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STATE ACADEMY OF FINE ARTS - SAFAA

SYNTHESIS OF ISSUES AND PROPOSITIONS ON

IMPROVEMENT OF LEGAL FRAMEWORK OF THE CYCLE 3 PROGRAMME IN ARMENIA

Issues and propositions on the regulatory framework:

Salzburg principle	Regulatory field	Issue	Proposition for improvement
1. The core component of doctoral training is the advancement of knowledge through original research. At the same time it is recognized that doctoral training must increasingly meet the needs of an employment market that is wider than academia.		<ul style="list-style-type: none"> • Employment market (for design, fine arts and applied arts) is not fixed at national level; the links are weak between the labor market, research institutions and SAFAA for the above mentioned fields. • No depth analyses of the market for the fields of design, fine arts and applied arts. 	<ul style="list-style-type: none"> ○ To define the peculiarities in research in the fields of design, fine arts and applied arts at national level. ○ To define the market field and market needs for conducting research in design, fine arts and applied arts.
2. Embedding in institutional strategies and policies:		<ul style="list-style-type: none"> • Regulatory framework and documents are presented by 	<ul style="list-style-type: none"> ○ The proposal by the institutions with relevant

<p>universities as institutions need to assume responsibility for ensuring that the doctoral programmes and research training they offer are designed to meet new challenges and include appropriate professional career development opportunities.</p>		<p>the MoES that do not define the peculiarities of fine arts, design and applied art.</p>	<p>changes was drafted (within VERITAS project) and send to the Ministry for feedback and approval. In the case of approval the decision and relevant changes in the regulatory documents should be made and applied at national level.</p>
<p>3. The importance of diversity: the rich diversity of doctoral programmes in Europe – including joint doctorates – is a strength which has to be underpinned by quality and sound practice.</p>		<ul style="list-style-type: none"> • The research is more focused on the traditional art and culture of diversity concerning the modern art is not regulated. • To have separate field commissions ensuring the smooth defense process for the fields of design, fine arts and applied art. 	<ul style="list-style-type: none"> ○ To have separate field commissions ensuring the smooth defense process in different fields of art.
<p>4. Doctoral candidates as early stage researchers: should be recognised as professionals – with commensurate rights – who make a key contribution to</p>		<ul style="list-style-type: none"> • Weak links between teaching and research at the institution. • Lack of research group projects that do not always ensure the flow of new knowledge. 	<ul style="list-style-type: none"> ○ To embed research component in teaching ○ To increase the funding for research (by finding new grant projects)

the creation of new knowledge.			<ul style="list-style-type: none"> ○ To support the establishment of research groups
<p>5. The crucial role of supervision and assessment: in respect of individual doctoral candidates, arrangements for supervision and assessment should be based on a transparent contractual framework of shared responsibilities between doctoral candidates, supervisors and the institution (and where appropriate including other partners).</p>		<ul style="list-style-type: none"> • Clear contractual framework (including the responsibilities and roles of all parties involved) is to be finalized. 	<ul style="list-style-type: none"> • To redefine the legal framework for supervision and assessment.
<p>6. Achieving critical mass: Doctoral programmes should seek to achieve critical mass and should draw on different types of innovative practice being introduced in universities across Europe, bearing in mind that different solutions may be appropriate to different contexts and in particular across larger and smaller</p>		<ul style="list-style-type: none"> • Lack of cooperation links • Lack of joint projects on research <p><i>(This entails that research and the results of research remain at institutional level and the level of dissemination of research is restricted).</i></p>	<ul style="list-style-type: none"> ○ To initiate new internal and international grant projects to enable new cooperation at national and international levels.

<p>European countries. These range from graduate schools in major universities to international, national and regional collaboration between universities.</p>			
<p>7. Duration: doctoral programmes should operate within appropriate time duration (three to four years full-time as a rule).</p>	<p>Is regulated at SAFAA</p>		
<p>8. The promotion of innovative structures: to meet the challenge of interdisciplinary training and the development of transferable skills.</p>		<ul style="list-style-type: none"> • Transferable and soft skills are not fully formulated. 	<ul style="list-style-type: none"> ○ To review and embed the respective transferable skills in the academic programmes.
<p>9. Increasing mobility: Doctoral programmes should seek to offer geographical as well as interdisciplinary and intersectoral mobility and international collaboration within an integrated framework of cooperation between</p>		<ul style="list-style-type: none"> ○ Mobility opportunities are limited at the institution because of financial issues, relevance of research topics. 	<ul style="list-style-type: none"> ○ To initiate and find new opportunities for cooperation and grant projects enabling mobility.

universities and other partners.			
10. Ensuring appropriate funding: the development of quality doctoral programmes and the successful completion by doctoral candidates requires appropriate and sustainable funding.		<ul style="list-style-type: none"> ○ No budget is defined at the institution for research. 	<ul style="list-style-type: none"> ○ SAFAA planned the respective activities including budget allocations for research in its new Strategic Plan 2017-2021.