



# VERITAS

STRUCTURAL DEVELOPMENT OF THE THIRD CYCLE BASED ON SALZBURG PRINCIPLES

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# INTRODUCTION<sup>1</sup>

All higher education institutions in the Republic of Armenia function under the same legislative framework and regulations set by the respective state agencies (Ministry of Education and Science of the Republic of Armenia, RA Supreme Certifying Commission), as well as National Center for Professional Education Quality Assurance (ANQA) which is a foundation established by the RA Government.

General information on the legal framework for PhD education and institutional procedures in the Republic of Armenia are provided in the **first part** of the handbook.

It should be noted that PhD program providers possess certain amount of freedom and autonomy in such areas as *organizing the admission to their institutions, developing the questionnaire for the entrance exams, appointing the Scientific (Research) Supervisors providing the content of the PhD programs, monitoring the dissertation writing process, reviewing the articles and organizing the pre-defense of the dissertation*. Thus, the RA higher education institutions should develop and formulate their quality standards as a basis for their own internal quality evaluation and benchmarking between institutions. This, in its turn, will help safeguard the concept of PhD as a research degree and strengthen career opportunities for PhD graduates. The RA HEIs should foster future researchers from the very first steps of their education, thus, ensuring the proper interconnection among all education levels. That is, the amendments of the third cycle should be aligned with parallel efforts to reform the first and second cycles of higher education with special focus on Master Programs which serve as an essential basis for successful PhD programs.

The reforms for alignment of the three cycles of education in the RA are in process and nowadays the Armenian HEIs have been granted a unique opportunity of launching PhD programs in accordance with the European standards set out in the Bologna Agreement of “Doctoral Programs for the European Knowledge Society” (Salzburg 3-5 February 2005).

The content of PhD program in Education Policy is elaborated in details in **the second part**.

**The third part** is devoted to the analysis of the capacity of the Chair on Education Management and Planning of the YSULS which offers, provides, organizes and sustains the program.

The strategic plan of PhD program in Education Policy will be in alignment with 10 basic Salzburg principles for the third cycle education.<sup>2</sup>

**The fourth part** of the handbook focuses on the interpretation of Salzburg principles and how the given PhD program will comply with each principle.

The PhD Program in Education Policy underwent an external expert review in Spring 2017 within the framework of TEMPUS VERITAS project. Before the publication of this handbook, the Program has been reviewed to incorporate the expert recommendations.

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<sup>1</sup> This handbook is designed within Tempus VERITAS project following a) the guidelines developed by Oliver Gruss from Heidelberg University and b) sample road-map developed by a working group lead by Oliver Gruss and Jordi Colomer from Girona University.

<sup>2</sup> For more information see Bologna Agreement of “Doctoral Programs for the European Knowledge Society” (Salzburg 3-5 February 2005).

In the framework of the TEMPUS VERITAS project, the development of Quality Standards is in process; the next stage will be to develop indicators concerning *admission procedures, appointment of Scientific (Research) Supervisors, trilateral arrangements (among the university, a supervisor and a PhD student), individual progression, research time, transferable skills, career tracking and dissemination of research results, professional development of researcher and the progress of research project*, etc. After it is finalized different “stakeholders” of PhD program in Education Policy (university, faculties, departments, Scientific (Research) Supervisors, PhD students, etc.) will be communicated and further elaborated on how they are going to ensure optimal quality of the given PhD program. It should be noted that universities can apply these Quality Standards within the scope of their autonomy.

# 1. LEGAL FRAMEWORK AND INSTITUTIONAL PROCEDURES FOR PHD EDUCATION

The prerogative right to provide and organize postgraduate education (to PhD students and research applicants) is granted only to the higher education institutions (universities) and organizations that have Scientific Councils, employ highly qualified scientific-academic staff and possess modern research and experimental base and resources, and participate in the development and implementation of national and international scientific-educational programs and projects.

Hence, the postgraduate education in the RA is implemented in compliance with the following legal regulations set by the RA Ministry of Education and Science and the RA Supreme Certifying Commission:

- *The Law of the Republic of Armenia on Higher and Postgraduate Professional Education*
- *Regulations on Awarding Degrees in the Republic of Armenia*
- *Regulations on Postgraduate and Postdoctoral Studies in the Republic of Armenia*

In the Republic of Armenia, PhD education is delivered in full-time and part-time modes; either free of charge (funded by the Government) or on paid basis (paid by individual PhD students or other parties). The maximum duration of full-time studies is 3 years, while the duration of for part-time studies lasts for 4 years.

According to the established procedures, not less than 6 months before the commencement of each academic year, the RA Ministry of Education and Science receives applications from universities and organizations that provide post-graduate education, and in cooperation with the RA Ministry of Finance and Economy and the RA Ministry of Defense submits the number of PhD places according to study mode (full-time and part-time) and financing (free of charge or paid) for the approval of the RA Government.

Admission requirements are specified in the regulations for postgraduate and postdoctoral studies in the Republic of Armenia. *However, the PhD admission committee and specialty qualifying exam committee are formed from the leading specialists of the respective field by the decree of the HEI's Rector. The members of the committee themselves compile the questionnaire and exam tickets.*

PhD admission exams include a specialty exam, a foreign language exam (English, French or German) and a quiz (Computer studies and/or Computer literacy test). The applicants whose major is English, French or German should take an exam in a foreign language different from their major. The specialty exam should precede all other exams.

Unlike PhD admission regulations, *admission requirements for research applicants are established by the HEI; accordingly, the applicant must present either an extended research paper or two published articles.* If a research applicant applies for a degree in a different field (i.e. MA major and/or PhD major are different), he or she must also take a specialty exam in the research field in accordance with the established procedures of the RA Supreme Certifying Commission.

The research applicants are accepted and allowed to conduct research in the particular HEI or organization by the decree of the Rector or the Head of the organization. The duration of studies for research applicants is 5 years.

For the whole duration of the studies, PhD students/research applicants must:

a) possess a working plan approved by the scientific council of the given HEI or organization and have no less than 36 hours of teaching workload (this obligatory provision applies to University PhD students),

b) take and pass specialty and other qualifying exams in accordance with the Regulations on Awarding Degrees in the Republic of Armenia.

*PhD qualifying exams set out by the RA Supreme Certifying Commission are also conducted by HEI's leading specialists who compile the questionnaire as well as the exam tickets. PhD qualifying exam committees are formed by the HEI but confirmed by the RA Supreme Certifying Commission.*

The RA Supreme Certifying Commission has stipulated the periods for the PhD qualifying exams (both for PhD students and research applicants): autumn /October-November/ and spring /May-June/, *however the sequence and dates of exams are set by the HEI.*

The dissertation themes and Scientific (Research) Supervisors are approved no later than three months after the admission of postgraduate students, in accordance with the procedure established by the RA Supreme Certifying Commission and/or internal regulations set by the HEIs. As a rule, a Scientific (Research) Supervisor holds the title of Doctor of Sciences who works at HEI/organization or holds the title of PhD with the stipulation that he or she gets confirmed by the RA Supreme Certifying Commission in accordance with the procedures established by the RA Ministry of Education and Science. In order to be confirmed as a Scientific (Research) Supervisor a PhD holder must have 30 published articles/ research works in the given field of study. Each Scientific (Research) Supervisor can supervise no more than 5 PhD students and research applicants at a given period.

PhD students/research applicants must accumulate 180 ECTS credits from the courses in major and minor, internships, participation in conferences and seminars. The amount of credits and workload are determined by the RA Ministry of Education and Science. *However, the HEI regulates the development of the curriculum and individual work plans for PhD students/research applicants.*

According to individual research plans, PhD students/research applicants present an annual progress report which is assessed by the relevant Chair, Department /or Center/. The Chairs, Department Councils of the HEIs, Scientific Departments and Councils of organizations regularly discuss and review the reports of the PhD students/research applicants and their supervisors. PhD students/research applicants who fail presenting and defending the report may be expelled by the decree of the Rector of HEI or the Head of the Organization.

For the duration of their studies, PhD students have access to the equipment, laboratories, computers, and libraries on equal terms with the employees of the HEI or organization.

After the completion of dissertation, a pre-defense is organized by the relevant Chair, after which the PhD candidate may apply to defend the dissertation in the relevant Specialized Council. It should be noted, however, that under the current RA regulations, a PhD student/research applicant employs the right to apply to the Specialized Council for public defense even if he or she fails the pre-defense. The decision of the Specialized Council is sent to the RA Supreme Certifying Commission for final approval.

## 2. PHD PROGRAM IN EDUCATION POLICY

### 2.1. DESCRIPTION AND RATIONALE

**Qualification (Degree) Awarded:** PhD in Education Policy (Level 8/ RA NQF)

**Course Length:** 3 years full-time (4 years part-time, 5 years for research applicants)

**Admission Requirements:** Master's degree or Diploma Specialist's degree in Education Management or in relevant field. However, this PhD program in Education Policy also recruits individuals with a broad range of backgrounds in order to create vibrant educational and research experiences.

Admission is based on grade-point average from prior learning, TOEFL scores, promising capacity for scholarly and professional growth, and recommendations by the Academic Staff. Complete applications are reviewed as they are received.

**Program Goals and Objectives:** The overarching goal of PhD program in Education Policy is to provide, for each PhD student, *advanced insights of experience and competence in the chosen major specialty; in-depth knowledge of education policy with best practices in organizational management and development, understanding of a substantial body of knowledge at the forefront of the academic discipline; the development of such advanced skills and competences as critical analysis, evaluation and synthesis of new and complex ideas, as well as other professional competences and transferable skills that will enable them to develop education policy recommendations and support policy implementation to improve quality of education as well as to continue their self-education after formal training, to undertake new research at an advanced level and to serve his or her field or discipline productively through a long career.*

YSULS has undertaken the development of PhD program in Education Policy, the choice being determined by a variety of reasons. In the rapidly changing and increasingly complex world of education, there exists a crucial need for better knowledge about and practices on how educational institutions can be organized and managed most effectively. At present, education reforms are undertaken at all cycles of education in the Republic of Armenia seeking to align its educational system with the European standards. Thus, there is a need for graduate and PhD programs that will prepare a cadre of researchers with skills and competences necessary to identify and analyze, as well as to handle the most daunting challenges that educational institutions face. Such PhD programs should prepare researchers to serve in professional positions in universities, research agencies, policy agencies and schools, for doctoral students are essential partners in developing new knowledge and in preparing the next generation of educators and scholars.

PhD program in Education Policy offers training in the discipline of education, education sciences and policies for individuals interested in careers in academic, governmental, and non-governmental research settings. This program aims to develop the advanced knowledge and expertise of PhD students to be able to produce “cutting edge” research outputs and to prepare them to take

leadership positions as education researchers, policy makers, analysts and scholars among others. So, this program targets a labour market that is wider than academia.

PhD students will be able to pursue an individualized program of study that reflects their specific interests and produce and defend a dissertation on an issue in the discipline of education. PhD students will be trained to design, conduct and communicate the results of empirical research, including presenting papers at scholarly conferences and submitting articles to scholarly journals for publication. In the program, PhD students will get a deeper understanding of advanced means and methods that laws and policies can impact the reform of education systems and how they affect improvements in curriculum, teaching, and student achievements, how educational institutions can best acquire, allot and use resources, and how education policymakers and leaders can make best use of information from system assessments, program evaluations, and analytical research.

Furthermore, PhD students will analyze the political, social, economic and legal dynamics that affect policy development and implementation. It means that the program is designed to develop PhD students' knowledge and skills by drawing on interdisciplinary policy studies, social science disciplines of economics, law, politics, and sociology, and substantive content of policies and practice at all levels of education.

**Program Description:** PhD program in Education Policy offers an individualized research program for PhD students that reflects their specific interests in education policy. PhD program in Education Policy is designed based on strategic and research objectives of the Chair of Education Management and Planning that are aligned with YSULS's mission and strategic priorities. The program aims at addressing the current needs of the labor market by preparing researchers with advanced knowledge, research skills and competences in the discipline of education studies, namely education policy. Researchers will implement the research results and outputs, employ knowledge and research skills into a range of education fields at local, national and international levels such as universities and colleges, state or local governing bodies, research and policy organizations and foundations, think-tanks and Civic Society Organizations (CSOs), among others.

The program has been launched at Yerevan Brusov State University of Languages and Social Sciences (hereinafter YSULS) in 2015-16 academic year. This PhD program is a research degree designed on the basis of modules which involve advanced target courses and significant component of research with the provision of fundamental knowledge in relevant academic disciplines. A set of elective courses is also incorporated in the program. There are two distinctive routes that allow researchers to concentrate their studies either on Education Policy (with a sociological and political focus) or International Comparative Education (with a focus on education developments worldwide and globalization).

PhD students in Education Policy program are exposed to *intensive preparation in theory, methods, and practice of education policy research and evaluation*, and in the area of their specialization. Possible areas of specialization include but are not limited to: comparative, international, and global education; higher education management; economics and finance of education; higher and postsecondary education; language policy and linguistic diversity; educational research, evaluation and assessment methods; science, technology, engineering and mathematics

(STEM) methods; and socio-cultural foundations of education, etc. This PhD program also provides *opportunities for internships in applied settings and extended opportunities for scholarly publishing.*

PhD students under the guidance of their Scientific (Research) Supervisors or Academic Staff in this area explore and research the foundations of educational institutions and practices from a variety of disciplinary perspectives, including sociological, historical, economic and political approaches. They also explore educational reform efforts of past and present to better visualize the ways in which policies shape educational attainment teaching and learning.

**Rationale of PhD Program in Education Policy:** Since 2005 Armenia has systematically attached great importance to the creation of a functional educational system, has formulated and implemented the strategy of “revitalizing the country through science and education” and has put the development of education as a strategic priority in the globalization drive. Nowadays, Armenia is facing the challenges of reforming its educational system to respond to constantly changing global demands and European Standards. The reforms undertaken are definitely catalysts for sustainable development and cause fundamental changes in the emergent paradigm of education. In order to obtain and sustain competitive advantage at regional and international levels, the RA higher education system should enhance appropriate arrangements to encourage knowledge-competitive practices and integrate distinctive aspects of different subject areas into the processes of reinvigorating research in the domain of education.

In this context, Armenia needs an array of policy reforms. One of key pillars of education policy analysis starts with a benchmark for the best policy practices and then considers how appropriate policies for Armenia may be implemented. Thus, this PhD program will be the hallmark for developing creative policy improvements to be recommended to decision makers in the field of education policy. It will allow using the research outputs and findings in policy and legislative decisions. In this regard, the current PhD program is designed to contribute to the development of human capital in the fields of education policy, educational research and education management. More specifically, this Program is designed to develop a cohort of education policy makers and researchers with interdisciplinary knowledge as well as theoretical and empirical base for researchers and organize education often in an international and comparative framework. It enhances the establishment of globally and nationally competitive and dynamic education systems, research and education programs in the education sector. Furthermore, there is an urgent and significant need to develop strong education policy frameworks, practices and skills among university and education systems leaders who would be responsible for the reforms to be successfully implemented in a sustainable manner.

The higher education administration and policy area covers organizational policy, educational leadership and organizational change. It helps staff to develop expertise in planning, evidence-based decision making, and effective leadership and organizational management. Individuals interested in enrollment management and institutional research should find this area appealing.

YSULS is a leading university in the field of education studies in the Republic of Armenia. This leading position has been secured by the Chair on Education Management and Planning. Very experienced and qualified team of Scientific (Research) Supervisors and staff members with different

professional backgrounds ensure the successful development and implementation of PhD program in Education Policy.

**Internship** includes both pedagogical (teaching) and research components and will be organized at higher, vocational and secondary education Institutions, NGOs in the field of education, Armenian National Center for Professional Education Quality Assurance Foundation (ANQA), RA Ministry of Education, National Institute of Education, among others.

**Career Opportunities:** PhD holders in Education Policy will be mainly employed at various research and administrative positions in educational institutions, government agencies and other public and/or private education and research-related organizations. In response to the broad range of challenges that may arise in professional practice and labor market needs, PhD holders acquire advanced knowledge and skills in the fields of education policy, higher education management and quality management. Their competence profile enables them to work in professional capacities such as researchers, education policy specialists and decision makers, education managers and administrators, quality managers and specialists, lecturers and in other subject-related leadership positions in the following types of institutions and organizations:

- **State Authorities**

- RA Ministry of Education and Science
- RA National Institute of Education
- RA Assessment and Testing Center
- RA National Academy of Sciences

- **Educational Associations and Agencies**

- RA Supreme Certifying Commission
- RA National Center for Professional Education Quality Assurance Foundation (ANQA)
- Center for Education Projects
- National Center for Educational Technologies
- National Center for Vocational Education and Training Development
- National Information Center for Academic Recognition and Mobility

- **RA Higher Education, Vocational Education and Secondary Education Institutions**

- **Private Educational Institutions and/or Funds**

- Global Development Fund
- Fund for Armenian Relief
- Children of Armenia Fund (COAF)
- IDEA Foundation

## 2.2. PROGRAM MODULES

The PhD program in Education Policy is designed in four modules, two of which are specific to the field of education. Module 1 provides an advanced exposure to education policy and education evaluation theories and practices. Module 2 focuses on Education Management. Module 3 deals with advanced research methods. Module 4 covers an internship combined with research and dissertation which will allow the learners to pursue their chosen area of study.

In accordance with the provisions of the Bologna process, the PhD program has been designed for 180 ECTS credits, the distribution of which is as follows:

<b>MODULE DESCRIPTION</b>	<b>ECTS</b>	<b>CREDIT DISTRIBUTION</b>
<b>Module 1: Education Policy and Educational Evaluation</b>	30 credits	(10 per course)
<b>Module 2: Education Management</b>	30 credits	(10 per course)
<b>Module 3: Advanced Research Methods</b>	30 credits	(10 per course)
<b>Module 4: Internship</b>	20 credits	(10 per each type of internship)
<b>Dissertation Design &amp; Defense</b>	70 credits	

After deliberation and approval from the Chair and/or PhD Program Director, other subjects and a range of interdisciplinary modules are also available.

### MODULE DESCRIPTIONS

#### MODULE 1: EDUCATION POLICY AND EDUCATIONAL EVALUATION

- **M1/1: Advanced Design of Education Policy and Organizational Development**

*Indicative course content*

- Politics of education
- Economics of education
- Sociology of education
- Philosophical aspects of education policy
- Ideological underpinnings of education policy
- Secondary and post-secondary education policy design and analysis
- Vocational education policy design and analysis
- Higher education policy design and analysis
- Post-graduate education policy design and analysis
- Educational processes and outcomes
- Education policy and program evaluation

- **M1/2: History of Modern Education Systems**

*Indicative course content*

- Philosophy of education
- Post-soviet legacy of education practices in Armenia
- Current developments in education practices in Armenia
- Philosophical and ideological underpinnings of education systems
- History of educational concepts
- History of internationalization of higher education

- **M1/3: Quality Management and Educational Improvement**

*Indicative course content*

- Education quality and quality assurance/enhancement
- Comparative education educational performance in the international context
- Internal and external quality assurance mechanisms (the use of institutional assessments, staff assessments and student assessments for evaluative purposes)
- Quality control and quality assurance as drivers of educational improvement
- Evaluating and using research evidence in educational improvement
- Theories of change management

## **MODULE 2: EDUCATION MANAGEMENT**

- **M2/1: Education Management and Educational Leadership**

*Indicative course content*

- Current issues and contemporary developments in education management
- Strategic management
- Advanced educational leadership
- Intellectual history of education management
- International trends of education management
- Organizational behavior and development
- Higher education management information systems (HEMIS)

- **M2/2: Human Resources Management**

*Indicative course content*

- Origins and advanced theories of nature of Human Resource Management (HRM)
- Strategic human resource management in education
- Human resources management information systems (HRMIS)
- Professional ethics in education
- Human relations in educational organizations
- Models of HRM
- Personal and professional performance management

- Pay and reward frameworks
- Career advancement models
- **M2/3/1: Education Legislation and Legislative Framework**

*Indicative course content*

- National legislation framework in education
- International legislative framework in education
- Advanced legal principles and precedents in education management
- Advanced topics on rights and obligations of employers, teachers and students

**MODULE 3: EDUCATION RESEARCH METHODS**

- **M3/1 Paradigms of Educational Research**
- **M3/2 Advanced Quantitative Research Methods**

*Indicative course content*

- Advanced methods of survey research and design
- Advanced methods of literacy research
- Advanced methodology of data collection
- Advanced statistical modeling of data
- Design of experiments
- **M3/3/1 Advanced Qualitative Research Methods**
- **M3/3/2 Mixed Methods in Education**

*Indicative course content*

- Structural Equation modeling
- Systematic processes and research styles,
- Research resources and techniques
- Advanced policy directions and priorities for research constraints
- Validity and reliability of research findings and data
- Sequential, conversion, multilevel, research designs
- Typology, data consolidation and analysis

**MODULE 4: INTERNSHIP**

PhD students are required to conduct professional practice in their areas of interest and the dissertation will be linked to the professional practice at internship. Professional practice and internship experience provide PhD students opportunities to develop professional and research skills.

All researchers are required to complete two types of internship during the final semesters of the program. Each type of internship is worth 10 ECTS credits. The internships are as follows:

- **Professional (Research) Internship**
- **Pedagogical Internship**

The Chair establishes and sustains cooperative initiatives and partnerships with different organizations, agencies, companies and entities. Potential employers and cooperating organizations/institutions are networked to participate in the cooperative internship program offered by the Chair. The basic requirements include a clear written agreement regarding program requirements, the type of experience being provided, and a line of communication between PhD student's mentor at the Internship venue and the faculty advisor or Scientific (Research) Supervisor. The permission of the Chair is required in advance of registration for the Internship. Internship Programs enable students to gain added knowledge and skills through structured work experience. Internship program requires the completion of a portfolio that documents PhD student's work and main outcomes of the Internship. These portfolios require documentation that evidences a level of mastery appropriate to internship objectives. These portfolios are assessed by the Academic Staff members and approved by the Chair's committee.

### **Internship Objectives:**

- Develop research experience and further advance professional knowledge in the subject fields by putting theory into practice
- Advance personal strengths and weaknesses in the research field to the real world-setting
- Develop the initiative and expand professional motivation to be a competitive researcher and produce advanced constructs
- Expand opportunities to network in the field, attend conferences and workshops, and develop value of being affiliated with national and professional organizations
- Advance professional communication including research ethics and professional confidentiality and dissertation by harmonizing and adhering to professional and ethical standards in the field
- Develop professional practice and research-related skills in maintaining confidentiality regarding information accessed on any clients, stakeholders, employees, and products or services associated with the internship site
- Provide PhD students the opportunity to develop a sense of responsibility for their continued research and learning by working independently and collaboratively within the parameters of an internship experience
- Familiarize PhD students with the experiences related to the process of securing employment offers and preparing job talks

### **RESEARCH & DISSERTATION DESIGN**

The doctoral dissertation is a major research study that represents PhD students' research and findings. The dissertation is the logical culmination of graduate study and it is planned in cooperation with Scientific (Research) Supervisors. All PhD students are required to carry out a research which would ideally be linked to their two types of internship. Researchers are expected to choose an area of study within the broad field of education policy. PhD students must write a formal dissertation proposal and submit it for approval to the Chair. The topic chosen will be elaborated with the Head of Chair and Scientific (Research) Supervisor. The topic should be related either to the current professional field of work of PhD Scientific (Research) Supervisor, or to an area of research the

Chair is engaged in. PhD students and their Scientific (Research) Supervisors determine when the proposal is complete after which they formally apply to the Chair for further organization of pre-defense and defense. The PhD program culminates with the final public defense of the dissertation. The dissertation is the signature evidence of a PhD research degree. The dissertation offers an opportunity for students to immerse themselves in the field, identify timely and important problems in their specialty area, craft an appropriate and original inquiry that meets high professional standards and present that inquiry to faculty, to wider public and academia. The dissertation also demands integrative writing skills that convey how the investigation was conceived and carried out.

PhD students commence working on their dissertation only after Module 1 and Module 2 are successfully completed. At that stage, they are expected to be familiar with the issues they are researching, either through direct experience, or through their studies. PhD students collaborate closely with nationally and internationally recognized faculty members on collaborative and independent research projects that might result in policy briefs, reports, scholarly articles, and engagement in education policy.

The research at PhD level requires some development of advanced research instruments (e.g. assessment instruments, questionnaires, or fieldwork observations), and the collection of data that can be analyzed using an applicable software such as SPSS or SAS. PhD students will become familiar with different statistical packages in Module 3. Thus, Module 3 will provide opportunities to develop and apply their research instruments so that during the research design stage PhD students will have time to carry out the fieldwork, collect and analyze the data and prepare their research report. PhD students should construct coherent arguments and articulate ideas clearly to a range of audience, formally and informally through a variety of techniques. They should write clearly in a style appropriate to the purpose of a dissertation.

A series of workshops and tutorial sessions will be arranged in the course of the program to support PhD students with their dissertation. PhD students and research applicants are also supposed to take the following qualifying examinations before the defense of dissertation: qualifying examination in Philosophy, qualifying examination in Foreign Language, qualifying examination in Specialty, qualifying examination in Computer Science.

The research based dissertation should comprise 150-180 pages including academic references but excluding appendices. The Chair organizes a pre-defense with the detailed feedback/comments/professional feedback from three internal reviewers and with the participation of all relevant specialists and faculty members of the Chair. After a successful pre-defense, the Chair recommends the dissertation for public defense at the relevant Specialized Council.

## **2.3. COMPETENCE MATRIX**

### **OVERALL LEARNING OUTCOMES OF THE PHD PROGRAM**

#### **Attributes of Doctoral Graduates**

- ✓ They will be equipped with the research skills and competences necessary to be competitive in the global workplace, competitively employable at the national market, and competent to work in and lead teams in international environment.

- ✓ They will be capable of systemizing and managing complexity and diversity in the changing environment of education organizations.
- ✓ They will be creative: able to innovate and to recommend creative solutions by working across disciplines as professional researchers.
- ✓ They will be digitally literate and advanced users of specific software: able to work at the interface of creativity and technologies.
- ✓ They will be critical thinkers: able to express advanced ideas and constructs in written and oral forms, and possessing advanced professional and research literacy as well as excellence in scientific writing.
- ✓ They will be able to effectively communicate and disseminate research findings through referred publications and scientific presentations.
- ✓ They will be practicing advanced professional ethical constructs and functioning ethically in local, national and international contexts.

Upon the successful completion of this PhD program and defense of a doctoral dissertation, PhD holders (researchers) will possess:

- A critical understanding of the role of education policy at national and international levels
- A critical understanding of modern education systems, current education reforms, paradigm shifts in education, modern education management and curriculum design.
- Highly advanced knowledge of current underpinnings and principles of best practices concerning education policy, education evaluation, educational assessment/measurement and curriculum design
- Highly advanced specialist expertise in designing, carrying out, analyzing and evaluating published research, complex concepts and research methodologies, and models related to education policy, education management and educational assessment/measurement issues
- Competency in carrying out education research and assisting the development of practices in the education systems

Upon successful completion of this PhD program, researchers will be able to demonstrate the following set of advanced knowledge, skills and competences.

<b>KNOWLEDGE</b>
<p><b>Subject knowledge</b></p> <ul style="list-style-type: none"> <li>• Advanced knowledge of terminology and specific details of education policies, research methods and subsequent processes</li> <li>• Highly advanced knowledge and critical understanding of modern education systems, the history and intellectual development of the education field, intellectual and chronological development of education systems, national and international trends in education.</li> <li>• Causes and historical underpinning of the development of key concepts in education, causes of education massification and shifts in education paradigm.</li> </ul>

**Conceptual knowledge**

- Advanced knowledge of classifications and categories, principles and theories, models and structures in education and education policy
- Highly advanced knowledge of current international reforms and the causes of challenges rising in relation to modern education systems and future trends
- Advanced knowledge of key principles of education research and research methods concerning education policy, history of management theory, strategic planning, human resources management
- In-depth insight into the issues in the field of

**Procedural knowledge**

- Advanced knowledge of techniques and methods, criteria and tools for determining when to utilize appropriate procedures in the context of developing education policy
- Highly advanced knowledge of designing, carrying out, analyzing and reporting a range of educational assessments, the role of evaluation in education policy at local, national and international levels

**COGNITIVE ABILITIES AND SKILLS****Analyzing and Synthesizing Skills**

- Advanced skills to evaluate models and best practices utilizing diverse perspectives in national and international education issues and policies by using evidence-based research.
- Advanced skills to critically analyze, evaluate and synthesize new and complex ideas and constructs (critical review, autonomy and leadership of research projects) and educational theories in a systematic way
- Advanced skills to generate and evaluate published research, complex concepts and methodologies, and models related to education policy and education management issues
- Advanced skills to assess the quality, integrity and authenticity of primary and secondary research information/data in the field of education
- Advanced skills to design and publish a research proposal or paper on a specific issue in the field of education policy and education studies by formulating research questions and using appropriate methodologies of data collection and analysis
- Advanced research skills to target and use advanced tools of quantitative and/or qualitative research methods to carry out research in education policy, including understanding the process of devising and implementing a coherent and effective research design, to analyze problems of practice encountered in local contexts
- Advanced skills to promote within academic and professional contexts technologies, social or cultural improvements in a knowledge-based society (leadership of research teams within national and international activities)

**Problem Solving Skills**

- Collaborative problem solving skills, including identifying and diagnosing a set of problems and issues, determining the need for implementing factual analysis, identifying and formulating relevant theories, generating alternative solutions and strategies on solving educational issues in a variety of contexts

- Advanced skills to apply the knowledge acquired and skills developed in the disciplines of education to provide solutions to professional problems in specific contexts and situations
- Advanced skills to interpret and respond to complex problems in education using the conceptual tools of foundational disciplines in education as well as empiric findings
- Advanced skills to make contribution through original research that extends the frontier of knowledge by developing a substantial body of education sciences, which merits national or international referred publication (international recognition)

### **Communication Skills**

- Skills to communicate with their peers, with scholar community and academic as well as with society in general about their areas of expertise
- Competence to communicate effectively with groups and individuals

## **COMPETENCES**

- Competence to identify, formulate and deal with complex issues autonomously and critically and to create knowledge with holistic approach in the discipline of education and education research
- Competence to demonstrate holistic understanding of strategic directions and intellectual developments of the discipline/research area in educational issues and its inter-relatedness with other disciplines/research areas
- Competence to provide outstanding breakthrough thinking for the discipline/research area of education and has strategic input to other disciplines/research areas in relation with education
- Competence to clearly communicate conclusions, research outputs and the knowledge and arguments on which they are based to different audiences in both national and international contexts
- Competence to expose ideas to professional and non-professional audiences and to critically appraise other research
- Competence to conceive, design, implement and adopt a substantial process of research with scholarly integrity
- Competence to adapt practices and research results to specific educational contexts and ability to reflect on values appropriate to educational activities
- Competence to identify potential connections between aspects of educational theory and educational policies and contexts
- Competence to provide education in values, citizenship and democracy and reflect on one's own value system
- Competence to understand trends in education and be able to recognize their potential implications
- Competence to understand principles and regulatory framework of education systems and policies
- Competence to evaluate and monitor educational processes

### **INFORMATION LITERACY**

- Advanced ability to design and execute systems for data gathering, analysis and interpretation of information using ICTs appropriately (e.g. word processing, spread-sheets, databases, among others).
- Advanced ability to conduct advanced searches and data analysis using a range of information software, resources and techniques; and recognizing their advantages and limitations
- Advanced ability to use a range of published and electronic resources, as appropriate.
- Advanced ability to manage bibliometrics and use citations with a high level of proficiency in the field of education.

Besides the above-mentioned knowledge, skills and competences that mainly cover the main domains of analysis and problem solving in education, other general transferable skills are also to be acquired in the PhD training, such as educational leadership and management (managerial) skills, information management skills, skills for written and oral communication, professional communication, project management.

The achievement of the program's learning outcomes embeds the quality of the following processes:

- Definition of the research profile and employability of the PhD candidates,
- Design of research plan, including goals and objectives, methodology and resources,
- Supervision and monitoring of PhD candidates to ensure that students acquire the intended learning outcomes,
- Research evaluation: the commission should evaluate annually the progress of the research plan and training activities of the candidate.

### **3. CAPACITY OF THE CHAIR ON EDUCATION MANAGEMENT AND PLANNING**

#### **3.1. ANALYSIS OF THE ACADEMIC STAFF**

YSULS provides the Chair with sufficient institutional and technical resources. The Chair has the autonomy to recruit and employ a cohort of motivated and committed human resources to foster the successful implementation and to ensure the sustainability of the PhD program. This model represents a hybrid model of recruiting and retaining Academic Staff at the Chair that brings an explicit added value of mapping theoretical knowledge with professional practice and advanced research track. It is also of paramount importance to highlight that Academic Staff possesses advanced competences (professional knowledge, skills and abilities) and professional practice that reflect national and international educational contexts or different approaches of defining quality in education (e.g. outcome-oriented or process-oriented). This model also brings one of the competitive practices of integrating professional practice into the realms of educational and academic practices.

Academic Staff of the Chair comprises leading specialists from the subject fields taught within the area of education, education policy and education management. This hybrid cohort of staff enhances research expertise and professionally motivates PhD students to explore diverse student experiences with a focus on interdisciplinary collaborations, as well as it improves the institutional capacity of the formal education provision and research development of the Chair. Academic Staff of the Chair represents diverse fields and is employed at state and non-state entities, namely the RA Ministry of Education and Science, the RA Ministry of Finances, the RA Ministry of Justice, the RA Ministry of Defense, World Bank Office in Armenia, the RA Central Bank, the RA Ardsinbank, the RA Public Administration Academy, British Embassy in Armenia, Commission on Ethics of High-Ranking Officials of Armenia, Global Development Fund, Textbook and Information Communication Technologies Revolving Fund, and other funds and organizations among others. Academic Staff of the Chair is composed of a body of 15 PhDs, 12 Associate Professors, 3 Senior Lecturers and 11 Lecturers.

<i>N</i>	<i>Name Surname</i>	<i>Academic Degree</i>	<i>Workplace/Field of Practice</i>
1.	Robert Khachatryan	PhD, Associate Professor	Head of the Chair on Education Management and Planning, YSULS
2.	Karine Harutyunyan	PhD, Associate Professor	YSULS Rector
3.	Samvel Karabekyan	PhD, Associate Professor	Center of Continuing and Life-long Education, YSULS

4.	Suren Vardumyan	PhD, Associate Professor	Chair on Education Management and Planning, YSULS
5.	Narine Hekekyan	PhD, Associate Professor	Chair of Armenian Studies, YSULS
6.	Armen Khachikyan	PhD, Associate Professor	Russian-Armenian University
7.	Anush Shahverdyan	PhD, Associate Professor	World Bank
8.	Arkadi Papoyan	PhD, Associate Professor	RA Ministry of Education and Science
9.	Sasoun Melikyan	PhD, Associate Professor	RA Ministry of Education and Science
10.	Norayr Babayan	PhD, Associate Professor	RA Ardshinbank
11.	Aleksandr Avetisyan	PhD, Associate Professor	RA Ministry of Defense
12.	Larisa Harutyunyan	PhD, Associate Professor	RA Ministry of Finance
13.	Lilia Asryan	PhD, Senior Lecturer	Coordinator at the Chair on Education Management and Planning, YSULS
14.	Sirvard Bezirjyan	PhD, Senior Lecturer	RA Public Administration Academy
15.	Samvel Hovhannisyan	PhD, Senior Lecturer	RA Central Bank
16.	Lilit Petrosyan	Lecturer	Commission on Ethics of High-Ranking Officials of Armenia
17.	Albert Virabyan	Lecturer	RA Ministry of Justice
18.	Nune Davtyan	Lecturer	Center for Education Projects
19.	Ani Vardanyan	Lecturer	RA Ardshinbank
20.	Zaruhi Hayrapetyan	Lecturer	Asian Development Bank
21.	Olya Azatyan	Lecturer	Heinrich-Böll-Stiftung South Caucasus Foundation
22.	Satenik Arakelyan	Lecturer	Division of Information Education and WEB Technologies
23.	Ani Mazmanyanyan	Lecturer	Coordinator at Quality Assurance Center, YSULS
24.	Ani Shahinyan	Lecturer	Coordinator at Quality Assurance Center, YSULS
25.	Frida Hakobyan	Lecturer	PhD Student, YSULS

#### **Invited International Academic Staff**

1. Jane Britt Greenwood- Associate Professor, Fulbright Scholar
2. Diane Ketelle - Associate Professor

#### **Research Outputs and Publications by Academic Staff in 2015-2017**

In 2015-2017 the number of scientific research publications by respective Academic Staff members are presented below:

<i>Academic Staff Member</i>	<i>Number of scientific research publications</i>
Robert Khachatryan	27
Karine Harutyunyan	15
Samvel Karabekyan	9
Lilia Asryan	9
Aleksandr Avetisyan	5
Larisa Harutyunyan	4
Samvel Hovhannisyan	4
Arkadi Papoyan	4
Norayr Babayan	4
Armen Khachikyan	3
Anush Shahverdyan	3
Sasun Melikyan	3
Suren Vardumyan	2
Nune Davtyan	2
Sirvard Bezirjyan	2

### **Knowledge and Qualifications of Academic Staff**

The qualifications of the Academic Staff have mainly been achieved in Yerevan higher education institutions. Besides, the following Staff members have also studied abroad. As it is illustrated, the preference was given to the Western education, which is in compliance with current higher education reforms and those being undertaken in YSULS:

<i>First Name, Last Name</i>	<i>Institutions</i>
Robert Khachatryan	USA, Kansas University /2010/, TCNJ /2013/, Syracuse University /2014/, Tufts University /2016/
Anush Shahverdyan	Kent State University /2000/
Samvel Karabekyan	Moscow State University after M. Lomonosov/1983/
Lilit Petrosyan	USA, Harvard University /2009/
Aleksandr Avetisyan	USA, Tufts University /2009/
Olya Azatyan	UK, London Metropolitan University /2008/

The Staff members having studied in the RA higher education institutions continuously participate in international trainings, seminars, workshops and professional development activities.

Taking into consideration the strategic priorities of the Chair, in particular the development of scientific research, the Chair on Education Management and Planning has recruited Fulbright Scholarships as follows:

- Armen Khachikyan - Fulbright Visiting Scholar, Library of Congress, Washington D.C.
- Jane Britt Greenwood - Fulbright Scholar, AIA (Architects American Institute)
- Gabriel Balayan - Fulbright Visiting Scholar, Library of Congress, Washington D.C., 2013

### **3.2. OVERVIEW OF CURRENT RESEARCH TOPICS OF PHD STUDENTS AT THE CHAIR**

At present, the Chair on Education Management and Planning has eight PhD Students and research applicants. The annotations of already approved current research topics are presented below:

PhD student Lilia Asryan conducts her research on *“Transformation Issues of Higher Education Systems in the Republic of Armenia and the Republic of Artsakh.”* A number of research studies on the history of higher education systems of the Republic of Armenia and the Republic of Artsakh have been conducted in Armenia so far. Very limited research has been conducted on the issues of transformation of higher education systems of the RA and Artsakh in the period of independence of these two countries (1991-2015). Furthermore, it should be mentioned the veracity that the higher education reforms of Artsakh are still in progress, and the transformation process and development perspectives of the Artsakh higher education are conditioned by the development trends of RA higher education. Besides, the formation of new higher education system in Artsakh is inevitably correlated with transformation processes and strategic priorities of the RA, thus forming a ground for identifying similar development peculiarities of both higher education systems. The empirical and statistical data analyses will serve as evidence to state that the formation and development directions of higher education systems in both Republics, in particular, higher education management policies, principles and methods have mainly been developed in the same directions and based on similar constructs and patterns.

PhD student Meline Grigoryan conducts her research on *“Distinct Characteristics of Inclusive Education Management at Primary Schools in the Republic of Armenia.”* The research touches upon essential issues and distinct characteristics of inclusive education system and education for children with special needs for this is of great importance in terms of effective management of correctional and development oriented activities at primary schools in Armenia. The rationale of this research is predicated by the lack of theoretical and practical elaboration of the mentioned issues, which can hinder the organization processes of learning for children with special needs, correctional and development activities as well as the organization and implementation of pedagogical issues. Hence, this research is targeted at researching, developing and aggregating the characteristics of inclusive education management in Armenia, the studies on efficient methods and circumstances for

the development of abilities and skills of children with special needs as well as respective empirical research will be devised and will greatly contribute to the targeted and feasible development of those issues.

PhD student Ani Shahinyan conducts her research on ***“Organization of Intellectual Property Education in the Context of Advancing Knowledge-Based Economy.”*** The research touches upon essential issues and challenges of the implementation of Intellectual Property Education (IPE) and protection of IP rights within the context of education reforms in a knowledge-based economy. In today’s drive for professionalizing education in Armenia, the field of intellectual property continuously provokes academic interest and rigor as long as it touches upon the commitment to develop, create and transfer knowledge. More specifically, aiming at the assurance of sustainable protection and enforcement of IP rights particularly in higher education institutions, the current dissertation highlights the vital role of both HEI’s and governmental approaches towards IP related legislation via formal regulations and reformation of the IP field.

PhD student Ani Mazmanyanyan conducts her research on ***“Self-certification of RA National Qualifications Framework within the frames of Education Quality Assurance.”*** The research focuses on the development and application of National Qualification Systems and the roles of European Qualification Framework (EQF) in the development of national ones. The application and impact of Armenian National Qualifications Framework (RA NQF) is viewed within the scope of education quality assurance as well as from the perspective of development of academic program learning outcomes in line with the NQF requirements. Nowadays, it is of high importance to align the academic programs and learning outcomes with NQF requirements thus ensuring the quality of academic programs in particular and the education in general.

PhD student Serob Khachatryan conducts his research on ***“Developmental Issues of General Education System of the Republic of Armenia in the Context of Contemporary Education Paradigm.”*** This research is predicated by the fact that during recent years the requirements set by the society and employers to education system in Armenia have been continuously changing. Besides, a number of education reforms have been incorporated and a set of issues have been put forward in the general education of the Republic of Armenia in the last two decades. At the same time a contemporary paradigm of general education has been changing worldwide, conditioned by the unprecedented development of digital culture and consequently the massive application of technologies. The development of Information and Communication Technologies (ICT) and developing transformation of labour market are the main factors that have served as a basis for the formation of the contemporary paradigm of general education. Thus, the current dissertation observes the critical issues in the context of contemporary paradigm of general education.

PhD student Lilit Ohanyan conducts her research on ***“Development of Professional Motivation of High School Teacher as a Management Issue.”*** The topic of research concerns the current issues of management system especially in the education sector, namely the general education and the management systems at schools. Promoting motivation of the staff plays a special role among the functions of management as the effectiveness of each staff member’s activities is closely related

with the motivation and the desire to work. The overall aim of this dissertation is to examine mechanisms and reveal peculiarities of motivation of school teachers from the perspective of management as well as to make comparative analysis of high school and other types of school teachers.

PhD student Frida Hakobyan conducts her research on ***“Directions of the Formation and Development of Professional Pedagogical Potential in RA Education System.”*** The aim of this research is to present the directions of formation and development of professional and pedagogical potential of RA education sphere, to develop methods and models for the enhancement of the effectiveness of this process and the targeted funding of those directions. Within the framework of this research, a number of scientific approaches to the formation and development of professional pedagogical potential will be studied and explored as well as new effective methods for the development of professional pedagogical potential will be analyzed.

PhD student Svetlana Karapetyan conducts her research on ***“Issues of Development and Introduction of Risk Management System in the RA HEIs.”*** This dissertation touches upon the issues concerning risk management in the RA HEIs. The aim is to recommend methods that might prevent risk and eliminate factors during the management of HEIs. Within the framework of this dissertation the influence of risky factors on RA higher education system will be observed and new methods and means will be recommended to eliminate corruption risks at the RA HEIs.

## 4. ALIGNMENT OF PHD PROGRAM WITH SALZBURG PRINCIPLES

Salzburg Principles are instrumental in reforming doctoral education in Europe, however the messages they communicate are very general and may be understood and interpreted in different ways; they may have different significance and application to different research fields. Therefore, the first step is the interpretation and adaptation of Salzburg principles taking into consideration the peculiarities of PhD program in Education Policy. Below the focus is on the relevant aspects of each Salzburg Principle that should be prioritized in the framework of PhD program in Education Policy<sup>3</sup>.

1. The first Salzburg Principle focuses on two major points: original research and application of knowledge.

a/ Though all the Salzburg principles address very important issues about doctoral education, the requirement for original research is “the core component”; this is also the main point of difference between the third and the first two cycles of higher education.

Higher education comprising three cycles may be briefly described as follows: in the first cycle students learn the basics of a chosen field; in the second cycle they take a narrower direction within that field and familiarize with current research on a selected topic in that field; in the third cycle a student, having reached the boundaries of existing knowledge on a particular topic, identifies a problem and tries to advance knowledge by solving that problem. Therefore basic questions here are: which topics can be considered appropriate and confirmed for PhD dissertation and how far a PhD student should expand the boundary of knowledge to receive a PhD? Therefore, for a PhD program in each particular field it should be decided what the advancement of knowledge means and how it can be achieved and assessed.

The advancement of knowledge in the domain of education policy embeds not only the multi-sectoral approach to planning of public education policy and strategic management of education, but also issues of regional security, education security, civic education strategies and financing of education. These topics are of extreme importance in the context of current secondary and higher education reforms and the development of a knowledge-based society in Armenia. Thus, the future of education in Armenia is highly dependent on a set of interrelated systems and knowledge which will be advanced within the framework of this PhD program. For example, one of possible research outputs can be a multi-stakeholder model of education. The advancement of knowledge should be evaluated both internally and externally. The required published articles in research journals with high impact factors and registered in the Web of Science and Scopus databases will serve as one means of external evaluation. This evaluation will cover both the concepts of authentic research, methodology issues and research outputs among others.

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<sup>3</sup>We extensively make use of the ideas presented by European and Armenian partners of the Tempus VERITAS project during the workshops; some presentations are available on website <http://tempusveritas.am/>. Our published references are: Conclusions and Recommendations, Bologna Seminar on “Doctoral Programmes for the European Knowledge Society” (Salzburg, 3-5 February 2005); Salzburg II Recommendations, European Universities’ Achievements since 2005 in Implementing the Salzburg Principles, 2010; Implementation of Salzburg Principles in the Republic of Armenia, Training Kit, 2015.

b/ Nowadays receiving a PhD is not limited to receiving the right to teach at the university. No doubt, labor market for a PhD holder is wider than academia, therefore research capacities should be directed to solving challenges that the humanity may face and to building a knowledge-based society. This will ensure the interconnection of life, science and education for the benefit of all three. In the field of Education Policy this interconnection is evident.

Given the role of education in the development of a knowledge-based society, we can undoubtedly state that Armenia needs specialists with proper understanding of education systems and mechanisms to ensure the formulation and establishment of such education policies that will contribute to the advancement of science and other aspects of social life. Thus, the PhD program in Education Policy PhD program can play a key role in the further development of education system in Armenia by providing quality researchers who can be employed in respective public and private sectors.

2. Two important aspects may be distinguished in the second Salzburg Principle: the responsibility of the university for PhD programs and requirements for distinct regulations for all phases of the program.

a/ Human and financial resources in universities are limited and scarce, therefore a reality check and study of needs should be carried out for each PhD program to meet contemporary challenges and to ensure appropriate career development for PhD candidates; a PhD program should be well-designed, realistic and sustainable, as well as be in line with the wider objective of the university and offer state requirements or standards.

It should be mentioned that the mission, objectives and scientific goals of YSULS have been established in Strategic Plans for 2011 – 2015 and are further clarified in Strategic Plan 2013 – 2017 in the light of the Armenian National Qualifications Framework (ANQF), approved by the RA Government. So far, YSULS has been a key player in education on linguistics and intercultural communication, as well as humanities and education management, being a hub to disseminate information on languages and diverse cultures, to promote tolerance, cooperation ideas, and democratic values. Based on this vision, YSLU strives for the internationalization of its educational services, aiming to become a research-based educational institution that exports highly qualified professionals into the labor market.

In the scientific and research fields, the relevant YSULS Strategy has been designed and in the process of implementation under the above-mentioned strategies and it mainly aims to guarantee the development of the university's priority directions, to create a scientific and research environment that will contribute to progress and internationalization, will enhance the learners' and researchers' creativity and will generate interest in scientific research, to further ensure the training of quality specialists at the university

One of the future indicators of YSULS's modernization in Strategic Plan 2013 – 2017 is to incorporate the tendency of its transition from a university focusing only on humanities to a university focusing on innovative scientific and education research. However, no proper mechanisms and concepts have been developed yet to ensure this transition. The introduction of the given PhD Program and the internationalization of the scientific research profile will be considered a priority for the university and one of the strengths.

b/ As it is mentioned in the introduction, there are state regulations in Armenia for PhD education obligatory for all universities, however they do not cover all the aspects of PhD study. Therefore, we should first reveal aspects of PhD education where universities can manifest their autonomy and develop inner regulations which together with state regulations give clear picture of the overall process of PhD study, ensure that all significant aspects – admission, ongoing and final evaluation, etc. – are regulated at the same time giving the researcher sufficient freedom. Principles of “European Charter for Researchers” and “Code of Conduct for the Recruitment of Researchers” should be complied with.

Here the most important point is to have a Code of Quality, which is accepted and practiced by all parties involved in the PhD program: students, Scientific (Research) Supervisors, reviewers, etc. Such a Code of Quality will distinguish the given university and the given PhD program from the others. Another important point is admission. At present the state regulations in the RA do not require evaluation of research proposal as a component of admission procedure for full time and part time PhD students. Therefore, admission exams should include a component which will enable to evaluate project design skills and research abilities of the candidate.

3. The third Salzburg Principle focuses on diversity which in the framework of a concrete PhD program may be viewed at least from two aspects: diversity within a given PhD program, and diversity of career opportunities.

a/ Diversity within a given PhD program may be interpreted as interdisciplinarity which presupposes cooperation between researchers, departments, chairs, institutions, universities, state and private stakeholders. Nowadays very little research is monodisciplinary, as methods and principles from different fields are extensively applied almost in every research and discipline. Education policy is an interdisciplinary area between the disciplines of public administration, management and its types (education management, strategic management, human resource management). At YSULS the PhD program in Education Policy has been launched by the Chair of Education Management and Planning in cooperation with the Chair on Professional Education and Applied Pedagogy of Armenian State Pedagogical University after Kh. Abovyan. Launching a joint PhD program between two chairs and universities sets a precedent and opens a possibility to expand the scope of cooperation with other institutions in the future. The Chair on Education Management and Planning is mainly responsible for the research management and contents of this PhD Program, the other Chair might provide Advisor or Co-advisor for PhD Student.

b/ Another important issue in this respect is the preparation of such researchers who, though specialized in a concrete field, may pursue different career opportunities. This requirement calls for revision of study and research components of the PhD program (For career opportunities see part 2.1.).

4. Our understanding of the fourth Salzburg Principle is that priority should be given to the preparation of good researchers. No doubt, the integral part of PhD education is unthinkable without its immediate output – PhD dissertation; however, it is more important to prepare a researcher who will continue to contribute to knowledge expansion in the future, than a good dissertation without a further impact. Therefore, PhD students should enjoy appropriate freedom and respect and have access to all available research resources of the university. PhD student should be trained to further

contribute to science and society; first of all it presupposes leadership and lecturer skills. Sometimes PhD students do not complete their dissertation which means that they do not qualify for academic career. Thus, doctoral training should provide opportunities both for academic and non-academic career. (See 2.3 for the list of competences)

5. The fifth Salzburg principle addresses the issues of assessment, supervision and shared responsibility that have a crucial role in forming an appropriate research environment. The three principal parties in PhD education are: the student, the Scientific (Research) Supervisor (s), and the university. Therefore, the more clearly and distinctly defined duties and responsibilities of these three parties are elaborated, the more effective is the overall process of PhD Education. The ideal variant can be trilateral contracts between the university, student and Scientific (Research) Supervisor, however, at present, under current regulations this practice cannot be implemented in Armenian HEIs. The solution that can be recommended is setting these duties and responsibilities in the quality code or code for excellence.

a/ Clear and transparent mechanisms should be developed for the assessment of PhD students' progress. University departments/chairs have the autonomy to carry out such assessment through constant monitoring of PhD candidates' research progress according to their research plans which in their turn should be designed in conformity with the principle of accountability. The final assessment, i.e. awarding PhD degree is within the competence of Specialized Councils that operate in the structure of universities, but are formed and confirmed by the RA Supreme Certifying Commission. Therefore, the universities can apply all the quality standards to the phase of pre-defense organized at relevant chairs.

b/ Salzburg II Recommendations stress the point that training in the third cycle is highly individual and thus differs from the first two cycles; it implies extending the HEIs responsibilities for each PhD candidate. One of the principal characteristics of research school is the collective responsibility of all Scientific (Research) Supervisors, senior researchers and peers for each PhD student's research. Universities should constantly monitor the progress of PhD students' research. In the framework of PhD program in Education Policy it is designed to establish an ad-hoc group of Scientific (Research) Supervisors who discuss PhD students' progress and propose research methodologies for further improvement.

6. The sixth Salzburg Principle – requirement for critical mass – is of great importance. Several aspects may be distinguished within this principle: critical mass in the sense of a/ existence of all three cycles of higher education, b/ significant number of researchers, c/ international cooperation ensuring the internationalization of the research environment and research products, d/ diversity of researchers with different backgrounds, e/ access to journals and necessary library and laboratory resources, f/ involvement in international programs, etc. All these aspects jointly form the necessary requirements for establishing a research team which later may develop into an internationally competitive PhD school. The Chair on Education Management and Planning is responsible also for providing *MA program in Education Management*, the graduates of which are potential applicants of the *PhD Program in Education Policy*. The fact that the number of admission places in MA in “Education Management” has been raised from 20 to 40 by the decree of the RA Minister of Education and Science is a good precondition that in the future the requirement for

critical mass will be complied with. Currently, the Chair has eight PhD students/research applicants (see part 3 for the details on capacity of the Chair)

7. The seventh Salzburg Principle draws attention to appropriate time duration for PhD education. There are three kinds of PhD students in Armenia: full time (3 years), part time (4 years), research applicants (5 years). There are two major problems here: a/ full time PhD students are funded by the state and their number is very limited in many research directions and not sufficient for establishing research schools, b/ sometimes the period of 3 years is not sufficient to gain the necessary transferable skills, take mandatory and elective courses, take specialty and other qualifying exams, complete the dissertation and publish articles (3 articles, one in the journals included in lists of SCOPUS and WEB OF SCIENCE, are required to be published before the defense of dissertation). The solution to the first problem can be found by employing part-time PhD student and research applicant or involving them in financed research projects. At present five from eight PhD students at the Chair are employed by the university. The second problem may be solved by transforming Master's Programs into more research oriented ones; if transferable skills and most mandatory courses are taught at Master's level this will free up time for research in the third cycle. The process of alignment of MA program in *Education Management* and PhD program in *Education Policy* is underway.

8. The eighth Salzburg Principle is about "meeting the challenges of interdisciplinary training and the development of transferable skills." The key ideas underlying this principle are the following: a/ scientists and scholars are not only future leaders in academic but also in social life; it will contribute to building a knowledge-based society, b/ scholarly information expands at unprecedented speed and doctoral training should meet this challenge by preparing professionals who are able to orient themselves and be competitive in both social and academic lives which gradually become more and more complicated. Therefore, PhD education should equip the candidates with appropriate transferable skills necessary for academic and non-academic activities connected with specifications of the given field of study.

9. The main idea underlying the ninth Salzburg Principle on mobility is the following: resources in Europe are limited, therefore mobility of researchers will ensure comprehensive training; joint efforts of different research centres are able to create academic webs within the given discipline and produce quality researchers, promote the dissemination of research products and best academic traditions. Mobility should be established on the levels of study, research and employment.

10. The tenth Salzburg Principle addresses the most important issue for developing countries and newly designed PhD programs: funding. As it has already been mentioned (see point 7), it is necessary that a PhD student should have sufficient time to do research. Adequate funding is a key component here. There can be two solutions to the problem. Either PhD students should be employed by the University (however, the University can't provide all the PhD students with a job, besides, it is time-consuming) or they should be involved in externally financed research programs. It is an ideal option if a PhD student is involved in a research group and works on his/her dissertation, which is related to the research problems of the group; in this case both the PhD student and the research group will benefit from it. The Chair plans to apply for a research grant to State Committee of Science under the RA Ministry of Education of Science.