

**“NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE”
FOUNDATION**



**EXPERT PANEL REPORT
ON INSTITUTIONAL ACCREDITATION CARRIED OUT AT ‘GRIGORIS’ HUMANITIES COLLEGE**

Yerevan – 2023

INTRODUCCION

Institutional Accreditation of “Grigoris Humanities College” (hereinafter GHC, College, Institution) was carried out according to the application submitted by the institution. The process of institutional accreditation is organized and coordinated by the National Center for Professional Education Quality Assurance Foundation (ANQA).

ANQA is guided by the regulation on “State Accreditation of RA Institutions and their Educational Programs” set by the RA Government on 30 June, 2011 N978 decree as well as by N959-N (30 June, 2011) decree on approving RA Standards for Professional Education Accreditation. The expertise was carried out by the expert panel formed according to the requirements of ANQA Regulation on the Formation of the Expert Panel. The expert panel consisted of 4 local experts one of them was a student-expert.

Institutional accreditation aims not only at the external evaluation of quality assurance but also to the continuous improvement of the institution’s management and quality of educational programs. Special emphasis was placed on the existing cooperation between the institution and the employers and the effect of the cooperation on the content of the education.

This report includes the results of the evaluation of the College’s institutional capacities according to the state criteria and standards for accreditation.

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SUMMARY OF EVALUATION

EVALUATION OF INSTITUTIONAL CAPAITIES ACCORDING TO ACCREDITATION CRITERIA

The expertise of the College was carried out by the expert panel formed according to the requirements of ANQA Regulation on the Formation of the Expert Panel. The evaluation was carried out according to the 10 criteria set by the RA Government on 30 June 2011 N 959 decree. The evaluation was carried out according to 10 accreditation criteria set by the RA Government decree N959 as of 30 June 2011.

While implementing the evaluation the expert panel took into consideration that the College passed the accreditation process for the first time, as well as is in the initial phase of developing the quality culture. While implementing the evaluation the expert panel took also into consideration that the College is a limited liability company, which considers its mission to train such specialists who will adequately respond to existing challenges with their professional knowledge, abilities, and practical skills, and will support the development and establishment of the RA economy with appropriate actions. 2019-2024. The development of the Strategic development plan for 2019-2024 was based on the outcomes of previous Strategic plan for 2016-2019. The College made efforts to develop Strategic plan, adapting it to a certain extent to the needs of its stakeholders. The Key performance indicators for the evaluation of the periodic goals, nevertheless, these indicators still needs to be more measurable and include the fulfillment of all the goals and objectives set by the College. From the point of view of increasing the efficiency of management, the College tried to regulate the processes of planning and accountability by defining appropriate formats. From this point of view, the role of the quality assurance system for coordinating all the processes in the College, planning the work of departments and ensuring periodicity of accountability is noticeable. The decision making processes are partly regulated in the College, however, they are still not implemented by combining the principles of individual and collegial management, he internal stakeholders are not proactive in order to make suggests in the decision-making processes related to them. The lack of financial and material resources also hinders the effective implementation of the institution goals and sustainability of the development. So, taking into account the process of the improvements, it is obvious that the College leads by improving its activities, however, the management processes still do not contribute to the proportional development of the priority directions of the College.

The College implements vocational academic programs in medical sphere according to the 5th level of the National Qualification Framework (NQF) of the RA. There are "Pharmacy", "Dental technical work", "Nursing work", "Midwifery work" specialties in the College. The academic programs of the specialties were revised in 2021 in order to ensure compliance with the state educational standards. The expertise revealed that the stated learning outcomes of the academic programs need to be generalized and clarified. The College has not yet formed a comprehensive policy for the selection of teaching, learning and evaluation methods, the evaluation system does not fully reflect the achievement of the defined final outcomes. The expert panel considers necessary to implement the benchmarking of educational programs and the localization of best practices, and considers that the results of monitoring and evaluating the effectiveness of processes should be the basis for further improvements.

Recently, the College has made progress towards improving the learning environment, but the

processes of replenishing the material and technical base are somehow slow due to the lack of financial resources. From this point of view, the involvement of additional financial sources for the College through the implementation of additional services and preparatory professional courses can contribute to the activation of the processes. In the coming years, the College should also emphasize the provision of a resource environment corresponding to the learning outcomes in order to produce the most competitive personnel of the medical field with secondary professional education in line with the National Qualifications Framework.

The expert panel emphasizes the importance of involving practical specialists in the teaching staff. The College also makes efforts for the encouragement and ensuring stability of the teaching staff. Planning of the professional training for the teaching staff, the full implementation of the mechanisms for the exchange of experience and the dissemination of best practices in the departments will contribute to the professional progress of the teaching staff.

Thus, it can be noted that the reforms of the educational programs do not yet lead to substantive improvements, the resource base of the institution is not yet sufficiently equipped to fulfill the goals of the academic programs. Still, college graduates are finding their place in the labor market, the College is continuously taking steps to improve the programs and replenish the teaching staff with professionals with high professional qualities. It can be concluded that in case of activating the process of reforms and providing appropriate resources, the effectiveness of the implementation of academic programs will be significantly improved.

“Grigoris” medical-humanities College takes steps to improve the educational services. Students, teaching and administrative staff receive appropriate support and assistance. As a result of the cooperation with partner institutions conditions have been created to promote students' careers. The QA system contributes students in the process of improving their services. The College promotes the formation of research and analytical skills among students by conducting appropriate group and individual works. The fixation of research works in the curricula, the clarification of the assessment components are important preconditions for the promotion of students' research works, as well as for ensuring the objectivity of the assessment.

The launch of the official website of the College and its continuous addition with trilingual information, the activities on social platforms have significant role in increasing the transparency and accountability of information about its processes, and strengthening feedback links. The differentiation of these mechanisms will increase the visualization of the College among its stakeholders and the toolkit of the transforming the values to the society will contribute the formation of the social responsibility.

The tendencies of the College in the directions of development of foreign relations and internationalization, targeting especially the circumstance of having international students in the near future, are noteworthy. The cooperations with other medical colleges of the RA as well as with employers, that create opportunity for the exchange of experience are obvious. It is important to initiate steps to increase the foreign language level of the institution's professors and students for the most effective implementation of internationalization processes.

Taking into account that the College tends to improve the students' services, as well as continuously makes efforts to ensure the transparency of processes, establishment of external relations and activation of

internationalization processes, it can be concluded that the institution strives to ensure its long-term development.

Strengths of the Institution:

- great dedication and efforts to provide high-quality education in the field of secondary professional medical education and to fill the labor market with relevant specialists,
- regulation of planning and accountability processes,
- improvement of services provided to students,
- the involvement of practical specialists in the teaching staff,
- processes aimed at forming students' research abilities,
- availability of tools for ensuring transparency about the institution,
- the process of establishing external relations and cooperation,
- activation of internationalization processes,
- the role of quality assurance in the regulation and improvement of the institution's processes.

Weaknesses of the Institution:

- the imperfection of the monitoring and evaluation mechanisms of the goals and mission of the College,
- lack of initiative of internal and external stakeholders in making decisions related to them,
- not full implementation of the PDCA cycle in the management process and improvement of the academic programs
- the non-institutional nature of the use of assignments, teaching and assessment methods that ensure the final results of educational programs,
- imperfection of benchmarking and monitoring mechanisms of educational programs,
- lack of professional trainings for the teachers,
- low level of motivation among teachers to implement research activities,
- lack of material and financial resources to implement the strategic goals and objectives,
- lack of differentiation of financial resources,
- low level of knowledge of foreign language among students and teaching staff representatives.

Main recommendations.

Mission and Purpose

- Clarify the mission of "Grigoris" medical-humanitarian college, linking it to the specifics of the institution's activities and emphasizing the important role of the MSU in the medical field.
- Introduce effective mechanisms to involve external stakeholders in strategic management processes.
- To develop and make measurable the key indicators of the evaluation of the strategic goals of the Ministry of Education and Culture, correlating with resources, realistic deadlines for implementation, responsible circles and accountability mechanisms.

- Rework the evaluation and monitoring policy of the mission and goals of the Ministry of Education and Culture, clarifying the evaluation mechanisms, linking them with the key indicators of the evaluation of the SP.

Governance and Administration

- To improve the operational connections between departments, clarify the responsibility and functional scope.
- Develop medium-term and short-term planning and accountability mechanisms.
- Develop mechanisms for promoting the initiative of internal stakeholders regarding the decisions related to them.
- To ensure the application of the PDCA cycle for the implementation of all managerial processes.
- Improve the mechanisms for evaluating the effectiveness of management processes.

Academic programmes

- Improve the academic programs clarifying and making measurable the learning outcomes.
- Develop TLI students centered mechanisms.
- Develop a unified database of study materials and tasks provided to students.
- Develop and implement assessment criteria for students' knowledge, abilities and skills, defining clear components.
- Introduce effective mechanisms for implementation of benchmarking of academic programs and localization of best practices.
- Regulate the monitoring mechanisms of the APs, putting the evaluation results as the basis for further improvement.

Students

- Develop opportunities for additional trainings for students taking into account their needs,
- Develop data base of alumni regularly updated, developing effective tools for providing feedback.
- Activate the role of Students' council in order to become important structure for raising students' needs and protecting their rights.

Faculty and staff

- To develop clear criteria for the selection of the composition of the teaching staff with specialists in the medical field, taking into account the final learning outcomes of the APs.
- To implement periodic professional and pedagogical trainings for the teaching staff.
- To review and improve the mechanisms of professional advancement and encouragement of teaching staff.
- Develop and implement a toolkit for guidance of new teachers, dissemination of best practices.

Research and Development

- To improve the mechanisms of involvement of professors in research works.
- Clarify the goals and assessment requirements of students' research and analytical works.

- To make the mechanisms of connection of study and research activities on institutional foundations.

Infrastructure and Resources

- Develop mechanisms to diversify financial incomes for the effective implementation of the mission and goals,
- To ensure the continuous replenishment of the material and technical base in line with the goals of educational programs and the joint full use of employers' resources.
- Introduce effective mechanisms for supplementing professional literature, to join professional and electronic libraries.
- Create a unified system for ensuring document circulation.

Societal Responsibility

- Implement an effective reporting system by providing an analytical component in reporting.
- Diversify the means of disseminating information about the College, helping to increase the reputation of the College.
- Develop the mechanisms of transfer of knowledge to the public, based on the sectoral characteristics of the college.

External Relations and Internationalization

- Coordinate the activities of the Institution aimed at the development of external relations, defining a clear framework of responsible persons.
- To improve the level of knowledge of foreign languages of teaching staff and students.
- To analyze the opportunities of the Ministry of Education and Culture and to take appropriate steps to increase the efficiency of internationalization processes.

Internal Quality Assurance System

- Improve mechanisms for inclusion of internal and external stakeholders in QA processes.
- Improve the mechanisms of data collection and analysis of the Ministry of Education and Culture by improving the survey methodology and ensuring the reliability of the data.
- Introduce effective monitoring and evaluation mechanisms of the internal quality assurance system.

Asya Simonyan
Head of the expert panel
23 February 2023

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXTERNAL PANEL

The Institutional Accreditation process of the College was conducted by the following members of the expert panel¹:

1. **Asya Simonyan** - Candidate of Pedagogical Sciences, assistant professor of the Department of Sports and Art of Shirak State University, head of the expert panel.
2. **Meri Sargsyan** - Deputy Director of Yerevan Base Medical College in charge of educational activities, member of the expert panel.
3. **Anna Sukiasyan** - Candidate of biological sciences, associate professor, RA NAS, Researcher of the Institute of Biochemistry named after Buniatyan, member of the expert panel.
4. **Shushanna Karapetyan** - Ararat Regional State College Student of the "Accounting" department, member of the expert panel.

The composition of the expert panel was agreed with the educational institution.

The work of the expert panel was coordinated by Meri Barseghyan and Roza Babayan, specialists at Policy Development and Implementation Division, ANQA.

All members of the panel, including the coordinator, have signed confidentiality agreements.

PROCESS OF THE EXTERNAL REVIEW

Application for state accreditation

The College applied for institutional accreditation by submitting the application form, the copies of the license and respective appendices to ANQA on 19. 04. 2022.

The ANQA Secretariat checked the data presented in the application form and attached documents as well as in the electronic survey of ANQA.

After making the decision on accepting the application an agreement was signed between ANQA and College. The timetable of activities was prepared and approved.

Self-evaluation

The Institution presented the self-analysis of institutional capabilities on 22.08.2022. Representatives of the institution's administrative and educational staff, professors, and students were involved in the process of self-analysis.

ANQA coordinator reviewed the report for technical compliance with the ANQA requirements. The self-analysis submitted by the College within the specified period was accepted by ANQA. Then, the self-analysis and the package of attached documents, the electronic questionnaire completed by the Institution were provided to the expert panel, the composition of which was agreed in advance with the institution and

¹ App. 1. CVs of Expert Panel Members

approved by the order of ANQA director.

Preparatory phase

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.

The expert panel, studying the College's self-evaluation and the package of accompanying documents, carried out a preliminary evaluation according to the format, preparing a list of necessary documents to be further studied, as well as problems and questions, also indicating the relevant departments or target groups. Within the scheduled time, the expert panel summarized the results of the preliminary assessment, and the coordinator drew up the plan-schedule² of the expert visit². Guided by the External Review Manual of Professional Education of RA, the schedule included the meetings planned by the experts with all groups, open and closed meetings, study of documents³, parallel meetings, etc. During the expert panel site-visits of the College, the ANQA has added two parallel meetings as a novelty, during the parallel meetings the expert group is divided, each expert according to professional direction. Each expert (except for the student expert, he joined one of the other experts) had the opportunity to have two separate professional meetings with the professors teaching the Academic program presented by the College, the person in charge of the academic program, and the students. Before the professional meetings, the experts within their profession studied the assignments given to the students within the modules to understand how these assignments are aimed at achieving the performance standards defined in the module.

Preliminary visit

On 24th of November, 2022, a meeting was held with the leadership of the College. The meeting was attended by the coordinator of ANQA, the head of the Department of Institutional and Program Accreditation division and the head of the expert panel. During the meeting, the plan-schedule of the expert panel site-visit was presented to the College and agreed with them, as well as discussed and mutually agreed decisions were made regarding the technical, organizational, informational issues of the expert panel site-visit, behavior and ethical norms of meeting participants. During the preliminary visit the head of the expert panel, the coordinator and the head of the Institutional and Program Accreditation division of ANQA attended the parent meeting organized in the College.

Site-visit

² Annex 2: Schedule of expert visit

The expert panel site-visit was held from 12-15th of December. During the week preceding the expert panel site-visit, all the members of the expert group and the coordinator visited the College, observed the infrastructure and resources of the college³, conducted lectures. Then the experts and the coordinator had a closed meeting. The purpose of the meeting was to bring out the strengths and weaknesses of the college according to the standards, clarify the questions to be asked to the target groups, discuss the procedure of the meetings and the next steps.

The expert panel site-visit started and ended with meetings with the management staff of the College. The participants of the focus group meetings organized in order to clarify the issues were selected from the list provided in advance, based on the principle of representativeness. All scheduled meetings were held. During the visit, the expert panel also studied the documents⁴.

At the closed meeting of the expert panel held at the end of each working day of the expert site-visit, the intermediate results of the expert evaluation were brought out, and at the end of the visit, the main results of the visit were summarized in a closed discussion.

The final conclusion on the criteria was reached by the expert panel 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 the preliminary version of the expert report. After approval by the members of the expert panel, the preliminary report was provided to the College.

The college sent its response to the preliminary version of the report to the ANQA on 07.02.2023. The ANQA provided the College observations to the experts.

The ANQA then organized a meeting between the college and the expert panel, during which the institution's observations on the preliminary expert report were discussed. Taking these observations into account, the expert panel made the final version of the expert report, which was approved by the group on 23.02.2023.

Meri Barseghyan

Coordinator of the expert panel

23rd of February, 2023

³ Appendix 3: Resources reviewed by the expert panel

⁴ Appendix 4: List of documents studied

BRIEF INFORMATION ABOUT THE COLLEGE

History: "Grigoris" Medical-Humanitarian College Limited Liability Company (LLC) was established as a result of reorganization by separation from Yerevan University of Economics and Law, is its successor and continues its mission, maintaining its good reputation and recognition abroad.

"Grigoris" medical-humanitarian college is a secondary professional educational institution, the main mission of which is to train such specialists who, with their professional knowledge, abilities and practical skills, will adequately respond to the existing challenges with appropriate actions, and will support the development and establishment of the RA economy.

Education: "Grigoris" medical-humanitarian college implements basic educational programs on the basis of secondary general and basic general education, with student-centered modular education. "Grigoris" medical-humanitarian college carries out secondary professional education according to the legislation of the RA, within the framework of the competences defined by its charter, in accordance with the provisions of the goals of the Republic of Armenia. There are 4 special education programs at the College: "Dental technical work", "Pharmacy", "Midwifery work", "Nursing work".

Currently, 122 students are studying at "Grigoris" medical and humanitarian college. The college has produced around 1400 graduates since its inception.

Research/ development of creative thinking: Within the framework of its strategic goals and mission, Grigoris Medical-Humanitarian College clarifies the directions of the College's research activities, emphasizing the priorities and their strategic importance for different levels.

According to the current internal normative documents, creative, research, experimental works (independent preparation and presentation of course, diploma, project, abstract and individual presentations) are developed and implemented within the framework of existing professions.

In order to increase and ensure the effectiveness of research works, revision and revision of educational documents, subject programs and teaching methodical materials are carried out to promote the involvement of students in research works.

External relations: Comprehensive development of external relations of the College and internationalization of activities is one of the priority tasks, which is fixed in the SP for 2019-2024. The aim of the College is "to strive to expand the scope of cooperation with leading educational institutions and organizations in Armenia and abroad, to develop the mechanisms of mutual recognition of study results, to contribute to the academic movement of students, professors and the achievement of the international ranking of the College".

Quality Assurance: "Grigoris" medical-humanitarian college improves and develops the quality of services provided by the college in accordance with its mission, internal quality assurance policy, with the aim of preparing competitive specialists with secondary professional qualifications corresponding to the changing demands of the modern economy and labor market. Starting from 2019, fundamental reforms are being carried out in the College, and in the resulting environment, favorable conditions have been created for an effective educational process, in which students are also directly involved. Active activities are being

carried out by the QA officer of the college in the direction of full implementation of internal quality assurance culture, involvement of internal stakeholders in research works and internationalization.

***Source:** sources for the identification of facts in the above mentioned field are the documents provided by the Institution (e.g. self-evaluation report, strategic plan, action plan, plans of the department, concept papers, etc).*

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION I. MISSION AND PURPOSE

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 College LLC implements its activities in accordance with its charter, according to it 'The main purpose of the entrepreneurial activity carried out by the College is to carry out secondary vocational, vocational and general education activities', though the implementation of higher professional education is also defined in the statutory goals, at the current stage, the Ministry of Education and Culture implements exclusively secondary professional education on the basis of primary and secondary education, guided by the state educational standards according to the 5th level of the NQF. During the expert panel site-visit, it was revealed that in the future the founder plans to carry out activities in the field of higher education as well.

The College defines its mission as to prepare specialists that with their knowledge, professional and practical skills will react to the current challenges will contribute with their skills to the development of the economy of RA. It should be noted that this defined mission does not reflect the sectorial feature. At the same time, during the expert panel site-visit the stakeholders mainly enhanced that the institution successfully implements its mission and prepare professionals for the medical sphere, that will get a job in their profession or continue their education at the university level.

On behalf of the Founder, in 2019 the College initiated reforms of the structural and secondary vocational education programs of the management system, for which purpose in 2019 the QA responsible implemented the analyses of the current SP for 2016-2019. A number of problems were raised, including unrealistic deadlines in the strategic plan, lack of progress evaluation indicators. The presented performance report was discussed in the board of directors and received an appropriate response. As a result, the reviewed mission, vision, goals and objectives of the College are reflected in the new Strategic plan for 2019-2024, new key performance indicators are stated.

The reforms implemented in the College formed the basis for the inclusion of the internal (lecturers and students) and external stakeholders (employers) of the College in the management circles, in the general meeting and the board of directors, meetings and discussions with the stakeholders were also activated.

According to the SER of the College, the issues raised by the internal and external stakeholders are discussed in the directorial and pedagogical councils, the College considers the effective the discussions of the results of inspections, lectures, surveys, intermediate and final certifications, meetings with social partners, and the involvement of external stakeholders in the State Qualification Commissions.

The expert panel site-visit revealed that the College is pursuing dialogue with internal stakeholders, and the mechanisms for providing feedback to external stakeholders are still in the formative stage. As a result of meetings with external stakeholders, it was revealed that the latter are willing to contribute to the progress of the College by emphasizing the role of the College graduates as industry representatives and employers.

In the state qualification examination participate invited specialists from social partners. As the expert

panel site-visit revealed the participation of the social partners in the final examination process is a chance for the students to further find a job: this example is more evident for the alumni of the specialty 'Pharmacy'.

The College developed new schedule for the SP for 2019-2024 according to the KPIs of the goals. It should be noted that terminological interpretations are caused by the presentation of key evaluation indicators in different ways in different documents, the SP specifies effective evaluation indicators and progress evaluation indicators, the schedule of the SP plan indicates expected results, and there is also a separate document on key evaluation indicators. When looking at the content side of the KPIs, it should be noted that they mostly correspond to the defined goals and objectives. In some places the performance indicator is defined as a document /e.g. for the objective 1.2.1. To improve the professional activities of the pedagogical staff, the expected result is the current regulation and action plan - schedule and performances/ or else it does not show the expected result /e.g. objective 2.1.7. 'Organize different events for ensuring the admission of the foreign students', for which the only expected result is only one academic program, which is actually in fact, may be considered as a prerequisite for admission, but not an expected outcome/.

The document revision revealed that the improvement of the SP of the College is also due to the activities of the quality assurance responsible, as a result of which processes coordination and the development of a number of important documents, procedures and policies in accordance with the new SP, revision of the structural model, etc. took place. Structural and other changes are supported by studies of the experiences of other similar colleges. Developed and revised documents were discussed with internal stakeholders, existing recommendations were presented to the board of directors.

The College has policy and procedure /2019/ for the evaluation of the implementation of the mission and goals, which defines the directions of evaluation, however the mechanisms of assessment and the outcomes are not yet specified. The College implement the evaluation of the SP annually, summarizing with the report the outcomes according to the KPIs, however these do not fully reflect the current challenges and risks.

Considerations: The expert panel positively mentions the fact that according to the mission of the College, it has a great dedication and makes efforts to provide high-quality education in the field of secondary professional medical education to prepare to fill the labor market with relevant specialists. At the same time the expert panel finds that clarifying the College's specificity in the mission will contribute to the increase of the college's role among external and internal stakeholders.

The expert panel positively enhances the results of the revision process of the SP, in particular, the regulated involvement of the external and internal stakeholders in the management levels, the adoption of quality assurance principles and the implementation of the improvements according to them. The above-mentioned changes will contribute to the successful implementation of the mission and goals of the College.

It is positive that the needs of the internal and external stakeholders are reflected in the goals and objectives of the SP, however, the expert panel finds that the College should pay more attention to the diversification and strengthening the feedback mechanisms with the external stakeholders, that will allow the College to improve the APs simultaneously. The external stakeholders are involved in the state qualification commissions, however, other feedback mechanisms with employers are still poorly developed.

The expert panel highlights the development of the SP for 2019-2024, the schedule and the alignment

of the expected results with the key performance indicators of the defined SP assessment.

It is positive that the key assessment indicators are mainly in accordance with the goals and objectives, however, they need to be revised – in several cases the outcome is considered to be the existence of the procedures. The expert panel finds that College should pursue the improvement of quantitative and qualitative indicators of processes that will contribute to the continuous improvement of the College in all areas. At the same time, it is positive that the College makes efforts to achieve the goals. The expert panel highlights the importance of having more realistic and objective indicators, that will allow to have more tangible results.

The existence of the policy and procedures (2019) for evaluating the results of the implementation of the mission and goals, which in its content defines the need for regular review of the SP, but the mechanisms for evaluating the results are not presented. Although, it was positive to see the reflection of the SP goals and KPIs in the reports, which gives a clear picture of the goals set by the College and the results of the actions taken. The expert panel finds that the clarifying the evaluation mechanisms based on the realism of the action within the set deadlines, the degree of implementation, will contribute to the formation of reliable data on the goals and the highlighting of existing challenges.

Summary: Taking into account that the activities of the College are in accordance to the mission and goals, needs of internal and external stakeholders, the Strategic development plan has been revised and improved, some KPIs have been defined, the expert panel finds that the College meets the requirements of Criterion 1.

Conclusion: The compliance of the institutional capacities of the College 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

The highest governing body of "Grigoris" Medical-Humanities College LLC is the General Assembly, which has the right to make a final decision on any issue of the College's management and operation, the term of operation is 5 years. Sessions of the General Assembly takes place twice a year. The chairman of the general assembly is the sole owner of the stocks of the institution - the founder of the College. The current management of the College is carried out by the director appointed by the founder, and the decisions regarding the issues of strategic importance of the College are made by the founder. The expert panel site-visit showed that the founder is directly involved in the management and decision-making of the College and the organization of the educational process, is in continuous contact with the administrative, teaching and student body.

There are management and administrative structures for decision making process in the College. The decision-making process is regulated with work procedures of the pedagogical and general councils. All

current issues can be included in the agenda of the Pedagogical Council, and the corresponding proposals are sent to the Administrative Council and then to the General Assembly. The Pedagogical Council includes deputy directors, heads of departments, chairpersons, all professors and members of the Student Council.

The revision process of the management system of "Grigoris" medical-humanitarian College was carried out during the 2018-2019 academic year. As a result of the reforms in the College (2019), the structural units of the College were reviewed, the necessary responsible departments were created, the internship and career department, HR and general department were reorganized, the external relations department was formed, the quality assurance responsible and the head of the civil protection staff were appointed. Although there is a department of external relations in the organizational structure, the department has not been launched as a separate unit due to the lack of funds, and the responsibilities are jointly performed by the QA and practice and career managers. The expert panel site-visit revealed that the external cooperation of the College with both local and foreign partners is directly managed by the founder.

One of the structural divisions of the institution is the educational department and the chairs, they share a joint working space. According to the SP, the College has 7 departments which have been reorganized and currently there are 5 chairs⁵. The names of the chairs reflect the subject groups taught by the chair without grouping or highlighting the features. The expert panel site-visit revealed that the direct stakeholders of the chairs - students do not completely understand the role of the chair in the process of giving feedback to their educational needs. Until 2022-2023 academic year the heads of the chair operated on a public basis, currently a monthly supplement is established.

According to the SER of the College, the new organizational structure provides a regulated team approach of horizontal and vertical cooperation, provided with sufficient human, material and financial resources. However, it should be noted that the hierarchical connections are expressed in the linear structure, the mutual operational connections are more weakly expressed. For example, the expert panel site-visit revealed that the QA responsible has an active role, cooperates with all departments, but the organizational chart does not express this. Studies of the direct functions of department heads have shown that there are repetitive functions, for example, in the work of the training part and practice and career department.

The financial inflows of the College are limited and depend on student fees, as a source of attracting alternative financial flows the College considers grants or the implementation of a foreign language academic program. In the 2022-2023 academic year, it was planned to start a foreign language academic program, but it was postponed from the point of view of cost effectiveness. The College plans to accept foreign applicants in the 2023-2024 academic year.

The area of the College is rented, there is a necessary educational space, taking into account the ratio of the number of students to the audience. Through the founder's personal investments (at the expense of the dividend), the College's educational resources (materials, accessories, simulations, furniture, computers, etc. necessary for practical training) have been replenished in recent years according to priorities. At the same time, the expert panel notes that the replenishment of resources is considered a priority issue for the college, in particular, the acquisition of its own building.

⁵ The idea was reformulated based on the institution's observations.

Internal and external stakeholders (faculty, students and employers) are involved in the college governance system. The college has the necessary procedures for ensuring the participation of teachers and students in the management system and administration: regulations of the board of directors, the general meeting, the pedagogical council, the chair. According to the regulations of the General assembly, the members are elected from the faculty and students on the recommendation of the pedagogical and student council, and the founder or the president is also a member of the assembly, there can also be one external stakeholder by the decision of the president. From the expert panel site-visit it was revealed that the student representative included in the General Assembly and the Board of Directors of the College is the president of the Board of Directors, and two members of the Board of Directors are included in the Pedagogical Board⁶.

The expert panel site-visit revealed that the participation of internal and external stakeholders in management processes is still limited by their passive presence or participation in discussions of current educational issues. Basically, all professors are involved in the pedagogical council, so the current problems are solved in this circle and the decisions are presented to the administrative council. It should be emphasized that the head of the administrative and pedagogical council is the director.

According to the acting SP the College has developed plan schedule of the activities where the actions for resolving each goal and objectives are clearly defined, the deadlines and effective indicators of evaluation are defined. The SP plan-schedule states as an expected result, for example task 1.1 "ensure effective and clear functioning and responsibilities between departments", as an indicator of progress, a job-description according to the new structure is indicated, this expected result does not allow to assess whether the given task has been accomplished.

A new unified activity planning format was developed and implemented for all structural units, which provides for long-term planning of units in line with the SP. The study of the documents revealed that long-term planning does not yet contain concrete actions, mostly the units included the current learning processes that take place on an annual cycle. For example, the chair's long-term plan mentions implementing the chair's meeting. At the same time, for the planning of the processes for the implementation of the research works defined by the SP, the planning of scientific research work is simply mentioned, without making the specific actions visible. The expert panel site-visit revealed that the chairs are not consistent in conducting sessions. The implementation of chair meetings is still not periodic, largely depending on the discretion of chairpersons.

In the long-term planning for 2019-2024 documents of the divisions the report is mentioned as performance indicator. It should be noted that the planned processes are sometimes not derived from the functional scope of the departments. The work plan of the study part includes the organization and conduct of practices, and the head of the study part is designated as responsible, but the statute of the study part does not include the organization of practice, at the same time, this process should be fully implemented by the practice and career department.

The College developed a policy for defining risks and the impact of the internal and external components. It envisages accounting for both external and internal social factors of the College's activities

⁶ The idea was reformulated based on the institution's observations.

Among the internal social factors, the College has not taken any visible steps in the direction of "level of competence of management and staff" and "creating a social support system for employees". Procedures were developed and adopted in the direction of "availability of an employee incentive system", "availability and provision of employee qualification improvement systems", which in their turn did not serve as basis for significant improvements (for example, according to the order "Elevation and training of teaching and teaching staff", the College has not yet implemented internal trainings of the teaching staff, and the existing incentive procedures do not take into account, for example, the research activity of the lecturer, which is one of the strategic directions of the College)⁷.

The College implemented SWOT analyses for the activities of 2016-2019 which defined the risky aspects for the implementation of the College's mission, and then develop a new 2019-2024 SP and plan schedule, evaluation indicators - the analysis of the processes was also the basis for the improvement and creation of a number of documents. For this purpose, the College has introduced a unified quality assurance policy, relevant working groups have been created with the involvement of chairs, professors, and students. Documentation review is based on evaluation and improvement cycles. The document review and expert panel site-visit revealed that the College's core documents had been revised, and position papers, policies and procedures had been created. Currently, a number of documents are in the process of implementation, and the results of their use have not yet been evaluated by the College.

Mechanisms available in the College for collecting and monitoring information on the effectiveness of APs include audits, summative assessment committee reports, quality assurance surveys (e.g. Student Satisfaction Surveys), but the College did not conduct surveys with clear periodicity regarding the efficiency of the processes. Starting from the 2020-2021 academic year, an analysis of the reports of the heads of the state attestation commissions was carried out. During the expert panel site-visit, it was revealed that the received data and the results of their analysis were not always used as a basis for process improvement⁸.

In order to ensure the transparency of the activities carried out by the college, to inform external and internal stakeholders, the official website of the college has been completely modernized - www.grigoris.am. As part of the reforms carried out in the College, the evaluation of the effectiveness of mechanisms for publishing information about academic programs and awarded qualifications is still in the planning stage, in particular, it is planned to organize meetings with employers.

Considerations: The expert panel considers positive the structural improvements, the development and implementation of work procedures for departments, the development of the job description, and definition of the functions. The full implementation of those will contribute to the regulation of the management functions. The organizational structure of the College includes 5 chairs, that are created to make the governing process more effective. However, the chairs do not have educational-methodological department with separated spaces, which has led to the fact that students do not fully understand the role of the chair, often generalizing the chair with the educational department. The expert panel believes that for the full implementation of the changes in the management structure, the College needs an improvement in resources, which will allow to coordinate the work and make the role of the chairs understandable for internal

⁷ The idea was reformulated based on the institution's observations.

⁸ The idea was reformulated based on the institution's observations.

and external stakeholders.

The expert panel positively assesses the efforts of the founder in organizing the educational process and making necessary improvements and close cooperation with administrative staff promotes team work. The expert panel is concerned that the internal stakeholders do not always speak about the issues being sure that the founder is well known about that, so the issues will be solved as far as possible. At the same time the expert panel emphasizes the activation of the director's activities for increasing the efficiency of management processes and the continuous development of the institution.

It is positive that taking into account the strategic priorities the College included in its organizational structure the department of external relations /2019/, however since then the department is not staffed. The founder of the College has a significant role regarding the creation of cooperation frameworks with partners, but taking into account the strategic ambitions of internationalization of the College, it is worrying that the work is shared by the officials of different departments, including the statute of the Foreign Department only defines the establishment of relations with foreign affairs, although the college has many local partners. The expert panel believes that clarifying the processes and responsibilities of the external relations department will contribute to the full implementation of external relations and internationalization work.

It is positive that the College implemented improvements in different directions of the activities of the College to connect the planning with SP. Although, the expert panel finds that the departments still do not fully aware of the short-term and mid-term planning, which can hinder the development of the College. The improvement of the content of activities will contribute to the improvement of the performance outcomes of the SP.

The expert panel positively assesses the cooperative environment developed among management and teaching staff members. The structural changes in the College led to the clarification of the functions of the department heads, which was mainly facilitated by the introduction of position passports, but the study of the processes and the meetings with the internal stakeholders during the expert panel-visit revealed cases of unsystematic implementation of the processes due to the duplication of the functions of the managers, the distribution of responsibilities among 2 or more persons. The expert panel considers that, in the near future, the institution should assess the real functions of the officials appointed in accordance with its fields of activity and, if necessary, make corrections in the job descriptions, defining clear responsibilities. The responsibility of controlling of the QA responsible should slowly become institutional tool which should be expressed in top-down, bottom-up linkages of accountability. The improvement of the accountability mechanisms will contribute to strengthen the vertical and horizontal links between the management circles.

The expert panel considers positive the involvement of the internal and external stakeholders in the governing levels, however, there are no objective facts regarding their active participation. The introduction of mechanisms to promote the initiatives of stakeholders by the College will create additional foundations in terms of raising needs and improving the educational environment.

The expert panel considers positive that there is a policy on the impact of internal and external factors and risk defining, that had important impact on the development of the SP with the aim of defining the strategic priorities and improve the weak points of the College. The expert panel highlights the balanced course of processes, which will allow simultaneous prevention of both internal and external risks. A

continuous study of the internal and external environment of the College will provide an opportunity to monitor the influencing factors. It is important to provide accountability according to the plans to monitor the results of the implemented processes and to identify areas for improvement.

The expert panel considers positive the process of the policy and procedures of the institution, highlighting the importance of ensuring the PDCA cycle while revision process of the documents, which creates positive prerequisites for the implementation of processes according to the principle of quality management. In addition to document administration, the College should clarify the perceptions of internal stakeholders, contributing to the improvement of management operational relations, increasing the efficiency of the evaluation process.

Summary: Taking into account that the management processes in the College are not fully regulated, management decisions are not made in a combination of collegial and individual management, the scope of responsibilities is not specified, the possibilities of expanding the finance and material resource base are limited, the planning and accountability mechanisms are still weak, the tools to involve internal stakeholders are very limited, the participation of lecturers and students is insufficient and non-targeted in decision-making process, the mechanisms for evaluating the effectiveness of processes are weak, the expert panel finds that "Grigoris" medical-humanitarian college does not meet the requirements of criterion 2.

Conclusion: The expert panel assesses the relevance of the College institutional competencies to the requirements of CRITERION 2 insufficient.

CRITERION III. ACADEMIC PROGRAMS

CRITERION: The academic programs are in concord with the Institution's mission, form part of institutional planning and promote mobility and internationalization

FINDINGS

The College implements 4 Academic programs in the 5th level of the NQF, on the basis of basic and secondary education: "Dental technical work", "Pharmacy", "Nursing work" and "Midwifery work" specialties. The Academic programs have been reviewed in 2021, which was due to the need of introduction of the module programs of SES as well as with the reforms started in the institution. As a result, academic programs developed with new framework have been introduced. In the course description of the AP the structure, general description, description of professional activity, the learning outcomes are presented, the requirements for the implementation of the AP, the requirements for the qualification of the lecturer teaching professional subjects, the list of laboratories and resources, the requirements for the implementation and organization of the AP practices and the final certification, the schedule of the educational process, the plan, the formation of the final results of the modules are presented, comparability mappings of AP outcomes and NQF.

Although the work that has been done, still there are some inaccuracies, for example, between the curricula attached in the AP package and the existing curricula ("General pharmacology" is given in the 6th semester, instead of the 5th, etc.), and the mapping of compliance with the NQF does not reflect the true

picture. The learning outcome of the developed programs are divided into 3 groups: first is general and key, second is professional and third is general and special professional, but this division is not clear. The professional is divided into general professional and special professional, however, the expertise revealed that, the outcomes is defined as e.g. To have the desire for regular improvement of professional abilities and the ability to self-study ("Pharmacy" professional outcome point 6:). The expertise revealed that, the AP leaning outcomes do not reflect the key professional abilities and skills of the students /graduate/. It was also revealed that general and special professional outcomes are formed from the outcomes of subjects and modules without grouping and summarizing. There are cases, when the AP outcome (Knowledge of the anatomical structure and functions of the cardiovascular, lymphatic, respiratory and urinary systems and their formation of abilities to apply in practice") coincides with the name of the module ("Human anatomy, physiology on the basis of pathology, the structure and functions of the cardiovascular, lymphatic, respiratory and urinary systems"). The APs have wide cycle of defined outcomes due to the number of the professional modules, e.g., "Midwifery" educational program presents 13 general and key, 9 professional and 46 general and special professional outcomes. There are 15 general and key, 10 professional and 13 general and special professional outcomes for the "Dental technical work" profession, 13 general and key, 9 professional and 19 general and special professional outcomes for the "Pharmacy" profession, which makes it difficult the objective measurability⁹:

The APs are implemented according to the curricula approved by the director. Timetable of subjects and modules in curricula during the distribution, the priority was given to the practical classes, the logical sequence of the subjects and the input requirements of the modules were mainly preserved. There selective classes are planned in the curricula but the names of subjects are not mentioned. The expertise revealed that the College selects subjects on its own initiative, there is also no subject list of selective subjects and students are not given the opportunity to choose within their professional interests¹⁰.

The College emphasizes student-centered learning, the use of various teaching methods in the educational process, and approach of the selection of methods, learning outcome-based approach. However, the observation of the lessons revealed that the lessons are often conducted with teacher-centered, traditional teaching methods. It should be noted that the College does not yet have a policy on the selection of teaching and learning methods. Learning outcomes of the course descriptions are general for all AP learning outcomes. The practical work and the lectures are separated in the teaching methods; however, the laboratory work is not emphasized achieving professional skills and learning process, e.g. for "Dental technical work" and "Pharmacy" professions.

The expert panel site-visit revealed that the results of the in-class observations reveal the issues of the teaching method and the teachers are led to use interactive teaching methods. However, the lecturers mainly provide the learning material by dictating them, especially regarding the professional subjects sometimes the students are given the useful links and additional literature for learning. Some didactic video materials are provided to students through the groups created in social media. At the same time, it was revealed that there is no coordinated base for learning materials and tasks. It should be noted that there are no demands stated by the chairpersons for the development of subject materials and for saving them in the

⁹ The idea was reformulated based on the institution's observations.

¹⁰ The idea was reformulated based on the institution's observations.

chair.

The review of the tasks of the students revealed that lecturers often assign essays or individual work with the aim of ensuring the use of research-analytical component. The expert panel site-visit revealed that the essays and individual work are implemented in all subjects and modules, and the implementation of this plays its role on the final grade. The presentation of the essay is also one of mandatory components of the grade, however, the workload of individual work not taken into account by the College, and a separate component is not set aside for the evaluation of these works.

Students also implement coursework within the framework of the courses, but the performance of these works is not provided by the curriculum. The choice of the topic of the work is made by the lecturers and is not coordinated through the chairs. A student can implement out coursework also in the scope of non-professional subjects

During practical classes, lecturers emphasize the use of situational problem solving in order to develop clinical thinking in students. Classes of special professional modules are often held directly in medical institutions (at the workplace of a lecturer from the medical field).

According to the "Student knowledge verification, assessment and appeal" procedure approved by the Board of Directors and the director of the College, the course of the current assessment of subjects and modules and the forms of conducting intermediate certification - tests, differentiated tests and exams is regulated. The evaluation in the College is carried out with a 10-point system, where 1-3 points are considered insufficient, 4-6 - sufficient, 7-8 - good, 9-10 - excellent, but the institution has not established clear criteria for forming the evaluation. During the expert panel site-visit, it was revealed that the College is taking steps to improve the evaluation system by introducing a multi-component system, according to which 10 points will be formed as follows: attendance: 2 points, evaluation of knowledge acquisition, abilities and skills: 5 points and individual work: 3 points.

While assessment the knowledge, skills, abilities, individuality and activity of the student is taken into account. Oral and written methods of knowledge checking are used during the evaluation of the study results, in connection with the specificity of the given subject, the choice of a specific form of evaluation by the lecturer. As a result of the expert panel site-visit revealed that professors evaluate theoretical knowledge through questions and answers, test tasks and essays. Assessment of students' practical abilities and skills still lacks a clear toolkit

Student attendance (absences) is also a component of the course evaluation according to the "Student Knowledge Verification, Assessment and Appeal" procedure. In case of dishonorable absences, points are deducted from the student's test, exam, practice grade, but the mechanism for reducing the grade is not clear. During the expert panel site-visit, it was revealed that lecturers do not always count and record students' attendance, and direct control of the College is not always possible, because the majority of special professional modules are held in medical institutions, at the same time, the current assessment system does not allow monitoring student attendance.

The internships in the College are organized by the schedule according to the current order. The College cooperates with a number of institutions in with the aim of organizing internships, in the near future the College plans to expand the cycles of the cooperations. The internships are supervised by the supervisors appointed by the College. The review of the internship programs revealed that the teaching and learning methods are not usually coincide with the achievement of the expected learning outcomes. E.g. according to the N2 internship program of the "Dental Technical Work" specialty, it should form the following outcome:

"mastery of impression evaluation, combined models and wax-up techniques, replacement of wax construction with metal construction", which provides teaching and learning methods that consider "the use of lectures", organizing discussions and debates, solving situational problems, organizing and conducting explanatory and demonstration works.

In order to increase the efficiency of evaluation of internships, the College has developed and piloted the "Internship Folder", which includes the internship diary, various assignments and tasks. The expert panel site-visit revealed that internship diaries are mainly filled in after the end of internships, at the same time students highly assess the effectiveness of the internships. The assessment of the internships is implemented taking into account the following component: participation in the practice, the quality of the developed report and the content, individuality and activity, however, it was not clear the value of the proportion of components in the formation of the grade.

The final attestation in the College is implemented according to the relevant procedure. The State Qualifying Commission is chaired by an invited external stakeholder of the given sector. Both theoretical and practical skills of students are tested during the summative certification exam. The final certification of the specialty "Dental technical work" is carried out with 2 complex inter-module exams: "Dental technical material science and technique of making fixed prostheses" and "Technique of making mobile and bugel prostheses".

The final certification of the "Pharmacy" profession is also carried out with a complex 2 intermodular exam: "Technology of Pharmaceutical Forms", "Pharmacognosy" and from the modules "Organization and Economics of Pharmacy", "Private Pharmacology". From the expert panel site-visit, it was revealed that the students of the "Dental technical work" profession also present their work prepared during the year to the state summary certification. The study of the summative certification exam papers showed that the weights of the questions are not given, there are extensive questions that require comprehensive answers, and also the exam papers have different degrees of complexity.

The College has made an attempt to introduce implementation of final works as an alternative to the final certification, for which a procedure for completion of final works has also been developed. In the 2021-2022 school year, 2 students completed final works, but during the expert panel site-visit it was clarified that the process is still not fully regulated, the procedure for replacing the exam with a final work is not clear, because students, while doing final work, must pass the prescribed 2 exams. At the same time, students do not fully understand the role of completing the final work in their final assessment, stating that it will contribute to the formation of a high grade, but from this point of view, the college has not made regulations, for example, what share the final work has in the final assessment.

There is also academic integrity regulation, where the cases of violation of academic honesty are described, the direct supervision of the students' work should be carried out by the lecturer. There is a reference to the concept of academic honesty in the procedure for organizing and conducting college examinations, as well as in the procedure for summative certification.

The QA responsible works to ensure the availability of the document among students and professors through regularly organized awareness activities, seminars and discussions. From the point of view of the objectivity of the assessment, the college emphasizes the provision of academic honesty, the creation of

mechanisms for appealing the results of the examinations. The study of various types of works done by students showed that there are cases when there is no list of used literature, no references to sources in the text, etc. The expert panel site-visit revealed that cases of appeals of assessments are rare.

The College has developed policy and procedure of implementation of benchmarking /2019/, however, the procedure has not been implemented yet, in particular, there is no AP benchmarking and comparative analyses with other institutions. Nevertheless, there are efforts being made aimed at the mobility of students and lectures with "Moscow State Medical College" of the Russian Federation and "Grodno State Medical College" of the Republic of Belarus, "Valga Vocational Training Center" of the Republic of Estonia. The analyses of the contracts revealed that only with the College of Republic of Belarus there is thesis regarding the mobility. The above-mentioned was confirmed during the expert panel site-visit - in 2023 it is planned to carry out an exchange for students of the "Nursing" specialty, according to preliminary arrangements.

The College has an "Ongoing Curriculum Review and Monitoring Procedure", which is scheduled to be reviewed every 2-4 years. 2021 the new APs introduced are still in progress, the College has not implemented interim monitoring of the results. Although the college has some mechanisms contributing to the monitoring of the AP: surveys with internal and external stakeholders, mutual learning, organizing and conducting master classes, demonstration, test and open classes, reports of the presidents of the examination commissions on the results of the final state certification exams, but as a result of the existing mechanisms, there are still no summary analyzes performed. During the expert panel site-visit, it became clear that the evaluation of the effectiveness of the academic programs is planned to be carried out at the end of the cycle of the programs.

Considerations: The expert panel considers positive the revision process of the APs, as a result of which the academic programs developed in a new format were formed and implemented, in which the final results of the AP are included. However, it is problematic that the professional learning outcomes are not related to the requirements of the given profession, but reflect the expected learning outcomes of subjects and modules. Particularly, such an approach has led to the formation of too many final results for the APs. The expert panel believes that the final results need to be clarified and coordinated, which will allow an objective assessment of the credibility of the awards given.

It is worth noting the fact that hours are allocated for optional subjects in the curriculum, but the names of the subjects are not mentioned. Clarification of subjects will promote student-centered learning and student involvement in the learning process. The expert panel considers the efforts to diversify teaching methods and introduce interactive methods as positive, but the results are still not visible, and the dictation method leads to inefficient use of class time. The College still does not have unified policy of selection of teaching and learning methods, which hinders the process of improving teaching effectiveness and methods. The development and use of the policy will contribute to the students-centered learning and to the provision of interactive methods at the institutional level.

The expert panel considers positive the fact, that the lecturers contribute to the formation of research-analytical abilities among students through the study of additional literature, electronic sources, professional videos, but it is considering that teaching and learning materials for modules and subjects, lecture packages

are not kept in the chairs, which hinders the continuous improvement of the educational process and experience exchange.

The expert panel considers positive the efforts of the College in diversifying the assignments given to students. However, it is concerning that the number of assignments given is not taken into account, which can lead to overloading of students with individual work, which in turn can affect the quality of essays and other works. It should be noted that the completed essays and individual works have a positive effect on the progress of students, but according to the assessment of the expert panel, the adjustment of their unit weights will significantly increase the efficiency of the evaluation system.

The expert panel emphasizes the existence of the assessment and appeal regulation, that regulates the evaluation process, however, there is no clear definition of evaluation criteria, that would let the lecturers demonstrate objective and unified approaches. It is positive that the methods of checking of theoretical knowledge are regulated, however, the mechanisms of assessment of practical skills and abilities still need to be improved. It should be mentioned the imperfection of the mechanisms of student attendance registration, control, and completion of missed topics may hinder the achievement of the expected learning results.

The expert panel positively considers the clear range of employers formed for the organization and conduct of internships of the College for all professions. It is also positive that the practice evaluation toolkit has been improved, however, the imperfection of the evaluation system also affects the effective use of the components introduced for the evaluation of practices. The College still has work to do to increase the efficiency of the practice control mechanisms, which will contribute to the formation of practice capacity and increase the demand for college graduates in the professional field.

The expert panel considers positive the involvement of external stakeholders in the final certification exams in the College, the transparency and accountability of the process. However, according to the assessment of the expert group, the distribution of the complexity of the questions included in the exam papers, the clarification of the evaluation scales will create guarantees for ensuring the objectivity of the evaluations.

It should be noted that the College still does not have a clear procedure that will allow to replace the final certification exam with a final paper, in the absence of clear procedures, the completion of final papers becomes an end in itself and an unnecessary burden for students. The College should carry out a necessary assessment of the extent to which one of the targeted certification examinations has been replaced by a final thesis, taking into account also the possibilities of assessing the achievement of the AP outcomes, otherwise the process may jeopardize the credibility of the qualifications awarded.

The expert panel emphasizes the development of an academic integrity policy in the College, which, however, in practice still does not promote academic integrity in student research.

The expert panel believes that comprehensive benchmarking across all majors is important to ensure comparability of college APs with other similar academic programs. A positive circumstance is the presence of a monitoring procedure in the College, which at the initial stage was the basis for the improvement of educational programs. It should be noted that the still incomplete operation of the mechanisms for monitoring the implementation of the AP hinders the collection of objective and unbiased information on the effectiveness of the programs, highlighting the strengths and weaknesses. The expert panel believes that the

improvement of monitoring mechanisms will contribute to the continuous improvement of Academic programs and the production of competitive graduates.

Summary: Taking into account that learning outcomes of the APs are not fully correlated with the requirements presented to the specialties, the optional subjects are not specified, there is no policy for choosing teaching and learning methods in accordance with the expected learning outcomes, the study materials and the assignments given to students are not coordinated, the assessment system and student attendance control standards and academic integrity are not implemented. assurance procedures, implementation of benchmarking and monitoring processes of the APs are not institutionalized, the expert panel finds that the College does not meet the requirements of Criterion 3.

Conclusion: The expert panel assesses the relevance of the College institutional competencies to the requirements of CRITERION 3 insufficient.

CRITERION IV. STUDENTS

CRITERION: The Institution provides support services to students ensuring productive learning environment.

Findings

The admission procedures in the College are regulated both by the internal commands and by the normative acts adopted by the RA state departmental bodies. The admission in the College is implemented according to the chart. The admission committee ensures the organization of the admission process and implementation providing the applicants the necessary recommendation - advice on the necessary professional orientation. The expert panel site-visit revealed that the recommendation is provided according to the interests of the applicants.

According to the policy and procedure of Student Recruitment (Professional Orientation) of the College, representatives of the Student Council participate in advertising campaigns, visit various schools, educational institutions, distribute booklets. The expert panel site-visit revealed that the fact of activation of the advertising campaign was highlighted. Dissemination of information regarding college activities

The Facebook page of the College and the website operating from the beginning of 2021-2022 are also among the mechanisms. The expert panel site-visit revealed that applicants learn about the College mostly from alumni, and some applicants from social platforms.

The anonymous surveys, meetings and discussions are the mechanisms for raising students' needs. The surveys are conducted regarding the provision of educational resources, the condition of the material and technical base, the effectiveness of educational programs and teaching. The expertise revealed that the needs of the students are revealed with the implementation of the above-mentioned mechanisms as well as through meetings with chairpersons, QA responsible and SC. Nevertheless, the students are not always proactive in raising their educational needs. The expert panel site-visit revealed that the problems regarding the computer classroom, problems related to heating and classroom resources. The students are involved in the governing bodies and councils, however, the expert panel site-visit revealed that the suggestions and problems are still not spoken up.

In 2021, the "Procedure of activities of consultants" was approved in the College. According to the SER, the professional chairs and the educational part provide counseling to students on a special schedule, on the pre- exam period, before the state attestation certification. The expert panel site-visit revealed that the Institute of Counselors is at the stage of implementation, the level of awareness of students about counseling services is still low. The expert panel site-visit revealed that in case of absence, the students fill in the missed materials during the course with the support of the lecturer and students. The College does not offer additional professional or foreign language training.

According to the SER additional support and guidance of students by administrative staff is provided without any timetable. Students can contact the administrative staff individually or in groups at any time. As a result of the expert panel site-visit, it became clear that students turn to the administrative staff with their concerns, but most often resolve their problems by contacting the founder or the QA responsible. In order to evaluate the effectiveness of the organization of the process of providing additional administrative assistance and guidance, surveys are regularly organized, according to which 78.9% of respondents applied for "Professional Orientation Issues" and 26.3% for "Social Issues" in order to receive assistance. According to the survey results the College plans to direct the attention of professional chairs to the activation of various social events.

According to the self-analysis, the head of the career department, in accordance with the current regulations, provides professional orientation services in the form of professional consultations to any applicant. The College the responsible of the internships is informed about the employment of graduates through college surveys, according to which 45% of the respondents went to work (mainly from the "Pharmacy" profession), 24.5% combined study and work, and 42% of students are working in their profession. The expert panel site-visit revealed that it is planned to conduct surveys among graduates more often. The College still does not have a complete and regularly updated database of graduates. In its strategic plan, the College has clearly established the need to provide new quality career-promoting services and prepare competitive professionals. For this purpose, the college conducts meetings with the involvement of employers, seminars on creating CVs. Nevertheless, the expert panel notes that the implemented measures still do not cover the needs of the entire student body.

In order to effectively and systematically organize research work in the college, the policy of involving students in research work was developed and introduced, according to which the involvement of the teaching and student staff in research and scientific methodical work, as well as the procedure for performing research work in the courses of secondary professional educational programs, is planned.

The expert panel site-visit revealed that the students perform abstract, independent, course and graduation work in almost all subjects, which are evaluated through a presentation. However, not all abstract and individual works correspond to the profession chosen by the students. For example, the final work of the "Dental Technical Work" specialty was related to tourism and so on. The expert panel site-visit revealed that the students also carry out certain studies on diseases, treatment methods, and work with patients on their study materials, the results of which are summarized through open classes. It should be noted that these studies are still not mandatory for all majors and modules and are often determined by student interests.

According to the SER the Student Council is the body responsible for the representation and

protection of students' rights in the College. The administration provides financial support to the student council to implement the activities planned in the five-year work plan. The student council has been very active in recent years. As a result of the expert panel site-visit, it became clear that the work of the student council is mainly aimed at organizing events. Inter-college competitions (sport-lands) are also held. The student council has formed two commissions: educational and administrative, the expert panel site-visit revealed that they are aimed at coordinating the work of the student council. The educational committee is entrusted with the questions of students' participation in the educational processes and events of the college, and the managerial committee has organizational functions. The expert panel site-visit revealed that the division of work has not yet led to any visible results. The student council supports the QA responsible in conducting surveys. Nevertheless, the expertise revealed that the council is not fully informed about the rights and responsibilities of students, does not carry out awareness activities and is still not considered as a body for the protection of students' rights. The president of the student council is included in the councils operating in the college, but as a result of the expert visit, it became clear that no new proposals and problems have been raised yet.

The evaluation of the educational and consulting services of college students is carried out in several ways, through surveys, meetings and discussions with internal and external stakeholders. According to the analysis of the results of surveys and meetings, new recommendations were registered regarding the review of internship procedures, the regulation of course and diploma works, as a result of which relevant documents were developed and introduced: the policy of involving students in research work, the regulation of internship organization, etc. Nevertheless, expert meetings revealed that the application of existing mechanisms does not always lead to radical changes, sometimes due to the fact that students are not proactive.

Considerations: The expert panel positively assesses that there are mechanisms for the selection, admission and recruitment of students at the College, and it is also considered that the evaluation of the effectiveness will contribute to their diversification and the admission of the largest number of students and the steady growth of the number of applicants. The expert panel positively assesses the existence of the mechanisms of defining needs of the students of the College, the readiness of the College to react towards students needs, and the development of the system of defining the needs and encouraging the initiative will create additional opportunity for defining the students' educational needs.

The expert panel notes that students receive appropriate support and advice from lecturers, and the activation of advice on exams will contribute to the formation of students' comprehensive understanding of the examination and assessment system. The expert panel also emphasizes the possibility of completing missed classes and the implementation of additional classes, which will enable students to fully master the learning materials.

The expert panel positively assesses the activity of the career center, which aims at students' further career support, employment. As well as finds that there is a need to involve all the students in these activities, and the continuous refreshment of the alumni base and the development of stable feedback mechanisms will enhance the defining of the educational issues and increasing the efficiency.

The expert panel positively assesses the involvement of the students in analytical-research activities in almost all directions contributing to the strengthening the link between research and learning.

The activation of the Student Council work of the College and the involvement in the cultural life of the college are positively assessed. Nevertheless, the SC should show initiative in the direction of becoming a reliable body for the protection of students' rights. For the expert panel the existence of quality assurance mechanisms implemented in the College in recent years is a noticeable circumstance, which forms additional grounds for the evaluation and improvement of the services provided and the works performed.

Summary: taking into account that there are mechanisms for the selection and admission of students, the college takes steps to address the educational needs of students, the administrative staff is willing to provide support to students in case of problems, students are involved in research activities, some services that promote students' careers are implemented, and there are tools for evaluating the services provided, the expert panel finds that the College meets the requirements of criterion 4.

Conclusion: The expert panel assesses the relevance of the College institutional competencies to the requirements of CRITERION 4 sufficient.

CRITERION V. FACULTY AND STAFF

CRITERION: The Institution provides for a highly qualified teaching and supporting staff to achieve the set goals for academic programs and institution's mission.

Findings

The recruitment and selection processes of the teaching staff in the college are regulated by the regulations on admission and dismissal of teaching staff, position papers and HRM policy. The HRM and general department coordinate the processes of admission and release of lecturers. Announcements about the filling of vacant places are posted on the unified educational information platform managed by the RA National Educational Information Center, on the official website of the College, as well as on the Facebook page. The admission of the lecturers is implemented on a competitive basis, while no actual competition was conducted due to one candidate applying for the vacant post. Since 2022, the College has adopted the category of professors, where scientific titles and degrees are distinguished, but they still do not have teachers with scientific titles and degrees. The College emphasizes the involvement of specialists from the practical field (hospitals, polyclinics, pharmacies) as lecturers. The expert panel site-visit revealed that the heads of departments are not involved in the selection and recruitment of lecturers, but there are examples when lecturers recommend and guarantee new specialists to teach at the College.

The selection of the teaching staff with the necessary qualifications for the implementation of the APs is made according to the requirements of the passport of the position of professors developed by the SES and the College, which define the scope of competences of the teaching staff. In accordance with the 4 implemented academic programs, the teaching load of professors is formed according to the number of hours of taught modules/subjects, management of internships. The study of lecturers' workload showed that there are cases when a lecturer teaches up to 10 subjects, which have a narrow professional nature, at the same time, the management of coursework and graduation work, which is actually carried out by the lecturers, is not

planned by the distribution and volume. Meanwhile, the salary of professors is lower than the average salary limit accepted in the labor market.

There are some mechanisms for periodic evaluation of professors at the institution, for example, lectures and QA surveys. The College has "Regulations for Organization, Conducting and Evaluation of Teachings", which aims to improve the teaching staff's pedagogical and methodical preparation, as well as highlight the needs of lecturers and provide them with targeted solutions. In the College, the in-class observations with the involvement of the deputy director of studies, the head of studies, the heads of the departments have a systematically planned nature, as a mechanism for controlling the educational process and evaluating the composition of the teaching staff, for which a special form has been developed. The in-class observations are implemented not planned as well. The results of the in-class observations are discussed also with lecturers as well as in the pedagogical council. The College analyzed the implemented observations, the problematic sides have been defined, e.g. the issue of the use of interactive methods. The expertise revealed that the analyses assignments do not lead to the trainings of lecturers.

The QA department organized and implemented a survey among students regarding the evaluation of teaching quality and effectiveness, according to which the majority of students are satisfied with the quality and pedagogical abilities of lecturers. It was also clear from the expert visit that such evaluations are more of a formal nature, as the results of the analyzes do not contribute to the improvement of the processes, for example, the students mentioned the problem of modernization of teaching materials and literature, in which steps are still not visible.

The College has developed a procedure for "increasing the qualifications and training of teaching and teaching staff", according to which the teaching staff must undergo training every 5 years for the development of subject, professional and research abilities. The lecturers have participated in the trainings of the MKUZAK, as well as the specialists of the medical field are undergoing professional trainings in their other workplaces. The expertise revealed that the College do not implement the policy of professional progress, as well as there are no examples of sharing positive experience among lecturers. The expert panel site-visit revealed that the lecturers tend to participate in the trainings, however, the results of studies and surveys are still not a tool for improvement from the mechanisms that highlight the needs of retraining.

The College has "Procedure for evaluation and promotion of teaching and teaching assistants", which, however, does not specify the mechanisms for evaluating professors, but only presents the criteria and mechanisms for promotion. The expert panel site-visit revealed that he College regularly motivates the employees with material and moral encouragement means, based on the well-done work duties as well as involving in the SER development process of the College. It should be noted that the encouragement tool kit does not yet include the processes leading to the professional advancement of teaching staff.

In 2021 80% of the College teaching staff members are full time workers, 20% - part time, the average in the age group is 35. In addition, the College tries to ensure the stability of the composition of the teaching staff, however, there is personnel fluidity, which is visible in the report of the chairs, but the College has not assimilated the data on the stability of the teaching staff by years. The expert panel site-visit revealed that many of the teaching staff members are new or not having much experience in teaching. Although the College still does not have procedure for mentoring, there are some components, e.g. through in-class observations,

new lecturers are guided and given advice in order to improve teaching methods if necessary, repeated in-class observations are also conducted in order to evaluate the results of the improvement

There are necessary administrative workers for organizing the educational process in the College. The expert panel did not reveal a problem of overloading with work duties, on the other hand, the College did not carry out an analysis of the efficiency of the departments. Due to the structure of the College, the small number of lecturers and students, the College does not have teaching assistants (laboratorian, clerk), but there is a passport for the position of the chair's laboratory assistant, in which the chair's head performs the specified functions. According to the job list, there is an assistant head of the educational department who also teaches at the College.

Considerations: The expert panel positively assesses that in accordance with the policies and procedures for the selection of teaching and support staff of the College, with the presence of the necessary qualifications, as well as the work of involving specialists from the practical field in the teaching process, which somewhat contributes to the provision of practical education in the medical field. However, the expert panel finds that the coordination of the teaching and support staff involvement mechanisms, the holding of competitions defined by the procedures, the use of additional objective mechanisms for the evaluation of the teaching staff's activity will contribute to the involvement of experienced lecturers with narrow field specialization.

The expert panel emphasizes the steps of the College in clarifying the demands presented towards teaching staff, however it should be noted that the number of the subjects taught by one lecturer should be decreased, which will significantly improve teaching processes. The formation of more realistic volumes of working hours and workload of the College will also increase the effectiveness of the teaching staff.

The expert panel notes that the processes of the College are vivid for evaluating the teaching staff regularly. It is important that also the diversification of the tools used is due to the formation of the culture of quality assurance. According to the assessment of the expert panel the implementation of these processes in the PDCA cycle, the basis of analyzes for further improvements will allow to solve the deep problems in a more manageable way, will provide an opportunity for the continuous development of the professional qualities of the teaching staff. In this regard the expert panel considers it necessary to periodically increase the resources allocated by the College for professional and pedagogical trainings. Taking into account the fact that practical lecturers participate in professional trainings at their other workplaces, the expert panel emphasizes the implementation of internal professional trainings, which will contribute to the improvement of the professional qualities of the teaching staff.

The expert panel also considers it necessary to make the work of the chairs more systematic in order to plan trainings, guide new lecturers, implement effective mechanisms for sharing experience, and spread best practices.

A positive circumstance is also the existence of mechanisms for encouraging the teaching staff by the college, which helps to increase the motivation of the staff.

The College takes steps to ensure the stability of the teaching staff, however, in order to prevent the current fluidity, there is a need to analyze its reasons, and the launch of additional promotion mechanisms, the allocation of finances for salary increases will create additional grounds for ensuring stability.

The expert panel believes that the involvement of the departments and the support staff in the work of the chairs and the separation of functions will provide an opportunity to plan actions and define more realistic performance indicators.

Summary: Taking into account that there are procedures for the selection of faculty members, certain processes for recruiting young staff, the teaching staff is supplemented by professionals with practical skills from the professional field, there are mechanisms for evaluating the teaching staff, a certain set of incentives, the college has a relatively stable teaching staff for the implementation of the academic programs, the expert panel finds that the College meets the requirements of criterion 5.

Conclusion: The expert panel assesses the relevance of YBMC institutional competencies to the requirements of CRITERION 5 sufficient.

CRITERION VI. RESEARCH AND DEVELOPMENT

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

Findings

In the strategic plan of the College for 2019-2024 there is an objective to enhance the effectiveness of the research activities of the College, the activities of the objective and assessment indicators of the progress are mentioned. It is planned to develop necessary mechanisms to implement research activities, implement joint research works with local and foreign scientific centers, initiate student conferences and seminars. The College express its long-term interests and ambitious with the following directions: social-economic, medical-biological, traditional and modern pharmacology, contemporary issues of midwifery and nursing.

The expert panel site-visit revealed that the College still has no recorded successes and tangible results in the defined research directions, but in the SP timeline-schedule, it is a task to carry out joint research works with local and foreign scientific centers. Since 2021, the College has allocated certain financial resources in the budget for the development of research activities, which in 2022 have been raised, but these funds have not yet been used to promote research and publish research papers.

The study of the documents showed that the chairs' 5-year work plans for 2019-2024 include the planning of scientific research works for the years 2021-2024. The current implementation and supervision of the research work of the college is done by the professors, heads of departments and the academic department.

The College is also taking some steps towards the internationalization of research activities. Given by professors of Russian high level of knowledge, the college considers the territory of the CIS as an educational area for foreign cooperation in the field of research. During the first semester of the 2021-2022 there are contracts with the similar institutions of Russian Federation, Republic of Belarus in the framework of which it is planned to organize joint scientific conferences and workshops. The research activities with local colleagues are implemented within the scope of practice using the resources and capabilities of pharmacies,

polyclinics and other institutions, getting to know the technologies of drug preparation by working in a laboratory environment. The students of the "Midwifery work" specialty collect data on the problems often encountered among pregnant women by studying the histories of diseases in hospitals, which they then present during the course, discuss with other students, and make judgments.

The college students resent their research and analytical work through essays, posters, presentations, individual work, course paper and final paper. It should be noted that based on the desire and abilities the students have opportunity to implement course papers and final papers, however, it is not mandatory and included in the curricula. Students implementing final papers are few in the College. The analyses of the final papers revealed that there is analytical component, data analyses and corresponding conclusions.

The research activities of the lecturers is implemented within the framework of guidance and supervision of students' work, but the College does not carry out scientific research activities, the lecturers do not have printed materials and manuals, there are no teachers with academic degrees.

The College has a procedure for carrying out and developing research "Research work in the courses of the secondary professional education program", which was discussed and approved by the board of directors and the director. The order presents the description of the research works, the assessment, and the schedule of execution. The college also has a developed "Policy of involving students in research works" /2021/, one of the problems of which is the formation of effective, stable and logical interconnection between research and educational activities, the involvement of teaching and student staff in research and scientific method works. The expert panel site-visit revealed that the lecturers often involve students in research activities assigning individual works, essays, discussing situational problems, but there is no clear list of assignments that will express the development of analytical and creative skills. The expert panel site-visit revealed that the students prepared herbariums, prepared posters on the topics they were studying, and presented their studies in the framework of open classes. Within the "Entrepreneurship" module, students draw up business plans, carry out "SWOT" analyses.

Open classes, seminars and various events are organized in the College in order to link the research activity with the educational process. The expert panel site-visit revealed that in the dental technical laboratory of the College, students work on phantoms, receiving specific tasks to study and fill missing teeth, observe the structure of teeth. During the course, students from all clinical disciplines are given situational problems to discuss and propose solutions based on real-life examples. Role plays are also conducted, with students using the College's manipulatives to present their observations.

Considerations: The expert panel considers positive the fact that the College has goals and development directions in the research sphere, highlighting them in its Strategic plan. In order to increase the efficiency of the research the College also tries to make investments in this direction. the expert panel considers that more targeted provision of the financial resources, the development of the institutional mechanisms for the involvement of teaching staff in research works will greatly contribute to overcoming the directions and challenges set by the College in the research field.

The expert panel emphasizes the trends of the College in the direction of making research work mandatory among students, as well as the fact that in the academic programs implemented in the College there are certain assignments for the formation of analytical thinking among students. In this regard it should

be mentioned the role of the internships in developing the practical skills among students. According to the evaluation of the expert panel, the coordination of the assignments given to students, the implementation of tasks aimed at the formation of the research component in the learning process, the provision of the educational environment with the saturation of the necessary resources will contribute to the preparation of creative, analytical specialists with the abilities defined at the fifth level of the National Framework of Qualifications.

The expert panel assesses the efforts of the College ensuring the direction of internationalization, regarding which there are a number of contracts made, that are aimed at implementing joint research. Nevertheless, the expert panel finds that in this direction, the assessment of the College's potential and the foreign language level of the professors are important to have a joint research result. It is also important to emphasize cooperation with local organizations for more regular and fruitful implementation of research works.

The expert panel also emphasizes the trends of the College in the direction of interrelationship of educational and research processes, for which students are encouraged to carry out course and individual works, to prepare abstracts and posters. The expert panel believes that clarifying the selection of topics for these workshops, aligning the assessment system with the final results and involving all students in the processes will contribute to the preparation of specialists with a more systematic approach to analyzing and solving problems in the medical field.

Summary: Taking into account that the College has defined its interests in the research direction, takes steps to encourage the implementation of research, tries to allocate certain funds for the realization of its defined goals, as well as to form mechanisms for increasing the research component in the learning process, the expert group finds that the College meets the requirements Criterion 6.

Conclusion: The expert panel assesses the relevance of the College institutional competencies to the requirements of CRITERION 6 sufficient.

CRITERION VII. INFRASTRUCTURE AND RESOURCES

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

Findings

The College considers replenishment and modernization of material and technical resources as a strategic development issue, for the implementation of which an action plan was defined. The College implements the academic programs of the current specialties on a leased basis in the area with a total area of 305.1 square meters, which is located in the Armenian-Greek State College of Tourism Service and Food Industry of Yerevan. There are 2 offices for administrative employees, 10 classrooms, 2 laboratories, 1 computer classroom, 2 professional cabinets for the organization of the educational process. As a result of the

review of resources by the expert panel, it was found that the College has a dental laboratory equipped with the necessary equipment, tools and materials and a computer cabinet with 10 computers and 2 projectors. Due to the shortage of classrooms and cabinets, the College has combined several cabinets, for example, the pharmacology cabinet and the inorganic, organic, analytical and pharmaceutical chemistry laboratories, where there is a drug rack and a section for laboratory experiments, which does not meet the minimum laboratory requirements for working with chemicals.

According to the requirements for the material and technical security of educational programs, the guaranteed list of educational cabinets and laboratories, and the curriculum, the college must have appropriate cabinets and laboratories for the implementation of educational programs, but the college does not have microbiology and immunology, botany and pharmacognosy, drug pharmacy and factory technology, preparation of dosage forms. technology laboratories and cabinets of disaster medicine, civil defense, narrow professional disciplines, infectious diseases, resuscitation and intensive care, which are planned by the AP curricula. The College makes some use of the resources of partner institutions during internships and practical classes; In the case of the "Dental technical work" profession, he uses the services of the foundry, in the case of the "Pharmacy" profession, he uses the possibilities of the pharmacy for the preparation of drugs.

The College has an area of 8 square meters allocated for the library, which occupies a part of the professional cabinet. The expert panel site-visit revealed that the position of the College librarian is not filled, the library works are not coordinated, and the functions are carried out by the heads of the departments. The study of documents showed that there are 316 titles of educational literature in the library, of which 156 are in Armenian, 160 are in Russian and English. The main part of the available literature is made up of university and general education books, while textbooks and manuals intended for secondary professional education are few. The College does not carry out purposeful replenishment with modern educational literature - textbooks, educational manuals. The College cooperates with the National Library on a paid basis. The expert panel site-visit revealed that students do not use this resource much. The College does not have an electronic library of study materials, the computer cabinet is freely provided to students to use electronic open sources, and in the near future it plans to expand the list of electronic resources by joining professional electronic databases.

The budget of the College is formed mainly at the expense of tuition fees, in particular, in 2020. 92% of budget receipts and in 2021 Rents account for 99.8%, and revenues from other sources account for 8% and 0.2%, respectively. A significant portion of college expenses are salary expenses, these expenses in 2020. Made - 58.8%, and in 2021 - 48%. The task of replenishment and modernization of material and technical resources is set in SP, according to which at least 1% of the budget is allocated for the modernization of the material and technical base, 5% for classrooms, cabinets and laboratories. It should be noted that the founder of the College made financial investments in order to improve the resources, in 2021. they installed a heating system, created a computer classroom, bought furniture, educational didactic accessories, computers, etc. However, during the expert visit, it was found that the existing material and technical base and resources of the college do not fully meet the requirements of Academic programs, in particular, "Midwifery". The cabinets and laboratories planned for the implementation of the "Nursing" and "Pharmacy" educational programs are not yet fully equipped with modern equipment, simulations and necessary didactic accessories.

The College has implemented a "Financial Management Policy and Procedure" in accordance with

which financial resources are allocated and managed. The distribution of financial resources is carried out according to strategic priorities and goals, for which separate articles are planned in the budget estimate. Financial resources for the implementation of Academic programs are distributed according to annual planning, according to the needs presented by the units, for which an assessment of the existing state of resources is made. The current financial capabilities of the institution are also taken into account for resource replenishment. The expert panel site-visit revealed that the article "Development fund" included in the college budget from 2020, which is increased by at least 5% annually, is intended for renting a new space or having its own building, which the college considers its priority problem. The expertise also revealed that the College still does not take active steps in the direction of diversifying financial sources and attracting new funds. In general, the college did not calculate the cost-effectiveness of the medical center, taking into account, for example, the specialty "Midwifery", which has 3 students. The information and documentation processes in the college are carried out by the HRM and the general department according to the clerical procedure. The College also has an archive. It became clear from the expert visit that in the stage preceding the reforms, many protocols were handled with handwritten logs, currently electronic documentation of processes is being carried out, but there is still no electronic document circulation management system. For this purpose, the college plans to implement the "Microsoft SharePoint" program in the near future.

The College has an internal security system, a civil defense headquarters, and fire extinguishers for fire safety. Emergency evacuation schemes are posted in visible places. Due to the location of the rented space, the college does not have a separate entrance. The College does not have a medical center. According to the self-analysis, students and employees can use the medical center of the Armenian-Greek College. The expert panel site-visit revealed that the students of the College, if necessary, apply to the administrative staff with medical education in order to receive medical assistance. During the resource-observations, it was revealed that the safety rules are not posted in the College laboratories. There is a problem of adapting the infrastructure for the full inclusion of people with disabilities in the college, because the building does not have an elevator, and the entrances are not adapted for wheelchairs. The expert panel site-visit revealed that the College does not have a food court.

In order to evaluate the applicability, availability and efficiency of the resources provided to students and teachers, surveys were conducted in the college (2022), based on the results of which, the QA officer presented a package of recommendations for improvement to the board of directors. It was proposed to modernize computer technical and informational resources, professional cabinets. The expert panel site-visit revealed that based on the suggestions, the College modernized the computer cabinet, dental technical laboratory, etc.

Considerations: The expert panel positively assesses that the College considers replenishment and modernization of resources as a strategic development issue. It is an important fact that the College has taken certain steps to improve the educational environment by creating a dental laboratory and equipping the computer classroom. However, the expert panel considers the lack of a number of laboratories and cabinets planned by educational plans to be problematic, which may hinder the achievement of the final results of Academic programs.

It is an important fact that for the current organization of learning, the college is trying to acquire simulations and observational equipment within its financial capabilities, but the resource replenishment

process is quite slow and not proportionate for all educational programs. From this point of view, the expert panel emphasizes the search for new financial avenues and the joint use of resources with partner organizations, which the College implements to some extent in order to build students' practical abilities.

The expert panel emphasizes the replenishment of the library fund of the College with textbooks and manuals intended for secondary professional medical education, which will create prerequisites for the implementation of a systematic learning process.

The expert panel considers positively the existence of the financial resources distribution policy of the College, but the limited financial inputs, the lack of mechanisms for diversifying the involvement of financial sources may hinder the implementation of the strategic directions and goals set by the college. An important factor is the existence of the development fund, the purposeful and appropriate direction of which will create guarantees for the sustainable development of the institution. The expert panel considers the non-profitability of some educational programs and the risk of ensuring the continuity of educational programs due to cost-effectiveness to be a concern.

The expert panel is positive that the information and documentation processes have been coordinated by the HRM and the general department. However, the lack of a unified electronic system can be a barrier to effective implementation of governance and accountability.

The expert panel considers that the definition of safety requirements in laboratories will regulate the processes of their use, contributing to the provision of a safe environment for students.

The expert panel positively evaluates the collection of data by the College on the applicability and availability of resources, the assessment of efficiency, which contributes somewhat to the identification of current needs and their addition and improvement according to the College's capabilities.

Summary: Taking into account that the College is not provided with adequate material and financial means to implement the goals of its strategic development plan and to achieve the end results of educational programs, it has problems of replenishing the professional literature and material and technical base, the cabinets and laboratories intended for the implementation of Academic programs are still not fully equipped with modern equipment, simulations and necessary didactic accessories, the policy of distribution of financial resources does not contribute to overcoming the existing problems, there are no mechanisms for diversifying financial inputs, a unified platform for the implementation of information and document circulation, infrastructures have not been created In order to ensure the safety of students, the expert group finds that "Grigoris" medical and humanitarian college does not meet the requirements of criterion 7.

Conclusion: The expert panel assesses the relevance of institutional competencies of the College to the requirements of CRITERION 7 insufficient.

CRITERION VIII. SOCIAL RESPONSIBILITY

CRITERION: The Institution 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

The College highlights the ensuring accountability and informing the society about its activities. The College ensures accountability toward the ESCS Ministry of RA, Statistics Committee of RA and other state departments. Before 2019 the accountability was not coordinated, though the corresponding frameworks have been developed, trying to ensure the regularity of reports. Currently, departments, including the chairs, the personnel department, the QA responsible present and discuss the performance of the activities in the pedagogical and administrative councils of the College. From the studies of the reports, it was revealed that their analysis is weak, they do not always ensure the implementation of the PDCA cycle.

In order to ensure the transparency and accessibility of its processes, the institution uses Facebook and Instagram pages, as well as the official website, which is also updated in English in order to be accessible on the international platform. There is information on the website about the professions implemented in the College. Syllabus, internship programs, class schedules etc. are posted. Announcements about the filling of vacant places are placed on the unified educational information platform managed by the RA National Educational Information Center, on the official website of the Ministry of Education and Culture, as well as on the Facebook page.

The College ensures the transparency if its activities also printing booklets, showing announcements, visiting schools. Analyses of the efficiency of the mechanisms the College has not implemented.

The College has a feedback policy with internal and external stakeholders, the purpose of which is to provide all interested parties with information about its activities and achievements. The College attempts to provide feedback by collecting information from practice managers and members of the summative certification committee. In addition, an external stakeholder, an employer, is also involved in the general and management boards of the College, which can further contribute to the formation of the feedback loop with its proposals and activities. According to the self-analysis, the College is carrying out the reform of the foreign relations policy, with the aim of becoming an important link in the formation of stable feedback mechanisms. However, the expert panel site-visit revealed that the institution has not yet implemented a clear division of responsibilities for these directions, and the functions are carried out by the College, the General Department and the QA responsible.

One of the goals envisaged in the SP for 2019-2024 of the College is to "activate and strengthen the provision of educational, medical, health care, professional-scientific consulting services to the society and the mechanisms for the implementation of their corresponding actions". According to the SER of the College, a full study of society's needs has not yet been carried out. Expertise revealed that the College still does not conduct courses on topics related to the field of medicine, but college specialists are ready to provide the necessary advice.

Considerations: The expert panel considers positive that there are some internal and external accountability mechanisms, which contribute to the transparency of the processes taking place in the college. The introduction of a unified format of reports is positive, but the provision of an analytical component of reports will contribute to the resolution of problems and increase the effectiveness of accountability processes.

The expert panel notes the need to publish more comprehensive information about the College on various platforms, which will contribute to increasing the number of applicants. The expert panel positively evaluates the existence of mechanisms for access to information about the College on Facebook and Instagram

pages, as well as the official website, which ensure the transparency of the activities. By the expert panel the college's efforts to add Armenian and English domains to the official website are noticeable, which provides additional opportunities for transparency in the Republic of Armenia and beyond. The expert group believes that continuous and regular updating of information will make the college more visible in the educational environment.

The expert panel evaluates the presence of feedback with the beneficiaries and finds that its permanent and systematic nature, especially the more active feedback with employers, will contribute to the full identification of the needs of the beneficiaries and the determination of future directions for improvement. The expert panel also emphasizes the further full operation and work of the external relations department, which will also create additional mechanisms to ensure the sustainability of feedback. The expert panel believes that the full implementation of knowledge transfer mechanisms by the college to the society by using the potential of the college's teaching and student bodies will contribute to both the formation of connections and the realization of the social responsibility of the college as an educational institution.

Summary: Taking into account that an internal and external accountability system has been formed at College, accountability mechanisms have been regulated, platforms for ensuring the transparency of the institution's processes have been introduced, certain feedback mechanisms are in place, the expert panel finds that the College meets the requirements of criterion 8.

Conclusion: The expert panel assesses the relevance of the College institutional competencies to the requirements of CRITERION 8 sufficient.

CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

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

Findings

The College has an objective in its SP to enlarge the internationalization and events aimed at sharing experience. The goal of the College is "to strive to expand the scope of cooperation with leading educational institutions and organizations in Armenia and abroad, to develop the mechanisms of mutual recognition of study results, to contribute to the academic movement of students, professors and the achievement of the College's international ranking". To implement the above-mentioned activities the College still has not developed procedures, however, some actions have been taken for establishing partnership relations with various sectorial organizations. The College has cooperation agreements with "Grodno State Medical College" of the Republic of Belarus, with "Moscow State Medical College" of Russian Federation and "Valga Vocational Training Center" of Estonia. The creation of a certain documentary basis has not yet led to visible results in this regard, but during the online meetings, agreements were reached in the direction of the implementation of benchmarking of procedures aimed at external relations in the coming year.

From the point of view of the development of international relations, it is important to note that the College has received permission from the ESCS of RA for the implementation of a foreign language academic program, taking into account the presence of foreign language applicants. However, taking into account the still small number of the applicants and the cost-effectiveness, the College decided to delay the start of the

program for a year and direct the funds to attract new applicants. During the next academic year the College has an aim to activate that academic program and is also preparing to open preparatory courses for foreign students.

According to the SER of the College one of the objectives of the SP is to create department of the international relations, which has been fixed in the organizational structure of the College. The College has a regulation of international relations, job-description developed for the head of the department, in which internationalization processes are most important. Lack of financial resources prevented the department from functioning. The expert panel site-visit revealed that the practice and career department coordinates the work with employers and practice places, and the QA responsible implements processes with the founder of the College towards the development of international relations. However, there is no clear division of responsibilities and functions in the direction of establishing domestic external relations, attracting new international partners, implementing agreements and ensuring the development of resources through them.

The College has existing contracts with about 21 different centers (dental technical laboratories, clinics, polyclinics), most of which have been signed or revised in 2021. The expert panel site-visit revealed that many collaborations used to be on a public basis, but now they have been documented and some have been put on a paid basis, thereby making interactions with each other visible. The existence of the above-mentioned documentary basis creates additional opportunities for the organization of practices in order to ensure the practical skills of students, in some cases, some courses of students are also carried out by practical lecturers in relevant medical institutions. The College regularly organizes meetings of experience share with medical colleges of RA in order to develop QA system, to update the tools used in the processes.

The College has contracts and agreements with RA universities (Traditional Medical University, Eurasia International University) creating opportunities for the continuity of students' education also for further development it is important to create the foundations for mobility. However, comprehensive benchmarking of educational programs across colleges has not yet been conducted to ensure comparability of outcomes. Currently, the College aims to improve the knowledge of foreign languages (English and Russian) of professors and students. In addition, the College is going to implement an exchange program within the scope of practice with the Grodno State Medical College of the Republic of Belarus. Based on prior arrangements, the College organizes additional Russian language courses for selected students.

The expert panel site-visit revealed that the College has verbal and written surveys among internal stakeholders regarding the level of knowledge of English and Russian languages. According to which, 81% of lecturers know foreign languages, however, the above-mentioned foreign languages are not specified, mainly including the knowledge of Russian. The College still does not have additional courses, due to the lack of resources, it does not allocate additional funds to contribute to the increase of the foreign language level. During the expert visit, it became clear that within the next year certain funds will be allocated for the implementation of the courses. In order to implement foreign language programs, the college aims to attract English-speaking teachers.

Considerations: The expert panel positively assesses that College cooperates with various medical centers, including clinics and pharmacy chains, which contributes to the formation of practical skills of students and provides them with an opportunity in the process of employment. Nevertheless, the expert

panel emphasizes the coordination of work, the clear distribution of responsibilities and the involvement of additional financial resources for the development of internationalization and external relations, which will contribute to increasing the effectiveness of the planned work. The expert panel positively evaluates the existence of the established framework of partnership relations of the college and the efforts made to expand it. It is positive that the College considers the full operation of the external relations department as one of its strategic priorities, but in order to ensure the continuity of the processes and to put them on institutional foundations, the works need to be regulated.

The expert panel finds that the distribution of the work of the External Relations Department and the clarification of their functional scope will be the basis for the establishment, planning and effective implementation of partnership relations. By assessing the potential of the institution, the clarification of the cooperative framework is highlighted by the expert group. Developing local partnerships, including with other Colleges as well as employers, is also important.

The expert panel noticed the continuous efforts of the College to search for new places of practice and to expand the range of employers. These processes also have a positive effect on the involvement of teachers from the practical field, which can create certain bases for the exchange of experience.

The expert panel considers it positive that the College is planning to improve the level of knowledge of foreign languages among teaching staff and students at its own expense, which will contribute to conducting professional courses and ensuring the mobility of teachers and students within the framework of educational institutions.

Summary: Taking into account that the College emphasizes the processes of internationalization, has formed the basis for ensuring the continuity of interaction, cooperates with local and international organizations and institutions of the medical field, the institution has created the basis for internationalization, the expert group finds that the College meets the requirements of criterion 9.

Conclusion: The expert panel assesses the relevance of the College institutional competencies to the requirements of CRITERION 9 sufficient.

CRITERION X. INTERNAL QUALITY ASSURANCE SYSTEM

CRITERION: The Institution has an internal quality assurance system, which promotes establishment of a quality culture and continual improvement of all the processes of the Institution.

Findings

The QA procedures of the College started in 2018-2019 academic year. The College has QA policy /2019/. The QA policy include all the directions of the College activities. All the acting policies and procedures have been reviewed, the working regulations of the departments have been developed and improved, which was the bases for the development of the QA manual with participation of the external experts.

According to the College the internal QA culture is not fully developed yet. The expert pane site-visit revealed that in spite of the QA manual the internal stakeholders do not fully realize their role in the QA processes relying on the control of the processes by the QA responsible. The QA responsible provided support

regarding the coordination of the processes, e.g. The SC was supported in regard of drawing up and storing minutes of meetings in electronic format, as well as regarding ensuring the selection procedure of the SC president, vice-president and secretary, supported the planning works of the divisions, etc.

The QA responsible conducted a number of surveys regarding the procedures of the College in order to collect objective information and to implement self-assessment, however, the surveys are not conducted on regular bases /e.g. regarding the resource satisfaction/.

The College provided financial resources to fill the post of QA responsible. The QA responsible reports directly to the Director and presents the reports of the activities to the Directorial Council and General Council. The QA responsible of the College participated in a number of trainings on the education reforms /ANQA, MKUZAK/. The QA responsible implements activities, participated in the improvement of the documentation of the College, acted as a consultant for the development of policies and procedures necessary for QA (for example, assessment of internal and external risks affecting the operation of the college, improvement and monitoring of the QA, conducting surveys, etc.), organized the necessary surveys, conducted analyzes (2016-2019 college (SWOT analysis of SP performance).

Taking into account the structural features and capabilities the QA responsible implements activities together with the departments of the College. Students actively participate in these activities as well. The participation of the internal and external stakeholders in the IQA process of the College is reflected with their involvement in management and consultative bodies. The expert panel site-visit revealed that their activities are still passive in nature, where all the lecturers of the College are involved. The actual issues of the College are mainly discussed in the Council.

The lecturers, students and graduates are also involved through surveys, e.g. SC members have supported in organizing and conducting the surveys.

Working groups have been developed to improve the APs, the groups have developed united format for AP modules in accordance with SES, the process has been coordinated by the QA responsible.

The QA system of the College was based in 2017, however the vivid actions started since 2019. The sectorial experience of the QA responsible allowed to highlight the strategic issues of the College through the use of analytical tools, which was the basis for the development of new 2019-2024 SP. The improvement of the processes was facilitated by the alignment of the document base with the logic of the processes from the perspective of quality assurance, as a result of which the QA manual was developed.

College finds its self-analyses one of the important tools of the monitoring process. The expert panel site-visit revealed that the need to improve many processes arose as a result of information collection, data analysis, e.g. the need of electronic doc-flow was mentioned which is planned to implement with SharePoint. The College considers the adoption of a new five-year planning and performance format is also being considered as a monitoring mechanism. The QA responsible presents the issues raised as a result of the surveys to the pedagogical and administrative councils, as well as directly cooperates with the director and the founder of the College. Taking into account the fact that different activities are in the process of implementation, the results of the improvements are not assessed by the College yet. The mechanisms of the revision of IQA system are still not planned. Some documents have been improved through PDCA cycle; however, the majority of the processes are in the stage of planning and implementation, there are some evaluations, but improvement

is not always grounded with analyses, e.g. implementation of the "Order of Research Works in the Courses of Secondary Vocational Educational Programs".

The College planned to implement benchmarking of the IQA system on national level during the second semester of the 2021-2022, however, it has not been implemented yet.

The IQA system of the College has developed sufficient bases that allowed to implement SER, accordingly the College created a working group and provided with necessary resources /human, material/ to implement the activities. The members of the working group were encouraged for the work done. The expert panel site-visit revealed that the main difficulty for the working group was the collection of data, the processing of data in non-electronic documents. The data provided in the SER allow to evaluate the progress, educational and other activities of the College. The College considers the annual reports of the heads of the departments as well as the results of the SER as bases for the external assessment. The surveys conducted by the IQA responsible also serve to collect information on the College, but the content of the survey still needs improvement, for example, the student satisfaction questionnaire has about 47 questions, most of which require a "Yes" or "No" answer.

Information about the quality of processes implemented in the College provision to internal stakeholders and their transparency are ensured by the following mechanisms: meetings of the General Assembly, administrative and pedagogical councils, year-end performances of department heads, annual reports of the student council and departments, meetings and discussions of management staff with students and professors. The expert panel site-visit revealed that QA system assures transparency making every procedure available for internal and external stakeholders.

The MoESCS of RA one of the external stakeholders of the College gets information on the quality of provided education of the College through the reports of the heads of the final attestation committees, as well as through relevant information posted on the electronic platform of RA NCET.

Considerations: The expert panel finds positive the fact that the College has a will to implement the QA policy and to take a step forward for the creation and provision of a modern educational environment. The development of an important document basis for the implementation of quality assurance processes has allowed the College to regulate QA processes and clarify the scope of cooperation with stakeholders. Documentation of processes, implementation of administration, digitization and storage of information have created positive foundations for the implementation of self-analysis of the College. The College assigns control functions to the QA responsible. The expert panel finds that the internal stakeholders are not fully aware of the QA toolkit. Nevertheless, the cooperative environment, developed as a result of the work of QA responsible, contributes to the formation of the internal quality assurance system.

The expert panel positively assesses the active role of the QA responsible in different work of coordination and implementation of many processes in the College, as well as the preparatory works for the implementation of SER of the College are positive. The expert group emphasizes that the extensive work done by the QA officer should be strengthened at the institutional level.

The expert panel positively assesses the efforts of the College to involve internal and external stakeholders in quality assurance processes through various mechanisms. The initiative of the stakeholders in order to mention their related needs in the management circles is promoted and highlighted. The regular

implementation of the surveys will contribute to the continues development and active involvement of the stakeholders. The expert panel finds that the diversification of the questions and assurance of the representativeness will contribute to the collection of objective and unbiased data on the processes implemented in the College, showing directions for further improvement.

The expert panel finds positive the prerequisites created to review and monitor the IQA system of the College: the benchmarking policy, the involvement of the stakeholders, the QA manual, the revised format of indicators, that will then contribute to the application of the results assessment toolkit, improving the College's IQA system.

As a result of the improvement processes, the internal stakeholders of the college should share the scope of responsibility for internal quality assurance, such a positive experience was the performance of the self-analysis, forming also the circle of quality supporters. Thus, the continuity of the processes at the current stage depends on the experience of the quality manager, and the responsibility at the institutional level is still being established. The expert panel considers that the development of clear monitoring and evaluation mechanisms of the IQA system will allow the College to achieve visible achievements.

It is positive that the College provides the availability of the information on the procedures to the internal stakeholders taking into account the small number of the staff. The information spread through Pedagogical and Directorial Councils can be considered positive, however, in case of the increased number of the staff and students, the College should involve additional mechanisms to ensure the transparency. It is positive that the College is accountable to both internal and external stakeholders through the open information regarding the quality of the education provided. The expert panel emphasizes the transparency policy of publishing information on QA adopted by the college, which creates positive prerequisites for the successful implementation of strategic goals.

Summary: Taking into account that the College formed quality assurance policies and procedures, improved the documentation base and aligned with the logic of QA processes, internal and external stakeholders are involved in QA processes, the active support provided by the QA officer is visible for the formation of QA culture and the implementation of developed procedures, information transparency is ensured, the expert group finds that "Grigoris" Medical and Humanitarian College meets the requirements of criterion 10.

Conclusion: The expert panel assesses the relevance of institutional competencies of "Grigoris" Medical and Humanitarian College to the requirements of CRITERION 10 sufficient.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
<i>1. Mission and Goals</i>	Satisfactory
<i>2. Governance and Administration</i>	Unsatisfactory
<i>3. Academic Programs</i>	Unsatisfactory
<i>4. Students</i>	Satisfactory
<i>5. Teaching and Support Staffs</i>	Satisfactory
<i>6. Research and development</i>	Satisfactory
<i>7. Infrastructure and Resources</i>	Unsatisfactory
<i>8. Social Responsibility</i>	Satisfactory
<i>9. External Relations and Internationalization</i>	Satisfactory
<i>10. Internal Quality Assurance System</i>	Satisfactory

Asya Simonyan
Head of the expert panel

February 23rd,2023

APPENDICES

APPENDIX 1. CVS OF THE EXPERT PANEL MEMBERS

Asya Simonyan - In 2013 graduated from Gyumri State Pedagogical Institute (GPMI) "Physical Culture and Sports" master's program. 2013-2017 was a post-graduate student in the "Methodology of Teaching and Education (Physical Culture)" specialty. Candidate of Pedagogical Sciences. 2017 until now, she is an assistant at the Department of Sports and Art at Shirak State University. From 2007 until now, he is a trainer-pedagogue of artistic gymnastics at the Gyumri Higher Master's School of Sports. 2017-2021 and 2021-2024. She is a referee of the international class of individual and group forms of artistic gymnastics of the Olympic cycles. She is a member of the Artistic Gymnastics Referee Council of the RA Gymnastics Federation. She is a master of sports in artistic gymnastics of the Republic of Armenia. Participated in a number of professional trainings. He is the author of 11 scientific articles.

Meri Sagsyan - During 1994-2000 she studied at the medical faculty of Yerevan Medical University named after Mkhitar Heratsi. From 2007 until now, she has been working at Yerevan Base Medical College. 2016-2018 was the head of the "Sisterhood" educational program department. From 2021 until now, he is the deputy director in charge of educational works.

Anna Sukiasyan - 2003 received a master's degree at the Department of "Microbiology and Biotechnology" of the Faculty of Biology of Yerevan State University. In 2012 she was awarded the scientific degree of candidate of biological sciences. In 2015 received the title of associate professor. In 2014 carried out post-doctoral work at the Institute of Microbiology and Hygiene, "Charite" Medical Center, GF Berlin. During 2015-2017 she performed postdoctoral work at the Department of Molecular Biotechnology and Functional Genomics, Technical University of GF Wildau. From 2020 to the present, she works at the Eurasia International University as an associate professor and from 2021 to now, RA NAS Hr. Buniatyan Institute of Biochemistry as a researcher of the Department of Biochemistry of Neurohormones. She is the author and co-author of about 11 scientific articles and educational manuals.

Shushanna Karapetyan - is studying at the "Accounting" department of Ararat Regional State College. Participated in the training course for student-experts of the "Voice of the Student" project of the ANQA.

APPENDIX2. SCHEDULE OF SITE VISIT

12 . 12.2022-15 . 12 . 2022

02. 12. 2022				Start	End	Duration
1.	In class observations, resource observations			10:00	13:00	180 minutes
12. 12. 2022				Start	End	Duration
1	Meeting with the Director of the College			09:30	10:20	50 minutes
2	Meeting with the Vice-Director			10:30	11:10	40 minutes
3	Meeting with members of the self-analysis development group			11:20	12:00	40 minutes
4	Meeting with the General Council			12:10	13:00	50 minutes
5	Break, expert panel discussions			13:10	14:10	60 minutes
6	Meeting with the alumni			14:20	15:20	60 minutes
7	Meeting with employers			15:40	16:40	60 minutes
8	Document review and closed meeting of the expert panel			16:50	18:00	70 minutes
13.12. 2022				Start	End	Duration
1	Meeting with the heads of the Chairs			09:30	10:30	60 minutes
2	Parallel meeting with the responsible of the "Dental Technical Work" AP	Parallel meeting with the responsible of "Pharmacy" AP	Parallel meeting with the responsible of "Midwifery without work" AP	10:40	11:40	60 minutes
3	Parallel meeting lecturers of the AP "Dental Work"	Parallel meeting with the lecturers AP "Pharmacy"	Parallel meeting with the lecturers AP " Midwifery without work "	11:50	12:50	60 minutes
4	Break, expert panel discussions			13:00	14:00	60 minutes
5	Parallel meeting with students of the "Dental Technical Work" AP	Parallel meeting with students of "Pharmacy" AP	Parallel meeting with students of "Midwifery without work" AP	14:10	15:10	60 minutes
6	Meeting with lecturers /10-12 representatives/			15:25	16:25	60 minutes
7	Document review and closed meeting of the expert panel			16:30	18:00	90 minutes
14. 12. 2022				Start	End	Duration

1	Meeting with heads of departments (Department of practice and career, Educational department, Laboratory, Department External relations, HR and general department, Accounting, Library)	09:30	10:30	60 minutes
2	Meeting with students (10-12 representatives)	10:45	11:45	60 minutes
3	Meeting with representatives of the Student Council	12:00	12:35	35 minutes
4	Break, expert panel discussions	12:45	13:45	60 minutes
5	Open meeting	14:00	15:00	60 minutes
5	Meeting with the staff selected by the expert panel	15:20	16:20	60 minutes
6	Closed meeting of the expert panel	16:30	18:00	90 minutes
15. 12. 2022		Start	End	Duration End
1	Meeting with the Quality Assurance responsible	09:30	10:30	60 minutes
2	Document review and expert panel discussion	10:45	12:45	120 minutes
3	Break, expert panel discussions	13:00	14:00	60 minutes
4	Closed meeting of the expert panel	14:00	14:50	50 minutes
5	Meeting with the management staff of the College	15:00	15:30	30 minutes

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

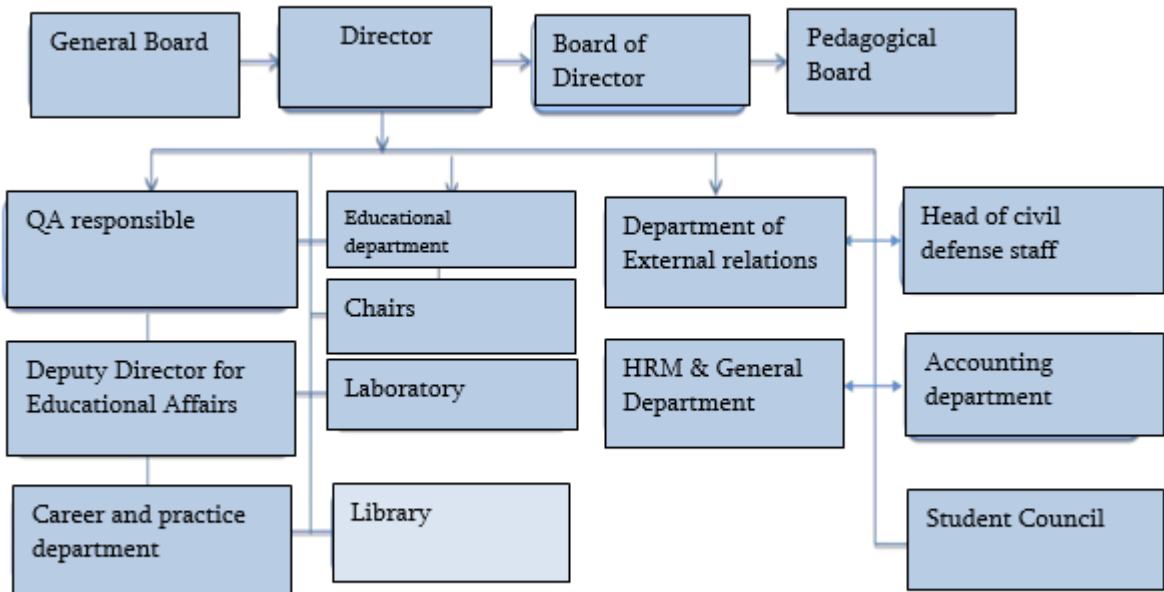
N	Name of the Document	Criterion
1.	Basis for cooperation with the responsables of QA of RA and other foreign educational institutions	2
2.	Composition of the Board of Directors	2
3.	Improvements implemented on the basis of the annual reports of the work of the departments Examples	2
4.	Documents of identifying and disseminating exemplary practice, accountability among internal and external stakeholders	2
5.	Documents, minutes of revealing the monitoring and review of the APs	3
6.	Analyses of the in-class observations	3
7.	Documents related to the master classes and lectures of invited professors	3
8.	Examples of final works of graduates	3
9.	Examples of state summary certification tickets	3
10.	Situational problems	3
11.	Practice folder	3
12.	Bases of the meetings and discussions with students	4
13.	Analyses of the last 5 years implemented as a result of surveys among students	4
14.	Bases of the passed exams of graduates from Nursing and Midwifery APs	4
16.	List of professional clinics where the practical courses are carried out	5
17.	Bases of the focus group discussions with teaching staff	5
18.	List of the employees	5
19.	2021-2022 HRM policy effectiveness evaluation results	5
20.	Work plans of all departments and reports for 2021-2022	5
21.	Study of obstetrics and pharmacology chairs research works done during the 2021-2022 academic year	6
22.	Example of the Benchmarking	6
23.	Bases regarding the Library books and materials	7
24.	Report of the evaluated resources	7
25.	Documents showing the cooperation with the employers to ensure the competitiveness of the graduates	9
26.	Agreement signed with "Valga Vocational Training Center" of Estonia	9
27.	Regulations of the Department of External Relations	9

28.	Current cooperation agreements	9
29.	Reports of QA working groups	10
30.	Completed examples of conducted surveys	10
31.	QA performance reports for 2020-2021, 2021-2022	10
32.	Reports of the chairs and departments for 2020-2021, 2021-2022	10
33.	Results of the surveys conducted with external stakeholders	10
34.	Annual reports of responsables of HRM and General Department, Practice and Career Department, QA	10
35.	Composition of chairs according to functions and taught Subjects	10

APPENDIX 4. RESOURCES OBSERVED

1. Auditoriums,
2. Midwifery office,
3. Dental technical laboratory,
4. Computer classroom,
5. Subdivisions,
6. Library,
7. Archive.

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 6: LIST OF ABBREVIATIONS

MoESCS of RA - Ministry of Education, Science, Culture and Sports of the Republic of Armenia

AP - Academic program

VET - Vocational Education and Training

PEI - Professional Educational Institution

QA - Quality Assurance

ANQA- National Center for Quality Assurance of Professional Education

NQF - National Framework of Qualifications

SES - State Educational Standard

SC - Student Council