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TUD Project Promotional Summary of SMARTI

CBHE Erasmus + KA2 PROJECT for Armenia and Russia

**Support for Innovative Methodology,
Approaches and Tools for Teaching through
the Medium of English in order to improve
Educational Yield, Sustainability and
Internationalization [SMARTI]**

Running: 15 January 2021 - 14 January 2024

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About CBHE

CBHE is the European Union's programme whose aim is to improve, develop, and modernise higher education systems and to support cooperation of Partner Countries across different regions of the world such as Eastern Europe and (Central) Asia mainly through university cooperation projects.

The SMARTI project has been funded by the European Commission through the Capacity-Building in Higher Education Programme (CBHE) as part of the Key Action 2 projects.

The SMARTI Project

English as a Medium for Instruction (EMI) is a current phenomenon. This project can be described as innovative as it offers to develop, teach, mark, test and benchmark a sustainable model of teacher training and retraining based on EMI pedagogy integrated into the student-centered learning and the project method. SMARTI includes the following innovating elements:

- **Development of the cross-disciplinary competence model and EMI descriptors for pedagogical skills of university teachers delivering EMI courses comparable to EU standards and national qualifications framework. It involves consideration of student-centered skills based on the requirements set by today's labor market and employers to the quality of university graduates;**
- **Development of EMI educational tools and student-centered teaching methods applicable for HEIs based on the analysis of EU best practices and with regard to the characteristics of the higher education systems of the project participants;**
- **A student centered learning combined with the project method. The plan is to integrate this approach into existing curriculum and programme in order to create and maintain a supportive and effective EMI teaching/learning environment.**

The priority of SMARTI project aims at enhancing the quality and the effectiveness of teaching. The project will help improve the teaching capacity of the project participants and will benefit the higher education systems of PC by enhancing cross-disciplinary teacher competences and introducing new approaches in education.

This project supports teacher and student mobility and attracts international students at the respective universities with all the added benefits this brings. The establishment of EMI Centers will bring new academic and research networking among all partners directly involved into the project. Judging from the previous projects, no similar ones have been carried out in either of the PC HEIs. EMI pedagogical training using the ECTS/TUNING framework as a tool of QA of academic content makes the project a "brand new" offer for both countries and their participating HEIs.

Key Innovative SMARTI Goals

EMI has emerged as a major innovation for simultaneously improving levels of language learning and reforming educational curricula. Due to its constructivist methodological principles, it empowers not only teachers, but also learners. Having spread from certain European contexts, it is now influencing QA of academic content in international tertiary paradigms across Europe. The major drivers are not only the learning outcomes achieved, but also the acute need for educational adaptation in a rapidly changing world, and integrated solutions being examined by teachers, researchers and administrators.

Therefore, SMARTI seeks:

- to promote a change in the system of pedagogic training of university teachers through teaching in English by modernization of curriculum for national and international spectrums.

- to assist university staff that need to teach degree programs in English. Also for students (both national and international) who attend these programs.

-to develop transparent, national and international, educational standards and comparable learning tools and teaching standards in accordance with Bologna criteria.

-to enhance the quality of academic content and assist staff and students in the Programme Countries through the development of a sustainable curricula for teacher training.

-to provide support the internationalisation of participating EU and PC institutions and support staff and student mobilities and exchanges.

-to promote PC excellence in education by the development and the implementation of a comprehensive pedagogical 9 Module English as a Medium of Instruction (EMI) curricula for in-service PC teaching staff and trainee teachers using an ECTS/Tuning Modular design for teaching academic content in English in Russia and Armenia (the focus is on all faculties MA & PhD Programs such as engineering, IT, science, mathematics. The curriculum is piloted twice before being accredited). This will be developed via a network of EMI Centres

These goals are realistic and feasible because institutions realize the benefits AND sustainability of MA and PhD degrees taught in English from an educational and financial point of view as well as supporting internationalization. The project will lead to a professional level of teaching EMI, and the development of international academic exchanges.

Benefits for Russian and Armenian Partners

Partner Country Russia

In Russia the project also aims to help the partners to achieve the requirement set by Russian Government:

- make Russian education internationally recognizable
- increase the number of international students
- offer versatile educational programs at all levels in English.

Partner Country Armenia

In Armenia the project also aims to help the partners to achieve the requirement set by Armenian Government:

- increase the employability of the students by introduction of EMI Degree programmes
- make Armenian tertiary education fully recognizable for EHEA
- improve the quality and accessibility of education through updated EMI content and methods to support HEIs and internationalization of Armenian education.

Project Activities and Methodology

TU Dresden are involved in this project as Coordinator but are also a partner in CBHE Decide on special needs, and plan to disseminate the training modules and outcomes to the EU and PC partners in this project. TU Dresden also have persons with special needs/individual requirements staff involved in SMARTI.

The EMI Curriculum will be open to all target groups and this includes individuals with special needs which our EU partners chosen have particular experience in this area. Overall this project will clearly support teacher and student mobility, international publications; it will also attract more international students to study at the respective universities with all the added benefits this brings including new network contacts between all partners directly involved as all partners have never implemented the previous project working with each other in similar consortia.

An inventory of the best European EMI teaching methodologies, development of EMI teaching descriptors will be aimed at, and the results of the survey will allow EU partners to develop pivotal content and materials for the Main EMI Curriculum Training hosted by RTU, Riga, Latvia. After it PC partners will create a 9 Module EMI curriculum training:

- **Module 1. Communicative Approach (student-centered) and Blended/ICT/E-Learning strategies that are as opposed to the more common traditional teaching approaches used in all faculties.**
- **Module 2. EMI Oral Teaching Skills Part 1 (including range for lectures, seminars, lab sessions)**
- **Module 3. EMI Oral Teaching Skills Part 2 (Case Studies to support analytical thinking approach as specifically recommended by Armenian and Russian Lead partners)**
- **Module 4. EMI Research & Writing Skills (relating to research, thesis writing, supervision, for BA/MA/PhD Cycle. This also involves Information Literacy input.**
- **Module 5. Pre-Module Curriculum Development ECTS and EU Tuning Framework Training**

- **Module 6. EMI Module Curriculum Development and Instructional Design**
- **Module 7. EMI Student Assessment strategies (formal and alternative assessment).**
- **Module 8 EMI QA Module Benchmarking and Validation in EMI environment. This includes a model of digital transformation of EMI implementation in academic sector, with focus on effectiveness assurance based on data analytics.**
- **Module 9: ESP Pathway Program Module. This EMI English for Specific Purposes Training (terminology, soft skills, and key writing skills) package for PCs is based on an English Language Staff Audit.**

These modules are further developed by PC staff under the supervision of EU partners but focused on Armenian and Russian needs.

Further Main Activities

Development and set-up of EMI Centres in PC HEIs is a significant milestone, as all further EMI activities related to PC that will be carried out within EMI Centers, using their infrastructure and staff.

The publication of an EMI Handbook with teaching methodologies will be prepared jointly by staff from the EU, RF and ARM. It will cover all aspects of EMI teaching across disciplines. It presents both practical matters and educational theories in a format useful for both new and experienced staff.

National Awareness Days and arranging a project Conference "Changes and best practices in EMI across Europe, Russia and Armenia" as well as the Final Project Conference. It will be a joint effort of all SMARTI partners and non-project stakeholders.

The outcomes of the project will be presented at a Final Conference at KFU, Russia.

SMARTI Project Partner Information

SMARTI has 15 partners, both academic and professional, consisting of four European, 5 Russian and 6 Armenian partners, with the Technical University of Dresden (TUD) as the lead partner of this project.

The European Programme Country Partners

Lead Partner

Dresden University of Technology (TUD)



<https://tu-dresden.de/>

Dresden University of Technology (TUD) is one of the largest technical universities in Germany and is a full university with 14 faculties including medicine, pedagogy etc (over 42000 students including 3200 international and 4700 staff). As a former part of the Soviet bloc of East Germany TUD has significant experience working with universities from the central European and former USSR regions.

It is in the small group of 11 German elite universities and has extensive EU project experience having been involved in over 50 Tempus projects.

Two structures within TUD are key in this project :

The Centre of Applied Language and Culture is one of the largest structures at the university and has a Media Centre and a Bologna Process Implementation Unit, having introduced its own ECTS module system based on a communicative teaching approach and has assisted other universities in this. Most importantly the

Centre has developed comprehensive EMI training, in addition to Academic, Scientific and Professional writing modules for both German and International students with added training for professors and key administrative management staff.

Secondly, for a successful and smooth implementation of the project, the project leader will be supported by **TUD's European Project Center (EPC)** during the complete lifetime of the project. The EPC has been established at TUD to support international project management throughout all phases of EU-funded projects. The team working in the EPC is experienced in European project management and able to advise on and operate in a wide range of areas. The EPC is a Unit in the Directorate for Research at TUD's Central Administration and offers consultancy and management services to all researchers. Moreover, it coordinates relevant research projects and is active as partner and coordinator in national and international projects e.g. in EU programs like TEMPUS Erasmus+ .

Partner 2: Riga Technical University (RTU)



Riga Technical University | Engineering Center in the Baltics (rtu.lv)

Riga Technical University RTU, one of the largest universities in the Baltics has a long history dating back to 1862. It now uses advanced teaching methods, new technologies and an innovative EMI approach to offer exciting studies in Engineering Sciences, Technologies, Natural and Environmental Sciences as well as in Architecture and Engineering Economics.

RTU's strategy is based on two pillars: the strengthening of internationalisation and increased collaboration with the business sector. It aims to establish itself as a Centre of Excellence for the use of the latest technologies and scientific achievements and for the exchange and implementation of innovative ideas.

Having participated in several TEMPUS and ERASMUS MUNDUS projects and with more than 200 agreements with foreign universities, industrial enterprises, state

and local government organisations, RTU ensures global outreach and also that every student gains practical experience through internships supplemented by research projects run by the Competence and National Research Centres.

RTU's Internationalisation strategy aims to foster cooperation with acknowledged education and research institutions around the world, using this to enhance the quality of education and support intercultural understanding. Its strategy includes specific aims to strengthen Internationalisation at home, including the development of joint curricula for local and international students and enhancement of intercultural study components for a wider layer of students and staff.

Partner 3: Liverpool John Moores University (LJMU)



www.ljmu.ac.uk

LJMU is a public university with a community of over 20,000 students from over 100 countries and 2,500 members of academic/administrative staff. Students select from 250 degrees—delivered across 20 schools. LJMU is forward-thinking university dedicated to student success and employability. Teaching/curriculum is informed by current research with international perspectives. LJMU's vision is to be recognized as a modern civic university that delivers solutions based on 21st century challenges.

The university's mission is to create a community for learning and knowledge making use of modern facilities and equipment promote engagement. The university's mission is to create and sustain a vibrant community for learning and knowledge is produced and co-created by staff and students together through active and supportive partnerships—providing opportunities to enrich our students, partners and wider society through education, training, research, scholarship and knowledge transfer.

LJMU is part of the Northern Consortium of UK Universities, a group that allows for students from around the world to study at the undergraduate/postgraduate level through pathway programs. The Northern Consortium works with countries around the world, including China and Russia. LJMU specifically is expanding their

network of strategic partnerships and bilateral agreements to extend international mobility opportunities for students (incoming and outgoing) across all degree programs.

Beyond research and international partnerships, LJMU is actively involved in the community and has well-developed cultural partnerships. Cultural partners reflect LJMU's goal of nurturing critical, creative and inventive people within the University community and across the city, region and nation. Relating to this project, LJMU staff focus on teaching excellence and quality control to ensure that each degree program is rigorous and students are well-equipped to enter employment once their studies are complete.

Partner 4: Universidade Católica Portuguesa – Faculty of Biotechnology (UCP-ESB)



www.esb.ucp.pt/en/come-study-in-porto?

Universidade Católica Portuguesa at Porto (UCP-CRP) is a well-established University – located in the North of Portugal, focused both on Teaching and Research and complementing its mission with a range of activities related to society with a focus on promoting Partnerships, Entrepreneurship and Technology Transfer. It has 6 Faculties: Education and Psychology, Management and Economics, Biotechnology, Health Studies, Arts, Law and Theology. The Faculty of Biotechnology (ESB) founded in 1984, offers five EMI undergraduate programs (Food Engineering, Biomedical Engineering, Environmental Engineering), Nutrition Sciences and Microbiology, with over 800 students, and various EMI based MSc (Food Engineering, Biomedical Engineering,

Applied Microbiology, Biotechnology and Innovation; and European Masters Programmes such as EDASMUS); and Emi based PhD programs (Biotechnology, Oenology; and Food and Nutrition). ESB harbors the CBQF, a research unit that hosts over 200 researchers. CBQF has consistently achieved the rating of Very Good in international evaluations. The main research orientation of CBQF is „One Health“ for the health and well-being of the citizen.

Due to in internationally recognized research and academic activities, the Faculty of Biotechnology (UCP-ESB) has systemically developing different approaches to internationalization with English as the teaching and learning language, and encompassing this efforts with innovation in the learning approaches that allows a better articulation of the learning offer and the needs of the society.

A key approach to learning at all levels is the learning by research. Most of the work at the Research Center is English based in what concerns funding, reporting, publication and presentation. Some examples are: the Research Clubs for the BSc programs; a research based work as the basis of different courses at the MSc programs; all the PhD Thesis have to be written in English by the students.

Specific student-centered approaches were undertaken to expose students to presentations, communications, pitches, for different target publics and in different contexts.

BSc students conduct public presentations in English since the first year (this year the topics were about: Biotechnology and the SDG). At MSc level integrated Project Based Learning approaches such is Innovation Track encourage the students to New Product Development articulated to a Business Plan development and Pitches in contexts like Ecotrophelia European Competition and other international events delivered in English.

The PhD students in applied research, are encouraged to think in international business terms, in drafting patents, and integrate international research projects where English is working language. Recent programs offered or promoted to Create Value out of Research are CoHiTec or Lab2Business.

At all levels of studies Erasmus students from other European Universities are accepted so all the Courses are ready to be taught in English.

Russian Partners

Partner 5: Ogarev Mordovia State University (MRSU)



OGAREV MORDOVIA
STATE UNIVERSITY

<https://www.mrsu.ru/ru/>

MRSU was founded in 1931. It is a classical university with over 20,000 students which means it pays equal attention to both Humanities and Science. In 2010 the Russian Government awarded MRSU the status of National Research University. MRSU incorporates 17 academic departments, 7 research institutes and 2 affiliated campuses, fully-fledged research infrastructure, E-Learning Centre. In 2012 MRSU was awarded the Recognized Excellence Level by the National Quality Award for Higher Education. The latest edition of the Top University Rankings (QS) ranks it 189th out of 300 Eastern European and Central Asia universities. Among Russian universities it ranks 45th and 20th among classical Russian HEIs.

The university realizes the importance of ongoing international cooperation, thus increasing competitiveness and innovation of the education. The internationalization of HE is very important as it influences all spheres. MRSU runs a number of double degree programmes and is intensively involved into Erasmus+ programme, including CBHE and Jeanne Monnet.

The interest in international mobility is defined by the priorities MRSU and its programme of university development. It emphasizes the development of international cooperation in the field of academic research and academic mobility for both students and staff.

MRSU has successfully implemented a number of international programmes involving both students and staff with European countries: UK, Italy, Finland, Romania, NL, Ireland, Bulgaria, Serbia, Slovakia, Latvia, Hungary and France; and non-EU partners, such as China, Tajikistan, Jordan, Kazakhstan, Azerbaijan, Armenia, Belarus, Ukraine, etc. However, it emphasizes that internationalization should be rooted in the EU experience, as this can foster the growth of national education and increase integration with international Higher Educational

Institution

Partner 6:

Irkutsk National Research Technical University (INRTU)



www.istu.edu

Founded in 1930, Irkutsk National Research Technical University nowadays is an actively developing academic and research center with the best traditions of Russian engineering school and powerful educational, research and innovative potential. The University comprises 10 institutes with over 15000 degree students and 1000 teaching staff delivering a wide range of educational programs in the field of engineering and technology, humanities, and economics. State-of-the-art infrastructure and equipment of the University ensures the high quality of education and research. INRTU gives much consideration to the growth of its international openness and internationalisation. Currently, there are 1300 international students from 35 countries of Asia, Europe and Africa. The University has reliable partnership relations with more than 80 educational and research organisations in the world. Joint research projects, teachers' and students' mobility, joint scientific events and publications are main areas of collaboration. INRTU actively participates in national and international projects. In 2017 Baikal School of BRICS was established at INRTU to develop and launch English medium programmes in order to enhance the global competitiveness of the University and to increase the educational services export volume. At the moment there are 3 B.A. and 3 M.A. English-medium programmes. The University furthermore offers 4 double-degree programmes in English implemented in cooperation with Otto-von-Guericke University Magdeburg (Germany), Wroclaw University of Science and Technology (Poland), Mongolian University of Science and Technology (Mongolia), and Shandong University (China). Launch of new English-medium programmes including DD ones with EU and Asian universities and enhancement of the quality of teaching and learning in English are among priorities of the University development for near-term outlook.

Partner 7: Kazan Federal University (KFU)



[Kazan Federal University \(kpfu.ru\)](http://kpfu.ru)

Founded in 1804, KFU is the second oldest university in Russia and is regularly positioned among the top 15 Russian HEIs. Since 2013 KFU has been participating in the Russian Strategic Academic Excellence Project 5-100, which goal is to maximize the competitive position of a group of leading Russian universities in the global research and education market. KFU has been undergoing the large-scale modernization of educational, research and innovation processes, organizational structure and infrastructure.

KFU has defined its several interdisciplinary research and development priority areas as: Biomedicine and Pharmaceuticals; Advanced materials; Oil production, refining and petrochemistry; Infocommunications and space technologies; Integrated social and humanities studies.

Within the KFU strategy 2013-2020, creating unique, internationally competitive joint academic programs in partnership with leading universities around the world and increasing academic mobility are among the key elements of the KFU internationalization process.

KFU consists of 14 institutes and has 2 branch campuses in the neighbouring cities (Elabuga and Naberezhnye Chelny). The KFU academic staff exceeds 4000 people.

The university provides educates over 45,000 students (in all campuses) and offers more than 600 degree programs of different levels, including 11 double-degree programs with foreign universities. KFU provides 9 EMI programs. The Institute of Fundamental Medicine and Biology provides EMI specialist degree programs “Medicine” and “Dentistry”. The Institute of Geology and Petroleum Technologies provides EMI master programs in the area of Stratigraphy and

Complex data analysis in Petroleum geosciences. Institute of Computational Mathematics and Information Technologies provides EMI master programs «Open informatics» and «Data Science». The Faculty of Law provides EMI master programs «Legal support of international business» and «European and international business law»

In 2019-2020, 7000 international students from more than 94 countries study in KFU.

KFU has 367 partnership agreements with 297 universities, research and academic centres and companies from 60 countries around the world.

Each year KFU runs many joint international projects funded by the EC, DAAD, DFG, Volkswagen Foundation, Fulbright Program, RFBR, RNF, etc. For the last several years KFU has implemented 3 big Erasmus Mundus Action-2 projects (Triple I, Aurora and Aurora II) in cooperation with 9 European and 10 Russian HEIs, 3 Tempus projects and 20 Erasmus + Credit mobility projects (Key Action 1). All of them have given an impulse for improving university procedures for student and staff academic mobility, international staff and student recruitment, academic quality assurance and etc.

Partner 8: Petrozavodsk State University (PetrSU)



<https://petsu.ru/en>

Petrozavodsk State University is a flagship university of the Russian Federation. In this special status the university serves as a driver of socio-economic development of the region (Euroregion Karelia) and identifies the innovative agenda. PetrSU comprises 11 educational institutes including Engineering, IT, Pedagogy, Medicine, Biology, Economics and Law etc. (about 7000 undergraduate and graduate students, over 2000 part-time students and about 1600 faculty and staff). PetrSU includes 5 innovative parks (IT, Bio-medical, Engineering, Humanitarian, Pedagogical, Youth), 3 scientific research institutes, 5 institutes on integrated inter-disciplinary research, the Publishing House, the Scientific Library and more than 40 international, regional and university innovation centers.

PetrSU is a member of U-Arctic, actively participates in North2North, Visba, Erasmus+, FIRST + (Finish-Russian Student and teacher exchange), Stipendium Hungaricum and other programs. Annually over 200 students and university teachers participate in academic mobility. There are over 500 international students from over 60 countries. Within the last 3 years their number doubled.

Currently we deliver one EMI double degree MA program “International relations”. In 2020 PetrSU will launch 3 MA programs with an EMI module: Internet of Things, Comparative Social Work, and Tourism and a Specialist EMI program “General Medicine”.

Partner 9:

Certification Association “Russian Register” (RR)



<https://www.rusregister.ru/>

[Certification Association Russian Register | Официальный сайт \(rusregister.ru\)](https://www.rusregister.ru/)

The Certification Association "Russian Register" is the biggest internationally recognized Russian QA certification and expert organization. Independence and objectivity of Russian Register, as well as competence of its personnel, are proved by numerous national and international accreditations and positive experience of over 15 years of work. Its clients are more than 5000 organizations from Russia and 20 more countries of near and far abroad.

RR provides its partners with a wide range of QA certification and QA expert services, beneficial contract terms and internationally recognized QA service. In accordance with national and international requirements, Russian Register provides QA services in management system, personnel and product Certification, Inspection and assessment of professional education quality. One of the key fields of activity of Russian Register is cooperation with the educational organization in the area of education QA conformity to the requirements of international standards (supporting EMI), European education QA standards and guidelines of ENQA, legal requirements for education QA both on the institutional and program level. RR has the long-term experience in assessment of internal quality management systems of the educational organizations; RR registrar of certified organizations includes 250 records about educational organizations. Russian Register is included into the national registrar of accrediting organizations established and maintained upon request of the Russian Ministry of education and science. Over 200 education quality assessment experts have been trained on the basis of Russian Register. RR is a full member of INQAAHE, APQR and an affiliate member of ENQA.

Armenian Partners

Partner 10:

Public Administration Academy of the Republic of Armenia (PAARA)

<https://paara.am/en>



PAARA was established with the support of the European Union TACIS Program. Full-time study, part-time, and short time forms of education are in place at the Academy.

The Academy has implemented several Projects with the support of international organizations and cooperated with: The Network of Schools and Institutes of Public Administration in Central and Eastern Europe "NISPACEE" (Bratislava, Slovakia), Russian Academy of National Economy and Public Service at the President of Russian Federation, Ukrainian Academy of Public Administration at the President of the Ukraine, Academy of Administration at the President of Belarus Republic, Academy of Municipal Administration of the Ukraine, Eurasia Foundation, EU TACIS Program, Canadian International Development Agency (CIDA), Canadian Bureau for International Education (CBIE), United Nations Development Program (UNDP), Department for International Development (DFID), UK; Open Society Institute (OSI), EU Tempus Program.

The Academy is on its way of integrating into the European Higher Education Area, and the European standards of education quality are a landmark for the Academy. Thus, availability of EMI courses is an essential quality indicator in the context of PAARA's internationalization strategy (the Academy offers the following EMI courses: Principles of Economics; International Economic Relations; Political Globalization; Theory of Bureaucracy). In this regard Professional

Education Quality Assurance Department and relevant committees have been set up at the Academy to ensure the transparency of education quality assessment and accreditation of the study programmes, as well as the publicity of results for the Academy's internal and external stakeholders, and the proactive participation of students and employers in the quality assessment process.

PAARA is an institutional member of NISPAcee, and a member of ENTO and IASIA.

Partner 11:

“Vanadzor State University after H. Toumanyán” VSU



VANADZOR
STATE UNIVERSITY

www.vsu.am

Vanadzor State University was founded on 9 July, 1969. VSU is considered to be the largest higher educational institution of Lori Region and strives to maintain its leading position as Armenia's north regional education-service provider and research centre. Nowadays about 70% of regional teachers are VSU graduates; there is also a big number of graduates in the university academic staff (48.7%). Education is delivered at 5 faculties of the University: Philology, History and Geography, Pedagogy, Biology and Chemistry, Physics and Mathematics.

VSU has embarked on different activities and reforms which aim at integrating the University into EHEA. Since 2004 VSU has been delivering tertiary education: Bachelor's (2004), Master's (2008), Post-graduate Studies (2006). Education is based on the core principles of the ECTS.

Today VSU has close cooperation with around 30 major HEIs in Europe and post-soviet countries.

Since 2013, serious investments have been made to improve the level of higher education at VSU. As a result, five Tempus and four Erasmus Mundus mobility projects have been implemented at VSU. Due to Tempus projects the University has undergone positive structural changes and Erasmus Mundus mobility projects have given VSU students and staff an opportunity to gain

European teaching and learning experience. Currently the University is involved in three Erasmus+ projects, BOOST /Boosting Armenian Universities Internationalization Strategy & Marketing /; PRINTEL / Change in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership Countries and ARMDOCT / Reforming Doctoral Education in Armenia in Line with Needs of Academia, Industry and Current EU practices. The wider objective of the BOOST Project is to foster and promote further internationalization of Armenian Higher Education through development of national and institutional policy framework and tools. Due to the PRINTEL project innovative teaching and learning methods are being implemented at VSU. The ARMDOCT project has started this year and is directed to the reforming the third cycle of HE in Armenia.

At present VSU has Erasmus+ bilateral agreements on International Credit Mobility with the 7 EU universities: University of Porto, Portugal; Alexandru Ioan Cuza University, Romania; University of Granada, Spain; University of Linköping, Sweden; Adam Mickiewicz University in Poznan; University of Erlangen, Germany and Angel Kanchev University of Ruse, Bulgaria.

The University should take due note of the language proficiency entailed in internationalization and the services needed. The University's external communications in English is highly significant as regards its international visibility. What's more, it is important to raise the international profile of the University; hence, lecturing and communicating in English has become a great asset. In the pursuit of this goal, the Chair of Foreign Languages embarked on the enhancement of English proficiency level of the academic staff so that they would be able to teach their subjects in English starting from the academic year 2019-2020. This achievement will serve a solid basis for the establishment of a language resource centre which will carry out a number of activities, including intensive language learning courses, new approaches to teaching and curriculum design, development of joint study programs, etc.

Teaching foreign languages is also provided at the Lifelong Learning Centre of VSU where 5 languages are currently being taught at different language levels (English, French, German, Russian and Spanish). Due to modern teaching methods and materials, students of different specialties enrolled in the language courses have an opportunity to acquire new foreign languages and improve their language skills.

It is an irrefutable fact that the use of English as a medium of instruction (EMI) has been growing significantly in recent years. Consequently, incorporating intercultural and international dimension into academic programs, teaching curriculums and research has become a great asset. To enhance the international profile of the academic program "English Language and Literature", in the academic year 2017-18, the Chair of Foreign Languages with the strong support of the University leadership and 30 Bachelor and Master students of the English

Department embarked on a project aimed at increasing the English language proficiency of the University teaching staff. In this pursuit, a 10-member group from the University academic staff was formed. At the outset, a multi-component, hands-on approach to teaching and learning activities was adopted to meet the learning expectations of the different specialists the group consisted of. All successfully completed the two-year course reaching B1+ level.

This academic year, the recently established Resource Centre (functioning under the direct guidance of the Chair of Foreign Languages) has taken the responsibility for the completion of the EMI course with the same group to achieve B2 level required to deliver lectures and do research in English. The group has assumed a dual role making the project unique in its kind.

The implementation of this project will continue until the expected outcomes are fully met: to reach level C1/2.

Partner 12:

Armenian National Agrarian University (ANAU)



<https://anau.am>

As unique state educational institution providing agricultural higher education, ANAU is an important and s an important player in the field and is involved in many processes as an important educational potential for the country. The university is guided by statutory goals, international and national priorities, current labor market requirements, international trends in education and science.

The new mission of the university is

- To train agro-technology specialists capable of developing their agricultural skills with their professional skills and cooperation with stakeholders in the field;
- To enhance the University's scientific potential by offering the best solutions for progress;
- To Introduce smart technologies using and demonstrating the benefits of a knowledge-based economy.

The vision of the University is to "become a center of excellence in agri-technological research and innovation, fostering the harmonious cooperation of agricultural education, science and production".

The activities of ANAU are directed to prepare specialists with different degrees (bachelor, master, PhD, doctorate, certified specialist, researcher) in the agro-technological sphere. More than 55000 alumni have made an invaluable contribution to the development of agriculture, food industry, agricultural mechanization, amelioration, hydro-technical construction and other fields of economy.

ANAU realizes educational, scientific and consulting activities. The University has a highly qualified professorial and pedagogical staff. ANAU has initiated and is

currently realizing numerous academic-educational projects, which correspond to international academic standards and stem from the requirements of the Bologna Declaration. With 5 faculties, several research institutes and centres of ANAU is very active in international cooperation, staff and student exchanges within the different EU projects including Erasmus+ and bilateral cooperation programs. Educational and industrial internships are organized in leading enterprises of the RA.

Armenian National Agrarian University has clearly defined missions and visions in the field of internationalization and international relation development aiming to integrate into European Higher Education Area (EHEA), to build an international educational platform for the University, to establish international relations in the fields of education, innovation and research through the increased participation in European scientific-research and mobility programs with the help of which ANAU will become a competitive, highly internationalized educational and research institution. With regard to the mentioned the “English as a Medium of Instruction” is considered to be the integral part of the University Internationalization strategy. Various Centers and Departments operate within the University among which the Department of International Relations, the Chair of Foreign Languages and the Language Center are the crucial ones. These Unities promote and support non-language faculty staff to teach, write and correct in English. Currently English as a medium of instruction (EMI) is introduced at ANAU Agribusiness Teaching Center in the field of Agribusiness and Marketing. There are two degrees in the above-mentioned fields: 2 - year Undergraduate Agribusiness Program and 2 - year Master of Agribusiness Program (MAB). Graduates receive a State Diploma from Armenian National Agrarian University and a Certificate from Texas A&M University. In 2016 as a result of the processes of quality assurance and monitoring “Agrarian Management” master program received an international accreditation certificate.

Partner 13:

Mikayel Nalbandian Shirak State University (SUSh)



<https://shsu.am>

M. Nalbandyan State University of Shirak (SUSh) is the biggest and only public university in the region that provides a wide range of professions: both pedagogical and university (non-pedagogical) ones. It was established in 1934. SUSh is an educational, scientific and cultural institution. Its mission is to prepare specialists owning skills and competences in accordance with labor market requirements in BA, MA and PhD levels.

SUSh has more than 2500 students and 117 Candidates of Sciences, 16 Doctors, 12 Professors, 92 Associate Professors, 42 Assistants and 80 Lecturers.

At present, SUSh has 4 Departments: Department of Biological and Mathematical Sciences; Humanities and Arts; Social Sciences and Law; Pedagogy. The management of the University is implemented by the University Council, the Academic Council, the Rector's Board. SUSh has 14 Specialized Chairs with more than 30 specialties.

SUSh is currently participating in two ERASMUS+ CBHE projects (ABioNet- «Armenian Network of Excellence in Bio-products Science and Technology», BOOST- «Boosting Strategies and Marketing for Internationalization of Higher Education in Armenia»).

Besides, SUSh has implemented a number of EU projects.

SUSh cooperates with "Birthright Armenia" organization, the volunteers of which conduct English language trainings with SUSh students and staff.

SUSh has a department of English Language and Literature, as well as "English Language" and "Translation Studies (Armenian-English, Russian-English)" specialties.

Partner 14: Goris State University (GSU)



<https://gorsu.am/en/>

By highly appreciating and retaining its mission of being the unique and leading HEI in Syunik region of RA, Goris State University (GSU) has continually been developing the system of higher education for already half a century thus ensuring the inter-institutional and intercultural relations in line with the Bologna provisions. Being a dynamically developing regional HEI GSU prepares skilful and competitive specialists who actively implement their activities in schools and other various fields of economy in Syunik Region of Armenia.

GSU celebrated its 50th anniversary of its activity in October 2017. In 2018 GSU was granted an accreditation by The National Centre for Professional Education Quality Assurance Foundation (ANQA) of Armenia.

Research and educational-methodological work is being implemented at the university. The number of the academic staff employed at the university is 97 among whom there are 8 Doctors and Professors in Science, 32 PhD and Associate Professors and 57 Assistant Professors and lecturers. The number of the students at GSU comes up to 1400.

The university has three faculties: The Faculty of Natural Sciences, the Faculty of Humanities and Social Sciences and the Faculty of Economics and Engineering. The education is realized in 16 specialties through Bachelor's academic Program and 11 Master's academic programs through full-time and correspondence courses.

Several laboratories and research centres have been created in the result of the cooperation with local companies and the implementation of international projects/the laboratory of electrical energetics, the GIS lab, an Inclusive Education classroom, QA and Students' Career Support Centre, well-equipped reading rooms and classrooms/.

The university is effectively implementing its strategic plan by continually improving its image and reputation and raising the employability of its graduates in the labour market.

In the frameworks of the process of internationalization GSU intends to expand its cooperation and involvement in other projects aiming at:

- Modernization of the University based on the best practices of the partner universities and its own potential by way of reforms and innovations.

Introduction and implementation of educational and research projects and services in line with the needs and development opportunities in the fields of education, culture and economy of Syunik Region

- Preparation and recruitment of competitive and comprehensively skilful specialists corresponding to the European standards and meanwhile remaining loyal to the principles of democratization, liberalization, tolerance, education accessibility and lifelong learning

- Introduction of an effective and flexible system of management and administration

- Fostering the students', academic and administrative staffs' mobility and mutual visits which will contribute to the exchange of best practices and progressive approach to the system of education.

- Design and introduction of EMI courses, joint education programs,

- Improvement and relevance of the professional education at GSU by the scaling up and the experience of the previous international projects

- Stepping up onto a new stage of the assessment of the market requirements and university potential raising its graduates' employability and qualifications

- To create a professional structure aiming to foster the university's social relations at various levels through the inclusion of refugees, Asylum seekers, emigrants, people with special needs etc.

Partner 15:

National Centre for Professional Education Quality Assurance, Foundation ANQA



www.anqa.am/en

The National Centre for Professional Education Quality Assurance, Foundation (ANQA) is a non-membership and non-commercial organization established on the basis of voluntary property payments of the founder and aims to make studies, analyses, recommendations and evaluations in the sphere of professional education. ANQA fosters the assurance of tertiary education quality standards and ongoing quality enhancement, supporting the autonomy and accountability of tertiary level institutions (TLIs). ANQA strives to promote public trust, social cohesion, equity, responsibility and competitiveness through periodic enhancement of the quality of educational services.

ANQA carries out its mission by:

- being receptive to the needs of national stakeholders through its mandatory institutional and voluntary programme accreditation;
- aligning its QA criteria and standards with international standards and guidelines;
- ensuring international recognition, thereby assisting to strengthen the position of Armenian professional education in the European Higher Education Area (EHEA);
- attaching importance to close cooperation with stakeholders in the process of developing the quality assurance system

ANQA priorities at the national level are:

- ongoing support for further development and fulfilment of internal

quality assurance (IQA) systems in TLIs;

- effective and efficient fruition of the programme accreditation process and its public recognition keeping the focus on the alignment of learning outcomes with the Armenian National Qualification Framework, on teaching and learning methods, assessment, student-centered education, recognition of qualifications;
- protection of students' interests and competition in the market of educational services;
- promotion of local institutions internationally;
- transparency of reliable information on the quality of tertiary education and its availability for both local and international stakeholders.

ANQA is a full member of ENQA and of INQAAHE, is a member of EQAR, CEENQA, CIQG. Since 2008, it has conducted about 30 institutional and program accreditations.

ANQA has been active in the implementation of various projects. At this level, the impact is tangible with regard to support to the development of internal quality assurance systems at tertiary level institutions, pilot accreditations, training of internal quality assurance staff of TLIs and development of external quality assurance system.