



Ministry of Education and Science of the Republic of Armenia

Purpose

The aim of the fact-finding on the 4 Partner countries (PC) systems is to better understand the peculiarities each context brings in specific trends.

Methodology

An in-depth investigation is needed and will be carried out through an initial country draft report to be prepared by the representative of partner organisation (Armenia, Kazakhstan, Mongolia, and Ukraine). The reports will follow the basic table of contents thereunder.

The reports make reference to the national framework, laws, guidelines, as well as statistics, strategies and funding mechanisms related to Cycle 3 and Quality assurance (QA) of Cycle3, challenges, trends and peculiarities of each context. The reports also include an analysis of the impact and use of international best practices (European ECTS, Salzburg Principles...) at the national level. The authors of the reports will involve national authorities and other relevant stakeholders in the preparation of the country reports.

The sources of information that authors are expected to use include policy statements, studies/research papers, legislation and any other national available data.

The qualitative data gathered from the interviews is also to be used in the analyses and integrated into the reports.

Sources of information should always be cited. It should also be mentioned when the information does concern only your institution or more generally your country.

The reports will be between 15 and 20 pages long.

Guide of contents

Introduction (1 p)

Description of the methodology used to produce the report.

This part of the fact-finding report is produced by the team of the Ministry of Education and Science of the Republic of Armenia (RA). The quantitative data collected for the purpose of this report was taken mainly from the publications produced by the National Statistical Service of the Republic of Armenia, the Ministry of Education and Science of the Republic of Armenia (MoES RA) and agencies functioning under the MoES RA structure. The main source for qualitative data was the national legislation on higher and postgraduate education.



Executive summary (1 p)

1 Chapter 1: Overall landscape – National Higher Education (HE), research and QA context (with focus on Doctorate level) (6-8p)

1.1 Brief presentation of the HE and research system

1.1.1 Country size:

Territory, km ² (2016)	29 743 ¹
De jure population, 1000 (2016)	2 998.6 ²
Domestic product (gross, market prices) (2015)	5 032.1 (bln. Drams) or 10 529.1 (mln. US dollars)
Gross domestic product per capita (2015), Indicator is calculated based on average annual number of de jure population RA	1 674.8 (thous. Drams) or 3 504.3 US dollars ³

Number of HE students:

Number of students enrolled in the HEIs, Cycle 1, 2015/2016	84 591 ⁴
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¹ National Statistical Service of the Republic of Armenia, General Description, Territory and Population of Republic of Armenia by the Administrative-Territorial Division, as of January 1, 2016, p.10, available at <http://www.armstat.am/file/doc/99499378.pdf>

² National Statistical Service of the Republic of Armenia, General Description, Territory and Population of Republic of Armenia by the Administrative-Territorial Division, as of January 1, 2016, p.10, available at <http://www.armstat.am/file/doc/99499378.pdf>

³ National Statistical Service of the Republic of Armenia, System of National Accounts, Economic Indicators, p. 223, available at <http://www.armstat.am/file/doc/99499428.pdf>

⁴ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Enrolment in the Higher Educational Institutions by Specialty Groups (the first stage), p.132, available at <http://www.armstat.am/file/doc/99499398.pdf>



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Number of students admitted to the HEIs, Cycle 1, 2015/2016	18 061 ⁵
Number of students graduated from the HEIs, Cycle 1, 2015/2016	12 666 ⁶
Number of foreign students enrolled in the HEIs, Cycle 1, 2015	3 798 ⁷
Number of students enrolled in the HEIs, Cycle 2, 2015/2016	11 911 ⁸
Number of students admitted to the HEIs, Cycle 2, 2015/2016	5 807 ⁹
Number of students graduated from the HEIs, Cycle 2, 2015/2016	6 484 ¹⁰
Number of foreign students enrolled in the HEIs, Cycle 2, 2015	314 ¹¹

⁵ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Enrolment in the Higher Educational Institutions by Specialty Groups (the first stage), p.131, available at <http://www.armstat.am/file/doc/99499398.pdf>

⁶ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Enrolment in the Higher Educational Institutions by Specialty Groups (the first stage), p.134, available at <http://www.armstat.am/file/doc/99499398.pdf>

⁷ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Number of Foreign Students in Higher Educational Institutions of RA (the first stage), p.136, available at <http://www.armstat.am/file/doc/99499398.pdf>

⁸ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Organizations Provided Second Stage Educational Program of Higher Education, p.138, available at <http://www.armstat.am/file/doc/99499398.pdf>

⁹ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Organizations Provided Second Stage Educational Program of Higher Education, p.138, available at <http://www.armstat.am/file/doc/99499398.pdf>

¹⁰ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Organizations Provided Second Stage Educational Program of Higher Education, p.138, available at <http://www.armstat.am/file/doc/99499398.pdf>

¹¹ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Organizations Provided Second Stage Educational Program of Higher Education, p.138, available at <http://www.armstat.am/file/doc/99499398.pdf>



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Enrolment, Admission and Graduation of Postgraduates¹²			
2012	2013	2014	2015
Total number of postgraduates (end of year)			
1 104	1 241	1 223	1 178
of which: those studied at the scientific institutions			
190	212	234	217
of which studying full-time			
125	105	114	114
At the higher educational institutions			
914	1029	989	961
of which studying full-time			
388	357	329	328
Admission of postgraduates, total			
373	395	321	353
to the scientific institutions			
55	82	69	70
of which studying full-time			
34	41	42	47
to the higher educational institutions			
318	313	252	283
of which studying full-time			
140	118	111	113
Total number of postgraduates completed their education			
368	239	314	324
At the scientific institutions			
56	50	48	44
of which studying full-time			
38	38	31	29
At the higher educational institutions			
312	189	266	280
of which studying full-time			
173	105	125	110

¹² National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Science, Enrolment, Admission and Graduation of Postgraduates*, p.149, available at <http://www.armstat.am/file/doc/99499403.pdf>



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From total number of postgraduates with advanced education completed those having academic degree			
203	139	138	128
At the scientific institutions			
32	40	29	28
of which: with available education			
24	34	26	25
At the higher educational institutions			
171	99	109	100
of which: with available education			
80	72	78	70

Number of postgraduate students admitted to doctoral programmes (Aspirantura, Cycle 3) in 2016 with full state funding and without state funding (persons)¹³

	Admitted		Including			
	Total	Out of which female	Full state funding		No state funding	
			Total	Out of which female	Total	Out of which female
At the scientific organisations	80	26	77	25	3	1
Out of which studying full-time	42	3	41	3	1	-
At the higher education institutions	316	164	302	151	14	13
Out of which studying full-time	124	19	118	13	6	6
Doctoral students (aspirants), total	396	190	379	176	17	14
Out of which studying full-time	166	22	159	16	7	6

Number of postgraduate students enrolled in doctoral programmes (Aspirantura, Cycle 3) in 2016 with full state funding and without state funding (persons)¹⁴

¹³ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, January-March 2017 (in Armenian), 5. Sociodemographic Sector 5.20, Post-graduate education in 2016, p. 235, available at http://www.armstat.am/file/article/sv_03_17r_5200.pdf

¹⁴ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, January-March 2017 (in Armenian), 5. Sociodemographic Sector 5.20, Post-graduate education in 2016, p. 235, available at http://www.armstat.am/file/article/sv_03_17r_5200.pdf



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	Enrolled		Including			
	Total	Out of which female	Full state funding		No state funding	
			Total	Out of which female	Total	Out of which female
At the scientific organisations	246	71	237	68	9	3
Out of which studying full-time	126	8	123	6	3	2
At the higher education institutions	956	542	912	512	44	30
Out of which studying full-time	330	42	323	36	7	6
Doctoral students (aspirants), total	1 202	613	1 149	580	53	33
Out of which studying full-time	456	50	446	42	10	8

Number of postgraduate students graduated from doctoral programmes (Aspirantura, Cycle 3) in 2016 with full state funding and without state funding (persons)¹⁵

	Graduated		Including			
	Total	Out of which female	Full state funding		No state funding	
			Total	Out of which female	Total	Out of which female
At the scientific organisations	71	19	71	19	-	-
Out of which studying full-time	40	1	40	1	-	-
At the higher education institutions	263	128	254	121	9	7
Out of which studying full-time	116	16	115	16	1	-
Doctoral students (aspirants), total	334	147	325	140	9	7
Out of which studying full-time	156	17	155	17	1	-

¹⁵ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, January-March 2017 (in Armenian), 5. Sociodemographic Sector 5.20, Post-graduate education in 2016, p. 236, available at http://www.armstat.am/file/article/sv_03_17r_5200.pdf



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Enrolment, Admission and Graduation of Postgraduates by Science Fields (persons)¹⁶			
2012	2013	2014	2015
Number of postgraduates, total			
1 104	1 241	1 223	1 178
of which by science fields:			
physics and mathematics			
160	138	152	134
chemistry			
8	18	16	13
biology			
54	57	57	43
geology			
21	16	18	24
technical			
190	200	165	178
agriculture			
10	20	23	13
history			
39	65	68	70
economics			
218	271	269	256
philosophy			
34	26	24	20
philology			
69	101	96	86
geography			
1	-	-	-
law			
89	112	107	103
pedagogics			
15	19	22	39
medicine			
34	40	37	26
pharmacy			
2	3	1	2

¹⁶ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Science, Enrolment, Admission and Graduation of Postgraduates by Science Fields*, pp. 150-151, available at <http://www.armstat.am/file/doc/99499403.pdf>



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veterinary			
4	4	4	1
art			
25	24	24	23
architecture			
38	17	17	24
psychology			
21	37	43	42
sociology			
11	12	14	13
political science			
61	61	66	68
Number of doctoral students (Cycle 3) graduating per year, total			
368	239	314	324
of which by science fields:			
physics and mathematics			
53	34	42	39
chemistry			
1	1	6	4
biology			
16	15	11	11
geology			
5	3	6	3
technical			
67	41	55	55
agriculture			
2	4	5	5
history			
14	5	11	11
economics			
97	60	73	83
philosophy			
4	3	5	11
philology			
30	16	18	15
geography			
2	-	-	-
law			
25	23	25	29



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pedagogics			
4	6	6	7
medicine			
8	5	11	9
pharmacy			
-	-	2	-
veterinary			
-	-	-	3
art			
7	5	6	6
architecture			
11	3	3	6
psychology			
2	4	6	6
sociology			
1	-	5	4
political science			
19	11	18	17

Number of HEIs:

Number of higher educational institutions (Cycle 1) as of 2015/2016 ¹⁷	60
Number of higher educational institutions (Cycle 2) as of 2015/2016 ¹⁸	45
Number of institutions providing postgraduate education (Cycle 3) as of 2016 ¹⁹	58
of which	
Higher Education Institutions	20
Institutes under the RA National Academy of Sciences	31
Other Scientific Organisation	7

Number of Teaching Staff of Higher Educational Institutions in 2015/2016 (at the beginning of academic year, persons) ²⁰	
Number of teaching staff (regular), total	7 947
of which with academic degree of Doctor of Science	683
of which with academic degree of Doctor (candidate of Science), Cycle 3	3 352

¹⁷ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Higher Educational Institutions by Types of Training (the first stage), p. 124, available at <http://www.armstat.am/file/doc/99499398.pdf>

¹⁸ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Organizations Provided Second Stage Educational Program of Higher Education, p. 138, available at <http://www.armstat.am/file/doc/99499398.pdf>

¹⁹ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, January-March 2017 (in Armenian), 5. Sociodemographic Sector 5.20, Post-graduate education in 2016, p. 235, available at http://www.armstat.am/file/article/sv_03_17r_5200.pdf

²⁰ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Education and Culture*, Education, Number of Teaching Staff of Higher Educational Institutions, p. 125, available at <http://www.armstat.am/file/doc/99499398.pdf>



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of which with academic status of a professor	787
of which with academic status of a senior lecturer (Docent)	2 507
Out of total-number of teachers working sparetime	1 907

Type of HEIs (public/private, general or very specific),

There are following types of HEIs in Armenia:

- State HEIs
- Non-state (private) HEIs
- HEIs established by intergovernmental agreements
- HEIs with states' involvement

State HEIs operate under the responsibility of a number of RA ministries, but majority of HEIs are under the supervision of the RA Ministry of Education and Science²¹. There are:

- 27 state higher education institutions²²
- 31 licensed non-state (private) higher education institutions with programmatic (professional) accreditation²³
- 5 HEIs established by intergovernmental agreements and HEIs with states' involvement
- 5 branches of the foreign state HEIs
- 2 branches of the foreign non-state (private) HEIs.²⁴

Article 12 of the RA law on Higher and Postgraduate Professional Education provides the following types of HEIs within higher and postgraduate professional education system of

²¹ Higher Education in Armenia, Official Source on RA Higher Education, <http://studyinarmenia.org/hea>

²² RA Ministry of Education and Science, ՀՀ պետական բարձրագույն ուսումնական հաստատությունների ցանկ, available at <http://edu.am/index.php/am/documents/view/552>

²³ RA Ministry of Education and Science, ՀՀ-ում գործող լիցենզավորված և ըստ մասնագիտությունների հավատարմագրված ոչ պետական բարձրագույն մասնագիտական ուսումնական հաստատությունների ցանկ 2017թ. փետրվարի 14-ի դրությամբ, available at <http://edu.am/index.php/am/documents/view/551>

²⁴ RA Ministry of Education and Science, ՀՀ-ում գործող արտերկրի պետական և ոչ պետական բարձրագույն ուսումնական հաստատությունների մասնաճյուղերի ցանկ 2017թ. ապրիլի 14-ի դրությամբ, available at <http://edu.am/index.php/am/documents/view/550>



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Armenia²⁵:

- University
- Institute
- Academy
- Conservatory
- Military and police higher education institutions, and some others.

The four types of HEIs are defined in the RA law on Education as²⁶:

- “university” - a higher education institution, the activities whereof are aimed at organising higher, post-graduate and supplementary education, fundamental scientific research and studies in different directions of natural sciences, sociology, science and technology, and culture;
- “institute” - a higher education institution implementing professional and postgraduate education programmes and scientific studies in a number of directions of science, economy and culture;
- “academy (educational)” - a higher education institution the activities whereof are aimed at developing education, science, technology and culture in a particular field; which carries out the preparation and re-qualification of highly qualified specialists in a certain branch (sector) and implements postgraduate education programmes;
- “conservatory” - a higher education institution, the activities whereof are aimed at preparation, raising the qualification of specialists and implementation of post-graduate education programmes in the field of music;...”

Missions of the HEIs:

The RA law on Higher and Postgraduate Professional Education defines HEI as “...(2) higher education institution shall mean an educational institution implementing

²⁵ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>

²⁶ The Law of the Republic of Armenia on Education (14 April, 1999, N HO - 297), Official Translation, Ministry of Justice of the Republic of Armenia, 29 May 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-education/>



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educational programmes for Bachelor’s degree, Master’s degree and degree of a certified specialist;...”²⁷

Article 11 of the same law lists the tasks of HEIs in Armenia²⁸:

“The main tasks of the higher education institution shall be as follows:

- (1) meeting the needs of mental, spiritual and moral development of a person through higher and (or) postgraduate professional education;
- (2) developing science, education, economy and art through scientific research and creative activities of scientific and pedagogical workers and learners, applying the acquired results in economy, research and educational process;
- (3) preparing and training the scientific and pedagogical workers with higher education;
- (4) assuring the quality of education and introducing relevant system of improvement;
- (5) ensuring the uninterrupted nature, transparency and publicity of educational process;
- (6) upbringing learners in the spirit of national, moral and universal values;
- (7) disseminating knowledge among the population and enhancing its educational and cultural level;
- (8) enrooting civic views, skills and responsibility for work among learners, within the framework of governance of democratic and civil society.”

- The role of HEI in research and delivery of doctoral programs, award of qualifications, the role of other bodies in charge for the award of doctoral qualifications²⁹:

According to the RA law on Higher and Postgraduate Professional Education “...2. The higher education institution shall have be competent to: ... (10) provide postgraduate education as prescribed by the legislation of the Republic of Armenia...”³⁰

²⁷ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Article 3, Main Concepts Used in this Law, Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>

²⁸ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>

²⁹ Also see quantitative data above and below

³⁰ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Article 6, Autonomy, Competence and Academic Freedoms of Higher Education Institutions, Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>



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The same document states that “...5. Educational programmes of higher and postgraduate professional education shall be elaborated and approved by the higher education institution as well as the organization providing postgraduate professional education on the basis of state educational standards.

6. The curricula and courses offered as of professions and specialisations by the higher education institution and the organisation providing postgraduate professional education shall guarantee the learning process of learners at different stages of education (enrolment in the educational programme and withdrawal from the programme), ensuring the accumulation and transfer of educational credits, and granting of qualification degrees....”³¹

Postgraduate academic degrees (Cycle 3) are awarded by specialised councils on the basis of formal doctoral thesis defence. The Supreme Certifying Commission (SCC) of the RA Ministry of Education and Science confers diplomas to the awardees. The specialised councils are established by the SCC at the scientific and higher education institutions, scientific manufacturing companies, and scientific technological organisations famous for their accomplishments in science³².

Description of the general architecture of training programs provision (Bachelor, Master, Doctorate, ECTS?....) and of Degrees awarded:

In the context of this section the RA law on Higher and Postgraduate Professional Education provides the following definitions of terms and provisions³³:

- “...higher professional education shall mean professional education provided on the basis of at least secondary education through programmes for Bachelor’s degree, degree

³¹ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Article 8, State Educational Standards and Educational Programmes of Higher and Postgraduate Professional Education, Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>

³² Government Decision of 8 August 1997 N 327 on “Procedures for Awarding Scientific Degrees in the Republic of Armenia”, Unofficial Translation, available at <http://boh.am/jurist.php?langid=3>

³³ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Article 3, Main Concepts Used in this Law, Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>



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of a certified specialist and Master's degree;”

- “postgraduate professional education shall mean professional education provided on the basis of higher professional education (Master's degree and degree of a certified specialist) by programmes for researchers of doctoral studies, as well as programmes for researchers and external researchers;”

- “supplementary education shall mean education, provided on the basis of professional education beyond the framework of basic education programmes, aimed at improving professional qualities, ensuring professional re-qualification, continually complementing the professional qualification of a person;”

- “student (trainee, attendee) shall mean a person admitted to relevant higher education institution, in a prescribed manner, and studying under certain educational programme of higher professional education;”

- “lecturer shall mean a scientific and pedagogical worker of higher professional education system, who teaches the students and learners theoretical, practical and professional knowledge and promotes the mastering thereof”

- “researcher of doctoral studies shall mean a person with higher professional education (Master's degree, degree of a certified specialist), pursuing his or her study further within the framework of doctoral studies under postgraduate education programme and preparing a thesis to seek the scientific degree of Doctor of Philosophy³⁴, and who may be conferred a qualification degree of a researcher as a result of attestation under postgraduate professional education programme;”

- “researcher of post-doctoral studies shall mean a person holding the scientific degree of Doctor of Philosophy and registered, in a prescribed manner, as a person preparing a thesis to seek the scientific degree of Post-Doctor of Philosophy³⁵,”

- “external researcher shall mean a person with higher professional education (holding qualification of Master's degree or that of a certified specialist) preparing a thesis to seek the scientific degree of Doctor of Philosophy without attending doctoral studies, or a person holding the scientific degree of Doctor of Philosophy and preparing a thesis to seek the scientific degree of Post-Doctor of Philosophy and who is attached, in

³⁴ Candidate of Sciences

³⁵ Doctor of Sciences



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a prescribed manner, to the organisation providing postgraduate professional education;”

- “academic credit (standard) shall mean a conventional unit of measurement for academic workload, expressed in the amount of hours”
- “credit (standards) system shall mean a system for organising the academic process, for measuring, registering and transferring the outcomes of studies through academic credits, which shall involve the teaching, practical and individual classes, consultations, preparation of course papers and other papers, preparation of exams, assessment, etc.”
- “European credit transfer and accumulation system (ECTS) shall mean a pan-European credit system which ensures the compatibility and transferability of academic credits, facilitates mobility of students within common European higher education area;”
- “medical internship (internatura) shall mean preparation of specialists implementing general medical practice activities through the programme for medical intern, based on higher professional education (Master’s degree, degree of a certified specialist);”
- “residency medical training (ordinatura) shall mean preparation of highly qualified specialists through the programme for residency medical practitioner, on the basis of higher professional education (Master’s degree, degree of a certified specialist).”

According to the Article 8 of the law “...4. Higher and postgraduate professional education in the Republic of Armenia shall be provided through the following basic and supplementary programmes:

(1) through basic programmes of higher professional education for:

- Bachelor’s degree;
- Master’s degree;
- degree of a certified specialist;

(2) through basic programmes of postgraduate professional education for:

- researcher;
- residency medical practitioner;

(3) supplementary education programmes for:

- training;



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- raising of qualification of specialists.”³⁶

Article 9 explains qualification degrees, time periods and forms of instruction of higher and postgraduate professional education: “1. Basic programmes of higher professional education may be implemented on an uninterrupted basis and (or) with interruptions, as of levels.

2. Two-level qualification system of higher professional education shall be established within the Republic of Armenia.

The persons having passed the final attestation, shall be granted with:

- (1) the Bachelor’s degree — in the first level;
- (2) the Master’s degree — in the second level.

The qualification of a certified specialist shall also be retained in the Republic of Armenia.

3. The qualification degree of a researcher provided under postgraduate professional education shall be established in the Republic of Armenia.

4. The duration of instruction of basic education programmes of higher and postgraduate professional education shall constitute:

- (1) at least 4 years for obtaining a Bachelor’s degree, whereas for police or military professions — at least 3 years;
- (2) at least 5 years for obtaining a qualification degree of a certified specialist, whereas for art and physical education professions — at least 4 years;
- (3) at least 1 year for obtaining Master’s degree;
- (4) at least 3 years for obtaining qualification degree of a researcher.

(5) at least 5 years for medical professions under uninterrupted and integrated educational programmes, the educational degree granted as a result thereof shall be equivalent to Master’s degree;

(6) one year of post-graduate study — medical internship (internatura), for graduates of higher military and medical education institutions or subdivisions of higher military and medical education institutions of the Republic of Armenia and other foreign States.

5. Persons having obtained a graduation document for relevant degree of higher

³⁶ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Article 8, State Educational Standards and Educational Programmes of Higher and Postgraduate Professional Education, Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>



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professional education, shall have the right to pursue their studies further, in a prescribed manner, under the educational programme of the next level.

7. Postgraduate professional education shall be provided through on-site education, offsite education, distance learning and external studies, the procedure for which shall be defined by the Government of the Republic of Armenia.”³⁷

Article 10 gives the following provisions on graduation documents for higher and postgraduate professional education: “1. Persons having completed their studies under higher and postgraduate professional

education programmes and having passed the final attestation, shall be granted with a graduation document of relevant higher education institution or that of the organisation providing postgraduate professional education, with relevant supplement of diploma:

- diploma of Bachelor’s degree,
- diploma of Master’s degree,
- diploma of a specialist with higher education,
- diploma of a researcher;
- diploma of a residency medical practitioner

2. Persons having not completed the basic programme of higher and postgraduate professional education, shall be granted with an academic statement of information of a prescribed sample issued by the higher education institution or organisation providing postgraduate professional education.

3. Persons having completed the educational programme of supplementary professional education and having passed the final attestation exam, shall be granted with a graduation document of a prescribed sample issued by higher education institution or the organisation providing postgraduate professional education (certificate, education certificate).³⁸

³⁷ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Article 9. Qualification Degrees, Time Periods and Forms of Instruction of Higher and Postgraduate Professional Education, Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>

³⁸ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Article 10, Graduation Document for Higher and Postgraduate Professional



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Article 14 provides the general framework for admission to organisations providing higher and postgraduate professional education: “... 1. Admission to state and non-state higher education institutions under the programme

for Bachelor's degree shall be carried out upon the applications submitted by persons with at least secondary education, as prescribed by the Government of the Republic of Armenia.

4. Admission, on a competitive basis, to the second level (Master's degree) in the two level system of the higher education shall be carried out by taking account of the grades of the first level (Bachelor's degree), in accordance with the procedure established by the authorised public administration body for education.

5. The procedure for admission to state and non-state higher education institutions, according to the educational programme for Bachelor's degree, shall be defined by the Government of the Republic of Armenia.

Admission to higher education institutions shall be carried out in accordance with the list of professions defined by the Government of the Republic of Armenia, through application of the principles of accessibility, publicity, justice, credibility, transparency and equality.”³⁹

Articulation between Master and Doctorate level, statistics per level of study and field of study, students /graduates statistics⁴⁰:

Article 14 of the RA law on Higher and Postgraduate Professional Education states:

“...6. Admission to doctoral studies shall be carried out through programmes for Master's degree and degree of certified specialist, on the basis of the results admission examinations of the applicants, held on a competitive basis, the procedure and list of professions whereof shall be defined by the Government of the Republic of Armenia.

Education, Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>

³⁹ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Article 14, Admission to Organisations Providing Higher and Postgraduate Professional Education, Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>

⁴⁰ Also see quantitative data above and below



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The higher education institution shall, along with the application on admission to doctoral studies, conclude a contract with the applicant, the text whereof shall be promulgated together with the announcement on admission and shall be priorly provided to the applicant. The form of the model contract shall be defined by the Government of the Republic of Armenia.

7. The documentation for post-doctoral studies shall be carried out upon availability of a scientific degree of the Doctor of Philosophy and a scientific topic for post-doctoral thesis....”⁴¹

References to the national qualifications frameworks:

The RA law on Education defines the National Framework of Qualifications as “... - the integrity of descriptions of qualification degrees of professional (vocational) education, which includes generalized descriptions of outcomes of instruction in each level of studies, and those of knowledge, skills and abilities required for professional (vocational) activities;...”⁴²

The National Framework of Qualifications places the Cycle 3 of professional higher education to the level 8 and provides the following descriptors⁴³:

Education level	Qualification	Educational Programme	Knowledge	Skills			Competence
				Skills to apply knowledge	Communication skills, ICT skills and skills to work with data	Generic cognitive skills	
8	Candidate of	Postgraduate	Advanced	Advanced	Advanced	Skills	Initiate and

⁴¹ The Law of the Republic of Armenia on Higher and Postgraduate Professional Education (14 December, 2004, N HO-62-N), Article 14, Admission to Organisations Providing Higher and Postgraduate Professional Education, Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>

⁴² The Law of the Republic of Armenia on Education (14 April, 1999, N HO - 297), Main Concepts Used in This Law, Official Translation, Ministry of Justice of the Republic of Armenia, 29 May 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-education/>

⁴³ Government Decision of 31 March 2011 N332-N on “*Establishment of the National Framework of Qualifications of the Republic of Armenia*”, Unofficial Translation



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	<p>Sciences</p> <p>Diploma of the Candidate of Sciences</p>	<p>professional educational programme</p> <p>Duration - minimum 3 years</p> <p>(180 ECTS)</p>	<p>(progressive) knowledge in their disciplinary and multi(inter)disciplinary areas of study, applied in learning , research and professional field.</p> <p>Comprehensive and in-depth knowledge of new theories, approaches, hypotheses and scientific research methods in their disciplinary and multi(inter)disciplinary areas of study.</p>	<p>professional skills including synthesis and evaluation that are required to:</p> <p>apply acquired knowledge and understanding of conceptual principles and methods of the field of study for solving complex theoretical and practical problems.</p> <p>Plan and conduct innovative scientific research.</p>	<p>skills to present and interpret theoretical, practical, and complex problems, and research results to the academic communities and general public.</p> <p>Comprehensive ICT skills for conducting a research and creating new knowledge .</p> <p>Skills to evaluate and apply quantitative and qualitative data collected from interrelated fields of study to propose comprehensive and complex concepts and create new knowledge .</p>	<p>required to:</p> <p>propose complex concepts, present existing information and problems, and propose new and original interpretation based on the evaluation of research results.</p> <p>Skills required to:</p> <p>plan and carry out an original research.</p> <p>Achieve results that will make a contribution to scientific and (or) professional fields and are published</p>	<p>manage comprehensive and innovative activities in scientific, educational and professional leading fields by demonstrating scientific and professional integrity, independence and autonomy.</p> <p>Manage a research or professional team demonstrating sufficient efficacy and commitment.</p> <p>Act for the benefit of the nation and sustainable development of the state by preserving and securing national and universal values.</p>
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1.1.2 National statistics on research and role of the HEIs within the research system (if some), research priorities (at national level or at HEI level)? Role of other actors (if some):

Domestic Costs for Research and Development (According to the statistical reporting data) ⁴⁴				
	2012	2013	2014	2015
Domestic costs, total mln. drams	9 713.2	9 355.7	10 912.0	11 929.9
of which at the expense of budgetary funds	6 750.6	6 711.0	8 285.2	9 308.4

Number of Organizations Engaged in Research and Development ⁴⁵				
	2012	2013	2014	2015
Scientific organizations, total	72	62	66	70

Volume of Scientific and Technical Works (mln. drams) ⁴⁶								
	Total				of which conducted with ones' own powers			
	2012	2013	2014	2015	2012	2013	2014	2015

⁴⁴ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Science*, Domestic Costs for Research and Development (According to the statistical reporting data), p.146, available at <http://www.armstat.am/file/doc/99499403.pdf>

⁴⁵ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Science*, Number of Organizations Engaged in Research and Development, p.146, available at <http://www.armstat.am/file/doc/99499403.pdf>

⁴⁶ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Science*, Volume of Scientific and Technical Works, p.147, available at <http://www.armstat.am/file/doc/99499403.pdf>



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Volume of scientific and technical works	9 731.9	10 236.6	11 520.7	12 634.2	5 104.1	10 236.6	11 388.0	12 532.7
Research and development	9 409.5	9 943.9	11 176.4	12 321.0	4 966.4	9 943.9	11 100.0	12 260.3
Scientific and technical services	322.4	292.7	344.3	313.2	137.7	292.7	288.0	272.4

Performance of Scientific and Technical Works (mln. drams) ⁴⁷								
	At cost of work				At cost price			
	2012	2013	2014	2015	2012	2013	2014	2015
Actual volume of completed work and work accepted by customer	11 740.2	7 421.3	8 977.3	10 069.3	10 396.9	7 186.9	8 852.5	9 786.3
Volume of works performed from the beginning of the year	10 077.6	10 631.6	12 037.2	13 059.5	8 100.1	10 352.9	11 847.7	12 753.6
of which: volume of scientific and technical works (production)	9 731.9	10 236.6	11 520.7	12 634.2	8 000.5	9 991.3	11 376.7	12 337.1
including: research works	7 510.0	8 555.8	10 278.2	10 452.6	6 111.4	8 502.1	10 260.2	10 419.1

⁴⁷ National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia (2016), *Science, Performance of Scientific and Technical Works*, p.148, available at <http://www.armstat.am/file/doc/99499403.pdf>



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of which: fundamental research	1 308.8	1 630.7	1 749.4	1 993.5	1 100.6	1 642.9	1 766.7	1 998.1
Design- engineering and technological works	1 575.6	1 058.2	531.7	1 433.7	1 455.4	925.9	480.3	1 258.2
Preparation of experimental samples (lots) of production	234.7	292.2	269.2	241.6	190.9	243.1	239.5	211.5
Design work for construction	89.2	37.7	97.3	193.1	29.2	57.0	50.6	131.9
Scientific and technological services	322.4	292.7	344.3	313.2	213.6	263.2	346.1	316.4

- Statistics on research funded projects and type of owner
- Relationships between Academia and Research centers

1.1.3 Relationships between HE and Enterprises: internships, practicum, etc.

- Are there placements included in the Curriculum?
- Are there incentives from the HEIs to promote results dissemination and research exploitation policy (transfer, start-up, incubator...)

1.2 Overview of the national legal framework and regulations governing quality assurance (QA) of Cycle 3

- Is there a national legal framework for QA of HE? And more specifically Cycle 3? If not, are there other mechanisms? (role of international, regional frameworks? / any other ?
- Is there any national regulation governing the possibility to open a PhD program? What are the national requirements to open such programs?

1.3 Strategies and incentives for Cycle 3 at national level

- Did your government recently decide new policies for Cycle 3? If yes, what are the main reasons for this? And what are the main changes?



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Number of changes in Cycle 3 procedures and regulations have been introduced recently and are listed below:

1) Amendments made in the year of 2015 to the procedures for awarding doctoral degrees⁴⁸, such as: “...prior to the defence the substantial results and propositions of the thesis are to be published in internationally acknowledged, peer-reviewed journals, and in scientific journals from the list specified by SCC. The prerequisite for the defence of a Ph. D. thesis is the publication of 6 scientific articles, 2 of which sole authored, or at least 3 scientific articles, one of which should be sole authored and one published in Web of Science or in one of the academic journals listed in the Scopus bibliographic database”.

Before the amendments the provision had the following requirements: “Prior to the defence the substantial results and propositions of the thesis are to be published in internationally acknowledged, peer-reviewed journals, publications from international scientific conferences, and in scientific journals from the list specified by the SCC”.

The aim of changes was to promote internationalisation of research among Cycle three students, make criteria of their publications more demanding, and strengthen the entire quality of the research works produced.

2) Introduction of a new credit system in Cycle 3 since 2017.⁴⁹ The modules to be taken and credits they constitute are shown in the table below:

SECTIONS AND COURSE TITLES		CREDITS
LEARNING COMPONENT		50
CC.00	Compulsory Courses and Examinations	30
CC.01	Speciality (major) course that contains the code of the dissertation topic	8

⁴⁸ Government Decision of 8 August 1997 N 327 on “*Procedures for Awarding Scientific Degrees in the Republic of Armenia*”, Unofficial Translation, available at <http://boh.am/jurist.php?langid=3>

⁴⁹ Decree of the RA Minister of Education and Science of 21 July 2010 N 1167-N on “*Introduction of a Credit System in Postgraduate Professional Educational Programmes (Aspirantura and External Researcher)*”



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CC.02	Scientific Research Methodology	4
CC.03	Professional English Language	4
CC.04	New Communications and Educational Technologies	4
I.00	Internship ⁵⁰	10
OC.00	Optional Courses and Tests ⁵¹	20
RESEARCH COMPONENT		130
PW.00	Required minimum number of published works on the dissertation topic ⁵²	30
AA.00	Annual attestations	20
DPF.00	Positive feedback on the topic by the institution that approved the dissertation and its topic	80
TOTAL		180

Before the amendments the modules table had the following structure:

EDUCATIONAL RESEARCH MODULES	Credits
EDUCATIONAL PART FROM HUMANITIES SECTION	
Foreign Language (English or French, or German)	
Philosophy and Methodology of Science	
Pedagogy and Psychology	
Scientific Ethics (optional)	
Academic Writing in Foreign Languages	
Business Writing and Communication Skills (optional)	
Academic Writing and Work Processing	
EDUCATIONAL SECTION TESTING GENERAL PREPAREDNESS	
New Technologies in Teaching	
Scientific Research Methodology and Tools	
Development and Management of Projects	
Organisation of Research Works	
Career Management and Job Search Methods (optional)	
Human and Material Resources Management and Governance (optional)	
Intellectual Property Law and Patents	
Optional Course From the List of Courses in Information Technologies	
EDUCATIONAL SECTION ON PROFESSIONAL PREPAREDNESS	
Compulsory Speciality Course - 1	
Compulsory Speciality Course - 2	
Compulsory Speciality Course - 3	
Optional Speciality Course - 1	
Optional Speciality Course - 2	

⁵⁰ Those doctoral students who have 6 month of work experience may skip the internship and accumulate credits based on a letter of reference presented from the workplace.

⁵¹ Doctoral student's selection of optional courses is made from the list of courses approved by the scientific council of a division the person is enrolled at (faculty, institute, centre).

⁵² Defined in the section 10 of the Government Decision on "Procedures for Awarding Scientific Degrees in the Republic of Armenia"



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Optional Speciality Course - 3	
Optional Speciality Course - 4	
INTERNSHIPS	
Pedagogical Internship	
Research Internship	
Team Work Practicum	
RESEARCH ACTIVITIES	
Scientific Seminars and Workshops	
Scientific and Research Activities and Dissertation Writing	
ATTESTATIONS	
Qualification Examination in Philosophy	
Qualification Examination in Foreign Language	
Qualification Test in Informatics	
Qualification Examination in Major Speciality Course (minimum 2 examinations)	
Final Attestation	5
TOTAL` 180 credits	180

The changes in module structure for Cycle 3 first of all allowed a better division in measurement of credits for Learning and Research Components. Secondly, the new structure has a more open-ended approach in comparison with the previous one, which allows the HEIs to be more autonomous while constructing their Cycle 3 course programmes, thus contributing to their academic freedom as such.

3) The National Framework of Qualifications⁵³ was amended in 2016 and contains the following descriptors for Cycle 3 or the last 8th level of qualifications:

Education al level	Qualification	Educational Programme	Knowledge	Skills			Competence
				Skills to apply knowledge	Communication skills, ICT skills and skills to work with data	Generic cognitive skills	
8	Candidate of Sciences Diploma of the Candidate	Postgraduate professional educational programme	Advanced (progressive) knowledge in their disciplinary	Advanced professional skills including synthesis	Advanced skills to present and interpret theoretical,	Skills required to: propose complete	Initiate and manage comprehensive and innovative

⁵³ Government Decision of 31 March 2011 N332-N on “Establishment of the National Framework of Qualifications of the Republic of Armenia”, Unofficial Translation



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	of Sciences	Duration - minimum 3 years (180 ECTS)	and multi(inter)disciplinary areas of study, applied in learning, research and professional field. Comprehensive and in-depth knowledge of new theories, approaches, hypotheses and scientific research methods in their disciplinary and multi(inter)disciplinary areas of study.	and evaluation that are required to: apply acquired knowledge and understanding of conceptual principles and methods of the field of study for solving complex theoretical and practical problems. Plan and conduct innovative scientific research.	practical, and complex problems, and research results to the academic communities and general public. Comprehensive ICT skills for conducting a research and creating new knowledge. Skills to evaluate and apply quantitative and qualitative data collected from interrelated fields of study to propose comprehensive and complex concepts and create new knowledge.	x concepts, present existing information and problems, and propose new and original interpretation based on the evaluation of research results. Skills required to: plan and carry out an original research. Achieve results that will make a contribution to scientific and (or) professional fields and are published in national and international	activities in scientific, educational and professional leading fields by demonstrating scientific and professional integrity, independence and autonomy. Manage a research or professional team demonstrating sufficient efficacy and commitment. Act for the benefit of the nation and sustainable development of the state by preserving and securing national and universal values.
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The previous version of the document had the following descriptors⁵⁴:

		Knowledge	Skills	Competencies
8	Researcher (Scientific Degree-Candidate of Science)	Most deep and advanced knowledge related to specific sphere as in the professional field as well other fields which are necessary for development of new concepts, principles and theories based on scientific research work, including knowledge which will ensure: Practical skills and capacities to use fluently computer and IT, practical and fluent of known software packages.	Professional skills which are necessary for solution of critical problems connected with interaction of various complex factors for the purpose of performing scientific and research work, creation of new principles and theories based on that work, expansion and reconsideration of existing knowledge and professional experience at the borderline of the professional fields and other areas. For development and implementation of further decisions, development of new methods and approaches, assessment of long-term and short-term actions within the frames of professional and related spheres.	Planning and organization of actions leading to essential changes in knowledge and experience referring the professional field, capacity of ensuring high level of independence during the work activity, to enjoy high reputation within the professional field, leading and directing other employees, organization of dissemination of new knowledge and methods, planning and allocation of material stocks independently. Is able to make accurate, well structured text in a foreign language, on professional, social and academic topics, describe his/her experience and events, present justifications of his/her opinions and objectives.

The main change is introduced in the title of Cycle 3 qualification falling under the 8th level of the framework that previously was called a “Researcher (Scientific Degree of Candidate of Science). The qualification of researcher did not sound coherent with international standard definitions. As such the term and concept of a researcher is defined as a person who is engaged in research activities, hence the term cannot stand for a title of qualification. Therefore the definition was changed into the qualification of Candidate of Sciences who will receive a Diploma of the Candidate of Sciences.

More changes occurred in the descriptors of Knowledge, Skills, and Competencies of the

⁵⁴ Government Decision of 31 March 2011 N332-N on “Establishment of the National Framework of Qualifications of the Republic of Armenia”, Unofficial Translation, available at <http://studyinarmenia.org/www/uploads/2011/08/QualificationFramework.pdf>



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framework of qualifications. The final version provides more precise and in-depth understanding of descriptors within the framework. It divides the Skills section into three parts specifying “Skills to Apply Knowledge”, “Communication skills, ICT skills and Skills to Work with Data”, and “Generic Cognitive Skills”. The section on Competences shows a descriptor in the framework of “Autonomy and Responsibility”.

4) The draft law on Higher Education⁵⁵ is officially submitted and open for public and institutional reviews. It will substitute the current law on Higher and Postgraduate Professional Education.⁵⁶

The draft law defines higher education as: “...learning process based on at least secondary education through academic and (or) research programmes of study at the HEIs”.

The current law defines the higher professional education as “...professional education provided on the basis of at least secondary education through programmes for Bachelor’s degree, degree of a certified specialist and Master’s degree...”, and postgraduate professional education as “...professional education provided on the basis of higher professional education (Master’s degree and degree of a certified specialist) by programmes for researchers of doctoral studies, as well as programmes for researchers and external researchers...”.

The draft law provides the following definition of the HEIs: “A higher education institution as prescribed by the law is an organisation possessing a status of a legal entity that has a right to realise study and research programmes on all Cycles according to the state regulations.”

The law on Higher and Postgraduate Education today defines HEIs as: “...an educational institution implementing educational programmes for Bachelor’s degree, Master’s degree and degree of a certified specialist...”

⁵⁵The draft Law of the Republic of Armenia on “*Higher Education*”, available at <http://edu.am/index.php/am/events/view/383>. Some changes occur after the submission of the draft law on the Ministry’s website; therefore the definitions provided in this Report are taken from the latest draft version of the document available at the Ministry for working and editing purposes.

⁵⁶ The Law of the Republic of Armenia on “*Higher and Postgraduate Professional Education*” (14 December, 2004, N HO-62-N), Official Translation, Ministry of Justice of the Republic of Armenia, 29 MAY 2015, available at <http://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-higher-and-postgraduate-professional-education/>



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The aim behind the changes in defining the terms above is strengthening research component in the HEIs. Despite certain amount of research is produced by the HEIs their main function is education in its narrow sense (study programmes), whereas the significant amount of research activities follows under the mandate of National Academy of Sciences (NAS) and institutes operating under the Academy. The NAS is a highest state scientific self-governing organisation uniting NAS Members and scientific staff of affiliated scientific and research institutions. The NAS promotes and carries out fundamental and applied research in various areas of science, and coordinates research carried out throughout the country. The NAS is an official scientific consultant to the highest governing bodies in Armenia. As a state scientific organisation the NAS unifies the scientific and research institutes, subsidiary services and governing body - the Presidium of the Academy, that includes more than 34 scientific institutions and other organizations.⁵⁷

The upcoming law will introduce the 3rd Cycle of higher education. From then on the draft law will define the following provision “...the higher education is realised in three consecutive degrees...”.

- “...the first: Bachelor’s degree...”
- “...the second: Master’s degree...”
- “...the third: Doctoral degree...”

The present law divides the higher education in Armenia as “...two-level qualification system of higher professional education shall be established within the Republic of Armenia. The persons having passed the final attestation shall be granted with:

- (1) the Bachelor’s degree - in the first level;
- (2) the Master’s degree - in the second level....”

And “...the qualification degree of a researcher⁵⁸ provided under postgraduate professional education shall be established in the Republic of Armenia”.

⁵⁷ NAS RA, *About Academy*, available at <http://www.sci.am/about.php?langid=2>

⁵⁸ See the explanation of the amendments in the term “researcher” above.



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The future law will define the *aspirant* (Cycle 3 student = Doctoral student) as a “person studying in the third cycle of higher education”.

The current law defines the Cycle 3 student as “...researcher of doctoral studies shall mean a person with higher professional education (Master’s degree, degree of a certified specialist), pursuing his or her study further within the framework of doctoral studies under postgraduate education programme and preparing a thesis to seek the scientific degree of Doctor of Philosophy, and who may be conferred a qualification degree of a researcher as a result of attestation under postgraduate professional education programme”, and “...external researcher shall mean a person with higher professional education (holding qualification of Master’s degree or that of a certified specialist) preparing a thesis to seek the scientific degree of Doctor of Philosophy without attending doctoral studies, or a person holding the scientific degree of Doctor of Philosophy and preparing a thesis to seek the scientific degree of Post-Doctor of Philosophy and who is attached, in a prescribed manner, to the organization providing postgraduate professional education...”.

The second level of postgraduate education according to the current regulation is defined as follows - “...researcher of post-doctoral studies shall mean a person holding the scientific degree of Doctor of Philosophy and registered, in a prescribed manner, as a person preparing a thesis to seek the scientific degree of Post-Doctor of Philosophy”.

This second level doctorate will leave the three cycle higher education system and move to the scientific sector regulated by the Law of the Republic of Armenia on “*Scientific and Engineering Activities*” (5 December, 2000, N HO-119).

- Is the development of Cycle 3 encouraged by other ways?
- Are there incentives for HEIs / professors/students engaged in Cycle 3?
- Is there any gender evaluation on the PhDs? Is there any regulation or mechanism to favor gender balance on PhDs?
- Are companies looking for PhD graduates? Do they consider PHD graduates as an added-value? Do PHD graduates have advantages in terms of salary, responsibility...?

1) According to the Government Decision of 25 February 2016 N 238-N on “*Procedures for Admissions and Study in Doctoral Programmes, and Registration in Post-Doctoral*



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*Programmes and External Researcher Programmes in the Republic of Armenia*⁵⁹ the period of study in full-time doctoral programmes is added to the person's formal scientific-pedagogical experience.

The same regulation then states that academic supervisors of doctoral students receive their wages calculated based on hourly rate and the number of doctoral students they supervise where for each doctoral student they are assigned to work for 50 hours annually. The HEIs may add extra remuneration from their off-budget funds according to their internal procedures. Also, the HEIs may assign hourly rate remunerations for up to 30 hours annually for academic supervisors of external researchers.

2) Article 19 of the law of the Republic of Armenia on "*Scientific and Engineering Activities*"⁶⁰ states that the wages of employees working at scientific organisations are calculated based on formal salaries prescribed by law, rewards, **availability of scientific degrees (doctoral and post-doctoral degrees)**, extra remuneration paid on the basis of work experience in the field of science, and other premiums.

In practice the implementation of this provision is made through the Government Decision on "Defining the premium rates for scientific workers who possess **scientific degrees (doctoral and post-doctoral degrees)** and are engaged in scientific programmes realised through the state budget"⁶¹ that states the following: "The premium rates for scientific workers who possess **scientific degrees (doctoral and post-doctoral degrees)** and are engaged in scientific programmes realised through the state budget" from the 1st January of the year 2015 will constitute the amount of 50 000 AMD (88.70 EUR) for possessing the degree of Post-

⁵⁹ Government Decision of 25 February 2016 N 238-N on "*Procedures for Admissions and Study in Doctoral Programmes, and Registration in Post-Doctoral Programmes and External Researcher Programmes in the Republic of Armenia*", and Annulling the Government Decision of 20 July 2001 N 662

⁶⁰ The Law of the Republic of Armenia on "*Scientific and Engineering Activities*" (5 December, 2000, N HO-119)

⁶¹ Government Decision of 10 January 2008 N 2-N on "*Defining the Premium Rates for Scientific Workers Who Possess **Scientific Degrees (Doctoral and Post-doctoral degrees)** and Are Engaged in Scientific Programmes Realised through the State Budget*"



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Doctor of Philosophy and the amount of 25 000 AMD (44.35 EUR) for possessing the degree of Doctor of Philosophy”.⁶²

3) The law on Civil Service⁶³ includes the possession of doctoral and post-doctoral degrees among the criteria for rising in higher levels on the stairs of Civil Service system.

1.4 Impact of European Principles, Standards and Guidelines at national level

- Do you know the ESG? If yes, do they have an impact on Cycle 3?
- Do you know the Bologna Principles? Impact?
- Do you know the Salzburg Principles? Impact?
- Do you know any other standards/ principles that have an impact of Cycle 3?

1.5 Financial conditions

Description of funding mechanisms which have an impact

- Are there any financial incentives to develop Cycle 3? For Professors, HEIs, students?
- Are there any fundings?

2 Chapter 2 – Cycle 3: state of the art (4-6 pp)

2.1 Main characteristics of Cycle 3 programs (type of provision, of study, statistics...)

(Or Main obstacles to the implementation of Cycle 3 Programs in general and alignment with the internationally best practices in particular.)

2.1.1 Are there Cycle 3 Programs in your university country?

- If not at all, please explain the reasons for that
- If yes, is it a professional doctorate or a PhD program? Please also provide some historical background

Definitions:

PhD programs: Students are expected to extend the body of knowledge in their field to apply the knowledge to solve for a real-world

⁶² The average nominal monthly salary in Armenia for the year of 2016 was 174,445 AMD (308.37 EUR). Source: National Statistical Service of the Republic of Armenia, Statistical Yearbook of Armenia 2017, *Main Socio-Economic Indicators of Living Standards*, available at <http://armstat.am/file/doc/99504353.pdf>

⁶³ The Law of the Republic of Armenia on “Civil Service” (4 December, 2001, N HO-272)



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problem in their workplace or community. They demonstrate this through a dissertation.

Professional doctorate programs: Students are expected to apply existing knowledge in their field to a real-world problem in their workplace or community. Professional doctorate students demonstrate this through an applied dissertation doctoral capstone, comprised of a paper, product, or portfolio.

2.1.2 Nature of the doctoral programs:

- Curriculum design (methodology ?)
- ECTS crédits (if any)
- Defense guidelines
- Etc

2.1.3 Characteristics of the Cycle 3 study:

- Describe the way Cycle 3 study is organized (selection of candidates and procedures for recruitment? research activities? Thesis to write and defend? National/local Commission to grant the diploma? National or universities regulation regarding minimum and maximum length of a thesis? Etc.)
- How many universities are granting cycles 3? Which ones?
- Which fields attract students?
- What are the main reasons to have more students in those fields? Is there an unbalanced situation among the different fields?
- Must thesis supervisors/directors have a particular status/degree? Is there a minimum number of theses each of them can supervise?
- Is there a minimum number of publications or other research indicators to get competences for supervising thesis?
- Is PhD international mention included as an option for PhD Candidates? In affirmative case, what are the requirements?
- How do thesis defenses take place? Has each university set regulations for that? If so, what are they?
- Are there specific criteria to defend a thesis and are they passed on to PhD students and thesis supervisor?
- What is the legal composition of a jury? How many people? Is the thesis director/supervisor member of the jury? Is the defense private? Public? For the defense is there a specific ceremonial presentation (gowns, proclamations, etc.)?
- Are there procedures to validate a “PhD at work”? And a PhD on “validation on skills”?
- Are there definitions of specific skills for a doctorate?

2.1.4 Statistics related to Cycle 3: (in your HEI or in your country)

	2012	2013	2014	2015	2016
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Nb of students starting a doctorate	373 ⁶⁴	395 ⁶⁵	321 ⁶⁶	353 ⁶⁷	396 ⁶⁸
% of students coming directly after a Master of the same university					
% of Male starting doctorate	61.93%	49.62%	55.14%	60.62%	52.02%
% of Female starting doctorate	38.07%	50.38%	44.86%	39.37%	47.97%
Nb of graduates	368 ⁶⁹	239 ⁷⁰	314 ⁷¹	324 ⁷²	334 ⁷³
% of Male graduates	71.19%	69.46%	63.69%	62.03%	55.98%
% of Female graduates	28.80%	30.54%	45.86%	37.96%	44.01%
Nb of thesis in co-direction or bi-national direction ⁷⁴					

⁶⁴ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2013, Sociodemographic Sector, Postgraduate education in 2012, p.188, available at http://www.armstat.am/file/article/sv_06_14r_5140.pdf

⁶⁵ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2014, Sociodemographic Sector, Post-graduate education in 2013, p.194, available at http://www.armstat.am/file/article/sv_06_14r_5140.pdf

⁶⁶ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2015, Sociodemographic Sector, Post-graduate education in 2014, p.185, available at http://www.armstat.am/file/article/sv_06_15r_5140.pdf

⁶⁷ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2016, Sociodemographic Sector, Post-graduate education in 2015, p. 253, available at http://www.armstat.am/file/article/sv_03_16r_5240.pdf

⁶⁸ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, January-March 2017, Sociodemographic Sector, Post-graduate education in 2016, p. 235, available at http://www.armstat.am/file/article/sv_03_17r_5200.pdf

⁶⁹ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2013, Sociodemographic Sector, Postgraduate education in 2012, p.189, available at http://www.armstat.am/file/article/sv_06_14r_5140.pdf

⁷⁰ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2014, Sociodemographic Sector, Post-graduate education in 2013, p.195, available at http://www.armstat.am/file/article/sv_06_14r_5140.pdf

⁷¹ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2015, Sociodemographic Sector, Post-graduate education in 2014, p.186, available at http://www.armstat.am/file/article/sv_06_15r_5140.pdf

⁷² National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2016, Sociodemographic Sector, Post-graduate education in 2015, p. 254, available at http://www.armstat.am/file/article/sv_03_16r_5240.pdf

⁷³ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, January-March 2017, Sociodemographic Sector, Post-graduate education in 2016, p. 236, available at http://www.armstat.am/file/article/sv_03_17r_5200.pdf

⁷⁴ See the table below



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Nb of students (starting a doctorate) having fundings	368 ⁷⁵	373 ⁷⁶	304 ⁷⁷	327 ⁷⁸	379 ⁷⁹
Nb of students becoming teacher at the end of Cycle 3					
Nb of students becoming professors at the end of Cycle 3					

Number of thesis in co-direction and bi-national direction (Cycle 3) for the years 2012-2016⁸⁰

Number of thesis in co-direction	13
of which having an interdisciplinary nature	3
Number of thesis in bi-national direction	3

According to the amendments made in 2015 to the Government Decision of 8 August 1997 N 327 on “Procedures for Awarding Scientific Degrees in the Republic of Armenia” having more than one supervisor directing a Cycle 3 thesis of a doctoral student is prohibited.

-Please provide your own tables showing for the last five years:

- Repartition of graduated per field of study
- Duration of thesis, repartition per field of study for the last five years
- Drop out rates for the last five years and provide also information about the reasons and the fields of study
- Repartition of co-direction and of bi-national direction thesis by field of study,
- How many PhD are going back to university after a period of professional activities? How long after their master? Why? How many PhD graduates are recruited as the Academic staff at the end of their PhD ?

2.1.5 Positioning of Cycle 3

⁷⁵ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2013, Sociodemographic Sector, Postgraduate education in 2012, p.188, available at http://www.armstat.am/file/article/sv_06_14r_5140.pdf

⁷⁶ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2014, Sociodemographic Sector, Post-graduate education in 2013, p.194, available at http://www.armstat.am/file/article/sv_06_14r_5140.pdf

⁷⁷ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2015, Sociodemographic Sector, Post-graduate education in 2014, p.185, available at http://www.armstat.am/file/article/sv_06_15r_5140.pdf

⁷⁸ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, 2016, Sociodemographic Sector, Post-graduate education in 2015, p. 253, available at http://www.armstat.am/file/article/sv_03_16r_5240.pdf

⁷⁹ National Statistical Service of the Republic of Armenia, *Socio-Economic State of RA*, January-March 2017, Sociodemographic Sector, Post-graduate education in 2016, p. 235, available at http://www.armstat.am/file/article/sv_03_17r_5200.pdf

⁸⁰ Data taken from the survey conducted by the Supreme Certifying Commission of the RA Ministry of Education and Science for the purposes of this project’s fact-finding process.



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- Do doctoral (professional and PhD) students belong to a research laboratory while writing their thesis?
- What are the relations of PhD students with the research laboratory?
- Are PhD research subjects chosen in partnership with research units and in line with the scientific local, regional and national environment?
- Beyond research unities are there operational interactions with the industry sector and/or national, regional or local authorities?
- What is the ratio of PhD workers in the private sector?
- Is there any regulation that favors the employment of PhD workers?
- Are there any contribution from the private sector the PHD curriculum? or to its financing ? of regulation ?

2.1.6 Follow-up of Phd Students and graduates

- Besides the direction provided by each research supervisor, does the university follow up PhD students?
- Are there trainings provided to PhD? Are they compulsory to validate a doctorate? Do they give credits?
- Is there a document, a “thesis charter” specifying the mutual commitments between PhD students and thesis supervisors?
- Are there rules of conduct for doctorate within universities? Are they written? How are they applied? Has the university set up methods against plagiarism? Which tools (software against plagiarism) are used?
- In connection with local officials, are proceedings adapted to PhD profiles set up in order to follow up the progress of their research project (results obtained, publications/productions, integration opportunities, etc.)?
- Are plans set up by the institution to prevent and reduce situations that may lead to dropouts, for example follow-up committees for thesis, defense in the course of a thesis, tutor or referent, mediator in case of conflict, etc.?
- Does the institution provide its PhD students with theoretical and practical trainings in order to integrate into society at a level corresponding to his/her qualification, in the private or academic sector?
- How many PhD receive a scholarship/financing to write their thesis? Where do scholarships/financing come from?
- Are there theses financed by private or public firms, or by State bodies, on subjects specified by the financing bodies?
- What is the percentage of PhD finding a job immediately after their thesis? Six months after? A year after? Later? Are such jobs directly linked to their thesis subject or to the subject area of the doctorate?
- Are there Alumni associations? Are they highly active?
- Are there any consideration for the PhD title or defense if an international stay in a foreign research or HEI is done?
- Are there any grants for travel to improve the internationalization of PhDs?
- What are the accepted languages to defence and/or write the PhD dissertation? In case of more than one, could you provide any figures concerning the number of PhD dissertation in foreign languages?



2.2 IQA and EQA mechanisms of Cycle 3 (actors involved, statistics...)

2.2.1 Internal QA (mechanisms inside the HEI)

ESG PART 1	YES	NO	EXPLAIN
Do HEI have a policy to guarantee internally quality of the Degrees delivered?			
If yes, is it made public and part of its strategic management?			
If yes, do they have appropriate structure and processes?			
Are the pedagogical methods and methods of delivery assessed?			
Does the university assess the supervision of the director of thesis			
Does the PhD student assess the supervision of his/her director during his/her thesis?			
Does the university assess the success rates at the doctorate?			
Are the criteria for the assessment made public?			
Is assessment carried out by an external examiner?			
Is there a procedure for students appeals?			
Are there regulations for student admission?			
Are there regulations for student progression?			
How is the competence of teachers assessed?			
Are there fair and transparent procedures for the recruitment of staff?			
Do the HEI collect analyses and use relevant information for the management of Cycle 3?			
Do the HEI publish clear, accurate and objective information on Cycle 3?			
Are the Cycle 3 programs well monitored?			
Are the Cycle 3 programs reviewed and modified?			
Can the PhD students make their own evaluation of skills acquired throughout their thesis?			

2.2.2 External QA (mechanisms outside the HEI)

- EQA: who is in charge of the external assessment of the cycle 3 of each university? How? What is the procedure? What methodology? What criteria? When? For what purpose? What is the periodicity? Are there peer-reviews? Are the reports published?
- EQA: if it is relevant, give examples of an external evaluation used to improve the cycle 3 of a university?
- Is each particular PhD program evaluated does the evaluation take into account the



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University/Faculty as a whole?

- Is it available a procedure to establish a category (level) of the Cycle 3 in a National/Local level (ranking of PhD studies according to different indicators)?



3 Chapter 3 – Main challenges of Cycle 3 Programs and its QA (4-6 pp)

3.1 At national /policy level

Describe the needs and incentives to develop Cycle Program at national level/ the problems that need to be solved.

3.2 For institutions

Support needs: what are institutions' expectations?

Data to be taken from the interviews.

Example of an interview :

1. Does your university provide Cycle 3 Programs?
If Not, explain why.
If yes, continue the questionnaire
2. What are the objectives of your Cycles 3 programs? What are their positioning in the university's strategies?
3. How is Cycle 3 Program articulated with ... :
 - with Master Programs of your university?
 - with research strategies and activities
4. Describe how Cycle 3 is organized (from recruitment to Degree awarding)
In your Cycle 3 programs :
 - do you meet any difficulty to recruit students ?
 - do you meet any difficulty to recruit and motivate professors with accurate competencies?
 - explain any other difficulties or challenges you do meet
5. Is there any follow up system of the PHD graduates?
6. Can you explain if there are any mechanisms (internal or external) to guarantee quality assurance of Cycle 3 programs?

3.3 For PhD Students

Data to be taken from the interviews.

1. What were the rationales for you to start a Phd in your country?
2. Is the information related to PhD programs :
 - clear
 - easily accessible
 - transparent
3. Do you feel you have enough support from your professors? from the academic staff ?
4. What are your expectations after your PhD?
5. What would you suggest to improve Doctorate studies in your university/country?



3.4 For the socio-economic world

1. Is there a need for PhD graduates in your socio economic sector? (precise which sector)
2. Are the PhD graduated well adapted to your needs?
3. Are you associated to Cycle 3 programs? Would you like to be more involved in the training/research activities?
4. Precise the positive and negative aspects of Cycle 3, from your perspective

4 Chapter 4 – Good practice examples (2-4 pp)

The examples may concern, among others:

- IQA or EQA best practices
- collaboration between HEIs
- collaboration between HEIs and the QA authority
- use of specific international or European Guidelines

5 Any other comment or useful information?

Please complete this section if you want to mention any peculiarity regarding your system or if you have the feeling that some information is missing in the questionnaire.