with South Korea has been made in the direction of creating a stable system of qualified specialists in the area of disaster risk reduction, exchange of specialists, implementing collaborative research work, collaborative processing of methodology, the implementation of collaborative courses and conferences, exchange of information and other directions ***(Appendix N 9.1).***

Specialists from the Academy's faculty-staff are included in the Africa-European team of Disaster Assessment and Coordination of UN as expert in Humanitarian Affairs, a presiding expert of United Nations Disaster alert and coordination system, (GDACS) in 2015, expert on the Economic and Social Commission of UN (UN ESCAP), expert of Asia-Pacific Disaster Expert Group, The commander of Armenian search and rescue team, Crisis management expert in the level of Local Self-Government of the Council of Europe, expert on Disaster Risk Reduction in South Caucasus and Central Asia, head of the education team of National Platform for Disaster Risk Reduction, etc. The foreign language versions of regulating documentation and information packets are currently being

processed in the Academy, which will also be posted on the official website.

STANDARD b. ***The institution's infrastructure of external relations and providing the internationalization ensures a regulated process.***

Bases:	➢ *The Charter of the Academy.*

Please analyze the effectiveness of the work of the institution's infrastructure of external relations and providing the internationalization. Support the approach (attach or refer to the relevant documents).

Since the Academy is a subsystem of power structure of MES of RA where the centralized management system of international procedures exists, so the Academy has no separate external relations and internationalization policies and procedures. That is the function of the Department of Foreign Affairs of MES of RA and the mentioned Department is also engaged in the affairs of the Academy's foreign relations and internationalization and preparation of necessary documents and visas of foreign specialists and invitations of delegations, organizing their reception, exchange of official documents and messaging with institutions and scientific- educational centers that are side of international scientific contracts, by the guarantees of the Academy's corresponding subdivisions.

The expansion of the Academy's foreign relations, negotations with foreign universities and educational and other scientific institutions, contract signing are the Academy's Rector's function.

Achievements of the recent years can be considered:

- The international collaboration of the Rescue Department with various foreign institutions and international organizations, as well as in 2015 involving the staff in «INSARAG» (Within the framework of the program «Regional Rapid Response Team Building» of Swiss International Development and Cooperation Agency (SDCA).
- The participation of the staff in various international events in Poland and Ukraine («Ukraine 2015 International Field Training, where the students, as suffered, participated in two Command Post trainings) and in Armenia.

In terms of exchange of experience, the introduction of advanced experience, the work with the Academy's other subdivisions and the business trips of the employees are also important.In abroad they take part in scientific and educational events of different formats, in international trainings, after which they report the skills and experience they had acquired, representing the relevant materials and by other means.

It is important to make more coordinated the discussions of the professional achievements aquired from foreign trips and spreading information about them. It is also important to work in the direction of creative investment of the results of the study of foreign experience aquired from foreign trips in the Academy.

Thus, conducted collobarative training programs allowed to study the international experience of learning and compliance the educational programs in the Academy with the standards of training programs in EU countries. These studies are continuous and educational programs should be constantly improved.

STANDARD c. ***The institution promotes fruitful and effective collaboration with local and international institutions and organizations.***

Bases:	➢ *All agreements concerning external relations and the internationalization.* ➢ *Other bases reflecting foreign relations and internationalization.*

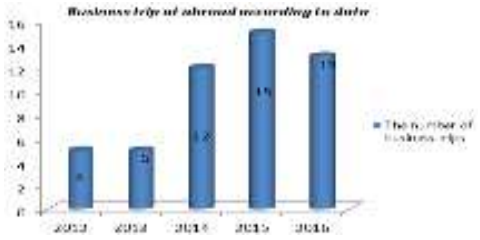
Please represent the Institution's major achievements in the process of external relations and internationalization in the last 3 years, reasons for inactivity of the arrangements. Provide analysis for the effectiveness of the institutions collaboration. Support the approach (attach or refer to the relevant documents).

The Academy has collaboration agreements and contracts with international institutions and organizations over in 10 countries, among which are: Organization of International Cooperation of the Italian Universities (1995-2010), The State Rescue Service in Germany (THW, 1996), Swedish Rescue Services (The college of Shovda, 1996), The National Institute of Civil Defense Studies of the Ministry of interior affairs of France (INESC, 1996 up to now 2008), Higher Institution of Fire Service in Warsaw, etc.

The specialists of the Academy have been trained in the relevant institutions of the Russian Federation, The USA, France, Sweden, Switzerland, England, Germany, Hungary, Japan, China, Korea, Brazil, Slovenia, Estonia and of othe rcountries. The significant part of international seminars with different institutions ae carried out in the Academy, where the Academy's staff participate actively. The lecturers made various reports in seminars and conferences organized in France, Japan, The Russian Federation, Belgium, Sweden, Hungary, China, Italy, Estonia, Egypt, Georgia, Armenia and in other countries. They have partisipated a number of international trainings as heads of practical events, security responsibles and researchers of results.

Besides, the Academy also organizes conferences with the participation of lecturers from different universities of the country. Overall, it appears that in the last 5 years the number of international and regional organizations, as well as the number of collaborations with different universities of the Republic has grown significantly in the Academy.

In recent years, the Academy has focused on the appropriate use of the mechanisms of international collaboration in order to keep up with the developments in the field of higher education. In that sense, can be considered as progress, especially, that during the past five years the employees of the Academy's different subdivisions have been regularly sent to partner institutions in order to exchange experience and conversely specialists from partner institutions have been invited to the Academy with the aim of exchanging experience and training the employees. In terms of the Academy's internalization, exchange of experience and the investment of best experience, are greatly highlighted also the mutual visits of the Academy's administrative and teaching staff. In 2014 were organized 12 business trips, in 2015 – 15 business trips, and 13 business trips in 2016 (Japan, Korea, Poland, Slovakia, Moldova, Belarus, Georgia, Russia, etc).



However, it should be mentioned that there are still a lot of work to do in this direction.

A multifunctional training-game complex for interactive training, equipped with modern technical means was founded in the Academy, with the joint efforts of the Academy of the MES of RA, the National Platform for Disaster Risk Reduction, Baden-Wurttemberg Regional Organization Of German Red Cross, UNDP, and with The Swiss Agency for Development and Cooperation.

In 2016 2 cabinets of biochemical, civil defense and first aid were founded by the MES of RA, by the Academy and by the program of Strengthening bio-safety and bio-security capabilities in South Caucasus and Central Asia, financed by the European Union. And a cabinet for fire rescue equipment and fire rescue and mountaineering gear was founded within the program of «Regional Rapid Response Team Building» of Swiss International Development and Cooperation Agency (SDCA).

The efficiency of the Academy's activities and high rating in the international arena is displayed in the cooperation of the Academy with High Institution of Fire Service in Warsaw (in 2014) as well as in the further cooperation acquired with South Korea (in 2014) and the cooperation agreement with the National Polytechnic University of Armenia.

The next cooperation agreement is with the Military Institute of the Ministry of Defence of RA NAMED AFTER VAZGEN SARGSYAN and with Military Aviation Institute after Armenak Khanperyants, as well as, with Abovyan State College of Energy, since 2014. According to the agreement, the graduates of the College, who has high academic progress can continue their study in the Academy's bachelor's degree program, from the II year, in the paid system of education. Besides, the Academy collaborates with the College in the work of mutual agreements and processing the syllabuses and curriculum, gives gives the appropriate methodical and professional help in order to organize the educational process more effectively.

Overall, it appears that during the past 3 years the number of collaborations with regional and international countries have grown in the Academy. This proves that the process of internationalization in the Academy is moving very actively as in regional as in European and other foreign platforms.

Training courses and seminars are organized regularly, particularly in the spheres of risk management (UNDP and Unicef), international rescue forces formation (Poland), Fire Rescue (Swiss Development Office), rescue skills development (Japan MHG), formations of cities resilient to disasters and also in the spheres of landslides Assessment (World Institute in South Korea). «Integration of fast assessment tool of Environmental emergency situations and ecological situation (FEAT) in Armenia», etc.

For the Academy exchange of experience with the leading institutions,as well as participation in the international meetings take an important place in the field of internalization, in the processes of increasing the efficiency.

STANDARD d. ***The institution provides the necessary level of knowledge of the foreign language of the internal stakeholders for raising the effectiveness of internationalization.***

Bases:	➢ *The list and the timetable of foreign language classes for the staff.* ➢ *The list and the timetable of the supplementary class programs for the staff.* ➢ *The list and the timetable of the supplementary class programs for the students.* ➢ *Information materials in foreign languages.* ➢ *The list of the events and priority objectives of the appendix of the order of the President of RA (May 6 in 2009 PO-68-A)*

Number and percentage of teaching and administrative staff knowing foreign languages for the last 3 years

N	Staff	2013-2014				2014-2015				2015-2016			
		Number	Russian (%)	Number	English (%)	Number	Russian (%)	Number	English (%)	Number	Russian (%)	Number	English (%)
1.	Teachers	67	79	12	14	70	81	13	15	73	82	14	16
2.	Administration	15	53	1	3	18	53	3	4	24	55	2	4

The number of students knowing foreign languages for the last 3 years.

N	Students	2013-2014				2014-2015				2015-2016			
		Number	Russian (%)	Number	English (%)	Number	Russian (%)	Number	English (%)	Number	(Russian %)	Number	English (%)
1.	Bachelor	529	60	511	58	597	63	569	60	551	65	534	63
2.	Master	28	64	27	62	44	66	42	62	60	70	56	65

Please represent and analyze the Institution's major achievements of the processes mentioned above in the last 3 years. Support the approach (attach or refer to the relevant documents).

The level of knowledge of foreign languages of 2014-2016 academic years for the Academy's faculty and administrative staff has been analyzed based on the data mentioned in the personal papers. In the result of the analysis it is evident that the average of 81 percent of the teachers, 54% of administrative staff speaks Russian fluently, the 15% of teaching staff, about 4% of administrative staff speaks English, the 8% speaks French, the 5% - German. Among the lecturers there are those who knows Spanish, Italian, Arabic, Kurdish and Georgian.

Now English courses, free of charge, are being conducted in the Academy for the administrative and faculty staff and for the students. Besides the main educational program, additional courses are implemented for the students and retraining courses for other specialists with higher education by the Quality assurance centre, according to appropriate timetable. In the result of the mentioned trainings The Academy's teaching and administrative staff has raised the ability of using English. At the same time, in 2014-2016 the Academy's 3 lecturers of English participated in the seminars «Training for English teachers of the power structures», organized in the framework of the project of Professional development, by the British Council, and they were awarded with certificates.

The benchmarking is implemented in the Academy with the Universities of Armenia (with the Military Institute of the Ministry of Defence of RA NAMED AFTER VAZGEN SARGSYAN and with Military Aviation Institute after Armenak Khanperyants).

Please, analyze the Institution's strengths and weaknesses, opportunities and threats in the domain described by criterion 9.

Please, provide a SWOT analyses for criterion 9. Introduce the measures to be taken for overcoming the weaknesses and threats.

N Strengths	*Weaknesses*

1. 1.The Academy's international cooperation contracts and the agreements with the Institutions of a number of the countries of the world and international organizations. 2. The organization of numerous training courses, seminars, conferences and discussions and the involvement of international experts in such projects. 3. The number of professors of the Academy dispatched in the frame of different programs has increased. 4. The study of international experience and the work with the Academy's subdivisions. 5. foreign business trips of the Academy's employees, exchange of experience, study of the international experience and the localization. 6. Internationalization of the experience of implementing the educational programs aimed at the formation of Safety Culture in the field of education. 7. The internationalization of the Academy's experience in the field of increasing the preparedness of the population. 8. The availability of official web site in the structure of the Ministry of Emergency Situations of RA.	1. The Academy's collaboration with local partner universities and other institutions is weak, which can be used for mutually profitable relations also for the latter's counterparts. 2. The complete involvement of the Academy's administrative and faculty staff in the English language courses isn't organized fully yet. 3. The lack of information in foreign language on the Academy's website. 4. Low level of safety culture among the population.
Opportunities	**Threats**
1. By the decision of the Government of RA the Academy will be re-equipped in accordance with international standards and will become a regional center for South Caucasus and Central Asia, as well as will have the opportunity to implement various international training courses, seminars, conferences, discussions, international training exercise, and will provide the involvement of international experts in similar projects. 2. The Academy doesn't have required number of specialists with foreign language cognition who could realize the education of foreign students.	1.The decrease in the number of students 2. The increase of political and military tension in the region.

According to the Academy's Strategic Plan the accession (participation in the international organizations and consortiums, membership in the international projects and the movement of the representatives in the framework of other projects, business trips) to similar foreign institutions is planned, also, organization of managerial and research practices of the Academy's students in abroad, and make the collaboration of the students and the teaching staff acting really, and direct the provisions of the contracts to the Academy's educational processes.

X. THE SYSTEM OF INTERNAL QUALITY ASSURANCE

The bases of the quality assurance policy have been laid in the Academy in 2014-2019 by the Academy's Development Strategic Program. The program represents issues aimed at improving the quality of education. They intend to process the concept and the scheme of organizing the quality assesment and assurance system, to prepare and implement self-analysis of the Academy's educational programs and the activities of the subdivisions, implementing them,in the frame of the internal quality assurance system, to plan and implement measures for improving the quality of teaching, based on the results of the internal quality assessment, to provide favourable conditions and stimulating mechanisms for increasing continously the quality and the effectiveness of teaching and learning, as well as to prepare the Academy for the process of external assessment of the quality of educational programs and for the accreditation process,as well as to insure the transparency of the teaching quality assessment process and the process of accreditation, the educational programs and the publicity of the results.

CRITERION: ***The institution has a set infrastructure for internal quality assurance, which promotes establishment of a quality culture and continual development of the institution.***

STANDARD a. ***The institution has internal quality assurance policies and procedures.***	
Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The conception of the quality assurance.* ➢ *The policy of the quality assurance.* ➢ *Manual on the internal quality assurance.*

Please describe and analyze the effectiveness of the institution IQA policy and procedures. Support the approach (attach or refer to the relevant documents).

The Academy's five-year Strategic Program has defined the main dirrections to which The Academy must follow in long-term perspective in order to implement its mission and main strategic goals, providing quality srvices ***(Appendix N 1.1).***

The concept of providing quality education in the Academy was adopted in 2014.

Defining the policy in the field of the quality of education The Academy is leaded by the constitution of Armenia, by the law about education of RA, by the charter of the Academy, by the Academy's concept of quality assurance, and also by the communiqués of Berlin and Bergen directed to the countries membership in the declination of Bologna, where it appeals to create harmony in the systems of quality assurance of high education of European countries. It is equal to the main problem of educational policy of RA; to provide high quality of education maintaining at the bases its maintenance and correspondence to nowadays and perspective demands of individual, of society and of the country. In the field of quality of education, the goal of the Academy is to provide the high competition in the market of educational services, to improve the potential of the Academy in the traditional field of educational and scientific activities.

In order to achieve *the* strategic goals some activities are offered: effective use of the resources, the formation of the culture of quality management, the sustainable fundament for the continous raise

of the quality of education, as well as developing favourable conditions for effective management system and developments, which will promote the effective organization and management of the work in the Academy ***(Appendix N 1.1).***

Leading by the European standards of quality assurance (ESG) and by ISO 9000-2000 standards, the authority of the Academy recognizes that the processing, the investment and permanent improvement of system of the quality assurance are the main problems of the Academy for the near future. It will provide the ability of competition and stability for the market of educational services, the scientific and innovative activity, the growth of financial standards, consequently, the satisfaction and confidence of University's employees and profitable sides for future. The authority of the Academy provides the effective realizing of the following policy, which involves all the stairs of management.The Academy's authorities and employees recognize that the well-being of the establishment and the welfare of its workers depend on the quality of their work and on the satisfaction of the external and internal users.

The quality internal system corresponding to ESG was founded in 2014 in the Academy, but separate mechanisms and procedures of RA had been operated before that, for example, planning the activities and appropriate accountability, lesson observations (since the foundation day of the Academy)etc. Before that, many important mechanisms were dismissed and the others had not been integrated in one general system of QA. For this purpose, in the Academy, a targeted job has been done for creating QA system, corresponding to ESG requirements.

Now many mechanisms and procedures of QA have been already carried out in the Academy, which are aimed at the continual improvement of curriculums, the faculty staf and the course resources. They are:

1. The privilege of curriculums, internal expertise, and official establishemnts. These procedures are targeted to insure the process of the assessment of the newly-formed educational programs of the Academy.
2. The annual planning and the reports of the Academy's all activities and the work of the subdivisions which insures the transparency of the Academy's all activities, reveals the shortcomings and drawbacks and process the improvement programs.
3. The annual monitoring and periodic review of the Academy's educational programs which aimed at assessing the quality of providing the programs and the correspondence to defined aims, as well as, the modernity and continual improvement of the programs.The results of these processes is the formation of the plan of the measures aimed at the improvement of the quality of the program and implementing it.
4. The class obsevations, the results of which are aimed at the improvement of the learning process and the quality of teaching.
5. Increasing program of qualification of the Faculty staff (since 2015), which are targeted at improving the professional and pedagogical skills of the faculty staff.
6. Regular meeting - discussions with external stakeholders, during which questions about claryfiing the professions are discussed, problems about the Academy's graduates' theoretical and practical training are revealed.The results are used in the processes such as the academic program review, opening new faculties with new professions, organizing targeted practics, term papers and

Master's thesis topic approval, etc (since 2015).

7. The external stakholders' engagement in the final certification committees and the inquiries among them, the results of which are used in the process of reviewing the educational programs (since 2014).
8. The graduate's, the teaching and educational-supporting staff's satisfaction survey with the help of which the students and the employees assess their satisfaction level from the Academy's resources and services, the jobs done by the subdivisions, make suggestions to improve the functioning of the Academy. The results are used for continual improvement of corresponding spheres.
9. The student surveys relating to teaching effectiveness and quality (since 2014) with the help of which are assessed the professional and pedagogical qualities of the faculty staff, as well as the quality of separate courses and modules providing quality. With the help of this survey the students also assess the work of their Faculty Dean, Deputy Dean, deanery Methodists and educational consultants. The results are used to develop and realize improving organizations, and also for re-election of the main faculty staff in the procedures of promotion and rewarding.
10. The surveys among the teaching –staff and the students about the assessment of the Academy's students.
11. The surveys about the assessment of the effective organization of the practices organized by the Academy (since 2015).
12. The surveys among the external stakeholders about the Academy's students and practic-srudents with the help of which are revealed the opinion of the external stakeholders about the Academy's students' and practic-students' professional skills, overall abilities, the revelance of existing professions,proposals of new professions and about the Academy's graduates in labor market. The results are used in the processes of reviewing the educational programs of profession, opening new faculties with new professions and etc.
13. The graduate's satisfaction survey from received education of the Academy (from 2015), with the help of which are assessed the Academy's student's satisfaction level from the content of educational programme and teaching methods, from the course resources and auxiliary student services, from the organizing of learning procedure and general learning environment. The results are used for continual improvement of corresponding spheres.
14. In the process of monitoring the educational programs is intended to use the results of the surveys of the students and graduates, and in the processes of periodic review the results of the graduates' survey and the stakeholders' satisfaction survey from the graduates. External experts may also be engaged in the procedures of periodic review of the programs.

The results of the self-analysis implemented by the Academy will give opportunity to assess the progress and success recorded in the Academy, to reveal the shortcomings and drawbacks and to process the procedures of eliminating them. At the same time, the self analysis is targeted at stimulating the Academy's development and self-improvement processes.All mentioned above mechanisms and procedures of QA are officially confirmed by the Academy's Scientific Council, are published and divided into all administrative and educational structures and external stakeholders of the Academy and they are also posted in Academy's official website of documents

(http://www.mes.am/hy/quality-assurance) for being available for the society.

STANDARD b. ***The PEI allocates material, human and financial resources to manage internal quality assurance processes.***

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The regulations of the Academy.* ➢ *The conception of the quality assurance of the Academy.* ➢ *The regulations of the quality assurance center of the Academy.*

Please analyze the effectiveness of sufficient allocation of time, material, human and financial resources to manage internal quality assurance processes. Support the approach (attach or refer to the relevant documents.

In 2013 the Centre of Quality Assurance of the Academy with its corresponding staff was created. The centre of QA implements its function in accordance with the legislation of the Republic of Armenia, other legal acts, as well as in accordance with the Academy's Charter and the regulation of the centre which was confirmed by the SC of the Academy.

The Quality Assurance Centre is a self-governing body and the framework of functioning of the center is defined by its procedure.The centre forms the framework of the discussed questions, based on the Academy's fundamentals of quality assurance approved policy. Its decisions and actions are not guided and regulated by the administrative and management bodies.

For realizing the process of self-assessment of the institutional abilities in the Academy a working group was formed, with the order of the rector of the Academy, which involves staff members from different subdivisions of the Academy, and students, in addition to staff employees. The working group operates on a voluntary basis

The Academy allocates appropriate human, material and financial resources for arranging and conducting various surveys among the internal and external stakeholders, for processing and finalizing the results.

In order to implement the Academy's internal quality assurance processes effectively the staff of the QA centre is sent to participate in various retrainings organized by NQAM. Two employees of the Academy participated in the retrainings organized by NQAM. The employees of the Academy take part in retraining courses managed by ANQA.

STANDARD c: ***The internal and external stakeholders are involved in quality assurance processes.***

Bases:	➢ *The conception of the quality assurance of the Academy.* ➢ *The regulations of the quality assurance center of the Academy.* ➢ *The policy of the quality assurance.*

Please describe how the internal and external stakeholders are involved in the IQA process and provide the effectiveness analysis. Support the approach (attach or refer to the relevant documents).

The mentioned QA processes involve both internal (teaching, faculty and administrative staff, students) and external stakeholders (representitives of MES of RA, Ministry of Education of RA, the Academiy's graduates, etc).

The Academy's Scientific Council, the Faculty Council, the Quality management committee attached to the SC, the final certification committees, as well as the working group, which implements the self-assessment procedures of the Academy's institutional abilities, involve the internal and external

stakeholders. The students participate actively in the processes of various surveys carried out by the Academy both in the procedures of processing the questionnaires, and in the polling process.

In order to support the work of the QA centre a students' group is created.

Regular meetings are held with the main stakeholders.

The results of the internal and external stakeholders' surveys are mostly used in the procedures like the Academy's existing professions, establishment of new professesions, monitoring of the educational programs, the assessment of the quality and effectiveness of the teaching of the teaching staff, the election of the lectureres, hiring and firing, promoting the faculty-staff, students and employees satisfaction from the Academy. Thus, it follows that the Academy's internal and external stakeholders are involved in all the processes of the Academy.

STANDARD d: The internal quality assurance system is periodically reviewed.

Bases:	➢ *Policy and procedures for review of internal quality assurance system.* ➢ *The quality assurance manual of the Academy.*

Please analyze the effectiveness of the mechanisms ensuring periodical review of the internal quality assurance system. Support the approach (attach or refer to the relevant documents).

The academy emphasizes the importance of periodically reviewing the internal quality assurance system, but as the system of the Quality Assurance is still in the phase of construction it is not subjected to the significant revisions. According to its plan-schedule the Quality Assurance Centre proposes to process the appropriate mechanisms and procedures of reviewing it.

Please, submit the list of the organizations (mention the country) (benchmarking of the advanced experience).

Here are the organizations according to whose example the PEI implemented the benchmarking of the procedures and policy of the quality assurance processes*:*

- The higher Educational Institution of Fire Service in Warsaw.
- RA State Academy of Management.
- National Polytechnic University of Armenia.
- Yerevan State University.
- Armenian state university of economics.
- Yerevan state university, Ijevan branch.

In parallel with the development of internal quality assurance system the Academy works to expand opportunities for benchmarking.

STANDARD e: ***The internal quality assurance system provides valid and sufficient background for the external assessment of the quality assurance processes.***

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *«The inner system of the quality assurance (the engagement of forming higher educational quality assurance and the main principles of activities.* ➢ *Annual self-analysis and reports according to institutional accreditation criteria and standards.*

Please support the validity of the documents and the effectiveness of the approach (attach or refer to the relevant documents).

For implementing the self-analysis of institutional abilities in the Academy we have used the established documents of SC of the Academy, mechanisms of inner quality assessment assurance of received analysis. We have displayed analytical approach.

In order to carry out the self-assessment process properly methodical instructions «Internal system of quality assurance (The frame of the formation of the Higher Education Quality Assurance System and the main principles of activities)» is processed and published.

The methodical instructions are proposed for the heads of the Academy's subdivisions, employees, teaching staff and for the students. It represents the purposes and objectives of the HEI's self-analysis,the principles and the procedures of organizing the self-analysing process, the useful tools and the main stages of implementing the self-analysis, as well as, approaches to the preparation of the self-analysis report. The working groups made the necessary documents and data collection corresponding to self-analysis format requirements. Based on them, research, analysis and assessment of all the spheres of the Academy's activities are carried out by means of appropriate tools and mechanisms. In the objective 2.5 of the II purpose of the Academy's SP (2014-2019) it is fixed: to prepare the Academy for the procedures of external quality assessment and accreditation of the educational programs in accordance with the requirements of the state unified standards of the external quality evaluation of higher education of the Academy ***(Appendix N 1.1).***

With the aim of revealing the problems of the quality of professional education and assessing the satisfaction level from the provided services, inquiries about the components of Professional Education Quality Assurance in the Academy were conducted, revealing the students' aand staff's attitude towards the separate components. As the most important components of the quality of education system are considered the professional educational programs, courses, the quality of teaching and learning, the quality of the learning invironment, the students' assessment process etc.

By the decision of the government of RA (30.06.2011 No959) are established the standards and criteria for accreditation of professional education which are guidelines for the Academy in the accreditation and quality internal assurance processes.

STANDARD f.*The internal quality assurance system provides the transparency of the the PEI's activities providing valid and up to date information on the quality for the internal and external stakeholders,of the latter.*

Bases:	➢ *The Academy's development strategic program (2014-2019).* ➢ *The key indicator of the assessment of the Academy's (AKI, 2012-2016).* ➢ *Mechanisms and other relevant documents ensuring the stakeholder awareness on the quality assurance processes.* ➢ *Awareness rate of stakeholders.*

Please analyze the effectiveness of the mechanisms ensuring the transparency of the processes (attach or refer to the relevant documents).

In its Development Strategic Program (2014-2019) the Academy has taken into account the requirements of the standards/ criteria for institutional accreditation established by «National Center For Professional Education and Quality Assurance» (ANQA) based on the state unified policy on the quality of education. The above mentioned is presented in the Strategic Plan and according to the objective 2.1 «Introduce an internal system of quality assessment and assurance corresponding to ESG requirements of the internal evaluation of the quality of higher education», the Academy defines «To

insure the transparency and publicity of the standards of the internal assessment of the quality, the process of self-assessment and the appropriate report, for the Academy's internal and externalstakeholders, to insure the students'involvement and feedback in the quality assessment procedures» ***(Appendix N 1.1).***

As it is already mentioned, for realizing the Academy's this strategic objective has been formed a working group implementing the self-assessmentof process of the Academy's institutional abilities. Its work will be cocluded by preparing appropriate analytical reports.

To the external processes of the Quality Assurance can significantly promote the existing: «Bottom-up» accountability system, which includes the annual report of the rector about the activities of the Academy.

With the aim of insuring the transparency of the activities of the Academy for the external and internal stakeholders, the existences of a system, which provides their awareness is important. For this purpose in the Academy a variety of inside informational mechanisms are exerted. They are:

1. Annual report on the results of the activities of the Academy at the MES of RA, where the main results of the last academic year, the main result of educational, research and the administrative structures of the Academy are concluded.
2. The Academy's rector's annual report to the Academy's council where, where the main results of the last academic year are concluded according to the SP's performance.
3. The annual report of the structural subdivisions on their activities to the Academy's administration.
4. The set of the key indicators of the assessment of the Academy's activities, which is published systematically and is targeted at representing the results of the Academy's activities, with the help of the quantitive indicators.
5. The annual reports of the results of various surveys among the internal and external stakeholders, which are represented to the discussion of the Academy's Scientific Council.
6. The progress and mobility of the students, as well as the network information system «Supervision» of the Academy, providing information about the other educational processes, which makes available the large base of information connected with educational processes.
   The students' progress summeries are also posted on the website.
7. Credit system study guide and training manual which has been published every year since 2014, and make it available to students and other internal and external stakeholders, printed, electronic and online versions. It provides complete information in the Academy about the organization of learning, regarding educational programs and individual courses.
8. The information posted on the website of the Academy which relates to internal processes and regulation framework, gives opportunity to students, future applicants, and other external stakeholders to get acquainted with the Academy and information provided with educational and scientific services. The website also provides feedback (question and answer) opportunity.
9. Regarding the student complex quantitative and qualitative data and indicators of students' progress on a regular recruit, analysis and publication.
10. For the purpose of assessing the education research activities of faculties, the results of inner

audit activities carried out regulary, are discussed in the Academy's Scientific Council, then appropriate instructions for implementing improving operations are given.

At the same time it is necessary to be noted, that the Academy doesn't have a centralized informational system of a common data base yet. It is a strategic objective for the Academy, which is reflected in the Academy's Strategic Plan (SP. **Objective 7.1)** ***(Appendix N 1.1).***

Please, provide a SWOT analysis of the last 3 years for criterion 10.

Strengths	***Weaknesses***
1. *The Academy has a clearly defined strategy of quality assurance, the quality assurance concept and policy, a certain purpose with thoroughly processed objectives and measures for implementing them, which are consistently implemented.* 2. *The internal quality assurance processes involve both the internal (teaching and faculty –staff, the administrative staff, students), and the external stakeholders (representatives of the MES of RA, the Academy's graduates).* 3. *The existence of the quality assurance centre.* 4. *The availability of the manual of the quality asurance* 5. *The «bottom up» accountability in the Academy is a system of measures for providing the involvement of the internal and external stakeholders in the processes of the Academy's assessment, which gives an opportunity reveal the Academy's strengths and weakn sses, implementing measureas aimed at improving the situation.*	1. *Benchmarking imperfection of the procedures and policy of quality assurance processes.* 2. *Incomplete availability of time, human and material resources provided for managing the quality assurance processes.* 3. *Imperfectetion of the tools for the assessment and analysis of quality assurance.* 4. *Lack of experience of monitoring and assessing the reparate components of quality assurance.*
Opportunities	**Threats**
1. *The availability of the set of the key indicators of the assessment of the Academy's will contribute to more targeted and effective functioning of the Academy.* 2. *Close cooperation between the Academy and the National Center of Quality Assurance* 3. *With the aim of implementing the quality assurance procedures more effectively in the Academy regular implementation of retrainings of the administrative and teaching staff is planned.* 4. *Cooperation with the quality assurance centres of the leading Universities.* 5. *Opportunity for reviewing the internal quality assurance system.* 6. *Expanding the opportunities for benchmarking in parallel with the development of the internal quality assurance system in the Academy.*	1. *The culture of quality internal assurance has not been completely developed yet in the Academy, which is due to the low level of the students' participation in the quality assurance procedures and the system of quality assurance is in its development stage.* 2. *The lack of the professional experience of the staff of the quality assurance centre.* 3. *Lack of the specialist with narrow specialization in the republic.* 4. *Lack of institutions doing scientific and research work in the field of protecting the populationin, in the protection of population and in emergency situations in the republic.*

Based on the series of actions of the Academy's 2014-2019 SP, with the aim of raising the quality of the assessment and the reliability of the results of learning and the effectivenes of teaching, systematically improving the students' current and final certification mechanisms and processes, the Academy has started the process of the establishment of a complete system of quality assurance,because both the state and education management bodies and the society pay great attention to the quality assurance of the professional education.

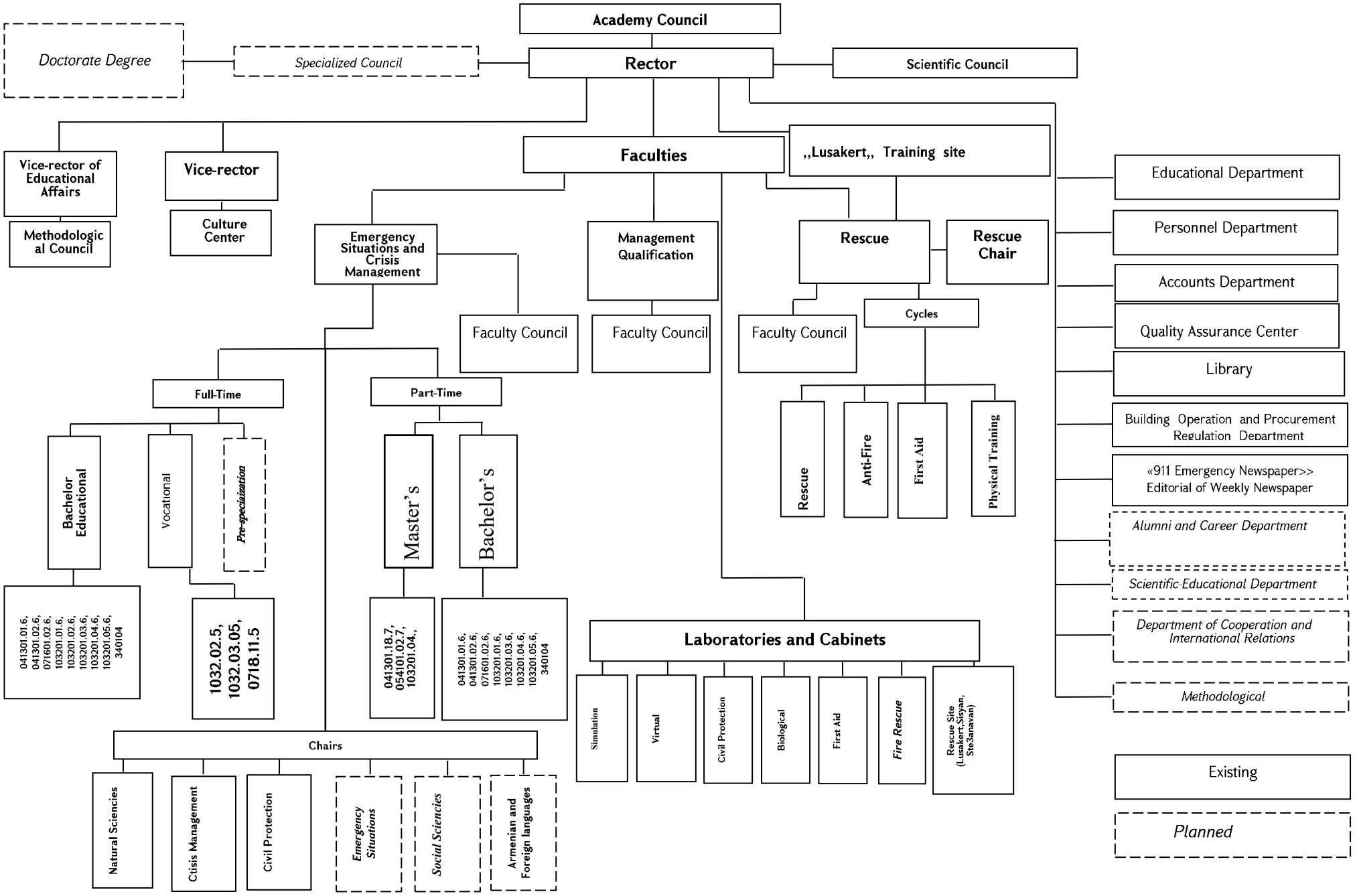
Taking into account the above mentioned the Academy intends ways of improvement.

Based on the results of the Academy's self-analysis, review the procedures of the internal and external assurance of the quality and develop a policy of reviewing the internal quality assurance system.

- *Provide an implementation of benchmarking with the similar foreign universities,*
- *Develop mechanisms of stable feedback with the external stakeholders.*
- *Review and improve the mechanisms and procedures of quality assurance.*

LIST OF THE APPENDIXES
PRESENTED BY CRISIS MANAGEMENT STATE ACADEMY
OF THE MINISTRY OF EMERGENCY SITUATIONS

N/N	*APPENDIX*	*OF ANNEXES IN ENGLISH*
1.	***Appendix N 1.1.***	2014-2019 Programme Of Strategic Development Of Academy
2.	***Appendix N 1.2.***	The List Of Academy Specialties with Education Forms and Corresponding Qualifications
3.	***Appendix N 2.1.***	The Academy Structure
4.	***Appendix N 3.1.***	The Manual Of Academy Quality Assurance
5.	***Appendix N 3.2.***	Regulations Of Students' Knowledge Marks In Bachelor Educational Program Of Academy
6.	***Appendix N 3.3.***	Academy Regulation-Procedure On Students Knowledge 20-Point System Control And Assessment
7.	***Appendix N 5.1.***	Code Of Rules Of Academy
8.	***Appendix N 9.1.***	Information About Academy

THE CRISIS MANAGEMENT STATE ACADEMY STRUCTURE

APPENDIX 2.1