

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



**EXPERT PANEL REPORT  
ON INSTITUTIONAL ACCREDITATION CARRIED OUT AT YEREVAN STATE  
HUMANITARIAN COLLEGE**

**Yerevan – 2023**

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## INTRODUCION

Institutional Accreditation of “Yerevan State Humanitarian College” (hereinafter YSHC, 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.

## 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.

The mission of the YSHC is preparing competitive specialists in the field of secondary vocational education capable of professional work and providing economic development.

All the 7 Academic programs /hereinafter AP/ are developed according to the State educational standards /hereinafter SES/, which means that most of the descriptors of the Academic programs and subjects - educational outcomes, goals, thematic content, performance standards - are defined by the state. Curricula of Academic programs are drawn up on the basis of exemplary curricula, and reserve courses are a small part of the curriculum. The Academic program "Organization of tourism services with in-depth knowledge of a foreign language" is the most high-quality and "presentable" Academic program of YSHC for several reasons: first of all the program is dual, which means that learning of the practical component is conducted by the employer organizations, then this program is different in positive way with its research component: students with achievements implement diploma work, and innovative and research-based methods are often used in teaching, then, the study of the practical component of the program is often combined with the performance of diploma work, which provides the students with research-based problem-solving abilities, within the framework of this program, has international student mobility, also the students of this program ensure a higher level of knowledge of foreign languages due to the presence of international exchange programs. It should be noted that the College is well-experienced in organizing the dual mechanism and is going to apply this mechanism in the APs "Administration" and later "Insurance". The monitoring of the APs, review of teaching and learning mechanisms, the implementation of needs assessment and other mechanisms quality assurance will provide the improvement of the APs of the College.

The Academic programs of the YSHC are mainly taught by lecturers with appropriate qualifications and pedagogical experience. Lecturers regularly participate in trainings organized by relevant state bodies, which, as a rule, refer to methodological skills. The question of raising the qualifications of professors from the point of view of professional development remains open. Therefore, implementing a comprehensive program to improve the qualifications of professors, including professional abilities, foreign language skills, research abilities, IT skills, and the ability to apply for grants and other programs, is of primary importance for the College. At the same time, it was noticeable the desire and enthusiasm of the College teachers regarding the activities to improve their qualifications. On the other hand, extremely low salaries reduce the motivation to improve one's own and show high

performance results, so in the case of diversifying and increasing the College's income (or with the possible redistribution of existing funds), the application of a policy and procedure encouraging the research and professional development of professors will largely solve the problem related to motivation.

The continuous improvement of the infrastructure and the quantitative and qualitative growth of resources are among the strategic priorities of YSHC. The defined outcomes of the Academic programs, at least their minimum part, are achievable within the existing resources and infrastructure conditions. The educational literature is mostly available, work is being done to update the educational property (especially in the case of the "Ornamental Applied Art and Folk Crafts" Institute) and to repair the classrooms as much as possible. The College should use quality assurance tools (surveys, focus groups, expert consultations) to highlight all the resource needs that are reflected in the state educational standards. It is clear that the College does not have enough funds to fully acquire the required property or implement the required infrastructure improvement in the short or medium term, but highlighting the need is paramount in order to make the educational process complete and clearly planned.

Taking into account that the College successfully implements competitive APs also having research component, to take advantage of the possibilities of the dual mechanism and organize some student exchanges, to ensure all this, also be able to concentrate the potential of the teaching staff, according to the need and priority, he continuously improves the infrastructure and resources as much as possible, it can be concluded that the qualifications awarded by YSHC are credible.

The expert panel noticed problems in the correspondence between the College's profile (the "humanitarian" component of the name) and the name and content of 4 out of the 7 implemented Academic programs. This accreditation process can be a good basis for setting long-term goals correctly, assessing the degree to which goals have been achieved, and prioritizing quality assurance and research. The College's strategic planning should be based on a clear and solid methodology, including state priorities, in-depth analysis of the institution's problems, the performance of the previous Strategic plan, etc. Particular attention should be paid to deriving departmental plans from the strategic plan, establishing quantitative and qualitative reliable indicators for performance evaluation, setting deadlines and clear responsibilities. These are circumstances that, according to the expert panel, are serious management problems, not the mission (the mission is visibly expressed in the descriptions of APs).

The current management of YSHC has declared the improvement of the management system as a priority, the efforts to ensure more inclusive, participatory management are visible, the working atmosphere is positive, and the relations are constructive. However, management is the key field, the problems of which are expressed in shortcomings, underperformance, lack of capacity and management, etc. in educational programs and other processes. The College needs to evaluate its management system with professional governing tools. The expert panel sincerely hopes that the consultations will contribute to the solution of a number of serious problems, among which we can single out the following: clear issues should be set before those responsible for serving strategic priorities (quality assurance,

external relations and internationalization, research, PR). The system of Strategic planning and accountability also needs a thorough review. Quality assurance should address not only Academic programs, but also other processes' problems and needs with professional tools and provide management with data to make optimal decisions. It is also important that the management staff is involved not only in the normal support functions of the educational process, but also initiates development directions.

Although the current management of the College has a visible desire to have a stable quality assurance system, there is still a lot of work to be done in this direction. The quality assurance system is in the embryonic stage, which has been affected by the unnecessary amount of attention and consistency over time, the vagaries and uncertainties related to the activities of the person in charge. The documentation basis of the quality assurance system - policy, manual and various procedures - are either poorly functioning, on paper, or do not reflect the realities and problems of the College. The quality assurance officer should be excellently engaged in his function and should not overburden his already busy commitment with other responsibilities.

From the above-mentioned, it can be concluded that the YSHC quality assurance system is still unable to provide reliable data for management, which makes management not strategic, but situational, which in turn increases the risks of the full implementation of the mission.

The practical orientation of the Academic programs of the College is an important factor for conducting more individual work with students. The fact that the College is a small educational institution allows for direct and intensive contacts and working relationships between students and professors, students and administrative and management staff. Students are free to raise their problems, and the College management encourages student initiatives. At the same time, highlighting the academic needs of students is still not at a high level, so the role of the Student Council is important both from the point of view of protection of rights and interests, and from the point of view of highlighting the needs of an academic nature.

The research in the College mainly refers to the final diploma work implemented within the Academic programs "Organization of tourism services with in-depth knowledge of a foreign language" and "Ornamental Applied Art and Folk Crafts": according to the regulation of the organization of the educational affairs of the College only students with excellence can implement diploma work. The research implemented within the Academic program "Ornamental Applied Art and Folk Crafts" are extraordinary: the result of the diploma is art creation, the duration is mainly the observations/watching, thematic observations/study, recommendations. Separate teachers publish articles or methodological work; however, the procedure is not conducted in organized and coordinated manner. In general, the management of the College encourages the implementation of the research, however the fact absence of material/financial encouraging system effects the decreased level of overall research in the College. The positive assessment of the expert panel refers mainly to the overall condition of the research and the comparison of the tendencies, regarding which YSHC is positively different. In case the College develops the existing conditions, it

can increase the quality of education, enhance the development of the external relations and internationalization, also differentiation of the financial incomes of the College.

There is an accountability system in the College. It refers to the relation within the College as well as external relations with the country/ society. The College has web-page which was under renovation. The Facebook page of the College was active. At the same time the descriptive, enumerative, not analytical manner /which is realized by the management of the College/ of the reports is problematic, not, some uncertainties regarding the documents presentation in the web-page /such as, the AP descriptors, the budget, strategic plan and reports, etc. were absent in the page/, the not coordinated unction of the PR of the institution.

The sufficient level of teaching the foreign language in the College gives real chance to develop the external relations and internationalization. The good practice of student exchange within the AP "Organization of tourism services with in-depth knowledge of a foreign language" can effectively be spread through other APs of the College. The implementation of the benchmarking of the APs and other procedures will enhance the exchange in organized and coordinated manner the internationalization, however the absence of it effects negatively on the performance of the program. The College does not implement joint APs neither with local nor with international institutions. The increase of the knowledge of foreign language among the teachers of the College will enhance the participation in grant projects.

Taking into account all the above-mentioned, it is considered that YSHC does not yet have necessary material, financial, governmental resources to ensure development proportionately in all directions, however, the development of important and small existing spheres can be ensured. The expert panel hopes that the recommendations and the report will be helpful for the further improvements.

#### **Strengths of the College:**

- The mission of the College is in accordance with the NQF of the RA
- Inclusive and participatory governmental approach, encouragement and support regarding the initiatives from the management
- The existence of the research and internationalization components in the AP "Organization of tourism services with in-depth knowledge of a foreign language".
- The organization of trainings to increase the knowledge of foreign language for students.
- The motivation of teachers
- The resources provided by the College for implementation of proper diploma work
- The efforts of the College for the preservation and renovation of the infrastructure
- The efforts of the College for making its activities more transparent
- The sufficient knowledge of the 3 foreign languages among students of the APs taught in foreign language
- The provision of the College towards the implementation of the QA system and its development

### **Weaknesses of the College:**

- Not full implementation of the system of Strategic planning and reporting for the College development
- The situational and not strategic management
- The absence of the functional mechanisms of the QA and monitoring of the APs
- The passive condition of the Students' Council regarding the observation of the needs of students
- The absence of the full package for the improvement of the qualification of the teachers
- The absence of the strategic goal regarding the research
- The absence of policy for material encouragement for the research, exchange programs and excellent teaching
- The absence of the PR policy of the College, the not availability of important documents from society such as APs, SP, etc.
- The level of knowledge of foreign languages among teachers
- The absence of the functional and certain policy, procedures and strategy for quality assurance

### **Main recommendations.**

#### **Mission and Purposes**

- Develop and implement new Strategic Plan (or else improve the existing) of the College with the participation of wide rang of internal and external stakeholders, defining the qualitative and quantitative performance/assessment and measurable indicators,
- Implement in depth observation of the state priorities, study needs of labor market (regarding the profile of the College) taking them as bases for definition of the YSHC goals and objectives.
- Review the forms and frameworks of the documentation of the reports, making them according to the strategic goals and making them analytical.

#### **Governance and Administration**

- Reorganize the planning and reporting system of the YSHC, localizing the strategic goals for the departments and the plans of the responsible persons defining the credible qualitative and quantitative indicators, defining the deadline and responsibility, making the reports more analytical
- Review the internal legal acts of the YSHC – policies, strategies, regulations, charts and procedures replanning them according to the goals of SP of the College, taking into account the possibilities and risks
- Define the functions (including planning, managing, evaluating) for the management of the College that will coordinate the research, external relations and internationalization, development of the HR, the processes of diversification of the



financial income and strengthen the skills of the workers to succeed in the above-mentioned spheres.

- Develop and implement the QA strategy including the following components: development of the skills of responsible people, teaching skills, monitoring of the teaching and other processes, evaluation with professional QA tools, collection of the data and information, documentation of the data collected and analyzed

#### **Academic programs**

- Improve and operate existing regulation of monitoring policy of the APs, involving external and internal stakeholders and defining the certain mechanisms of responsibility and accountability.
- Develop and invest policy for implementation monitoring in all the APs creating possibility of exchange
- Review the assessment system of the practices, ensuring the evaluation of the skills and abilities according to the learning outcomes of the AP
- Review the possibility of implementation of diploma work in all the APs or else invest tasks that check the achievement of the skills and abilities during the final exams.

#### **Students**

- Analyze the activities implemented for the collection and professional orientation of applicants
- Rearrange the activities of the Students' Council enhancing the functions of Students autonomy, protection of their rights, re-develop the chart of the SC
- Implement analyzes on effectiveness of the provided education, recommendation and other services, ensuring the continues development
- Activate the work of Career center in formation of career of students expanding the involvement of the employers and graduates

#### **Faculty and Staff**

- Develop and invest program for professional trainings of teachers, based on the needs assessed.
- Develop and invest tools for evaluation of the teachers, including the self-assessment of the teacher, mutual evaluation of the teachers and evaluation by the students with differentiated components (surveys, focus group discussions, etc.)
- Develop differentiated additional payment system, highlighting the research and the educational-methodological activities, involvement in exchange and other grant projects
- Take steps for replenishment of the administrative and teaching staff members

#### **Research and Development**

- Define the priority directions of research, coordinate the research activities, include research planning, monitoring and assessment of effectiveness
- Increase the number of the tasks that enhance the development of the research component in all the APs taking into account the demands of the labor market
- Study the local and external experience of the research in the VET institutions on regular bases, localizing the best practices in the APs
- Cooperate with local and foreign VET institutions to implement joint exchange and research grant projects

#### **Infrastructure and Resources**

- Take steps to find funds to ensure to get the additional financial incomes, as well as improvement of classrooms, laboratories, technical, modern conditions, getting necessary material
- Evaluate, take into consideration all the necessary resource base for the implementation of the APs, ensure the distribution of the financial resources according to the Academic programs and SP
- Implement the regular evaluation and improvement activities of the educational environment (surveys, focus group discussions, deep questionnaires, etc.)

#### **Societal responsibility**

- Conduct reports according to the Strategic goals and activities making them analytical
- Enrich the web-page with APs, material regarding the educational affairs, internal legal acts, reports, legislative documents, competition processes and etc., make the web-page at least bilingual
- Develop and implement the PR, social involvement strategy
- Develop and implement additional paid educational services for society to ensure the new financial sources

#### **External relations and Internationalization**

- Take steps to define the function of coordinating external relation and internationalization
- Create legal and planning base for the external relations and internationalization based on the study and the existing QA mechanisms
- Develop and implement system that will provide the information about state and international grants, and that will develop skills for the teaching staff to be able to apply for the grants

#### **Internal Quality Assurance system**

- Review the QA policy of the College defining the vision and goals of the QA activities

- Review the documents developed for QA their correspondence to the priorities of the College
- Clarify the functions of those responsible in the processes carried out in the direction of QA
- Develop and implement mechanisms for defining needs among internal and external stakeholders, including them in QA processes
- Introduce mechanisms for evaluating the effectiveness of the processes implemented in the College, collecting data and analyzing them, based on the PDCA cycle.
- Introduce a clear methodology for developing surveys and other tools used in the QA process.

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**Menua Soghomonyan**  
Head of the expert panel

January 10th, 2023

## DESCRIPTION OF EXTERNAL REVIEW

### PROCESS OF THE EXTERNAL REVIEW

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

- **Menua Soghomonyan**, Yerevan State University, associate professor of the Department of Political Science, candidate of historical sciences, head of the expert panel,
- **Narine Sirakanyan**, Education inspection body, expert of RAIPAS Department, Candidate of Pedagogical Sciences, member of expert panel,
- **Kristine Hakobyan**, Kotayk Regional State College, lecturer of tourism in the Department of Economics and Management, head of the HR department, member of the expert panel,
- **Artur Davtyan**, Yerevan State University, 2nd year student of the Department of Applied Statistics and Data Science, 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 Anahit Terteryan, 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 12.02.2022.

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 (15.02.2022) 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 4-day online workshops with YSHC. The purpose of the workshops was to prepare colleges for institutional accreditation. The workshops took place in 2022. between February 21-22 and March 3-4, in which 5 employees from YSHC participated. During the 4-day workshops, the interpretations of the institutional accreditation criteria and standards, the electronic questionnaire to be filled in for applying

for institutional accreditation, the features of self-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 Institution submitted the self-evaluation on institutional capabilities and the package of accompanying documents in accordance with the format defined by the ANQA. The coordinator studied the report in order to verify the technical requirements of ANQA. The self-analysis presented by YSHC did not comply with the defined uniform format, there were technical, format and content deficiencies. The self-analysis was returned to the College, the YSHC corrected the deficiencies within the specified time and brought the self-analysis in line with the format defined by ANQA. The self-analysis was submitted to ANQA on 17.06.2022.

The SER was conducted by 10 working groups, that included teaching staff members, administrative and management staff members, student.

The self-analytical report was mostly descriptive and general, which sometimes did not allow the experts to understand and correctly assess the real situation in the college during the initial assessment.

### **Preparatory phase**

The self-evaluation and attached documents were provided to the expert group 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 was 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 educational 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 21<sup>st</sup> of October, 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 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 31<sup>st</sup> of October to 3<sup>rd</sup> of November. The expert panel site-visit started and ended with meetings with the director of the College. The participants of the focus group meetings (faculty, students, graduates) 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, except for the open meeting. The expert panel also conducted in-class observations. During the site-visit, the expert panel conducted a document review, review of resources and focus group meetings. At the closed meeting of the expert group held at the end of each working day of the expert visit, the intermediate results of the expert evaluation were brought out, and at the end of the site-visit, the main results of the visit were summarized in a closed discussion. The final conclusion on the criteria was reached by the expert group as a result of discussions and analyzes of all members, always applying the principle of consensus.

## **Expert panel report**

Based on the observations made after the discussions, the head of the expert panel and ANQA Coordinator prepared the preliminary version of the expert report, which was agreed with the experts on 15.12.2022.

The College sent its objections and observations regarding the preliminary version of the report on 16.12.2022, which were provided to experts for study.

The College did not submit any observations regarding the preliminary report. The expert panel prepared the final version of the report, which was approved by the panel on 09.01.2022

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**Anahit Terteryan**

Coordinator of the expert panel

January 10th, 2023

## BRIEF INFORMATION ABOUT THE COLLEGE

- **History:** Yerevan State Humanitarian College was established in 1881. The Yerevan teacher's gymnasium, created by the initiative of the imperial court, had the most important task to prepare leading intellectuals who teach Russian language and culture. During the First World War, the seminary was moved to Armavir, Russia, and later returned to Armenia. The government of Soviet Armenia reopened the educational institution under the name "Russian Pedagogical School", which took over the property, curricula, programs, structure and tasks of training Russian language teaching staff of the Yerevan Teacher's Gymnasium.  
In 1991, the new government of the independent Republic of Armenia created the Yerevan State Humanities College by dissolving and joining the "Interlingva" College named after V. Brusov and the Russian Pedagogical College named after Ostrovsky. YSHC was the first College established in RA.
- **Education:** The YSHC currently implements the following secondary professional educational programs: "Administration with in-depth knowledge of a foreign language", "Archiving with in-depth knowledge of a foreign language", "Organization of tourism services with in-depth knowledge of foreign languages", "Pre-school education", "Applied jewelry and folk-art crafts", "Banking" and "Insurance". The modular system has been implemented in YSHC, which has significantly improved the structure and workload of educational programs offered to students. In the 2018-2019 school year, the dual system was introduced in the educational program "Organization of tourism services with in-depth knowledge of foreign languages". The Academic programs are taught by teaching staff with appropriate qualifications and professional abilities.
- **Development of research/creative thinking:** The students of YSHC are involved in research works in the form of presentation of course-work, diploma individual works, which are creative and analytical works.  
Some lecturers are authors of textbooks and carry out research activities within the framework of their profession, publish articles both in the territory of the Republic of Armenia and abroad.
- **External relations and internationalization:** YSHC in its action plan of the development program for 2022-2026 in the schedule envisages the implementation of specific actions aimed at internationalization: cooperation with international organizations and diaspora organizations, investment in a foreign relations specialist. Over the past three years, the College has established tie-ups with a number of institutions. Within the framework of internationalization processes, the college has started projects with the Halle College of the German Federation, St. Petersburg Tourism College, Elisabeth Gymnasium of Saxony, Germany, and implements student exchange programs with the latter.  
YSHC also cooperates with a number of German institutions operating in Armenia: Goethe Institute, Germ. Language Center in Yerevan, DAAD, ZfA, GIZ, as well as student internships and practical lessons of the dual education program, the College cooperates with 41 employer partners.
- **Quality Assurance:** The infrastructure of internal quality assurance was formed in 2015. The internal quality assurance system strives to ensure quality control,



accountability and continuous improvement of the educational, research and management processes of YSHC using clearly developed mechanisms.

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

## EVALUATION ACCORDING TO ACCREDITATION CRITERIA

### I. MISSION AND PURPOSES

**CRITERION:** The policies and procedures of the institution are in accordance with the institution's mission which is in line with ANQF.

#### Findings

Yerevan State Humanitarian College is a secondary professional educational institution that implements the following secondary professional educational programs:

- Management - with advanced knowledge of a foreign language
- Archiving - with advanced knowledge of a foreign language,
- Organization of tourist service with advanced knowledge of a foreign language
- Decorative arts and folk crafts,
- Preschool education,
- Insurance,
- Banking.

There are some issues connected with the certainty of the mission and the goals of the College. Mission as such is not clearly indicated anywhere in the charter. The goals of the College's activity are indicated here (organization of education in the national, moral and universal values, meeting the needs of intellectual and spiritual development of a person, ensuring the quality of vocational and secondary professional education and applying the appropriate improvement system, ensuring transparency and publicity of the educational process organization, etc.). In the Development strategic plan of the College for 2017-2021 the main component is the implementation of knowledge-based and skill-based education, the combination of traditional and modern methods of teaching of Armenian and foreign languages are highlighted, the preparation of the professional having important role in modern society having years of College experience, etc.. The formulation of the mission that is presented in the SER of the institution /the specialist who is able to do professional work and preparation of competitive specialists in the field of secondary professional education that provides economic development/ in the development plan presented to the management board by the acting director for the competition in December 2021, that the College is now guided by as for 2022-2026. The expert panel considers the mission of the institution as it is presented in the self-analysis and in the development program for 2022-2026. At the same time, goals as such are not formulated in the above-mentioned program, instead, there are problems and solutions indicated. Objectives are briefly formulated in the College Development plan for 2022-2026, in the plan-schedule of the project (launching an effective management system, replenishment and modernization of the material and technical base, improvement of educational and pedagogical skills, etc.).

It should be mentioned that there are not corresponding facts among content and priorities, in the development plan and its action plan there are different and a number of not corresponding goals. The expert panel site visit revealed that the action plan was developed later as a result of discussions in the College, while the actual plan (the one presented by the

candidate to the College Governing Board) remained the same, and in fact, there is a situation where the College is guided by two documents at the same time. The development plan and the action plan are developed with different methodological approaches. The bases for the first one was the director's scope of authority, and in the second case, the combined perceptions of the College's leadership and a certain range of internal stakeholders.

The expert panel considers problematic the fact that the name of the institution and its activities are not corresponding. Accepting the fact, the word 'humanitarian' in the name of the College is a decades-old reality, it has the significance of brand, it is considered to notice that only 3 of the 7 educational programs implemented by the College belong to the professions of Secondary Vocational Education, according to the basis, form, duration and the list of qualifications approved by the RA government in 2006, by the decision N73 of January 12) to the field of "Humanities and Culture". Educational programs "Applied ornamental art and folk crafts", "Administration" and "Archiving". "Preschool Education" APs belongs to the "Education" sector, insurance, "Tourism" PS belongs to the "Services" sector, and "Insurance" and "Banking" PSs belong to the "Business, Law" and social sciences" field. It is quite acceptable that the word 'humanitarian' in the name of the College is a decades-old reality, has brand significance, it should be noted that only 3 of the 7 educational programs implemented by the College belong to the professions of Secondary Vocational Education, according to the list of teaching basis, form, duration and qualifications (approved by the Government of the Republic of Armenia on January 12, 2006 by the N73-N decision) that belong to the field of "Humanities and Culture" - "Applied ornamental art and folk crafts", "Clerkship" and "Archiving" Academic programs. "Preschool education" Academic program belongs to the field of 'Education', Academic program "Tourism" belong to the field of 'Service', "Insurance", "Banking" Academic programs belong to the field of 'Business, Law and Social Sciences'. The expert panel highlighted for the management of the College this issue during the expert panel site visit, in response to which the consideration was that language learning is carried out in-depth in educational programs.

In the SER of the College, it is not mentioned about the participation of the internal and external stakeholders in the formulation of the mission goals, and activities of the strategic plan. It is mentioned that, the overall needs and demands of the stakeholders are presented during the board meetings of the College, as well as with the help of questionnaires, focus group discussions, and personal meetings, which are not regularly implemented according to the SER. The expert panel site visit revealed the Board meetings are held if necessary, however, as a result of the application of the mentioned other mechanisms, generated, processed information, analyzes made were not available.

The College has the document "Policy and Procedure for Providing Information to Stakeholders", which has almost no procedural component and in which, as in other documents or SER, the range of external and internal stakeholders of the institution is not clearly highlighted. As for any other Secondary vocational educational institution, the College considers parents of the students, graduates, employer organizations, the organizations assuring the internships for the students, the authorized body of education as external stakeholders. Internal stakeholders are students, lecturers, administrative and technical

employees. The expert panel site-visit revealed the most realistic mechanism of raising the needs and getting feedback are the informal and not regulated meetings, the interactions occurring as needed with the students, their parents, the administrative staff members, the employer organizations. However, as a result of these meetings there is no information gathered, developed, analyzed, documented that would be the bases for the further development of the SP of the College. The higher education institutions, Colleges in Armenia implementing the same or similar Academic programs are still not considered to be the external stakeholders of the College, with whom connections would contribute to defining more targeted goals and problems. There is also no study, which would testify the implementation of the strategic planning of the College taking into account the state priorities or the educational, cultural, business trends related to the specialties of YSHC, no documented analysis of labor market needs was carried out either.

The main mechanisms of the evaluation of the planned activities in the YSCH are the reports. The director of the College presents annual reports to the Board of the College and the departments, chairs and responsables present report to the director. The analyses of the reports revealed, however, that the reports presented to the Board are not implemented according the activities planned by the SP, the presented activities are from the reports of the departments and responsible presented. The expertise and the analyses of the documents revealed that the Board of the College as the competent main body for evaluating the results of the mission and goals of YSHC, does not hold in-depth discussions about the reports, in particular, it does not raise questions about whether they derive from the actions of the strategic plan, whether they are analytical, etc. The nature and form of reporting is sufficient for the Board of the College. The reports are mainly descriptive in nature and the analytical component is missing, the circumstances of underperformance or non-performance of planned actions are not analyzed.

The key performance indicators are mostly general, neither specific nor measurable, that is problematic from the point of view of the evaluation of the SP. For example, "the work of the College is carried out on a cooperative basis" does not indicate a visible milestone of progress. In relation to the action "Improve the quality of administrative services", the indicator "quality administrative services are provided" is only a semantic repetition and does not reflect the ideas of the College about the quality of administrative services.

According to the SER, the evaluation of the previous SP of the College was not carried out.

**Considerations:** Taking into account the fact that, the College considers its mission to be the institution that prepares specialists in the field of secondary education, to ensure this, the package of academic programs has been developed, the characteristics are defined by the state, taking as a basis the characteristics of the NQF of RA, the expert panel considers that the mission of YSHC corresponds to the RA NQF.

If considering the bases of goals and objectives of the College the activities and development directions mentioned in the development plan-schedule of the College for 2022-2026, it should be noted that the content is mainly according to the mission of the College.

Another issue is the certainty and measurability of the actions set to achieve the goals. The expert panel does not agree with the consideration of YSHC leadership that the presence of a "humanitarian" component in the name of the institution is due to the in-depth study of languages in all academic programs. It is also possible to study languages in depth in institutions implementing natural science academic programs, as a result of which the institution will not be renamed "humanitarian". Therefore, the expert panel considers the question of the substantive relationship between the name of the College and its activities is subject to thorough discussion.

The expert panel positively assesses the fact that the leadership of the institution while carrying out the strategic planning of the institution, also relies on the needs and opinions of some circles of the College's stakeholders. At the same time implementation of all above-mentioned activities without using the quality assurance mechanisms – without documenting and analyzing all of this, reduce the targetability of established objectives. Therefore, determining the range of internal and external stakeholders of the College and generating information and data through stable, regulated activities is of primary importance in order to make strategic planning more credible.

The expert panel positively assesses the fact that there is bottom-up accountability in the College. At the same time, failure to report based on the provisions of the Development Plan calls into question the effectiveness of strategic planning in the institution. The mostly generic, non-measurable nature does not allow to evaluate the success of goal-setting, to clarify the certainty of planned actions, both prospectively and retrospectively. The same regards to non-analytical nature of the reports. It is positive that the College mentions about this in the SER. This means that the problem is realized by the College, so the expert panel hopes that the institution will concentrate on the reports making them more problem-based and more analytical, so that it is possible to understand omissions, shortcomings or objective obstacles and their causes.

It is also an important fact that the objectives defined by the schedule plan of the College development program, as such, derive from the institution's mission, the main content of which is the preparation of high-quality specialists in the field of secondary vocational education.

**Summary:** Taking onto account that the Academic programs of the YSHC are developed according to the 5<sup>th</sup> level of the NQF of the RA in regard of structure and content, the development directions of the College are derived from the mission of preparing specialists in the field of secondary professional education, the expert panel finds that the Yerevan State Humanitarian College meets the requirements of Criterion 1.

**Conclusion:** The expert panel assesses the relevance of YSHC of RA MoESCS institutional competencies to the requirements of CRITERION 1 sufficient.

## II. GOVERNANCE AND ADMINISTRATION

**CRITERION: The institution's system of governance, administrative structures and their activities are efficient and are aimed at the accomplishment of mission and goals of the institution preserving ethical norms of governance.**

### FINDINGS

Management at YSHC is carried out by a combination of collegial and individual forms of management. The highest collegial governing body is the Board, 5 of whose 11 members are representatives of the College (2 representatives from the teaching staff, 3 representatives from the student body), 6 from the authorized body in the field of education. The other collegial body for the operational implementation of management is the board of directors, which includes the management staff of the College, the heads of departments, individual responsible for educational and its support processes. There is also Pedagogical Council as a consultative platform for discussion of issues, that includes all the pedagogical staff representatives. The individual governing representative is the Director, who is elected by the Board for a 5-year term. The activities of the management bodies of YSHC are regulated by the state legislation on professional education, the charter of the College, regulations and procedures. There are positions of deputy directors for educational, organizational, administrative and economic affairs.

In the development plan /plan schedule/ for 2022-2026 of the College the priority direction is considered to be the launch of an effective management system, to ensure that the task was set to develop the College management system, develop the human resources management department, promote the activity of the management board, provide support to youth initiatives and increase the role of the student council. In the context of the "management system development" objective of the College, the following actions were considered:

- review the specialities of the College, the scope of the educational issues,
- develop the model for the effective organization of the activities of the College,
- establish flexible management mechanisms for quick response and resolution of problems,
- increase the quality of administrative services.

It should be noted that the self-analysis does not specify or describe what steps have been taken in the direction of the mentioned actions, what does the College imagine, for example, the model of effective organization of work, how do they measure the quality features of administrative services and how appreciate the increase in quality. In relation to the mentioned actions, the indicators of the result assessment are not clear and certain, they are formulated in such a way that they repeat the content of the action, in other words, they are reformulations of the action in the sense of indicators. Even from the expert panel site-visit, it was not possible to get a certain summary idea of what steps were taken to revise the scope of the college's specialties and educational problems (one or two pieces of information became available, for example, about the intention to implement the clerical academic program with a dual mechanism).

The expert panel site visit revealed that in order to increase the effectiveness of the governance of the College some administrative-structural changes were implemented from which the followings are distinguished:

- the position of the deputy director in charge of organizational affairs was established, whose functions, among others, include providing feedback to students and their parents, organizing various events and educational activities with students,
- the career center was created (some of the functions of which were previously performed by the head of practice),
- "Pedagogical Council" consultative body was established.

An analysis of the effectiveness of the management system has not been carried out, in particular, it has not been analyzed or evaluated in what way the administrative-structural changes will contribute to the achievement of the goals set by the development plan.

Since 2021 the leadership of the College has been changed. The expert panel succeeded to highlight, in particular, the following trends and realities related to the activities of the new management team:

- The management of the College is now more aware of the progress of the students, the psychological and social issues they are dealing with, due to the operation of the coordination function of pedagogical-organizational affairs.
- According to the internal stakeholders, the management is more encouraging in regard of suggestions, initiatives and support their implementation.
- The work on creating a database of graduates has started.
- Trends in the development of relations among chairs are observed. the most obvious is the development of connections between the chairs of foreign languages and social science subjects and the chair of clerical, archival and computer operator work; for example, the textbook prepared by the administration chair was discussed with other chairs before publication, methodical councils were created to discuss various teaching-methodical works.

According to the SER of the College the processes are conducted, regulated and managed in accordance with a number of internal legal acts, among which are the College charter, policy and procedure for providing information to stakeholders, documents defining the responsibilities of departments and individual responsible officials, hiring, firing, transferring, promoting, encouraging and applying penalties, the policies and procedures, the authority and procedure of the management board, the authority and procedure of the board of directors, the procedure for the ongoing monitoring and review of the APs, the quality assessment policy of the APs, etc. The expertise revealed that a number of processes that are regulated by internal regulations are not being conducted or else only some components of them are being conducted. Thus, the procedure for current monitoring and periodic review of academic programs does not take place, and only some components take place, e.g. in-class observations.

The expert panel site visit revealed that the above-mentioned documents, which are important for the educational process, as well as many other documents, were developed without taking into account the capabilities and internal characteristics of the College. The

Strategic Plan of YSHC does not stipulate the necessity that the base of internal legal acts of the College should be reviewed according to the objective goals of development and be adjusted to the capabilities of the institution.

The expertise revealed the following realities regarding the management of the College:

- Recently, there has been a turnover of quality assurance responsible people in the College, time and opportunities have decreased to deeply understand the content of the institution's quality assurance functions and to implement complex programs. Among the functions of the quality assurance officer, there are those that by their nature have nothing to do with quality assurance. for example, the coordination of the external relations of the College, and the processing of various documents entering the College that are essentially unrelated to quality assurance.
- There are no functions defined apart from the normal support of the educational process, will include responsibilities and actions leading to development. Thus, the coordination of external relations, internationalization, diversification of financial inputs, research development, increasing the professional qualifications of professors, PR and other processes are not institutionally coordinated. there are no clear functions to coordinate, plan, control, monitor, evaluate the mentioned processes with appropriate tools for quality assurance. The study of the functions of the three vice-principals of the college showed that the functions of the three vice-principals are primarily concerned with ensuring the normal functioning of the institution.
- The work plans of the departments are based not on goals and objectives of the SP of the College, but are mainly they represent operational plans for ensuring the normal operation of institution.
- Appointments to administrative positions are not based on a competitive selection process defined by the procedure. A number of criteria were taken into account while appointing for the positions 3 vice-directors and QA responsible, however, it was not on a competitive basis. Job descriptions are developed for QA responsible, responsible for career center, head of the practice, HRM coordinator, vice-director for educational affairs, assistant to director, head of educational department and vice-director for educational-methodological affairs. There are only statements for responsibility, rights stated for the rest of the administrative, support and administrative-economical responsible persons, however, the functions, the circle of objectives, the demands for appointing the position, other demands such as education, work experience, skill and etc. are not included.
- The Board of the College has a more formal function, /as mainly in all the other institutions of RA/ is not deeply involved in the issues of the College, does not submit problems to the College management, does not initiate development processes or supports their implementation.
- Human resources management department carries out personnel registration, ordering, notification and other works typical of the personnel department, the department still does not carry out typical functions of attraction, involvement, retention and development of the best employees.



- The college does not have a code of ethics.

Participation of professors and students of Yerevan State College of Humanities in decision-making related to them is regulated by the Law of the Republic of Armenia "On Initial Vocational (Vocational) and Secondary Vocational Education", the College's Charter, the "Jurisdiction and Procedures of the Management Board of the State College of Education" document and other legal acts. Students and professors are represented in two of the College's collegial management bodies: the Board and the Board of directors (three college students and 2 professors are included in the board). In the last year, a consultative body, a Pedagogical council, was established in the College, to which the entire pedagogical staff is a member, but its activity, however, has not yet been formalized.

According to the SER, professors and students present their observations and recommendations regarding the processes of examination regulations, timetables, transfer of studies in paid-free systems, assignment of scholarships, encouragement and punishment of students. The expert panel site-visit revealed that the teachers raise their issues mainly in chair meetings and in direct contacts with the college management. The study of documents revealed that not all chair meetings are held frequently. This matter is left to the discretion of the chairman of the chair, while according to the internal legal acts, chair meetings must be convened almost monthly. The questions raised by the lecturers mainly refer to the acquisition of materials necessary for the implementation of the educational process, as well as to the issue of training. It also became clear from the expert panel site-visit that teachers are satisfied with methodical trainings (which are mostly organized by the state), while the need for professional trainings is not adequately raised.

As for the participation of students in the decision-making concerning them, according to the impressions obtained from the expert panel site-visit, the student council is more involved in public and cultural events and is less competent in matters related to the management of the College, rarely expresses positions (while according to the self-analysis, the Student Council comes with issues related to management).

The observations of the SER revealed that the participation of professors and students in the collegial governing bodies of the College is sometimes limited to physical presence and that the College management is working on increasing their participation. At the same time, taking into account the mainly formal nature of the management board's activity, the absence or imperfections of the minutes of the meetings of the director's and pedagogic boards, there is no opportunity to evaluate the above-mentioned efforts. There are no records that would testify about the election of members of the College management board from among the teaching staff. The students were also not aware of how the student members of the board were elected.

The expert panel site-visit also revealed that parent meetings can be a mediated platform for students to participate in making decisions concerning them.

According to the SER of the College there are references to long-term, mid-term, short-term planning, however, there are no references towards the mid-term activities. The expert panel site-visit revealed that mid-term planning is not conducted in the College, and is not prioritized. Short-term plans refer to the planning of annual events and planned

activities by chairs, administrative departments and individual responsible persons. These are measures and activities of an educational process (organization of the test, confirmation of communication related to the organization of practice, educational and cultural events, parent meetings, etc.), which do not visibly derive from the provisions of the College's long-term development plan. In the SP of the College for 2022-2026 in the part related to the development of the management system, there are no actions that will ensure that mid-term and short-term planning takes place, which will reflect the directions and guidelines defined by the strategic plan.

The observation of the timetable plan of the development plan of the College for 2022-2026 revealed some important methodological shortcomings and issues of the planning system, among which are:

- The substantive in accordance with goals, tasks and actions. For example, from a methodological point of view, it is not correct to consider the implementation of an effective management system as a goal, and the development of the management system as a problem leading to the goal.
- Indicators for evaluating the results of planned actions are largely general, not specific, and not measurable.
- Planned actions do not have clear deadlines. In the schedule plan, the deadlines are defined for the problems, but it is noteworthy that there is no concreteness. None of the problems have a specific time frame for their solution, almost all problems have deadlines covering the entire planning period (2022-2026).
- Planned actions also do not have clear responsible persons.
- Instead of objectives, there are mainly 'events' in the formulations, which does not express the essence way of the goals.

Reports and oral consultations and discussions are the main mechanisms of current monitoring and evaluation of the planned processes. Documented and thorough assessment of processes is not carried out, processes are not analyzed. The SER indicates that the annual reports are not analytical, they only indicate the implemented work. The quality of the implemented work, the reasons of un-implemented but planned work is not analyzed and documented. There are no united logic and format for the reports implemented by the College.

The expert panel revealed, however, that both the Board and the management of the College are satisfied with the existing system of bottom-up accountability, with the existing forms and mechanisms of processing and presenting reports (although the non-analytical nature of the reports was highlighted in the self-analysis).

In the SER regarding the study of the factors affecting activity of the College, legal acts adopted in the field of secondary vocational education, legislative changes are mentioned, but the self-analysis does not indicate whether the College collects data for making decisions or not, and if so, then how? During the expert panel site-visit no analyzed reports documented are presented. There are no intentions on collecting and analyzing the data according any of the presented documents of planned actions, neither in the SP of the College. The expert

panel site visit revealed that there are the following mechanisms the assessing the needs and thoughts of the internal and external stakeholders:

- meetings with employers or cooperating organizations in order to receive feedback on the knowledge and abilities of interns,
- meetings with parents during parent meetings,
- meetings with graduates and students.

The expert panel discovered some needs and problems from meetings with external stakeholders, among which are:

- the need to implement the clerical academic program with the mechanism of dual education,
- the weakness of the component of outgoing tourism in the tourism academic program and the need to strengthen it, the need to emphasize project management in the direction of museum work, to make project packages, to strengthen project management capabilities,
- the need to strengthen the practical component in the archival academic program
- the need to start the 2nd internship earlier (including in order not to overlap and interfere with the final work and final certification processes)
- relations with graduates not on an institutional basis, but on personal mechanisms,
- the willingness of some leading specialists of the employer organizations to hold open classes for the College, in terms of teaching free of charge.

According to the overall results of the expert panel site visit it was revealed that the communication with the external stakeholders is not organized in a manner, the needs assessments are partial, separately, within the framework of individual initiatives and are not legal, the QA mechanisms do not discover the needs. In particular, the expert panel site visit revealed that the communication took place in the case of 1-2 of the needs and problems listed above. For example, the College realizes the need to implement the clerical academic program with a dual mechanism and has programmed works in this direction. Even important decisions are often not based on facts, data collection and analysis. The creation of the position of deputy director for organizational affairs was not based on data analysis, but on internal calculations and ideas (the expert panel, of course, does not discuss or dispute the necessity of this position).

The expert panel noted the following facts regarding the implementation of the PDCA cycle of the management.

- The component of the 'Check'- evaluation, is quite weak regarding the SP. According to the SER the SP of the College for 2017-2021 was not assessed and analyzed. The KPIs of the plan-schedule of the acting SP is not concrete and clear, the deadlines are not concrete /are indicated for the whole period/, and concrete responsible people are not fixed.
- The activities of the educational and administrative departments of the college (chairs, departments), individual officials responsible for different directions are not

planned in such a way that the deadlines for the implementation of the planned actions are understood, there are no indicators of performance evaluation, so that it is possible to be sure of the solution of the set problems.

- The annual SP reports, the reports of the departments and administrative divisions are descriptive in nature and not analytical.
- There is even no word in the College regarding the implementation of the management based on PDCA cycle.
- The surveys among students have not been conducted for several years.

According to the SER the QA functions and the functions of career center are being evaluated, however, it is not identified which functions are evaluated and what are the conditions that made them assess those.

YSHC has a number of "policy and procedure" documents where fixed provisions are not implemented. for example, the document "Policy and Procedure for the Management and Allocation of Financial Resources" states that the allocation of financial resources begins with strategic planning, but strategic budgeting does not actually take place. The document "Policies and Procedures for Hiring, Transferring, Promotion, Incentives and Penalties of College Employees" defined the need for the ability to master and apply quality assurance and management principles, but this circumstance was not put into practice in any way.

According to the SER of the College, the evaluation of the Academic programs is implemented by analyzes and through observation of the reports of the departments, the reports and opinions of the head of the state examination commission, the collected opinions of the graduates, the surveys, the focus-group meeting-discussions, practice diaries and submitted specifications.

As a result of the document review and expert panel site visit, however, it became clear that systematic collection and analysis of information using the mentioned mechanisms does not take place, at least the College did not present any documents proving this, for example, there were no minutes of focus group discussions or analysis of their results, in practice diaries opinions and characteristics of organizations were available, but there was no analysis based on them. Some of the above-mentioned mechanisms are applied verbally, in working order. It became clear from the expert panel site-visit that the quality assurance system in the College is not yet established, so not only there are no mechanisms to evaluate the collection, analysis and application of information on the effectiveness of the APs and other processes, but also the processes of collecting and analyzing information on the effectiveness are not systematic and certain: the discontinuity of surveys, the lack of valid indicators of the effectiveness of teaching and other processes are evidence of this. The career center was able to form a base of graduates of only one year. The College still had no idea about the effectiveness of any quality assurance tools, its possible revision.

The website of the College is currently being updated. The website presents very little and superficial information about educational programs. specializations are indicated next to the names of educational programs (can be considered as career opportunities). The main content of the programs, the learning outcomes, the educational trajectory, the curriculum, the teaching staff, the evaluation system and other components regarding the quality of the

APs are not yet available on the website. The College's Facebook page is active, but the main content is about events and the components listed above cannot be represented here.

The College does not have a systematic procedure for monitoring educational programs and operating with quality assurance mechanisms, so information and evaluation about the quality of educational programs and awarded qualifications is generated within the College, based on internal communication. Analyses, information about the dynamics of the quality of educational programs and awarded qualifications is not published. For example, in the case of the tourism Academic program, the positive dynamic of quality is expressed by the increase in acceptance, the increase in quality is evidenced by employers, but the information becomes the property of the public mainly in the form of verbal communication, guarantees based on the principle of familiarity, and the public cannot in any way understand in detail the Academic programs and the qualifications awarded. about the bases and reasons of positive or negative dynamics of quality.

**Considerations:** The expert panel considers positive the fact that, the improvement of the management system is included in the strategic priority of the College, but on the other hand, it should be noted that the College needs to define and clarify its ideas regarding the improvement and reform of the management system. The wording of the goals (establishing flexible management mechanisms, increasing the quality of administrative services, developing a model of effective organization of the college's work, etc.), the lack of actions detailing them, the lack of proper planning mechanisms (clear deadlines, clear indicators, clear responsible persons) does not contribute to the College's focus his abilities to carry out clear and measurable actions.

The expert panel considers positive the approach of the management of the College to implement more inclusive governance to encourage internal initiatives, positively evaluates the motivations and efforts in the direction of increasing the potential of human capital, making academic programs more labor market-friendly, but at the same time notes that the management system is not given a full managerial-professional assessment, strategic goals are not reviewed, development goals are not set, and problems are not set from top to bottom in order to solve them. and if real accountability is not established from the bottom up, the development of the College cannot be encouraging.

The base of internal legal acts of YSHC needs a comprehensive review from the point of view of feasibility, possibilities and capabilities of the College, as well as serving specific and targeted goals. It is up to the College itself to determine the appropriateness of the various documents or their provisions

The functions of the administrative staff should be clarified and evaluated. In this form, they do not provide development-oriented activities. The College, for example, has the potential to actively participate in mobility programs, to develop capacity, to develop APs, or to apply for grants for research development, but so far there is no comprehensive policy to set the above as an issue before the chairs, to coordinate, to encourage it. Although the College recognizes the need to improve the professional qualifications of lecturers, the ideas of pursuing a solution to this problem are still not certain. The same should be said about

research development and income diversification. Of course, the mentioned problems are not easy to solve, but it is very important to fix them as priorities, more importantly, the realism of their solution mechanisms. Since, as we mentioned, the College has the potential to solve the mentioned problems, the priority should be to consider the definition of the functions of planning, coordinating, evaluating and controlling the processes leading to development in the description of the leadership positions.

Recently, the fluidity of the quality assurance officers at YSHC, the fact that the content of the institution's quality assurance functions was not described in depth, caused that the important problems of both Academic programs and various management processes were not addressed by professional quality assurance tools. The quality assurance system does not have clear and strategic problems related to its actual function. That circumstance endangers data-based decision-making in YSHC. Therefore, in the context of the environment of the College, in the context of its strategic problems and directions, the rethinking of the role and functions of the Quality Assurance System (including through the study of the experience of successful educational institutions and professional training) is of primary importance.

Strategic objectives are not localized at departmental levels. This circumstance does not allow the activities of the chairs, administrative units and individual responsible persons to be of a strategic nature, therefore it makes top-down management not strategic, but situational, which does not contribute to setting ambitious problems and solving them.

Without disputing the ability, capacity or commitment of any managerial or mid-level administrative employee, the expert panel considers that discretionary approaches in the appointment of these personnel, not applying competitive procedures, may risk the circumstances of carrying out responsibility and management functions on a professional basis.

The fact that many indicators for evaluating the results of the planned actions are general and unclear deprives the College of the opportunity to form a clear understanding of the actions and tasks and calls into question their implementation. The lack of clear deadlines for the solution of planned problems and the implementation of actions deprives the planning of certainty and clarity, does not give the opportunity to issue target reports according to the plan every year. Failure to define those responsible for planned activities risk the implementation of planned activities, as it does not clarify the responsibilities among personnel, who is responsible for what, and thus does not provide a clear basis for each department or responsible person to link the long-term or short-term planning of their activities. to the college's strategic plan. This type of planning system does not allow the College to have effective mechanisms for monitoring and evaluating the planned works. This type of reporting system also does not allow the College to evaluate the planned processes, to raise problems, which hinders the initiation and implementation of processes leading to development. At the same time, the fact that the Board of Management of the College and the top management are satisfied with the current forms and mechanisms of reporting, as well as the fact that the accountability system is not targeted in the development plan, allow us to conclude that the problems of the accountability system are not sufficiently acute and the

improvement of accountability in the College is not yet considered a priority. The lack of short-term and medium-term planning resulting from major strategic objectives, both at the level of the general college and individual departments, does not provide conditions for the entire staff of the College to be involved in strategic development processes. And the descriptive, enumerative, non-analytical nature of the reports deprives the opportunity to assess the degree of achievement of the goals, highlight gaps and shortcomings, and analyze their causes.

The fact that there is no mention of the intention to have mechanisms for data collection and analysis in the planning documents of YSHC proves that the College either does not value this fact so far, or the idea of data management has not yet matured there. In both cases, management is deprived of the perspective of sound planning, because sound planning involves data development and analysis. This circumstance testifies to the situational nature of management. Not carrying out the highlighting and study of the factors affecting its activity on an institutional basis, with quality assurance tools, does not allow the College to clearly imagine the priorities of educational programs and other processes, feel the opportunities and plan what to do accordingly. The non-existence of the quality assurance system, the lack of clear tasks for the quality assurance officers, and the lack of clearly defined functions are among the important reasons for this reality. The quality assurance system is still unable to extract and deliver the necessary data to make effective decisions. Therefore, the College has a lot to do in this direction.

The generic indicators for the evaluation of the performance of the SP, the absence of the certain deadlines and responsible people do not allow to clearly distribute the implementation of the actions provided by the program, moreover, to evaluate them. This means that the problem of usage of the PDCA cycle in the quality management comes from planning, in other words, the current manner of planning risks the processes of the perspective management though PDCA mechanism. This circumstance further strengthens the belief of the expert group that management in the College is not strategic, but situational in nature.

There are a number of documents that include the policies /approaches, priorities/ of different directions. Therefore, it is necessary to re-evaluate the possibilities and decide whether these documents and the separate provisions contained in them are sifted, or whether they start their implementation. Thus, in the case of the majority of processes, the problems arise in the third, evaluation phase of the PDCA cycle, and in the case of a number of processes, in the second, implementation phase.

The lack of a systematic collection and analysis of information on the effectiveness of APs and other processes, their non-implementation with quality assurance mechanisms deprives the College of the opportunity to evaluate APs and other processes impartially and objectively, which naturally endangers the prospect of their improvement.

**Summary:** Taking into account, that the College's ideas on improving the management system are not certain and clear, the mechanisms of planning and quality assurance in this direction are severely incomplete, the current nature of reports does not contribute to the objective evaluation of processes, no clear problems are set before the quality

assurance system, strategic planning is not localized to departments and responsible individuals. In the activity, there is no culture of the PDCA cycle of process management, the management is more about the situation, the expert panel finds, that Yerevan State Humanitarian College does not meet the requirements of the Criteria 2.

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

### III. ACADEMIC PROGRAMS

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

#### FINDINGS

The Yerevan State Humanitarian College implements 7 secondary vocational education programs: "Clerkship with in-depth knowledge of a foreign language", "Archiving with in-depth knowledge of a foreign language", "Organization of tourism services with in-depth knowledge of a foreign language", "Preschool education", "Applied ornamental arts and folk crafts", "Banking", "Insurance". Since 2018 the Academic program of "Organization of tourism services with in-depth knowledge of a foreign language" is implemented in a dual format. The expert panel site visit revealed that the academic program of "Clerkship with in-depth knowledge of a foreign language" is also determined to be implemented in dual format. The College has permission to carry out part-time education in "Organization of tourism services with advanced knowledge of a foreign language", "Preschool education" and "Banking" specialities, but in the last two years, no admissions have been made in corresponding departments. In most of the introduced professions, the advanced study of foreign languages is emphasized.

State educational standards /SES/ are the bases of the Academic programs of the College. The document observation revealed that there is no general approach in the College regarding the validation of modular programs. On the reverse side of some module programs, there is the validation of the program guarantee by the quality assurance structure, for example, in the modular programs of the speciality "Organization of Tourism Services with advanced knowledge of a foreign language", and in some it is not present.

The expertise revealed that Academic program "Organization of Tourism Services with advanced knowledge of a foreign language" are developed with the participation of employers. However, it should be noted that this practice was not spread among other Academic programs.

For students of some Academic programs of the College selective subjects are suggested, e.g. in the Academic program "Organization of Tourism Services with advanced knowledge of a foreign language", 88 hours are planned for the optional subjects "Practical translation in a foreign language", "Road traffic safety".

In the curriculums of the Academic programs, there are also special subjects, which are preferred by the College, and the subject programs are approved by the study-methodical council. They are mainly subjects that contribute to the general development of students, for



example, for the "Organization of Tourism Services with advanced knowledge of a foreign language" specialty: "Ethics", "History of the Armenian Church", "Business Etiquette", "Methodology of Foreign Language Teaching", "Preschool Education": "Basics of Behavior", "Basics of Preparation for Family Life", for the AP "Business Administration with Advanced Knowledge of a Foreign Language": "Behavior in Business Relations", "Age Psychology" and "Interpersonal Relations". The expert panel site-visit revealed that both the elective and preferred subjects are decided by the chairs. The needs of the internal stakeholders /students/ and external stakeholders /employers/ are not considered while offering and electing the subjects.

The following types of internships are also distinguished in the curricula of "Clerk with in-depth knowledge of a foreign language" and "Preschool education" specialties: educational internship with theoretical training, educational internship without theoretical education, and pre-graduation internship. It became clear from the expert panel site visit that the period of organization of pre-graduation internships, from May to June, coincides with the period of students' preparation for the state final certification, and they sometimes cannot devote enough time to the full implementation of internships.

The "Organization of tourism services with in-depth knowledge of a foreign language" program does not include internships, students' practical skills are acquired during practical hours at employers.

There are no uniform approaches to choosing teaching and learning methods in accordance with the expected learning outcomes of the APs. The expert panel site visit revealed that the teaching staff each member develops his/her own teaching methods according to their class format – practical or theoretical. The in-class observation revealed that the lectures mainly prefer interactive methods – discussions, presentations, etc.

Study plans indicate the method used to conduct the lesson. The chairs assist the lecturers in the selection of methods. The expert panel site visit revealed that lecturers provide students with study materials in advance, the topics studied are explained and discussed during the class, but there are also private cases where dictation prevails in the subjects/modules, and study materials are provided at the request of the students.

The observation of the tasks given to students, it became clear that they mainly contain tasks that develop independent and research thinking, for example, the practical lessons of the "Tourist Resources" module of the specialty "Tourism Services Organization with advanced knowledge of a foreign language" are carried out on sleds, students study the cultural centers of the region (home-museums of notable people), further considering them as route objects and turning them into tour packages. To carry out the tasks, students use not only the Internet, but also establish direct contact with museums, clarifying other details, in order to determine the feasibility of including these areas in the route. Tour packages are provided to the tourism committee and 'One-way' travel company for launch purposes. In "Administration with advanced knowledge of a foreign language" and "Organization of tourism services with advanced knowledge of a foreign language" educational institutions responsible for practical training organize a series of role-playing games: employee-client, manager-clerk-visitor, during which the roles are constantly changing. situations and,

accordingly, the solutions. During the role-plays in the "Preschool Education" AP, students demonstrate their ability to teach letters, numbers, etc. more easily to children studying in different groups of preschools (junior, middle, senior).

In order to organize the evaluation of students, YSHC is guided by the "Regulation on conducting and retaking exams", where the processes of conducting written, oral, final exams, appeals, and retaking are presented. Evaluation criteria are available in all module programs, which clearly describe the evaluation requirements of the 1–10-point system. It became clear from the expert panel site-visit that no cases of appeal were recorded.

The internships are assessed by the performance of the practical skills; however, the students of the dual academic program are assessed by the achieved learning outcomes. There are practice diaries and descriptions.

The document observation revealed that the chosen format of practice diaries is limited from the point of view of the information representing the student's skills and abilities, only the place, period of the practice, and the brief descriptive content of the performed works are presented in the diary. The diaries do not contain information about analytical, self-performed works, for example, the practice diaries of the profession "Accountancy with in-depth knowledge of a foreign language" mainly contain information about acquaintances and conversations, and the students independently performed very few works, for example, independently entering applications into the "Mulberry" 2 system. From the expert panel site visit, it became clear that the internships were carried out effectively at not all employers within the framework of the above-mentioned AP, students sometimes have the role of passive observers. To solve the problem YSHC found new employer organizations. During the practical training hours of the other "Organization of Tourism Services with Advanced Knowledge of a Foreign Language" program, students serve customers in hotels and work as guides in tourist organizations. During the internships of the "Preschool Education" AP, students work with preschool children under the supervision of lectures, organizing games and activities, and events.

It should be stated that the dual AP diaries are methodically different from the practice diaries of other programs. In the diaries there are personal data about students, they are divided into semesters, organizations, and results, there is an assessment with both a number and "can", "can't" marking, revealing the student's skills. Evaluation criteria are developed and evaluation is carried out using a 10-point system, where excellent is clearly separated: 9-10 points, good: 7-8.9 points, satisfactory: 4-6.9 points, and unsatisfactory: 0-3.9 points. requirements to receive. For example, in order to get an excellent score, the student must do the assigned work completely and fully, make correct observations and conclusions. As part of Dual's practical training, students have direct participation in customer service processes.

Students with high progress and analytical abilities of the 4th year of the specialty "Organization of tourism services with advanced knowledge of a foreign language" write diploma works. Diploma work is also done by the students of "Ornamental applied arts and folk crafts", the topics of which are related to special professional modules: canvases, carpets, batik. The diploma works of the specialty "Organization of tourism services with advanced knowledge of a foreign language" are presented as a group or individually. The dissertations

examined contain analyses, development plans, proposal packages, financial estimates, as well as conclusions and bibliographies. Students in other APs take state exam that includes questions from specific and general professional modules. The observation of the questionnaires showed that the latter are mainly a repetition of the theoretical material and do not contain questions that test practical ability.

There are no mechanisms developed in the College for academic integrity, however, there are two methodological guidelines developed for the research work in two specialities ("Applied ornamental arts and folk crafts" and "Organization of tourism services with in-depth knowledge of a foreign language"). The guidelines contain clear requirements for students' individual research activities. Their study showed that there are clearly defined requirements regarding citations, used sources, and copyright protection.

The academic programs of the College are in correspondence with the same Academic programs of other Colleges of the RA, and in the SES are bases for all of them. There is no policy for the benchmarking and procedures of the APs in the College. The expert panel site visit revealed that experiences of benchmarking implemented only within the AP "Organization of tourism services with in-depth knowledge of a foreign language". In order to introduce the dual Academic program (2018), the College studied the German experience, the College conducted a visit and experience study in the German Federation. As a result, the leading European VET (work-based learning) approaches have been localized, the modular programs have been changed accordingly (320-hour dual education practical training modular programs have been developed), teaching approaches, teaching and learning methods, an appropriate flexible curriculum has been developed and the college-employer cooperation was strengthened and deepened.

The expert panel site visit revealed that in order to provide the exchange of the students they cooperate with the German Federation 'Viadrina' University, they have a memorandum of exchange programs. The students have the opportunity to have two weeks of internship there. In June of 2022 the YSHC has accepted the students from there, and in December the students of YSHC are having a visit to Germany. The YSHC also cooperate with a gymnasium called 'Elizabeth' of the city Hale in Germany: 3 students from the College participated in the exchange program. Exchange programs mainly take place within the framework of the specialization "Organization of tourism services with advanced knowledge of a foreign language" and "Administration, with advanced knowledge of a foreign language", where knowledge of the German language is emphasized.

Yerevan State Humanities College has developed the document "Educational Program Quality Assessment Policy" and "Procedure for Current Monitoring and Review of Educational Programs" for the monitoring, evaluation and improvement of educational programs. potential demand, etc. According to the established procedure, monitoring of educational programs is carried out during the academic year by the head of the relevant department, who develops a monitoring schedule for each academic year and approves responsible persons. The monitoring processes should be based on the results of in-class observations, on the results of the discussions among students and teachers, the information and the results of the surveys. The expert panel site visit revealed that the procedures are not

implemented by their full and systematic way, and the employers are not involved in these processes.

It should be noted that there is a positive practice of the revision of Academic program, the dual Academic program was revised as a result of cooperation with partner-employers, for example, in the practical lessons of the topics "Official Conversation" within the module "Business Communication Skills", tasks containing role plays and case studies were added at the suggestion of the provider, or within the module "Applied Economics and Business Skills" "Price in a Market Economy", the mechanism of its formation and functions, the classification of the price system" included the tasks of calculating the price of a tourist product (net and gross price) and so on. It should be noted that these processes were also not carried out in a planned and coordinated manner.

The employers are not involved in the revision of the other Academic programs, the revisions are conducted within the discussions of the chairs, e.g., 10 hours of reserve hours were allocated to the subject of the Russian language in the "Preschool education" educational institution, because the Russian language hours were reduced as a result of the revision of the SES.

With the document "Academic Program Quality Evaluation Policy", the College has defined evaluation indicators for the evaluation of academic programs: material and technical resources, human resources, educational programs, etc., which should be evaluated with 1-5 points, where 1 corresponds and 5 does not correspond to the requirement of the assessment indicator. It became clear from the expert panel site visit that the policy was not implemented.

**Considerations:** The expert panel positively assesses the fact that the YSHC implements Academic programs in accordance with its mission and the changing demands of the labor market highlighting the importance of the in-dept knowledge of foreign language. It is positive that on the example of "Based on the effective example of the dual Academic program "Organization of tourism services with in-depth knowledge of a foreign language", the College aims to make another dual Academic program.

The expert panel highlights that in the dual program work the involved employers had a significant role, with the help of which the students of the program will have chance to get a job much easier. The expert panel finds that the existing positive experience the College can manage in other APs, which will enhance and make the remaining Academic programs more market oriented.

It is positive that there are preferable and elective subjects in the APs, that provide students with a level of general development, however, the expert panel considers that the needs of employers and students should also be taken into account in the selection of the latter, which will contribute to the most targeted and effective selection and implementation of these subjects, providing student-centred learning.

Although the College does not have a unified approach to selecting teaching and learning methods in accordance with the expected learning outcomes, the majority of lecturers give priority to the use of interactive and student-centred methods. The dictation

method still remains to a certain extent, the College should be more consistent in this matter and make the good experience of the professors available to others as well.

The expert panel positively notes that students are given tasks that develop independent thinking and research, analytical abilities. Within the framework of professional modules, students are given individual work, the tasks mainly include comparative analysis, case studies, practical exercises, and role-playing games, which contribute to students' achievement of the defined final results.

The expert panel positively assesses from the point of view of practical skills achievement the internships are successful. The period of pre-graduation practices sometimes coincides with the period of preparing for the final certification, which creates some difficulties for students, causing overload. The expert panel believes that the use of a flexible schedule of internships will enable students to be fully involved and show a more responsible attitude to conducting internships.

The expert panel positively highlights that there are stated approaches of assessment, that contributes to the student's clear understanding of the grade he/she received.

The students are assessed during the internships which is also the assessment from the employer. The expert panel is concerned with the fact that besides the diaries of the dual Academic program, the practice diaries of other Academic programs do not serve as a means of assessment, most of them do not present the student's independent work during the practice, in addition, the student's assessment criteria are not indicated, which can risk students' full acquisition of practical skills

The knowledge check is implemented during the semester and at the end of the semester, and at the end of the study the final assessment /examination/. "Organization of tourism services with in-depth knowledge of a foreign language" and "Applied ornamental arts and folk crafts" educational programs, where the final examination is expressed by diploma works, in the rest of the professions, the state final attestation is conducted by an oral exam, during which students' theoretical knowledge is mainly checked. This form of verification does not allow to fully understand the practical skills and abilities acquired by the students.

The expert panel positively assesses the fact that the College encourages the individual research work done by the students, where students develop unique road trips that include financial calculations, regional development maps. They are the result of unique, individual and author's work and they can find their further use in the labor market, they can also serve as portfolios and be presented to employers as finished works. Such individual assignments also make it possible to exclude plagiarism. The expert panel also positively evaluates the fact that there are developed guidelines for research works, which also make it possible to avoid transcriptions.

Although the fact, that the College does not have a policy for benchmarking of the Academic programs, as a result of the introduction of the dual education program, the experience of the German dual education program was studied, APs were compared, and accordingly, the dual education program "Organization of Tourism Services with Advanced Knowledge of a Foreign Language" was changed and localized. As a result, a graduate of a dual

Academic program has work experience, skills and abilities in line with the employer's requirements after graduating the College.

The expert panel emphasizes that advanced German language learning at YSHC created an opportunity to sign exchange memoranda with two German educational institutions and implement an exchange program, the continuity of which will contribute to the comparability of similar educational programs of the college and foreign educational institutions and will ensure mobility. At the same time, it is worrisome that YSHC only sees opportunities for benchmarking and mobility in those APs that emphasize foreign language learning, as a result of which other educational programs may remain in the shadows and not ensure continuous improvement.

The expert panel positively assesses that certain processes of improvement of APs are being carried out in the College, there is a positive experience of revision of APs, but this experience cannot be spread to other APs, which may endanger the continuous development of other APs. It is also concerning that the developed procedures have not yet been fully implemented in the College. The expert panel considers that in order to fully localize it, it is necessary to study the good practices of the college and revise the procedures, adapting them to the real needs and results of the College.

**Summary:** Taking onto account that, Yerevan State Humanitarian College implements APs in accordance with its mission, which, according to the final results, correspond to the 5th level of the NQF, has an effectively implemented dual Academic program, examples and foundations of student mobility, the expert panel considers that Yerevan State Humanitarian College meets the requirements of criterion 3.

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

#### IV. STUDENTS

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

##### **Findings**

In order to implement students' recruitment processes the YSHC carries out the following activities: distribution of admission announcements on the College's Facebook page, participation in expos and presentation of educational programs, meetings with school students for the purpose of professional orientation and transfer of information about Academic programs, etc. The expert panel site-visit revealed that most of the students were admitted to this College because they were informed by the former graduates that the college provides a good base of knowledge of foreign languages.

The admission processes of the students are implemented in a competitive manner approved by the authorized body, based on the grades of the basic education /basic school/certificate, the only exception is the Academic program "Applied ornamental Art and Folk Crafts", in order to be accepted here, applicants pass three exams: drawing, painting, composition.

Since 2020 the admission process is conducted through the web page of [dimord.emis.am](http://dimord.emis.am). As a rule, applicants are informed about the admission results through their individual codes, which they receive after successfully submitting the application. According to the SER, to ensure the transparency and fairness of the admission, the parent or legal representative of the applicant can come to the College, and the employee can calculate the average result of the certificate marks on the spot and show the results of the competition.

The assessment of the effectiveness of the recruitment process and of the work conducted for the professional orientation is not implemented. It should be noted that during the last three years the number of full-time students is increased about 7%.

The processes and procedures in order to discover the educational needs of the students are not conducted in the College, however, the expert panel site visit revealed that the main mechanism for raising needs is the administrators attached to the courses (head of the course). In order to provide current support to the students, 7 administrators are working in the College, who are also College professors. The Elders of the College also exist. The senior is elected by the course by closed election. Students address their concerns and problems, often through the mediation of seniors, to the administrative staff of the College (principal, deputy director for educational activities). During the last years the surveys in order to discover the students' educational needs were not conducted. The expert panel site visit revealed that meetings among students, representatives of Students' Council, administrative and support staff were organized to discover students' needs. During the meetings the students raised a number of issues such as the problem of the roof (rainwater seeping into the auditoriums) and updating the material and technical base. YSHC planned to repair the roof, some repair works were also carried out in the auditoriums.

The expert panel site-visit revealed that YSHC also has 11 students with special educational needs, they are supported by a psychologist, a nurse and the deputy director for educational activities, guiding students in matters of the correct use of the discount system. The psychologist also has individual meetings with students, helping to overcome current problems both on a personal-personal level and on a student-teacher level.

In order to contribute to the effective study of students, there are clear schedules for the organization of additional recommendation sessions at YSHC, which are posted in the chairs. The expert panel site-visit revealed that students often do not use the counseling services provided by the chairs, because they receive all the information they need during the lessons.

In YSHC, additional free classes are organized among students to improve their knowledge of foreign languages (English, German, Russian). Students who wish to improve their foreign language level to C1 level have the opportunity to participate in the groups free

of charge. It should also be noted that German language classes are conducted by a German-speaking specialist invited from Germany.

There are no special timetable or charter to apply for the administrative staff of the College. The expert panel site-visit revealed that the students can apply to the director, the deputy director for educational affairs, the heads of the department and other employees without any hesitation. Recently, students have applied for the reopening of the canteen, as it was closed for the Covid-19 pandemic. At present, the problem has not been solved, because the area of the restaurant is not allowed to be rented.

There is Career center in the College since 2019. The expert panel site visit revealed that at the same time the activities of head of the practice were conducted simultaneously by the responsible, however, since 2021-2022 academic year a new employee was admitted.

The career center carries out its activities based on the annual work plan and submits reports to the director. The expert panel site visit revealed that in this short period of time, the Career Center was able to form the base of graduates of the last year (the base for other years is not available) and to cooperate with various universities, involving students in the "open doors" events of the universities. There are posters in the College with the content of the continuation the studying in different national universities. With the initiative of the career center responsible, psychological surveys were also carried out, which were aimed at revealing the individual preferences of students. The effectiveness or purpose of these surveys has not been analyzed.

The Career Center has its own Facebook page where job vacancies are posted regularly. As a tool to help students' careers, the "Working Activity" module is also implemented in the APs, within the framework of which students learn the skills of creating competitive resumes and presenting themselves to employers. Career center-employer cooperation is still weak, there are no clear steps in this direction.

There is an opportunity for a number of students to implement research. The expert panel site visit revealed that the 15% of the graduates of the specialty "Tourism" implement diploma work. The students are selected by their analytical thinking and progress. All students of the same profession regularly receive assignments, the implementation of which involves research work. students make tour packages by calling and checking the status and entrance fees of museums, nature reserves, and other tourist centers.

Within the framework of the "Applied ornamental Arts and Folk Crafts" Academic program, students study the cultural symbols of Armenia and other nations, creating works of art. In the framework of Academic programs, students are assigned research and creativity-developing works: essays and various individual works, for example, within the "Preschool Education" speciality, students change the content of fairy tales, offering them to their future students.

The rights of the students are fixed by the charter of the College, by the contract concluded between YSHC and the legal representative of the student. According to the charter of YSHC, the student council is the self-governing body of the College students and protects their interests. The charter of the SC is approved by the Director of the College, the



structure carries out its activities according to the annual work plan approved by the director and reports to the deputy director for organizational activities.

The observation of the SC Charter it was revealed that the highest body of the Councils is the annual meeting/which are to be held 2 time a year/. The composition of the assembly is formed according to the following principle: one delegate for every 20 students from each course. From the expert panel site visit, it became clear that the assembly is not functioning, and a number of powers are assigned to the assembly (discussion of the SC charter, proposing amendments and additions to it, discussion of the annual reports of the SC president, elections of the SC presidency) and are carried out jointly with the SC members and the deputy director for educational affairs.

The SC charter also does not specify the selection process for the SC presidency, it does not set requirements for students who are members of the SC. From the expert panel site-visit, it became clear that the president of the Board of Directors is elected by closed vote based on the presented program, and the members of the Board of Directors are elected by the courses, 2-3 candidates. Through the mediation of the seniors of the course, the data of the candidates is submitted to the deputy director for organizational works. There are courses from which candidates were not nominated due to the lack of desire of the students.

From the observations of the work plans of the SC and the meetings with the stakeholders, it became clear that the SC is not considered as a body for the protection of students' rights, the structure's activities are mostly aimed at organizing entertainment events.

Decisions of the Board of Directors are made through the meetings, which are almost always attended by the deputy director for organizational activities.

Mechanisms for evaluation and quality assurance of educational, consulting and other services provided to students are generally not functioning in YSHC. It should be noted that among the free extra-time foreign language classes, only the German language learning efficiency evaluation test passed by the students at the end of the courses is a tool for evaluating the effectiveness of language learning. Students who successfully pass the exam receive a certificate certifying their knowledge of the language.

**Considerations:** The expert panel positively assesses the fact that to implements the admission processes the College cooperates with schools, participates in Expo exhibitions, and presents the information on the Academic programs in different platforms, however, the assessment of the effectiveness of the mechanisms is not implemented. The expert panel emphasizes the fact, that the main reason for the students to apply for the College was the positive feedback of the graduates of the College, which is evidence of the positive reputation.

It is positive that there is an institute of administrators /heads of the Courses/. It was noted that the good relations among students and heads of the Courses, with their help students raise their needs and get resolutions for their problems.

In order to enhance the effective learning process in the College there are recommendation hours in the College, with the help of which students can deepen their knowledge, and get corresponding help. It is positive that there are foreign language classes

free of charge which enable students to improve their knowledge of foreign languages and participate in mobility programs.

It is positive, that the College has taken responsibility to highlight the needs of students with special needs and to support their resolution.

Despite the lack of a clear schedule for applying to the administrative staff, the expert panel positively assesses that students have the opportunity to apply to them without any obstacles, which creates an opportunity for faster resolution of problems.

The College has a Career Center, the activities of which give students a certain opportunity to familiarize themselves with the labor market, as well as provide life-long learning. It is concerning that the activity of the Career center is not continuous and systematic. It is necessary to activate the ongoing works by conducting a preliminary study of the needs of students and employers. The incomplete base of graduates prevents a full understanding of how many of the graduates have managed to fully realize themselves in the labor market, the College cannot accurately assess the effectiveness of the education it provides. The expert panel emphasizes that the career center should also implement measures aimed at increasing the motivation of students by involving employers and graduates who have achieved success at work.

The expert panel positively assesses the efforts of the students to be involved in the research, which helps students develop their analytical and creative thinking.

It is problematic that the SC is not considered by the College to be the responsible body for the protection of students' rights and interests, although this duty is given to the Student Council by the College charter.

The charter and work plan of the student council are approved by the director, which may threaten the autonomy of students. It is also problematic that the SC charter does not specify the procedure for the selection of SC members, although it defines the main goals of the SC, it does not offer a toolkit for achieving these goals. It is worrisome that the annual planning of the SC is not according to the SC charter, and the nominal composition of the SC is not approved. The above-mentioned problems can lead to incomplete implementation of the charter and ineffective distribution of student resources.

Educational, consulting and other services are provided to students at YSHC, the expert panel believes that it is also important to introduce assessment mechanisms to analyze their effectiveness, which will enable the College to evaluate and subsequently improve the implemented processes.

**Summary:** Taking into account, that there are certain mechanisms for recruiting applicants at YSHC, the institute of administrators has been introduced to address the needs of students, students can address their problems to the administrative and educational support staff, additional consulting services are provided that contribute to improving students' knowledge of foreign languages, analytical and critical advice is provided. research activities that develop thinking, the expert panel considers, that the YSHC meets the requirement of the Criteria 4.

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

## V. Faculty and Staff

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

### **Findings**

YSHC is guided by the "Procedure of organization and conduct of the competition for the vacant position of the pedagogical worker of the primary (vocational) and secondary professional state educational institution" approved by Order No. 48-N of December 24, 2020 for the selection of the teaching staff. According to the procedure position is announced, a committee is formed, and a questionnaire is drawn up to fill the vacancy/position of a lecturer. The questions related to the subject (module) to be taught and pedagogical activities of the lecturer are included in the questionnaire. From the examination of the documents, it became clear that the competitive questionnaires of the competitions conducted in the College also contain questions about the legislation regulating the secondary professional sector. Since 2020 the above-mentioned procedure is in action in the College, and a number of professors have been admitted to YSHC in accordance with the procedure. The expert panel site visit revealed that since 2022-2023 academic year the College has a free vacancy for the lecture of the "Informatics" subject, and the announcement was made, once there was an applicant, who did not meet the requirements and did not pass the exam stage, the position is still vacant. There are also free positions for the teachers for class hours in "Civil Defense and Emergency Situations", "Fundamentals of Law", "Physical Culture", "German" and other subjects, which have been distributed among college professors, keeping the annual workload limit. 9 vacant jobs are mentioned in the free vacancies. The Ministry of Education and Culture has not taken any significant steps to recruit these specialists.

Administrative, economic and educational support staff are recruited without a competition, finding out about vacancies from acquaintances, Facebook announcements, etc. It should be noted that most of the administrative and educational support staff were newly appointed to their positions in the 2021-2022 academic year.

The observation of the documents revealed that there are teachers in the College that teach modules the content of which does not correspond to the qualification of the teacher, e.g. a geography specialist teaches history, a biologist teaches chemistry, a metallurgical engineer teaches international tourism regulations and tourism services modules, a qualified geography teacher teaches computer. The expert panel site-visit revealed that these professors were hired before the competitive procedure was established, underwent professional training and were given the opportunity to teach.

According to the SER, the basic professional education is the primary requirement for the professional qualities of the teaching staff, and having a scientific degree is also encouraged, in addition, the use of the latest technologies and interactive methods is emphasized. It should be noted that there are no specially defined requirements for teachers according to the demands of the academic programs.

The requirements presented to the teaching staff are mainly corresponding to the requirements of the SES, such as the teachers should have secondary or higher professional education qualification or job experience in the field of the given professional environment, if secondary or higher education in the direction of the given course is not carried out in the Republic of Armenia. Professional work experience is desirable for professors conducting special professional courses. There are no job descriptions for the teaching staff members, neither other professional demand.

The College has developed a policy and procedure for the evaluation of the teaching staff "Evaluating the professional qualities of teachers and their work", which is considered by the college as a toolkit for encouraging or holding the pedagogical staff of the institution accountable, as well as a prerequisite for improving the professional abilities of the teaching staff and providing appropriate support.

The evaluation procedure envisages observation and assessment of teachers' professional knowledge and abilities, making a decision on the method of encouragement or responsibility based on the evaluation results, etc. The expert panel site visit revealed that the assessment procedure is not fully applied, there is only a certain set of assessment tools: lectures, mutual lectures by chairs, open classes. The lectures are mainly conducted for the purpose of sharing experience and are not problem-solving. Documents called "In-Class Observation Analyses" have been developed in YSHC, in which there is a description of the class, but recommendations, observations and analyzes are not mentioned. There is an approved study plan for the 2021-2022 academic year. The in-class observations of the new lecturers are carried out for the purpose of mentoring, assisting in the correct formation of the structure of the class. It became clear from the expert panel site visit that the problems brought out as a result of the lecture are discussed with the lecturers in an informal and relaxed environment, which is not recorded.

There are also developed questionnaires for evaluation of the teachers, however, as it was mentioned in the SER, these were not recorded and analyzed, only conducted orally.

In 2019, the College developed the "Policy and Procedures for Mentoring Novice Teachers" document in order to provide support to newly admitted professors, according to which conditions are created for new professors at YSHC to develop methodically and gain teaching experience. According to the procedure, methodological support is a series of actions, which are 13, for example: familiarization with subject programs, development of work plans, preparation of daily lesson plans, familiarization with the attitude of the lecturer in the classroom, familiarization with bibliography features, etc. A beginner lecturer can contact the mentor with any question related to the educational process, conduct a lesson with the mentor in order to acquire teaching skills before taking the mentor's lesson. It became clear

from the expert visit that the lecturers admitted in recent years received methodical support from senior and experienced lecturers, mentors and heads of the department.

There is no formal procedure for discovering the needs of the teachers of the College, the needs are discovered within the chairs' level. The creation of the opportunities for the increasing the qualification of teachers are of high importance in the College. According to the 2022 budget, an amount equal to 0.12 percent of incomes is planned to provide for personnel training. The expert panel site-visit revealed that the directorate encourages the participation of professors in paid trainings. During 2019-2022 12 teachers of the College participated in methodological trainings, most of them are from Chairs of foreign language /English/ and Applied ornamental arts and folk crafts. The German-speaking lectures from the Foreign language department participate through international projects in trainings and seminars in RA and German Federation.

It should be noted that regulated procedures were not conducted to discover the needs of the teachers in the YSHC and the expert panel site visit revealed that the teaching staff members need professional trainings, especially in the professions where the component of foreign language is highlighted, e.g. "Pre-school education", "Insurance" and others.

The teachers of the YSHC participate in the methodological trainings organized by the National Centre for Vocational Education and Training Development /NCVETD/, according to the current procedure, lecturers who have not undergone training in the last five years participate in the trainings. The effectiveness of the trainings has not been evaluated.

The expert panel site visit revealed that there is culture of exchange of experience and dissemination of innovative approaches in the College. The teachers participated in the trainings or the educational-cultural events share their experience and the newly achieved knowledge with their colleagues during the internal seminars of the College, e.g. the senior lecturer who participated in the Armenia 2022 Translation Forum presented new approaches in the field to his colleagues through a seminar.

The College has a stable teaching staff, in recent years the staff has been replenished with young staff, 6 of the teachers are practical specialists, 2 are experts in the field. It became clear from the expert panel site-visit that there are professions in which it is difficult to find staff, for example, informatics, and low pay is also an obstacle. As of September 15, 2022, the College employs 72 lecturers, 57 of whom are main employees. and 15 work in partnership.

According to the purpose setting of the document "Policy for ensuring the professional advancement of the teaching staff" /2015/ the assurance of professional progress and development of the teaching staff members is an important investment and is supposed to be one of the directions of the Strategic development of the College. The documents envisage the implementation of a number of qualification development of the teaching staff members that will contribute to increasing the efficiency of the College's activities. The following forms of ensuring professional advancement are also emphasized: participation in conferences, seminars, trainings and other events, training of management personnel in the field of quality management, organization of training of employees within the framework of specialized courses and within the framework of qualification improvement programs. The expert panel site-visit revealed that the mentioned processes are not specific steps, but also

future goals, some of them are implemented, for example, participation in conferences, seminars, even in the case of a small number of professors, and most of them remain as goal setting.

There is a policy of Senior teacher, according to it pedagogues having experience of working 30 and more years get 'Senior' rank and are paid 7000 AMD extra fee. According to the tariffication of 2022-2023 academic year there are 8 senior lecturers in the College.

There are no specific approaches to the promotion of the staff at the College, the last time the staff received a bonus in December 2021, each according to its rate. Giving letters of gratitude and certificates of honor are also ways of encouraging the teaching staff.

YSHC has 4 administrative, 31 teaching assistants and administrative-economic (technical service) employees (as of September 15, 2022). The filling of posts depends on the number of students, but in the 2022-2023 academic year there are posts that are not yet filled, for example, the head of the department for Basic education subjects, the person in charge of the dual academic program, a laboratory assistant, an archivist, a security guard, a physical supervisor, an inspector of the personnel department, a technician-operator.

**Considerations:** The expert panel positively assesses the fact that the College conducts a competition, which provides an opportunity to attract highly qualified specialists. It is positive that, in addition to questions of a professional and pedagogical nature, there are also legislative questions regulating the field in the competitive questionnaires, which enables the college admissions professor to get an idea of the medium professional field by studying the legislation.

It should be noted that that the number of teaching staff increases with the increase in the number of students, however, the fact that there is no lecturer in the subject of informatics is a concern from the point of view of the effectiveness of the course.

The expert panel considers it positive that the College emphasizes the relevance of the basic professional education of the teachers to the taught module/subject in accordance with the requirements of the SES, encourages the Academic degree, the use of the latest technologies and interactive methods to implement student-centered learning. At the same time, the College has not established requirements for teaching staff for each AP, and there are no lecturers' job descriptions. There are lecturers who teach modules/subjects not relevant to their specialization, which can compromise the effectiveness of the course.

The expert panel considers positive that the College emphasizes the role of in-class observations as a tool for evaluation of teacher, however, the in-class observations are not carried out in accordance with the established schedule, problems are not raised and ways of improvement are not recorded. "In-class Observation Analysis" does not contain analytical and evaluation elements, so it does not serve as an evaluation tool. At the same time, it is emphasized that lectures are effective as a means of sharing experience and are a great support for beginner teachers. It is concerning that surveys are not conducted in a formal format for teacher evaluation, despite the fact that the College has developed survey sheets. As a result, the College does not evaluate professors, problems are not raised.

The expert panel positively mentions the fact that there is a regulated support towards the new teachers, attaching them mentors.

The expert panel notes that the College highlights the aim of improvement of teachers, a finance is allocated for these processes in the 2022 budget, teachers participate in the methodological revisions of the Institute of Foreign Languages every year, professors of the foreign languages department actively participate in various seminars, professional trainings and in RA and outside RA, however, it is concerning that in the case of 72 lecturers, that number is small, other chairs are not involved, the need for lecturers is not revealed before the trainings, which may not effectively affect the improvement of lecturers' professional qualities.

It is positive that this gap is mainly filled with the experience exchange seminars organized by the College, however, they are unique cases and do not have a massive spread.

The expert panel emphasizes that the College has a stable teaching staff, the majority of lecturers are from the main staff. At the same time, it is positive that the teaching staff includes practical specialists, experts of the fields, which will enable the specialists teaching theoretical modules to get acquainted with the innovations taking place in the practical field, to review the teaching approaches. Nevertheless, there are specialists (lecturers of informatics subject) who have difficulties in involving them and the trajectory of actions related to overcoming them is not clear.

The expert panel considers it positive that the College values the professional progress of professors and presents several ways of ensuring it (participation in conferences, seminars, trainings and other events, training of management personnel in the field of quality management, organization of employees within the framework of specialized training courses and qualification improvement programs frameworks), but there is no clear planning of actions, they are carried out elementally, in an uncoordinated manner.

It is noteworthy that lecturers with 30 or more years of pedagogical experience are encouraged by the college, receiving "Senior" lecturer rank and bonus, which is a commendable example of staff experience, pedagogical mastery assessment.

The expert panel notes that certain incentive mechanisms exist in the College, but the effectiveness of the process will increase if incentives are provided based on clear evaluation criteria.

The expert panel considers concerning the fact that a number of important positions of the College are not staffed (head of department in charge of general education programs, responsible for dual education program, laboratory assistant, archivist, security guard, physical supervisor, personnel department inspector, technician-operator), as a result of which the processes carried out under the authority of the respective positions may be endangered.

**Summary:** Taking into account, that in order to implement its Academic programs, the Yerevan State Humanitarian College has a policy of selecting teaching staff, mainly a stable teaching and teaching assistant staff, a positive experience of encouraging teachers, a policy of supporting young teachers, practical teachers, professional potential, providing

financial resources to increase professional qualities, the expert panel considers that the YSHC meets the requirement of the Criteria 5.

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

## VI. RESEARCH AND DEVELOPMENT

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

### **FINDINGS**

The College in its 2021-2026 did not consider the development of the research direction as a priority goal in the Strategic development plan. YSHC has not clearly defined what its research directions are, they are somewhat visible only at the level of chairs. It should be noted that the research component is embedded in most professions. The College has developed a methodological guide for the implementation of research work for the "Organization of tourist services with advanced knowledge of foreign languages" and "Ornamental applied arts and folk crafts" APs, which include course and diploma works, the main approaches to essay writing, requirements, format and research methods of operation. Within the framework of the dual Academic program, students present not only individual but also group thesis projects, which are supervised by both college and industry experts. They are exclusively exploratory in nature, as students visit communities and explore new areas in the field, exploring eco-tourism and tourism development prospects. As such, it is worth mentioning "Armenia and wine tourism. prospects of acceleration", "Metsamorian culture and tourism. research works with the titles "development project".

"Organization of tourist services with in-depth knowledge of foreign languages" AP also has diploma research works, which are related, for example, to the direction of carpet weaving studied within the framework of the Academic program "Ornamental applied arts and folk crafts", as well as to Armenian rock paintings, monuments and museums, for example, "Armenian architecture as a tourist attraction", "Armenian petroglyphs, astronomical monuments and institutions in tourism", etc. Students also carry out comparative analyzes between a number of Armenian and foreign resorts and tourist infrastructures. For the research activities carried out within the framework of the dual educational program, YSHC provides certain financial resources for the transfer of students and conducting on-site studies.

Within the framework of the educational program "Applied Ornamental Art and Folk Crafts", YSHC students also perform diploma works, particularly in the direction of painting, for example, scrolls, works with Armenian symbols on batiks, tapestry works, carpets with Armenian patterns, etc. They also do research work in pottery, studying the culture of different countries (such as China) and reflecting it in different clay works. In the framework of this same AP, students also study and prepare Armenian costumes and dolls of different



regions, which contain research elements. Diploma works are presented by students with high achievement and research abilities.

Other Academic programs of YSHC also include to a certain extent research works that contribute to the development of students' analytical thinking, but they are still not systematic in nature. For example, in the framework of "Administration with advanced knowledge of a foreign language", "Preschool education" Academic programs, although situation analysis, role-playing games, debates and other methods are used, they do not carry out, for example, the study of international experience in the implementation of clerical or preschool education, involving students as well.

Lecturers are somewhat involved in research activities. some professors have published instructional manuals or prepared teaching materials that they also use during teaching. For example: "Carpetmaker", "Management Documentation", "Basics of Bureaucracy" training manuals, "Materials on Office Management and Letter writing" training material. It should be noted that the policy of encouraging the research works of the teaching staff is not implemented in YSHC, the works carried out are the unique initiatives of the professors.

The college has not developed a tool for evaluating the effectiveness of research works, there are no evaluation indicators.

**Considerations:** The expert panel positively assesses the fact, that there are a number of research activities implemented in the College. At the same time, the expert panel notes that if a clear research policy is defined and the development of the research direction is considered as a priority in the Strategic goals, the research direction in the College can be developed in a more targeted and systematic way, which will lead to the full implementation of the 5th level of the NQF. Along with the definition of research directions, the expert group also emphasizes the definition of indicators of the effectiveness of research activities, which will allow the college to further evaluate the achievements.

It is significant that the College has a positive experience of conducting research work in the "Organization of Tourist Services with in-depth knowledge of foreign languages" program. It is also satisfactory to carry out such research works in the "Ornamental Applied Arts and Folk Crafts" Institute, which derive from the features of the educational program and are fully aimed at the formation of students' research abilities. The expert panel considers that the experience can be extended to other APs as well, ensuring the achievement of the problem-solving capacity defined in NQF level 5. The expert group also points out that the lowest performing students can also be involved in diploma works, which are done on a group basis, ensuring the acquisition of research skills in these students.

There are a number of professors in the College who have great potential to do research, develop and publish manuals, and publish methodological articles in local and international journals, but encouraging professors' research work, creating a research environment, and sharing experience are necessary conditions that the College can provide. great opportunities for development and entering the international arena, ensuring

professional progress. The expert panel positively views the fact that professors apply their research works, particularly manuals, in the educational process.

It is positive that the assignments given to students in most majors include elements that develop analytical, creative thinking, the dissemination of which can also contribute to the development of the research component in the College.

**Summary:** Taking into account, that Yerevan State College of Humanities has a good experience in conducting research works, has developed methodological guidelines, has professional potential for conducting research works, tries to connect research and educational processes, allocates certain financial resources for the development of the research direction, aims to spread its positive experience to other professions, the expert panel concludes that meets the requirements of Criterion 6.

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

## 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

According to the SER the College aims to improve the existing resources: the building conditions, laboratory facilities, sewerage system and ancillary facilities, which are also prioritized in the College's development plan. YSHC has one 4-story building with an area of 4434 m<sup>2</sup>, which also has a basement. For the implementation of educational programs, the College has 44 classrooms, 4 laboratories, a workshop and an art studio, a gymnasium, changing rooms, a library, a medical center, a hall, which have appropriate furniture. The expert panel site visit revealed that, during the period of 2021-2022 several improving activities were implemented, such as changing of water pipes and doors, levelling of walls and ceiling, painting, etc., however, building, auditorium and their property conditions still need improvement.

The chairs are equipped by computer technics and TV and sometimes they are used as classrooms. There 25 computers /2 of those are new, the others are old, though working /2 projectors, 3 notebooks, that are used during the classes/ in 2 computer laboratories. The College is provided with internet and Wi-Fi connection. The expert panel site visit revealed that there is a need to add and refresh the existing computers. There is also need for improving the working conditions in computer laboratories, in particular, to ensure the comfort of the chairs (students' chairs are without backs).

The College has an issue regarding the infrastructure for the implementation of some Academic programs, for example, there are no adequate resources to study the subject "Child Anatomy, Physiology and Fundamentals of Health Care" within the framework of the

"Preschool Education" Academic program, there are also few resources for conducting interactive courses, and there are no resources for conducting group work. there are no round tables or often the furniture of the classrooms cannot be adapted for group work.

Within the framework of the Academic program "Ornamental Applied Arts and Folk Crafts" courses are held in painting, carpet weaving, handicrafts, pottery, during which the students learn to weave carpets and rugs with threads, paint on batiks, make various clay items, dolls, study Armenian national costumes, etc. The workshops are equipped with the necessary number of easels for painting and carpet-making tools. During the expert panel site visit, it was found that although the College tries as much as possible to provide the necessary materials, students also participate in the acquisition of materials (paints, cloths).

The library is equipped with 10,000 pieces of literature. According to the self-analysis, over the past 3 years, the library fund has been replenished with 136 books, 30 of which were donated. The college does not have an electronic library and does not cooperate with other libraries. During the expert panel site visit, it became clear that the students hardly use the library, especially the reading room, they copy the necessary materials when necessary, and they have initiated steps towards cooperation with the libraries, in particular, towards having opportunities to use the electronic library of ASPU. The updating of professional literature in the College is carried out mainly during the academic year on the basis of the list of professional literature presented to the College management by the relevant chairs.

The College is financed from the state budget (80%) and student fees (20%). YSHC has no other financial inputs. It became clear from the expert panel site visit that the College is trying to take steps to secure financial flows by renting part of the building and participating in grants, but there are still no tangible results. According to the charter, the College allocates financial resources at the beginning of each financial year according to the annual budget, taking into account the mission and goals of YSHC strategic directions. However, the study of the documents, particularly the budget, shows that the allocation of the budget was not carried out according to strategic directions and professional education programs. Salaries make up 80% of YSHC's expenses, of which the salary of teaching staff is 42.40%, the salary of administrative staff is 6.40%, the salary of teaching staff is 20.80%, and the salary of technical staff is 10.40%. Payments to the state budget (2%), scholarships (8%), organization of internships (0.205%), acquisition of educational equipment and property (2%) and library (0.50%) are also part of the expenses. During the expert panel site visit, it became clear that long-term planning of new resources and analyzes of resource conservation are not being carried out.

The College has a net of internal document flow, through which the internal document circulation is ensured. It is possible to follow the online classes with the help of the net also to students' current works. There is a Mulberry system in the College, that is provided for the external document flow. The College has an official web page, that was updated and restarted, for which, according to the 2022 expenses, the College made a financial investment of 300,000 AMD.

To ensure the safety of students, the College has a medical center with appropriate medication, 16 cameras, and security guards (guards), the area is fenced, there are evacuation

schemes, fire extinguishers. Ramps are not available. YSHC has 11 special needs students who do not have major mobility problems. It became clear from the expert panel site-visit that students often use the health center and are satisfied

YSHC does not have a clear policy and mechanisms for conducting resource satisfaction surveys. Surveys were mostly conducted verbally, in an informal manner. There is one case of surveys of satisfaction with resources among students, but there are no analyses, they are not systematic, they are not periodic in nature. Evaluation of the effectiveness of surveys has not been carried out.

**Considerations:** The expert panel positively assesses the fact that the College, in order to implement the Academic programs, has a building, classrooms, manufactory, studio, suitable furniture and other priority necessities. The College's resource base is generally aligned with the implementation of the APs and strategic objectives, which in turn can ensure the continuous improvement of the quality of the APs. At the same time, the expert panel considers that there is a need for modern conditions and logistical support, which cannot be provided in the presence of limited financial resources of the College, which may jeopardize the effective implementation of the APs. The expert panel also believes that the College needs the creation of an electronic library, cooperation with various libraries, as well as cooperation with employers, as a result of which it can also use the employer's resources: laboratories, libraries, etc.

The fact of having a certain mechanism for financial resource allocation is considered positive, however the fact that it is not implemented according to the strategic goals and APs of the College may risk the implementation of the strategic priorities. The expert panel considers that the College needs to provide additional financial flows, which will contribute to the continuous improvement of educational institutions, the material and technical base, and the creation of a conducive learning environment.

It is positive that the document circulation in the College has quite good foundations, which have been facilitated by the internal network as well as the "Mulberry" system, which ensures the uninterrupted functioning of the document circulation in the College.

The expert panel considers it positive that the College provides a safe environment for students through a number of services, but at the same time sees the need for the presence of ramps specifically, in particular, for the purpose of involving students with mobility problems.

It is considering the fact that the College has not yet implemented a clear policy for raising the needs of professors and students, in particular, for conducting surveys. The unsystematic and periodicity of surveys, as well as the lack of analysis, can hinder targeted, effective planning of resources and continuous improvement.

**Summary:** Taking into account that Yerevan State Humanitarian College has the appropriate infrastructure, and necessary resources for the implementation of academic programs, has provided a conducive learning environment, included in its development plan and in a short period of time implemented a number of renovation works, updated the resource base, initiates steps in the direction of fundraising, has resources distribution policy,

efficient document circulation system, ensured a secure environment, 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.

## VIII. SOCIETAL 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 YSHC has somehow formulated internal and external system of accountability. As an external accountability the director of the College submits an annual report to the Ministry of Education and Culture of the Republic of Armenia regarding the number of admitted students, teaching staff and current activities. The career center submits a quarterly report to the Ministry of Education and Culture of the Republic of Armenia on professional orientation and career guidance, as well as on the employment of graduates. It should be noted that YSHC only has a database of graduates of the last year. The College also provides data to the National Statistical Service, RA Tax Service and other government agencies as needed.

As internal accountability, each department, administrative and support staff members of the College presents the annual plan at the beginning of the academic year, and at the end of the year presents reports, that mainly refer to short-term planning. The annual report of the College director that is presented to the Ministry is formulated with the annual reports of the departments. The expert panel site visit revealed that reports presented by the deputies of the director of educational affairs and pedagogical affair, the head of the practice department, the head of the chairs, career center responsible, the pedagogue-psychologist, QA responsible, educational department, nurse, archivist, librarian. The document observation revealed that the presented reports are mainly descriptive and do not include analyzes of the planned and implemented activities, regarding the documentation of the reports: they do not have the same framework. The teaching staff do not present reports and planning is carried out by presenting a study plan for each lesson.

In order to ensure accountability to the stakeholders, YSHC is guided by the provisions of the "Policy and Procedure for Providing Information to the Stakeholders". The purpose of the policy is to provide all stakeholders with information on the quality of the College's activities, achievements and processes, and to ensure communication with stakeholders through feedback mechanisms. The main mechanisms for establishing contact with beneficiaries are also mentioned in the policy, which is the dissemination of information through the website, the organization of focus groups, the organization and conduct of surveys, the study of complaints of beneficiaries and the minutes of meetings organized with beneficiaries. From the expert panel site visit, it was found that some of the mechanisms stipulated in the document are not used, for example, there are no facts, protocols, complaints

about meetings organized with stakeholders, focus groups, and surveys are not conducted to ensure feedback.

The Yerevan State Humanitarian College has a Facebook page, through which daily life, practices, events, excursions of the College are covered, announcements about admission, vacancies are posted, the page is always active. The Facebook page of the career center is also active in order to cover the work of the department. The College also has a monolingual (Armenian) website, <http://ephq.am/>, which is under development and still does not fully serve as a tool for ensuring transparency and accountability of the college's activities. The website has a "Contact" section with a map of the college's location and contact information, but no Q&A facility.

The College does not have a public relations officer or department. The Facebook page of YSHC is also one of the mechanisms for providing feedback, from the observation of which it became clear that they answer the questions of the beneficiaries as soon as possible, the website does not serve as a tool for feedback. The College also has an e-mail for external correspondence. Information about SPYUR can also be obtained from the website <https://www.spyur.am/>, where contact information is available.

The career responsible, the head of the practice department, the team developing the dual Academic program, the head of the chair, the lecturers, the responsible persons of the dual educational program are active in terms of keeping feedback with employers. The pedagogue-psychologist, school counsellors and the deputy director for educational works work with the parents.

The YSHC participates in annual EXPO exhibitions in order to transfer the knowledge to the society, where the handcrafts of the students are presented, the students are being involved in the volunteering activities, for example, participation in the Starmus festival, implementation of organizational activities in the National Academic Theater of Opera and Ballet named after A. Spendiaryan, etc. In addition, students of the 4th year of the specialty "Organization of tourism services with advanced knowledge of a foreign language" work as tour guides during the educational tours carried out within the framework of the educational program. YSHC does not implement short-term programs or paid trainings for external beneficiaries.

The YSHC students with the initiative of an ecology lecturer have been collecting plastic bottles for a year, which are sent for recycling, receiving sinterpon, which serves the needs of the army.

**Considerations:** The expert panel considers positive the fact that the College has internal accountability system. The internal accountability system needs to be improved and made more analytical, as a result of which it will serve as a tool for evaluating the College's activities. The expert group emphasizes that reports should be based on plans and include analysis, as well as ensure communication with the SP.

It is concerning that the mechanisms existing in the documents in order to have feedback with stakeholders that are not acting, there is no unified, clear approach to

identifying the needs of the latter, as a result, both external and internal stakeholders can have a passive participation in the processes taking place in the college.

The expert panel considers positive the fact that, through periodic publications, the College conveys certain information about its activities. In the future, the full launch of the website will also contribute to the availability and transparency of relevant reports and documents on the processes of the College. Currently, the website is monolingual, the expert panel believes that only the launch of a bilingual or trilingual website will allow the institution to be accessible and understandable not only to local partners, but also to international ones, especially since the College has far-reaching internationalization goals. Foreign languages are emphasized in most of YSHC's programs, the expert panel finds that if it is consistent, the College can easily organize the processes of translation and coverage of all publications and documents.

The expert panel positively assesses the fact that the College is quite an active online domain and responds quickly to the current questions of the stakeholders. Despite the fact that the College does not have a public relations responsible, thanks to teaching assistants and administrative staff, feedback with employers is also ensured. The expert panel emphasizes that the College also has a website, despite the fact that the latter does not fully serve as a means of feedback.

YSHC carries out active social activities, students are involved in volunteer work, cultural and cognitive events, participate in exhibitions, festivals. It is worrying that having adequate human and material resources, the college does not implement additional educational programs, paid trainings, which can also provide additional cash flows. It is commendable that YSHC educates patriotic citizens who contribute to the country's army building.

**Summary:** Taking into account, that YSHC is accountant to state departments, external and internal stakeholders, has mechanisms to transfer knowledge to society, actively participates in cultural and cognitive events, festivals, carries out nationalistic activities, the expert panel considers that the Yerevan State Humanitarian College meets the requirements of criterion 8.

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

## IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

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

### Findings

The College highlighted the importance of the external relations and internationalization in its development Strategic plan for 2017-2021, and in its plan 2022-2026 one of the priorities is to prepare specialists that will meet the demands of the international market.

In 2016 still the College as a Strategy for external relations and internationalization, drafted the "Regulation of Functions of External Relations and Internationalization", which includes the content of internationalization (development and implementation of joint educational programs and research projects, ensuring academic mobility of students and professors, close international cooperation in networking and association membership through etc.), the target strategic and priority goals (trainings of employees involved in the field of internationalization, creation of institutes of visiting professors, creation of the department of external relations and development of policies and regulation of functions promoting external relations and internationalization, promotion of mobility and raising awareness about it). It should be noted that the existing strategy does not have a regulated process, and the annual reports on the implementation of it are not conducted. In the Strategic plan for 2022-2026 the existing strategic priorities in the field of foreign relations and internationalization are not fully reflected.

According to the SER, the process of internationalization in the College includes such additional elements as: participation in international professional networks, international organizations, involvement of students and professors in exchange programs, but the results of the actual actions are still not noticeable. It should also be noted that the "Regulation of External Relations and Internationalization Functions" did not find its expression in local relations and cooperation with employers.

The College still does not have a department or person responsible for coordinating processes aimed at the development of external relations and internationalization. According to the self-analysis, the director and the deputy director mainly dealt with it. From the expert panel site visit, it became clear that some functions aimed at internationalization (answering letters) are carried out by the person in charge of the quality assurance department, the function is not included in his job description. Some internationalization functions are carried out through the director (e.g. cooperation with embassies), and some employer involvement functions are carried out through the career center, internship officer, as well as chairs (internships). Management of some external relations (in a functional sense) is entrusted to the career officer and the officer responsible for the implementation of the dual education program. However, the distribution of processes is not regulated.

According to the SP for 2022-2026 it is planned to have a specialist for the external relations position whose functions will be preparing applications for participation in projects offered by grant and international organizations, holding meetings and negotiations with various organizations and structures, holding discussions and awareness events for college employees and students. However, as it was mentioned in part of Criterion 2, specific deadlines and responsibilities are not defined for the actions related to this function either. The College cooperates with four dozen local departments and organizations: Ministry of Justice, "Ingo Armenia" JSC, Cafesjian Museum, "IPS" LLC, "Haybusiness bank" LLC, etc. The



purpose of most cooperation is the organization of internships and practical hours of the dual educational program. In some organizations, the internship is free, which is stipulated in the contract. The expert panel site-visit revealed that both the College and the organizations consider cooperation with local organizations satisfactory. This cooperation has a positive effect on Academic programs, especially in terms of developing their practical component.

YSHC also cooperates with a number of international organizations, there are contracts, memorandum ad contract with them. In the last 3 years the College carried out contracts and agreements with local and international with a number of organizations, which are Halle College in Germany, Elisabeth Gymnasium in Saxony, St. Petersburg College of Tourism, e-Twinning plus Armenia pan-European cooperative network, Eurasia International University, Armenian Volunteer Network, European College and School, Caucasus University of Georgia.

The high level of German language teaching at the College has enabled effective cooperation with German educational institutions and organizations. A student exchange program has been implemented with Elisabeth Gymnasium for several years. The College has started cooperation with a number of German institutions operating in Armenia: the Goethe Institute, the German Language Center in Yerevan, DAAD (which moved to Georgia), ZfA, GIZ organizations (with which teacher retraining is carried out in Armenia, Georgia and Germany, ZfA - Online courses). According to the self-analysis, there are also cooperation programs with educational centers in Austria, about which the self-analysis does not provide details. During the expert panel site visit, the expert panel learned that YSHC also implements cultural events with the participation and support of French and Russian organizations, and plans to start cultural cooperation with Chinese organizations in the near future with the aim of attracting additional material resources. The expert panel was also informed that the College intends to apply for ERASMUS+ mobility and capacity-building programs, but no practical steps have been taken in this direction yet.

According to the SER the College also cooperates with YSU, Armenian-Russian (Slavic) University, Brusov State University, "Eurasia" International University. The above collaboration processes are not subject to a documented analysis by the College.

It should be noted that the cooperation with local and foreign educational institutions does not imply the implementation of any joint Academic program. The intention to implement a joint Academic program is not yet an object in the strategic perspective of the College.

The teaching of foreign language in the College is priority and successful direction. Two departments out of 6 in the College are foreign language. In the "Tourism", "Administration" and "Archiving" Academic programs, the teaching of foreign languages takes place in a special depth. English and Russian are compulsory courses, and the choice between German and French is made by the students. The expert panel site visit revealed that the German is selected by the students the most, taking into account the fact that there are exchange programs with German language. Within the framework of the courses of the Academic program, the achievement of the B1 level of German is ensured. In addition, YSHC provides the possibility of additional (facultative) classes, thanks to which students are able to bring their knowledge

of German to the C1 level. It is noteworthy that in recent years, the College has involved a German (German speaking) specialist in the teaching of German language, thanks to its cooperation with German educational institutions. A number of activities and projects in the German language are implemented in the College. According to the self-analysis, as a result of intensive work and successful cooperation, since 2017 the College has become a "school with advanced knowledge of the German language" (Pasch schule), according to which students have the opportunity to take an exam in German and receive, as we mentioned, B1, B2 and C1 level certificates (DSD1, DSD2).

The College realizes that the low level of knowledge of foreign language is its weakness and trainings are planned for the teaching staff. However, these activities are still not planned objectively.

**Considerations:** The development of external relations and internationalization are not based in Strategic planning of the College. The existing internationalization strategy is a declarative document, as it does not indicate objective indicators of the result, does not define a framework of responsibility. YSHC Development plan for 2022-2026 the problems and actions mentioned, schedule plan are not clear in terms of time and responsibility. Thus, the Strategic planning of the direction of the development of foreign relations and internationalization is not at a sufficient level. According to the expert panel, the documented study of problems and opportunities and putting them on the basis of Strategic planning should be a priority for YSHC.

The absence of the process of coordinating and advancing the function of foreign relations and internationalization from one center with professional tools can endanger the continuity cooperation of YSHC in several areas. The fact that several people are responsible for the development of foreign relations and internationalization at the same time makes the responsibility problematic. The fact that several people are responsible for the development of foreign relations and internationalization at the same time makes the responsibility problematic. It is encouraging that the College has planned to create the position of external relations coordinator and that the functions of that position are imaginable and realistic. The expert panel encourages the implementation of this intention and expresses hope that in the near future clear problems will be put before the person responsible for coordinating the process.

From the point of view of foreign relations and internationalization processes, among the secondary professional educational institutions of RA. First of all, we are talking about the student exchange programs of the tourism education program with the German educational institution, which, apart from being an indicator of international cooperation, is also an example of a successful experience that can be spread to other educational programs and connections with other foreign institutions. The expert group positively evaluates the circumstance of effective cooperation with four dozen local organizations, which has a positive effect on the quality of educational programs and the development of their practical component.

The expert panel encourages YSHC's commitment to implement foreign language teaching in an in-depth manner. Advanced study of foreign languages contributes to student

mobility in the College. On the other hand, the low level of foreign language proficiency among professors reduces the opportunities of the College from the point of view of implementing international grants, capacity development programs, so YSHC should initiate active steps to increase the level of foreign language proficiency of professors.

**Summary:** Taking into account that YSHC cooperates more than 40 organizations, which has a positive influence on the quality, and development of practical components, of the Academic programs, the College has experience of student exchange program, the teaching of foreign languages is prioritized and has a successful process, the expert panel considers that the YSHC meets the requirements of criterion 9.

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

## 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

In 2016, YSHC developed the internal quality assurance policy, which is aimed at the realization of the following goals: provision of high-quality modern education in accordance with the requirements of beneficiaries and national and international standards, continuous improvement of the effectiveness of the quality management system, continuous planning and monitoring of educational services, implemented programs and awarding qualifications, analysis and quality assessment, continuous assessment of the level of students' knowledge based on established standards and procedures, continuous training of teaching staff, raising the professional level and assessment of their competencies, continuous improvement of the College's informational, logistical and educational base, effective management of Academic programs and other types of activities of the College the collection and analysis of information necessary for the Academic programs implemented by the College and the qualifications awarded constantly informing the public about.

The YSHC has a manual for internal QA that includes IQA policy of the College, development plan, principles and other activities. The expert panel site visit and the observations of the documents revealed that the QA processes are still not fully realized by the College, YSHC does not have certain vision of the QA, and the developed documents are not fully used.

The IQA center of the College was created in 2015 in, the IQA center is responsible for: the development of the IQA system in the College, monitoring and revision, quality culture development, however, the expert panel site visit revealed that there is one position for the center. During the last year 3 employees have been changed. The IQA system is still in the phase of formation, there are no effective quality assurance mechanisms. Evaluations

of processes have not been carried out in recent years, and there are no defined procedures and methodology for conducting surveys.

The observations of the job descriptions revealed that certain functions of the responsible of IQA center are not formulated: there are certain inconsistencies between the functions, duties and responsibilities of the QA responsible. For example, as a function of the QA responsible, the maintenance of educational standards, the continuous improvement of the quality assurance of Academic programs and the creation of conditions for accreditation are defined, and the scope of duties and responsibilities is wider, including the assurance of the quality of education, the quality assurance of the implemented processes, accountability, procedures, etc., whose relation to functions is generally broken. The wording of the responsibilities is also not clear (for example, to ensure the quality of the College's Academic programs in such a way that it meets the expectations of all stakeholders).

The expert panel site-visit revealed that the quality assurance responsible also has a function aimed at internationalization, which is not present in the job description. The scope of the QA responsible work has not been estimated; therefore, it is not clear for the College what kind of financial and human resources are needed for the work carried out in that direction. There are no financial investments for quality assurance in the budget. The College has not conducted surveys of internal and external stakeholders for a long time. It became clear from the expert panel site-visit that YSHC has not yet specified its external stakeholders. There are collaborations with external stakeholders, but there are no mechanisms to involve them in the quality assurance system. Some mechanisms are present in the chairs, which are not systematic or periodic in nature. The involvement of internal stakeholders in QA processes is limited only to the implementation of SER of the College.

The IQA center has its annual work plan, moreover, before 2021-2022 academic year the activities of the annual plans are repeated and the deadlines are not certain. The trainings of teachers are mainly highlighted in them, in-class observations, however, the study and analyses of those were not conducted. The activities of educational plan for 2022-2023 is quite different from the previous ones, however, there are certain problems with the activities and functions of the quality assurance center, for example, the plan includes the expansion of the College's internationalization ties, the coordination of the work of the student council, or the work of guaranteeing/approving modular programs by the IQA center, the latter do not derive from the functions and responsibilities defined for the QA officer

The IQA center is still being in formation phase during the last year concentrated its work on the development of SER of the College. During the development of the SER the fact that a number of activities are not regulated was revealed. Part of the documents are developed during the SER development period; they still need to be fully invested. During the SER development period the College had lack of information, for example the information about working graduates. The mentioned objectives were due to a number of changes of the administrative workers. A number data was excluded from the SER.

According to the SER during the last 3 years no surveys were conducted in the College. Some data regarding the satisfaction of the resources were not presented in the SER,

the analyses of the data was missing. The expert panel site visit revealed that the questionnaires were implemented mainly verbally, and were not with regular bases.

The assessment of the effectiveness of the activities of the College are not implemented, for example, the quality of teaching, assessment methods, the effectiveness of the research and etc.. Activities for the improvement also are not implemented. In general, the data collection mechanisms are not clear, nor are they included in the QA work plans. The Quality Assurance Center is not guided by the PDCA cycle in its activities.

**Considerations:** The expert panel positively assesses the fact that the College has IQA policy and center, that conducts QA activities, however, the absence of the developed system, certain objectives and the vision, the fact of having not usable documents can risk the effective implementation of the QA activities.

It is positive, that IQA center has a responsible, however, the frequent changes of the responsible can not ensure the effective implementation of the activities. Moreover, incomplete perceptions of the College IQA system and the responsible can risk the implementation and dissemination of the quality assurance system and quality culture. In this regard, it is important to ensure the professional development of the responsible, internal stakeholders, that can increase the effectiveness of the IQA system development, and enhance the quality culture development. The certain presentation of the concrete functions of the IQA responsible in the job description, the development of the work plan in accordance with the functions can make the quality assurance system more perceptible for the responsible. It is important for the quality assurance processes the data collection, analysis, evaluation and improvement of the activities, which are not yet on a stable basis in the College. Mechanisms for discovering the needs of internal and external stakeholders are weak. While the above-mentioned are important basis for the effective planning and implementation of the IQA activities. In this regard, the revision and the reinterpretation of the documents are of high importance, which will make QA activities certain and will help making them more realistic and in line with College specifications. Some documents are not adapted to the features and ideas of YSHC, they are mostly university-based, which risks the full implementation of these documents and ensuring the result. The expert panel highly enhances the importance of being guided by the PDCA cycle in all the processes of the College, which will contribute to the timely detection and quick prevention of defects. In this regard, it is also important specification of data collection mechanisms, for example conducting surveys, organizing focus group discussions, meetings, and including them in the work plan.

**Summary:** Taking into account, that the IQA system of the College is still in the formation stage, there is no vision and clearly defined goals in the direction of QA, the functions of the QA responsible are not yet defined, there are no mechanisms for assessing the effectiveness of processes, analysis, raising problems, they do not have a survey methodology among external stakeholders, the infrastructure of quality assurance does not allow the management circles to make decisions provide reliable data, the human and material

resources for quality assurance are not assessed, the expert panel considers that YSHC does not meet the requirements of criterion 10.

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

## EVALUATION ACCORDING TO ACCREDITATION CRITERIA

<i><b>CRITERION</b></i>	<i><b>CONCLUSION</b></i>
1. Mission and Purposes	<b>Satisfactory</b>
2. Governance and Administration	<b>Unsatisfactory</b>
3. Academic Programs	<b>Satisfactory</b>
4. Students	<b>Satisfactory</b>
5. Faculty and Staff	<b>Satisfactory</b>
6. Research and development	<b>Satisfactory</b>
7. Infrastructure and Resources	<b>Satisfactory</b>
8. Societal Responsibility	<b>Satisfactory</b>
9. External Relations and Internationalization	<b>Satisfactory</b>
10. Internal Quality Assurance System	<b>Unsatisfactory</b>

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**Menua Sghomonyan**  
Head of the expert panel

**January 10th, 2023**

## APPENDIXES

### APPENDIX 1. CVS OF THE EXPERT PANEL MEMBERS

- **Menua Soghomonyan:** In 2004, graduated from Yerevan State University, Faculty of International Relations. In 2007, he received the degree of candidate of historical sciences. 2007-2008 lectured at the Department of History of Yerevan State Medical University. In 2008-2015, he was an assistant professor at the Chair of Political Institutions and Processes of YSU, in 2008-2011, the deputy dean of the Faculty of International Relations of YSU, in 2011-2019, he was the scientific secretary of YSU, in 2019, he was the vice-rector for academic affairs of YSU. Since 2015, he is an associate professor of the Chair of Political Institutions and Processes of YSU. He is the author and co-author of a number of books and articles.
- **Narine Siakanyan:** In 2006 graduated from Yerevan State University. Department of "Mathematics and Informatics" of the Armenian State Pedagogical University named after Kh. Abovyan (mathematics and informatics teacher qualification). She is a candidate of pedagogical sciences /2016/. 2006-2014 worked as a mathematics teacher at Gandzai Public School No. 1, Ninotsminda region, Georgia. 2014-2016 worked in the Research Department of Pedagogy of the National Institute of Education of the RA Ministry of Education and Culture as a specialist, then as a chief specialist 64. 2019-2020 He worked as the head of the Quality Assurance Department of the Northern University. 2020-2021 was a participant in the "iGorts" program of the RA Education Inspection Authority. From 2021, she is an expert of the Department of Risk Assessment, Planning of Inspections, Analysis and Evaluation of the RA Education Inspection Body (DRAIPAS), the author of 18 or more scientific and methodical articles.
- **Kristine Hakobyan:** In 2004, graduated from Yerevan State Pedagogical University named after Khachat ur Abovyan, majoring in "Teaching in elementary grades". In 2015, completed the 5-month long-distance courses of NAS "Basics of Tourism", "Etiquette and Intercultural Communication", "Human Resource Management". In 2011, she participated in the development of state educational standards and modular programs for "Service organization in hotels and tourist complexes", and in 2020, "Tourism (by branches)". She is the author of a number of professional manuals. He is a trainer of directors and deputies of public educational institutions. From 2005 to today, he is the head of the personnel department of Kotayk Regional State College and a tourism lecturer.
- **Artur Davtyan:** In 2020, he graduated from the "Accounting" educational program of Ararat Regional State College. From 2020 until now, he is studying in the "Applied Statistics and Data Science" educational program of Yerevan State University. 2018 participated in the "Student's Voice" training course for student-experts of the National Academy of Sciences. 2018 was a student expert in the institutional accreditation process of Goris State Agricultural College



APPENDIX2. SITE-VISIT OF EXPERT PANEL CONDUCTING INSTITUTIONAL ACCREDITATION

	31.10.2022	Start	End	Duration
•	Meeting with the College Director	09:30	10:30	60 minutes
•	A meeting with the vice-directors of the College	10:40	11:40	60 minutes
•	Meeting with the self-analysis working group (10-12 people)	11:50	12:40	50 minutes
•	Break, expert panel discussions	12:50	13:50	60 minutes
•	Meeting with the members of the Board of the College	14:00	14:50	50 minutes
•	Meeting of College graduates with (10-12 people)	15:00	16:00	60 minutes
•	Meeting with employers (10-12 people)	16:10	17:10	60 minutes
•	Document observations, closed meeting of expert panel	17:20	18:30	70 minutes

	01.11.2022	Start	End	Duration
•	Meeting with the Chiar persons	09:30	10:30	60 minutes
•	In-class observations	10:40	11:40	60 minutes
•	Meeting with the teaching staff members (10-12 members)	11:50	12:50	60 minutes
•	Break, closed discussions of the expert panel	13:00	14:00	60 minutes
•	Meeting with students (10-12 representatives)	14:10	15:10	60 minutes
•	Meeting with heads of departments and other employees (assistant director, director's advisor, internship manager, human resource management coordinator, chief accountant, career officer, psychologist and dual specialist, head of study)	16:20	17:20	60 minutes
•	Closed meetings of the expert panel, document observations	17:30	18:30	60 minutes

02.11.2022			Statr	End	Duration
• Meeting with the representatives of the educational programs "Pre-school education", "Tourism with advanced knowledge of a foreign language", "Bureaucracy with advanced knowledge of a foreign language"			09:30	10:40	70 minutes
• Meeting with the teaching staff of the "Preschool Education" AP (10-12 people)	Meeting with the teaching staff of the "Tourism with advanced knowledge of a foreign language" AP (10-12 people)	Meeting with the teaching staff of the educational program "Bureaucracy with in-depth knowledge of a foreign language" (10-12 people)	10:55	11:45	50 minutes
• Meeting with students of "Preschool Education" AP (10-12 people)	Meeting with students of the "Tourism with advanced knowledge of a foreign language" AP (10-12 people)	Meeting with students of the "Bureaucracy with in-depth knowledge of a foreign language" AP (10-12 people)	12:00	12:50	50 minutes
• Break, expert panel discussions			13:00	14:00	60 minutes
• Meeting with the Student Council			14:10	14:50	40 minutes
• Review of resources			15:00	16:10	70 minutes
• Study of documents, closed meeting of the expert panel			16:20	18:30	130minutes

03.11.2022		Start	End	Duration
•	Meeting with the QA responsible	09:30	10:30	60 mintues
•	Open meeting with expert panel members	10:40	11:30	50 mintues
•	Meeting with the representative elected by the expert panel	11:40	12:40	60 mintues
•	Break, discussions of the expert panel	12:50	13:50	60 mintues
•	Document observations, closed meeting of the expert panel	14:00	17:30	210 mintues
•	Meeting with the management staff of the College and summary of the expert panel site-visit	17:40	18:00	20 mintues

APPENDIX 3. LIST OF DOCUMENTS FOR OBSERVATION

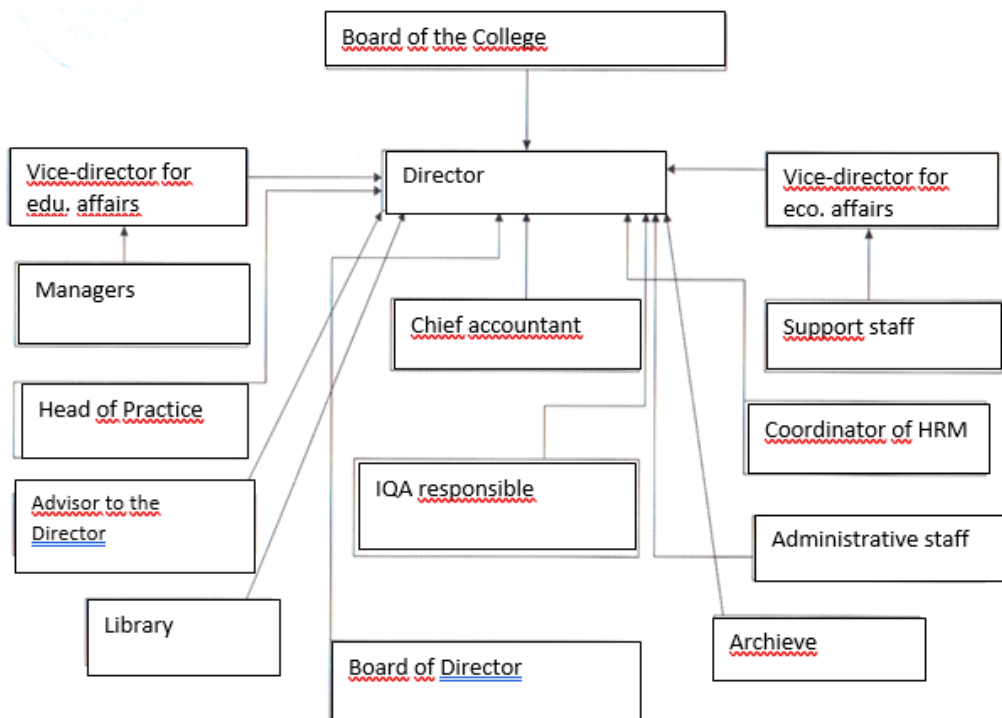
N	Name of the Document	Criteria
•	Minutes of the Board of Directors election session	1
•	Minutes of meetings of the Board	1
•	Annual plans of all divisions/last 3 years/	1
•	Director's annual reports	1
•	SP implementation plan-schedule	1
•	Plans and Reports of departments: Career center, Quality Assurance, Chairs, Lecturers, Vice-directors, Head of Practice, Lecturer, Curriculum	2
•	Minutes of chair meetings	2
•	SC work plans, reports	2
•	Minutes of SC sessions	2
•	A list that also shows salaries	2
•	Financial reports, estimates	2
•	Working procedure of YSHC Management Board,	2
•	Working procedure of YSHC Career Center	2
•	Job descriptions	2
•	List of lectures, administrative and teaching staff members	2
•	Charters of the Board of Directors and Board of Directors	2
•	Conclusions of the presidents of certification commissions	3
•	Complete Academic programs of "Pre-school education", "Tourism with advanced knowledge of a foreign language", "Administration with advanced knowledge of a foreign language" professions	3
•	Current and summative tasks given to students within the framework of 3 APs	3
•	Diploma theses, summative attestation questionnaires for the selected 3 APs	3
•	Practice diaries of 3 APs / 2 from each AP for three years/	3
•	Internship/practice programs	3
•	The number of students according to specialization in 2022. as of the end of September (the number submitted to the ministry after the completion of admission places)	4
•	Schedules of additional consulting classes implemented at YSHC	4
•	Research works	4
•	Topics, essay topics,	4
•	Themes of independent work /for the last three years/	4
•	Number of students with special needs	4

•	Alumni database for the last 1 year	4
•	Competitive procedure for hiring a lecturer	5
•	Lecturer competition questionnaire	5
•	Timetables, analysis or reports of conducted classes	5
•	Minutes of intra-college seminars, information material	5
•	Teaching staff evaluation procedure	5
•	A list of participants who have undergone professional training, which will include: participant's name, surname, training topic, schedule and training organization	5
•	The number of teaching staff resignations and admissions over the last 3 years	5
•	Analyzes of teaching staff evaluation by students	5
•	List of professors and students participating in exchange programs	6
•	Research works published by the teaching staff (manuals, articles, etc.)	6
•	Guidelines for carrying out research work	6
•	Annual budget performance for the last 3 years	7
•	Contracts, memoranda, agreements with employers and partner organizations with which the college cooperates	9
•	Quality assurance department work plans and reports and results	10

#### APPENDIX 4. RESOURCES OBSERVED

- Auditoriums,
- Subject cabinets,
- Workshops,
- Armchairs,
- Computer classroom,
- Gym,
- Library,
- Medical center,
- Hall intended for events

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE COLLEGE



## APPENDIX 6: LIST OF ABBREVIATIONS

- **WBL** Work-based learning
- **CJSIC** Closed joint-stock insurance company
- **YSHC** Yerevan State Humanitarian College
- **AP** Academic program
- **MKUZAK** Professional Education and Training Development Center
- **MoESCS of RA** Ministry of Education, Science, Culture and Sports of the Republic of Armenia
- **ANQA** National Center for professional education Quality Assurance
- **NQA** National Qualification Framework
- **CJSC** Closed joint-stock company
- **SES** State Education Standard
- **DRAIPAS** Department of Risk Assessment, Planning of Inspections, Analysis and Evaluation of the RA Education Inspection Body
- **SC** Students' Council
- **TLS** Professional teaching and learning