ACADEMIC PROGRAMME SELF-ASSESSMENT

YEREVAN STATE ACADEMY OF FINE ARTS (YSAFA)
(Name of the Institution)

COMPUTER GRAPHICS – BA
DESIGN - MA
(Name and code of the specialty, academic degree)

Qualification awarded
BACHELOR IN COMPUTER GRAPHICS
MASTER in DESIGN

36 Isahakyan street, 0009 Yerevan, Armenia
(Address of the Institution)

YEREVAN 2016

Composition of the self-assessment working group

Name, Surname	Position	Responsibility in the group
Mkrtich Ayvazyan	**Vice-rector on Education and Science**	Coordinator of the group
Yekaterina Kashina	**Head of the Academic Affairs Unit**	Responsible for the development of the institutional policy on program development, implementation and alignment, preparation of the self-assessment report
Ruzanna MInasyan	**Head of Teaching and Learning Methodological Department**	Responsible for the document reviewing on program design and editing the self-assessment report
Yelena Baytalyan	**Senior Specialist at Teaching and Learning Methodological Department**	Responsible for the gathering materials and data on students, programs
Nune Minasyan	**Head of Quality Assurance Center**	Responsible for the quality assurance policies and parts in the report
Mariam Hovhannisyan	**Specialist at QA Center**	Responsible for the interpretation of the report
Hayk Payaslyan	**Head of Computer Graphics, Fashion Design and Applied Arts Chair**	Responsible for analyses of the Computer Graphics Academic Program (BA)
Nara Mendelyan	**Associate Professor at Computer Graphics**	Responsible for analyses of the Computer Graphics Academic Program (BA)
Stepan Gyulkhasyan	**Professor at Design**	Responsible for analyses of the Design Program (MA)
Anushik Kirakosyan	**Lecturer at Design**	Responsible for analyses of the Design Program (MA)

CONTENT

GENERAL PRINCIPLE

The academic programme is continuously improved and is aimed at:
- Establishment of a learning 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 societal accountability
- Promoting comparability and competitiveness as well as transparency of the qualifications at both national and international levels.

1. National, Institutional and Professional Contexts *(3 pages)*

a) The National Context

An account of how the APC has addressed the main requirements of its NQF. Where the NQF is in strict or close alignment with European standards and requirements, there is no need for any comment.
Attention should only be given here to any elements of the NQF that do not appear to be consistent with European standards, or that have posed particular difficulties for the APC. (For example, if the NQF requires that universities award marks/grades simply for student class-attendance, or that all modules have formal lectures, these things should be noted.)

The RA National Qualification Framework (NQF) has been developed on the basis of the European Qualifications Framework, but it has not yet undergone referencing national qualifications levels to the EQF. There is no any specific point to be mentioned that is missing and not appear in the RA NQF.

b) The Institutional Context

An account of any additional academic requirements that the university demands for the approval/validation/re-approval of its programmes. (For example, if the university regulations state that all students must undertake a module in a foreign language, or that all students must undertake traditional unseen examinations, these things should be noted.)

The development and review proceses of the academic programmes at YSAFA are conducted according to the set and adopted policies and procedures. The regulations on program enrolment and degree awarding are the following:

- Regulation on admission exams for YSAFA Bachelor programs

- Enrolment and assessment criteria for YSAFA Bachelor programs

- Regulation on admission exams for YSAFA Master programs

- Regulation on YSAFA final degree awarding

- Guide on how to prepare Bachelor Diploma Work and Master Thesis Paper

c) The Professional Context

Some of the aligned academic programmes may be in subjects/fields that are governed by national professional, statutory or regulatory bodies (e.g., for the professional accreditation of Medicine, Engineering, Accountancy degrees). If this is the case, please briefly summarise the requirements of that organisation and how the requirement is met in the relevant academic programme. (For example, if the council that approves Law degrees requires all undergraduates to undertake a six month internship, or to take a particular national test, these things should be noted.)

According to RA Decree signed by the Ministry of Education and Science (MoES) №1197-N (10.31.2011) - "Regulation on Final Examination of QA HEI Graduates", YSAFA conducts the assessment of final diploma work and master thesis papers by the commission involving field specialists (50%) not being employed by YSAFA. The head of the commission is assigned by RA MoES decree.

2. Development of the Academic Programmes *(5 pages)*

This should be an account of how the two academic programmes have been developed within the HEI to date. It should include information about

a) how/why the two programmes were selected.
b) a list of the main people (APC) who have been involved, their university roles, and their roles in the alignment process.
c) a summary of how the APC has undertaken its work, and the key stages of development in aligning the academic programmes.
d) a statement of the main challenges that have been faced within the HEI, and how (if possible) these have been addressed.
e) a statement about the nature and impact of any actual changes that have been made to the delivery/operation of one or both of the *programmes* in the light of the ALIGN project. (It may be that some changes to programmes or modules have already taken place, or it may be that no changes have yet been made. If you have already made changes, please tell us what practices have changed and what you think the effects of these changes has been or may be.)
f) a statement about the nature and impact of any actual changes that have been made to the HEI's 'course approval and review' *quality assurance processes* in the light of the ALIGN project. (It may be that no changes have been made to date. But if changes have been made, please tell us about these and what you think the impact has been or might be.)
g) a short statement about any activities that have been undertaken by the APC to promote the wider implementation of alignment within the university.

Yerevan State Academy of Fine Arts (YSAFA) is currently offering 8 BA and 8 MA academic programs (AP) in Painting, Graphics, Sculpture, the Arts, Computer Graphics, Fashion Design, Applied Arts and Design. Some of these programmes are demanded in the market and have higher employability rate (like Design, Computer Graphics, Graphics), while the others serve more to the development of the country culture when by the completion of the study the graduates are self-employed and work on individual orders from the clients (like Painting, Sculpture, etc).

Being the leading university of fine arts in Armenia YSAFA promotes the revision and enhancement of the APs through making changes in the program descriptions, curricula and taking into account modern trends and developments. With this purpose in 2001, when the rapid changes in technologies took the lead over the world and nearly in all spheres, YSAFA designed a new program – Computer Graphics, which soon got the highest rate of enrolment due to the growth and demand of the field in the RA.

Next, in 2012-2013 YSAFA conducted self-evaluation for the first time aiming at evaluating the AP current status. As a result, it was found out that there is a need to make immediate improvements and address all the gaps. First, there was a question of revising the APs through defining the learning outcomes. And second, a special attention should be focused on the redevelopment of the AP handbooks and Course descriptions. And finally, after becoming the partner within TEMPUS-ALIGN

project, YSAFA faced a new challenge: to ensure and achieve the alignment of the academic programmes with the National Qualifications Framework (NQF).

To be able to fulfill the objectives described above and to ensure the improvement of the programmes, two academic programs – Design (MA) and Computer Graphics (BA) were chosen by YSAFA to be piloted within the ALIGN project with the aim of revising and checking the alignment of those programs with the NQF. The main reasons were as follows:

First, the Computer Graphics (BA) is in a high demand and has the highest enrolment and employment rate. And Design (MA) has recently become one of the most competitive fields, as a lot of other institutions started offering similar pogrammess which means extra efforts are required and certain activities are to be undertaken to review and improve the programme to attract more students.

Second, both fields for Computer Graphics and Design are rapidly developing and there is a need to conduct constant revision of the APs promoting its relevance to the ever-changing environment and modern needs, as well as ensuring their alignment with the NQF.

And finally, the surveys conducted by YSAFA among the stakeholders: the results and feedback of the graduates and employers can also serve as an obvious evidence that there is a dire need to revise the programs.

The planning and activities on revising the two academic programmes were initiated when YSAFA joined the ALIGN project becoming one of its key partners. There was a basis and the right consortium to work with on the revision of the AP, alignment issues, as there was a support from the EU part as well.

First of all, YSAFA established the working group (official status was also given by YSAFA Rectorate's decision No31) to work on the APs and ensure their alignment. The group involved faculty members from both programs and administrative staff. Certain requirements and selection criteria were used when choosing the WG members: particularly main focus was on the demonstration of critical thinking, understanding and the level of application of the new methods and approaches, ability to work in a team presenting own ideas and thoughts.

In order to organize and implement the activities planned for the working group, the staff involved had a chance to attend the training activities conducted within ALIGN project (two capacity building events in 2014: training for HEIs in Belgium and training for EQAs in Ireland). The group members also attended and were actively engaged in the local meetings conducted with other university staff members which enabled to share experience and plan further activities.

YSAFA staff involved in the working group to revise and align two APs:

- ♦ Mkrtich Ayvazyan, initially was the Head of the Academic Affairs Unit, and from 2014 became the vice-rector of YSAFA
- ♦ Yekaterina Kashina, Head of the Academic Affairs
- ♦ Ruzanna Minasyan, Head of the Teaching and Learning Methodological Unit
- ♦ Yelena Baytalyan, Senior Specialist at the Teaching and Learning Methodological Unit
- ♦ Nune Minasyan, Head of the QA center, lecturer at Computer Graphics,

- ♦ Hayk Payaslyan, Head of the Chair on Computer Graphics, Fashion Design and Applied Arts
- ♦ Nara Mendelyan, associate professor at the Computer Graphics
- ♦ Stepan Gyulkhasyan, professor at the Design
- ♦ Anush Kirakosyan, lecturer at the Design

The composition of the group enabled to accomplish the activities taking into consideration both the content-wise and formal requirements.

The task and role distribution within the group was also clearly stated at the beginning, The administrative staff was responsible for the development of the certain documents and adoption of the documents at the institutional level (e.g. to design the institutional policy handbook on program development and implementation and alignment based on the ALIGN GUIDE FOR THE GUIDELINES and NATIONAL GUIDE ON THE ALIGNMENT), as well as the development of the tools and mechanisms for alignment. The faculty members from both APs were mainly responsible for the improvement and revision of the programs, particularly revising the learning outcomes for each of the programmes and designing the AP description/handbooks.

The activities of the working group were coordinated by the vice-rector. He was also involved in the development of the National Guidelines on AP alignment with the NFQs who discussed and adopted the materials developed within the guide. As a result, first the plan of activities was developed and the schedule of implementation was clarified among the group members. The planned activities ensured the smooth flow of the alignment procedure.

Next, each group member was delegated with certain tasks to work as an individual and as a team member. Individually the faculty members were in charge of identifying and revising the LOS per programmes, clarifying the AP aims and objectives, curricula and course descriptions, while in a team they discussed the developments and made certain changes designing one common format for the AP handbook and course description, matrixces for alignment, etc.

To implement the activities the following procedure was adopted by the group: pre-alignment activities, alignment process and post-alignment evaluation.

The pre-alignment activities included deep analyses and study of the APs to make them in line with the modern demands, benchmarking against similar programs and revision of the academic programs. The faculty members of the WG are leading and acting specialists of the field who are well-aware of the market requirements and who conducted market study and identified the gaps while revising the programs. First, the group analyzed the current state of the art of the programme graduates taking into account the surveys conducted among the employers and graduates that helped the team to understand the major gaps and areas for the improvements. Next, the benchmarking against the similar art schools from USA, EU and Russia was also conducted to see the best practice and compare with the current programs at YSAFA, In this case the examples shown in the ALIGN guide for the guidelines was of much help as they were from different art programmes. As a result AP aims, goals, objectives were defined, learning outcomes were identified per programme, and the matrices for the alignment were clarified.

Having enough bases for the next step, the WG embarked on the alignment activities adopting the matrices for alignment of the AP LOs with the NQF descriptors ensuring the relevance of the LOs and the programme content with the NQF. Making sure that there is an alignment, the WG mapped the interaction between the AP LOs with the courses.

At final stage, the WG discussed the gaps and deducted the repetitions and revised and redeveloped the AP handbooks, courses and their descriptions, as well as the curricula per programme (Computer Graphics – BA and Design – MA).

The post-alignment activities are now under the revision and development at YSAFA: the evaluation of the alignment processes are stated in the YSAFA institutional policy on alignment taking into account the National Guidelines on Alignment and ALIGN Guide for the Guidelines, as well as all the steps undertaken for ensuring the pilot alignment of the two programs. However, the mechanisms have not been piloted yet and it is planned to start implementation of certain tools once we have the recommendations and comments of the site-visits.

In general, conducting any innovation or change needs extra efforts and faces a lot of challenges before adopting them and making improvements, as not always all changes are accepted correctly from the staff and stakeholders. And while implementing the activities of revision and alignment of the programs selected, the WG faced the same problem, which soon became a real challenge as the modern approaches to learning and teaching and assessment methods, alignment mechanisms were not understandable for the staff, though all realized the rapidly changing requirements of the field.

The new methods and approaches were not acceptable for the faculty members and as usual received negative feedback. But with the help of the WG and the team discussions it was agreed that the changes are compulsory at this phase. The involvement of the group in the ALIGN project was of much support as meetings locally and internationally helped to share experience and realize that the changes and new teaching and learning methods are also possible at art universities. The staff capacity building events, trainings and discussions were another help to adopt the formats on AP handbook revision.

Another challenge was also raised among the staff: the good writing, description and definition of the academic programs, learning outcomes, etc. The following solution was found: the administrative staff involved in the team could gather ideas from the faculty members and describe the LOs, and the academic programs. As a result both packages were ready to be piloted.

Both academic programs, Design (MA) and Computer Graphics (BA) were once revised within another project financed by the World Bank. That time the main focus was on the definition of the learning outcomes based on the formats and YSAFA guide on program development and implementation. But becoming a part of ALIGN project, the revision of the programs took other direction. ALIGN Guide for the Guidelines and National Guidelines for the Alignment were developed. Two documents as well as trainings identified major gaps and aspects to be enhanced. First, it was agreed that there is a need to revise the description of the LOs and their alignment issues with the NQF, showing the relevance of the program content with the course LOs. Another issue to attach importance was the revision of the AP handbooks including the matrices and tables for alignment. That will later ensure the quality assurance of the programs. And the final achievement will be the inclusion of the tools and mechanisms in the QA processes that can be used for YSAFA other programs as well.

The QA for YSAFA programs is conducted by the QA center, through the developed certain tools and mechanisms set in the QA policy handbook. Previously the AP QA was conducted only through the surveys among the stakeholders and through analyses of the feedback. Now, being a part of the ALIGN project and having the National and Institutional Guides defining the tools and mechanisms for the alignment, YSAFA can easily adopt the mechanisms by developing the criteria for checking the alignment and improving the AP QA processes at the institution level.

The selected and piloted two academic programs, the revision and alignment of the programs, development and usage of the mechanisms and tools would serve a perfect base for the further improvements of the academic programs. These tools can be piloted on other 6 programs as well. Moreover, already during the implementation of the program certain steps and activities were conducted by the WG to disseminate and share the experience among other faculty members and staff.

First, discussions and small group meetings were organized by the WG with YSAFA faculty members from other departments presenting the alignment concept and the need of revising the programs. As a result all AP subdivision included the redevelopment of the APs in their yearly activity plans. The same approach was used when revising the PhD program at YSAFA.

Next, the final development of the institutional policy on AP development, implementation and alignment is also to be carried out right after the external review and production of the final report to include all the activities/tools for further improvements.

3. Information about Students *(3 pages)*

Please provide information about the students studying the programme. This should include:

a) quantitative data on the two academic programmes: e.g., current student numbers, demographic data (ethnicity, gender, disability, age), entry standards, enrolments, course/study choices, progression rates, mobility, academic performance, post-award employment, international students.

COMPUTER GRAPHICS – BA

Current number and demographic data						
Enrollment year	**Current number**	**Gender**		**Average age**	**Etnicity**	**Disability**
		Male	**Female**			
2016/2017	22	11	11	18	Armenian	no
2015/2016	25	8	17	19	Armenian	no
2014/2015	27	6	21	20	Armenian	no
2013/2014	20	2	18	21	Armenian	no
2012/2013	22	8	14	22	Armenian	no

Entry standards and enrollments					
Enrolment year	**Exams**	**Threshold (out of 60)**	**Number of enrolees**	**Number of enrolled students**	**Competition (enrolee/per place)**
2015/2016	Composition,Painting, Drawing, Armenian language (from school)	24	30	26	1.2
2014/2015		25	32	27	1.2
2013/2014		27	21	20	1.1
2012/2013		27	25	22	1.1

Course choices			
Year of study	**Compulsory**	**Optional**	**Total number**
1st	16	-	16
2nd	21	2	23
3rd	16	4	20
4th	10	2	12

Progression rates

Enrollment year	Year of study	No at the beginning of the year	Total progressed	Overall progression rate	Failing to achieve minimum academic standard	Progression rate based on achieving of minimum
2012/2013	1st	18	13	72%	-	100%
	2nd	19	19	100%	-	100%
	3rd	19	19	100%	-	100%
	4th	22	22	100%	-	100%
2013/2014	1st	20	20	100%	-	100%
	2nd	27	27	100%	-	100%
	3rd	27	27	100%	-	100%
2014/2015	1st	26	26	100%	-	100%
	2nd	34	34	100%	-	100%
2015/2016	1st.	28	28	100%	-	100%

Mobility

Academic year	Interuniversity		Within the University		International	
	Coming students	Outgoing students	Coming students	Outgoing students	Coming students	Outgoing students
2015/2016	8	-	4	-	1	-
2014/2015	9	-	-	-	-	-
2013/2014	6	-	-	-	-	-
2012/2013	7	-	-	-	-	-

Academic performance (at the end of academic year)

Year of Study	GPA (out of 4)	
	Under 3.6	Over 3.6
1st	20	8
2nd	21	13
3rd	19	8
4th (graduates)	8	14

International students

Academic year	Enrolled students number	Current number	Gender		Etnicity
			Male	Female	
2015/2016	1	6	2	4	Iran, Russia, Georgia, Syria
2014/2015	-	5	2	3	
2013/2014	1	6	2	4	
2012/2013	4	6	2	4	

Post award employment (all Departments including Computer graphics)			
Graduation year	**Number of graduates**	**Employed graduates**	**By specialty (from employed)**
2014/2015	87	67.70%	86%
2013/2014	172	55%	75%

DESIGN – MA

Current number and demographic data						
Enrollment year	**Current number**	**Gender**		**Average age**	**Etnicity**	**Disability**
		Male	**Female**			
2016/2017	5	3	2	21	Armenian	no
2015/2016	11	7	4	22	Armenian	no

Entry standards and enrollments

Enrolment year	**Exams**	**Number of enrolled students**
2016/2017		5
2015/2016		13
2014/2015	Diploma of Bachelor's degree	6
2013/2014		13
2012/2013		15

Course choices			
Year of study 2015/2016	**Compulsory**	**Optional**	**Total number**
1st	12	7	19
2nd	6	-	6

Progression rates						
Enrollment year	**Year of study**	**No at the beginning of the year**	**Total progressed**	**Overall progression rate**	**Failing to achieve minimum academic standard**	**Progression rate based on achieving of minimum academic standard**
2014/2015	1st	6	6	100%	-	100%
	2nd	6	5	83.30%	1	83.30%
2015/2016	1st	13	11	84.60%	2	84.60%
	2nd	11	11	100%	-	100%

Mobility						
Academic year	**Interuniversity**		**Within the University**		**International**	
	Coming students	Outgoing students	Coming students	Outgoing students	Coming students	Outgoing students
2015/2016	-	-	-	-	1	1
2014/2015	-	-	-	-	-	1

Academic performance (at the end of academic year)

Year of study	GPA (out of 4)	
	Under 3.8	Over 3.6
1st	6	5
2nd (graduates)	2	3

International students

Academic year	Enrolled students number	Current number	Gender		Etnicity
			Male	Female	
2015/2016	-	-	-	-	
2014/2015	1	3	2	1	Iran, Georgia
2013/2014	3	4	3	1	
2012/2013	1	1	1	-	

Post award employment (for all departments including Design)

Graduation year	Number of graduates	Employed graduates	By specialty
2014/2015	87	67.70%	86%
2013/2014	172	55%	75%

b) qualitative data, in the form of short statements that would help panel members to understand how the two academic programmes have been revised/aligned to provide learning opportunities, experiences and outcomes that address the nature and variety of future students' needs and aspirations.

The revision of the two academic programs was conducted as a result of the analyses and feedback from the graduates, students and employers. The surveys revealed the major gaps to focus on and address the further needs. For example, the employers highlighted the importance of the communication skiils among the graduates to be able to work in a team and use their professional knowledge. YSAFA included special courses (optional ones) for developing communication and language skills. Next, students were not satisfied with the learning resources and the purchase of the equipment was also conducted: the laboratories for Computer Graphics and Design have been updated.

4. Evidence of Academic Programme Alignment *(max. 5 pages)*

In this section, please provide evidence under each of the 'ten indicators' of how the two academic programmes meet the 'expectation' for programme alignment. (See Section 5. 1 'Alignment of Academic Programmes').

COMPUTER GRAPHICS - BA

1. The academic programmes are properly titled and lead to awards at the appropriate level, consistent with European and national frameworks for higher education qualifications, and the Dublin Descriptors for Masters' awards.

The Computer Graphics (BA) is one of 8 APs offered by YSAFA and one of the 3 mostly demanded programs which aimed at creating an educational environment to combine art, modern technologies and research and developing certain knowledge, skills and competences that the graduate may achieve to succeed in the professional field and to formulate aesthetic, intellectual, analytical and performance competencies.

The mission, aim, objectives and learning outcomes are clearly defined and set in the AP handbook. When defining the learning outcomes for the Computer Graphics the group took into consideration the generic LOs stated in the NQF, which are based on the European Qualification Framework. To check this alignment the team developed and used the matrix for the Computer Graphics within the frames of the project (see the attached documents).

In the Republic of Armenian (RA) there are no stated sectorial frameworks and sectorial LOs, and with this purpose the group defined the AP LOs taking into consideration the becnhmarking conductd against other similar programmes, as well as the field demands and requirements. And when formulating the AP mission, aim and LOs, the group took into consideration also the criteria set by the professional field, as at YSAFA in general and at the department of Computer Graphics in particular the faculty members are well aware of the current demands and modern trends.

2. The academic programmes are informed by and consistent with professional/industry standards/requirements, where appropriate.

The Computer Graphics (BA) is a highly demanded and one of the rapidly developing fileds in the world, YSAFA attaches special importance to its revision to respond to the ever-chnging demands and new trends. That was the first reason why YSAFA decided to redevelop and pilot that within the project. To start with YSAFA conducted survey among the employers and analysed the competene and skills the graduate should have to work in the field. Next, the survey conducted among the graduates also revealed the gaps necessary to review and be included in the porgram LOs supporting the graduates to enter the job market. In the result, the LOs for the computer graphics were reformulated.

Besides, the internships for the students are also organized with the purpose of revealing the market demands, as the companies are selected as future employers and their feedback and assessment can be considered as a basis for further improvement.

The defense of the diploma work is another mehanism for checking and ensuring the alignment of the AP with the market needs. As students defend the final work (diploma and thesis papers) publicly, YSAFA always tries to invlolve and invite employers of the field, some of them are alson members of the final assessment commission, who assess the final work of the students reflecting the level of achievement of the learning outcomes. Unfortunately, YSAFA has no certain criteria developed for the final work assessment, but it is planning to define them and use together with the Guide on preparing the final work (which is currently available).

3. The aims of the programmes are appropriate for the student intake, and can be realized through students' attainment of the programme/module learning outcomes.

The learning outcomes defined for the Computer graphics programme and for the courses are clearly stated and are in line with the AP aim. The professional courses are arranged on full-time basis in small groups promoting the individual approach to each of the students. This approach promotes the student progress ensuring the achievement of the learning outcomes and respectively the implementation of the AP aim.

4. All learning outcomes at module level are at the appropriate level, and are assessed through fair, valid and reliable student assignments/tests.

The Computer Graphics (BA) has 31 core and 8 optional courses. Each of the courses has its own description stating the course purpose, learning outcomes, student workload, assessment methods and the list of literature (see the Course description format). To check and ensure the alignment of the AP LOs with the course LOs, a certain matrix is available for the program which clearly states which of the courses promotes the achievement of the learning outcome.

The course assessment is conducted through formative and summative assessment. The formative assessment is conducted through periodic reviews and tests, when the teacher guides the students before finishing the project/assignment. The summative assessment is conducted through semester and/or final exams and reviews. The assessment is usually conducted by the professional commissions having clear criteria. Each of the assignment and/or project is selected to promote the achivement of the learning outcomes to accomplish the AP aim. But YSAFA has no clear criteria for assessing the learning outomes. The mechanism is also planned to be set.

5. Throughout their course of study, students are able to monitor their academic progress and development, and receive advice on how they can improve and enhance their work.

The students may follow and monitor their academic progress and development through:
- getting feedback from the teachers during the course,
- getting individual advice. YSAFA faculty members are always ready to provide support and advise to the students when working on the project,
- periodically reviewing the projects/assignments: when the student can get the feedback to make further imporvements.

Moreover, YSAFA is currently working on setting a system that would enable to follow and monitor the student academic progress (starting from the enrolment and ending with the graduation), when each

of the students can have a profile to follow his/her academic progress and improve the activities and promote the development of the professional growth.

6. The teaching and learning activities employed within the modules are informed by reflection on professional practices, and designed to enable students to develop the knowledge, skills, abilities and professional competencies that will enable them to achieve the modules' learning outcomes.

The teaching and learning methods for the Computer Graphics are set in the program curriculum and defined in the course descriptions taking into consideration the distribution of class and individual hours. The latter include:

a. class hours: lectures, practical, laboratory work, etc.
b. individual hours: lab, studio work, reading, assignments, tasks, etc.

The above mentioned methods are selected in a way to enable the student to get the necessary knowledge, skills and competences by the completion of the course. However, the tools checking the alignment of the teaching and learning methods with the course LOs is currently being developed for the programme and will be applied for all programme in the future.

7. The structure of the programme ensures the progression of students' learning, and provides appropriate opportunities for student choice.

The Computer Graphics programme is structured to ensure the progression of the students' learning and development through formulating the necessary knowledge, skills and competences. This means that the BA programme content and curriculum help students to gain and develop generic and professional skills and competences from the first to fourth year of study. For example, studying computer Graphics at Bachelor level, a student in the first year understands the compositional basics of using physical and technical resources to solve functional, formal and semantic problems, in the second year he/she gains compete in developing logos using compositional, graphic and artistic patterns, in the third year of study he/she designs posters, texts, images and does advertising combining the use of physical and technical measures. And in the final year a student has enough skills to develop posters, logos, advertising and social posters. He/she is able to give creative and graphic solutions to the project meeting the requirements of the customer through demonstrating critical and evaluative skills.

Moreover, the student through the study period has a chance to choose between several optional courses to enhance his/her professional skills in the field.

The YSAFA students can freely attend the library and use its resources. Professors also provide them with the necessary list of literature. They are ready to give advice, while the lab staff supports them promoting students' practical development.

The students are free to express their ideas through participating in different surveys, focus groups and/or meetings and presenting the gaps and spheres for improvement for the programme. As a result of one of such kind of surveys the laboratory for the Computer Graphics has been updated and

computers have been purchased and installed ensuring the students use the modern technologies when implementing their projects.

8. The credits ratings (national and ECTS) for modules are properly aligned with the designated student workloads for the modules.

The student workload is stated in ECTS for each of the course in the programme curriculum (1 credit is equal to 30 hours). The credits are given to the courses taking into account the number of hours a student may need to accomplish the tasks assigned by the course.

9. Students are provided with clear and current information about the learning opportunities and support available to them.

YSAFA tries to provide its students with the necessary clear and current information to ensure their study and provide with the necessary learning environment at the university. The major activities are described below.

YSAFA prepares and distributes Student Handbooks to all first-year students, where the brief descriptions of each academic programme can be found offered by the institution. Students can also find comprehensive information on YSAFA, its mission, aims and objectives, as well as the subdivisions of the university supporting students throughout their study period at YSAFA. The student handbook is also available in Armenian and English on YSAFA official web-site.

Next, for each programme, including the Computer Graphics, the course descriptions are designed which are a part of the Programme Handbook and available for the students. In the beginning the professor is responsible to present the students the course aim, objectives and tasks mainly focusing on the competences and skills the student can achieve when completing the course.

The students get periodical support when working in the laboratories and studios. Professors and lab assistants are always in place helping students to prepare and work on the projects gradually improving them.

Besides being a part of the academic process and getting advice on their study, the students can get necessary and required information at the Career Center. It very often organizes meetings and seminars, workshops to present the job opportunities and help students in preparing their CVs, writing motivation letters, cover letters, getting ready for the interviews, etc. The library is also available for the students. Though it does not have a rich variety of modern books, YSAFA administration is currently working on updating the library resources to meet the student demands. There is plan to join the electronic library and update its resources.

YSAFA other subdivisions also support its students in becoming a part of the academy and student life through informing them on the events, seminars, conferences, mobility possibilities, etc. For example, the international relation department regularly informs students on the study opportunities, etc.

The quality assurance center also conducts surveys and focus groups involving students, as target stakeholders, to get information on YSAFA educational processes and become a part of the academy life.

10. The design, delivery and monitoring of the academic programmes is 'student centred', engaging students collectively and individually as partners in the development, assurance and enhancement of their educational experiences (e.g., through effective representation of the student voice, discussions about opportunities for course enhancement, involvement in quality assurance processes, and the monitoring and evaluation of student experiences).

The students are engaged in the quality assurance activities particularly in revision and monitoring of the academic programs. As students are one of the major stakeholders, YSAFA staff draws special attention to that issue. Being a small art institution, YSAFA treats to its students not only as learners, but also as colleagues, engaging them more in the practical process. Moreover, student feedback and active participation in the programme revision is specially highlighted. With this purpose the QA center regularly conducts surveys among students on the implementation of the academic programme. Based on the students feedback the laboratory for Computer Graphics was updated with the new computers. 3-rd and 4-th year students were also involved in the surveys conducted by the Student Community (established by YSAFA for the purpose of engaging students in the QA processes as a result of the TEMPUS project – ESPAQ). The survey aimed at analyzing whether students are willing to continue their study at master level at YSAFA. The analyses shows that one part of students are ready to continue their study as the quality of the study programme is quite high and the students can get enough knowledge and competences, while the others refused to continue their study at YSAFA being sure they cannot get enough skills from Master programme.

DESIGN - MA

1. The academic programmes are properly titled and lead to awards at the appropriate level, consistent with European and national frameworks for higher education qualifications, and the Dublin Descriptors for Masters' awards.

Design (MA) is one of 8 MA programmes offered by YSAFA which aimed at providing a learning environment for students, to develop knowledge, competencies and skills through theoretical and practical courses, which are necessary to achieve success in the professional field, with the development of students' aesthetic, intellectual, analytical and research competencies. The programme is now very competitive in the field taking into account that there are a lot of universities offering students the same programme. To attract student to YSAFA MA programme, there is a dire need to revise it and make it comparable with the national standards.

The mission, aim, objectives and learning outcomes are clearly defined and set in the AP handbook. When defining the learning outcomes for the Design (MA) the group took into consideration the generic LOs stated in the NQF, which are based on the European Qualification Framework. To check this alignment the team developed and used the matrix for Design within the frames of the project (see the attached documents).

In the Republic of Armenian (RA) there are no stated sectorial frameworks and sectorial LOs, and with this purpose the group defined the AP LOs taking into consideration the becnhmarking conductd against other similar programmes, as well as the field demands and requirements. And when formulating the AP mission, aim and LOs, the group took into consideration also the criteria set by the professional field, as at YSAFA in general and at the department of Design in particular the faculty members are well aware of the current demands and modern trends.

2. The academic programmes are informed by and consistent with professional/industry standards/requirements, where appropriate.

The field of Design is rapidly changing and YSAFA should pay more attention to its revision to make it in line with the market standards. That was the reason why YSAFA decided to redevelop and pilot that programme within this project. To start with YSAFA conducted survey among the employers and analysed the competene and skills the graduate should have to work in the field. Next, the survey conducted among the graduates also revealed the gaps necessary to review and be included in the porgram LOs supporting the graduates to enter the job market. In the result, the LOs for Design were also reformulated.

Besides, the internships for the students, particlularly at Master level, are organized with the purpose to promote student further placement, as the companies are selected as future employers and their feedback and assessment can be considered as a basis for further improvement.

The defense of the final Master thesis is another mechanism for checking and ensuring the alignment of the AP with the market needs. As students defend the thesis papers publicly, YSAFA always tries to invlolve and invite employers of the field, some of them are members of the final assessment commission, who assess the final work of the students reflecting the level of achievement of the learning outcomes. Unfortunately, YSAFA has no certain criteria developed for the final work assessment, but it is planning to define them and use together with the Guide on preparing the final work (which is currently available).

3. The aims of the programmes are appropriate for the student intake, and can be realized through students' attainment of the programme/module learning outcomes.

The learning outcomes defined for the Design academic programme and for the courses are clearly stated and are in line with the AP aim. The professional courses are arranged on full-time basis in small groups promoting the individual approach to each of the students. This approach promotes the student progress ensuring the achievement of the learning outcomes and respectively the implementation of the AP aim.

4. All learning outcomes at module level are at the appropriate level, and are assessed through fair, valid and reliable student assignments/tests.

Design Master programmes offer 8 compulsory and 7 optional (2 can be chosen by the students) course during two year of study. Each of the courses has its own description stating the course purpose, learning outcomes, student workload, assessment methods and the list of literature (see the

Course description format). To check and ensure the alignment of the AP LOs with the course LOs, a certain matrix is available for the program which clearly states which of the courses promotes the achievement of the learning outcome.

The course assessment is conducted through formative and summative assessment. The formative assessment is conducted through periodic reviews and tests, when the teacher guides the students before finishing the project/assignment. The summative assessment is conducted through semester and/or final exams and reviews. The assessment is usually conducted by the professional commissions having clear criteria. Each of the assignment and/or project is selected to promote the achivement of the learning outcomes to accomplish the AP aim. But YSAFA has no clear criteria for assessing the learning outomes. The mechanism is also planned to be set.

5. Throughout their course of study, students are able to monitor their academic progress and development, and receive advice on how they can improve and enhance their work.

The students may follow and monitor their academic progress and development through:
- getting feedback from the teachers during the course,
- getting individual advice. YSAFA faculty members are always ready to provide support and advise to the students when working on the project,
- periodically reviewing the projects/assignments: when the student can get the feedback to make further imporvements.

Moreover, YSAFA is currently working on setting a system that would enable to follow and monitor the student academic progress (starting from the enrolment and ending with the graduation), when each of the students can have a profile to follow his/her academic progress and improve the activities and promote the development of the professional growth.

6. The teaching and learning activities employed within the modules are informed by reflection on professional practices, and designed to enable students to develop the knowledge, skills, abilities and professional competencies that will enable them to achieve the modules' learning outcomes.

The teaching and learning methods for Design are set in the program curriculum and defined in the course descriptions taking into consideration the distribution of class and individual hours. The latter include:

      a. class hours: lectures, practical, laboratory work, etc.
      b. individual hours: lab, studio work, reading, assignments, tasks, etc.

The above mentioned methods are selected in a way to enable the student to get the necessary knowledge, skills and competences by the completion of the course. However, the tools checking the alignment of the teaching and learning methods with the course LOs is currently being developed for the programme and will be applied for all programme in the future.

7. The structure of the programme ensures the progression of students' learning, and provides appropriate opportunities for student choice.

Design (MA) programme is structured to ensure the progression of the students' learning and development through formulating the necessary knowledge, skills and competences. This means that the MA programme content and curriculum help students to gain and develop generic and professional skills and competences from the first to fourth year of study. For example, studying Design at Master level, a student in the first year students are able to conduct benchmarking, deep study of the field and design different functional and structural projects through using electronic programmes. In the final year of study students can demonstrate abilities to conduct analyses of the industrial design and its environment using the basic principles and current developments and designing new projects.

Moreover, the student through the study period has a chance to choose between several optional courses to enhance his/her professional skills in the field.

The YSAFA students can freely attend the library and use its resources. Professors also provide them with the necessary list of literature. They are ready to give advice, while the lab staff supports them promoting students' practical development.

The students are free to express their ideas through participating in different surveys, focus groups and/or meetings and presenting the gaps and spheres for improvement for the programme. As a result of one of such kind of surveys the laboratory for the Design has also been updated with new equipment ensuring the students use the modern technologies when implementing their projects.

8. The credits ratings (national and ECTS) for modules are properly aligned with the designated student workloads for the modules.

The student workload is stated in ECTS for each of the course in the programme curriculum (1 credit is equal to 30 hours). The credits are given to the courses taking into account the number of hours a student may need to accomplish the tasks assigned by the course.

9. Students are provided with clear and current information about the learning opportunities and support available to them.

YSAFA tries to provide its students with the necessary clear and current information to ensure their study and provide with the necessary learning environment at the university. The major activities are described below.

YSAFA prepares and distributes Student Handbooks to all first-year students, where the brief descriptions of each academic programme can be found offered by the institution. Students can also find comprehensive information on YSAFA, its mission, aims and objectives, as well as the subdivisions of the university supporting students throughout their study period at YSAFA. The student handbook is also available in Armenian and English on YSAFA official web-site.

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professor is responsible to present the students the course aim, objectives and tasks mainly focusing on the competences and skills the student can achieve when completing the course.

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The quality assurance center also conducts surveys and focus groups involving students, as target stakeholders, to get information on YSAFA educational processes and become a part of the academy life.

10. The design, delivery and monitoring of the academic programmes is 'student centred', engaging students collectively and individually as partners in the development, assurance and enhancement of their educational experiences (e.g., through effective representation of the student voice, discussions about opportunities for course enhancement, involvement in quality assurance processes, and the monitoring and evaluation of student experiences).

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5. Evidence of Quality Assurance Alignment *(max. 5 pages)*

In this section, please provide evidence under each of the 'ten indicators' of how the university meets the 'expectation' for quality assurance alignment (see section 5.2 Alignment of Quality Assurance Processes).

1. There are clear criteria against which academic programmes are assessed in the programme approval, monitoring and review processes.

The programme approval, monitoring and review at YSAFA is conducted according to Quality Assurance Handbook procedures, National Guidelines on Aligning the Academic Programmes to the National Qualification Framework and YSAFA Guidelines on AP design, monitoring and alignment. The first document, developed by QA center, provides detailed description of all the processes and procedures set at YSAFA to ensure the monitoring and review of the academic programs. The tools described in the handbook are applied for all academic programmes, respective analyses are regularly conducted and submitted to the relative bodies and subdivisions for consideration. Next, the National Guide on Alignment presents the general approaches accepted in the country which are also in line with the international standards and identifies he tools and mechanisms for alignment against which each HEI can develop its own. And finally, the YSAFA guidelines are based on the general principles outlined in the national guidelines and present the regulations and formats, tables adopted by YSAFA. The procedures describe the requirements and standards for programme design, approval, monitoring and review. The pilot of the two selected programmes will help to understand the criteria for checking the alignment and set the internal ones for periodic review of the process.

2. The roles and responsibilities for programme design, development, approval and monitoring are clearly articulated.

YSAFA Guidelines on AP design, monitroing and alignment states also the main parties to be in charge of designing, implementiong and monitoring the academic programmes. These bodies include the programme delivering chairs, the academic affairs, the vice-rector on education, the Scientific Council and the QA center.

The need to redevelop and/or monitor the academic programmes can raise either from the chair faculty members or from the academic affairs. The chair faculty members can make proposal on programme revision taking into account he content-wise changes and modern developments and include their recommendations in the proposals. The Academic Affairs can also initiate the revision of the APs considering the structural changes, new approaches in Higher education nationally and internationally.

In both cases the proposals are submitted to the vice-rector of the institution who establishes a commission, including leading professors, representatives from the academic affairs and a student. The commission bears the responsibility to revise and/or design the AP according to the set regulations and relevant documentation. The package of the developed documents if first of all discussed among the chair staff. If there are no objections the package is submitted to the Scientific Council for decision. In the case of revision the changes are included in the Academic programs if there are no objections for fuurther developments. In the case of designing a new academic programs, the Scientific Council,

recieving the new package of documents and having any recommendations, sends back for improvements. If there are no objections the package is sent to the RA Ministry of Education and Science for licensing the new academic programme. After the adoption the information on the new academic program is disseminated via different mass media and online sources (web-site, etc).

The Quality Assurance Center of YSAFA also supports the process of designing and reviewing the academic programmes through conducting surveys among the employers, graduates and current students and provides neccesssary feedback and analyses for further changes and improvements.

3. Students are involved in programme design and in the processes of programme development, approval, monitoring and review.

Students are the key stakeholders of the Academy and their involvment in the design, development and revision of Academic programmes is very important issue to be focused and addressed to in the regulations. YSAFA ensures the student particiapation in the AP design, approval, development and revision/monitoring processes in several ways. First the student representatives are a part of the Scientific Council who make the final decision on the changes and design of the APs. Next, the QA center regularly conducts surveys among students to understand and get their feedback on the program implementation at the academy. The students freely and anonymously provide their opinions and evaluate the programme implementation, faculty members, assessment and teaching methods. Based on the survey results a set of recommendations are presented for further improvements. For example, based on the results, the assessment criteria were slightly revised and 4 laboratories were updates with new equipment. Students can also become members of the newly established Student Community (a group established within the frames of TEMPUS – ESPAQ project ensuring the student awareness raising and involvement in QA activities within the university and preparaing them as future student experts in QA). The group is responsible to get first hand information on QA processes from the national and international trainers and disseminate the information among other students engaging more students in the group. And finally, student representatives are to be involved in the commission responsible for the revision and approval of the revised program package.

4. There are effective policies which ensure that the academic standards for credits and awards are rigorously maintained at the appropriate level, and that student performance is judged against these standards.

The student assessment is conducted according to YSAFA Student Assessment System: conceptual provisions. This document learly states the assessment principles, table, as well as the student integrity and appeal procedure. Besides, each of course descriptions have the assessment methods and criteria to evaluate the tasks and assignments, exams. However, the current system does not include the assessment criteria for the learning outcomes that can be considered a point to focus on and develop in the future.

The final diploma work or master thesis papers are prepared and defended according to the Guide on Preparing Bachelor Diploma Work and Master Thesis Paper. The final exam assessment at YSAFA is conducted by the commission involving YSAFA staff members and the field representatives not employed at YSAFA. Each of the commission members evaluates the final work/project and the final

average grade is considered as a final mark. Here again YSAFA has to develop certain criteria for assessing the final project/work which can be considered as a weak point and an issue to improve.

5. There are clear and effective policies and processes for assessing the recognition of prior learning and supporting student mobility between courses of study and institutions.

The mobility, both internal and inter-university, is regulated by the academic affairs unit according to YSAFA Regulation on Student mobility, which is based on RA Government decision on Learners Mobility of the Higher Education Institutions (done on 25.08.2011 No: 1240-N).

The student conducting mobility should present an application to the rector and an academic progress report where the credits and grades are to be mentioned. Studying the documents the Registrar office of the institution reports to the delivering chair. If the chair agrees the student presents all the necessary documents to the registrar office and becomes YSAFA student.

For international students the admission and mobility is conducted by the international relation department, academic affairs unit and by the chair. The cooperation between the subdivisions is regulated by the official document on YSAFA Policy for the Admission of International Students.

The prior learning at YSAFA is recognized according to the RA NQF and RA Law on Higher and Postgraduate Education.

6. Knowledge of professional standards/requirements and external expertise (e.g., from subject experts, employers and professional associations) is used to inform the design, development, approval and monitoring of academic programmes.

YSAFA always studies the international practice when designing, implementing, revising and monitoring its academic programmes. First, it tries to adopt the processes and new methods and approaches. As a tool YSAFA uses benchmarking to compare the academic programmes and identify the current demands and needs. The procedure is explained in YSAFA Guidelines on AP design, Monitoring and alignment.

Next, YSAFA attaches importance to the involvement of external experts and professionals of the field when developing or revising its programs. Their feedback is gathered through different surveys conducted by the QA center and the process is described in the QA Handbook. YSAFA is continuously cooperating with the employers organizing different seminars and meetings to discuss the LOs a student must achieve by the completion of the study.

7. There are appropriate arrangements to train and support academic and professional/administrative staff who are involved in the design, delivery, approval and monitoring of academic programmes.

YSAFA has not developed a policy to engage its staff and faculty members involved in the design, delivery, approval and monitoring of academic programmes. However the professional development is

among the priorities of the university and it is conducting several activities in this aspect as well. First, YSAFA has recently been engaged in a lot of external projects (grants, ect) that provide the institution with additional external resources (both financial and technical) ensuring the participation of the staff in a series of events: trainings, seminars, workshops and conferences. Getting first-hand information from world class trainers the staff memebers are trained and gain the necessary skills to share the experience and adopt at the institution for further improvements. The involvement in the grant projects, like TEMPUS-ALIGN, VERITAS, GOVERN, World Bank, etc was a great opportunity for the faulty members to see the current trends in programme design and revision. As a result, different programmes (at Bachelor, Master and PhD levels) have been revised.

Second, YSAFA is seaking possibilities to train and ensure capacity building through engaging its staff and faculty in the local seminars and trainings. For example, YSAFA team participated in the training on KPIs conducted together with Yerevan Brusov State University of Languages and Social Sciences (YSULS) in 2016. Here the faculty members had another rchance to discuss the LOs developed and defined per different programmes. YSAFA promotes its staff participation in different events organized by the other organizations (QA agenices, employers, etc) to raise awareness of the field and quality processes.

Third, YSAFA regularly organized internal seminars and in-house training for the staff discussing the AP design, course descriptions, definition of LOs, allocation of credits and QA processes. It involves faculty members from all departments and ensures the dissemination of the information.

8. There are clear policies and processes in place to ensure the integrity of student assessment (e.g., though marking schemes, moderation processes, examination board regulations), and the effectiveness of these policies is regularly reviewed.

YSAFA conducts student assessment through the "Student Assessment System. Conceptual Provisions" and based on the reguldation on "YSAFA Final Exams and Appeal Procedure". The first documents states the assessment methods during the study period, it focuses on the appeal and plagiarism procedure, but does not reflect the assessment of the learning outcomes (this is in a planning process). The next one states the assessment of the final exams/project/work but does not define certain criteria (this should be revised soon as well).

Taking into account the points to be revised and developed, YSAFA has already developed a workplan to make improvements. First, it revised the assessment system based on the results and analyses conducted by the QA center. Next, it will include also the criteria for the learning outcomes borth for periodic and final assessment.

9. The policies and processes of programme design, development, approval and monitoring are regularly reviewed in order to ensure the effectiveness and continuous enhancement of current practices.

The policies and procedures for AP design, approval, development, monitoring and review are stated in YSAFA Guidelines on AP development, monitoring and alignment. To ensure the effective implementation of the proceses and to make further improvements YSAFA started with revising the

Guide on programe development and implementation (that was developed in 2014 and revised in 2015). In 2016 the guidelines included also the alignment procedure defining the revision of the policies and procedures. However, the tools have not been piloted yet.

10. There are effective policies in place to ensure that staff appointed to teach and support student learning on academic programmes are appropriately qualified, and that delivery of the programmes is supported by the appropriate learning resources.

YSAFA programmes are deliverd by highly qualified professionals and have sufficient resources to ensure appropriate implementation of the programmes. To ensure the effectiveness of the process regular surveys are conducted to evaluate the teaching staff and resources.

YSAFA appoints its technical and teaching staff with professional qualifications to ensure their support in delivering the programmes. This is stated in YSAFA regulations on YSAFA job disctribution and YSAFA Recruitment policy. The documents define the requirements to the support and teaching staff. YSAFA recruits its faculty members taking into account their professional skills who are also leading specialist of the field.

It regularly organizes trainings, seminars, workshops, in-house trainings to improve their professional development and promote capacity building.

The learning environment at YSAFA is also suffient though the updating of the laboratories and other resources is under the prirority. AS the field is very rapidly changing the new technologies are always in a dire need. That was the reason YSAFA staff embarked on updating the laboratories and purchased modern equipment for several laboratories. The improvement of library resources is also planned and very soon electronic library will be available for YSAFA students.

6. Advice for University Implementation of Alignment (OPTIONAL) *(1-2 pages)*

A key aim of ALIGN is to develop the local knowledge and expertise needed to implement the alignment of academic programmes and quality assurance processes within each of the partner universities. The review panel will, of course, form its own ideas and recommendations about this, generally and for the HEIs. But it would help panel members to know what members of the APC think are the most practical and constructive steps that can be taken to advance the general progress of alignment in their own institution. The panel may wish to discuss these ideas during its site visit, but any advice included in this section of the SED will not form part of the panel's assessment of the alignment of the university's two academic programmes.

One of the major points to be outlined for ensuring the alignment of the APs is checking their relevance with other European similar programmes. In this context, not only the learning outcomes, but also the teaching and learning methods, assessment methods and criteria are to be taken into account to adopt the best practice. With this puporse the cooperation in general and faculty exchange in particular is to be highlighted. To ensure these cooperation the following steps can be proposed:

- Promoting faculty exchange

- Initiating joint and double programmes

The steps above can serve a basis for ensuring the alignment procedure.

7. DOCUMENTATION REQUIRED FOR PEER-REVIEW

We need to ensure that Panels have the documentation that they need to conduct their review; no more and no less than this. So it is important that everyone agrees about what is needed. To start this discussion I propose that each HEI would provide the following set of four documents (A-D).

A. Two 'Aligned' Programme Descriptors

A Descriptor should be provided for each of the two academic programmes that have been aligned. In some places these Descriptors might be called 'programme handbooks' or 'student handbooks', but whatever they are called locally, they should contain:

- A brief description of the programme; its history and place within the academic strategies and structure of the university, its students, staff, resources, etc. *(guideline: about 3 pages.)*
- A statement of the aims/goals of the programme: explain its academic/educational rationale, and its value to students in terms of their needs and aspirations and employability/careers. *(2 pages)*
- An outline of the structure of the programme; including the list of modules at each level, what is mandatory (required) and optional (elective), the mode of delivery (e.g., full/part time, online), the sequence of delivery, ECTS values, etc. *(2 pages)*
- A matrix showing the alignment of module learning outcomes with the Programme Aims *(1 - 2 pages) and other matrics.*
- The Module Descriptors. These must contain information about each module's level, learning outcomes, teaching and learning activities, class contact hours, student assessment tasks (and their relationship to the module learning outcomes), ECTS awarded.
- Programme-level Quality Assurance Procedures: the key processes for monitoring (during course delivery: e.g., student consultations), evaluating (after the delivery of the course: e.g., end-of module questionnaires), and enhancing (acting upon data collected from monitoring and evaluation, and from the programme team's reflections: e.g., on student performance, new learning facilities, employment data, or professional association advice) to make changes that will enhance the quality of students' learning opportunities, experiences and outcomes in the future. *(3 pages)*

Note. The programme and module descriptors may contain many other kinds of information (e.g., about rooms, staff profiles, complaints procedures, learning resources, assessment regulations etc.) There is no need to delete this information if it is already included in the programme descriptor/handbook.

B. SER

C. Information about Quality Assurance *(max. 10 pages)*

All of our partner universities will have some documentation concerning the Quality Assurance principles and processes that are applied for the approval and periodic review of the institution's academic programmes. These documents may be in various stages of development, be in the form of a set of guidelines or regulations, or form part of a long-established QA system at the university.

Whatever the case, it would help members of the panel to see *specifically* what the guidelines/requirements for course design, approval, monitoring and review are at the university. Please write a short (1-2 pages) introduction to the nature, use and status of the documents you

include. If the documentation is large (more than 10 pages), please provide a summary of the key points.

D. The National Qualifications Framework

This should be the official document, in the home language and with English translation of those sections which are relevant to the work of the panel.

ANNEXES

"Computer graphics"

BA Academic Programme

- *A brief description of the programme; its history and place within the academic strategies and structure of the university, its students, staff, resources, etc.*

Computer Graphics academic programme was opened at YSAFA in 2001. Now, the Academy offers BA and MA programmes in Computer Graphics on full time basis. The academic programme aims at preparing highly qualified specialists with in-depth knowledge and skills in computer graphics, 3D graphics, WEB site projection and graphic programming, product packaging, firm styles design, computer advertisement, electronic business and other spheres.

The programme attaches a special emphasis on developing students' aesthetic perceptions as well as their abilities to turn their ideas into computer projections. The challenging curricula enable students to learn how to make use of the variety of opportunities offered by modern automatic technologies in their compositional projections. Internships ensure students have the skills to actively involved in the day-to-day practice in different spheres of industry and private sector. Today publishing industry, advertisement, computer games and applications, web design, brand style and the complex interface for user are based on graphical design. The great inflow of applicants speaks about specialty demand.

The academic programme is a constituent part of faculty of Design and Decorative Applied Arts and has its place in the structure of university, which is demonstrated in the following picture:
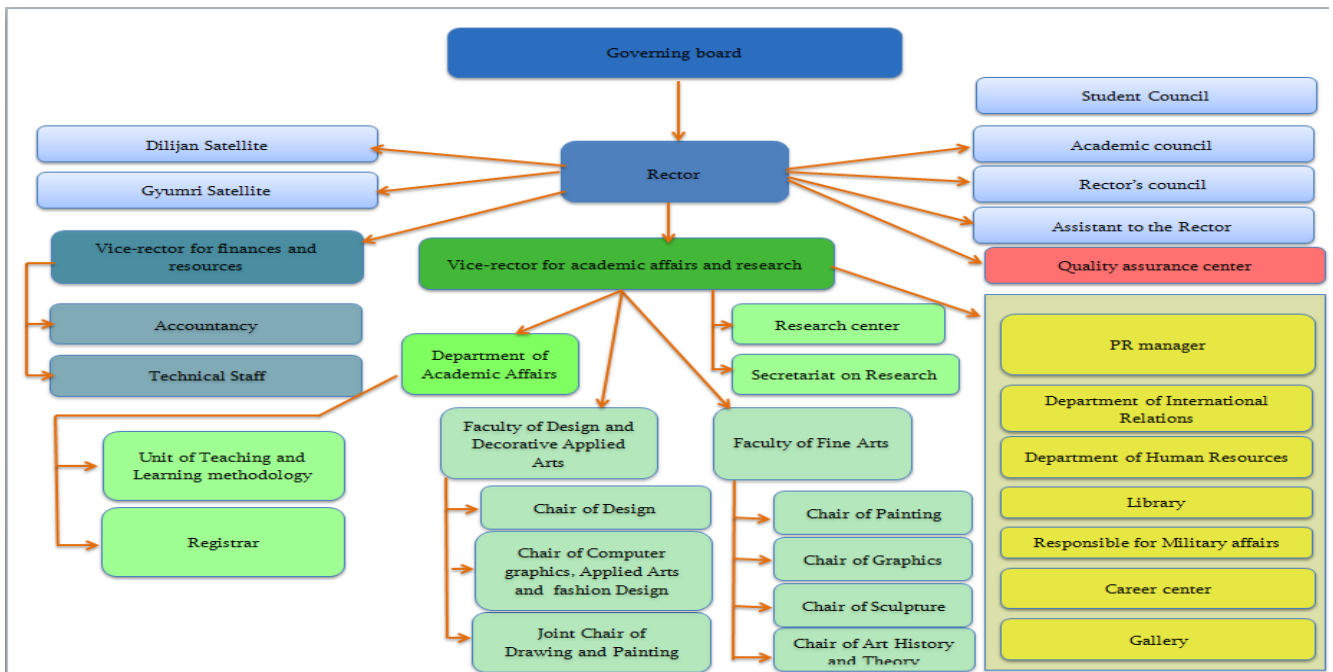
First of all, the relation between the Academy and lecturers also students has a legal basis. The Academy signs a contract with each lecturer and student. Where are written relevant stakeholders' academic rights and responsibilities and other fundamental provisions.

The academic programme "Computer graphics" is one of the competitive programmes at Academy that's why overwhelming majority of students is concentrated there. The academic programme has 29 BA and 9 MA students (2015-2016 academic year).

The teaching staff is highly qualified and known in marketplace. It has 30 faculty members, who hold both a scientific degree and scientific title.

The academic programme has well equipped computer laboratories, where students practically train their skills, competencies and knowledge. The Academy periodically increases the number of computers for the productive implementation of academic programme. The appropriate learning environment and highly qualified teaching staff help students to achieve academic programme learning outcomes effectively.

Not only appropriate learning environment and highly qualified teaching staff but also suggested support helps students to achieve course and also academic programme learning outcomes. All 1st year students are given "Student handbook", where they can find useful information about YSAFA academic programmes, student assessment, student life, academic and industrial internship opportunities etc.

Every course has its description, where are written the aim of the course, its objectives, learning outcomes, assessment scale, course topics etc., so at the beginning of each course every student can understand what they learn during semester.

The academic programme has a very challenging curriculum, which helps students to get sufficient professional knowledge, skills and competencies for their further development and future career.

Students are given a list of bibliography for each course. Unfortunately, the appropriate literature for courses is scarce in Academy library but now YSAFA is planning to join "Koha" literature network, which will enable students to find the needed information.

YSAFA organizes education internships for Bachelor level students. In the second semester of each academic year, the first, second and third year students have a four-week internship opportunity in a number of profound and leading industries, factories, companies and museums. "Computer graphics" students have internships in Yerevan Zoo Park, museums, publishing houses and many other companies, where they make sketches, power point presentations etc.

The qualification, mode of delivery, programme duration and number of credits of "Computer graphics" academic programme are demonstrated in the following picture:

Qualification	Bachelor's degree in computer graphics
Mode of delivery	full time
Duration	4 years
Number of credits	240

- ***A statement of the aims/goals of the programme: explain its academic/educational rationale, and its value to students in terms of their needs and aspirations and employability/careers.***

The mission of the academic programme is to prepare specialists for one of the actual art spheres: computer graphics, provide learners professional education: enabling the development of learners' learning and creative search, creative and analytical thinking, prepare students to compose, implement and comment their ideas in such a environment, where the emphasis is on cultural diversity and technical innovations.

The mission of the academic programme is to have its creative investment on country's art and economic spheres contributing the increase of life quality and society development also.

The aim of the academic programme is:

- to create such educational environment, where will be combined art, technical technological and research spheres.
- to develop graduates' knowledge, skills and abilities through theoretical and practical courses, which are necessary to achieve success in the professional field and for development of students' aesthetic, intellectual, analytical and performance competencies.

The objectives of the academic programme:

- to develop graphic design industry through research and creation of new works
- to develop national and universal artistic traditions in graphic design sphere based on past traditions
- to investigate mutual ties and relations of art and applied spheres of science
- to help students to discover and develop their creative thinking, competencies and talent: combining arts education with high academic education.
- to prepare students to become leaders in their sphere combining theoretical knowledge, creativity and technical opportunities as a modern requirement
- to deepen art perception through continuously presentations and exhibitions, expand future consumer and student audience.
- the academic programme will expand its activities as a field leader in country and world through special academic courses, cooperation with the scientific and practical spheres, research oriented and creative teaching staff.

Undergraduate students are in great demand in labor market and receive invitations from different organizations. Besides "Computer graphics" students accept orders from abroad via Internet.

- *An outline of the structure of the programme; including the list of modules at each level, what is mandatory (required) and optional (elective), the mode of delivery (e.g., full/part time, online), the sequence of delivery, ECTS values, etc.*

YSAFA offers BA and MA programmes in Computer Graphics on full time basis. The academic programme structure includes: Introduction, academic programme mission, "Computer graphics" academic programme description, learning outcomes, RA National Qualifications Framework descriptors /bachelor's degree/, alignment matrix of RA NQF descriptors and bachelor's degree "Computer graphics" academic programme learning outcomes, curriculum, course investement scale in learning outcomes formation, assessment scale of course investement in learning outcomes formation, teaching and learning methods, assessment, admission, list of needed material resources for the implementation of academic programme, teaching staff.

The existing courses enable students to achieve academic programme learning outcomes, these courses are:

- ➢ Armenian language and Literature- 4 credits
- ➢ Armenian History- 4 credits
- ➢ Physical Training
- ➢ Philosophy - 2 credits
- ➢ Civil Defense and Emergency Management - 2 credits
- ➢ Informatics - 8 credits
- ➢ Basics of Environmental Protection - 2 credits
- ➢ History of Ancient and Early Medieval Armenian Art - 2 credits
- ➢ History of Ancient, Early Medieval and XII-XIX Armenia- 2 credits
- ➢ History of Armenian Art, XV-XXI - 2 credits
- ➢ History of Armenian Art, XX-XXI - 2 credits
- ➢ History of Graphic Design-2 credits
- ➢ Drawing - 37 credits
- ➢ Painting - 27 credits
- ➢ Composition - 37 credits
- ➢ Plastic Anatomy - 2 credits
- ➢ Basics of Graphics
- ➢ Web-design- 4 credits
- ➢ 3D Modeling - 8 credits
- ➢ Polygraph Technology - 4 credits
- ➢ Font - 7 credits
- ➢ Visualisation - 4 credits
- ➢ Electronic media - 2 credits
- ➢ Polygraph Technology - 2 credits
- ➢ Engraving - 4 credits
- ➢ Computer modeling - 3 credits

➢ Computer design - 3 credits
➢ Web-site design - 2 credits
➢ 3D Graphics- 4 credits
➢ Preprinting - 4 credits
➢ Electronic Advertising- 2 credits
➢ Optional Courses - 8 credits
➢ Academic and Industrial Internship - 12 credits
➢ Pre-diploma Internship - 26 credits
➢ Diploma work defence - 4 credits

- ***A matrix showing the alignment of module learning outcomes with the Programme Aims (I - 2 pages) and other matrices***

After successful completion of the program, a student should be able

1. to give creative graphic solutions to visual communication objectives: displaying the competencies of revealing consumer/customer demands, information gathering, offering analytical, critical and alternative solutions, evaluation of results.
2. to develop brand, advertising posters, packaging, graphic style of visual media, computer games design-project, web-sites, design of mobile applications: using graphic design principles of organizing of visual composition, information hierarchical layouts, presentation of characters, aesthetics.
3. to represent and report about the project to professional and non-professional community in written and oral form, show the selection ability of communication problems: taking into account the physical, intellectual, cultural, social and personal factors, which influence on solving design problems.
4. to create and reproduce visual messages showing the knowledge of fundamental and modern concepts of graphic design, modern tools and technologies and their role in graphic design.
   The tools and technologies include: painting, printing, photography, interactive media and 3D graphics.
5. to make decisions in limited autonomy conditions while solving computer graphics issues, to work effectively in team and independently complete solution for graphic design issues.
6. to show the knowledge of art and design theory and history, communication and information theories, usage of socio-cultural aspects of computer design.
7. to be responsible for their education and learn based on the experience acquired in different situations as well as to be presentable to society through professional portfolio.

NQF	Learning outcomes							Total
	1	2	3	4	5	6	7	
5.1.	1	1	1	1	2	-	1	7
5.2.	-	-	-	-	-	-	2	2
4.1.	2	-	-	-	-	-	-	2
4.2.	2	2	-	2	-	--	-	6
3.1.	1	-	2	-	-	-	1	4
3.2.	2	2	1	2	-	-	-	7
3.3.	2	1	1	-	-	-	-	4
2	2	2	2	2	-	-	-	8
1	2	2	2	2	-	2	-	10
Total	14	10	9	9	2	2	4	

Alignment matrix of RA NQF descriptors and bachelor's degree "Computer graphics" academic programme learning outcomes

RA National Qualifications Framework descriptors /bachelor's degree/

5. Autonomy and responsibility (including learning skills)

5.1. Can undertake activities and fulfill tasks in the study or professional field under appropriate guidance, make decisions in limited autonomy conditions and take responsibility in a team

5.2. Is able under some guidance to identify his/her own learning needs and make an autonomous decision on his/her further study in different learning environments.

4. Generic cognitive skills (including making judgments)

4.1. Can apply critical thinking, analysis and judgment as well as some creativity to identify and provide different solutions to the problems of the field

4.2. Can demonstrate the creative approach to the field proposing different solutions to the problem

3. Communication, ICT and numeracy skills

3.1. Can explain and communicate information, ideas, problems, arguments and solutions that are related to the given field to the specialist and non-specialist audiences

3.2. Can apply ICTs to support and intensify work and solve problems in the respective field

3.3. Can collect, process and interpret relevant quantitative and qualitative data within the field to make reasonable judgments

2. Applying knowledge and understanding

Can apply basic principles and methods of the field for solving problems in familiar situations that are typical to profession

1. Knowledge and understanding

Demonstrates general knowledge and understanding of basic and state-of-the-art concepts, theories and methods within the field

- *The Module Descriptors. These must contain information about each module's level, learning outcomes, teaching and learning activities, class contact hours, student assessment tasks (and their relationship to the module learning outcomes), ECTS awarded.*

Course name

Course description

Academic programme	*For what academic programme is the course?*

Status	*Is it mandatory or elective?*

Initial requirements	*What courses should the student has passed?*

Year, semester	*In which year and semester the course is taught?*

Workload (credit)	*The number of credits*

Distribution of hours		
a. The number of total hours		
b. Classroom hours		
	lecture	*the number of hours*
	practical	*the number of hours*
	studio	*the number of hours*
	laboratory	*the number of hours*
	formative assessment	*the number of hours*
	final assessment	*the number of hours*
	other	*the number of hours*
c. Out of class hours		
	laboratory	*the number of hours*
	studio	*the number of hours*
	reading	*the number of hours*
	tasks	*the number of hours*
	other	*the number of hours*

I. The aim of the course

Name the goal of the course, which should contribute to the implementation of the academic programme goals.

II. Learning outcomes

Name the learning outcomes the student will achieve after the course. The leaning outcomes should be based on course goals and be consistent with the academic programme learning outcomes.

After the course a student will:

> *(name at least 6 learning outcomes)*

III. Course topics

Name the course topics.
Write a calendar plan within classroom hours .

Week	Topic	Tasks
1		
2		
3		
4		
5		
6		

7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

IV. Material resources

name the needed material resources
        name the needed literature for the course.

V. Assessment

assessment policy

Assessment criteria

Criterion	Component	Mark, (%)
General and professional knowledge and understanding		%
Professional applicable, as well as transferable competencies		%

Assessment scale

VI. Proposals and recommendations

If you have proposals, recommendations or questions, you can contact with relevant chair. The chair is ready to support you.

*** Notes

Yerevan State Academy of Fine Arts

Chair of computer graphics, applied arts and fashion design

Composition

The academic programme	Computer graphics

Status	Mandatory

Initial requirements	Drawing, Painting, Informatics, Adobe Photoshop, Adobe Illustrator, Basics of Graphics, Font, Theory of colours, Photo, Bionics.

Year, semester	3rdyear 1stsemester

Workload (credit)	*6credit*

Distribution of hours		
a. The number of total hours	*180*	
b. Classroom hours	*96*	
	lecture	*15*
	practical	*66*
	studio	*13*
	laboratory	*the number of hours*
	formative assessment	*2*
	final assessment	*the number of hours*
	other	*the number of hours*
c. Out of class hours	*84*	
	laboratory	*50*
	Studio	*10*
	Reading	*10*
	Tasks	*14*
	other	*the number of hours*

The course is held in the classroom: lecture, study on the subject, students make sketch projections and develop final version**.**

VII.   The aim of the course

The aim of the course is to develop graphic design sphere through research and creation of new skills.
Develop national and universal artistic traditions based on graphic design past traditions.

VIII.   Learning outcomes

The student should know:

- Logo and brand style features
- Basics of styling
- Working with text
- Usage of library and internet resources

The student should understand

- artistic composite measures
- Graphic measures
- editing photos
- usage of library and internet resources

The student should be able to
- use composition skills
- develop logo and brand style
- present his/her work in a written and oral form
- think creative

After the course the student should

- develop logo and brand style
- develop brandbook
- present the topic in a written and oral form
- think creative

IX. Course topics

Week	Topics	Tasks
1	Methods Logo project	Collect materials about chosen topic
2	Black-white approach of logo project	Make a sketch in black and white Variant

3	Colour projection approach of logo	Make a coloured sketch
4	Font developing methods	Suggest a font solution
5-6	Projection of style images	Suggest style sketch
7-8		Choose 6 final versions
		Develop a variant
9	Brand style projection method	Project a brand style
10	Second element projection method of brand style	Develop second element for brand style
11-12	Document design	Project business cards, forms, folders, envelopes
13-14	Brandbook /logo usage rules/	Develop a Brandbook- logo usage rules book form
15-16		Prepare work for printing

X. Needed material resources

Strong computer and relevant programmes

"Созданиесильныхбрендов" - ДэвидАакер / <u>Гребенников</u> / 2013

XI. Assessment

|	Component	Criterion	Mark %
1	General and professional knowledge and understanding	Theoretical general and professional knowledge and understanding. • Knowledge and ability to express concepts acquired in logo and brand style developing process. • Ability to understand contextual and critical ideas of "Composition" course and academic programme • Task analysis/ analytical ability • Ability to use knowledge and experience in the decision making problem wording processes	40%
2	Professional applicable, as well as transferable competencies	Professional applicable transferable integrated competencies Appropriate usage of technic and technology demonstrated in work done. combining of thinking and work done usage of acquired knowledge and understanding • Organizing of self-learning • Problem solving skills • Effective/productive usage of time/ time management	60%

"Design"

Academic programme

- *A brief description of the programme; its history and place within the academic strategies and structure of the university, its students, staff, resources, etc.*

YSAFA offers BA and MA programmes in Design on a full time basis. The programme aims to prepare highly qualified specialists to cover a broad range of market needs. In particular, it prepares specialists for industry, environmental design (exterior, interior), creative-projection, advertising and other areas of design. Such courses as composition, ergonomics, architectonics, bionics, drawing geometry, exterior-interior, projection and others are offered.

At MA level the programme enable the students to pursue advanced studies in the areas of history and philosophy of design, technology, urbanism, landscape, ecology, energy, conservation, art, design and the public domain, risk and resilience, and real estate.

The academic programme is a constituent part of faculty of Design and Decorative Applied Arts and has its place in the structure of university, which is demonstrated in the following picture:
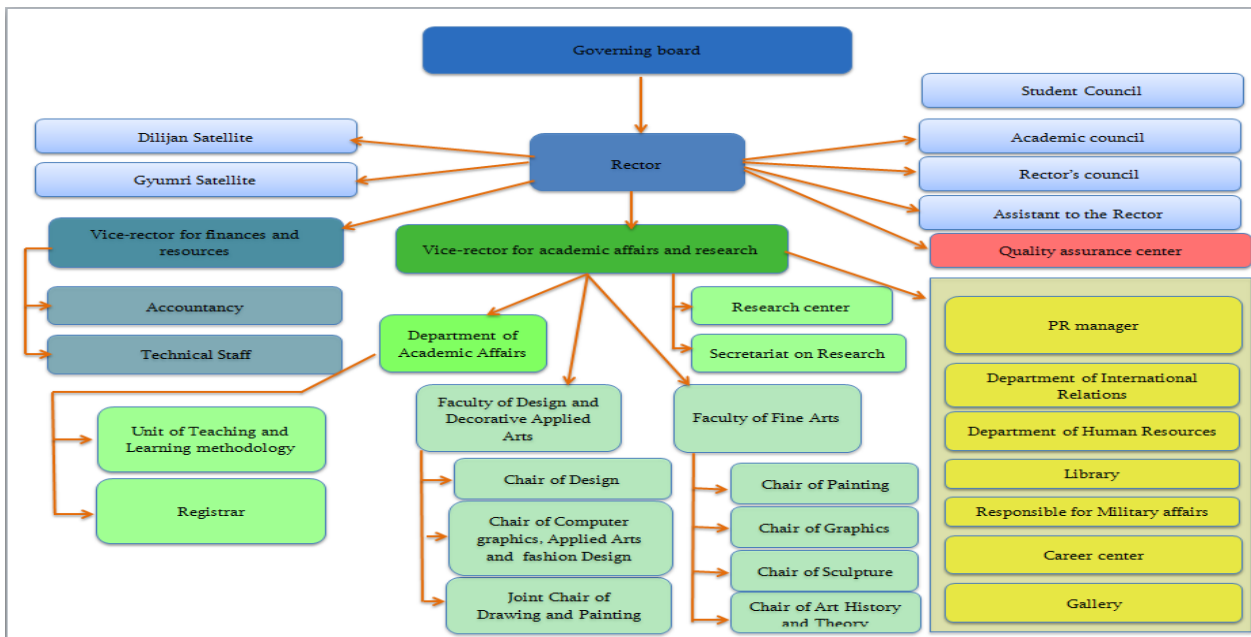
The relation between the Academy and lecturers also students have a legal basis: the Academy signs a contract with each lecturer and student. Where are written relevant stakeholders' academic rights and responsibilities and other fundamental provisions.

The academic programme "Design" is one of the Academy's well-structured and outcome based academic programmes and many YSAFA BA students after graduation prefer "Design" for MA degree. The academic programme includes BA 26 and MA 5 students (2015-2016 academic year).

The teaching staff is highly qualified and famous in labour market. The staff includes 7 lecturers, who hold both a scientific degree and scientific title.

The academic programme has well equipped classrooms, workshops, studios. Periodically, the Academy replenishes material resources for the effective implementation of the academic programme thus creating a good learning environment.

Not only appropriate learning environment and highly qualified teaching staff but also suggested support helps students to achieve academic programme learning outcomes.

All 1st year students are given "Student handbook", where they can find useful information about YSAFA MA and BA academic programmes, student assessment, student life, academic and industrial internship opportunities etc.

Every course has its description, where are written the aim of the course, its objectives, learning outcomes, assessment scale, course topics etc., so at the beginning of each course every student can understand what they learn during semester.

Well-developed curriculum helps students to get sufficient professional knowledge, skills and competencies for their further development and future career.

Every lecturer gives students the list of needed bibliography. The appropriate literature for courses is scarce in Academy library but now YSAFA is planning to join "Koha" literature network, which will enable students to find the needed information.

YSAFA organizes education internships for BA and MA level students. YSAFA has cooperation with local labour market representatives, which helps to organize productive internships. The iinternships are organized in different fields of industry and private sector.

The qualification, mode of delivery, programme duration and number of credits   of "Computer graphics" academic programme are demonstrated in the following picture:

| Qualification | Master's degree in design |
| Mode of delivery | full time |

Duration	2 years
Number of credits	120

- *A statement of the aims/goals of the programme: explain its academic/educational rationale, and its value to students in terms of their needs and aspirations and employability/careers.*

The mission of the academic programme is to prepare MA degree specialists for industry, environmental design. Within the framework of the academic programme a student carries out research, methodological-projection activities, gets the knowledge of actual design methods for the projection of miniature and manufacturing, material, environmental things.

After the implementation of the programme a student will have his/her input in national and international design sphere contributing the increase of life quality and society development.

Undergraduate students are in great demand in labor market and receive invitations from different organizations. Besides "Design" students accept orders from abroad via Internet.

The aim of the academic programme

The aim of the academic programme is to ensure a learning environment for students, to develop knowledge, competencies and skills through theoretical and practical courses, which are necessary to achieve success in the professional field, with the development of students' aesthetic, intellectual, analytical and research competencies.

Academic programme objectives

- To develop a marketplace demanded set of flexible professional and creative, research and critical skills for design and other industrial vacancies.
- To develop students' skills for self-developmnet and creative usage of marketplace innovations and directions.
- To give students intellectual and theoretical knowledge and skills, which will be be necessary in marketplace for industrial and environmental design.

- To create such learning environment, where will be combined research components of industrial material environment, product and equipment design and implementation, methodological and experimental, art, equipment and technology.
- To develop students' competencies to work independently and manage others work.
- To develop students' analytical, research, critical skills transference in design and business sphere.
- to help students to specialize in any field of design

The Academy offers BA and MA programmes in Design on a full time basis. The academic programme structure includes: Introduction, academic programme mission, "Design" academic programme description, learning outcomes, RA National Qualifications Framework descriptors /bachelor's degree/, alignment matrix of RA NQF descriptors and master's degree "Design" academic programme learning outcomes, curriculum, course investement scale in learning outcomes formation, assessment scale of course investement in learning outcomes formation, teaching and learning methods, assessment, admission, list of needed material resources for the implementation of academic programme, teaching staff.

The existing courses enable students to achieve academic programme learning outcomes, these courses are:

- Aesthetics
- Research methods
- Design technical drawing
- Design analysis
- 3d/three-dimensional computer modelling
- Design
- Portfolio project
- Design modelling with material
- Art management
- English for specific purposes (ESP)
- Decorative painting
- Landscape design
- Interior and exterior design
- English for specific purposes (ESP)
- The newest production technology of organic substances
- Research work
- Thesis and project preparation
- Diploma defence

- ***An outline of the structure of the programme; including the list of modules at each level, what is mandatory (required) and optional (elective), the mode of delivery (e.g., full/part time, online), the sequence of delivery, ECTS values, etc.***

After successful completion of the program, graduates should be able

1. To show the ability to continue their further education independently through professional and related fields knowledge and competency improvement.
2. To show research abilities in environmental and industrial design and related fields taking into account fundamental principles of the fields and using the latest achievements for the purpose of design objects creation.
3. To express critical and analytical thoughts and conclusions concerning environmental and industrial design both in written and oral form for professional and non professional community.
4. To show the ability of proposing creative solutions, research and innovation making in the field of environmental and industrial design.
5. To show the ability of decision making independently, responsiveness for team and an ability to lead the team.

Alignment matrix of RA NQF descriptors and master's degree "Design" academic programme learning outcomes

NQF	Learning outcomes					
	LO1	LO2	LO3	LO4	LO5	Total
5.1.	-	2	-	2	-	4
5.2.	-	-	-	-	2	2
5.3.	-	2	-	2		4
5.4.	-	-	-	-	2	2
5.5.	2	-	-	-	-	2
4.1.	-	2	-	2	-	4
4.2.	-	1	-	2	-	3
3.1.	-	-	2	1	-	3

53

3.2.	-	1	-	2	-	3
3.3.	-	1	-	1	1	3
2	1	2	1	1	1	6
1	2	2	2	2	1	9
Total	5	13	5	15	7	

RA National Qualifications Framework descriptors /Master's degree/

5. Autonomy and responsibility (including learning skills

5.1. Can deal with complex issues and problems in a specialized field of work or study
5.2. Manage unpredictable work situations requiring new approaches with autonomy and professional independence,
5.3. Contribute to the advancement of professional knowledge, practice and research,
5.4. Take on lead responsibility in a team for the work of others and demonstrate leadership
5.5. To identify his/her own learning needs and continue study in a self-directed manner

4. Generic cognitive skills (including making judgements)
4.1. Can investigate and generate new ideas, concepts, theories and/or research issues related to the specialty area
4.2. Offer innovative and creative solutions that extend knowledge and practices of the field

3. Communication, ICT and numeracy skills

3.1. Can use professional communication means to communicate coherently one's conclusions and research results to the specialist and non-specialist audiences

3.2. Can apply ICTs to solve new complex problems and support research in the respective field

3.3. Can analyse and evaluate relevant quantitative and qualitative data within the field to draw conclusions and make decisions on the basis of incomplete or limited information

2. Applying knowledge and understanding

Can apply in an integrated way the conceptual and methodological principles of the field for solving theoretical and practical problems with incomplete information or in new and unfamiliar situations within the specialty area (or interdisciplinary fields)

1. Knowledge and understanding

Demonstrates comprehensive knowledge and understanding of theories and methods of the given specialty and at the interface between different fields, some of which is at the forefront of knowledge in the field and serve as a basis for implementing autonomous research

- **A matrix showing the alignment of module learning outcomes with the Programme Aims *(I - 2 pages) and other matrices.***

Course investement scale in learning outcomes formation

Course \ Learning outcomes	LO1	LO2	LO3	LO4	LO5
1. Research methods	4	4	3	4	3
2. Design technical drawing	0	2	0	2	1
3. Design analysis	4	4	4	4	4
4. 3d/three-dimensional computer modelling	4	4	3	3	2
5. Design	4	4	4	4	4
6. Aesthetics	3	0	3	2	3
7. Design modelling with material	4	4	3	4	2
8. Portfolio project	4	4	4	4	2
Art management English for specific purposes (esp) Decorative painting					
Landscape design Interior and exterior design English for specific purposes (esp)					

The newest production technology of organic substances					

Assessment scale of course investment in learning outcomes formation

Mark	Mark description
4	The course is completely directed to the formation of the outcome.
3	The course is basically directed to the formation of the outcome.
2	The course is partly directed to the formation of the outcome.
1	The course promotes to the formation of the final product
0	The course has no promotion to the formation of outcome.

- ***The Module Descriptors. These must contain information about each module's level, learning outcomes, teaching and learning activities, class contact hours, student assessment tasks (and their relationship to the module learning outcomes), ECTS awarded.***

Course name

Course description

Academic programme	*For what academic programme is the course?*

Status	*Is it mandatory or elective?*

Initial requirements	*What courses should the student has passed?*

Year, semester	*In which year and semester the course is taught?*

Workload (credit)	*The number of credits*

Distribution of hours		
a. The number of total hours		
b. Classroom hours		
	lecture	*the number of hours*
	practical	*the number of hours*
	studio	*the number of hours*
	laboratory	*the number of hours*
	formative assessment	*the number of hours*
	final assessment	*the number of hours*

	other	*the number of hours*
c. Out of class hours		
	laboratory	*the number of hours*
	studio	*the number of hours*
	reading	*the number of hours*
	tasks	*the number of hours*
	other	*the number of hours*

XII. The aim of the course

Name the aim of the course, which should contribute to the implementation of the academic programme goals.

XIII. Learning outcomes

Name the learning outcomes the student will achieve after the course. The leaning outcomes should be based on course goals and be consistent with the academic programme learning outcomes.
After the course a student will:
   (name at least 6 learning outcomes)

XIV. Course topics

Name the course topics.
Write a calendar plan within classroom hours .

Week	Topic	Tasks
1		
2		

3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

16		

XV. Needed material resources

Name the needed material resources.

Name the bibliography for the course.

XVI. Assessment

Assessment policy

Assessment criteria

Criterion	Component	Mark, (%)
General and professional knowledge and understanding		%
Professional applicable, as well as transferable competencies		%

Assessment scale

XVII. Proposals and recommendations

If you have proposals, recommendations or questions, you can contact with relevant chair. The chair is ready to support you.

*** *Notes*

Yerevan State Academy of Fine Arts

Chair of Design

Master's degree

"Design"

The academic programme	Industrial design

Status	Mandatory

Initial requirements	Bachelor's degree knowledges

Year, semester	1st semester, 2016

Workload (credit)	*5*

Distribution of hours		
a. The number of total hours	*150*	
b. Classroom hours	*64*	
	lecture	*the number of hours*
	practical	*24*
	studio	*28*
	laboratory	*the number of hours*
	formative assessment	*4*

	final assessment	*4*
	other	*4*
c. Out of class hours	*86*	
	laboratory	*the number of hours*
	Studio	*20*
	Reading	*36*
	Tasks	*20*
	other	*10*

XVIII. The aim of the course

The aim of the course is

- to teach students to carry out deep and comprehensive investigations and researches.
- to teach students how to solve problems independently
- to teach students how to substantiate chosen theme contemporaneity through professional discussions and analyses.

XIX.   Learning outcomes:

After successful completion the student should
Know
- How to do a benchmarking
- How to do a comprehensive research about approved theme
- How to give reasonings for made decisions

Understand:

- How to gather information
- How to do analyses
- How to make electronic sketches

Be able to:
- Carry out deep and comprehensive professional investigations
- Give professional reasonings
- Make sketch designs with e-professional programmes
- Represent work done

XX. Course topics

Week	Topic	Tasks
1,2,3,4	The theme is chosen and approved by the chair based on student's individually done preliminary studies and sketches . / conceptual projects /	1. To study and gather comprehensive professional information about chosen theme. /make discussions/: 2. Represent a paper /based on theme/
5,6,7,8	Search, sketches.	Represent 3 variants of sketches. Make professional reasonings
9,10,11,12	Final version of sketch portfolio.	Improve and deepen performance and graphic skills. Finalize demonstration board of sketches.
13,14,15,16	Miniature, explanation, Course summary. Theme approval.	Make a miniature / based on theme/ Write explanation, finalaize work done, Prepare to show, presentation.

I. Assessment

The aim of the assessment is to find out for student work done qualitive and quantitive size.
To promote to the formation of knowledge and competencies.
The final mark has 2 criteria, which have following distribution:

Criterion	Component	Mark%

Knowledge and understanding	General theoretical knowledge and understanding about the course (based on theme): • Presentation of work done: • Capacity of main problems, concepts and ideas understanding • Existence of work done required size	60
Professional knowledge	Professional theoretical knowledge • Ability to analyse • Ability to synthesize ideas • Ability to summary • Ability to give professional reasoning Represent conceptual project features and advantages.	
Transferable and applicable competencies	General and integrated in relevant subject (Conceptual solving of society issues).	40
Professional applicable competencies	Professional applicable competencies Make a sketch project: Represent drawings in orthogonal texts, give necessary cuts, make with colour. Make working miniature of a thing. Write about all details of the project.	

Assessment Scale

³Ë	Mark	Letter mark	Comment
10	4.0	A	passing mark
9	3.5	B	
8	3.0	C	
7	2.5	D	
6	2.0	E	
5		FX	failed A student has an opportunity to redo some tasks
low from 5		F	failed A student should repeat the course

RULES OF BEHAVIOR AND ETHICS

1. Caring attitude to classroom, property and equipment
2. punctually attend –allowed a maximum of 4 class (2 days) absence
3. maintain hygiene rules
4. Mutual respect for teachers and classmates.

XXI. Proposals and recommendations

If you have proposals, recommendations or questions, you can contact with relevant chair. The chair is ready to support you.

*** *Notes*

- ***Programme-level Quality Assurance Procedures: the key processes for monitoring (during course delivery: e.g., student consultations), evaluating (after the delivery of the course: e.g., end-of module questionnaires), and enhancing (acting upon data collected from monitoring and evaluation, and from the programme team's reflections: e.g., on student performance, new learning facilities, employment data, or professional association advice) to make changes that will enhance the quality of students' learning opportunities, experiences and outcomes in the future. (3 pages)***

To enhance the effectiveness of the academic programmes the Quality Assurance Center regularly conducts the evaluation of the courses. For this purpose the surveys are used as a tool to be applied for internal and external stakeholders according to the planned schedule. The surveys help to understand the effectiveness of the course delivery and teacher professional skills. The analyses are done at QA Center and the results are available on YSAFA web-site to ensure transparency of the process. The results are presented and discussed with the university administration, faculty members and employers. The administration agrees upon the possible ways to make further improvements. For students, meetings are also organized and conducted at QA Center to present the survey results.

The effectiveness of the tools selected is to improve the quality of courses and academic programmes. Based on the analyses and results certain significant changes have been recently conducted: improvement of teaching methods, update of the resources, etc. Taking into account the student and staff demands the university administration have found sources to update the laboratories for Fashion Design, Computer Graphics, Design and Applied Arts.

Students can get recommendations and support from university administration, faculty members and technical staff. The detailed information on the study period is provided by the delivering chairs. As most of the courses are conducted at the studios and laboratories, the teaching staff is able to follow student progress working with them individually and evaluating the quality of the project/task/assignment through periodic reviews.

Student support services are also evaluated by QA center through surveys. They mainly aimed at evaluation the satisfaction rate of students from faculty members and support staff. There were no significant points underlined by the students that need further improvement; however the institution organized and conducted several trainings with the staff.

To ensure the effectiveness of the AP implementation and revision, QA Center also conducts regular surveys among the graduates in 2013 and in 2016. The feedback got from the graduates served a basis to make improvements in the programmes.

Other surveys were conducted among employers and professional unions to reveal the gaps that were reflected in the definition of learning outcomes. The meetings with the employers are conducted regularly and have informal status.

Overall, the continuous revision and monitoring of the APs ensure the implementation of the university APs in line with the NQF, labour market needs. The reflection of their feedback and ideas in the revised programmes promote the cooperation between the internal and external stakeholders and ensure that students have enough skills and competences to be demanded in the field.