

FEEDBACK MECHANISMS FROM THE PERSPECTIVE OF CURRICULUM REFORM, QUALITY ASSURANCE AND CREDIBILITY OF QUALIFICATIONS

NARINE VARDANYAN

National Academy of Sciences of the Republic of Armenia
International Scientific-Educational Center
Head of Education Quality Assurance Department
PhD of Philological Sciences, Associate Professor
narine.vardanyan@isec.am

NARINE MANUKYAN

National Academy of Sciences of the Republic of Armenia
Institute for Informatics and Automation Problems
Head of ASNET-AM NREN user support team
International Scientific-Educational Center
Economics and management department, lecturer
narine.manukyan@isec.am

ANZHELA GHALAMDARYAN

Sociologist, YSU PhD student
anzhela.ghalamdaryan@isec.am

DOI: 10.54503/2579-2903-2023.1-159

Abstract

Quality assurance of higher education and credibility of awarding qualifications are among the important and key issues in education reforms. Stakeholders' involvement in the Education quality assurance process is very important, especially since decisions are made based on their opinions. Education quality is continuously improved by identifying their needs, measuring their satisfaction, and studying their views, observations, and suggestions on various issues.

This article presents an example of the multi-functional involvement of internal and external stakeholders in the process of improving the "Marketing" educational program in the International Scientific Educational Center of the NAS RA (hereinafter referred to as "ISEC").

The article examines in detail the reforming process of the "Marketing" educational program, including the analysis of qualitative research conducted among students and graduates, the comparative examination of the best practices abroad, which served as the basis for reforming the educational program, including the educational process plan and the curriculum included in the plan.

The aim of the research is to improve the "Marketing" syllabus, align it with the credibility of the qualification and the requests of the modern labor market.

In order to achieve our goals and identify the problems, the following actions were taken.

a/ a focus group discussion among the majors of the graduates of these previous years for knowledge of educational program gaps, current specials, and suggestions.

b/ a focus group discussion among students newly admitted to this department in 2019 to understand their expectations.

c/ the educational program benchmarking with similar educational programs of the best universities abroad.

Graduates with marketing specialty of 2012-2014 and 2014-2016 years participated in the focus group, overall 6 graduates.

The methodology of this article includes exploratory and descriptive research.

It should be noted that the improved “Marketing” syllabus was developed and implemented for the 2019-2021 academic year, from quality assurance’s point the program needed monitoring and providing feedback, which is continuously implemented. Here, the modern flexible (Agile) approaches to the evaluation of educational program quality were implemented in a pilot version. In addition, the department's activities are organized through the PDCA cycle, which implies implemented processes’ periodic evaluation and improvement.

Keywords and phrases: Education quality, quality assurance, improving the education quality, stakeholders, qualitative and quantitative research, credible awarding of qualifications, “Marketing” educational program.

**ՀԵՏԱԴԱՐՁ ԿԱՊԻ ՄԵԽԱՆԻԶՄՆԵՐԸ՝ ԿՐԹԱԿԱՆ ԾՐԱԳՐԻ
ԲԱՐԵՓՈԽՈՒՄՆԵՐԻ, ՈՐԱԿԻ ԱՊԱՀՈՎՄԱՆ ԵՎ ՈՐԱԿԱՎՈՐՈՒՄՆԵՐԻ
ԱՐԺԱՆԱՀԱՎԱՏՈՒԹՅԱՆ ԴԻՏԱՆԿՅՈՒՆԻՑ**

ՆԱՐԻՆԵ ՎԱՐԴԱՆՅԱՆ

ՀՀ Գիտությունների ազգային ակադեմիայի
Գիտակրթական միջազգային կենտրոնի
կրթության որակի ապահովման բաժնի պետ,
բանասիրական գիտությունների թեկնածու, դոցենտ
narine.vardanyan@isec.am

ՆԱՐԻՆԵ ՄԱՆՈՒԿՅԱՆ

ՀՀ Գիտությունների ազգային ակադեմիայի
Ինֆորմատիկայի և ավտոմատացման պրոբլեմների ինստիտուտ,
ASNET-AM ազգային գիտական և կրթական ցանցի համակարգման ղմբի
ղեկավար
Գիտակրթական միջազգային կենտրոնի
տնտեսագիտության և կառավարման ամբիոնի դասախոս
narine.manukyan@isec.am

ԱՆԺԵԼԱ ՂԱԼԱՄԴԱՐՅԱՆ

Սոցիոլոգ,
ԵՊՀ ասպիրանտ
angela.ghalamdaryan@gmail.com

Համառոտագիր

Բարձրագույն կրթության որակի ապահովման և որակավորումների շնորհման արժանահավատությունը կրթության բարեփոխումների կարևոր և առանցքային հիմնահարցերից են: Կրթության որակի ապահովման գործընթացում շահակիցների ներգրավվածությունը շատ կարևոր է հատկապես այն առումով, որ որոշումները կայացվում են նրանց կարծիքների հիման վրա, կրթության որակի ապահովումը շարունակաբար բարելավվում է՝ բացահայտելով վերջիններիս կարիքները, չափելով գոհունակությունը և ուսումնասիրելով նրանց հայացքներն ու դիտարկումները, ինչպես նաև առաջարկները տարբեր հարցերի շուրջ:

Սույն հոդվածում ներկայացված է ՀՀ ԳԱԱ գիտակրթական միջազգային կենտրոնում (այսուհետ՝ ԳԿՄԿ) «Շուկայագիտություն» կրթական ծրագրի բարելավման գործընթացում ներքին և արտաքին շահակիցների բազմագործուն ներգրավման մեկ օրինակ:

Հոդվածում մանրամասն քննվում է «Շուկայագիտություն» մասնագիտական կրթական ծրագրի բարեփոխման ընթացքը, ներառյալ ուսանողների, շրջանավարտների շրջանում անցկացված որակական հետազոտությունների վերլուծությունները, արտերկրի լավագույն փորձի համեմատական քննությունը, որոնք հիմք են ծառայել կրթական ծրագրի բարեփոխումների, այդ թվում՝ ուսումնական գործընթացի պլանի և պլանում ընդգրկված առարկայացանկի բարեփոխման համար:

Հետազոտության նպատակն է՝ ուսումնասիրել «Շուկայագիտություն» ՄԿԾ-ի բարելավման գործընթացը, վերջինիս համապատասխանեցումը ժամանակակից աշխատաշուկայի պահանջներին:

Նպատակներին հասնելու և խնդիրների բացահայտման համար կազմակերպել են հետևյալ միջոցառումները.

ա/ ֆոկուս խմբային քննարկում սույն մասնագիտության նախկին տարիների շրջանավարտների շրջանում՝ հասկանալու համար՝ կրթական ծրագրի բացերը, առկա թերությունները և առաջարկները,

բ/ ֆոկուս-խմբային հարցումներ՝ 2019 թ. սույն բաժին ընդունված ուսանողների շրջանում՝ հասկանալու համար վերջիններիս ակնկալիքները,

գ/ կրթական ծրագրի բենչմարքինգ՝ արտերկրի լավագույն բուհերի համանման կրթական ծրագրերի հետ:

Սույն հետազոտության մեթոդաբանությունը ներառում է հետախուզական և նկարագրողական հետազոտությունների իրականացում:

Պետք է նշել, որ բարելավված Շուկայագիտություն ՄԿԾ-ն մշակվել և գործածվել է 2019-2021 ուսումնական տարիների համար և, բնականաբար, որակի ապահովման տեսանկյունից ծրագիրը շարունակական մշտադիտարկման և հետադարձ կապի ապահովման կարիք ուներ, ինչը շարունակաբար իրականացվում է: Այստեղ պիլոտային տարբերակով ներդրվել են կրթական ծրագրի որակի գնահատման ժամանակակից ճկուն (Agile) մոտեցումները: Բացի այդ, «Տնտեսագիտություն և կառավարում» ամբիոնի գործունեությունը կազմակերպվում է ՊԻԳԲ (PDCA) շրջափուլի միջոցով, ինչը ենթադրում է իրականացվող գործընթացների պարբերական գնահատում և բարելավում:

Բանալի բառեր և բառակապակցություններ. կրթության որակ, որակի ապահովում, կրթության որակի բարելավում, շահակիցներ, որակական և քանակական հետազոտություններ, որակավորումների արժանահավատ շնորհում, «Շուկայագիտություն» մասնագիտական կրթական ծրագիր:

МЕХАНИЗМЫ ОБРАТНОЙ СВЯЗИ С ТОЧКИ ЗРЕНИЯ РЕФОРМЫ УЧЕБНЫХ ПРОГРАММ, ОБЕСПЕЧЕНИЯ КАЧЕСТВА И ДОСТОВЕРНОСТИ ПРИСВОЕННЫХ КВАЛИФИКАЦИЙ

НАРИНЕ ВАРДАНЯН

Национальная академия наук Республики Армения
Международный научно-образовательный центр,
заведующая отделом обеспечения качества образования,
кандидат филологических наук, доцент
narine.vardanyan@isec.am

НАРИНЕ МАНУКЯН

Национальная академия наук Республики Армения
Международный научно-образовательный центр,
Институт проблем информатики и автоматизации,
руководитель службы поддержки сети АСНЕТ-АМ
преподаватель кафедры экономики и менеджмента
narine.manukyan@isec.am

АНЖЕЛА ГАЛАМДАРЯН

социолог, аспирант ЕГУ
angela.ghalamdaryan@gmail.com

Аннотация

Обеспечение качества высшего образования и достоверности присвоенных квалификаций является одним из важных и ключевых вопросов реформы образования. Вовлечение заинтересованных сторон в процесс обеспечения качества образования является стратегически важной особенностью, учитывая, что решения принимаются на основе их мнений, а обеспечение качества образования постоянно совершенствуется путем выявления потребностей заинтересованных сторон, измерения степени их удовлетворенности и изучения замечаний и предложений по различным вопросам.

В данной статье представлен один из примеров многофункционального вовлечения внутренних и внешних заинтересованных сторон в процесс совершенствования образовательной программы «Маркетинг» в Международном научно-образовательном центре Национальной академии наук Республики Армения (далее – МНОЦ). В статье подробно рассматривается процесс реформирования профессиональной образовательной программы «Маркетинг», включая анализ качественных исследований, проведенных среди студентов и выпускников, сравнительный анализ передового зарубежного опыта, что послужило основанием для реформирования образовательной программы и учебного плана.

Цель исследования - усовершенствовать образовательную программу «Маркетинг», привести ее в соответствие с выпускной квалификацией и требова-

ниями современного рынка труда. Для достижения поставленных целей и выявления проблем были организованы следующие мероприятия:

а/фокус-групповое обсуждение среди выпускников данной программы для понимания пробелов, существующих недостатков и предложений образовательной программы;

б/опросы фокус-групп: среди студентов, поступивших в 2019 г. и обучающихся по этой программе, чтобы понять их ожидания;

в/бенчмаркинг образовательной программы с аналогичными образовательными программами лучших зарубежных вузов.

Методология данного исследования включает в себя выполнение поискового и описательного исследования.

Следует отметить, что усовершенствованная образовательная программа «Маркетинг» была разработана и внедрена для 2019/2021 учебного года и с точки зрения обеспечения качества программа нуждалась в постоянном мониторинге и предоставлении обратной связи. В пилотном варианте реализованы современные гибкие (Agile) подходы к оценке качества образовательной программы, кроме того, деятельность отдела качества образования организована по циклу PDCA, предполагающему периодическую оценку и улучшение внедренных процессов.

Ключевые слова и словосочетания: качество образования, обеспечение качества, повышение качества образования, заинтересованные стороны, качественные и количественные исследования, достоверное присвоение квалификаций, маркетинговая учебная программа.

According to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), stakeholders are understood to cover all actors within an institution, including students and staff, as well as external stakeholders such as employers and external partners of an institution. Involvement of stakeholders in quality assurance is part of the four principles for quality assurance in the EHEA, as established by the ESG, specifically: “Quality assurance takes into account the needs and expectations of students, all other stakeholders and society” [1. P. 7-8]. Then, “ One of the four principles for quality assurance in the EHEA, as established in the ESG, is that quality assurance takes into account the needs and expectations of students, all other stakeholders and society” [2, p. 30].

On the other hand, emphasizing the provision of "Open dialogue with stakeholders, ensuring their involvement" of the Strategic Plan [3, p.13]. of the ISEC NAS RA, we consider it important to share our experience.

So the Quality Assurance Department of ISEC NAS RA planned and carried out comprehensive research on the implementation process of this educational program, teaching quality and credibility, identifying existing problems, and developing solutions for the reform of "Marketing" educational program ("Marketing") and ensuring the credibility of qualifications in 2019.

The aim of the research is to Improve the “Marketing” Syllabus, align it with the credibility of the qualification and the requests of the modern labor market

Research problems are the following.

- a/ ascertain the credibility of the qualifications awarded by the “Marketing” syllabus
- b/ identify existing problems from the stakeholders’ perspective
- c/ perform benchmarking
- d/ reshape and reform the National Academy of Sciences of the Republic of Armenia.
- e/ reshape and improve the “Marketing” syllabus of ISEC NAS RA

The main research questions are the following

- Which are weak components of the “Marketing” Syllabus and which gaps negatively affect the credibility of the awarding of qualifications?
- Which international experience can be effectively localized during the transformation of the syllabus?
- What profile of professional qualifications and what kind of abilities should be formed in order to meet the requirements of the modern labor market and the standards of the credibility of qualifications in education quality?

Methodological approaches

The methodology of this study includes exploratory and descriptive research.

On the basis of the first one, the most successful experience in the implementation of the “Marketing” syllabus was selected. On the basis of exploratory and descriptive research, the educational programs of the "Marketing and Quality" and

Department of Economics, Engineering, Society and Business Organization of Tuscia University in Italy and the "Marketing" Department of the "Higher School of Economics" Research University of Russia were selected. Studying these experiences in the organization of syllabus is also due to the existing agreements between ISEC NAS RA and Tuscia University and the Higher School of Economics of the Russian Academy of Sciences within the framework of the Erasmus+ double diploma awarding program.

Qualitative methods such as focus group discussion and SWOT analysis were used in the scope of this study research. The Focus group discussion method gives an opportunity to conduct in-depth studies among the graduates of the marketing specialty of previous years and newly admitted students. A comparative analysis was performed using the SWOT analysis, the advantages, strengths and weaknesses, and opportunities of the components of syllabus operating in previous years were brought out, as well as the appropriate measures aimed at the reform of the syllabus and ensuring the credibility of the qualifications were carried out.

In order to achieve our goals and identify the problems, the following actions were taken.

a/ a focus group discussion among the majors of the graduates of these previous years for knowledge of educational program gaps, current specials, and suggestions.

b/ a focus group discussion among students newly admitted to this department in 2019 to understand their expectations.

c/ the educational program benchmarking with similar educational programs of the best universities abroad.

Graduates with marketing specialty of 2012-2014 and 2014-2016 years participated in the focus group, overall 6 graduates.

The main aim of the discussion was to find out graduates' satisfaction with their educational program. In accordance with the pre-prepared guidelines, during the discussion, emphasis was placed on the following issues:

- *Expectations of graduates before admission*
- *Realized and unrealized expectations and their reasons*
- *Strengths of the educational program*
- *Weaknesses of the educational program*
- *Graduates' suggestions for solving existing problems*

Thus, the analysis of the discussion results showed that the graduates decided to apply to ISEC for its reputation and popularity.

The participants mentioned that:

"... I was admitted here for the institution's reputation. For me, the Academy has a higher authority, that's why I was admitted here ...".

Before admission participants knew that the diploma given by ISEC could be valid in 40 countries and it also had an important role Among the factors of admission. Before admission, the expectations of the graduates were not definitely positive or

definitely negative. Some of them had quite positive expectations, which, according to them, were mostly not justified. For example, one of the participants mentioned:

“... There were many expectations, but not all of them were met ...”.

Unjustified expectations were mainly related to the following problems:

- More practical subjects were expected, but the subjects were mostly theoretical.
- They expected to pass only subjects related to marketing, but there were subjects that provided general knowledge.
- They expected new subjects to pass, but sometimes there were repeated subjects from the past.

During the discussion, the weaknesses of this educational program were brought out according to the opinions expressed by the graduates.

The first weakness of the educational program is theoretical subjects instead of practical subjects. Graduates thought the lack of experimental subjects was one of the factors that hindered finding a professional job. For example, one of the participants of the discussion mentioned:

“...I was invited to an interview where was asked practical things and I didn't answer. I am a linguist by my basic education, and when I went to interviews, everything was very good in terms of languages, but in terms of marketing, I couldn't answer the questions. ...”.

The next problem was related to the non-professional orientation of the practice: the participants stated that although the practice was well organized, the orientation was lacking.

Despite this, according to the graduates the other weakness of the program was the teaching staff because, in their opinion, the professors teach using old, traditional methods. On the other hand, there are very few practical lecturers working in concrete bending, which was the reason that the lecturers presented only theoretical material, and no work was carried out in the direction of specific projects. According to the graduates, the age of the professors was also a problem.

Another weakness, according to the discussion participants, was the insufficient teaching of foreign languages. Regardless of the fact that a specialized foreign language is taught for one year as planned in the educational program, however, it turns out that the teaching was not effective.

“... The lack of a foreign language was the weakness, we passed a year, but we didn't learn anything, because it was taught poorly ...”.

Graduates of the marketing education program were also dissatisfied with the fact that there was no training in the necessary professional computer programs, for example, CRM, etc.

As for the strengths of this educational program, in this case, the participants had more difficulty expressing their opinion, often they could not name more than one strength. Graduates noted the presence of 2-3 relatively young professors and their interactive teaching methods as a strength.

It is important that the graduates of both the 2012-2014 and 2014-2016 academic years noted that the academy gave them self-confidence:

"...The Academy gave me self-confidence. When I went to the interviews I didn't know much, but I confidently said that I did ...".

The discussion's participants also mentioned the research works carried out in the direction of their master's thesis as a strong point of their educational program.

Thus, if we generalize the strengths and weaknesses as a result of graduates' discussion, they can be presented in the following table:

During the discussion, the students also presented their suggestions related to the solution to the existing problems. Their suggestions are listed below

1. To teach how to explore from within.
2. Availability of practical knowledge.
3. Provision of relevant professional-computer knowledge.
4. The lecturers should have practical work in their field.
5. Organize the practice according to the professional orientation.
6. Availability of innovative subjects meeting the modern requirements of marketing.
7. Review of non-professional curricula.
8. Increase of computer lessons / aimed at teaching marketing programs/.

The next focus group discussion aimed to study the expectations of the students admitted to the Department of Marketing in 2019 and completing their studies in the first semester.

The main purpose of the discussion was to find out why the students decided to apply here, what expectations and expectations they have, what they would like to change, and what the end result is they expect.

It turned out that most of the participants in the discussion were accepted here on the advice of acquaintances, moreover, those acquaintances were students or graduates of other departments of ISEC. The other part applied here because they found out that there are a lot of exchange programs here. Some students mentioned that they saw the advertisement posted on Facebook, which was quite attractive to them.

It is also clear from the students' talk that they were accepted with great expectations, the main expectations were related to the following:

- They can take advantage of exchange programs
- They can take practical skills here
- It is possible to find a job related to their education and profession

It is very important that now the students don't think that their expectations have been met, they think that the expectations don't correspond to reality and they look forward to the second semester with hope.

"...Expectations were higher than it actually is, but now we are waiting for the second semester to pass the subjects we want..."

Unmet expectations of students are mainly related to the following:

- Some of the lecturers only dictate a lecture, even though it is all clearly written in the books assigned to them.
- Most subjects are theoretical
- They do not learn practical skills because they do not do any practical work
- The lecturers present the material in a dry manner, they give few practical examples
- Lecturers don't provide slides
- For those with other basic education, it is hard to begin with and in some ways also unclear

Speaking about these problems, the students also presented their suggestions to solve the existing problems and make the learning process more interesting and effective for them. Their suggestions can be summarized as follows:

- First-semester courses should be presented more clearly
- Lecturers should give the slides to the students
- Not just lectures
- Students should be given lots of practical examples
- Students should have the opportunity to do practical work
- Make the "Risk Management" subject mandatory

The students also mentioned the positive aspects of ISEC, particularly, some of them said that it is very pleasant to have face-to-face contact with the professors here, ISEC is equipped with technical means, and the foreign language class is very interesting because they do many group works and the lecturer encourages them to study.

It should be noted that the improved "Marketing" syllabus was developed and implemented for the 2019-2021 academic year, from quality assurance's point the program needed monitoring and providing feedback, which is continuously implemented. Here, the modern flexible (Agile) approaches to the evaluation of educational program quality were implemented in a pilot version. In addition, the department's activities are organized through the PDCA cycle, which implies implemented processes' periodic evaluation and improvement [4, p. 363]. "Marketing" syllabus had set itself a special task to ensure the acquisition of graduate students' practical skills and abilities in the marketing field, as well as research and analytical abilities' development. Practical independent work, research, and analytical assignments are planned in all the courses of new and improved syllabus. In addition to the practical tasks carried out during the courses, students have scientific-pedagogical and research internships, the aim of which is to enable students to test their abilities in a real work environment. Here, weaknesses identified from the SWOT analyses had special attention: the organization of non-professionally oriented internships, which was completely reformed in the new program, and narrow professional companies and institutions were selected for research internships. Organizations, where students have research internships, organize student selection contests, which motivates students to

present themselves to the employer in the best way. Internship for future marketers is organized in the main banks of RA, product and service development departments, e.g. AcbaCreditAgricol Bank, ID Bank, Inecobank, as well as specialized marketing companies: Brevis, Slice Consulting, etc. Special attention should be paid to graduates' development of professional employment profiles which is a component of Marketing Science. The construction of the graduate's professional employment profile is based on the logical order and distribution of semester courses included in the academic plan.

The updated "Marketing" syllabus includes two main blocks: teaching and research, which provide clearly defined and measurable educational outputs. Compulsory professional education includes 8 to 16 (four- to five-credit) module courses. The total workload of the course is defined in the program as 33 credits. This is the composition of mandatory courses of the master's program, which ensures the acquisition of knowledge and abilities required at the educational level of the master's degree in this specialization. The professional compulsory education course was developed taking into account the comparative study of the best practices abroad, as well as the current needs and demands of the professional labor market. The instructional curriculum was developed as part of a cooperation benchmarking study. This is a type of benchmarking that carried out jointly by several institutions, which allows the exchange of data and performance indicators, as well as providing support and assistance to them. The content part of the mandatory courses of the title program was updated in the same way [5, p. 6]. As a result of benchmarking, the curriculum was supplemented with new subjects and changed in the following proportion:

Educational sector

- General and professional courses were changed by 50%
- Full courses changed by 25%
- Mandatory courses of the degree program have been changed 100%
- Elective courses of the degree program have been changed 100%
- Elective courses of the related programs have changed 80%
- Courses selected from the list of other programs have been changed 100%

Research sector

- The components of the research courses were changed by 50%.

Quality Assurance Department of ISEC NAS RA within the framework of continuous monitoring, has conducted research with the existing 2-year education among 2019-2021 and 2020-2022 years' graduates. The main purpose of the survey was to find out the satisfaction of students with the syllabus and the correlation between research activities and the learning process. Based on the analysis of the survey, the results of the satisfaction of the graduates of the Marketing program were extracted, and 13 graduates participated in the survey.

Below is a comprehensive analysis of the questions, with data presented separately for each question.

Question 1. Do the Program and teaching methods allow obtaining sufficient practical knowledge which can be useful in terms of professional activities? The survey results show that the majority of graduates mentioned a positive answer to this question: 85% of them stated that they agree with the given statement, and 15% - the "Strongly agree" option, and none of the graduates said that he did not agree with the given statement.

Question 2. Is the practical knowledge sufficient in terms of research capacity development? In this case, the majority of graduates expressed their agreement with the given statement: 67.5% of them indicated that they agree with the given judgment, and 16.25% indicated the "I completely agree" option. At the same time, 0% of respondents indicated that they do not agree with the given statement.

Question 3. Has the program provided an opportunity to develop the ability to present the results of one's own scientific research (preparation of reports, presentations, scientific articles, etc.)? In this case, 70% of the respondents stated that they agree with the given statement, 17.5% stated that they fully agree with the given statement, and 12.5% find it difficult to answer.

Question 4. Has the program provided an opportunity to develop the skills of using information technologies in the direction of carrying out scientific research and processing the obtained results? 75% of the respondents indicated the option "I agree", and 15% indicated that they completely agree with this statement.

Question 5. The practice allowed us to improve my professional knowledge and practical skills. The majority of respondents, 87.5%, stated that they agree, and 12.5% completely agree.

Question 6. Collaborative development of research programs with ISEC and the State University of Science and Technology and leading international educational centers was ensured, involving master's students together with the teaching staff. 80% of the graduates surveyed here indicated the "I strongly agree" option, and 15% indicated the "I agree" option.

To the open question: "What satisfied you the most during the study of the educational program" the graduates mentioned the followings:

The courses

Practical works

Application of information technologies

Highly qualified teaching staff

Practice

Ethics

Distance learning platform and the opportunities provided by the platform / Video recordings, materials /

Teaching methods

Courses saturation and the lecturers' interesting approach

The evaluation system

Thus, it can be concluded that after the implementation of the improved syllabus, more than 90% of Marketing graduates expressed satisfaction with the acquired theoretical and practical knowledge, and 100% stated that the practice was targeted and allowed to improve professional knowledge and practical skills, and more than 87% believed that the program gave them the opportunity to develop their ability to present the results of their scientific research (preparation of reports, presentations, scientific articles, etc.). All of this allows us to conclude that the implemented mechanisms and the improvement of the syllabus have done their purpose.

REFERENCES

1. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Available at: https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
2. Homan M., Grodecki J., Viliunas V., Study on Stekholder involvement in external quality assurance, Bucharest, 2020, Available at: https://www.enqa.eu/wp-content/uploads/Study-on-stakeholder-involvement-in-EQA_web_n.pdf
3. RA NAS ISEC Strategic Plan Implementation Schedule Plan /2014-2018/, Available at: https://www.isec.am/images/razmavarakan_cragir/Razm_cragir_2019-2023.pdf
4. H. M. Jani, "Intellectual capacity building in higher education: Quality assurance and management," *The 5th International Conference on New Trends in Information Science and Service Science*, Macao, China, 2011, pp. 361-366.
5. Benchmarking of Academic Programs Manual/Handbook. Available at: <https://qa.qu.edu.sa/files/shares/handbooks/Benchmarking%20of%20Academic%20Programs.pdf>

The article has been submitted for publication: 22.12.2022

Հոդվածը ներկայացվել է տպագրության. 22.12.2022

Статья представлена к публикации: 22.12.2022

The article is sent for review: 19.02.2023

Հոդվածն ուղարկվել է գրախոսության. 19.02.2023

Статья отправлена на рецензию: 19.02.2023

The article is accepted for publication: 11.05.2023

Հոդվածն ընդունվել է տպագրության. 11.05.2023

Статья принята к печати: 11.05.2023