

**«NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE
FOUNDATION**



**EXPERT PANEL REPORT
ON INSTITUTIONAL ACCREDITATION CARRIED OUT AT YEREVAN BASIC MEDICAL
COLLEGE**

Yerevan – 2023

INRODUCION

Institutional Accreditation of “Yerevan Basic Medical College” (hereinafter YBMC, 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.

The accreditation process was funded by the Ministry of Education, Science, Culture and Sports RA /hereinafter MoESCS.

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 THE EVALUATION

PEER-REVIEW OF INSTITUTIONAL CAPACITIES ACCORDING TO STATE 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 passes the accreditation process for the first time, as well as is in the initial phase of developing the quality culture. The College implements medical professional educational programs according to the 5th level of RA NQF. There are following Academic programs in "Nursing", "Midwifery", "Pharmacy", "Dental technical work", "Medical cosmetology" specialties, and the graduates receive the qualifications of nurse/nurse, midwife, pharmacist, dental technician and nurse/nurse-cosmetologist, respectively. "Medical cosmetology" specialty has been presented recently based on the needs assessment of the labour market. It should be noted that the College changed to module learning since 2003. The course-descriptions and requirements for the conditions of the implementation of the APs have been posted and approved by the College Council. In accordance with the APs, program changes were made, modular programs were localized by the chairs, model curricula were developed, training manuals and distribution materials were created. Employers' recommendations were taken into account when making program changes.

Procedures were developed by the College for the purpose of comparative analysis of advanced experience for medical centres, however, mainly comparative analyses were made with the few Colleges of RA and Bishkek Medical College, on the basis of which it was decided to have a simulation cabinet for the profession "Medical Cosmetology" on the example of the "Dental Technical Work" specialty. Other comparative analyses of academic programs with other foreign Colleges implementing similar programs are not available. Despite the fact that the College emphasizes mobility and internationalization issues in line with its strategic goals, no active actions are taken in this direction. expansion of student and staff mobility and internationalization are hindered by scarce financial resources, insufficient knowledge of foreign languages, as well as lack of staff initiative.

There are some mechanisms in the APs that are aimed at developing the research/analytical thinking with the use of the resources of its own and partners institutions. Research activities are implemented in laboratory and practical classes, as well as while practices implementing methods like individual work, stands, situational problems and others.

The College has the necessary material and financial resources to fulfil its mission and goals. appropriate building conditions: classrooms, subject cabinet-laboratories, professional and computer cabinets, gymnasium/sports ground, library, reading room, etc. Books are regularly

updated in the operating library, and it is also planned to digitize the existing library fund, but the conditions for its implementation have not yet been created. With a sufficient number of simulations and other resources necessary for teaching, the College achieves the goals outlined in the Academic programs. The resources of partner institutions (clinics, research centres, etc.) are also used for the implementation of professional practice. Nevertheless, the updating of the equipment/supplies of the College laboratories would contribute to the introduction of new methods in different modules using own resources, which would create an opportunity for the diversification of students' laboratory-research works. Financial resources are regularly provided for the improvement of building conditions, printing of educational manuals, modernization of the material and technical base.

Since 2018, the College has changed its legal organizational form, and has become a closed joint-stock company with 100% state participation. However, the change in the legal organizational form has not yet led to the involvement of additional financial resources. The conditions for the development of inclusive education and the full involvement of persons with disabilities are still incomplete, but the necessary infrastructure for health and safety is in place.

There is a teaching staff with appropriate qualifications for the implementation of the College's APs. About 80% of the teaching staff are the main employees of the College. In line with its strategy, the College strives to improve the quality of the teaching staff by filling the College staff with young personnel and encouraging the best employees. In its SP for 2018-2023, the training of qualified, College dedicated and highly humane teachers is defined as a project to ensure the healthcare system's labour market with qualified vocational specialists, the involvement of high-quality specialist professors, and actions in this direction are planned in the development plan. Also, in line with its Strategic goals, it strives to provide quality education in accordance with international standards. However, there is a weak initiative to participate in international programs and a lack of professional training. Incomplete command of a foreign language, in particular English, and limited financial resources are an obstacle to expanding the scope of international cooperation. However, the willingness of the College professors to develop their professional knowledge, to participate in professional and methodological trainings, various incentives for the teaching staff's activities by the College, certain improvement measures, and constant support for the staff are partly the basis for continuous improvement of the teaching quality. Lecturers regularly publish textbooks and educational manuals.

So, taking into account that the College has mission and APs with highly qualified teachings staff having corresponding qualifications, continuously improve its resources, infrastructure for accomplishment of the goals of the programs, as well as uses the resource bases of the partner organizations for ensuring the development of the practical skills of the students, the expert panel finds that the College ensures the award of credible qualifications.

The formulation of the institutional mission of the College is in the mid-term development plan (2020-2023), in the 5-year SP of the College the mission is not defined. The main subject of the activities is implementing services in the vocational professional medical sphere. The current 5-year plan was developed in 2018 and ends in the second half of the 2023. The increase of the governance efficiency and the development of the quality human resources presented as separate strategic development function in order to accomplish it a number of activities was developed that

are described in the SP. The highest governing body of the College is the Board, and the current management is implemented by the Director. In addition to the Director, the board of directors and the vice-directors for educational, administrative, economic and industrial affairs also make up the administrative structure. The director is elected for a period of five years. The current director has been in office since 2018. The College is governed by the principles of "top-down" and "bottom-up" accountability, a combination of these two processes; all departments organize their activities according to the applicable regulations. Professors and students are involved in governing bodies and committees. Short-term, medium-term and long-term activities are planned in accordance with the mission and goals of the college. Short-term planning, which is planning for the current school year, is constantly under review. Mid-term and long-term planning are guided by the development plan for 2020-2023 approved by the College. The College has three-year medium-term Development and long-term five-year Strategic Plans. However, in some cases, the activities of the Development Program do not fully cover the implementation of the SP. In particular, clear actions aimed at Academic programs, internationalization, mobility of students and staff, professional training of teaching staff and entrepreneurial activities of the College are not planned.

The management of the College emphasizes the implementation of the quality assurance system. In the Strategic plan for 2018-2023 the improvement and strengthening of the internal quality assurance system is defined as a project. Since 2021, the post of quality assurance officer has been introduced in the College, but the education quality assurance system is still in the development phase. In order to implement quality assurance processes more effectively, professional commissions for quality assurance of education were established in the College. At the initiative of the Quality Officer, a number of documents have been developed, among which is the "Internal Quality Assurance Review Policy". As the evaluation mechanisms of the College activities the development of the new internal standards, regulations, procedures are mentioned, and no clear steps have been outlined and implemented in the way of the quality assurance system's compliance with international standards, and no study and analysis of international standards has been carried out. The Quality Centre does not yet have a systematic evaluation of existing policies and processes, quality research, analysis and mechanisms, and the priorities of the quality assurance system are not yet clearly differentiated by the College.

So, the College developed governing mechanisms in accordance with its mission and goals, that provide an opportunity for internal and external stakeholders to come up with proposals related to them, clear accountability processes are in place, and the full implementation of the quality assurance system and the regulation of the processes of raising needs will contribute to increasing the efficiency of the processes in the College.

The admission of students in the college is carried out in a regulated manner, based on the results of the oral exam in the subject "Biology". The person in charge of professional orientation and career with employees, students, as well as members of the Board of Directors and graduates visit schools in Yerevan and regions for the purpose of recruiting students, handing out booklets. Sometimes the media cover the admission procedure, list of specialties, tuition fees, required documents, etc. The official website of the college was launched during the expert visit. There are some mechanisms for addressing student needs. Students are also included in the management and administrative councils and have the opportunity to raise issues and present various proposals. The

Student Council is also active in this matter, which closely cooperates with the administrative and educational departments. The College has various financial and professional support mechanisms for students. Year by year, the connection of students with the career officer becomes more active. The Career Centre organizes various seminars on labour market requirements and students' skill development. The College has some mechanisms for combining the educational process with research/analytical work.

The College has a defined system of accountability. There is top-down and bottom-up accountability, with accountability mechanisms in place at all levels. On the basis of the current and annual reports of all departments of the College, the annual report of the Director is prepared. Reports are also submitted to the Ministry of Education and Culture and other government agencies. The Facebook page and the newly created official website are considered platforms that provide access to information. Communication with the public is also provided by the dissemination of information about the College in the "SPYUR" information centre and in the "Colleges and Vocational Schools of Armenia" reference manual, by participating in various expos and visiting schools. The college conducts advisory meetings and discussions with the involvement of partner institutions. The educational manuals developed and published by the college are also provided to secondary professional medical educational institutions and libraries of the Republic. However, no evaluation of the effectiveness of college feedback mechanisms has yet been conducted.

The College aimed at becoming the regional centre of secondary professional medical education system, and the task is to define integration with international developments in the field of education. However, the College still lacks clear procedures and planned actions leading to that goal. The College actively cooperates with many public and private organizations. Armenian students with foreign citizenship also study in the college in various specialties. Nevertheless, the lack of initiative in international cooperation hinders the implementation of new programs, the establishment and development of new connections.

The expert panel emphasizes the readiness of the College in the continuous improvement of the learning environment and the services provided to students and the role of the College among Armenian secondary professional educational institutions, and at the same time considers that the regulation of internationalization processes, the clarification of goals and the provision of resources consistent with them, the increase of initiative will enable the college to achieve in this direction, overcoming the milestone set.

Strengths of the College:

- Academic programs in accordance with SES of the healthcare sector with corresponding to the needs of the labour market,
- Professional teaching, support and administrative staff in accordance with the mission of the College and the goals of Academic programs,
- Existence of internal and external accountability system,
- Policy aimed at professional orientation and career guidance,
- Availability of sufficient material and technical base to organize the educational process,

- Publication of textbooks, educational guidelines and manuals developed by the College staff,
- Sustainability formed due to the middle and young age employees of the teaching staff and the main staff,
- Mechanisms that develop students' analytical thinking during practical, laboratory courses, practice and final attestation,
- the high social responsibility of the College in order to exchange best practices and transfer knowledge,
- Cooperation with RA educational institutions and employers.

Weaknesses of the College:

- Low level of knowledge of foreign languages of staff and students,
- Lack of systematic professional trainings for teaching staff,
- Limited financial resources for the implementation of the ambitious mission and strategy of the College,
- Few cooperation with international organizations and lack of mobility of staff and students,
- Lack of grant projects,
- Lack of implementation of business activities provided by legislation in order to attract additional financial resources,
- Lack of building conditions for people with special needs,
- Lack of implementation of benchmarking with other international medical colleges
- Lack of special procedures and planning for foreign relations and internationalization,
- Imperfection of the quality assurance system and its weak impact on the improvement of the processes in the college.

Main recommendations.

Mission and Purposes

- Develop effective mechanisms for evaluating the Strategic Plan in order to make the future planning process more effective.
- Develop toolkit for studying international experience, promoting internationalization arising from the goals of the College.
- Involve internal and external stakeholders in the development of the new SP.
- Develop diverse mechanisms for raising the needs of internal and external stakeholders.

Governance and Administration

- Put as development base of the new SP on the evaluation summaries of the previous SP.

- Develop and implement effective mechanisms for ensuring the stability of the financial situation.
- Implement effective mechanisms to include the issues to be improved in the next planning.
- Strengthen the effective operation of the improvement-evaluation chain in management processes.
- Improve the mechanisms of evaluation of the impact of external and internal factors and data collection.

Academic programs

- Plan and implement benchmarking with Academic programs of similar international colleges, promoting student and faculty mobility.
- Plan and sustainably implement monitoring of academic programs involving external stakeholders.

Students

- Put the processes of providing feedback with graduates on an institutional basis, regularly updating their data.
- Develop and implement mechanisms for evaluation and quality assurance of educational, consulting and other services provided to students in all areas.

Teaching and support staff

- Clearly plan professional development activities for faculty based on identified needs.
- Encourage faculty to engage in research and localization of international best practices.

Research and Development

- Develop new real experimental methods implemented with the College's own resources in the practical/laboratory works of the modules.
- Define new research objectives in modules involving all students.

Infrastructure and Resources

- Develop mechanisms for attracting alternative financial resources.
- Develop a unified system for the implementation of electronic document circulation.
- Establish appropriate standards and requirements for ensuring the safety of students when using laboratories.

Social responsibility

- Fully launch the official website of the College, making information available to the widest range of stakeholders both in Armenian and in foreign languages.
- Introduce mechanisms for evaluating the effectiveness of the YBMC feedback mechanisms.

External relations and Internationalization

- Create an infrastructure responsible for internationalization infrastructure or implement a clear separation of responsibilities for effective implementation of processes.
- Define realistic goals and objectives in terms of deadlines and resources in the direction of internationalization, introduce clear procedures and measurable performance indicators for their implementation, ensure the implementation of the planning-implementation-evaluation-improvement (PDCA) cycle.
- Introduce a toolkit in the direction of establishment and continuous development of international relations.
- To take the most active and proactive steps in the direction of both the search for opportunities for international cooperation and finding grants or other alternative sources of funding for their implementation.
- Expand opportunities to increase English proficiency for staff and students.

Internal Quality Assurance system

- Clarify the mission, purpose and scope of functions of the quality assurance system, in accordance with the features of internal quality assurance, create foundations for the formation of a unified system of quality culture.
- Define the scope of involvement of internal and external stakeholders in the internal quality assurance system, the roles and responsibilities of different circles.
- To improve the mechanisms of raising the needs of the stakeholders of the College, to ensure the availability of the results of the processes for internal and external stakeholders.
- Develop and implement effective mechanisms for quality assurance system, effectiveness of current processes and institutional assessment, while researching and localizing advanced quality assurance system best practices.
- Periodically evaluate and improve the effectiveness of the currently implemented quality assurance mechanisms.

Anna Poladyan
Head of the expert panel

January 23rd, 2023

DESCRIPTION OF EXTERNAL REVIEW

PROCESS OF THE EXTERNAL REVIEW

The Institutional Accreditation process of the Yerevan Basic Medical College was conducted by the following members of the expert panel:

1. **Anna Poladyan**, Doctor of Biological Sciences, Head of the Chair of Biochemistry, Microbiology and Biotechnology of the Faculty of Biology of Yerevan State University, head of the expert panel,
2. **Davit Ghazaryan**, assistant professor of the pathophysiology chair of Yerevan State Medical University, head of the quality assurance department of the RA National Oncology Center named after Fanarjyan, member of the expert panel,
3. **Lilit Abelyan**, quality responsible of Kotayk Regional State College, expert panel member,
4. **Edita Kasinyan**, student of the "Food Technology" specialty of the National Agrarian University of Armenia, student 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, ANQA, specialist at Policy Development and Implementation Division.

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 01.03.2022.

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

Taking into account the fact that the College is undergoing institutional accreditation for the first time and is in the initial stage of the formation of the culture of quality assurance in colleges, ANQA conducted online workshops with Colleges. The purpose of the workshops was to prepare colleges for institutional accreditation. During the workshops, the interpretations of the institutional accreditation criteria and standards, the electronic questionnaire to be filled in for applying for institutional accreditation, the features of self-analysis and SWOT analysis and the

connection with the standards were presented. The College carried out a SWOT analysis, which was discussed with the representatives of ANQA.

The self-analysis of YBMC institutional capacities was presented on 21.06.2022. Representatives of the institution's administrative and educational staff, professors, and students were involved in the process of self-analysis.

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-schedule of the expert visit. 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 documents, 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 3rd 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

The expert panel site-visit was held from 14-17th of November. 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 college, 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 documents.

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 04.01.2023. 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 20.01.2023.

Meri Barseghyan
Coordinator of the expert panel

January 23rd, 2023

BRIEF INFORMATION ABOUT THE COLLEGE

History: "Yerevan Basic Medical College" is the first educational institution preparing personnel with secondary professional medical education in Armenia. It was founded in 1921 by obstetrician-gynecologist Grigor Areshyan. Over the years, the educational institution was formed and established as the base medical school of Yerevan, on the basis of which schools and branches were later established in different regions: Gyumri, Vanadzor, Kapan, Armavir, Ararat, Dilijan, Gavar, Hrazdan, Martuni, also in Yerevan, which were later reorganized into separate educational institutions, but for years they received methodological and program guidelines from the Yerevan Basic Medical School.

According to the decision of the Government of 2017 of the RA of October 26 and 2017 of the Minister of Internal Affairs and Communications of the Republic of Armenia According to the order of December 26, "Yerevan State Base Medical College" SNOC was reorganized into "Yerevan Basic Medical College" closed joint stock company, which was considered the successor of "Yerevan State Basic Medical College" SNCO.

Education: The College provides secondary professional educational services in the medical field at the 5th level of the RA National Qualifications Framework (NQF), provides specialists in line with the current requirements of the labour market. The following 5 secondary medical education programs are implemented in the college: "Nursing", "Midwifery", "Pharmacy", "Dental technical" and "Medical cosmetology".

Research/Developing creative thinking. The College has a "Regulation of Research Activities of Students and Professors" developed and approved by the Council on the implementation and development of research, a structured scheme for organizing students' research activities. Research works of students are carried out individually and in groups, combined with educational and practical work. Elements of research work include interactive learning methods: situational problem solving, role-playing, work in a simulation cabinet, small group work, state final exams that form creative thinking, general and professional competence. One of the most common forms of research work is the dissertation work done by students during the year.

External relations: The College cooperated with World Bank, Social Reforms of Armenia (PADCO), PRIME-2, World Vision Armenia programs. Within the framework of cooperation with the "Adolescent Health Care Center" of the "Arabkir" Medical Center, the "Jinishian Memorial Fund", the teachers of the College conducted trainings for school nurses in Yerevan and regions. "Academician S. At the courses on "Medical care of school-aged and adolescent children, nurse's work at school" organized by the "Chair of Pediatric Diseases" of Avdalbekyan National Institute of Healthcare CJSC.

Within the framework of cooperation agreements, college-employer cooperation, graduation certification, internships and other mechanisms are implemented together with employers, and as a result of discussions, certain changes are made in the APs.

Quality assurance: Reforms have been made in the college to improve the evaluation and quality of educational, consulting and other services for students: the educational programs and

their requirements have been reviewed, various procedures have been developed and updated, a quality management system has been introduced, the position of the education quality officer is in place, developed and by the decision of the Council the quality assurance policy was approved.

Professional commissions for assessment and assurance of the quality of education are operating in the college, the main purpose of which is the formation and development of the culture of quality in the college, improvement of the educational system and gradual adaptation to the requirements of state accreditation standards.

Source: The source of facts in the above domains is the documents provided by the College (eg: self-analysis, strategic plan, schedule, plans of departments, concepts, etc.).

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION I. MISSION AND PURPOSES

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

Findings

RA MoESCS “Yerevan State Basic College” CJSC operates with its five-year Strategic plan /SP/ for 2018-2023, in which the current situation of the College, the main directions and concept of development, main principles, development goals and objectives are presented. There are also presented the provisions of the program, the functions of strategy included in 7 projects. According to the SP the prior development goal of the College is considered to become a regional center for the development of the secondary professional medical education system of RA due to the implementation of traditional as well as innovative programs with the introduction of advanced educational technologies.

There is no separate formulation for the mission separately in SP. The mission of the College is presented as 3-year mid-term development plan for 2020-2023 with the following formulation: “To create the necessary educational environment for receiving secondary professional medical education with the introduction of new educational technologies, to provide high-quality education, to promote the development of intellectual and personal qualities of students and professors, to strive for excellence and innovation in teaching, to ensure the training of qualified professionals with secondary professional education in the health sector and to increase their competitiveness in the labour market, adapting educational programs to the country's development requirements, aligning the content of education with international standards, ensuring the transparency, accessibility and equality of the educational process”. The expertise revealed that, the goals of the mission stated by the College and the goals of the Chart are in correspondence: due to the development of advanced educational concepts and technologies, to become a full-fledged structure with the greatest potential for the development of the RA educational system, a regional resource centre of excellence and to assume the role of a leader and promoter of reforms. In its development plan, the College also emphasizes the introduction, development and dissemination of innovations in professional and educational fields, as well as localized advanced international experience, the introduction of a unified system of credit accumulation and transfer, and integration into global education systems. The expert panel site-visit revealed that both internal and external stakeholders of the College mostly support and accept the above-mentioned role of leadership. The expertise revealed that there are prerequisites for the integration of the internationalization and good practice, however, comprehensive activities regarding internationalization are still not being implemented.

5 secondary professional education programs are implemented in the medical College: "Nursing", "Midwifery", "Pharmacy", "Dental technical work", "Medical cosmetology". It should be

noted that the College assures professionals for the labor market of Yerevan and other regions of RA. Regarding meeting the needs of the labour market of the region, the college still has no achievements in this direction

The stakeholders of the College are – the Government of RA, RA MoESCS, the applicants, the students, the graduates, the lecturers, the employees, the employers and etc. The Director of the College presented SP for discussion and confirmation to the Board, in which internal and external stakeholders are involved, particularly the heads of the departments, students, representatives of the authorized body. The expert panel site-visit revealed that during the discussions of the SP the internal and external stakeholders did not show initiative. At the same time, it should be noted that the administration cooperates with stakeholders for the implementation of the mission, for ensuring the strategic development. There are different mechanisms of presenting the needs of the stakeholders, e.g. the annual reports of the Director, the internal revision of the College for the academic year, that are discussed and confirmed in the Board of the College, annual and semi-annual reports of college departments, surveys conducted in the college from 2021, activities conducted by the head of the career department, etc. The analyses of the internal environment is conducted through discussions with lecturers and students, focus group discussions, based on the different surveys. The expert panel site-visit revealed that there are no mechanisms regarding the discovering the needs of the stakeholders and it is in the stage of developing them. The document observation revealed that the needs of internal and external stakeholders are partly being analysed, the process is not institutional, the cycles of planning, implementation, evaluation and improvement are not closed.

The mechanism of developing and implementing reports was invested in the College to evaluate the results of the activities. The reports are discussed in the Board, councils among stakeholders. Plan-schedule was developed for the implementation of the activities, it includes the activities of the separate goals, final outcomes, /direct result indicator/, the indicator of the checking, the dates, the person responsible, the requested funds (in monetary terms). The observations of the experts revealed that the predicted result indicators are not often ensured and further implemented for evaluating.

Considerations: The expert panel positively assesses the fact that the College has a formulated certain mission that express the goals of its activities, separately development Strategic goals - providing the implementation of secondary professional educational programs in the field of medicine. It is positive that the College takes a leading position in RA and contributes preparing specialists for the medical positions in Yerevan and RA region. It is positive that the strategic and charter goals are in accordance and aim at becoming a centre of excellence and a regional resource, introducing, developing and spreading innovations in the field of professional and learning, as well as localized advanced international experience, in which direction the College still has work to do, in particular, more coordination of these processes and the provision of clear resources for them will contribute to favourable conditions for the introduction of international experience creation using the full potential of the College staff. At the same time, it is positive that the internal and external stakeholders mention and give importance to the leading role of the College, there are some cooperation projects, however, it is concerning that the College did not develop a

comprehensive action plan for internationalization - to define its position in this respect and outline the directions of further development. The expert panel positively assesses the fact that in case of providing a professional resource base for the region, the Strategic goals will be implemented in terms of the best integration of international experience

It is positive that there is an obvious cooperation between administrative staff and stakeholders to achieve the mission of the College, to ensure the Strategic development, in order to increase the effectiveness of the activities of the College. The expert panel highlighted that there are some mechanisms for discovering the needs of the internal and external stakeholders, including different surveys, activities, reports, evaluations, discussions, focus group discussions, the involvement of the stakeholders in the councils, however, it is somehow concerning that during the discussions on the SP the stakeholders did not show initiative, it is not obvious their participation in the formulation of the goals or key performance indicators. The expert panel finds that in case of using differentiated mechanisms in discovering the needs of the stakeholders the procedure will have institutional bases, will ensure the implementation of PDCA cycle.

The expert panel positively assesses the fact that there are mechanisms implemented for evaluation of the activities, for developing the reports and their implementation, that being discussed among the stakeholders, contribute to the development and implementation of upcoming plans for the identified needs. It is positive that in order to implement the plan-schedule of actions developed for the implementation of strategic goals expresses the actions for the implementation of the goals of the college and their evaluation indicators. The expert panel believes that the evaluation of the SP, which ends in the coming year, will create a favourable basis for the next Strategic planning, contributing to the definition of more clear and measurable goals and objectives.

Summary: Taking into account that the YBMC has specialties that meet the needs of the labour market of the medical sector, there is a clear and very important mission in line with the NQF, relevant goals and objectives are defined, and the system of reporting the results of the mission and goals is in place, there are some mechanisms for discovering the needs of stakeholders, the expert panel finds that the YBMC 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

Since 2017 the YBMC of Ra MoESCS is a closed joint-stock company with 100% state participation. The governance of the College is conducted according to RA laws regulating the field of secondary professional education and the charter of the College. The governing bodies of the College are the founder, the Board, and the Director. According to the Charter, the highest governing body of the College is the Council of the YBMC, the composition of which is approved by the MoESCS of the Republic of Armenia. 15 members are involved in the Council: professors, students, authorized body and other representatives, who are authorized to elect the Head of the Board. The heads of the College department are members of the management council, through which the educational needs are also raised in the Board. The expert panel site-visit revealed that the activities of the Board mainly aim at effective implementation of the SP. At the same time, the observations revealed that the management processes in the College are regulated by the necessary documentation. The day-to-day management of the College is done by the Director. The Director has deputies in charge of educational, administrative, economic and educational activities. Under the subordination of the deputy director for educational affairs is the head of the educational department, then the heads of the chair and department and the methodologist, and under the subordination of the deputy director for educational-industrial affairs, the head of the practice department. There are seven chairs in the College.

There is also Director Council in the College, that is advisory body, it discusses the current educational-pedagogical and organizational issues. The expert panel site-visit revealed that the meetings of the Director Council is implemented if needed, 20 and more meetings are organized annually, where different questions are discussed, for example, the marks of the students, questions regarding re-passing issues, etc..

There is also Students' Council /SC/ in the College, as a student's self-governing body.

The development of the quality staff and the increase of the effectiveness of the governance are highlighted as developing directions in the SP, and a number of activities are planned to accomplish them. The goals are presented as projects in the SP. The study of the current and previous SP revealed that the projects in both of them are equal. It should be noted that in the current SP for 2018-2023 the following projects are involved: "Continuous Education", "Governance and Administration", "Quality Assurance". The expertise revealed that the results of the projects from the previous SP were not the basis for the development of the current SP for 2018-2023.

The expert panel site-visit revealed that the governance processes are implemented maintaining and combining top-down and bottom-up principles. All the departments plan and implement their activities according to the current regulations and procedures.

The College is equipped by some necessary material and financial recourses, directing them for the implementation of the strategic and charter goals of the SP, for implementation of the APs. The profit generated in the College is subject to payment to the state budget in the amount of 50% dividend after reducing the profit tax expense. Expert studies revealed that the list of necessary resources is compiled on a semi-annual basis, and according to the identified need, funds are allocated for the modernization and replenishment of the material and technical base of each Academic Program. It should be noted that the funds are not always distributed among APs equally. "Dental technical work" is considered as a resource-intensive Academic program, for which the

most material and technical resources are required. The College also highlights the good condition of the building conditions, for which he also allocates funds according to the raised need. A part of the annual profit is given to the teaching staff in the form of bonuses. The expert panel site-visit revealed that the employees that carried additional activities are encouraged /for example, activities regarding the modules and other work/. Funds are also provided from the College budget for the preparation/printing of study manuals and textbooks.

The distribution of the finances, as well as profit distribution directions of the College is conducted by the Board of the College. The expert panel site-visit revealed that it is planned to have a simulation centre, however, simultaneously, there is a need to attract the latest equipment, professional training of professors, and additional financial resources. The strategic goal of the financial activity of the College with the "policy and procedure of financial management" operating in the College is the reform of the financial system, the establishment of a stable financial situation in the educational, economic and social spheres. The expert panel site-visit revealed that the College does not implement active programs and steps in this direction yet.

The representatives from Students 'Council and teaching staff are involved in the Board, which enable them participate in management of the College and in decision-making process. The decisions made during the Board meetings are brought to the agenda by students and teachers and derive from their interests. For example, during the Covid pandemic a number of issues were raised by the staff and most of them are resolved. The mechanism is acting, the other side of is that a number of issues are being resolved immediately by the head of the department and chair, before the Board meetings and sometimes if the resolution is unrealistic the issue is not presented for the discussion, and sometimes the teachings staff members or student representatives are not proactive, they do not come up with proposals.

The College has short-term, mid-term and long-term planning in line with its mission and goals. The College considers the short-term planning of the semester and annual academic process with syllabi, module, subject plans, timetables, academic and other schedules, including annual budget planning. The Board discusses and analyses the semi-annual reports presented by the Director, discusses and approves the report of the internal evaluation of the college's academic year activity. The results of short-term planning are constantly observed: in class observations are implemented, the semi-annual and annual reports of chairs, departments, heads of various departments are analysed, focus groups and other activities related to the current educational process are organized.

The Development plan for 2020-2023 is considered as a mid-term planning where the Charter goals and functions of the College, the progress of students and graduates over the past 5 years, the staff of the institution as of 2020, a SWOT analysis has been carried out, the action plan-schedule is attached. In the above-mentioned 3-year plan College presents its vision and mission. The long-term planning is considered the SP for 2018-2023, which include the development plan of the College, main principles, strategic goals and objectives, the provisions to achieve the goal. The expert analyses revealed that the above mentioned two plan long term and mid-term are in accordance, however, in some cases the Vision and mission of the 3-year plan is not stated. The expert panel sit-visit revealed that the analysis and evaluation of activities corresponding to the three-year and five-year plans is partially implemented. All the departments, teaching staff

members present reports, there is also annual report of the College Director. The expertise revealed that they include some analytical part, conclusions of evaluations, however, the performance-next-year plan chain does not work systematically.

According to the SER, the management staff and the heads of the departments of the College regularly conduct research, monitoring, and analysis of factors affecting the college's activities in their reports: reports to the director, heads of departments, students' academic progress, state qualifying commission presidents, and other reports. Observations of labour market needs, studies of factors influencing College performance are also conducted. During the expert panel site-visit, it was revealed that for the specialty "Dental technical work" in 2021 the created dental simulation cabinet was created as a result of the studies of the factors affecting the College's activity, and as a result of the high demand for the "Medical Cosmetology" profession, the mentioned academic program was opened. Quality Assurance and Career Guidance responsible persons are also involved in data collection and research into factors affecting College performance. The College takes into account the approaches of employers and internship site managers, making changes to the modules of the Academic Programs whenever possible. Nevertheless, it should be noted that the existing mechanisms for evaluating the impact of external and internal factors still need improvement.

Since 2021, the position of quality assurance responsible is available in the College. The governing bodies of the College strive to implement the administration in accordance with the principle of quality management (planning, implementation, evaluation, improvement: PDCA). It became clear from the expert panel site-visit that the reforms and processes planned by the quality assurance officer are planned, submitted for the director's approval, and then the structural units implement the planned actions within their competences. In some cases, analyses, evaluation summaries, and partial improvement are carried out, but these processes are not systematic, they do not have an institutional nature. Data collection processes are elementary in nature.

The management staff of the College regularly meets with students, professors, employers, identifies some needs, collects their opinions, recommendations, which are taken into account when making further decisions. Analyzes are also carried out in internal circles, for example, each chair organizes a meeting at least once a month, during which problems are brought out and some proposals are made for their solution. With the same logical chain, the departments also conduct analyses. At the end of the semester, all departments (library, quality, career, internship departments) submit reports to the director, where certain analyzes are available. Based on them, the Director submits his report for consideration by the Central Committee. Academic programs are also revised based on the need, in particular, the opinions and recommendations of the members of the final certification committee and employers are emphasized. The expert panel site-visit revealed that the mechanisms for collecting, analysing and evaluating the effectiveness of Academic programs and other processes are not institutional in nature and need to be improved. The PDCA cycle is fully functional in partial cases (in some cases the complete function is functional for individual modules). Often, the combination of analysed indicators and evaluated processes does not lead to new proposals.

Information about the college is published in the "SPYUR" information system, in the "Colleges and Vocational Schools of Armenia" reference manual, in newspapers, on social networks,

including the Facebook pages of the college and career officer. The College email address is also available. Information about Academic programs implemented in the College and the qualifications awarded are also distributed in brochures, during educational visits of students of different schools. The website of the College was launched during the expert panel site-visit. The College considers the publication of information about the quality of Academic programs and awarded qualifications to be one of the evaluation mechanisms of employers' opinions about graduates; as an example, the thank-you-letter received from Yerevan H. Tumanyan school for guiding the students in their professional orientation should be mentioned.

Considerations: The expert panel positively assesses that the governing processes are ensured with necessary document basis, the activities of the governing bodies aim at effective implementation of the SP proving the effectiveness of the management system implemented in the College.

It is worth mentioning that the improvement of management efficiency by the College is considered as a function of the development strategy and a logical chain of actions has been developed for the implementation of the latter, so the College shows progress assurance at the management level. It is positive that the goals in the previous and current SPs are given in the form of projects, new projects have been introduced in the current SP, but in general they are identical and, since the evaluations of these projects are not included in the current SP, this may hinder development opportunities of the College.

The expert panel positively assesses that the management processes of the College are carried out by observing and combining "top-down" and "bottom-up" principles, based on the existing regulations and procedures, and as a result, contributing to the effective operation of hierarchical relationships.

It is positive that the College is provided with certain material and financial resources for the implementation of Academic programs, which are aimed at the implementation of Charter and strategic goals. It is positive that the directions of profit distribution are discussed in the Board, a list of the necessary resources for replenishing the material and technical base of each Academic program is drawn up for the semester and funds are provided for the implementation of these expenses, but at the same time, it is concerning that the funds of the College are often unevenly distributed among Academic programs, there is a need for the latest technology, professional training of professors, so the expert panel believes that in case of finding sources of additional financial resources, the stability of the financial situation will be ensured in the College.

It is positives that students and lecturers participate in governing and in decision-making related to them, being involved in the governing bodies. In this regard it is concerning that the mechanism is implemented and works from a formal point of view, but many problems do not reach the agenda of the sessions, because they are solved on the spot or many times the solution seems unrealistic, and very often professors and students are not proactive. As a result, the effective implementation of the mechanisms for raising needs and resolving them is under risk.

The expert panel considers positive the fact that the College has long-term, mid-term, short-term planning, the implementation and their reports are discussed in the Board, departments and chairs. It is also positive that there is analytical component, however, the mechanisms for

including the problems to be improved in the next year's plans do not work clearly, causing a deviation for the logical implementation of the performance-next year's plan chain.

Although the PDCA cycle is implemented in the governing process, all the cycles are not implemented fully – evaluation and improvement cycles are partially acting, the combination of analysed indicators and evaluated processes is not a platform for new proposals, as a result of which the efficiency of the management cycle may be under risk.

The expert panel positively assesses the fact that the College has mechanisms for evaluating the publication of information about the quality of academic programs and awarded qualifications, contributing to raising awareness about the college and increasing the number of applicants.

Summary: Taking into account, that management processes in the College are effective, there is a strategic management and planning toolkit, some mechanisms for evaluation and monitoring of the educational process are in place, the introduced accountability system emphasizes problems, financial resources are distributed according to the defined policy, the expert panel finds that the College meets the requirement of the Criterion 2.

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

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

One of the strategic goals of the College is the implementation of the APs in accordance to the labour market needs, aimed at ensuring the employment of graduates, increasing the level of student satisfaction with the education received at the college, aligning educational programs with the country's development requirements and aligning the content of education with international standards. The College provides secondary professional educational services in the medical field at level 5 of the RA National Qualification Framework (NQF), implements academic programs in the following specialties: "Nursing", "Midwifery", "Pharmacy", "Dentistry", "Medical Cosmetology". Graduates are qualified as nurses, midwives, pharmacists, dental technicians and nurse cosmetologists respectively.

The College is based on state educational standards when creating academic programs. Under the supervision of the academic department and chairs, the College has implemented the localization of the approved SES on June 4, 2021. Methodical and educational manuals, distribution materials, questionnaires were developed by the College. The College has switched to modular teaching since 2013, and during the expert panel site- visit, it became clear that modular teaching did not create difficulties and most contributed to the development of students' practical skills and abilities.

The descriptions of the academic programs of the professions, which define the characteristics of the professional activities, the mandatory minimum content of the main academic programs and the requirements for the conditions of implementation, according to the SESs, have been posted and approved by the College Board. Vocational module/subject programs include program and course objectives, module duration, distribution of theoretical and practical hours, entry requirements, learning outcomes, performance criteria, assessment procedure and means, methodology and resources. The expert panel site-visit revealed that the labour market requirements are taken into account when choosing the optional modules, and program changes are made within the permissible limits of the changes provided by the standards, taking into account the recommendations made by teachers and employers during the academic year. In almost all professions there are examples where changes have been made based on suggestions. For example, within the "Medical Cosmetology" profession, regarding manicure and pedicure techniques, instructors include in their study materials topics that are in demand in the labour market. As a result of discussions with the employers, a change of the topics on some diseases is planned within the "Therapy" module of the "Nursing" specialty, and also certain changes were made in the questionnaires of the state exams at the suggestion of the employers. Within the framework of the "Medical Cosmetology" profession, at the suggestion of employers and teachers, it was decided to make a change within the limits of the logical sequence between the modules, according to which it is not necessary to study the "Facial Skin Care Procedure in Medical Cosmetology" for the modules "Epilation: Implementation of Hair Removal" and "Implementation of Facial Massage" taught in the third-year implementation" module as an input requirement.

Chairs monitor the use of teaching and learning methods and learning materials that ensure the achievement of the final results within the scope of their functions. The College methodist also participates in the discussions, and if necessary, employers are also invited. In order to encourage the use of student-centered interactive learning methods, the college has developed a "Methodological guide for active learning methods of teaching" (updated and approved on October 5, 2021), in which the principles of interactive learning are defined as interaction, mutual learning, learner activity, cooperation, encouraging self-expression, feedback etc. The expert panel site-visit and the study of the documents revealed that the teaching and learning methods are chosen depending on the goals, objectives, content, number of hours of the course and are based on the final results, the results of the lectures are taken into account. Lecturers' folders include module plans, thematic and study plans, study materials and assignments for practical classes, quizzes, handouts, role-play scenarios, dumb graphological charts aimed at ensuring curriculum outcomes and meeting performance standards. Situational problems are also actively applied. An example of a situational problem related to epidemiology is when a student is asked to present actions to prevent the spread of the virus if a member of a large family has hepatitis C. Another example of a situational problem in the "Nursing Case" program is when the patient has pains in the bones and lies still, the student must assess the situation and present the actions to be taken. During classes, animated films are often shown and discussed with students. Subject groups operate next to the classrooms, within which students are assigned independent works, posters on professional topics, as well as certain research tasks.

The following evaluation procedures have been developed and implemented in the College: "Student knowledge verification and evaluation", "Current learning results verification and evaluation", "Student knowledge evaluation results appeal and resubmission", "Organization and conduct of state summative verification", "Basic school program" section organization and conduct of state final exams". The assessment of knowledge in the College is carried out by conducting current, intermediate inspections, tests, examinations, state summary certification. When choosing the modules for intermediate exams, they take into account the importance of including key, professional modules, questions about which are also included in the state final certification exam papers. At the suggestion of the employers included in the State Certification Commission, changes to the state questionnaires are implemented. For example, changes were made in the questionnaire for the state final certification examination of the specialty "Pharmacy" at the suggestion of professors teaching the modules "Drug Pharmacy Technology" and "Drug Factory Technology" and employer representatives in the state commission, who proposed to include mandatory questions from the above-mentioned modules in the questionnaire of the state exam, based on , that the said change will help the pharmacist to prepare a drug with an individual prescription, as well as to apply the nuances of factory production processes.

The evaluation criteria are specified in the "Ongoing verification and evaluation of learning outcomes" section. The basis of students' evaluation is the current activity shown during the course, the level of mastery of the material, the results shown in practical works, and in case of evaluation appeals, they are settled with the teaching professor according to the above procedure. It became clear from the expert panel site-visit that students generally demonstrate high progress and good and excellent grades prevail, and in case of absences, students make up the missed materials in order to promote progress. the procedure for filling up students' absent class hours", which also contributes to the high rate of student attendance. It became clear from the expert visit that the theoretical and practical components are important during the evaluation, but the acquisition of practical skills is emphasized, which is why practical tasks are necessarily included in the current and final exams in all specialties, for example, during the state final certification of the "Dental Technical Work" specialty, each a student presents the full and partial removable plate prostheses he made during the study of special professional modules.

Assessment of internships is carried out by question and answer, as well as assessment of student's practical skills. The implementation of internships is supervised by the internship responsible of the College, students fill diaries about the work they do, and then these are the basis for student evaluation.

The College has implemented the "Academic Integrity Concept", which defines the principles of academic integrity, and all students are necessarily informed about the mentioned procedure. The College also organizes seminars and discussions with college students and professors on academic honesty in order to make evaluation as objective and transparent as possible. Nevertheless, expert studies revealed that not all individual works and abstracts follow the principle of referring to professional literature, and conclusions are often missing. The expert panel site-visit revealed that the appeals of the assessment grades usually do not take place, students get the corresponding feedback from the lecturers.

A "Benchmarking Policy and Procedure" has been developed by the College and approved by the Board for conducting benchmarking of best practices for the Professional Education Program. It became clear from the expert panel site-visit that the College does not implement the benchmarking policy in a systematic and planned manner. However, the college has conducted comparative analysis - internal benchmarking between "Medical Cosmetology" and "Dental Technology" professions, comparing the admission procedure and basis, qualifications, classroom load, practices, evaluation procedures, summative certification forms and resources of the said professions. Based on the results of intra-college benchmarking, it was decided to create a simulation cabinet for the "Medical Cosmetology" specialty as well, based on the example of the "Dental Technical Work" specialty.

The College emphasizes the issues of mobility and internationalization in line with its strategic goals, but the expert panel site-visit made it clear that expanding the mobility and internationalization of students and teachers is hindered by the lack of financial aids and insufficient knowledge of foreign languages, as well as a lack of initiative.

The College has developed and implemented the "Academic Program Monitoring and Review Procedure", approved by the Board on October 5, 2021, according to which the purpose of academic program monitoring is to assess the quality of program delivery, compliance with educational standards and goals, and monitor the progress of achieving educational outcomes, as well as to assess the compliance of the APs with the requirements of the labour market and NQF. Accordingly, it is planned to create a monitoring group, in which, according to the College, it is also desirable to include external stakeholders. It became clear from the expert panel site-visit that the program monitoring process is carried out under the supervision of the chairs, as necessary, at the beginning of each academic year, the managers collect proposals for program changes from teaching professors and employers, these changes are discussed at the chairs' meetings and changes are made after appropriate decisions. The suggestions of teachers are also taken into account when making changes to the APs. For example, the following modules have been introduced: "Reproductive health" module for "Obstetrics" specialty, "Occupational diseases" module for "Nursing" specialty, "Modern prosthetics" module for "Dental technical" specialty. The optional "Visage" module of the "Medical Cosmetology" specialty was replaced by the "Skin Neoplasms in Cosmetology" module, and "Marketing" was replaced by "Fundamentals of Pathology" in the educational program of the "Pharmacy" specialty.

The expert panel site-visit revealed that the College considers the progress of students and the demand for graduates in the labour market as indicators of the effectiveness of Academic programs.

Considerations: The expert panel highlights that with its strategy, the College has emphasized the implementation of high-quality educational programs in line with the demands of the labour market and ensuring the quality of education, in accordance with which it continuously improves its Academic programs. Studying labour market demand and innovations in professional fields leads to regular changes in educational programs, due to which the number of graduates working in their profession increases every year. An effective basis for improving educational programs can be the continuous involvement of external stakeholders in the evaluation of

educational programs by the college, aimed at training professionals with practical skills and abilities relevant to the labour market.

It should be noted that the College highlighting the achievement of the learning outcomes planned in the AP, the student-centred learning and the process of achieving the practical skills and abilities by diversifying practical tasks aimed at ensuring the expected learning outcomes. The expert panel emphasizes the planned and systematic implementation of research and comparative analysis of the best practices of Academic programs by the College, and then the localization of best practices, which will enable the adaptation of the content of education to international standards and the mobility of students, also defined in the strategic goals of the College. For this purpose, the expert panel especially emphasizes the increase of the level of knowledge of foreign languages of the teachers and the search for opportunities by the College from the point of view of participation in various workshops and professional trainings.

The College has some evaluation mechanisms of the APs in place to guide program changes. The expert panel believes that in order to provide Academic programs in line with the ever-changing demands of the labour market, the College needs to improve the periodic evaluation mechanisms of the programs, which will allow for quality control and evaluation of the process of achieving the expected outcomes of the Academic programs.

Summary: Taking into account that the Academic programs of the College are derived from the SESs, are consistent with the College's mission, are described in detail according to the qualifications awarded and the expected learning outcomes, the teaching and assessment methods in accordance with the expected learning outcomes are continuously improved, have certain mechanisms for program evaluation and changes are periodic in nature, the expert panel finds that College meets the requirements of criterion 3.

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

IV. STUDENTS

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

Findings

The College, taking as a basis the admission procedure of educational institutions implementing RA pre-professional and secondary professional educational programs, localized it and developed: "Admission procedure of RA state medical educational institutions implementing educational programs with existing secondary professional education". Admission process of the College is carried out according to the regulation. According to the SER the regulation developed by the College is being redeveloped every year, which is conditioned by the changes taking place

in the order of the Minister of Education and Culture of the Republic of Armenia "On approving the procedure for the admission of educational institutions implementing pre-vocational (vocational) and secondary vocational educational programs of the Republic of Armenia" No. 254-N. Admission is based on the results of the oral exam in the subject "Biology". According to the self-analysis, poster-announcements are printed regarding the admission conditions. The admission of foreign students can be according to the procedure developed by the college and according to the procedure established by the Government of the Republic of Armenia. 39 foreign students were admitted to the college in 2019, 12 in 2020, and 29 in 2021.

The expert panel site-visit revealed that the person in charge of professional orientation and career with the employees, students, including members of the Board of Directors and graduates, goes around the schools of Yerevan and regions for the purpose of recruiting students, providing booklets. According to the SER, mass media covers the admission procedure, the list of specialties, tuition fees, required documents, etc. Applications and documents of the applicants are accepted remotely, these and other details are posted on the college's Facebook page, the stakeholders also have access to the college's e-mail address. the address. It became clear from the expert panel site-visit that the students learned about the college from senior friends, relatives and social networks. In order to ensure the awareness of the applicants and their parents, meetings are organized by the College, which are related to the history of the College, admission procedure, study conditions, current professions, their relevance, etc. During the expert panel site-visit, it became clear that the official website of the Institution has been launched.

Surveys are regularly carried out in the college by the Quality Assurance Officer and the Vocational Orientation and Career Guidance Officer of the College. The expert panel site-visit revealed that the students participated in surveys from the very first year. Through the questionnaire, students evaluated the condition of the books, the condition of the college classrooms (on a scale of 1-5), had the opportunity to indicate their recommendations, etc. The creation of a website, the renovation of the sports hall, etc., were mentioned as suggestions by the students. The expert panel site-visit revealed that the College now has a website and the gymnasium has been renovated.

According to the self-analysis, the College regularly conducts work in the direction of studying educational needs, highlighting and satisfying them, including students who are free to address their problems to the college director, the deputy director for educational activities, the heads of departments and departments. The expert panel site-visit revealed that students turn to the head of the department or the head of the department through the head of the course in order to raise their educational needs. Students are also included in the management and administrative councils and have the opportunity to raise issues and present various proposals. The Student Council is also active in addressing the needs of students. The SC organizes meetings with students. There are department officials who raise and discuss the problems of the students of their department in the SC. According to the SER, the academic department draws up a schedule for conducting consultations at the College, according to which the chairs provide mandatory consulting services: before the current exams and state certification, the teachers hold consultations with students on the topics and questions proposed by them. Consulting schedules are posted on notice boards. The

expert panel site-visit revealed that the consultations were started based on the suggestions of the students.

The expert panel site-visit revealed that the College organized free preparatory courses for applicants with secondary and basic education in the subject "Biology" before the entrance exams.

It is a mandatory condition for students of the College to complete the missed classes, regardless of the reason for the absence, to master the entire curriculum of each module or subject. The student is obliged to complete each missed topic after classes, during additional classes, which are carried out in group or individual order (3 academic hours in duration). According to the self-analysis, this process is organized and controlled by the educational department, chairs, heads of departments, methodologist, practice department. Completion of these courses is included in the lecturers' workload, according to which they are additionally paid for the sessions held with students. At the end of each month, chairpersons draw up the duty schedule of lecturers to cover the next month's absences, which is posted in a place accessible to students. According to self-analysis, absences from practices are made up on the same basis as in clinical databases. From the expert panel site-visit, it was revealed that in case of undeserved absences, students pay to complete them.

In order to provide assistance and guidance to students, the College has a clear set of rules and schedules. There is a "Procedure for Consideration of Complaints of Students of YBMC", according to which the process of applying to the administrative staff of students is carried out. The communication process of students with the director, deputy director for educational activities is regulated in the YBMC. According to the schedule, every day at 8:30-14:00h., students can contact the Director, and 14:00-19:00h., to the Vice-director in charge of educational activities. Students can contact the chairs and department heads at any time.

The Board also approved the "Procedure for appeal and reassignment of student knowledge assessment results", according to which the issues of appeal of disagreement with the grade, reassignment of academic debts of ungraded and insufficiently graded students, and reassignment of grades are regulated. It became clear from the expert panel site-visit that during the appeal, the students are presented with the shortcomings that resulted in a low grade.

YBMC has a career guidance responsible person who ensures the provision of effective career guidance services to students, promotes career preparation of students, supports them in job search, creation of professional orientation services, ensures independent entry of graduates into the labour market, studies the degree of satisfaction of employers with the professional level and educational level of graduates about the effectiveness of the programs. It became clear from the expert panel site-visit that the career centre organizes round table discussions with employers. The career guidance centre has a Facebook page, through which announcements about vacancies and participation in meetings, events, exhibitions are regularly posted, as well as posted on the notice board. From the expert panel site-visit, it became clear that the career centre visited the classrooms and informed the students and offered its support that students can apply for employment or other issues. It became clear from the expert panel site-visit that the career responsible person contacts the graduates and informs them about vacancies.

Since 2019, there is a database of students and graduates is available. The expert panel site-visit revealed that the career centre closely cooperates with the quality manager and the SC. Every

year, the contact of students with the career officer increases. The career centre organizes workshops on various topics (creating a CV, participating in interviews, etc.).

YBMC has developed "Regulations of Research Activities of Students and Professors" regarding the implementation and development of research. Students write essays on various topics and then present them during the course, sometimes using a slide show. The expert panel site-visit revealed that the students also prepare posters based on the studied topics.

The expert panel site-visit revealed that students are asked to choose topics for writing essays, where the student's analytical skills and creative thinking are taken into account. In order to ensure the research component, students can also use the laboratories within the assigned essays. The implementation of dissertations in the college is encouraged in all Academic programs, and the interests of students are also taken into account when choosing topics.

The expert panel site-visit revealed that the College encourages students to participate in various conferences in order to develop students' analytical abilities. For example, the students of the "Pharmacy" specialty participated in the Yerevan Medical School under the guidance of the teacher. Organized by the State Medical University after M. Heratsi "Non-prescription drugs. from theory to practice" at the 2-day conference, receiving certificates. A similar conference was organized in the college on the topic "Apply Antibiotics Properly".

According to the SER, the "Procedure of the work of subject groups" was implemented in the YBMC, according to which the College conducts subject groups that operate outside of school hours, and every student can become a member of them on a voluntary basis. The purpose of the subject groups is to promote the implementation of research by students. For example, in order to promote research, they presented research on the topic "Benzenes" with inter-academic cooperation.

The primary responsible body for the protection of students' rights of the College is the Students' council. According to the self-analysis, the SC carries out its activities in accordance with the approved regulations of 2018. Questions, complaints, and suggestions related to students are presented to the college council, at the meetings of the board of directors, whose 4 members are representatives of the college through the Board. The SC also has a coordinator with whom future programs are discussed.

The expert panel site-visit revealed that the SC president and vice-presidents at the beginning of the academic year present the SC, its functions to students in different groups, those interested are invited to fill in the application form. In order to be a member of the Board of Trustees, an interview is first conducted with the student who expressed his desire, then the students who wish to go through a trial period for one semester and according to the results of their work, during the meeting of the SC, a decision is made whether to include the student in the Council or not. And seniors of the course are automatically considered members of the Students' Council.

Each program has department heads who work closely with seniors of the groups.

The SC does not have separate budget, and it turns to the administration for any question and asks for support. For example, SC applied to the administration for issues of printing badges for members of SC, repairing the SCs' office, providing a computer and received support.

The SC has a document archive, minutes are drawn up during each meeting. The SC organizes various seminars in the College, related to academic integrity, the presence of references in essays, which were presented by slides to different groups.

The expert panel site-visit revealed that the teaching staff members apply to the SC for support while having ideas for organizing events. For example, the event "Independence at the price of independence" was organized at the suggestion of the lecturer

According to the SER, the quality assessment of the services provided to students is done based on surveys conducted among different students, reports of department heads, opinions of external stakeholders, graduates, and the results of lectures. Encouragement activities are implemented in the result of analysing those. For example, those students of the final years who have had absolutely excellent progress in previous years and have shown social activity and proper behaviour are awarded the "Garegin Nzhdeh" internal scholarship, certificate and medal. It became clear from the expert visit that the Garegin Nzhdeh scholarship is given to one student from each department for absolute excellence and discipline, but in this year the number of students meeting the standards was higher and the college awarded the scholarship to a larger number of students. The expert panel site-visit revealed that not all the services provided to students are evaluated by the College/

Considerations: The expert panel positively assesses the fact that there are regulations and mechanisms of admission, recruitment in the College. It is positive that activities aimed at attracting applicants are actively underway, which contributes to the increase of interest in the college among applicants and the continuous growth of the number of applicants.

The expert panel considers positive the fact that the Institution regularly carry out work in the direction of studying educational needs, identifying them and meeting them. The close cooperation between student-department manager and student-head of the chair is also positive, which leads to the raising of students' problems and the corresponding response from both teachers and administrative staff.

It is considered positive that surveys are regularly conducted, and certain problems are solved as a result of their analysis. The expert panel considers positive the fact that consulting and additional classes are implemented in the College and there is a clear schedule. It is considered positive that the students who missed the educational material due to absences fill the gaps in a mandatory and clear schedule, which contributes to the progress of the students and the achievement of the defined final results.

The expert panel highlights the fact that the College has a career centre, however, believes that the use of more effective mechanisms of feedback to the graduates will contribute to regularly raising the needs of the graduates and identifying further ways of improvement. It is also positive that the career centre closely cooperates with the Quality responsible and the SC.

The expert panel believes that due to the work of the career centre, mutual cooperation between career centre-student and student-employer is ensured. The expert panel considers the launch of the official website of the College as an important circumstance, which is promising in terms of information access, accountability and other aspects.

The expert panel also emphasizes the work carried out in the direction of the introduction of the research component, which will contribute to the development of analytical skills among students.

The expert panel considers it positive that the College has a body responsible for the protection of students' rights, the Student Council, which is involved in all processes in the college, and also carries out activities aimed at raising the educational needs of students. The SC takes various initiatives and participates in all organizational activities.

The expert panel emphasizes that the College has mechanisms for evaluating the educational, consulting and other services provided to students. However, the expert panel believes that the application of these mechanisms in all sectors can contribute to obtaining a complete picture of the quality of the services provided, defining the future course of development.

Summary: taking into account, that in the YBMC there are clear mechanisms for recruiting, selecting and admitting students, students have the opportunity to voice their educational needs, teachers and administrative staff are always available for students, career support services have been implemented, the college has a Student Council, and the college also tries to involve students in analytical works the expert panel considers, that the College meets the requirement of the Criteria 4.

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

CRITERION V. TEACHING AND SUPPORT STAFFS

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 College has set a strategic goal for its 2018-2023 development plan to attract qualified, dedicated and high-quality teachers with high human qualities. Accordingly, in the medium-term development plan of the College for 2020-2023, the direction is defined as the improvement of the quality of the teaching and pedagogical staff, which is planned to be implemented by the following steps: replenishment of the college staff with young professionals, creation of opportunities for continuous improvement and a modern and favourable environment, salary increase of professors, once in three years employees certification, encouragement of the best professors, the Director of the institution and the deputy director for educational affairs are responsible for its implementation. The expert panel site-visit revealed that in recent years there has been a certain increase in professors' salaries, professors have been encouraged with letters of thanks and bonuses based on their work, and the working environment has partially improved.

The procedure for hiring and firing College employees is defined in the "Internal Disciplinary Rules", and the work functions, rights, duties and responsibilities of the teaching and

teaching staff are defined in the job descriptions. Vacancies are filled in accordance with the "Procedure for the organization and conduct of a competition for the vacant position of an educational worker", which was approved on October 5, 2021. The competition is conducted orally through an interview with each participant separately. Assignments related to the taught subject/module and pedagogical activities are prepared in advance by all the chairs of the College. During the visit, it became clear that when recruiting the teaching staff, both professional knowledge and pedagogical skills are important, which determine the questionnaires for the competition. The expert panel site-visit revealed that the important criterion for the selection of teaching staff is the correspondence of professional qualities to the learning outcomes specified in the AP, and the teaching staff is selected from among the leading specialists of the field on a joint or hourly basis. Teaching specialists and practice supervisors from employer organizations also work at the College on adjunct or hourly basis. The administrative and support staff are appointed and dismissed by the director in accordance with the procedure established by the labour legislation of the Republic of Armenia. The College has a document "Requirements for the Professional Qualifications of the Teaching Staff According to the Ministry of Education and Culture" developed on June 4, 2021, which stipulates that the lecturer conducting the training sessions must have a secondary professional or higher education corresponding to the nature of the course or work experience in the field.

One of the strategic objectives of the College is the creation of standards and mechanisms for periodic evaluation of the professional abilities and pedagogical skills of the pedagogic-teaching staff. Monitoring of the professional qualities and work of the teaching staff is carried out through in-class observations. The in-class observations are carried out by the heads of the departments, the quality officer, the deputy directors for educational and educational activities, the heads of the chairs, according to their annual work plans. In-class observations are held according to a predetermined schedule, organized by both novice and experienced instructors. Based on the results of those observations, appropriate suggestions and remarks are noted, if necessary, repeated lectures are organized, and the best teaching practices are shared during the chair meetings. The expert panel site-visit revealed that in-class observations also provide data for the teachers who need pedagogical-methodological trainings. They get support from the methodist or are involved in the MKUZAK trainings.

Evaluation of lecturers' activity is also carried out by the Quality centre through the surveys - "The lecturer through the eyes of the student". The College organized a one-time certification of teachers for the purpose of evaluating professional knowledge, but it was not periodic in nature. From the expert panel site-visit, it became clear that for the assessment of professors' activities, the college also considers the reactions of the state certifying commissions, practice managers and employers regarding students' knowledge, students' successes. It should be noted that the mechanisms for evaluating the teaching staff's activities still do not fully reflect the teaching needs.

The College implements certain processes aimed at the professional development and improvement of teachers: departmental and inter-departmental events, encouraging the publication of manuals, seminars, conferences, consultations. Nevertheless, the expert studies showed that the trainings are mainly pedagogical and methodical in nature, the professional trainings are not periodic. The teachers of the College get acquainted with the innovations in the

field, the new technologies used, in the framework of the meetings organized with the employers, in the communication with the professors involved in the practical field, with the managers of the practices. Participation in international trainings and webinars is also few, due to the lack of language skills of the teaching staff, and sometimes also due to financial circumstances. It became clear from the expert panel site-visit that the teachers exchange experience through open classes and seminars. There are cases, in particular, within the "Dental Technical Work" specialty, when professors undergoing professional training share their experience and knowledge with their colleagues during chair meetings and discussions.

Raising the needs of lecturers and teaching assistants is carried out at the meetings of chairs and departments, where the staff presents their needs, proposals are collected by the heads of chairs and departments and presented to the meeting of the Board of Directors. The College has a "Policy for Encouraging Beginning Teachers and Ensuring Professional Advancement" approved by the Board on August 31, 2020. Accordingly, emphasizing the need for training courses for beginner professors, the College operates a "School of Young Professors" for teachers without pedagogical education and those with secondary professional education. It should also be noted that the College organizes seminars for new teachers, which can be attended not only by beginners, but also by any teacher who needs to improve some professional skills, acquire new knowledge and acquire new teaching methods. The "Beginner Mentoring Policy and Procedure" approved by the Board on October 5, 2021 details the goals, objectives, and implementation process of mentoring. Mentoring is carried out within the chairs; new teachers are supported by experienced teachers with long-term work experience through lectures and consultations.

About 73 educational manuals and textbooks published by the teachers of the chairs are also an important means of ensuring professional progress, which were also provided to other medium professional state medical educational institutions of the republic. It became clear from the expert panel site-visit that the printing and reprinting of manuals is organized thanks to the funds of the College, but the lack of funds does not allow to organize the reprints more often.

Among the strategic objectives of the College are the improvement of means of stimulating the activity of teachers. The College has a procedure for "The basic principles of encouraging employees for long-term work and service or excellent performance of official duties, the main features of personnel administration, legal stages, types of documents and document formulations", which was approved on October 5, 2021. The procedure defines the forms of incentives for employees/ letter of appreciation, one-time monetary reward, additional paid leave, souvenir, removal of disciplinary penalty/, stages. The expert panel site-visit revealed that the forms of encouragement are applied taking into account the conscientious work of teachers, organized open classes, events, and excellent performance of work duties. As the main forms of encouragement, 'thank you' letters moral incentives, and extra payments are used, which are periodic in nature. In establishing the staff list, the College is guided by the 2020 According to the model list of administrative, economic, teaching and service staff of the administrative, educational support and service staff defined by the Minister of Education, Culture, Sports and Science of the Republic of Armenia, however, the College retained the position of the head of the chair with a functional supplement, after the relevant facts presented to the authorized body, although the 14 chairs operating previously were reorganized into 7 chairs based on the principle of unification.

83% of the College teachers are full-time, 5% part-time, and 12% hourly-paid. Only 4 professors with scientific degrees work in the College. The College has a staff with the necessary experience as per the job list: administrative, teaching and support staff. 17 of the regular staff are considered to be internal employees. At the same time, there is some turnover of teachers due to getting a higher paid job. From the expert panel site-visit, it became clear that the College is mostly provided with the necessary staff, as well as the administrative and teaching staff is sufficient for the implementation of the works.

In order to find out the students' satisfaction with the work of the departments, the QA responsible of the College conducts surveys among the students. The students evaluated the work of the directorate, educational department, department Heads, Chairs, IQA responsible, Career centre, accounting department, library, medical centre, Gymnasium, mostly expressing high satisfaction with the work of the latter. As a result, the material and technical base of the activity of the administrative and support staff was improved, repairs were made, and new computer equipment was purchased.

Considerations: The expert panel positively assesses that the College makes efforts to recruit the necessary and qualified teaching staff through the competition, which contributes to the achievement of the defined final results for the students. The expert panel emphasizes that the College also involves employers and representatives of the practical field in the teaching process, which contribute to the formation of practical skills among students, as well as create a platform for exchange of experience for other professors in terms of getting to know the innovations of the field.

It is positive that the College has defined the requirements for teaching staff with an emphasis on experience in the practical field. At the same time, the expert panel notes that clarifying the requirements for professors in academic programs will contribute to increasing the transparency of the recruitment process.

The expert panel considers positive the fact that the College is trying to continuously assess the needs of the professors and implement improvement works according to the identified needs. It is positive that in the result of the discussions the exchange of the experience is implemented during meetings within the chairs and among different chairs, however, the planned professional trainings will increase the motivation among lecturers and will contribute to the involvement of the field developments in the APs. At the same time the study of international experience, participation of the lecturers in the international conferences will also contribute to the professional development of the teaching staff. The expert panel encourages the College to make efforts and take steps to increase the English knowledge level among teaching, administrative and support staff which will enhance the study of the international experience and localization/benchmarking process.

The expert panel considers positive the fact that there is a school of young professors as a support for the lecturers without pedagogical experience to contribute to the professional and pedagogical skills development of the staff.

The expert panel highlights the recruitment of young staff and the increase in the salary of professors, which creates the basis for stability. It is positive that there is a reserve of professors that will make it possible to replace professors in risky situations.

Positively, the college seeks to provide the administrative and teaching staff to deliver on its strategic priorities.

Summary: Taking into account, that the College regularly implements the improvement of the policy of selecting professors, supporting them, identifying needs, and improving performance evaluation mechanisms and procedures, emphasizes the recruitment of staff with young and knowledgeable professionals, engages practical teachers in the field, develops and implements activities aimed at improving the teaching staff, and also emphasizes improving the quality of administrative services, the expert panel considers that the YBMC meets the requirement of the Criteria 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 its Strategic plan, the College emphasized the creation of scientific and methodological conditions for the stable development of the College. According to the self-analysis, the implementation of research activities in the College and the connection with learning are provided by the chairs, the laboratories of the college and hospitals, where students combine the educational process with research work, perform laboratory work using the available medical equipment. Few professors of the College have a scientific degree, but the employees of the College are involved in the development of educational manuals and textbooks in the field of biomedicine. About 73 educational manuals and textbooks were published, mostly at the expense of the College's financial resources. The printed literature was also provided to other secondary professional medical educational institutions of the Republic. The expert panel site-visit revealed that having published 11 manuals in the last ten years, the College plans to update, modernize and republish them. Within the framework of the World Bank loan program, volumes of "Practical guidelines for family nurses" were developed by the College's working group, in cooperation with the employees of the "Institute of Child and Adolescent Health" of the "Arabkir" Medical Center, and the United Nations "Children's Fund". The manuals "Adolescent Health and Development", "Fundamentals of Developmental and Rehabilitation Pediatrics" were developed and published. It should also be noted that seminars and thematic discussions are organized in the chairs. Some professors, on their own initiative, publish some articles in local periodicals, participate in various conferences.

The short-term plan of the College is reflected in the complex work of the academic year and the work plans of the heads of departments, where the organization of research and creative work of students is planned in advance. Sub-activities defined in Goal 3 of the three-year development plan, in particular, to make students participate in research by ensuring the formation of appropriate capacities, as well as to contribute to ensuring the quality of research activities, to organize students' research works, to activate the works of subject groups.

The College has a "Student and Faculty Research Activity Regulation" developed and approved by the Council regarding the implementation and development of research. One of the problems of regulation is the implementation of systematic creative work aimed at increasing the stock of knowledge. There is also a "Structural scheme for the organization of students' research activities" in which the sequential steps of carrying out research work are presented. However, the mentioned steps do not end with the summary, with the formalization of the conclusion. The expert panel also noted that the College has signed many contracts with a number of RA organizations for the purpose of carrying out educational and research activities during the internship. During the practice, students receive tasks to perform analytical, individual work.

The internationalization of research activities in the College is still in its early stages of development. Currently, in order to carry out joint work, it cooperates with the medical colleges of Bishkek and Dushanbe within the framework of contracts and agreements. During the expert panel site-visit, some cases of cooperation were described, such as the cooperation with "Depi Hayk" Foundation, foreign partners who gave interactive lectures on physiotherapy, first aid and other topics. Individuals of the College staff participate on their own initiative in international conferences and seminars held mainly in RA. According to the representatives of the College, the limitation of financial resources and sometimes the lack of knowledge of a foreign language hinder their participation in international scientific events.

The College's documentation base observation revealed that the institution places importance on ensuring the link of learning with research activities and their interrelated role. Research activity of students is mainly provided during theoretical, practical and laboratory classes, seminars, practices in the modules of Academic programs, as well as independent works, through the formation of subject groups. Professional seminars, conferences, competitions are organized in the College.

The modules of the Academic programs are dominated by the number of hours of practical/laboratory classes, within which the students are often given individual assignments, then the students come up with abstracts, reports or make posters, stands. The expert panel sit-visit revealed that there interactive learning methods are used in different modules: problem solving, role-playing games, situational problems. For example, as a situational problem, the patient's feeling of fear is considered, and the heart rate and pressure values derived from it are considered, based on which the student should present his position, the algorithm of actions. During the expert panel site-visit it was revealed that the College also encourages group work. For example, students do group work on different burns, look at the picture of the burn and analyse it. It should be noted that as a result of benchmarking with the College of Bishkek, a small pharmacy was implemented in the "Pharmacy" program, where students arrange drugs and classify them according to the mechanisms of action. Moreover, within the framework of the lesson, role-playing games are

carried out as "employee and customer" of the pharmacy. The expert panel site-visit revealed that topics are often given as individual assignments for the students to collect materials and then present them in the classroom. For example, students are divided into groups, certain types of herbs are divided into groups, they separate drugs with different effects (diuretic, expectorant, etc.), analyse pharmacological effects, contraindications, their use and discussion.

In order to strengthen the connection between research and learning, subject groups operate in the College. students are assigned thematic analytical works on various diseases, pharmacological effects, work with patients. The work of subject groups is mainly coordinated by the methodologist. However, not all students are involved in subject groups. mainly enterprising and interested students. Nevertheless, the study of Academic programs shows that another important circumstance is that not enough attention is paid to familiarizing students with research methods, comprehensive application of professional Armenian and foreign language literature and reference to sources in independent, individual works.

Examples of students 'research activities are also the work done during internships. As a result of cooperation with the Institute of Hydroponics, the students observe medicinal plants and prepare herbariums during the three-day visit. Thus, the expert panel states that the above-mentioned approaches develop students' analytical thinking. However, not all modules implement such approaches.

Considerations: The expert panel positively evaluates the goals of the College in terms of encouraging research work and developing research and analytical skills among students. In the college, there are some mechanisms of combining the educational process with research/analytical works, which contribute to the development of analytical abilities among students. In defining its interests and ambitions in the field of research as assessed by the expert panel, the College mainly looks at the publishing of various teaching manuals by the staff and the activities that develop the research/analytical thinking of the students. Nevertheless, the expert panel believes that the involvement of all students in research activities (subject groups, preparation of essays, etc.) and the planned and systematic implementation of such activities will contribute to the realization of the goals set before the College to prepare health professionals with analytical thinking and secondary professional education.

According to the assessment of the expert panel, the College emphasizes the performance of independent, individual, and group work, however, the regulation of activities aimed at the formation of analytical abilities will contribute to the development of students' abilities to use professional literature, make appropriate references, and draw conclusions.

The expert panel emphasizes the implementation of laboratory experiments and practical works by students, and believes that increasing their number and frequency will contribute to the development of students' practical and research skills. The evaluation system takes into account the student's skills, his activity during the performance of independent assignments. After observing the "simulations" of laboratory experiments in some modules during the lectures, the expert panel finds that it is possible to implement full experiments with limited costs and resources. Some of the equipment and laboratory supplies (microscopes, balances, flasks, separatory funnels, etc.) available in the College can be used more frequently to carry out some laboratory experiments, which will

also contribute to the development of students' research abilities. The expert panel emphasizes the willingness of the College management to improve the laboratory environment, but more saturation of the college's own resources would contribute to the introduction of new laboratory problems, methods, and the implementation of research works/problems in all Academic programs.

It is positive that students also conduct research during internships using the resources of the college's partner institutions, but more precise planning and effective supervision of the process can contribute to the involvement of all students of the College in these activities.

Summary: Taking into account that the College encourages the implementation of research, there are mechanisms for the implementation of research activities and correlation with learning through the appropriate tasks given to students, the teaching staff of the college actively participates in the development of manuals, textbooks the expert panel concludes that the College meets the requirements of Criterion 6.

Conclusion: The expert panel assesses the relevance of YBMC 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 resource provision as a function of strategic development plan, the tasks of which are to improve the material and technical base, ensure the financial and economic stability of development, and develop the potential of the teaching staff of the College in accordance with modern requirements.

According to the SER the College has adopted a policy for 2018-2023 aimed at improving the modern learning environment necessary for the implementation of Academic programs, regularly improving its resources according to priorities and opportunities.

The College has an educational institution building in Yerevan with an area of 4,129.5 square meters, where there are 22 classrooms, 50 subject cabinets-laboratories, 2 professional cabinets, 2 workshops and 4 computer cabinets, a gymnasium, a sports field, a library, a reading room, a library, an archive, ceremony hall.

During the lessons conducted during the expert panel site-visit, it was noted that in the teaching process, thematic posters are widely used, mock-ups are used, and the laboratory classrooms have the necessary equipment for acquiring practical skills. On the basis of the relevant contracts, students' internships and sometimes practical trainings take place in different clinics, polyclinics, maternity hospitals, and research centres in Yerevan and regions during which employers' resources are used.

According to the self-analysis, the College library carries out its activities according to the "Regulations of the library of the YBMC" approved by the decision of the College Council. The library has 65,703 titles of books, of which 11,538 titles are fiction books, 41,881 titles of textbooks corresponding to Academic programs, as well as 5,214 titles of educational manuals and 7,070 titles of educational literature. 73 manuals, brochures and textbooks were developed and published in Armenian by the College chairs. Books were updated in the library in 2022, in March, as a result of which the library was replenished with 172 titles of fiction and 38 titles of educational literature. It became clear from the expert meetings that the YBMC plans to digitize the existing library fund, but currently there are no conditions for its implementation.

The expert panel site-visit revealed that the College has carried out works aimed at improving resources: 26 additional computers were purchased for students and employees. The resources observations revealed that the simulation cabinet was furnished and put into operation in the "Dental Technical Work" department.

The entire area of the college is provided with telephone and internet connection, available Wi-Fi internet coverage.

In the financial management estimate prepared for each year in the College, based on the expenses incurred during the previous year, budgetary and extra-budgetary receipts, financial resources are distributed. According to the SER, the financial costs have increased in recent years, which is due to the increase in wages, mandatory social payments, the resources acquired, the costs related to the modernization of the material and technical base, and the improvement of the educational environment.

The share of educational expenses in the College (salaries of teaching staff, purchase of educational manuals and books, property, furnishing and repair of study cabinets and other purposes directly related to students) in the total volume of expenses (over the last four years) made an average of 90%.

The financial activities at the Institution are carried out in accordance with the College charter, the Finance Management Policy, the Resource Allocation Procedure, the RA Labour and Tax Codes and other normative legal acts.

The expert panel site-visit revealed that the departments provide their proposals regarding the necessary resources, property, technical means and educational materials on a half-year basis. Then this list is presented to the director. Given the College's capabilities and the urgency of acquiring resources, appropriate financial resources are provided.

Until 2018 the College was a SNCO, then from 16.01.2018 the legal organizational form was changed and the college became a closed joint-stock company with 100% state participation. According to the self-analysis, when determining the basis for calculating the dividends of the college, the net profit, after the deduction of the expenses related to the profit tax, is payable to the RA state budget with a dividend rate of 50%. As of 2021, the College's annual financial resources are distributed as follows: salary 51.7%, tax liabilities 16.5%, educational and economic expenses 27.3%, advertising 1%, contingency 3%, profit 0.5%. Accounting for financial resources is carried out by the College's accounting department and reports to the Principal of the College on a quarterly basis on the received receipts and outgoings. The expert panel site-visit revealed that the

change in the legal organizational form did not lead to the attraction of additional financial resources or the diversification of sources.

Document circulation between the College and the RA MOESCS is carried out through the Mulberry system. The expert panel site-visit revealed that personal e-mails of employees are used for internal document circulation in the College. An internal network has been implemented, but is still not implemented to ensure communication between all departments. The expert panel site-visit revealed that the complete electronification of document circulation is still a challenge for the College. Accounting is carried out through the AP-Accountant-7 program.

In order to maintain the internal disciplinary rules in the YBMC, duties are defined by department heads and laboratory assistants. The expert panel site-visit revealed that for the purpose of maintaining internal disciplinary rules, duty has been set by the Council of Ministers.

From the review of the resources, it became clear that there are evacuation plans in the College, which are posted in places visible to the beneficiaries. The College also has a fire protection system.

Issues of development of inclusive education and full involvement of persons with disabilities are still incomplete in the College, there is a problem of adaptation of infrastructure, as the building does not have an elevator, the entrances are not adapted for wheelchairs. The expertise of the College units revealed that the College also does not have a canteen.

The expert panel site-visit revealed that the College has the necessary infrastructure for health and safety: the security service and the medical centre are functioning. Safety rules also apply in some laboratories, the College partially pays attention to ensuring safety rules in laboratories for performing experiments and using materials⁵.

According to the SER the expert panel site-visit that the College has the necessary infrastructure for health and safety: the security service and the medical centre are functioning. Safety rules also apply in some laboratories, the college partially pays attention to ensuring safety rules in laboratories for performing experiments and using materials.

Resource satisfaction surveys, discussions, and meetings are used to evaluate student educational, consulting and other services.

Since 2021, the College has a quality assurance officer who conducts surveys of students, alumni and faculty. Questionnaires include questions about the conditions and equipment of the offices, laboratories, the library, the health centre, the operation of the security service and the gymnasium.

The expert panel site-visit revealed that the results of the surveys are discussed in the meetings of the board of directors and some steps towards improvement are implemented, however, the system is still being implemented, and comprehensive evaluations and improvements based on them are not yet available.

Considerations: The expert panel positively evaluates the trends of the College aimed at continuous improvement of the educational environment. Equipping with appropriate simulations, cabinets, laboratories and other resources necessary for teaching mainly enables the College to achieve the goals set by the Academic programs. The expert panel highlights the fact that, in addition to the College's own resources, within the framework of the contracts, particularly in the

process of conducting educational practice, there are ample opportunities to use the resources of partner organizations (clinics, pharmacies, dental clinics, etc.), which contributes to the development of students' practical skills.

The expert panel emphasizes the fact that the College continuously allocates financial resources for the purchase of new equipment, materials necessary for the educational process, but taking into account the fact that current costs make up 90%, from which funds are allocated for salaries, printing of manuals and for other educational expenses, little funds are left to provide for the development of the College. The expert panel considers that in this regard the College will be able to overcome the set milestones and the modern requirements and challenges for secondary professional education by attracting alternative financial sources. From the point of view of financial management, the expert panel emphasizes that the College also allocates certain funds for advertising purposes, which contributes to the availability of information about the College and increasing its ranking.

From the point of view of dynamic development, the need for computers, projectors, internal network has started to become important in the College. There is some progress in that direction, but the actions regarding the use of e-learning platforms in the learning process or the implementation of digital technologies in the management process are still not visible. The use of electronic platforms, as well as the electronification of documentation, will contribute to the greater coordination of processes in the College, unification of documentation and ease of access for stakeholders.

The expert panel positively evaluates the processes implemented by the College aimed at protecting the health of students and creating a safe environment. However, it is also important to create conditions for students with limited mobility and special needs from the point of view of providing inclusive and accessible education for all. The expert panel believes that based on the specifics of the College programs, the clear definition of the rules for using the laboratories will contribute to the safer implementation of the work carried out by the students.

The expert panel positively evaluates that some tools of resource satisfaction are used in the College, however, their systematic application and the demonstration of initiative among the beneficiaries will create an opportunity to identify the problems of resource saturation and will be the basis for further replenishment.

Summary: Taking into account that, the College has formed and adapted its infrastructures, has an institutional basis for financial and operational management, resources necessary for the implementation and sustainability of Academic programs, continuously makes efforts to supplement and update them, has created an educational environment that meets the needs of students, the expert panel considers that the College meets the requirements of criterion 7.

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

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 has a defined accountability system. After the end of each semester, the heads of departments and chairs, the head of practice, the methodologist, the quality officer, the librarians submit reports to the director about the student body, current and semester progress, mid-term exams and graduation results, respectable and non-respectable absences of students, conducted activities, research works.

According to the SER, the principal reporting document of the College's activity is considered to be the Director's annual report, which is compiled on the basis of the current and annual reports of all departments of the College. According to the SER, all reports are discussed in the meetings of the board of directors. The director's annual report is discussed and analysed at the College board meeting, during the expert panel site-visit revealed that before reaching the board, the report is also discussed with other departments, giving an opportunity to solve current problems. The expert panel site-visit revealed that there is top-down and bottom-up accountability in the Institution, and accountability mechanisms are implemented in all circles. The reports present the processes implemented according to planning, their results, reasons for non-fulfilment.

During the year, according to the law, reports are also submitted to the Ministry of Education and Culture and other state agencies.

YBMC has platforms that ensure access to information and transparency: a newly created official website and a Facebook page. The Facebook social network is most actively used for the dissemination of information, where there is constantly updated information on admission conditions, professions, entrance examination, fees, etc. Ensuring public relations is carried out by disseminating information about the College in the "Diaspora" information centre and in the "Colleges and Vocational Schools of Armenia" reference manual. It should be noted that the mostly available information about the College is in Armenian.

The expert panel site-visit revealed that an important means of ensuring the transparency of the College's working activities is the page of the career centre responsible on the Facebook social platform, which contains information about events, exhibitions, trainings, additional courses, consultations, open classes, student achievements, vacancies, employers. regarding meetings and discussions. According to the SER the information about the College, the many educational and educational events organized also presented and distributed through the YouTube page, also through "School Education Program". The expert panel site-visit revealed that the information on the College is also spread through participating in different Expo-events and visits to schools.

According to the SER, the coordinated communication process of the Director and vice-directors also contribute to the formation of the link with society. Social networks, as well as the College's e-mail address: henaketain@gmail.com, are among the stable feedback mechanisms contributing to the formation of the public relations. The College considers the official website,

which started its activity during the days of the expert panel site-visit, as a mechanism of relations with the society.

The College organizes open discussions with employers and graduates, it became clear from the expert panel site-visit that they participate in chair and board meetings, having the opportunity to present their proposals regarding the establishment of cooperation, the implementation of internships, etc. According to the self-analysis, in order to ensure cooperation, the college frequently organizes meetings with the participation of the head of the practice department, career guidance and quality assurance officers, methodologists and representatives of employing organizations.

The College also has a feedback book, which contains numerous feedbacks received from students, parents, employers, school directors and teachers. However, despite the variety of mechanisms in use, the College has not yet conducted an analysis of the effectiveness of the tools it has.

In order to transfer knowledge and values to the society, the College provides additional courses and consulting services in various professions. According to the SER, within the framework of the "College-University" project, lectures and discussions were held with the participation of students of YBMC and Yerevan State Medical University, research works were carried out with the participation of YBMC and Yerevan State University students on the diagnosis of aggression in adolescents, the identification of character emphasis, College students and regular conversations-reports with the participation of the employees of the central department of the Yerevan City Department of the RA Police.

The expert panel site-visit revealed that in 2022 within the project "To Hayq" agreement the College cooperated with a specialist from England, a participant of the "Birthing Armenia" program, who conducted physiotherapy courses for students at the College. In 2019, within the framework of the cooperation memorandum with Yerevan Municipality and World Vision Armenia, the College conducted "First Medical Aid" courses for preschool nurses in Yerevan, for which he received a letter of thanks.

The College conducts free consultation for applicants in the subject "Biology" before the entrance exams.

All educational manuals and textbooks developed and published by the College, in Armenian language, intended for medical workers with secondary professional education, are provided to other secondary professional state medical educational institutions of the country, as well as to the Scientific and Medical and National Libraries. The student council of the College regularly carries out professional-educational activities for different groups of the society.

Considerations: The expert panel positively assesses that during the many years of experience of the College, both internal (from departments to the administration) and external (from the College administration to relevant state agencies) accountability mechanisms and clear procedures for their application have been formed and are currently operating, which contributes to transparency and ensuring accountability for the College's key stakeholders. The College management staff, within the limits of the available possibilities, try to inform as transparently as possible about the internal processes, performances, progress and planning both to external and

internal stakeholders, as well as to wider circles of society. The expert panel considers that increasing the effectiveness of these processes can be greatly facilitated by the full launch of the College's official website, providing more extensive information about the College's Academic programs, alumni, external relations and other processes in both Armenian and foreign languages, as the College positions itself, as a professional educational institution operating in the region.

The expert panel highlights that the trends of the College in terms of adequacy, strengthening feedback links with other professional educational institutions and structures, and continuous development, but considers that the evaluation of the effectiveness of the mechanisms used will lead to the more targeted and systematic implementation of the mentioned works. Increasing the efficiency of the above-mentioned processes can also be helped by the use of modern communication and technological possibilities and new solutions.

The Panel strongly emphasizes that the College has a long tradition of knowledge transfer and appropriate processes for sharing its experience with other similar educational institutions, supporting them with literature and other resources, and developing extensive collaborations, which contributes to the unique emphasis of the College's role among medical educational institutions.

Summary: Taking into account, that internal and external accountability processes are regulated in the College, the institution ensures the dissemination and transparency of information on various aspects of its activities, as well as the willingness to share its experience and make its accumulated knowledge and values available to the public, the expert group considers that the YBMC meets the requirements of criterion 8.

Conclusion: The expert panel assesses the relevance of YBMC 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

In the strategic plan of then College, the goal of development is to become the regional centre of the secondary professional medical education system, and the task is to integrate with international developments in the field of education to ensure comparability with internationally accepted procedures and requirements. However, the regional role and significance of the College is mostly limited to the activities of the institution in the Republic of Armenia¹. The College aims to expand and develop social partnership, ensuring the development of long-term relationships between the College and employers, international organizations, including relevant educational institutions abroad. However, the expert panel site-visit revealed that the College does not have a

¹ The idea has been reformulated based on the institution's observations.

clearly formulated policy promoting foreign relations and internationalization, and procedures leading to this goal are still not in place in the College.

The studies and analysis of the expert panel revealed that the College paid great attention creating a wide cooperation network with local organizations (medical institutions, pharmacies, dental and cosmetology centers, universities, colleges, public organizations, etc.). According to the self-analysis, the College cooperated with 70 state and private organizations in the 2021-2022 academic year in order to create an environment conducive to external relations. There are a number of these collaborations, some of them are episodic (episodic one-time programs), but there are also institutional collaborations, the best examples of which can perhaps be considered the existing contracts for the purpose of organizing effective internships for the College students, for this purpose, the appropriate established infrastructure, responsible department in the College, developed procedures.

According to the SER, in different official documents some functions of ensuring external relations and cooperation with external stakeholders are stated. The expert panel site-visit revealed that the coordination of external and international relations is conducted by the IQA responsible. The establishment and development of external relations is also carried out by the management staff of the College, the head of practice and other administrative employees according to their field of activity. The College does not yet have a clear plan for participation in international programs.

According to the SER, foreign students from the Russian Federation, the Republic of Georgia, Syria, the USA, Iran, and Ukraine also study in the college in various majors. During the expert visit, it was found out that they are students of Armenian nationality who are citizens of the mentioned states, and their education is organized in the College together with other local students, in Armenian.

The expert panel site-visit revealed that the College cooperates with various pharmacy chains. As a result of cooperation with FARM training center, College students participate in various courses. Olympiad College organized by Ministry of Education and Culture and FARM training center also took part and thanks to the victory, students of the college were offered to participate in a free one-month course.

As it was mentioned according to the goals of the SP, the College aspires to become a regional center of the secondary professional medical education system. In this direction, the studies and analysis of the expert panel revealed that despite the presence of some private examples (participation in some programs initiated by the Armenian offices of international organizations, unique visits of foreign professors, participation of College teachers in international seminars, etc.), the College behind in its actual activity and infrastructure of internationalization is weak from its own stated goal regarding internationalization. The expertise revealed that the cooperation, the initiative mainly refers not to the College but the cooperating organizations and participation in international seminars mostly are carried out by the lecturers with their own means. Some projects with the initiative of the cooperating parties before the start of the Covid-19 pandemic, stopped are not continuing at the moment, because there is no "new step" from the cooperating party yet. It should be noted that the College has not yet responded with initiative to the suggestion received from the national Erasmus+ office months ago.

According to the SER, the YBMC cooperating with the “Kds foundation of the UNDP” and based on the adopted manuals of “World Healthcare Organization” and “Rules for management of Acute Respiratory diseases of children” developed manuals for teachers and students of the medical colleges. The teaching staff of the College conducted trainings among nurses of Yerevan and regions cooperating with "Adolescent Health Care Center" of ‘Arabkir Medical Centre’ and "Jinshian Memorial Foundation. The above-mentioned processes are the fact of important social responsibility of the College.

According to the SER great attention has been paid for the teaching of foreign language and among students the level of foreign language knowledge has increased. According to the SER the knowledge of Russian language among students and teaching and administrative staff is 100% and regarding other languages /basically English/ the level of knowledge is more than 50%. However, the knowledge of languages is considered to be the restrictive factor for participation on various international projects, usage of international literature, implementation of the benchmarking of the APs, participation of the teaching staff in the international trainings.

The expert panel site-visit revealed that the teachers implement personal activities in order to increase the low level of English knowledge. According to the development action plan of the College is planned to organize additional courses and trainings of ‘Foreign languages’ and ‘Computer operator Course’. The College does not plan to have subjects in foreign language²: One of the English language lecturers organized training for the teachers and administrative staff, however it is not implemented on regular bases. However, the presence of the issue, the role of this and the improvement directions in this regard are not fully analyzed and certain planning for overcoming the problem is not developed.

Considerations: The expert panel positively assesses the fact that the College highlights the role of external relations and continuously takes steps to establish connections in order to accomplish the strategic goals of the College. It is important that that these processes highly contribute to creating the opportunities for organizing students’ practices, ensuring the connection with practical sphere, consistency of the teaching staff. However, the expert panel considers that the absence of the action plan poses under risk the goals of the College regarding the external relations and internationalization /ensuring the integration of international developments of the education/, hinders the clarification. The expert panel highlights the fact that the College has connections with different national organizations, the presence of established and traditionally developed connections with educational and medical institutions, which leads to the special importance of the college among the secondary professional educational institutions of the RA medical sphere. The meetings organized regularly by the College, the literature and recommendations provided are facts of high social and educational responsibility.

The expert panel highlights the implemented actions regarding the internationalization which creates the some possibility regarding the Exchange of experience. However, the expert panel considers that the lack of initiative in this regard, not providing the corresponding human resources obstacles from the point of view of putting these processes on institutional foundations.

² The idea has been reformulated based on the Institution's observations.

It is important to use the results of the cooperations while implementing the benchmarking of the AP, organizing teachers' trainings, creating opportunity for students' and teachers' exchange, implementing joint projects. The above-mentioned activities will have their positive effect on the quality of the programs making the graduates more competitive in RA and international labor market. These processes will create additional opportunities regarding involvement of additional financial resources. Considering the issues and obstacles regarding international processes such as: lack of a responsible position, limited financial resources, low level knowledge of foreign language of the staff, etc., the expert panel does not consider adequate the efforts made by the College in the direction of solutions, especially considering that there is less than a year until the deadline of the SP and the defined goals and objectives, will likely remain imperfect.

At the same time, the expert panel highlights the introduction of sustainable mechanisms aimed at increasing the level of English proficiency among professors and students, which will create a basis for involving stakeholders in internationalization processes.

It is also important that the College evaluates its potential for the effective implementation of the internationalization activities.

The expert panel considers that the clarification of these directions in the next SP, the provision of the necessary resources, the in depth planning of the activities and the expected outcomes will create new prospective opportunities for the College.

Summary: Taking into account that YBMC stated ambitious goals in its Strategic Plan regarding the external relation and internationalization, evaluating the current situation and current work priorities in the College in this direction, in particular, the lack of infrastructure responsible for internationalization, the required human and financial resources, as well as the current state of knowledge of foreign languages of the staff and students, the insufficiency of the efforts made by YBMC to ensure its own set level of internationalization, the expert panel considers that the YBMC does not meet the requirements of criterion 9.

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

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 improvement and empowerment of the internal quality assurance system are separated in the SP of the College for 2018-2023. According to the SP the College's expectation from the quality assurance system is the development and implementation of the monitoring mechanisms of preparing the specialists. In order to accomplish the goal the following objectives are mentioned: the creation of the mechanisms and conditions for the improvement of the teaching, learning and assessment processes, as well as the correspondance of the internal QA system and the activities of the College with international standards. As evaluation mechanisms of the College activities the development and creation of the internatal new standards, procedures and regulations, and no clear steps have been outlined and implemented in the way of the quality assurance system's compliance with international standards, and no study and analysis of international standards has been carried out. The expertise revealed that, the objectives underlying the planning of these processes are sometimes too broad and do not always derive from the activities of the quality assurance system. For example, ensure the efficiency of the management of the College, financial sustainabilily, support implementation of the anticorruption policy, contribute to the provision of the student. There are incorrespondences among problem solving activities and expected outcomes. Taking into account that, the deadlines mentioned for the implementation of the processes are mainly correspond to the SP deadlines, and it could be mentioned that planned documentation phase was developed, however, planned comprehensive analyses has not been fully implemented.

There is a position for IQA responsible since 2020, who is responsible for the QA activities of the College, and in order to implement QA activities more effectively the professional commissions for quality assurance have been created by the Director. There is an office for the IQA responsible where the current discussions are carried out. Job-description is developed for the QA responsible. It includes: within the scope of the functions of the quality responsible is the formation of prerequisites and stimulating mechanisms necessary for the continuous improvement of the quality of the provided education, coordinating and implementing processes related to the assessment of teaching and learning quality, ensuring the quality of Academic programs that meet the needs of stakeholders, developing a culture of educational quality, ensuring accountability for quality to internal and external stakeholders. A number of documenes have been developed by the initiative of QA responsible, 'QA Policy', 'Regulaion of revision and evaluation of APs', 'The procedure of regular evaluation of teaching staff and the chairs', 'The Regulation of the evaluation of the quality of education and ensuring the profesional commission' and etc.. The documents re mainly approved in 2021. According to the QA policy the QA system of the College is aimed at continous improvemnet and developement of the qauity culture, as a tool for the continous development is considered to be the surveys conducted among studnets, alumni, employers. 4 general principals are stated in the document, systematic approach, centered coordination, self-evaluation, improvement. However, it does not express the roles of different departments from the point of view of QA system development: there are no unified evaluation, self-evaluation mechanisms and standards in different departments.

The involvement of the internal stakholders is expressed by participation in the discussions, meetings, condcted surveys. The internal stakholders are invlved in the QA commissions for which there is also a developed regulation. However, the expert panel site-visit revealed that, within the ctivities of the commsions the results of the surveys are mainly discussed and no problems have

been identified regarding quality system. Surveys have been conducted among students, alumni, applicants, employers regarding educational environment, resources, work of different departments, evaluation of lecturers and etc. The expert panel site-visit revealed that the surveys contributed to the resource improvement: computers were achieved, the sports hall was renovated, etc. the SC of the College contributes to the implementation of surveys, informing students about surveys and their purpose.

The expert panel revealed that the involvement of the external stakeholders in the QA system is expressed with feedback of the employers while having meetings with them, and with the involvement in the final attestation committee. The opinions of the employers are taken into the account by the College, while implementing changes in the APs, by discussing the features of the tasks and practices. The expertise revealed that the employers show initiative and often come up with their offers, also taking advantage of the fact that they are teaching in parallel at the College. However, the IQA system of the College is not fully implemented and does not cover the full range of stakeholders' needs. The problems of the system are quite extensive (monitoring of the effectiveness of educational processes, self-evaluation of programs, etc.) and require the involvement of additional financial and human resources.

The quality assurance system at the College is still in its development phase. As already mentioned, until 2020 the YBMC did not have a position of education quality assurance responsible, so the reforms carried out in the College were coordinated by the methodologist, the practice department and the professional orientation and career guidance responsible. By developing the internal quality assurance policy of YBMC, the College has created the basis for the evaluation of the effectiveness of the implementation of the quality assurance policy and for further improvement. Considering the fact that the processes are at the initial stage of implementation, there are still no qualitative studies and analyses of policy and process evaluation.

The bases for the first experience of self-analysis for the purpose of the institutional accreditation process were accountability mechanisms in the College. The data was provided by the departments and then the generated analysis was discussed in various meetings. The expertise revealed that the available data are systematic, but mostly presented in quantitative form. The implemented summaries have not yet been inverted into in-depth and comprehensive analyses. It should be noted that the development and the usage of the problem-solving mechanisms were followed the SER development process. The expertise revealed that the SWOT analyses of the chairs are planned to be conducted on regular bases. The conclusions of the results are presented during the methodological discussions and meetings of the chair. The web-site of the College is the most important tool for ensuring the transparency of the activities for the external stakeholders, it is still in the piloting phase and not express the full situation.

The expert panel site-visit revealed that the College management highlights the development of the QA system, however, the expectations and imaginations among the stakeholders regarding the QA system, there are no standards and indicators developed, the issues and priorities of the Quality system need to be clarified.

Considerations: The expert panel positively assesses the improvement of the documentation aimed at development of the QA system, somehow regulates the processes of the system, creating

bases for the further development. However, the expert panel considers that clarification of the QA policy by the College, the definition of more targeted objectives and corresponding actions will increase the efficiency of the conducted processes. The expert panel positively mentions that the support and encouragement of the College management towards the formation of the quality assurance system, the provision of human and financial resources, the existence of connections between departments, which created certain grounds for the integration of data and discussion of needs in the College.

The expert panel highlights that there is a job-description and action plan for the QA responsible in the College, however, the cycle of the activities sometimes is not derived from his/her role which prevents clarification of the full understanding of the stakeholders regarding the quality assurance system.

The expert panel considers that the IQA system of the College is still in the start phase, where different questionnaires and reports often lead to certain resource improvements. However, considering the mentioned directions and the role in the development, the expert panel finds that the system has not yet been able to achieve the goals set by its own policy and overcome milestones. The expert panel notes that the improvement of the needs identification mechanisms, the promotion of the initiative aimed at raising the needs among the stakeholders will create an opportunity for the implementation of more in-depth analyses, the collection of comprehensive data on all processes of the College and the making of managerial decisions based on these data.

The mechanisms for monitoring the effectiveness of all the processes of the College are still imperfect, which may further hinder the processes of reviewing and improving the system.

The expert panel mentions that the clarification of the data collection process, the definition of the stakeholders' role in that process will enhance the improvement of continuous and sustainable improvement.

The expert panel emphasizes the College's approach to ensure transparency about its processes among stakeholders, but not full usage of appropriate electronic platforms, the official website, is an additional barrier to access to information. The full launch of the website, the full presentation of information on the quality of the processes taking place in the College will also contribute to ensuring transparency.

Summary: Taking into account that the main objective for the QA policy is the development and implementation of the evaluation mechanisms of the implemented processes, however, the misión and the visión of the QA system, the objectives of the IQA system are not certain, annual plans are not drawn up based on the assessment of the effectiveness of the performed works and the identification of problems, the common understanding of the stakeholders regarding the quality assurance system has not yet been formed, the quality system is not considered as a driving force for process improvement, the expert panel considers that YBMC does not meet the requirements of criterion 10.

Conclusion: The expert panel assesses the relevance of YBMC institutional competencies to the requirements of CRITERION 10 insufficient.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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

Anna Poladyan
Head of the expert panel

January 23rd, 2023

APPENDIXES

APPENDIX 1. CVS OF THE EXPERT PANEL MEMBERS

Anna Poladyan graduated in 1994 from the Department of Biophysics, Faculty of Biology, Yerevan State University. 1994-96 He was an experimenter-researcher in the biophysics department of the Faculty of Biology of YSU, and in the same year was a senior laboratory assistant. Then in 1996-1998 was a junior researcher, in 2000, a researcher, later also in 2000-2018. senior researcher. Since 2000, she has been a candidate of biological sciences, and since 2021, a doctor of biological sciences, in 2016-2017. Individual consultant at YSU Microbial Biotechnologies and Biofuel Innovative Centre, then from 2021, director of the centre and deputy director of the Research Institute of Biology. From 2012 to the present, he is an associate professor at the Faculty of Biology, Department of Biochemistry, Microbiology and Biotechnology at Yerevan State University, and from 2021, the head of this department. She participated in exchange programs, a number of conferences and worked as a researcher at the University of Virginia (USA) and the Technical University of Berlin (Germany). She is the author of about 40 published scientific articles, books and training manuals. Participated in about 12 grants. Awarded a number of awards.

Davit Ghazaryan graduated from Yerevan State Medical University Faculty of Medicine in 2003. He received the qualification of a doctor. In 2004, he completed the clinical residency at Yerevan State Medical University. 2007-2008 was a senior laboratory assistant at the Department of Pathophysiology of YSU. In 2008-2014, he was an assistant professor in the same department. 2009-2010 He was a phthisiologist at the Myasnikyan polyclinic. 2010-2011 He held the position of deputy dean in the deanery of education of foreign students of YSU. 2013-2014 was a lecturer at YSU Faculty of Pharmacology. Since 2014, he has been a lecturer at the Department of Pathophysiology of YSMU. 2011-2022 was the head of the practice department of the educational methodical department of YSMU. Since 2022, he has been the head of the quality assurance department of the RA MH National Oncology Centre named after Fanarjyan.

Lilit Abelyan 2009 graduated from Kh. Armenian State Pedagogical University named after Abovyan. She received a pedagogical degree, a bachelor's degree in pedagogy, majoring in "History". In 2017 graduated from the same university and received a master's degree in pedagogy, majoring in "History". Since 2016, she has been a lecturer at Kotayk Regional State College. From 2020 until now, she is the quality manager of Kotayk Regional State College.

Edita Kasinyan graduated from the National Agrarian University of Armenia in 2022. Agricultural College named after Kochinyan, majoring in "Management". From 2022, she is studying at the National Agrarian University of Armenia, majoring in "Food Technology". Participated in the training course for student-experts of the "Voice of Students" project of the National Academy of Arts and Sciences, as well as in various courses and volunteer work.

APPENDIX2. SITE-VISIT OF EXPERT PANEL CONDUCTING INSTITUTIONAL ACCREDITATION

14.11.2022 - 17.11.2021

	14.11.2022	<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the YBMC Director	09:30	10:30	60 minutes
2	Meeting with deputy directors	10:40	11:40	60 minutes
3	Meeting with members of the self-analysis development group	12:00	12:40	40 minutes
4	Break, expert panel discussions	13:00	14:00	60 minutes
5	Meeting with graduates	14:10	15:10	60 minutes
6	Meeting with employers	15:30	16:30	60 minutes
7	Document review and closed meeting of the expert panel	16:40	18:00	80 minutes

	15.11.2022	<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Board members	09:30	10:30	60 minutes

2	Meeting with heads of departments, educational program managers and methodologist	10:40	11:40	60 minutes
3	Meeting with representatives of the teaching staff (10-12 people).	11:50	12:50	60 minutes
4	Break, expert panel discussions	13:00	14:00	60 minutes
5	Meeting with students (10-12 people).	14:10	15:10	60 minutes
6	Meeting with heads of departments (head of educational department, career guidance officer, internship, personnel departments, librarian, accountant)	15:20	16:30	70 minutes
7	Document review and closed meeting of the expert panel	16:40	18:30	100 minutes

	16.11. 2022	<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Parallel meetings with the representatives of "Midwifery", "Pharmacy", "Medical cosmetology" educational programs	09:30	10:30	60 minutes

2	Parallel meetings with professors of "Midwifery", "Pharmacy", "Medical Cosmetology" educational programs	10:45	11:45	60 minutes
3	Parallel meetings with students of "Midwifery", "Pharmacy", "Medical Cosmetology" educational programs	12:00	13:00	60 minutes
4	Break, expert panel discussions	13:10	14:10	60 minutes
5	Meeting with representatives of the Student Council (8-10 people).	14:20	15:00	40 minutes
6	Open meeting	15:10	16:10	60 minutes
7	Document review and closed meeting of the expert panel	16:20	19:00	150 minutes

	17.11.2022	<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Quality Assurance responsible	09:30	10:30	60 minutes
2	Document review and expert panel discussion	10:50	12:50	120 minutes
3	Break, expert panel discussions	13:00	14:00	60 minutes

4	Meeting with the staff selected by the expert panel	14:10	16:10	120 minutes
5	Closed meeting of the expert panel	16:20	17:20	60 minutes
6	Meeting with the management staff of YBMC	17:30	18:00	30 minutes

APPENDIX 3. LIST OF DOCUMENTS FOR OBSERVATION

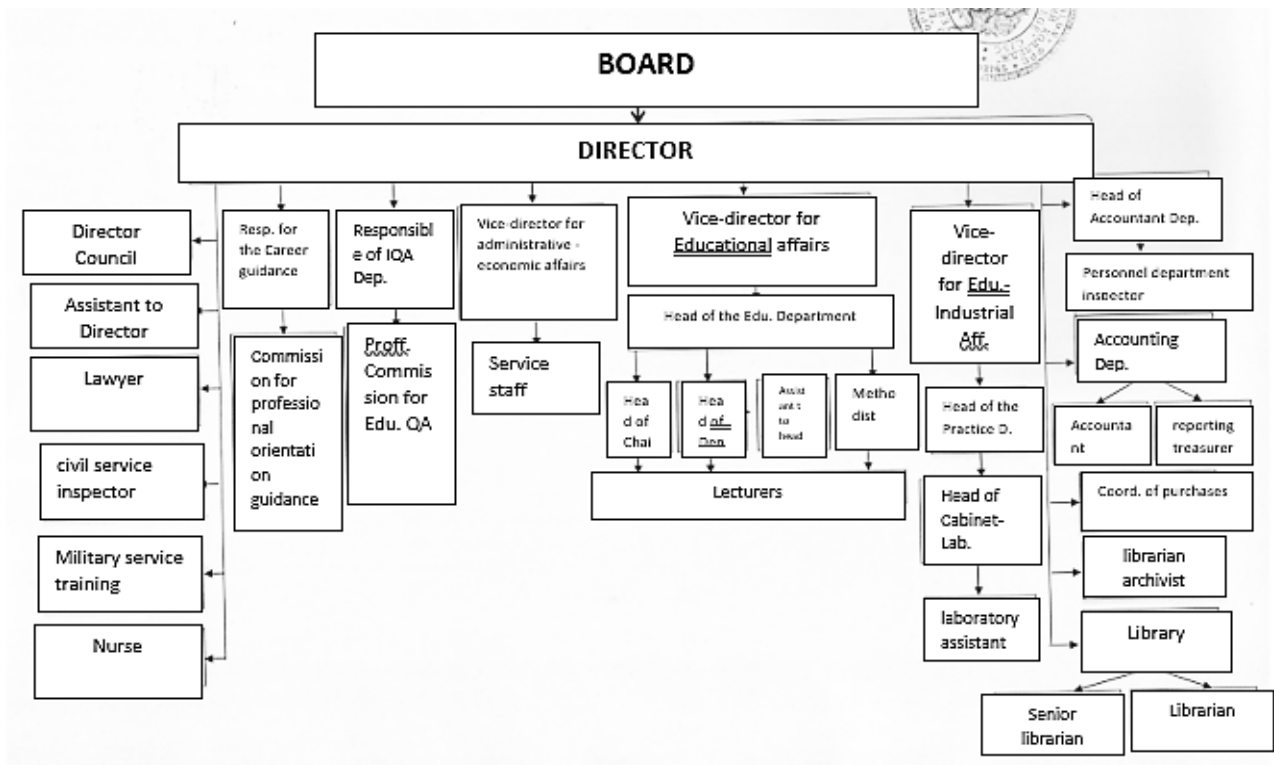
N	Name of the Document	Criterion
1.	Evaluation of the previous SP	1
2.	SP plan-schedule	1
3.	Council meeting minutes	2
4.	Annual plans and reports of chairs, divisions	2
5.	Minutes of chair meetings	2
6.	Training plan for beginner lecturers	2
7.	Survey Analyses	2
8.	Improvement plans	2
9.	Position Descriptions	2
10.	Notebooks, Practice notebooks	3
11.	Study notebooks	3
12.	Lecturer portfolios,	3
13.	Lecturer plans	3
14.	The composition of academic advisers, the topics of advice and the schedule of meetings, the registration book	3
15.	Chairs vacancy list	3
16.	Study load norms	3
17.	Lists of teaching methodical works of chair professors	3
18.	Minutes of seminars	3
19.	Study sheets or transcripts of results	3
20.	Documents on monitoring of academic programs	3

21.	Completed examples of questionnaires	4
22.	Work plans of subject groups	4
23.	Alumni database	4
24.	Examples of student research papers	4
25.	Protocols of SC	4
26.	Feedback book	4
27.	Training packages	5
28.	Examples of research done during practice	6
29.	Internship programs	6
30.	Criteria for evaluation of students' practice of YBMC	6
31.	List of articles published in recent years	6
32.	Old and new printed textbooks	6
33.	Work plans of laboratory assistants	7
34.	Analytical data from student questionnaire surveys	7
35.	Examples of feedback via henaketayin@gmail.com and the social network Facebook	8
36.	Work plan of a career officer	8
37.	Library Book	8

APPENDIX 4. RESOURCES OBSERVED

1. Auditoriums,
2. Subdivisions,
3. Computer classrooms,
4. Gym,
5. Professors' rest room,
6. Laboratory of the basics of "Nursery work",
7. Laboratory of anatomy, physiology and genetics,
8. Pharmacology laboratory,
9. Anatomy cabinet,
10. Gynecology pre-clinical office,
11. Clinical cabinet of pediatrics,
12. Resuscitation and interactive therapy cabinet,
13. Cabinet of narrow professional subjects,
14. Disaster medicine cabinet,
15. Simulation cabinet of "Dental technical work" profession,
16. Analytical and pharmaceutical chemistry laboratory,
17. Inorganic and organic chemistry laboratory,
18. Pharmaceutical technology laboratory,
19. Pharmacology laboratory,
20. Laboratory of hygiene and ecology, microbiology,
21. Aid station,
22. Event hall,
23. Library,
24. Reading room.

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE COLLEGE



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
- **SP** - Strategic Plan
- **YBMC** - Yerevan Basic Medical College
- **SC** - Student Council
- **ESS** - Educational Support Staff