"NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE" FOUNDATION

EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
ARARAT REGIONAL STATE COLLEGE

Yerevan – 2023

Contents

INTRODUCTION

The institutional accreditation of Ararat Regional State College (hereinafter referred to as ARSC) is carried out based on the application submitted by ARSC.

The process of institutional accreditation is organized and coordinated by "National Centre for Professional Education Quality Assurance" Foundation (hereinafter ANQA), guided by regulation on "State Accreditation of Higher Education Institutions and Academic Programmes in RA" set by RA Government Decree N 978-Ն (dated June 30, 2011) and by Decree N 959-Ն on "Approval of RA Standards for Professional Education Accreditation" (dated June 30, 2011).

The expert examination was carried out by the independent expert panel formed in accordance with the requirements set by the "National Centre for Professional Education Quality Assurance" foundation in regulation on "Formation of the Expert Panel". The Panel is formed of 4 local experts.

The accreditation process was funded by the Ministry of Education, Science, Culture, and Sports of the Republic of Armenia (hereinafter ESCS).

The institutional accreditation is aimed not only at external evaluation of quality assurance but also at continuous improvement of the quality of management and academic programmes at the institution. Special emphasis was paid to the cooperation of the institution and employers and its impact on the content of education.

The hereby report comprises the results of the evaluation of the institutional capacities of the ARSC in accordance with the State Accreditation Criteria and Standards.

SUMMARY OF EVALUATION

The expertising of ARSC institutional capacities was carried out by the independent expert panel formed in accordance with the requirements of "Regulation on the Formation of the Expert Panel", «National Centre for Professional Education Quality Assurance» Foundation. The evaluation was conducted according to 10 institutional accreditation criteria set by the RA Government Decree N 959-Ն, dated June 30, 2011.

While conducting an expertise, the panel took into account that the mission of the Ararat Regional State College is the training of specialists in various sectors of the economy in the region with secondary and primary vocational education by serving to equip professionals in the labor market with professionals with relevant knowledge, abilities and skills. Being a regional college, the ARSC implements educational programmes covering various sectors of the RA economy, which are appropriate to the socio-economic development requirements of the region and at the same time are in line with the College's mission and name. The college has defined such strategic goals, which are realistic and completely set on the basis of the implemented educational processes. For the involvement of stakeholders, there are set principles, approaches and effective mechanisms, and the expert panel appreciates that the College recognizes the needs of the stakeholders, which are input data for the planning and implementation of management and educational processes. The assessment of the results of the implementation of the goals set in the college is more than clear: the correspondence between the planned and implemented activities, the defined and implemented schedule, the defined responsibilities and executors, the planned necessary resources and the used resources, the expected results and the achieved results are ensured, proving the harmony of target and result indicators.

ARSC implements 9 secondary professional educational programmes: "Cosmetics and make-up art", "Organization of transportation and management of transport", "Refrigeration Systems", "Pharmacy", "Software for computing equipment and automated systems", "Clothing modeling and design", "Computer art design", "Accounting", "Dental technical work". The college also implements 2 preliminary professional educational programmes: "Cookery", "Welding technology". The expert panel positively assesses that the differentiated APs of the College contribute to the maintenance in the region. The College has introduced the specifications of the APs, which define the objectives and expected educational outcomes of the APs, the content, structure, selected teaching, learning and assessment forms and methods, which, in general, are the basis for conducting outcome-based teaching. It is positively assessed that there are cases of improvements in the APs, and according to the expert panel, if they are done continuously, the effectiveness of the APs will increase significantly. The expert panel appreciates the College's efforts to develop students' practical skills, however, there is concern that apart from pre-graduation internships, no other manufacturing practices are intended. Internships can contribute to the development of professional abilities and skills based on practical experience. In the context of the mentioned, the expert group is inclined to the idea that in the near future, with the introduction of work-based learning, the College will already increase the number of internships and improve the mechanisms of their implementation.

The expert panel positively assesses that the College is provided with the necessary administrative staff and faculty for the implementation of the goals of the SP. During the selection of the teaching staff, the ARSC is guided by the requirements for the teachers described in the educational standards, there are "Position Passports", which specify the requirements for the professional qualities of the teaching staff included in the educational programmes. It is positively evaluated that since 2018, the faculty of the college has been recruited on a competitive basis. The administrative staff and faculty of the College are stable. The expert panel notes that about 10% of the employees are college graduates. Such a policy of hiring graduates is considered a demonstration of confidence in the education provided by the College, because of which the College staff is supplemented by young, promising local personnel. It is a welcome approach that the professors who did not overcome the threshold (80% positive opinion) determined by the results of the survey conducted by QA receive instructions to eliminate the deficiencies. After a certain period of time, a second survey is conducted to resolve the raised issues. It is commendable that college professors make course packages (portfolios), but they serve only as a tool for course planning and implementation, course evaluation and review are not addressed. According to the expert panel, the efficiency of the courses will be significantly improved if the professors' portfolios are launched according to their purpose.

The expert panel positively assesses that the resource base of the college is in good condition and ensures the implementation of the educational process. As an advantage of the college, the expert panel points out that the classrooms-workshops and laboratories are technically equipped, and provided with the necessary equipments, and resources, at the same time, the educational materials provided by the college are sufficient for the implementation of the practical part of the APs. In the framework of the summary, it should be noted that the college needs computer resources for certain professions, and according to the expert group, the effective implementation of these APs is conditioned by the addition of computer resources. In this regard, the college has identified this need and is taking some steps to fill the gap in computer resources.

It is reliable that the structure of the financial resources supporting the college's activities is dominated by the revenues received from the RA state budget in the form of grants, but there are also incomes from tuition fees, which have shown dynamic growth in recent years. Income from additional short-term courses, rental fees, and grant programs is not a sustainable source of income for the college's budget, and accordingly, there is a need to diversify the college's financial resources. The expert panel expresses its satisfaction that the college annually spends on laboratory educational materials, professional equipment, and other special purpose materials, and also allocates funds for the organization of internships, contributing to the implementation of practical training and students' acquisition of practical skills.

It is commendable that by applying various mechanisms for assessing the usefulness, availability and efficiency of the resources and services provided to students, the college carries out an assessment of satisfaction with the resources and highlights the need. According to these results, students and professors have a high level of satisfaction with the usefulness and

accessibility of the educational resources provided.

When considering the management processes, the expert panel notes that the management processes of the College are supported by the necessary documents, the PDCA cycle is in place, which is summarized by annual reports presenting the results of the director's current activities, summarizing the results of the plan-schedules of the SP and containing analyses. It is notable that the problems that need to be solved are also highlighted. Within the framework of the policy of allocation of financial resources, the expert panel presents a positive summary, that the distribution of budgetary and extra-budgetary funds of the college is generally consistent with the priorities set by the SP, but at the same time, the mechanisms for differentiating the allowances provided to college employees need to be clarified.

The expert panel appreciates that there are short-term and long-term plans in the college, the target indicators of progress evaluation are specified, which in general coincide with the achieved result indicators, the plan schedules by year and their performance in the sequence of implementation of the planned actions and measures are also comparable, ensuring the effectiveness of operational management. In the context of the mentioned, it should be noted that the reports of the units do not summarize the performance results of the work plans. they are mainly quantitative analyzes and do not contribute to the identification of substantive problems. Within this issue, the college itself identified the existing problem and planned to introduce a special reporting format. The expert panel considers it commendable that an internal assessment is carried out in the college every year, and regular surveys of internal and external stakeholders are organized, the analyzes of which contribute to highlighting the key issues of the college. The expert panel emphasizes that, from the point of view of external and internal risk management, the ARSC shows responsible and stable behavior, considering the realities and challenges in the country.

The College considers the continuous improvement of the quality of education to be strategic, for the implementation of which the target and result indicators of the actions defined by the plan-schedule of the SP are consistent, recording the effective implementation of the processes of improving the quality of education in the college. It is positive that the surveys in the college are conducted based on relevant regulations. It should be noted that these requests generally highlight problems and are discussed in the QA committee by having analyses, summaries, target problems and necessary improvements. It is positive that these improvements are included in the work plans, but the results of their implementation have not been evaluated. In addition to surveys, the college also conducts lectures, discussions, comparative analyses, and meetings with external stakeholders. The expert panel appreciates the successful experience of spreading the quality culture in the college through the students, which has undoubtedly contributed to the improvement of the QA processes in ARSC. The expert panel positively assesses that the flow of students in the ARSC is stable, there are effective mechanisms for the selection, admission and recruitment of students. It is noteworthy that the number of applicants exceeds the number of admissions, proving the competition formed in the APs.

When considering the activities of the college in the field of research, the expert panel

distinguishes the following summaries: In the field of research work, there is a research work implementation policy that includes the work formats of the objectives of the college, however, the research needs of the region are not identified and analyzed, the research priorities are not aligned with these needs, the scope of research interests and priorities is not defined by the college's SP. The expert panel has its own clear position regarding this matter, in case of defining the research priorities, highlighting the needs of the region, and developing long-term and short-term plans in accordance with it, the implementation of research activities in the college will be promoted. The manifestations of the students' own point of view and creative thought are not expressed in the coursework, essays, and current assignments of the individual courses reviewed by the expert panel. It is worth noting the positive record of the expert panel that in some of the APs of the college there are works containing research elements, which in case of coordination, in-depth analysis, and spreading as a successful experience in all APs, will promote to the development of students' creative thought and critical-analytical thinking. The expert panel considers it worrisome that diploma theses are not included in the APs. Such kinds of work can also develop students' abilities to do research work.

In general, the expert panel positively assesses that the accountability mechanism implemented in the College includes tools for ensuring accountability to internal and external stakeholders, contributing to increasing the transparency and publicity of the college's activities. All current rules, regulations, procedures, policies, reports are posted on the college website. The reports contain quantitative analyses, summaries, and improvement steps, however, qualitative analyzes and summaries are partially performed in some reports. The observation of the expert panel is as follows: if they are brought into a comprehensive analytical form, the efficiency of accountability will increase significantly. It is commendable that there are mechanisms for providing feedback in the college, where students, faculty, graduates, and the QA responsible participate. By participating in various events, expos, trainings, volunteer programs and works, the students of the college raised the public's awareness of the processes carried out in the college, and the college's reputation also increased.

The expert panel expresses its concern about the fact that the interests and opportunities of the college in the field of foreign relations and international cooperation are not formulated in the SP of the ARSC. Additionally, the college has not developed clear policies and procedures for partnering and engaging employers. The expert panel believes that by analyzing and evaluating the possibilities of existing partnership cooperation, in the case of limited financial resources, the mutually beneficial and purposeful use of employers' resources can create a favorable environment for cooperation. As a result, the college will have the opportunity to fully utilize the potential of employers in order to solve its problems and improve educational processes. The lack of professional English skills of college students and faculty is worrying, and according to the expert panel, the College needs to take clear steps to solve this problem.

Strengths of the Institution:

- The only regional state college in the province.
- Ensuring a stable flow of applicants. Exceeding the number of applicants over the

number of admissions.

- Efficiency of management processes.
- Comparability of activity planning and evaluation indicators.
- The existence of differentiated and oriented labor market services of the region.
- Stable teaching staff.
- The policy of involving graduates in the teaching staff.
- Good building conditions, technically equipped classrooms-laboratories.
- Existence of the extra-budget, distribution of financial resources according to the needs of the APs.
- The introduced accountability system.
- Regulated QA processes.
- The presence of a successful experience in spreading the culture of quality.

Weaknesses of the Institution:

- Inconsistency between work plans and performance reports.
- The lack of a defined framework of research interests and priorities in the SP.
- The absence of a research component in the APs.
- Absence of a policy of joint use of resources with employers.
- Limited computer resources.
- Limited international and local cooperation.

Main recommendations:

Mission and Purposes

- To promote the initiative of internal and external stakeholders in the development of the SP, setting objectives and setting target indicators.
- To improve the mechanisms for identifying the needs of the stakeholders.

Governance and Administration

- To ensure the diversification of financial resources.
- To increase the active participation of internal and external stakeholders in the management processes of the college.
- Include quantitative and qualitative summary analyzes in all reports, introducing a component of comparability with work plans.
- To develop and implement the mechanisms for differentiating employee bonuses.
- Develop mechanisms to include and implement improvements in program documents.

Academic programs

- To develop and implement a policy for monitoring, evaluating the effectiveness, and improving the APs.
- To introduce mechanisms that encourage the involvement of external stakeholders in the improvement of the APs.
- To develop and implement benchmarking policies and procedures.

- To introduce effective mechanisms that ensure academic honesty in students' independent work.
- To increase the number of production practices and introduce mechanisms ensuring their effectiveness.
- To clarify the requirements for coursework, including the analytical and creative component.

Students

- To implement a clear schedule for addressing administrative staff.
- Regularly inform the students about the work of the College Councils.
- In the context of protecting students' rights, strengthen the student-student council connection.

Faculty and staff

- To develop a clear schedule for professional training of faculty teaching professional modules.
- Develop faculty portfolios as a complete package for course planning, implementation, evaluation, and review.
- To introduce tools for the assessment of professional abilities in classes.
- To involve faculty from the practical field.

Research and Development

- To clearly define the interests and ambitions of the college in the field of research in the SP.
- Align research priorities with the needs of the region.
- Expand and clarify the range of indicators for evaluating research progress.
- To improve the policy of carrying out research works, to develop short-term and long-term plans.
- To carry out the state summative certification also through diploma works.
- Introduce tasks that contribute to the development of creative and critical-analytical thinking.
- Promote the implementation of lecturers' research works.

Infrastructure and Resources

- Diversify financial resources for ensuring stable income growth.
- To release funds from the college budget to equip the resources with computers, ensuring

the effective implementation of the goals of the APs of the college.

- To adapt building conditions to students with special needs.
- Form joint resource use partnerships with employers.

Societal Responsibility

- To introduce a reporting format providing a comprehensive analytical component.
- To develop mechanisms for providing feedback.
- To develop and implement effective mechanisms for analyzing the effectiveness of feedback.

External Relations and Internationalization

- To develop external relations and internationalization policies and procedures.
- To clarify the expectations of the ARSC in terms of foreign relations and internationalization.
- To increase the level of foreign language knowledge among internal stakeholders.
- To expand the range of local and international partnerships.
- To analyze and evaluate the possibilities of external cooperation.

Internal Quality Assurance System

- To ensure the periodicity of the use of all monitoring tools.
- To make the work plans and reports of the QA center comparable.
- To improve surveys by ensuring reliability of survey results.
- To evaluate the results of the improvements made.

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Armenuhi Mheryan, Chair of Expert Panel

30.12.2022

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

External evaluation of the institutional capacities of Ararat Regional State College was carried out by the following expert panel[1].

1. **Armenuhi Mheryan**-Candidate of Economic Sciences, Associate Professor, European University, Lecturer at the "Management" Chair, Head of the Expert Panel,

2. **Ashot Avetisyan** - Yerevan State College of Informatics, head of practice department, chairman of quality management committee, lecturer, expert panel member,

3. **Elen Harutyunyan** - Deputy Dean of the "Applied Mathematics and Physics" Faculty of the National Polytechnic University of Armenia, lecturer of the "General Mathematical Education" Chair, member of the expert panel,

4. **Marine Nadoyan** - 3rd year student of Yerevan State Basical Medical College, student-expert of the expert panel.

The composition of the expert panel was agreed upon with the Institution.

The works of the expert panel were coordinated by Lilit Ghazaryan, specialist of the ANQA Secretariat.

All the members of the expert panel and the coordinator have signed independence and confidentiality agreements.

PROCESS OF THE EXTERNAL REVIEW

The college applied for state institutional accreditation by submitting to ANQA (28.02.2022) filled the application form, presented the copies of the license, and respective appendices.

The ANQA Secretariat checked the data presented in the application form and the appendices in the application package.

After the decision on the acceptance of the application was made (15.03.2022), an agreement was signed between the ARSC and the ANQA. The timetable of activities was drawn up and approved.

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[1] Appendix 1. CVs of the Expert Panel

The self-evaluation of the college was carried out by the working group formed by the order of the director of the College.

Self-evaluation

Considering the fact that, the educational institution is undergoing institutional accreditation for the first time and is in the initial stage of the formation of the culture of quality assurance in colleges, the ANQA has conducted 4-day online workshops with the College. The workshops aimed to prepare colleges for the organizational stages of the accreditation process. The workshops took place in 2022, from February 21-22 and March 3-4, in which 6 employees from college participated. During the 4-day workshops, the interpretations of the institutional accreditation criteria and standards, the electronic questionnaire to be filled in for applying for institutional accreditation, the features of self-evaluation and SWOT analysis and the connection with the standards were presented.

The educational institution carried out a SWOT analysis, which was discussed with the employees of the ANQA.

Institutional Capacity Self-Evaluation of ARSC was presented on 24.06.2022. The self-evaluation was carried out by 16 employees of the institution, including lecturers, teaching, and support staff. The external stakeholders did not participate in the self-evaluation process. Each criterion was analysed by 1 employee, considering the employee's work orientation and criteria requirements. The self-evaluation report was mainly descriptive and general, which sometimes did not allow the experts to understand and correctly assess the real situation in the college during the preliminary assessment.

Preparatory phase

ANQA coordinator observed the report to reveal its correspondence to the technical and substantive requirements of ANQA. Then ANQA coordinator sent the self-evaluation report to the expert panel, the members of which were agreed upon with ARSC.

The self-evaluation and attached documents were provided to the expert panel for preliminary evaluation, which was agreed upon with the college and was confirmed by the order of the ANQA director.

To prepare the expert panel members and ensuring the effectiveness of the activities, training on the following topics were conducted:

- The main functions of the members of the expert panel,

- The ethics and techniques of holding meetings and doing inquiries,

- Defining the specifics of the VET sector and interpretation of accreditation criteria according to the VET sector

- Preliminary assessment as a stage of preparation of the expert report, the main requirements for the report.

Having reviewed the self-evaluation report and documents of the college, the expert panel conducted the preliminary evaluation. According to the format, the lists of questions and objectives for different departments and target groups, as well as additional documents have been prepared.

Within the scheduled time, the expert panel summarized the results of the preliminary evaluation, and the Chair of the expert panel, together with the process coordinator, set the schedule of the site visit[2]. According to the ANQA manual, the intended close and open meetings with all the target groups, documents observation were included in the schedule, professional meetings etc. During the professional meetings the expert panel is divided, each expert according to his/her professional orientation. Each expert (in addition to the student expert, he/she joined one of the other experts) had the opportunity to have separate professional meetings with the lecturers of the educational programmes presented by the college, the student, and the academic programme responsible. Before the professional meetings, the experts in their field studied the assignments given to the students within the modules to understand to what extent are the assignments aimed at achieving the performance criteria set out in the module.

Preparatory visit

Considering the fact that the College is located in Ararat region, the preliminary visit took place online. ANQA coordinator and the head of the institutional-program accreditation department were present at the meeting. During the meeting, the schedule of the site visit was introduced and agreed with the college as well as discussed and mutually agreed decisions were made regarding the technical, organizational, information issues of the expert visit, the behaviour and ethical norms of the meeting participants.

Site visit

The expert panel site visit took place from October 17-20, 2022. According to the

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[2] Appendix 2. Schedule of the Expert site visit

schedule in 16.10.2022, the activities of the site visit were launched with a close meeting aimed at discussing the issues to be reviewed during the site visit, the strengths, and weaknesses of the institution according to the criteria, the procedure of focus groups, as well as further steps.

The site visit started and ended with meetings with the director of ARSC. All the participants of the meetings were selected at random from a pre-provided list. All scheduled meetings were held, and the expert panel also carried out some class observations. During the visit, the expert panel conducted a study of documents and resource observation.

At the end of each working day, the expert panel closed meetings were held to discuss the results of the interim expert assessment, and at the end of the visit the main results were summarized.

The final conclusion on the criteria was reached by the expert group as a result of discussions and analyzes of all members, always applying the principle of consensus.

Expert panel report

The members of the expert panel and the ANQA coordinator prepared a preliminary version of the expert report, which was agreed with the experts on December 2.

On 15.12.2022, the ARSC sent its response to the report to ANQA. Having studied the preliminary version of the expert report, the College did not raise any objections. The expert panel prepared the final version of the report, which was approved by the panel on 30.12.2022.

Lilit Ghazaryan

Coordinator of the Expert Panel

30.12.2022

History: According to the decision of July 1970, Artashat Professional Technical School No. 4 was established in the city of Artashat.In 1984 it was reorganized by Artashat MTU No. 55, and by the RA Government on 10.10.2002. by decision No. A1621-A of Artashat State College. In 2007 according to the decision of the interdepartmental commission created by the decision of the RA Prime Minister, the College was competitively included in the list of 12 multi-functional colleges provided by the European Union budget support program and the RA government's decision on 03.03.2011. By the decision N 199, it was renamed to "Ararat Regional State College" SNOC. Since its establishment, the activities of the College have been aimed at training qualified professionals and craftsmen with secondary vocational and primary vocational education and increasing their competition in the labor market, aligning educational programs with the requirements of the socio-economic development of the country and region, ensuring the transparency of the educational process, as well as accessibility and equality. They cooperate with Artashat employment center, LLC organizations, as well as individual entrepreneurs. The college has a close cooperation with the "CIS countries France-Russia" association.

Education: ARSC organizes the education of students by implementing basic, secondary general education, secondary professional and pre-professional (craftsmanship) programs. Adhering to its mission, in the 2021-2022 academic year, the College is implementing 9 secondary and 2 primary (vocational) professional educational programs to train specialists in various sectors of the region's economy. The college has 9 secondary professional educational programs: "Cosmetology and make-up art", "Organization and management of transportation in transport", "Refrigeration management", "Pharmacy", "Computing equipment and automated systems software", "Clothing modelling and design", "Computerized artistic design", "Accounting", "Dental technical work", "Cutting work" and "Welding technology". The last 2 are initial professional educational programs. The most important potential of the college and the pledge to fulfil its mission is the teaching staff endowed with pedagogical and professional abilities. One of the most important tasks of the college is the formation, recruitment, development and smooth generational change of qualified professorial staff. The college tries to provide an educational environment that meets the requirements of modern education. satisfactory infrastructures and materially equipped classrooms, and library stock that is replenished regularly.

Research: According to the current strategic plan of the college, the college strives to create an environment that will create opportunities for self-education and development of internal stakeholders, for that reason research performance policy has been introduced that describes the college's research interests.

External Relations: There is much to be done in the field of external relations and internationalization in the college, as there are no adequate structures so far. Currently, the English and Russian versions of the college website are under development, which will facilitate the establishment of external relations, cooperation and internationalization.

Quality Assurance: With its strategy, the college aims to develop the culture of implementation

of internal quality processes implemented since 2015, to increase the effectiveness of the internal quality assurance system, to have educational programs in line with the requirements of the NQF, to ensure their periodic review and to implement them with knowledgeable teaching staff. Conduct evaluations for all college processes and develop mechanisms for increasing their efficiency. Develop collaboration with internal and external stakeholders, highlight their issues, develop improvement mechanisms, ensuring accountability. The college's Quality Assurance policy is implemented in accordance with the mission and strategic goals of the college, as well as on the basis of regulations. The purpose of a quality assurance system review is to improve the quality assurance system. The quality assurance review is based on the PDCA model:

- Planning - planning the review of the quality assurance system
- Implementation - implementation of the review
- Evaluation - Accountability
- Improvement - developing and implementing a corrective action plan.

Source: sources for the identification of facts in the above-mentioned fields are the documents provided by the TLI (e.g. self-evaluation report, strategic plan, action plan, plans of the departments, concept APers, etc.)

CRITERION I. MISSION AND PURPOSES

CRITERION: The Tertiary Level Institutions' (TLIs) policy and practices are in accordance with its mission, which is in accordance with the Armenian National Qualifications Framework (hereafter ANQF).
FINDINGS:

The strategic development plan of the state non-profit organization "Ararat Regional State College" of the RA ESCS includes 2019-2023 academic years, where the college's vision, mission, fundamental values, goals, objectives and measures for their implementation are presented. The mission of the college is: "To ensure the training of specialists in various fields of economy with secondary and primary professional education in the region, serving to equip professionals with relevant knowledge, abilities and skills for the labor market". As a regional college, the ARSC has differentiated educational programs, implementing 11 educational programs covering various sectors of the RA economy. It should be noted that the educational programs implemented by the college meet the requirements of the socio-economic development of the region and are consistent with the mission and name of the college. They are: "Cosmetology and make-up art", "Organization and management of transportation in transport", "Refrigeration management", "Pharmacy", "Computing equipment and automated systems software", "Clothing modelling and design", "Computerized artistic design", "Accounting", "Dental technical work", "Cutting work" and "Welding technology". The last 2 are initial professional educational programs.

5 strategic goals and 15 issues are defined by the SP, the necessary steps and progress evaluation indicators are separated for each issue. The strategic goals of the college are: continuous strengthening of education quality improvement, effective personnel policy, efficient and modernized infrastructures, stable values of admission policy and formation of reliable ranking, and effective control of funds flows. It became clear from the site visit that the educational processes carried out in the college generally derive from the above-mentioned goals and their corresponding issues. The indicators of progress assessment are aligned with the processes carried out in the college. The mission of the college is in line with the 4th and 5th levels of the NQF. The SP includes a SWOT analysis, where the identified strengths and weaknesses reflect the college's achievements and improvement trends as a whole. The policy of internal and external stakeholders' involvement and accountability and transparency of the college separates external and internal stakeholders, defines the principles and approaches by which the college engages stakeholders, and identifies their needs. From the site visit, it became clear that the needs of internal and external stakeholders are identified through periodic surveys, lectures, round-table discussions, and open meetings organized once a semester. The college also considers their inclusion in councils and commissions as a tool for highlighting the needs of internal and external stakeholders. From the site visit, it became clear that the internal and external stakeholders, being involved in various councils and commissions, did not actively participate in the development of the SP, setting goals, and defining progress evaluation indicators.

According to the defined policies and processes implemented in the College, the needs and expectations of all stakeholders regarding the College's activities are input data for planning strategic and educational processes. The expert panel notes that some of the highlighted educational needs of the internal and external stakeholders of the College are already included in the educational process, but not fully implemented.

The ARSC has a plan-schedule for the implementation of the 2019-2023 years SP, where the actions, the schedule, the responsible persons, the necessary resources (human, material, financial, information), and the expected results are separated. In addition to the mentioned plan schedule, there is also an annual plan-schedule of the implementation of the SP by years and the performative of the plan-schedule. The expert group considered the 2019, 2020 and in 2021 plans and schedules and their performance. If the plan-schedules include actions, responsible persons, necessary resources and expected results, then the plan-schedules actions, their executors, used resources (including both human and material resources, as well as financial and information) and performatives are separated. The performances fully express the expected results planned by the plan schedules and the goals of the SP. Some of the unimplemented actions and their reasons are also mentioned in the executions. The unimplemented activities are included in the plan schedule of next year's SP. As a result of expert studies, it became clear that, according to the planned and implemented actions, the defined and implemented schedule, the defined responsibilities and executors, the planned necessary resources and the used resources, the expected results and the achieved results, compliance with the plan of implementation of the SP, the RS is ensured between the schedule, the annual plan schedules for the implementation of the SP and the performances of the annual plan-schedules for the implementation of the SP. It is obvious that the target and result indicators are in harmony.

The college carries out an internal evaluation of the activity for each year (the results of the internal evaluations have been improved year by year), where there are analyzes, evaluations, conclusions and improvement mechanisms related to the entire educational activity of the college.

CONSIDERATIONS:

The expert panel positively assesses that the ARSC has a clear and understandable mission expressing the content of the college's activities, ensuring the training of specialists serving various sectors of the economy with secondary and primary vocational education in the region. It is commendable that, as a regional college, by implementing differentiated vocational training programs, it contributes to the maintenance of jobs in the region. It is positive that the strategic goals of the College are realistic from the point of view of viability and are placed at the basis of the implemented educational processes. The existing proportion between the mission of the College and the defined goals and objectives is obvious, positively affecting the effectiveness of the College's activities. It is positive that the SWOT analysis carried out in the SP expresses the current state of the College, contributing to the targeting of existing achievements and problems to be improved.

It is commendable that the College has established principles and approaches to engage stakeholders and identify their needs. The expert panel affirmatively notes that the needs and expectations of the stakeholders of the College's activities are unique input data for planning the administrative and educational processes. As a result, the educational needs of the stakeholders become recognizable for the college, contributing to their effective placement.

The expert panel appreciates that mechanisms for identifying the needs of internal and external stakeholders are considered in the regularly conducted surveys, annual internal evaluations, lectures, round-table discussions, open meetings, as well as the involvement of stakeholders in councils and commissions. At the same time, the expert panel considers it

worrisome that internal and external stakeholders, being involved in various councils and commissions, do not take an active part in the formulation of the SP development, setting goals and progress evaluation indicators. As a result, in the context of the above, the effectiveness of the SP may be threatened.

It is positively estimated that the ARSC has a plan-schedule for the implementation of the 2019-2023 years SP with its actions, schedule, responsible persons, and the necessary human, material, financial, and informational resources, which contributes to the predetermination of the expected results. In addition to the above, there is also an annual plan-schedule and plan-schedule performance according to years, as a result of which the expert panel presents its summary that the performances fully express the expected results planned by the plan-schedules and the goals of the SP, the unimplemented actions indicated by the performances are generally included in the plan-schedule of the next year's SP. It is noteworthy that the correspondence between planned and implemented activities, defined and implemented schedule, defined responsible and executors, planned necessary resources and used resources, expected results and achieved results is ensured, largely proving the harmony of target and result indicators. The above confirms the existence of the estimated results of the planned and realized goals.

SUMMARY:

Taking into account that the activities carried out by the College are equivalent to the defined mission, formulated goals, are in line with the National Framework of Qualifications, the differentiated APs contribute to the service of jobs in the region, the goals and objectives of the College fully reflect the needs of the stakeholders, there are existing College mission and activity implementation the mechanisms for evaluating the results, the target and result indicators are harmonized, the expert group finds that the ARSC meets the requirements of criterion 1.

CONCLUSION: The compliance of the institutional capacities of ARSC to the requirements of CRITERION 1 is satisfactory.

CRITERION II. GOVERNANCE AND ADMINISTRATION

CRITERION: The TLIs' system of governance, administrative structures, and their practices are effective and intend to the accomplishment of its mission and purposes by keeping the governance code of ethics.

FINDINGS:

According to the charter of the College, the State Non-Commercial Organization "Ararat Regional State College" is a non-profit legal entity, a secondary professional educational institution. The governing bodies of the college are the founder, represented by the Government of the Republic of Armenia, the authorized body: the RA Ministry of Education, Culture and Sport, the Board of Management of the College, the executive body of the College is the director. During its activity, the College is governed by RA laws, the College Charter and other legal acts. According to the organizational structure, the governing bodies of the College are the

management board, the administrative board, the pedagogical board, and the teaching methodological board. The college also has a student council. The main subject of the activity of the College is the implementation of secondary professional educational programmes, during which the profit generated is used in accordance with the procedure established by the founder for the implementation of the goals provided by the College's charter.

The management board of the college has a new composition approved by the authorized body (18.07.2022). During the site visit, it became clear that 4 sessions of the new management board were organized. The chairman and members of the board, considering the features of regional development, trends and the development of the labor market, have a clear position aimed at the further development of the College. In particular, to introduce agricultural sector APs, new short-term training programs, to train short-cycle specialists, to employ new financing formulas, to strengthen partnership cooperation.

Management processes in the College are provided with the necessary documentary support, and the Director of the College carries out the management of the current activities of the College within the limits of the powers assigned to him by the decisions of the founder, the orders of the authorized body and the College's charter. The director submits the annual report of his work to the management board. Expert studies have shown that the director's annual reports generally derive from the director's annual work plans, summarizing the performance results of the SP plan-schedules. They include quantitative and qualitative analyzes of educational programs and professions, admission results, employees and students, partnerships, financial activities, and some summaries. In the director's annual report of 2021, the problems that need to be solved are also highlighted, which were included in general points in the director's work plan of 2022. These are: re-equipping classrooms with computers and modern equipment, the need for training courses for lecturers and deputy directors, expanding the scope of cooperation with new partners, acquiring new property (tables, chairs), creating alternative financial means, etc.

The ARSC works with state funding and has an extra budget. According to the data of 2021, budget revenues (revenues received in the form of grants) made up only 86.3% of operational revenues, and extra-budgetary revenues - 13.7%. The majority of extra-budgetary incomes are formed from student fees, there are also incomes from rental fees, paid short-term courses, which do not have a significant weight in the structure of extra-budgetary incomes. 2020 compared to 2021 revenues from student fees increased by about 80% due to the increase in the number of students studying for a fee. According to the data for 2021, the operating expenses of the College have the following structure: salary and fees are equal to 84%, expenses for the acquisition of services and goods are 6.4%, scholarships are 8.6%, and other expenses are 1%. The college submitted to the study of the expert panel the numerical data of the necessary descriptions of the expenses not related to the salary attached to the budget planning of the 2021 academic year. Among the 14 groups of cost descriptions, it is necessary to distinguish: the costs of practices, organization of expos, costs of laboratory materials and professional equipment for dental technicians, pharmacists, clothing designers, chefs, equivalent costs of make-up, manicure teaching materials and other special purpose materials. They make up about 24% of the funds

freed after the salary fund transfer and the payment of scholarships. During the site visit, it became clear that the laboratories of all specialties are equipped with the necessary educational materials, and professional equipment, and the educational materials provided by the College are sufficient to organize the educational process. As a result of the expert studies, it became clear that after compensating the salary fund, the funds of the College are mainly directed to the acquisition of the resources necessary for the implementation of the APs. At the same time, it should be noted that the principles of distinguishing the allowances provided to the employees of the College are not clear.

According to the charter of the college and the relevant procedures, faculty and students are involved in various councils and commissions, having the opportunity to participate in the decision-making related to them. From the site visit, it became clear that the decisions made on the basis of the needs raised by the professors and students are few, and in the previous management council, no problems were discussed at the initiative of the faculty and students. The latter is passive in terms of showing initiative in raising, discussing, and proposing possible solutions to their related issues.

As a long-term planning, the 2019-2023 Strategic Plan is developed and implemented in the College, which outlines the College's strategic goals, objectives, necessary actions, and target indicators for evaluating progress. The SP is summarized with a SWOT analysis, where the presented strengths and weaknesses are included in the College's 2019-2023 SP implementation plan schedule, as comprehensive actions to generate strengths and overcome weaknesses. The 2019-2023 plan-schedule of the SP the necessary actions, responsible persons, resources and expected results for the solution of each problem. The effectiveness of the implementation of the plan schedule of 2019-2023 academic years is evaluated by the expert panel based on the results of the short-term programs of the College according to the plan schedules of the SP of individual years and their performance. It should be noted that the mechanisms of operational planning are clear, in particular, the plans-schedules of the SP according to individual years are derived from the 2019-2023 plan schedule of the SP. The sequence of achieving the results provided for in the 2019-2023 plan schedule of the SP corresponds to the implementation of the activities planned by the plan schedules of the SP for individual years.

All departments of the College have work plans and submit semi-annual and annual reports, which are discussed in the Pedagogical Council of the College. The expert studies prove that the departmental reports do not summarize the performance results of the work plans, they are mainly quantitative analyses, and the component of qualitative analysis is missing. During the site visit, it became clear that the College is planning to establish a special reporting format, introducing a comparability component with work plans. As for the director's annual work plans, they have defined activities with the content of the work, the corresponding schedule, and the designation of the responsible persons. There is a connection between the planning processes included in the director's annual work plan for 2022 and the performance results of the 2021 SP plan schedule. However, it is not visible the clear sequence of the annual program priorities for the implementation of improvements based on the evaluation of the results of the previous year,

and the mechanisms for including and implementing adequate solutions to the problems identified in the performance reports in the next year's plans.

Surveys conducted among internal and external stakeholders of the college ensure a certain periodicity. Based on the results of the analysis of those surveys, key issues were highlighted, which are targeted from the point of view of the risk management of the College's activities and require fundamental solutions. For example, the need for alternative financial resources, fewer partnership collaborations, the need to introduce a research component, the need to improve the evaluation system, the insufficiency of practical skills, application programs of the graduates of some APs, the scarcity of computer resources for the AP "Software for Computing Techniques and Automated Systems", the need to improve the organization of practices. In addition, various meetings, round-table discussions, open meetings with the stakeholders of the College (students, graduates, parents, employers) are held once a semester with the participation of the director, the QA officer and the deputy director for organizational activities, which are aimed at identifying and preventing possible internal and external risks related to the educational process of the College, as well as highlighting positive experiences. During the site visit, it became clear that internal and external risk management mechanisms on educational activities in college and their procedures need to improve in terms of planning and implementation.

From the research of the documents and from the site visit, it became clear that the processes in college include plan-do-check-act phases. It should be added that the results of improvements are not assessed. There are key issues identified as a result of the assessment, adequate solutions to these issues have been determined, and in some cases they have already been implemented, however, the mechanisms for including these solutions in the form of improvements for next year's program documents are not clear. The internal evaluation of the college, which is carried out every year, also identifies the steps to improve the educational processes. Based on the results of the internal evaluation of the 2020-2021 academic year, the expert panel singles out the following improvement steps. To equip the college with new professional resources, expand the range of employers and employer-lecturers, make the reports analytical in nature, contribute to the organization of professional, foreign language, and ICT tools mastery trainings, repair computers, supervise the content of exam tickets by the heads of departments, define for each subject/module assessment format etc. During the site visit, it became clear that most of these steps were first included in the work plans of different subdivisions of the 2022 academic year, and then were performed or in performance.

The College does not have a procedure in place for monitoring and periodically revising the APs, however, the necessary information about the effectiveness of the APs and other processes is obtained through regularly conducted target surveys, thematic discussions, open meetings, and individual student-teacher conversations. This information is analyzed and the analysis package is summed up in the college through a QA structure. The expert panel notes that in the case of planned implementation of the mentioned actions, the results of the evaluation of the effectiveness of the College's activities can be targeted.

The ARSC makes information public about educational programmes and qualifications for educational programs through its official website, Facebook page, and advertising booklets. It should be noted that mechanisms evaluating information publications have not been introduced.

CONSIDERATIONS:

The expert panel positively assesses that a non-profit organization that does not make a profit, the ARSC uses the profit in its activities to implement the goals of the college and the goals of the SP. It is considered positive that the observations of the new board of management are based on the features of regional development and trends in the development of the labor market, which can significantly affect the rise of the College's ranking and the increase in the number of graduates working in their profession. It is positive that the management processes of the College are provided with the necessary documentary support, the director presents the results of his current activities in the form of annual reports summarizing and analyzing the results of the plan-schedules of the SP, where the issues that to be solved are highlighted, contributing to assessing the efficiency of college activities and the highlights of the above-mentioned planning.

If the budget revenues of the College make up only a significant part of the operational revenues, about 86.3%, the extra-budgetary revenues, amounting to 13.7%, are mainly formed from student fees. In the context of the mentioned, it is a positive record that in 2021 academic year, due to the increase in the number of paid students compared to the previous year, operating incomes have increased. As for the expenditure articles of the College, a significant part of them is directed to the financing of current expenses, parallel to this, the College directs about 24% of the funds freed after the salary fund transfer and the payment of scholarships to the organization of internships, the purchase of laboratory materials and professional equipment, the purchase of educational materials and other special purpose materials, contributing to the more effective implementation of educational programmes. It is commended that the distribution of college budget and extra-budgetary funds is in line with the priorities set out in the SP, but it is clear that the mechanisms of differentiation of the college employees are not clear in that context.

Although college faculty and students are involved in various councils and committees, having the opportunity to participate in decision-making related to them, the professors and students are passive in raising and discussing their related issues, which does not contribute to the active participation of internal stakeholders in the College's management processes. The expert panel positively assesses that short-term and long-term plans have been developed and implemented in the College, target indicators for progress evaluation have been defined, which generally correspond to the achieved result indicators. According to the years, the plan schedules and their performances coincide with the sequence of implementation of the planned actions and measures, ensuring the effective operation of the operational management tools. At the same time, it is alarming that the department reports do not summarize the performance results of the work plans, being mainly quantitative analyses, they do not contribute to the formulation of substantive issues. As a result, the efficiency of the plan execution process may be affected. It is commendable that the director's annual work plan is a set of defined actions with work content, a

clear schedule and responsibilities, but at the same time, it is disturbing that the sequential relationship between the planning processes included in the 2022 academic year work plan and the performance results of the 2021 academic year plan-schedule of the SP is not expressed, and the mechanisms to include and implement the improvements in next year's plans are not clear. This may hinder the sequential definition of annual program priorities for the implementation of improvements. The expert panel appreciates that the College has addressed the issue by planning to introduce a specific reporting format, where the component of comparability with work plans will be introduced.

It is commendable that an internal evaluation is carried out in the College every year, regular surveys of internal and external stakeholders are organized, the results of the analyzes of which contribute to the identification of key issues that require targeted and fundamental solutions from the point of view of risk management of the College's activities. During various meetings, thematic discussions, round-table discussions, and open meetings organized with the stakeholders of the College, existing successful experiments and problems are also highlighted, supporting the effective management of internal and external risks related to the educational process of the College. The expert group considers it positive that the College, using various mechanisms of activity evaluation and monitoring, independently raised the educational problems that need a comprehensive analysis and full solutions. Considering that the College needs to improve the internal and external risk management mechanisms affecting the educational activities and, at the same time, the procedures for their implementation, the expert group notes that within the framework of the given issue, the College is showing responsible and stable behavior, taking into account the current realities in the country and challenges.

It is commendable the information on the official website of the college, Facebook page, the information about the qualifications on educational programs and awarded qualifications, which positively affects the college rating.

SUMMARY:

Taking into account that the management system of the ARSC provides a regulated decision-making process, there is an effective toolkit of strategic management, the target indicators and result indicators defined by the SP coincide in planning and execution, they are used to evaluate the effectiveness of activities, there are long-term and monitoring mechanisms for short-term planning, operational management issues are raised, management processes are carried out according to the quality cycle principle, the approaches to the distribution of finances are generally aimed at the effective implementation of the APs, the expert panel finds that the ARSC meets the requirements of criterion 2.

CONCLUSION:

The compliance of the institutional capacities of ARSC to the requirements of CRITERION 2 is satisfactory.

CRITERION III. ACADEMIC PROGRAMMES

CRITERION: The programmes are in concord with the institution's mission, form part of institutional planning and promote mobility and internationalization.
FINDINGS:

In accordance with the charter, the College carries out the training of specialists with secondary and initial professional educational programmes. ARSC implements 9 secondary professional educational programmes: "Cosmetics and make-up art", "Organization of transportation and management of transport", "Refrigeration Systems", "Pharmacy", "Software for computing equipment and automated systems", "Clothing modelling and design", "Computer art design", "Accounting", "Dental technical work". The college also implements 2 preliminary professional educational programmes: "Cookery", "Welding technology". There have been no applicants in recent years in the "Beekeeping" academic programme. According to the SP of ARSC, the College strives to ensure the continuity of the quality of education, providing the training of specialists in various sectors of the economy with secondary and primary professional education in the region.

According to the RA government's decision No. 752-N of July 8, 2015, college graduates who have shown high progress have the opportunity to continue their education in the relevant specialty in higher educational institutions. According to the surveys conducted by the College, in 2019, 2020, and 2021. 38.33% of graduates continue their education at university, 21.71% are unemployed, 28.41% do not work in their profession and only 11.53% work in their profession. 38.33% of graduates consider the College as an opportunity to continue their education at the university.

During the site visit, it was found that the new composition of the management board has not yet discussed issues related to the management of the APs, however, the members of the management board plan to come up with certain recommendations in the near future, in particular, to introduce agricultural sector APs, new short-term training programmes, to train specialists in a short cycle.

In the 2021-2022 academic year, the College introduced the procedure "Completing the specifications of the educational programs", a specification for all APs is set, which is a summary description of the purpose and expected educational outcomes, content and structure, selected teaching, learning and assessment of APs, which the college considers as a source of information for external and internal stakeholders. In the near future, the College plans to define the characteristics of the specifications of the APs.

The College is guided by the state educational standards when developing the APs and the modular programmes. Mainly, localization of the requirements defined by the NES and changing the proportions of hours of theoretical and practical classes are carried out. The development of programmes of elective subjects is carried out by the relevant chair, taking into account the opinion of internal stakeholders. In particular, "Professional Latin" was introduced as an optional subject in "Pharmacy" and "Dental Technology" professions at the initiative of the lecturer, the purpose of which is to acquaint students with medical terminology. The

development of programmes for general education subjects is carried out in line with the programmes of high schools.

The lecturer is free to choose the method, taking into account the specifics and purpose of the topic. The teaching methods selected in accordance with the learning outcomes planned and carried out by the lecturer which are described in detail in the lecturer's folder /portfolios/ introduced in the College from 2020. The results of the studies have shown that the professors use the classic ways of conducting the class- lectures with the provision of study material, seminars, as well as demonstrate a modern approach using the material and technical base available in the College, which makes it possible to use the latest approaches in the study process, make the course more interesting, the presented material accessible, more effective for discussions. A mapping of learning outcomes of APs and modules is available in the College. Work is being carried out at the College to revise the traditional methods of teaching and learning and to introduce innovative approaches. The examination revealed that there are no uniform criteria for the selection of teaching methods determined by the outcomes. The lecturers themselves choose the teaching method of this or that module. During the site visit, from the study of lectures and assignments, it was found that students are given various assignments, but they are mainly knowledge-building. Tasks requiring independent study, aimed at the development and formation of analytical thinking and research abilities and skills are not available in all academic programmes.

From 2021, students are required to complete coursework, but the requirements for coursework are not specified. The course works are often referential in nature. Studying the nature of the course works revealed that they are mostly identical rewritings of texts on the given topic available in various sources. And the links to the used sources are not always active.

According to the SP, the College strives to make the assessment system reasoned and transparent, implementing an appropriate methodological framework aimed at unbiased assessment of student outcomes. The system of evaluation of the expected learning outcomes operating within the educational program of the college is defined in the procedure of ″Examination of students' knowledge and abilities, preparation of semester and annual grades, repayment of debts, recovery of missed lessons by students and appeal of assessment results″. In all professional courses, knowledge and ability testing is organized and carried out during the semester and at the end of the semester, in the periods defined by the current curricula, and at the end of the studies, a state summative examination is carried out. Current assessments are carried out by the lecturer during the course and are recorded in the class book, tests and module summaries are carried out according to the schedule, the results are recorded in the exam summaries. Each learning outcome is evaluated with an evaluation sheet, evaluations of the module results are made in the evaluation sheets given by the lecturer, a decision is made as a result of the study evaluation. "passed" or "failed". In addition to the lecturer teaching the exam (module summary), the representative of the internal quality assurance division also participates in order to evaluate the organizational work and process of the exams. At the end of the examination period, the representatives of QA present a report on the performed works, through

which the issues that have arisen are highlighted, and improvement mechanisms are planned. In case of disagreement with the grade, students have the right to appeal the grade they received without leaving the exam room. According to the procedure, additional questions are asked within the same exam ticket, the grade obtained is considered final. During the semester, students are given the opportunity to retake the test or exam from three subjects/modules in order to increase their grade. Students are informed of their rights related to appeal and reassignment, which they use in the prescribed manner. In 2021, at the initiative of the Educational Methodological Council, clear criteria for the current assessment of students were defined by each lecturer, which students are informed about at the beginning of studying the subject/module.

The student assessment policy of the ARSC is summarized in the procedure of "Students' knowledge, ability testing, formation of semi-annual and annual grades, repayment of debts, recovery of missed lessons by students and appeal of assessment results". During the expertise, it was also found that there were no cases of violation of academic integrity in the college. During the meetings and from the study of the documents, it became clear that the prevention of violations of academic integrity during tests and exams is important in the College, but the problem of maintaining academic integrity in students' independent work has not received attention.

During the expertise, it became clear that the chairs, based on the specifics of the modules they teach, independently choose the method of knowledge verification. According to the self-evaluation, the assessment of abilities is carried out by the teacher, the head of practice, and the employer. During the site visit, it became clear that the employer participates in the assessment process only by writing the student's profile in the practice diary. Practice evaluation is done by the head of practice on the basis of the practice diary and report, taking into account the relevant characteristics of the student. Practice assessment criteria and separate assessment components are not defined.

The state summative certification of the graduates of the ARSC is carried out according to the "State summative inspection, organization and conduct procedure". During the expertise it became clear that the only form of state graduation certification is the exam, diploma works are not planned. In the college, the mechanism of the participation of the QA representative in the exams is applied, by which the college aims to contribute to the increase of the objectivity of the process of student assessment by lecturers. During the site visit, it was found that apart from pre-graduation internships (with a maximum duration of 6 weeks), no other production internships are planned. Educational practices are mainly carried out at the College. Pre-graduation internships are organized in various state and private organizations of the region, which are provided by specialists with appropriate qualifications. It also turned out that there are few organizations in the field of IT in the region. For this reason, all internships, including production ones, of the "Software of computer equipment and automated systems" specialty are organized in the college. Students of this specialty do not have the opportunity to develop practical skills in a real working environment, and similar practices of the "Computer Art Design" profession are

held in a photo studio, which has little relation to the given profession.

During the meeting with the employers, it became clear that the representative of "Liga" LLC, engaged in passenger transportation in the region with the specialty "Organization and management of transportation in transport", is interested in the process of continuing this specialty in the College. They prefers to hire college graduates, and there is a verbal agreement to hire graduates who are currently in mandatory military service upon their return. The college has laboratory equipment for studying the internal structure of automobiles, describing the work of individual parts, and for technical maintenance, where students acquire their practical skills. The lecturers teaching professional modules of the "Transportation Organization and Management in Transport" state that they have a lack of literature in the Armenian language, which they fill with translations they make and didactic materials available on the Internet.

In "Accounting" AP the internships are organized in the regional governor's office and in private accounting organizations. During the site visit, the students expressed their satisfaction with the organized internships. According to the results of the surveys conducted within the framework of this AP, the employers indicated that the students' practical skills and knowledge of applied programs were not sufficient. Considering the opinion of employers, the college has included the teaching of the AS accountant program, the electronic system of submitting Tax-Service reports. Students of the "Accounting" specialty do not write diploma theses, but it is worth noting that the exam tickets for the state summary exam include 4 questions and 1 issue question, which in general can be the basis for evaluating professional results and documenting the reliable awarding of qualifications. The completed course works do not express the logical connection of successive questions, they do not have conclusions, summaries, or analyses. For example, in the course work entitled "Taxes in RA" there is a separate question: "The main directions of the formation and development of the tax system and the description of the procedure of the current tax system in RA and other countries", which is a more extensive and comprehensive question than the title of the course work. Apart from the mentioned, there are no analytical data, only the tax legislation is referred to, data for the 2016 year is attached in the appendix. The completed works are informative and documentary. During the site visit, it became clear that the existing study materials for the given profession were provided to the students, and accounting problems, tests and assignments are attached to the educational materials, which help in the formation of practical skills. During the courses of the "Accounting" AP, the lecturers summarized the previous material, made short inquiries, where all students were involved in the lesson process, and then the explanation of the new material was accompanied by the solution of new problems. In this profession, on the basis of the raised need, the professional foreign language subject was introduced.

There is a procedure of "Monitoring" in the college, but there is still no policy for monitoring, evaluating and improving the academic programs. The monitoring carried out in the college ensures the quality of the educational process and creates an opportunity to continuously improve it through evaluation. The College uses monitoring to implement processes in the PDCA cycle. Student surveys are used as a monitoring and evaluation tool for the APs. Surveys

of graduates' satisfaction from the education received are carried out according to the developed appropriate questionnaire. The questionnaire includes questions on graduates' satisfaction with the APs, teaching methodology, the development of competences and skills obtained as a result of internships. Employers and graduates also take part in the surveys, and the head of the pre-graduate practice has the opportunity to make recommendations on the improvement of the APs in the appropriate form. The expert study revealed that the results of surveys are taken into account when making changes in educational programs in the prescribed manner, however, the substantive recommendations made during the surveys among employers and the changes made in the APs as a result of the surveys are not a large number.

The reports of the presidents of the state summative exam commissions are also a tool for monitoring of the APs. In those reports, their recommendations on the implementation of the educational program are highlighted, which are the basis for their further improvement. In recent years, revisions have been made in the APs aimed at modernizing the educational program, supplementing it with separate courses in line with the labor market requirements, and using information technologies with the aim of increasing their purposefulness and attractiveness. The college does not have direct agreements with other educational institutions to ensure the exchange and mobility of students and lecturers. During the site visit, it was found that there were meetings with other colleges of the RA within the framework of various programs, but no comparative analysis and benchmarking of the colleges were carried out.

CONSIDERATIONS:

The expert group positively evaluates that the ARSC, as a regional college, implements differentiated vocational educational programs, helping to meet the needs of the labor market in the region. It is commendable that key indicators of progress and current evaluation have been defined in order to ensure the continuity of education quality improvement. The expert panel believes that in the case of monitoring, evaluation of effectiveness, development and implementation of improvement policies of educational programs, the processes of current monitoring, evaluation and regular review of educational programs, highlighting of needs can be carried out more efficiently.

The expert panel welcomes the proactive approach of the newly appointed members of the management board in the development of new APs and believes that these approaches will contribute to the correct assessment of the College's capabilities, as a result of which the College will introduce new professions that are insufficient to the needs of the region. The expert panel believes that the specifications of the educational programs implemented in the college from 2021, in which the goals and expected educational outcomes, content, structure, selected teaching, learning and evaluation forms, and methods of the educational programs are defined, can create a basis for implementing education with results. At the same time, the expert group evaluates the idea of the lecturer's folder /portfolio/ introduced in the college in 2020 and believes that in combination with the specifications of the APs, it can have a positive impact on revising the traditional methods of teaching and learning and introducing innovative approaches.

The expert panel welcomes the introduction of the optional subject "Professional Latin"

at the initiative of the lecturer in the "Pharmacy" and "Dental Technical work" specialties. By transferring that successful experience to other professions, the College can contribute to the continuous improvement of the APs. The expert panel welcomes the efforts made by the College aimed at making the assessment system reasoned and transparent, aiming at an unbiased assessment of students' abilities. The expert panel considers the participation of the QA representative in the exams or summarization of modules worthy of attention, which creates additional guarantees in terms of ensuring the objectivity and transparency of the evaluation process, especially when they are conducted in a systematic manner and are summarized by the presentation of an appropriate report.

Valuing the reports of the presidents of the state summative exam commissions of professions, as a monitoring tool of the APs, the expert panel believes that by broadening the scope and targeting of surveys conducted among various stakeholders for the purpose of monitoring and evaluation of APs, the College can provide a sufficient basis for evaluation and improvement of APs.

The expert panel welcomes the fact that coursework has been introduced in the ARSC, which will contribute to the development of research and analytical thinking among students, but considers that the requirements for coursework need to be clarified so that they turn from referential to analytical work. As a result, the research component of the College will be improved. It is positive that the College emphasizes the prevention of violations of academic integrity during tests and examinations, but it is a concern that the norms of academic integrity do not extend to the independent work of students. Emphasizing the introduction of coursework, the expert panel expresses its concern that the only form of state graduation certification is the exam, diploma work is not planned. The expert panel positively assesses the college's goal of introducing diploma theses, which will directly promote the development of the research component of the APs.

The expert panel considers the College's efforts to develop students' practical skills as positive, but it is concerned that, in addition to pre-graduation internships, no other production internships are planned. Production internships can best contribute to the development of professional abilities and skills based on practical experience in a real production environment. It is worrisome that the College's capabilities and prospects in the field of benchmarking and mobility provision are not analyzed in the College and such mechanisms have not been developed that would contribute to the effective exchange of experience with other educational institutions. The expert panel considers it positive that recently various mechanisms for evaluating educational processes have been developed and implemented. The expert panel notes that the changes made on the basis of in-depth analysis, the full application of monitoring and evaluation mechanisms and the implementation of revisions on the basis of content analysis can contribute to the effective implementation of the educational processes of the College.
SUMMARY:

Considering that the academic programs of the College correspond to the requirements of the labor market of the region to the mission of the College and the descriptors of the NQF, they

are compiled according to the state educational standards, the College has policies and procedures for the assessment of the knowledge, an order of academic integrity, the teaching methods are included in the APs, detailed descriptions of methods, and mechanisms for monitoring, evaluating and improving the effectiveness of APs are put in place, the expert panel finds that the APs meets the requirements of Criterion 3.

CONCLUSION:

The compliance of the institutional capacities of ARSC to the requirements of CRITERION 3 is satisfactory.

CRITERION IV. STUDENTS

CRITERION: The TLI provides relevant student support services ensuring the effectiveness of the learning environment.

FINDINGS:

The admission of the students is carried out without entrance exams and on a competitive basis, with the exception of "Pharmacy", "Dental technical work" and "Clothing modelling and design" secondary professional education programs. Information about the admission is published on the Facebook page of the College and on the official website. There is an "Applicant" section on the website, where the professions, the basis of their required education, the necessary documents, the schedule of the entrance exams and the results are presented. The number of applicants exceeds the number of admissions. In 2022, 28 people applied for the "Accounting" specialty, 26 were accepted, 38 applied for the "Software support of computing equipment and automated systems" specialty, 26 were accepted, for the "Transportation Organization and Transport Management" specialty 43 people applied, 25 were accepted. Flyers are also available at the college. In order to recruit applicants, college employees go around schools, distribute flyers, and booklets, and introduce the available professions and opportunities. An "Open Door Day" is also organized in the college. From the self-evaluation and the study of the documents, it became clear that the number of students in the College has been stable in recent years.

It became clear from the site visit that the students consider the head of the course to be the primary link in solving their problems. A number of surveys are also used to identify educational needs, for example, "Evaluation of the effectiveness and quality of the work performed by the SC", "Evaluation of the effectiveness and quality of practice", "Satisfaction of first-year students", etc., a meeting with the director is organized twice a year, the quality officer performs monitoring, the members of the student council conduct tours, there is a "Student Voice" box. There is no clear timetable for applying to the administrative staff. It became clear from the site visit that students can contact the administrative staff at any time. During the academic year, the director meets the students twice to personally listen to complaints and suggestions. As a result of those meetings, the director of the College decided to solve the following problems: instead of starting at 09:00, classes will start at 09:30, in order not to be late for students coming from different villages of the region by buses operating on a specific

schedule, the class will last 80 minutes instead of 40/40. the blinds have been changed, a library board has been established, which organizes various activities to promote the love and interest in books among students.

Students receive additional training and counseling before the exam period and before writing term papers. There is a career center in the College, which has clear regulations and submits a report to the RA Ministry of Education, Culture and Sport. The center maintains constant contact with the regional employment center of Artashat, a small number of employers and organizations. After examining the employment rate of graduates over the last 5 years, it becomes clear that the main part of graduates continues their education immediately after graduation, among the remaining graduates, non-professional graduates outnumber them, followed by the unemployed and the least percentage are those who work for themselves. From the site visit, it became clear that the graduates are informed about the availability of vacancies through announcements regularly published on the official website or phone calls, but mostly they do not want to work because of the low salary or the distance from the workplace. To solve this problem, the college is making great efforts to expand the range of employers, but it has not been successful so far due to the lack of interest from employers. From the self-evaluation and the site visit, it became clear that, on the initiative of the career center manager, the students participated in a number of expos, during one of which they presented their college, in particular, the specialty "Clothing modelling and design" and their own models of clothes designed and sewn within the scope of that specialty. At the initiative of the Career Center, students cooperate with ANQA, the Career Officer conducts a "Graduate-centric" policy on social networks with the title "Getting to know our graduates", posting interviews with graduates who have achieved success in their profession, in order to motivate applicants and students and introduce them to the opportunities offered by the college. Research and analytical components are generally absent in the coursework and essays.

It should be noted that there are some educational materials that students have compiled based on the materials of the open classes organized in college, which also contain research elements, such as the educational material "Marketing Strategy of the Grand Candy Company". Students of several APs, such as "Cosmetics and make-up art", perform research work by preparing various creams, students of "Dental technical work" make removable and fixed prostheses, students of "Pharmacy" department go to the Botanical Garden to learn about the plants of the region for the students of the "Refrigeration Economy" department made a cooling system for refrigerators from different parts of refrigerators, research components were also present in the works of students studying "Computer Art Design", "Clothing Modeling".

It became clear from the site visit that the College is planning to introduce diploma works. The student rights protection body is the "Student Council", which has its own charter. All college councils include students to raise issues and suggestions. It became clear from the site visit that some of the students are not informed about who is included in the councils. The students included in the councils have not raised any issues in recent years. The student council regularly conducts tours, polls on social platform, organizes meetings in order to raise problems,

but for the protection of rights, as the primary link, students turn to the head of the courses. "Student council" is perceived by students as a structure that organizes various events and makes extracurricular life interesting. As a mechanism for evaluating educational, counseling and other services for students, a number of surveys are used, among which is the evaluation of the teaching staff and teaching quality by the student. Based on their results, individual consultations are organized and carried out for each of the lecturers who have not previously passed the 80% satisfaction threshold by the college, an improvement plan is developed, and repeated lectures and surveys are carried out to find out the effectiveness of the work done.

CONSIDERATIONS:

The expert group considers as positive the fact that, in order to collect applicants, the ARSC conducts tours of schools, organizes an open-door day, and actively manages the official website and pages of social networks. The effectiveness of some of the implemented works can be evaluated with the questionnaires prepared for the applicants, where one of the included questions can be used to find out how the applicant became aware of the College, but there are some implemented works that are not included in the questionnaires as an option. In order to target more precisely the mechanisms used for the recruitment of applicants in the future, the effectiveness of all activities should be evaluated. The fact that the number of applicants exceeds the number of admissions is considered positive, which gives the College the opportunity to select high-achieving students. The expert panel highlights the fact that there is a body protecting the rights of students at ARSC, which is the Student Council, and despite the fact that the student council uses a number of mechanisms to raise students' problems, organizes tours, meetings, student council members contact with the students through social networks, however, the primary link for raising the needs is the head of the course. The SC is perceived by students as a structure that organizes entertainment events. It is positive that surveys are conducted regarding the satisfaction of students' needs regarding the work done by the SC, practice, teaching staff, and coursework.

The expert panel positively assesses that the students receive the necessary advice from the College before the exam period and before writing term papers. There is no clear schedule for applying to the administrative staff, students can apply with their suggestions and problems at any time, but the expert panel believes that the set schedule will make the work more systematic. The cooperation of the Career Center with ANQA, employers, partners is considered positive, but the expert group believes that the scope of cooperation and employers should be expanded in order to increase the opportunities of finding a job for graduates. The expert panel also positively evaluates the fact that college students are actively participating in the " Students' Voice" project of the ANQA. The expert panel finds that assignments, abstracts, term papers do not develop research and analytical skills among students. There are research components in the works of students studying in some professions, and the expert panel believes that this positive experience should be institutionalized in each profession in its own way. The use of diploma works in the College will also be viewed positively.

SUMMARY:

Considering that there are mechanisms for the selection, admission and recruitment of students in the College, the number of applicants exceeds the number of admissions, the flow of students has been stable in recent years, and students can contact the administrative staff at any time, there are some counselling services and mechanisms for evaluating the services provided, career-promoting services for students are implemented, the expert panel finds that the ARSC meets the requirements of criterion 4.

CONCLUSION:

The compliance of the institutional capacities of ARSC to the requirements of CRITERION 4 is satisfactory.

CRITERION V. FACULTY AND STAFF

CRITERION: The TLI has a highly qualified teaching and supporting staff to accomplish the institution's mission and to implement the goals set for academic programmes

FINDINGS:

According to the SP, the ARSC has set the goal of conducting an effective and unified personnel policy. In order to achieve that goal, the college has set the task of "Reforming and replenishing the teaching staff, meeting the trends of modern educational values." For this purpose, certain steps are planned, as a result of which the college plans to solve the problem. Indicators for evaluating progress are defined. From the study of the documents submitted during the visit, it was found that there are a number of documents in the College, in which the principles of the selection of faculty and staff are fixed. Examining the College's staff list revealed that the College is provided with the necessary administrative and teaching staff for the implementation of the goals of the SP, but the College does not have a structure dealing with external relations and internationalization processes. The college is guided by the ARSC charter, in which there is a general reference to the rights and responsibilities of employees. The "Internal Disciplinary Rules" developed by the college on 24.12.2020 also set forth the rights and responsibilities of the employer and employees.

During the selection of the teaching staff, the ARSC is also guided by the requirements for teachers described in the educational standards. In addition to the requirements of the educational standard, the College has developed "Position Passports", in which the requirements for the professional qualities of the teaching staff included in the educational programs are fixed. There are general requirements that are mandatory for all staff and professional requirements that are defined for each lecturer based on the outcomes of the module or subject being taught. Since 2018, the teaching staff of the College has been recruited on a competitive basis. As for 01.06.2022, the faculty and teaching staff of the college includes 82 employees, 77 are considered full-time employees, and 5 are part-time employees. College graduates are a significant part of the workforce, about 10%. There are few lecturers involved from the practical field. The College considers such a policy of hiring graduates as a demonstration of confidence in the education it provides, as a result of which the College's staff is filled with young,

promising local personnel. The College has clearly defined procedures for the admission and dismissal of employees. Tools for analyzing the effectiveness of hiring and firing mechanisms have not yet been developed in the college. The formation of faculty and staff in the College is carried out on the basis of the RA Labor Code, the Law on Education, and the internal legal acts of the College.

Before the order No. 48-N of the RA MoESCS dated December 24, 2020, the admission of professors was carried out according to the procedure of passing the probationary period. At present, the procedure for drawing up the questionnaire and questionnaires for the competition for the vacant position of lecturer has been developed. The College publishes the announcement about holding a competition to fill the vacant place in the weekly newspaper "Krtutyun" and/or in the local press, on the official websites of the College. The course of the competition is being recorded. The decisions of the committee responsible for conducting the competition are recorded in a separate book and are kept in the College. The decision regarding the results of the competition is made by the voting of the committee members. The results of the competition are published with a summary record.

It became clear from the expert visit that the College has a problem of attracting lecturers in some professional modules. In particular, graduates of the last years of the college were involved in teaching professional modules of the specialty "Software support of computing equipment and automated systems". There are vacancies in the "Refrigeration Management" and "Transportation Organization and Management in Transport" professions. There are few applicants for the announced competencies, sometimes the competencies are not held due to lack of applicants. The college is taking some steps to solve this problem. In the college, the tuition fees of employees' student-children are discounted up to 20%, in addition, there is a comparative increase in the salary increase of the employees: the salary of the teaching staff increased by 6% on average, the teaching staff - by 17%, and the administrative staff - by 11%.

The compliance of lecturers' competencies within the limits of professional educational standards is directly determined through examinations and surveys conducted by the Internal Quality Assurance Center. The class observations are carried out according to the procedure "Conducting Trainings and Analyzing Results". According to the form of organization, planned, mutual and unplanned class observations are held. The class observations are conducted by the director, the deputy director for education, the heads of the department, the QA responsible, and mutual class observations are also held. Clear requirements and procedures have been developed to evaluate the effectiveness of the class observations. There are protocols of the lectures, the protocols refer to almost all the standards established in the established order. Based on the results of the class observations, the lecturers are given appropriate instructions (consultations). When evaluating the professional and pedagogical qualities of the teaching staff of the College, the opinion of the students is important. During the site visit, it was found that the students highly appreciate the work done by the lecturers and the knowledge they received at the college. According to surveys, more than 70% of students are satisfied with the lecturer's work. The college plans to assess the professional, pedagogical, and methodical preparation of the lecturer,

organizational, teacher-student relationship formation, and the ability to use modern methods to organize and conduct the lesson. During the site visit, it became clear that such assessments are mainly aimed at teaching and assessment methods, teacher-student relationships and pedagogical approaches, and the assessment of professional abilities is not complete.

The results of the class observations are recorded in the appropriate form defined by the procedure and recorded in the conduct register. The results of the class observations are discussed with the teacher on the same day. Consultations are provided based on the results of the analysis, and the class observations are repeated for the purpose of studying their implementation. In the college, QA department also conducts an effective assessment of faculty and quality by students. The lecturers who did not overcome the threshold set as a result of the survey (80% positive opinion) receive a fallow up plan. After some time, a second survey is conducted to resolve the issues raised. By examining the documents, it was found that the majority of the students' complaints were related to the conduct of the class and the personal qualities of this or that lecturer. During the site visit, it was found that there were no cases of not exceeding the threshold set by the results of the repeated survey.

According to the self-evaluation of the College, the process of evaluating professors in the College is not yet fully regulated, as only the opinions of students and the results of class observations are taken into account. In the 2021-2022 academic year, the college has undertaken to develop a regulation for the evaluation of lecturers in accordance with the guidelines for "Management of RA primary and secondary vocational educational institutions and evaluation of pedagogical workers, their encouragement or accountability", according to which lecturers are evaluated not only by students, but also by governing bodies, external stakeholders, and parents. However, it turned out that the process was stopped due to expected changes in the secondary vocational education system. Course packages (portfolios) are also used in the college. Each lecturer has his own portfolio, with which lecturers plan and implement their courses. The portfolios do not include course evaluations and improvements.

The College's faculty evaluation regulations and procedures provide transparency mechanisms that enable faculty members to be informed of their performance, shortcomings, and accomplishments, and for management body to take appropriate measures to correct and improve problems. The "Procedure of Rewarding, Incentive and Promotion of Employees" mentions not only incentives, but also penalties. during the site visit, there were no cases of application of penalties due to the evaluation results. In the mentioned order, various mechanisms of encouragement are defined. The study of the documents revealed that incentive mechanisms are used, including financial ones. In recent years, trends in the rejuvenation of the teaching staff have been noticeable at the College. The college emphasizes work with beginner lecturers. There is a document "Procedure of work and encouragement of beginner lecturers" that guides the heads of departments during the planning and implementation of work with beginner lecturers. There is no other mechanism for the professional development of lecturers. During the visit, it was found that based on the analysis of the surveys, there are needs raised, and methodical recommendations (consultations) are given for each lecturer, but the College does not organize

trainings for those who teach professional modules. The lecturers participated only in the trainings organized by MKUZAK. The College emphasizes the need for professional training and is ready to support the faculty.

CONSIDERATIONS:

The expert panel believes that the internal legal acts developed and implemented in the College recently, the existence of the mechanisms used to ensure their viability, create serious prerequisites for achieving the mission of the College and implementing the goals of the APs. It is positively assessed that the College is provided with faculty and staff with the necessary professional qualities. At the same time, the expert panel notes that the College has a problem of attracting lecturers for some professional modules and positively notes that the College is carrying out certain works in this direction, contributing to the stability of the teaching staff. The expert panel notes that in the conditions of uncompetitive salaries and a shortage of lecturers from the practical field, it is particularly important to highlight the needs of the staff and to implement a policy aimed at continuous improvement of the professional qualities of the existing potential in the College. Through monitoring and conducted surveys, the need for trainings of professional skills of the teaching staff was recorded in the College. It is commendable that both the management staff, the employees, and the teaching staff of the College underwent regular trainings within the framework of various programs, but it is worrying that the trainings of the teaching staff were mainly of a methodological nature. The lack of opportunities for narrow professional trainings can jeopardize the effective implementation of the APs, as well as hinder the development of the College.

The expert panel considers positively the fact that the College is working to create a personnel reserve by involving its graduates, in parallel, the increase in the number of employed lecturers in the College will contribute to the inclusion of labor market needs in the APs and the development of practical skills among students, as well as the exchange of experience with the College lecturers. It is welcome that the College hires its graduates as a demonstration of confidence in the education it provides, thus contributing to the regeneration of the teaching staff and the solution to staffing problems. The expert panel notes that the regular professional training of young lecturers will contribute to the improvement of the APs.

It is commendable that every lecturer in the College uses course packages (portfolios) in planning and implementing their courses. The expert panel notes that if portfolios become a complete package of course planning, implementation, evaluation and review, the lecturer's work will be improved. It is positively evaluated that there are mechanisms and cases of financial incentives for lecturers in the College.

It is positive that the College with the help of class observations tries to evaluate the professional, pedagogical and methodical preparation of the lecturer, the ability to use modern methods to organize and conduct the lesson, organizational, teacher-student relations. As such assessments are mainly aimed at teaching and assessment methods, teacher-student relationships, pedagogical approaches, and the assessment of professional abilities is not complete, the

effectiveness of the examinations can be hindered. The expert panel considers positively the planning and implementation of mutual class observations and methodological support, which can contribute to the exchange of experience among the College's lecturers.

SUMMARY:

Taking into account that, for the realization of its goals, the College has a stable teaching, administrative and educational support staff, takes clear steps to attract young personnel and promote them, tries to create a reserve of personnel corresponding to the needs of the College, the packages of professors' courses (portfolio) have been introduced, the mechanisms of evaluation and promotion of faculty are in place, the expert panel finds that the ARSC meets the requirements of criterion 5.

CONCLUSION:

The compliance of the institutional capacities of ARSC to the requirements of CRITERION 5 is satisfactory.

CRITERION VI. RESEARCH AND DEVELOPMENT

CRITERION: The TLI ensures the implementation of research activity and the link of the research with teaching and learning.

FINDINGS:

The ARSC has a "Research Performance Policy", which was approved in 2020 academic year, and describes the goals of the college in the field of research performance, the formats of the work: diploma theses, term papers, essays, or other individual or group work assigned by the lecturer. The policy states that a procedure is defined for each type of research work conducted in the college, but a review of the documents revealed that there is only a procedure for "Organization, Execution and Evaluation of Student Coursework." The expert studies revealed that the college does not have a clear set of research interests and priorities in the area of research, and the relationship between research and the needs of the region is not aligned. There is also no long-term and short-term strategy to realize the predetermined objectives in the field of research.

One of the actions included in the 2019-2023 implementation plan schedule of the ARSC is to provide students with an opportunity for the development of their own points of view and creative thinking in order to check the abilities, individual qualities, and ingenuity of performing certain research works, the expected result of which is a comprehensively developed student. According to the 2021 SP implementation plan schedule, the result indicators of the mentioned action are: term papers and essays, competitions ("Hayk generation", "Best essay"), the debate group, and the club. It became clear from the site visit that the coursework in the college is being implemented from 2021 academic year. Essays are provided mainly from general education subjects and the completed essays significantly exceed coursework in quantity. In the 2021-2022 academic year, coursework was carried out in the college only with "Accounting" and "Software support of computing equipment and automated systems" APs, and for the 2022-2023 academic year, it is planned and approved to carry out coursework in all graduate courses. During the site

visit, it became clear that it is the last semester of the final year of the "Organization and Management of Transportation in Transport" specialty, however, the topics and supervisors of coursework have not yet been specified and distributed according to students.

As for competitions and debates, the college does not initiate their organization, only ensures participation ("Professional Education and Training-Cooperation in the South Caucasus" competition, "Youth Engaged in Society - Yes" Republican Debate Competition). The course works and essays studied by the expert panel in the observed APs are generally informative and descriptive works, they do not include the student's own point of view, or manifestations of creative thought. and the analytical component is missing. The tasks of the considered APs also do not contribute to the development of creative thought and critical-analytical thinking, because they contain mainly theoretical questions and sometimes textbook issues based on the characteristics of the result. Results evaluation sheets are available for the APs. Not all of the current assignments of the APs include tasks that express the individual way of thinking of the student and contain a research component.

In 2021, the "Student Satisfaction from Coursework" regulation was approved by the College Board of Management. According to the regulations, in order to improve the quality of the organization of research work in the college, the regulation of the inquiry aimed at improving the coursework was put into use, the analysis of the results of which was done by the college's QA, and based on the results of the survey, a proposal was made to revise the topics of the coursework. It became clear from the visit that the topics in the "Accounting" AP have been somewhat changed, but the requirements for the implementation of the analytical component have not been changed. It should be noted that the college has planned to introduce diploma works in the APs, but during the period including the site visit, the college did not have the topics of the planned diploma works, their introduction and implementation dates. No practical steps are taken by the college to encourage research activities and allocate appropriate financial resources to them.

From the site visit, it became clear that the lecturer of the "Accounting" specialty collected and compiled a "Collection of Accounting Problems, Tests and Tasks" on his own initiative, which is widely used by the lecturer of the department during the classes. About seven course works, which were the best evaluated by the "Socio-Economic and Accounting" chair, have become educational materials. The lecturer teaching the "Ecology of Road Transport" module of the "Transportation Organization and Management in Transport", studied the Armenian highways, conducted some research and provided it to the students in the form of educational materials. During the site visit, it became clear that the college intends to take active steps in the field of research implementation from the 2022-2023 academic year, but there are still no clear policies and procedures for the implementation and development of research. The indicators for evaluating the progress of the college in the field of research are not comprehensive (coursework, essays, competitions, debates), there are only quantitative data related to them (for example, in the 2021-2022 academic year, 85 coursework, 282 essays).

CONSIDERATIONS:

The expert panel considers it positive that the ARSC has a research work implementation policy that includes the objectives of the college, and work formats in the field of research work, however, the research needs of the region are not identified and analyzed, the research priorities are not aligned with these needs, the scope of research interests and priorities is not defined by the College's SP, therefore, the policy of carrying out research works cannot provide efficiency, because there is a direct lack of strategic direction in this field. The expert panel is inclined to define the research priorities, highlight the needs of the region and develop long-term and short-term plans in accordance with it, the implementation of research activities in the college will be promoted.

Although the 2019-2023 SP implementation plan of the college is designed to test the ability to perform certain research works, it is intended to give students the opportunity to develop their own point of view and creative thinking, for which the coursework, essays, contests and debates are defined as outcome indicators, however, it is worrying that the coursework is still newly introduced, the essays are mainly provided from general education subjects, the college does not show initiative in terms of organizing contests and debates, so the college's activity in the field of research is still efficiency is compromised.

It is disturbing that the analytical component is missing in the coursework, essays, and current assignments of separate courses of the APs observed during the examination. In general, the works studied by the expert panel are not aimed at the development of creative thought and critical-analytical thinking, as a result, the implementation of the research component is hindered. In addition to the above, the expert group positively notes that in some of the college's educational institutions there are works containing research elements, which need coordination, in-depth analysis and, as a good practice, to be disseminated.

The expert panel considers it worrisome that diploma works have not been implemented in the APs, although the college has already defined certain actions for the implementation of diploma works in its upcoming plans, but it should be noted that there were still no realistic steps during the site visit. It is positive that lecturers of different educational institutions apply their study materials, collection of collected tests and problems, educational materials to the teaching process, however, they are rare cases, and there is a need to promote and facilitate the implementation of lecturers' research work, with a view to applying the obtained result in the educational process. The expert panel positively evaluates the fact that the College wants to give a boost to research activities, but it is obvious that until the college takes practical steps towards the development and implementation of an effective research strategy with comprehensive progress evaluation indicators, tangible results in the field of research cannot be predicted.

SUMMARY:

Taking into account that the ARSC has not defined the scope of its interests and ambitions in the field of research, the connection between research priorities and the needs of the region is not expressed, there are almost no works with a research component in the observed research APs, the connection between research and learning is weak, the progress of the college in the field of research the assessment indicators are not comprehensive, the expert panel

considers that Ararat Regional State College does not meet the requirements of criterion 6.
CONCLUSION:

The compliance of the institutional capacities of ARSC to the requirements of CRITERION 6 is unsatisfactory.

CRITERION VII. INFRASTRUCTURE AND RESOURCES

CRITERION: The TLI has necessary resources to create learning environment and to effectively support the implementation of its stated mission and objectives.
FINDINGS:

Ararat Regional State College operates in the city of Artashat, Ararat region, where vehicular access is provided. The college has 1 educational building of 21256 square meters with total area, and 1 workshop area 21095 sq.m. in total area. From the observation of the resources, it became clear that the building conditions correspond to the educational environment and fully ensure the implementation of the educational process.

The college has 28 classrooms (including subject ones), 2 halls for organizing events (large and small), a gymnasium and a sports hall (with changing rooms), the library and the archive are located in the adjacent rooms. The college has 2 computer classrooms, 1 of which has a "Smart" blackboard, a teacher's office, a medical center, pre-military training, accounting, technical technology and programming, language cabinets, private rooms for administrative staff. They are properly furnished. In the college there are laboratories of inorganic chemistry, anatomy, physics, culinary laboratory provided with necessary resources. In the workshop block, there are workshops for woodworking, welding, car repair and locksmithing, classroom laboratories for auto structure, refrigerator assembly and repair, sewing production, hairdressing and make-up, a dental laboratory, a classroom with an attached plaster room. During the site visit, it became clear that the main educational building of the College and the used auxiliary structures (workshops, professional classrooms-laboratories) have proper furnishings and are in good condition.

The college has 59 computers, 10 of which were purchased during the last 2 years at the expense of the college budget, the rest of the computers are physically worn out, and most of them are used as a result of repairs. The college has laptops and projectors that are moved from classroom to classroom based on the requirements of the respective class. Analysis of the surveys revealed that some of the College's educational programs are in need of powerful computers. Based on the need raised in the 2021-2022 school year, the College received 8 computers from the RA MoESCS, and purchased 2 with its own funds. According to the site visit, there is a verbal agreement with the partners regarding the provision of their used but suitable and powerful computers to the college. The College is able to fill the lack of computer resources also by cooperating with students (they bring their laptops to the course and organize lessons using them as well).

The classrooms-workshops and laboratories of the APs "Organization and management of transportation", "Cosmetics and make-up art", "Clothing modelling and design", "Pharmacy",

"Dental technical work", "Culinary work" are in good condition and have technical equipment, are provided with the necessary resources, safety standards are observed. The current educational materials necessary for practical work in the above professions are provided by the College. During the site visit, it became clear that the educational materials available in the laboratories are sufficient for the implementation of the APs, which is also reflected in the distribution of the College's expenses.

The college aid station is equipped with sanitary facilities and first aid medicines, a nurse's job description is available, and a register is maintained. The sports hall and gymnasium located in the building are equipped with appropriate sports equipment and have changing rooms. The library operating in the college is not very big, but the list of existing literature is entered into the computer and works are being done to digitize the existing professional and fiction books (the college website has a digital library, which consists of three sections: professional literature, fiction and subject literature).

The ARSC has a "Financial Planning and Management Policy", "Employee Reward, Incentive and Promotion Procedure", and "Accounting Regulations", prepares an annual estimate of budget inputs and outputs and submits a "Report on the Budget Expenditure and Budget Debts of the Foundation" on the performance of the budget. Most of the budget receipts of the College are provided by state funding, in 2021 academic year making up about 86.3%, tuition fees make up 13.7% of income. The College can also provide cash income through additional short-term programs and grant programs, from rent payments, which are not regularly realized and are not considered a stable source of income for the College. From the studies of the documents, it became clear that the College's expenditure items are dominated by salary and allowances with an indicator of 84%. The expert panel points out that the College carries out expenses for the organization of internships, in particular, for the proper implementation of the pre-graduation internship of the "Cosmetics and Make-up Art" AP, so that the students have the opportunity to use the material and technical base available there during the internship. Based on the requests provided by the chairs, the college also separates the costs of laboratory teaching materials, professional equipment, and other special-purpose materials that support the implementation of practical training.

The expert panel notes that the internship programs of the "Computing Techniques and Automated Systems Software" program were drawn up with the employer in such a way that the employer conducts his internship at the college, on college property, based on the employer's needs, but the College's computer laboratories need to be equipped with new computers. as well as there is need for new computer classrooms. The college still does not have partnerships with employers for the use of a joint resource base, and during the site visit it became clear that similar partnerships have already been planned for the 2022-2023 academic year.

Document circulation in the college is governed by the "Clerkship" regulations. The College Tax Administration acquired the computer programs "AS Public Sector", "TAX SERVICE", and "CLIENTTREASURY". The College cooperates with KTAK SNOC and has joined the DHS program regulating the course of acceptance, delivery, and distribution of

textbooks. The flow of documents from the RA MoESCS and other stakeholders is provided through the Mulberry system and the e-mail of the ARSC. Internal document circulation is facilitated by the fact that the staff is provided with appropriate equipment and Internet connection. The college also has an archive unit, which performs archiving of individual types of documents.

The territory of the college is fenced, with the help of installed cameras, control is carried out in the corridors and in the yard area. There is a description of the position of the head of the civil defense headquarter staff and a list of the committee and groups. Fire protection equipment, fire extinguishers are installed in the college buildings and evacuation schemes are posted in visible places. There are 2 types of training weapons for the study of the subject of civil defence at the College which are kept in a separate cell in the classroom equipped with a special security system. There are no students with special needs in the College, and there are no adequate facilities. The building is not adapted for people with special needs.

The mechanisms for evaluating the usefulness, accessibility, and effectiveness of the resources and services provided to students at the ARSC are the internal and external stakeholder satisfaction surveys, the discussions and meetings organized in the college, as well as the analysis of the contents of the "Voice of the Student" suggestion box. Questionnaires include questions assessing the usefulness, availability, and efficiency of resources and services, as well as opinions and recommendations. It should be noted that the analyzes of the results of the surveys conducted by QA regarding satisfaction with resources are available on the College's website. In the 2020-2021 and 2021-2022 academic years, QA conducted the "Student Satisfaction Assessment" and "Lecturer and Administrative Staff Satisfaction Assessment" surveys, the results of which were summarized in a graphic form, showing an increase in the satisfaction index from year to year. The proposals mentioned by the students, lecturers and administrative staff have been brought out, in particular, to create an opportunity for photocopying in the College, to reopen the cafeteria, to organize frequent sabbaticals, to repair the gymnasium, to improve the college area, to equip the computer classrooms with new computers, to stock the library with new professional books, etc. There is also the improvement mechanisms developed as a result of the discussions of the QA commission for the 2020-2021 academic year surveys, which mostly coincide with the outlined proposals.

CONSIDERATIONS:

The expert panel positively assesses that the resource base of the College corresponds to the educational goals and ensures the implementation of the educational process. The classrooms, laboratories, cabinets, gymnasium, sports hall, medical center in the college are in good condition and have proper furnishings, ensuring the effective implementation of the educational process. It is commendable that the classroom-workshops and laboratories of the College are technically equipped, provided with the necessary equipment and resources, and, importantly, the current educational materials necessary for practical work, which are fully provided by the College, meet the requirements of the implementation of practical lessons. So, an educational environment has been formed for the implementation of the College's APs.

Although the College received computers from the MoESCS based on the need, and some of them were purchased with its own funds, in some cases the students use their computers in the classroom, it is still disturbing that the College needs computer resources for certain professions, which will not be met in the near future. the effective implementation of individual APs may be hindered. The expert panel notes that the College does not yet have partnerships with employers for the use of a joint resource base, but similar partnerships are already planned for the 2022-2023 academic year, as a result of which the production internships and practical skills of students will be significantly improved. It is considered positive that the list of existing literature of the College library is entered into the computer and works are underway to digitize the existing professional and art books, in addition, a digital library is available on the website of the College, contributing to increasing the possibilities of using the library fund.

The expert panel positively assesses that the activity of the College is provided with the necessary financial resources, which are dominated by the revenues received from the RA state budget in the form of grants, and there are also incomes from tuition fees, which have provided dynamic growth in recent years. As for income from additional short courses, rental fees, and grant programs, they cannot be considered a source of sustainable income for the College, as they do not provide a certain periodicity of implementation. The expert panel is of the opinion that the College needs to di It is positive that along with the financing of current expenses, the College, on the basis of the requests provided by the chairs, implements the costs of laboratory teaching materials, professional equipment, and other special purpose materials, and also allocates funds for the organization of internships. verify its financial resources in order to ensure stable growth of income, contributing to the implementation of practical classes and the acquisition of practical skills of students.

It is considered positive that the Mulberry system is available in the College, the document circulation system has been implemented, ensuring the effective implementation of documentation processes. From the point of view of security, the expert panel positively summarizes that the College has provided a safe environment for students and faculty, although there are no adequate facilities for students with special needs.

It is positive that there are various mechanisms for evaluating the usefulness, availability and efficiency of resources and services provided to students in the ARSC, contributing to the assessment of satisfaction with resources and the identification of need. It is considered positive that the results of the conducted survey were analyzed, some suggestions, opinions were outlined and discussed in the QA committee, identifying steps for improvement. As a result, according to the observation of the expert panel, students and lecturers show satisfaction with the usefulness and accessibility of the educational resources provided, proving the effective organization of the educational process. The expert panel considers the college's efforts to create a learning environment necessary for the realization of professions to be positive.

SUMMARY:
Taking into account that the resource base of the College meets the educational goals and ensures the implementation of the educational process, an educational environment has been

formed for the implementation of educational programs, in parallel, the activities of the College are provided with the necessary financial resources, students and lecturers are satisfied with the usefulness of the provided educational resources and access, the College ensures the safety of students and faculty, the Panel finds that the College meets the requirements of Criterion 7.

CONCLUSION:

The compliance of the institutional capacities of ARSC to the requirements of CRITERION 7 is satisfactory.

CRITERION VIII. SOCIETAL RESPONSIBILITY

CRITERION: The TLI is accountable to the government and society for the education it offers and the resources it uses as well as for the research it conducts

FINDINGS:

With the SP, the College considers its task to strengthen the reliability, publicity and transparency of the systemic management approach. According to the established procedure, the College submits reports to the RA MoESCS, the State Revenue Committee, the Statistical Committee and other state agencies. To ensure accountability to internal stakeholders, the College has an internal accountability chart. In addition to ensure accountability to internal stakeholders, the College also ensures that external stakeholders are aware of the processes implemented in the College. For this purpose, the college has placed all the current rules, regulations, procedures and policies, as well as reports, in the documents section of its website /www.artcol.am/. Reports are available in all departments, they include quantitative analyses, summaries, improvement steps are outlined, but qualitative analyzes and combinations are partially performed. Taking into account the existing methods of information dissemination, the College ensures the transparency of procedures and processes through the website of the College, which is regularly updated with the necessary information resources for internal and external stakeholders. Announcements regarding vacancies in the College are posted in the "Education" weekly newspaper and on the Facebook page of the College. The information about the college admission was also published in the weekly newspaper "Process".

The mechanisms for ensuring feedback in the College are surveys, opinions expressed during seminars-discussions, comments received through feedback on the College's activities, events, reports. It became clear from the site visit that the College values the opportunity to use feedback from all members of society. The college website and Facebook page is managed by a lecturer who is assisted on a community basis and by a college graduate who is also a student expert. The Instagram page is run by the president of the SC. The QA responsible also monitors these works. It became clear from the site visit that the College does not analyze the effectiveness of feedback on the website, Facebook, and Instagram pages. Questionnaires "Stakeholders' satisfaction with the effectiveness of social platforms content and feedback" were developed, the survey was carried out between September 15-29 of the 2022-2023 academic year, using Google Forms as a survey tool, the link of the survey was distributed through the college website and Facebook page. Google Forms provided the analysis of questions in a

graphical form, as well as in a tabular form, it was possible to know about the time of filling out the questionnaires. This experiment was successful in the college to the extent that it made it possible to save both human, material and time resources.

For the transfer of professional knowledge to the public, the ARSC offers and implements: "Welder", "Cook", "Accountant", "Sewer", "WEB Programmer", "Computer Operator", "Manicurist", "Makeup Artist", "Programmer". » short-term additional programs aimed at meeting the rapidly changing demands of the region's labor market in a short period of time. The duration of the implementation of the programs is defined by the characteristics of the program. At the end of the courses, the participants receive a certificate. It became clear from the expert visit that these short-term courses are not periodic in nature and are implemented based on demand. The students of the college participated in a number of educational events, for example, the event "Paruyr Sevak of All Times", the speech "Human Rights, Genocide from Discrimination", the event "The Harmful Effects of Nicotine on the Body", as well as the annual events dedicated to Civil Defense Day. There was also participation in the "Vocational Education and Training-Cooperation in the South Caucasus" competition and the "Youth Engaged in Society - Yes" program's national debate competition. In the current year, they participated in the "Education and Career EXPO2022" exhibition. The Board of Directors of the college organized a number of volunteer programs, among which during the 44-day war, the assistance in the preparation of sleeping bags, sheets and other similar items sent to the border guards soldiers at the "Anitex" sewing factory, the organization of food and clothing distribution works carried out in the Ararat region governor's office.

CONSIDERATIONS:

The expert panel positively assesses that an accountability mechanism has been implemented in the College, there are tools for ensuring accountability to internal and external stakeholders, contributing to increasing the transparency and publicity of the College's activities. It is considered positive that all applicable rules, regulations, procedures, policies, reports are posted on the College website. Although there are quantitative analyses, summaries, and improvement steps in those reports, qualitative analyzes and summaries are partially done in those reports. The expert panel notes that in the case of bringing them into a comprehensive analytical form, the efficiency of accountability will increase significantly.

It is commendable that the College has formed and uses platforms to inform the public about its activities and ensure the transparency of its activities, and as a result of their active implementation, the awareness of internal and external stakeholders about the processes implemented in the college has increased. It is positively recorded that there are mechanisms for providing feedback in the college, where students, professors, graduates, and the QA responsible participate. Although questionnaires on "Stakeholders' satisfaction with the content and effectiveness of feedback on social platforms" have been developed using Google Forms as a survey tool, and a survey has already been conducted once, the expert group notes that it is necessary to improve the feedback mechanisms and in the case of regularly analyzing the effectiveness of the website, Facebook, and Instagram pages, relations with the public will be

more active. It is positively considered that the ARSC transfers professional knowledge to the society through short-term additional programs, helping to meet the rapidly changing demands of the region's labor market in a short period of time. It is commendable that the students of the College participate in various events, expos, trainings, tournaments, implement volunteer programs and works, as a result of which the public's awareness of the processes implemented in the college and the knowledge of the students has increased.

SUMMARY:

Taking into account that there is a clear mechanism of accountability in the College, there are platforms to inform the public about the activities of the college and to ensure the transparency of the activities, tools for ensuring accountability to internal and external stakeholders are launched, programs for transferring knowledge to the society are implemented, the College accountable to the state, internal stakeholders, and society for the education it provides and the resources it uses, the panel finds that the college meets the requirements of Criterion 8.

CONCLUSION:

The compliance of the institutional capacities of ARSC to the requirements of CRITERION 8 is satisfactory.

CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALISATION

CRITERION: The TLI promotes experience exchange and enhancement through its sound external relations practices, thus promoting internationalization of the institution.

FINDINGS:

In the current charter of the College among the main goals are fixed the following " By introducing advanced educational concepts and technologies, to become a full-fledged structure with the greatest potential for the development of the RA educational system, a center of excellence and a regional resource, taking on the role of leading and disseminating reforms" and "Localization of leading international experience, as well as integration into global educational systems". During the site visit, it was found that there are no provisions related to foreign relations and internationalization in the current SP of the College. In the SWOT analysis of the SP, the use of the opportunities of international grant programs for the purpose of modernizing educational processes is considered an opportunity.

According to the self-evaluation of the College, foreign relations and internationalization as a goal and a priority direction of development have not yet been fixed in the strategic documents of the College, and policies, procedures, and mechanisms promoting foreign relations and internationalization have not yet been developed. The examination shows that the possibilities of the College in the field of foreign relations and internationalization, the existing issues, and the ways of solving them have not been studied and revealed. There are no processes planned and implemented in the ARSC in the direction of exchange of experience, development and internationalization. In addition, cooperation opportunities with existing partners have not been analyzed and evaluated. Foreign language versions of the official website of the college

have not been developed.

During the site visit, it was found that the College has cooperation agreements and memorandums at the local level, and the existing cooperations at the international level mainly refer to replenishment of the resource base. It became clear that the College improved its resource base at the expense of property provided by international organizations: the United Nations, the United Nations Development Program, the Armenian branch of the British Council, the Lyce of the French city of Lyon, and the Armenian community.

From the study of the documents and the site visit, it became clear that the career department also works with external stakeholders within the scope of its functions. Among other activities, engages social partners (employers, trade unions, successful graduates) in the organization of career counselling for students. Regular meetings are organized with local self-government bodies, employers and social companies. For the professional orientation of students, the College emphasizes cooperation with the "Territorial Center of Employment" in order to participate in state employment programs and find vacancies for graduates. From the study of the documents, it was found that within the framework of various programs, ARSC has signed a memorandum of cooperation with the Union of Employers of Armenia and 12 regional state colleges of Armenia. During the site visit, it became clear that the College did not fully use the potential of the mentioned memorandums.

In order to strengthen foreign relations and provide educational services, the College has signed a number of memorandums: "Garant Dent" LLC, "INORAIN" LLC, "PULMOMED" LLC, "FARM-MAK" LLC, "Artashati LIGA" LLC, "ASSOCIATION OF ACCOUNTANTS OF ARMENIA" with a public organization. According to the self-evaluation, the students of the College conduct industrial, technological, and pre-graduate internships in those places. The examination revealed that only pre-graduation practices are organized in the College. The college also has signed contracts with "Yerevan State University", "Gavar State University", "Kh. Abovyan State Pedagogical University", "State Agrarian University of Armenia", "Yerevan Educational Institute of Ternopil National Economic University" with state non-profit organizations. During the visit, it was found that the main beneficiary of the mentioned contracts is not the college. They are aimed at the continuity of education and do not contribute to the realization of the main mission of the college.

According to ARSC self-evaluation, one of the obstacles related to internationalization is the low level of foreign language knowledge of internal stakeholders, in particular, teachers have 31.25%, employees - 21.45%, and students - 37.58% level of knowledge of the given language. The problem has been raised by the College, but solutions have been delayed. During the site visit, it was found that the students and lecturers of the College also face problems and difficulties when studying professional literature, due to the insufficient level of a foreign language. From the study of documents and the site visit, it was found that there are no participation of College students and employees in international exchange programs or courses organized in a foreign language. According to the College, it is due to the lack of lecturers and students who know a professional foreign language.

CONSIDERATIONS:

The expert panel considers it worrisome that the goals set in the direction of foreign relations and internationalization in the current charter of the College are not included in the College's SP. The interests and opportunities of the College in the field of foreign relations and international cooperation have not been studied and formulated. The College does not have a structure dealing with external relations and internationalization processes, and the College does not have clear plans in that direction for the future. As a result, the implementation of the effective policy of establishing external relations of the College is hindered. The expert panel positively assesses that the College has various partnerships at the local level, but the potential to strengthen them and serve the educational needs of the College as much as possible is not being fully used. The expert panel believes that in case of limited financial resources, mutually beneficial and purposeful use of employers' resources (both human and material) can create a favorable environment for further cooperation. Since the opportunities for collaboration with existing partners are not analyzed and evaluated, the College cannot fully use the potential of employers for the purpose of solving the problems it faces and improving the educational processes. The expert panel considers that the expansion of partnership cooperation both with different regions of RA will contribute to the further development of the College.

It is positive that the College has improved its resource base due to the property provided by international organizations, but it is worrying that the existing international connections do not include a scope of professional collaborations and the College's aim to develop them is not visible. It is commendable that the College also has signed contracts with various universities in Armenia, but they are mainly aimed at ensuring the continuity of education. The expert panel believes that in case of bringing these collaborations to the programmatic and professional platform, the College will provide positive results in terms of improving the professions. The insufficient level of knowledge of professional English of college students and lecturers is worrying, which may hinder the possibility of using modern professional literature. It is also worrisome that the mentioned problem raised as a result of the surveys has not received sufficient attention. At the same time, according to the College, the current level of knowledge of a foreign language does not contribute to academic mobility, participation and involvement in international programs, which leads to the fact that the College remains out of touch with the latest achievements in the field of science and education.

SUMMARY:

Taking into account that the development and internationalization of external relations is not set as a goal in the SP of the College, the College has not developed a policy encouraging external relations and internationalization, the platform for external cooperation with other colleges is not active, the opportunities for partnership cooperation have not been analyzed and evaluated, the College has not fully uses the potential of external collaborations in order to solve the problems it faces and improve the educational processes, the level of foreign language knowledge of the internal stakeholders is low, the expert panel finds that the ARSC does not meet the requirements of criterion 9.

CONCLUSION:
The compliance of the institutional capacities of ARSC to the requirements of CRITERION 9 is unsatisfactory.

CRITERION X. INTERNAL QUALITY ASSURANCE

CRITERION: The TLI has an internal quality assurance system for promoting establishment of a quality culture and continuous improvement of all the processes of TLI.

FINDINGS:

In 2020, the internal quality assurance system was implemented in ARSC, in parallel, the continuous strengthening of the quality of education in the 2019-2023 SP is defined as a strategic goal. For the implementation of which, as an indicator of the responsibility of the provided educational services, one of the tasks defined by the plan-schedule of the SP is to consider the internal quality assurance center, creating guarantees for its stable operation. The scope of actions for the implementation of the mentioned problem is to define the fundamental guidelines of the QA center's activity, stabilize the system's development perspectives, delineate the functional boundaries and frameworks of mutual cooperation of the college's QA center, create prerequisites for the continuous improvement of the quality of education, assess the level of satisfaction of the beneficiaries with the services provided, improve the internal evaluation process, initiating and implementing the self-evaluation of the college's activities, preventing the risks of deviation from the implementation of strategic goals. Expert studies show that the target and result indicators of the actions listed above are appropriate both based on documentation and at the level of the processes performed in the college.

The documents regulating the quality assurance processes were developed and implemented in the college: "Internal Quality Assurance Policy", "Regulations of the Internal Quality Assurance Center", "Revision Policy of the Internal Quality Assurance System", "Regulations for Conducting Monitoring", "Policy for Stakeholder Information Assurance and Feedback Confirmation". Surveys are carried out based on existing regulations. They are first-year student satisfaction evaluation, student satisfaction evaluation, graduate satisfaction evaluation, faculty and staff and teaching effectiveness evaluation by students, teaching and administrative staff satisfaction evaluation, student professional training evaluation by employers, internship efficiency and quality evaluation, parent satisfaction regulations on evaluation, improvement and evaluation of distance education, evaluation of student satisfaction with coursework, conducting of class observations and results. In the college, surveys of the same name are carried out on the basis of the above regulations. Expert studies show that surveys are generally problematic in their content, but it became clear from the expert visit that some surveys need improvement from the point of view of the reliability of survey results. All surveys have analyses, summaries, and necessary improvement steps outlined. It should be noted that the results of the surveys are discussed in the QA commission. With the package of analyzes available in the college, target problems were identified, which were included in the QA center's

report. In particular: the scarcity of computer resources, the need to implement a research component, the need for alternative financial resources, the assessment was made non-objectively, the tickets consist almost only of theoretical questions, they do not contain situational questions, repetitions of question paper questions, etc. The proposed solutions to the mentioned problems are included in the work plans, but the results of implementation have not been evaluated. It is noteworthy that the questionnaires of employers' satisfaction survey on graduates are sealed and signed by the head of the organization.

According to the 2019 "Regulations on Conducting Monitoring", the means of monitoring are defined: SWOT, questionnaires, comparative analyses, class observations and discussions. It became clear from the site visit that the mentioned tools are applicable, but the surveys and class observations ensure a clear periodicity. Improvement steps are defined for each lecturer regarding the problems raised because of the class observation, after which the class observations are repeated for the given lecturers. College lecturers create course packages (portfolios) with which lecturers plan and implement courses, but course evaluation and review are not yet implemented. The opinions of external stakeholders involved in summative certification committees are taken into account to implement improvements in educational programs.

The QA center of the college has annual work plans and reports, the work plan of the QA center for the year 2021-2022 does not fully include the issues to be improved and the options for solutions developed from the report for the year 2020-2021. As in other departments of the College, in the QA department, work plans and annual activity reports are not compatible. The regulation of the Internal Quality Assurance Center of the College was approved in July 2020, on the basis of which the commission of the Quality Assurance Center and the position of the Quality Assurance responsible were created. Until then, the QA processes in the College were carried out without having a full-time employee. The commission is a body that manages quality assurance processes, which carries out its activities according to the tasks defined by the regulations, in particular, to modernize and develop the education quality assurance system, to introduce an internal quality assurance system of educational units, to introduce a quality culture in the college, ensuring continuous improvement, development, etc. The commission includes management bodies that organize and implement educational and administrative activities, and representatives of teachers and students. Employers are not involved in the commission.

The expert panel highlights the fact that college students took an active part in the training of student experts within the framework of the "Student Voice" project of the ANQA, because of which 30 students were trained, 7 students were included as student experts in the accreditation processes of the ANQA. Now, about 15 students have completed the student-expert training courses, being counted in the database of student experts of the ANQA. During the site visit, it became clear that the active students of the College continue to apply for participation in the student expert training course. Through the students, a successful experience of spreading the Quality culture was formed in the College.

The College does not provide separate financial resources for the operation of IQA, and

the necessary funds are provided from the College budget. From the beginning of 2022-2023, the QA responsible no longer teaches at the College, she performs only the functions of the QA responsible. The internal and external stakeholders of the college have their participation in quality assurance processes. In particular, students, lecturers, administrative and economic staff, employers, graduates, and parents participate in various surveys, students and lecturers are included in the management council, educational methodical council, and QA committee, participate in chair meetings, students support the conduct of some surveys carried out by the education quality responsible, organization and in the process of developing results. In cooperation with the SC, students organize student conferences with the participation of the QA responsible, where the results of the general analysis of the surveys are presented. The members of the IQA committee participate in the current exams, evaluating the organizational work and the process of the exams, and the teaching and administrative staff participate in the internal self-evaluation process, in which the students are also involved. Employers are involved in summative attestation committees and the summative attestation reports they submit are considered monitoring tools. It became clear from the site visit that the College aimed to deepen the relations with the stakeholders.

An internal evaluation of the activities of the 2019-2020, 2020-2021, and 2021-2022 academic years was carried out by the QA Commission. The internal assessment of the 2020-2021 academic year considered by the expert panel is analytical and summarizes the current state of the College and the problems to be improved. There are also some suggestions for solving the problems. In 2020, the Quality Assurance System Review Policy was developed by the College which defines the review principles, goals, and PDCA cycle. It should be emphasized that under the said policy, the review includes a review of various processes and is aimed at continuous improvement of the college's operations, and not at control. During the site visit, it became clear that the quality assurance processes implemented in the College are aimed at highlighting systemic problems, locating them, and improving the processes. The QA system has been implemented in the College since 2020, and the frequency of revisions is not yet visible.

The college carried out the self-analysis with 10 criteria, it is descriptive in nature, and the analyzes are few. Students and lecturers are included in the self-evaluation group, and the teamwork of the group can be understood from the site visit and the content of the self-evaluation. All the reports of the college are published on the website of the college, and the lecturers are informed about the results of their class observations. From the site visit, it became clear that IQA responsible conducts comparisons with the public QA documents of other universities and colleges and cooperates with the IQA officials. The expert panel considered the 2020-2021 annual report of the QA center, it is analytical, and there are quantitative and qualitative analyses, but their summaries are not systematically presented.

CONSIDERATIONS:

The expert panel positively assesses that the College has developed the documents regulating the quality assurance processes and considers the continuous improvement of the quality of education as a strategic goal, for the implementation of which adequate tasks and the

scope of actions are defined by the plan-schedule of the SP. At the same time, it is commendable that the target and result indicators of the activities defined by the plan schedule of the SP are consistent, contributing to the effective implementation of the processes of improving the quality of education in the College. It is positive that the surveys in the College are carried out on the basis of relevant regulations. Although these surveys are generally problem-focused, some of them need improvement in terms of content and reliability of results. The expert panel appreciates that all inquiries are discussed in the QA committee, having analyses, summaries, target problems, and necessary improvement steps are identified. Although these improvements are included in the work plans, the results of their implementation are not evaluated, which may hinder the evaluation of the effectiveness of the improvements.

It is commendable that monitoring measures such as SWOT analysis, questionnaires, comparative analyses, class observations, discussions, and observations of opinions of summative certification commissions are launched, of which surveys and class observations ensure a clear periodicity. The expert group notes that if the above-mentioned tools are used regularly, the QA processes will be significantly improved. It is positive that the steps for improvement are defined for each lecturer on the issues raised as a result of the class observations, after which the class observations are repeated with the same lecturer, observing the effect of improvement steps. It is commendable that college lecturers compile course packages (portfolios), but they serve only as a tool for course planning and implementation, thereby neglecting course evaluation and review.

It is considered positive that the College's IQA has annual work plans and reports, however, as in other departments of the College, as well as in IQA, the work plans and annual activity reports are not compatible, jeopardizing the effectiveness of the evaluation of the planning-implementation process. It is worthy that quality assurance processes in the College are managed by the QA Commission, which includes educational and administrative governing bodies, lecturers, and students. The expert panel notes that in the case of including employers in the QA commission, the efficiency of the IQA process management will increase.

The expert panel appreciates that the students of the College actively participate in the training of student experts within the framework of the "Student Voice" project of the ANQA, having their participation in the accreditation processes as student experts. The above has directly contributed to the spread of the Quality culture in the College and the improvement of IQA processes. The inclusion of internal and external stakeholders of the College in various councils, their participation in surveys, and the involvement of internal stakeholders in the works of the QA Commission are considered positively. The expert group positively assesses the college's goal of deepening relations with the stakeholders, especially in the case of involving employers in IQA processes, the college-employer relationship will be strengthened in the context of improving the quality of education. It is commendable that the College conducts an internal evaluation of its activities for each year, summarizing the current state of the College and the issues to be improved. This proves the evaluation of the processes and creates the basis for identifying and locating systemic problems and planning and implementing continuous

improvements.

It is positively assessed by the expert group that the IQA responsible cooperates with the IQA responsible of other universities and colleges, carries out comparisons with their public QA documents. In addition, the IQA Center's annual report, including quantitative and qualitative analyses, neutralizes the management risks of further improvements, contributing to the introduction and implementation of data-based improvements.

SUMMARY:

Taking into account that the processes of quality assurance of the College are continuous, aimed at improving the quality of education, the target and result indicators of the educational process are consistent, various tools for monitoring key issues are launched, the processes of quality assurance are in the context of management, there is a successful process of spreading the culture of quality, the expert panel finds that the ARSC meets the requirements of Criterion 10.

CONCLUSION:

The compliance of the institutional capacities of ARSC to the requirements of CRITERION 10 is satisfactory.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
I. Mission and Purposes	**Satisfactory**
II. Governance and Administration	**Satisfactory**
III. Academic Programmes	**Satisfactory**
IV. Students	**Satisfactory**
V. Faculty and Staff	**Satisfactory**
VI.Research and Development	**Unsatisfactory**
VII. Infrastructure and Resources	**Satisfactory**
VIII. Societal Responsibility	**Satisfactory**
IX. External Relations and Internationalization	**Unsatisfactory**
X. Internl Quality Assurane System	**Satisfactory**

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Chair of Expert Panel

30.12.2022

APPENDICES

APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

Armenuhi Mheryan- In 2000 graduated from the Faculty of Financial Accounting of the State University of Economics of Armenia (ASU), majoring in finance and credit, in 2004. was a graduate student of the "Finance and Credit" department of the same university. Candidate of economic sciences, associate professor. 2006-2021 worked as a lecturer at ASTU, "Finance" chair. Participated in a number of trainings: Data processing, statistical analysis and presentation using the SPSS statistical package, Training on capacity building for implementing bologna reforms, "Mastering and improving information systems", "Financial accounting, analysis and auditing", "Mastering economic methods and models" and application" and other topics. Since 2022, she has been working at the European University as a lecturer at the "Management" chair.

Elen Harutyunyan- - In 1992 graduated from the Faculty of Cybernetics of Yerevan Polytechnic Institute (currently: "National Polytechnic University of Armenia" foundation) in the specialty of "Industrial Electronics" and was awarded with the qualification of "Engineer of Electronic Engineering". In parallel with her studies E. Harutyunyan also took evening classes at the Faculty of Social Specialties in the specialty of "Medical Cybernetics" and was awarded with the qualification of "Medical Cybernetics". In 2009 she graduated from Armenian State Pedagogical University in the specialty of "Mathematics and Computer Science" and was awarded with the qualification of "Teacher and Mathematics and Computer Science". In 2000 was a teacher of Physics at Yerevan school N 144, and in 1000-2010 - teacher of Mathematics and Drawing at Yerevan School N 5 after Mushegh Ishkhan, in 2001-2002 was in charge of the Deputy Head on Educational and Upbringing Affairs, and in 2004-2010 - President of Methodical Union of Subjects in Natural Sciences. Passed ANQA trainings, and was an expert panel member at Shirak state regional college and Stepanavan state agricultural college.

Ashot Avetisyan: In 1989 graduated from the Faculty of Applied Mathematics of Yerevan State University. From 1989-1991 studied at the post-graduate course of the Siberian Department of the Academy of Sciences of the USSR. 1991-1996 worked at the eight-year school of Taratumb, Vayots Dzor region, as a vice-principal, 1996-1998. Karaglkh secondary school in Vayots Dzor marz as a vice direcor. From 2001 until now, he is the head of the practice department of the Yerevan State College of Informatics and the chairman of the quality management committee. He is a lecturer of higher mathematics. He is the author of two scientific articles. Co-authored manuals and guides.

Marine Nadoyan – In 2020 graduated from primary school. She is studying in the 3rd year of Midwifery at Yerevan Base Medical College. She participated in the training course for student-experts of the "Students´Voice" project.

APPENDIX 2. SCHEDULE OF SITE VISIT

	17.10.2022	*Start*	*End*	*Duration*
1	Meeting with the Head of the College	10:00	11:00	60 min.
2	Meeting with deputy directors	11:10	12:10	60 min.
3	Meeting with members of the self-evaluation group	12:20	13:10	50 min.
4	Break, expert panel discussions	13:20	14:20	60 min.
5	Meeting with the members of the Management Board	14:30	15:30	60 min.
6	Meeting with employers	15:40	16:40	60 min.
7	Meeting with graduates	16:50	17:50	60 min.
8	Document review and closed meeting of the expert panel	18:00	19:00	60 min.

	18.10.2022	Start	*End*	*Duration*
1	Meeting with heads of departments, including the head of the General Education programme	10:00	11:00	60 min.
2	Class observations	11:10	12:10	60 min.
3	Meeting with representatives of the teaching staff (10-12 people).	12:20	13:20	60 min.
4	Break, expert panel discussions	13:30	14:30	60 min.
5	Meeting with students (10-12 people).	14:40	15:40	60 min.
6	Meeting with representatives of the institution's departments (career center director, practice department, librarian, accountant, HR department, methodologist)	16:50	17:50	60 min.
7	Document review and closed meeting of the expert panel	18:00	19:00	60 min.

	19.10.2022		*Start*	*End*	*Duration*
1	Meeting with the responsible of the AP and Faculty of "Accounting"	Meeting with the responsible of the AP and Faculty of "Transport organization and management in transport", and "Computing and automated systems software".	10:00	11:20	80 min.
2	Meeting with the students of the AP "Accounting"	Meeting with the students of the AP "Transport organization and management in transport", and "Computing and automated systems software".	11:30	12:30	60 min.
3	Meeting with SC representatives		12:40	13:20	40 min.
4	Break, expert panel discussions		13:30	14:30	60 min.

5	Resource observation	14:40	15:40	60 min.
6	Open Meeting	15:50	16:30	40 min.
7	Document review and closed meeting of the expert panel	16:40	19:00	140 min.
	20.10.2022	*Start*	*End*	*Duration*
1	Meeting with the Quality Assurance responsible	10:00	11:00	60 min.
2	Meeting with the member(s) selected by the expert panel	11:10	12:00	50 min.
3	Closed meeting of the expert panel	12:10	13:00	50 min.
4	Break, expert panel discussions	13:10	14:10	60 min.
5	Closed meeting of the expert panel	14:20	17:30	190 min.
6	Meeting with the Head of the College	17:40	18:00	20 min.

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

|	Name of the document	Criterion
1.	2019, 2020 SP plan-schedule performances.	1
2.	SP plan schedules by years: 2020, 2021, 2022-2023 academic year plans.	1
3.	A package of suggestions from internal and external stakeholders.	1
4.	A graphical structure of accountability to internal stakeholders, if applicable.	1
5.	Opinions of state certification commissions.	1
6.	Quantitative and qualitative analysis packages of results from stakeholders by year.	1
7.	Analyzes, summaries of the comparability of SP evaluation indicators and obtained results.	1
8.	Reports, summaries on the monitoring, current state of the SP.	1
9.	Internal evaluations of the 2021-2022 academic year, 2019-2020 academic year activities.	1
10.	Performances for all years since 2019.	1
11.	Documents reflecting issues raised by the library board.	1
12.	Director's reports.	1
13.	Financial reports to be provided to MoESCS: 2020, 2021, 2022 /according to the articles of income received and expenses incurred by the college/if not attached in the Questionnaire/	2
14.	Independent audit report, if available. /after 2019/	2
15.	Necessary descriptions/explanations/ about expenses not related to salary attached to budget planning.	2
16.	Annual work plans of all departments, reports for the last 3 years.	2
17.	Management Board Minutes.	2
18.	Semi-annual reports of departments and other units.	2
19.	Subject, modular programs.	3
20.	Work plans of different departments, chairs, lecturers.	3
21.	2019-2020, 2021-2022 academic years survey analyses.	3
22.	Any new subject or module program initiated by the college within the last 5 years.	3

23.	Assessments of effectiveness of teaching methods.	3
24.	Analysis of surveys on the effectiveness of teaching methods, if available.	3
25.	Records of lessons.	3
26.	Exam papers in the framework of 3 APs.	3
27.	Assessment system methodology, if available.	3
28.	Analyzes of graduate, employer surveys related to APs.	3
29.	2020, 2021, 2022 completed 3 copies of graduate satisfaction surveys from each specification.	3
30.	Schedules for consultations.	4
31.	Career Center Minutes.	4
32.	Protocols of the work carried out by the SC.	4
33.	Contracts signed with students.	4
34.	Completed practice diaries. 3 copies from each specialty.	4
35.	The number of students by each speciality.	4
36.	Analyzes of Student Internships.	4
37.	Requirements for the professional qualifications of the faculty.	5
38.	Portfolio of teachers of 2020-2021, 2021-2022 of academic years of 3 APs.	5
39.	Analisis of class observations.	5
40.	A list of lecturers who have undergone professional training, if available.	5
41.	List of lecturers who have received monetary awards.	5
42.	Work plans and reports for all circles for 2021 academic year.	5
43.	Research papers, abstracts, research assignments concerning to 3 APs.	6
44.	Research papers, abstracts, research assignments concerning to 3 APs.	6
45.	Reports on the fulfillment of research objectives, analyses.	6
46.	Essays, term papers of all specialties.	6
47.	Analyzes of coursework satisfaction surveys.	6
48.	Admission records.	4

49.	Documents reflecting the interests and ambitions of the college.	6
50.	A set of analyzes carried out by QA with specific tools.	10
51.	Observational analysis packages by years.	10
52.	Satisfaction assessment analyses.	10

APPENDIX 4. RESOURCES OBSERVED

1. College educational building,
2. Workshops: woodworking, welding, auto repair and locksmith, auto structure classroom, and repair classrooms,
3. Dental laboratory, plaster shop,
4. Chemistry laboratory,
5. Physics and Biology Laboratory,
6. Culinary laboratory,
6. Cabinet of Military Science,
7. Computer classrooms,
8. Classroom-laboratories for sewing production, hairdressing and make-up
9. Auditoriums
10. Gymnasiums (separate dressing rooms and bathrooms for boys and girls with appropriate furniture)
11. Medical centers,
12. Library,
13. Archive.

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION
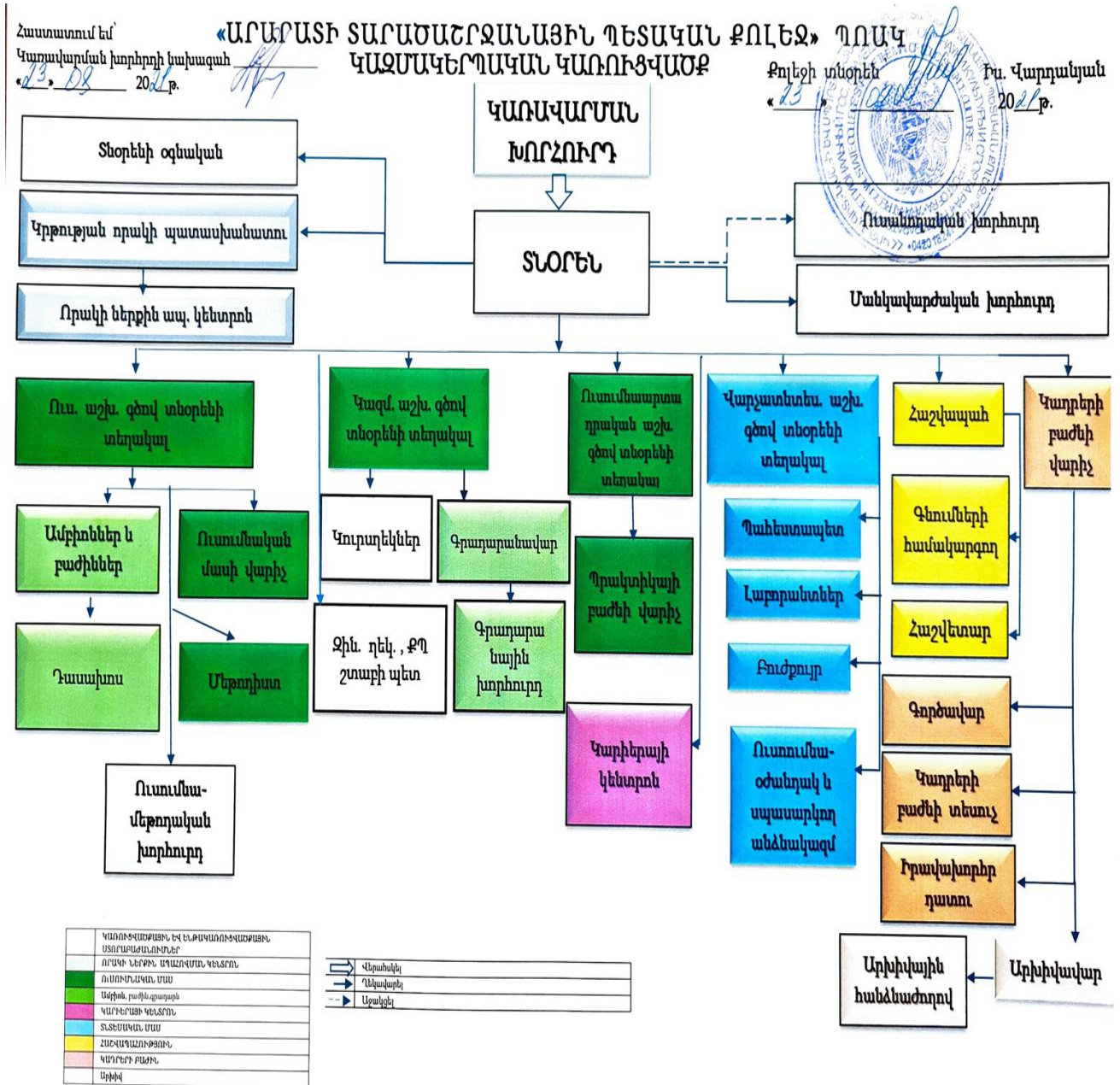
APPENDIX 6. LIST OF ABBREVIATIONS

- ANQA- National Center for Professional Education Quality Assurance Foundation
- NQF- National qualification framework
- MoESCS - Ministry of Education, Science, Culture and Sports
- NES- National educational standards
- AP- Academic programme
- SP- Strategic plan
- KPI – Key performance indicator s
- SC- Students´Council