

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



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
GORIS STATE AGRICULTURAL COLLEGE AFTER PROFESSOR KH. YERITSYAN**

Yerevan – 2020

INTRODUCTION

The institutional accreditation of Goris State Agricultural College after Professor Kh. Yeritsyan (hereinafter college or institution) was carried out in accordance with the 5th clause of the EU Budget Support Financing Agreement “Better Qualifications for Better Jobs”.

The process of institutional accreditation was organized and coordinated by the “National Centre for Professional Education Quality Assurance” Foundation (hereinafter ANQA), guided by the Regulation on “State Accreditation of RA Education Institutions and their Academic Programs” set by the RA Government Decree N978-N, dated June 30, 2011, as well as the Decree N959-N, dated June 30, 2011 on “Approval of RA Standards for Professional Education Accreditation”.

The expertise was carried out by the expert panel formed in accordance with the demands set by the ANQA Regulation on “Formation of the Expert Panel”. The expert panel consisted of 4 local experts and 1 international expert.

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

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SUMMARY OF EVALUATION

STRENGTHS OF THE INSTITUTION

Strengths of the Institution:

- 1) Accessibility of administrative and educational support staff to students and student-centered approach;
- 2) Availability of Academic Programmes in accordance with the State Educational Standards;
- 3) Availability of the teaching and educational support staff necessary for implementing Academic Programmes;
- 4) Availability of certain mechanisms for students' recruitment, selection and admission;
- 5) Availability of career support services;
- 6) Ongoing cooperation with local organizations.

Weaknesses of the Institution:

- 1) Lack of indicators for evaluating the implementation of the mission and goals;
- 2) Incomplete involvement of internal and external stakeholders in decision-making processes;
- 3) Lack of mechanisms for data collection;
- 4) Grounding on management decision-making with unreliable data;
- 5) Lack of mechanisms for studying the external environment;
- 6) Imperfections in HR planning and professional development;
- 7) Insufficient material and financial resources necessary for implementing educational and strategic goals;
- 8) Lack of proper mechanisms for transferring values and knowledge to the public;
- 9) Lack of mechanisms and infrastructures to encourage external relations;
- 10) Lack of integration of the QA system;
- 11) Lack of involvement of internal and external stakeholders in QA processes;
- 12) Lack of QA system influence on decision-making processes.

Main recommendations:

Mission and Purposes

- 1) Develop proper indicators for the implementation and evaluation of strategic goals;

- 2) Ensure involvement of internal and external stakeholders in developing strategic goals;
- 3) Develop and implement clear mechanisms for strategy evaluation and review;
- 4) Review the policy of financial planning and resource allocation to ensure the implementation of goals set in the strategic plan;
- 5) Develop and implement tools for identifying the needs of internal and external stakeholders.

Governance and Administration

- 6) Follow the set codes of ethics in management decision-making processes;
- 7) Develop mechanisms for evaluating the effectiveness of the activities of governing bodies;
- 8) Rely on previously collected and analyzed data in decision making;
- 9) Adjust the short-term plans of the departments to the strategic plan and, accordingly, develop medium-term implementation plans;
- 10) Regulate the process for examining the factors affecting the institution by ensuring the accessibility of appropriate grounds;
- 11) Carry out educational and administrative processes of the institution in accordance with the quality management principles;
- 12) Introduce clear mechanisms for quantitative and qualitative data collection on the activities of the institution and apply them in decision-making processes;
- 13) Ensure the proper and regulated activities of the councils, committees operating in the institution.

Academic programmes

- 14) Develop mechanisms for collecting data on the effectiveness of the APs;
- 15) Involve students in the APs development processes;
- 16) Introduce mechanisms for ensuring academic integrity;
- 17) Draw a comparison between similar APs;
- 18) Develop policies and procedures for monitoring and continuous improvement of the APs;
- 19) Clarify student evaluation policies, adjusting them to the teaching and learning methods;
- 20) Ensure assessment-outcome link at each AP level;
- 21) Specify the periods of internships for each profession, documents submitted by the students and methodology for internship evaluation.

Students

- 22) Promote students' involvement in decision-making processes related to them;
- 23) Regularly review and refine mechanisms for identifying students' needs;
- 24) Develop and introduce mechanisms for involving students in research;
- 25) Develop quality assurance and evaluation mechanisms for educational, counseling and other services provided to students.

Faculty and staff

- 26) Develop and introduce mechanisms for identifying the teaching staff needs;
- 27) Introduce mechanisms for professional and pedagogical development of the teaching staff;
- 28) Develop policy for the recruitment of young lecturers to ensure the sustainability of the teaching staff;
- 29) Select qualified specialists for the courses/modules included in the curriculum of the specialties;

Research and Development

- 30) Define college research directions, taking into account the peculiarities of the college;
- 31) Develop and introduce policies that encourage research;
- 32) Introduce the results of the research carried out in teaching and learning processes;
- 33) Develop and introduce clear criteria for the implementation and evaluation of essays and course papers.

Infrastructure and Resources

- 34) Ensure the learning environment necessary for the implementation of specialty academic programs in accordance with the requirements of the relevant specialty standards and curricula;
- 35) Allocate appropriate financial resources for the acquisition and operation of the necessary means and equipments;
- 36) Develop and introduce a policy for allocating financial resources to ensure and guarantee the achievement and continuity of the implementation of academic program objectives;
- 37) Develop and introduce a clear policy and procedure for data management;
- 38) Provide appropriate conditions for students and staff with special needs,
- 39) Develop and introduce mechanisms for evaluating the applicability, accessibility and effectiveness of resources provided to students and teaching staff.

Social Responsibility

- 40) Develop and introduce accountability procedures;
- 41) Ensure transparency and accessibility of procedures, processes, as well as the availability to the public through the college website, social platforms;
- 42) Update the website sections and regularly update information;
- 43) Implement the analysis of visits and interests of website, social pages and apply them to in decision-making processes.

External Relations and Internationalization

- 44) Develop and introduce policies and procedures to encourage the establishment of external relations;
- 45) Develop an infrastructure for external relations and internationalization;
- 46) Carry out processes aimed at raising the level of foreign language proficiency of internal stakeholders;

Internal Quality Assurance System

- 47) Provide human, material and financial resources for managing internal quality assurance processes;
- 48) Ensure the involvement of internal and external stakeholders in quality assurance processes;
- 49) Regularly review the internal quality assurance system, policies and procedures;
- 50) Ensure the transparency of college activities through the website and social pages, in particular;
- 51) Create favourable conditions for the development of quality culture and its continuous improvement;
- 52) Ensure transparency of information on college processes for the general public.

Tsaghik Hovhannisyan
Chair of Expert Panel

February 26, 2020

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

External evaluation of the institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan was carried out by the following expert panel¹:

1. **Tsaghik Hovhannisyan** - PhD in Technical Sciences, Associate Professor at National Polytechnic University of Armenia, Scientific Secretary of Institute of Information and Telecommunication Technologies and Electronics, Yerevan, Armenia.
2. **Achim Albrecht** - professor of European and International Business Law at Westphalia University, Expert in International Business Law, Secondary Vocational Education, Strategic Development and Accreditation.
3. **Gayane Arabachyan** - Deputy Director for Academic Affairs, Lori Regional State College.
4. **Sergey Avanesyan** - Deputy Director for Academic Affairs, Lecturer, Goris State College.
5. **Arthur Davtyan** - 3rd year student of the “Accounting” specialization, Ararat Regional State College.

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

The works of the expert panel were coordinated by Meri Barseghyan, specialist of ANQA Policy Development and Implementation Division.

The translation was provided by Narine Gishyan, Lecturer at the Chair of English Communication and Translation, Yerevan Brusov State University of Languages and Social Sciences.

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

PROCESS OF THE EXTERNAL REVIEW

Application for state accreditation

The college applied for institutional accreditation by submitting the application form to ANQA, and presenting the copies of its license and its appendices.

¹ Appendix 1. CVs of the Expert Panel

The ANQA Secretariat examined the data presented in the application form, the attached documents and the ANQA electronic questionnaire completed by the institution. ANQA made a decision on accepting the application and approved the timetable of activities.

Preparatory phase

The College submitted self-evaluation of institutional capacity and the attached documents in accordance with the format set by ANQA. ANQA carried out the translation of self-evaluation report with the involvement of the external expert.

The ANQA coordinator studied the self-evaluation and attached documents with the aim of revealing the correspondence to the technical requirements of ANQA. The College self-evaluation report and the attached documents were approved after getting the positive feedback from the Accreditation Process Coordinators.

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

With the aim of preparing the expert panel members and ensuring the effectiveness of the activities, trainings on the following topics were conducted:

1. Accreditation process, peculiarities of expert panel work, codes of ethics and conduct of the experts;
2. Preliminary evaluation of the institutional self-evaluation report using the examples from best practices;
3. Expert visit through role-plays;
4. Preparation of expert report.

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

Within the given time period, expert panel summarized the results of the preliminary evaluation and the Chair of expert panel, together with the process coordinator, set the time schedule of the site-visit². According to the ANQA manual on the expertise, the intended meetings with all the target groups, close and open meetings, document and resource review, visits to different infrastructures and else were included in the time schedule.

² Appendix 2. Time table of the Expert site-visit

Preparatory visit

Due to the geographical location of the college, the initial conversation was conducted by telephone. As a result of the conversation the schedule of the site-visit, decisions regarding the room, conference hall for the expert panel, as well as the issues related to the equipment and facilities were agreed upon.

Discussions and mutual decisions were made regarding the organizational, technical, informative issues of the site visit and the ones related to the conduct and the norms of ethics of meeting participants.

Site-visit

The expert panel site-visit took place from 13 to 15, January 2020. According to the time-schedule, the activities of the site-visit were launched with a close meeting aimed at discussing and coming to an agreement with the international expert upon the expert evaluation frame, the issues to be reviewed during the site-visit, the strengths and weaknesses of the institution according to the criteria, the procedure of focus groups, as well as further steps.

All members of the expert panel, including the ANQA coordinator and translator, participated in the visit.

All meetings were held according to the schedule, including the open meeting with the representatives of the administrative, teaching staff and students, school principals of the region, community residents. During the site-visit the expert panel conducted the observation of documents³ and resources⁴ and held focus group meetings with different structural departments of the college.

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

The expert panel evaluation was conducted in accordance with the State Accreditation Criteria and Standards and ANQA procedures, providing two scales: **satisfactory** and **unsatisfactory**. The final conclusions on the satisfaction of the criteria requirements were made by all members of the expert panel through open discussion based on consensus.

³ Appendix 3. List of reviewed documents

⁴ Appendix 4. Reviewed Resources

Expert panel report

After the site-visit, the expert panel prepared the expert report based on the self-evaluation report submitted by the college and the observations made during the site-visit. Each member of the expert panel contributed to the preparation of the report and expressed opinion on the full version.

The College submitted its observations and remarks on the report to ANQA on January 31, 2020. ANQA organized a meeting for the representatives of the college and expert panel on February 11, 2020 where the remarks were addressed. Taking into account all the remarks, the expert panel provided the final version of the report which was approved by the panel on February 25, 2020.

Meri Barseghyan

Coordinator of the Expert Panel

February 26, 2020

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

The mission of Goris State Agricultural College after Professor Kh. Yeritsyan is defined in the Strategic Plan of the institution, developed for 2017-2021. According to the Strategic Plan, the mission of the college is to prepare qualified agricultural professionals in line with the changing demands of the economy and the labor market. Goris State Agricultural College after Professor Kh. Yeritsyan prepares graduates of Elementary and Secondary Vocational Education with the 3rd, 4th degree of national qualifications and 5th degree of accredited professions with the aim of meeting the changing demands of the labor market, contributing to the solution of the existing issues of the field and tackling new challenges. The expert panel highlighted the need for studying labor market and modernizing the Academic programmes based on it. This can contribute to the introduction of more attractive professions for the region and the effective implementation of the set goals.

According to the self-evaluation report, the college has the privilege of being the only institution in the region fostering the development of agriculture professions in the system of Elementary and Secondary Vocational Education. However, there are other educational institutions providing Elementary and Secondary Vocational Education in Syunik region, such as Sisian branch of Armenian National Agrarian University, Agricultural Colleges in Artsakh (another agricultural college is to be established in Berdzor). Goris State Agricultural College does not consider these institutions as competitors, and not specifying their peculiarities can lead to the decrease in the number of applicants. Apart from agricultural specialties, the college carries out Management, Economics and Accounting specialties, not directly related to agriculture. Thus, the expert panel considers that the mission of the college needs to be reformulated to include the peculiarities and demands of the non-agricultural specialties.

According to the self-evaluation report, the College has a working group for Strategic Plan, who compiles and submits the main components of the Strategic Plan draft to the Pedagogical Board and the Teaching Methodological Board of the college, based on the needs of addressing the set issues and new challenges arising in the course of its activities. The draft of

the Strategic Plan is subsequently discussed with internal and external stakeholders and based on the recommendations an amended version of the Strategic Plan is compiled and submitted to the College Governing Board for further discussion and approval. The site-visit revealed that the internal stakeholders of the college participated in the development activities of the Strategic Plan. However, the level of involvement of external stakeholders is still low and is not of systematic nature. There are no mechanisms for identifying the needs of external stakeholders of the institution, as well as procedures and tools for their evaluation.

The mechanisms for identifying the needs of internal stakeholders include the sessions of the chairs, professional councils, teaching-methodological, pedagogical, student councils, meetings of the director with the staff and students. It is not precise how the set toolkits work in practice, and whether their effectiveness has been evaluated.

The site-visit also revealed that there is no clear policy for identifying the college mission, set goals and objectives. No mechanisms for the implementation and evaluation of effectiveness of the mission and objectives are developed. The director submits the necessary changes in the Strategic Plan, mission and goals in a cyclical manner to the College Board. The expert panel considers that the discussion of the mission and goals with a broader range of college stakeholders would increase their effectiveness. However, there are no examples of such amendments made at the college, and the evaluation of the effectiveness of this process is lacking.

Taking into account the fact that the college has developed and approved a Strategic Plan, defining its mission and some actions have been taken in this regard in a form of reports, submitted to the College Board and, despite a number of issues, the expert panel concludes that the college meets the requirements of Criterion 1.

CONCLUSION: The compliance of institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan to the requirements of CRITERION 1 is **satisfactory**.

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

One of the strategic goals of the College is to improve the efficiency of management and the quality of administrative services, aimed at maintaining and developing the activeness and

initiative of its staff and students, as well as ensuring their participation in the college management processes. The College has the following Governing Bodies with their respective regulations: Governing Board, Educational-Methodological Council, Pedagogical Council, Chairs, Methodological Associations, Student Council.

According to the self-evaluation report, the involvement of unit heads, faculty and students in the college Governing Bodies with the right of a decisive vote enables them to participate in the discussion of issues related to them, submit proposals and participate in voting.

The teaching and administrative staff is involved in the college management processes, while the students are involved in Student Council and Governing Board, but most of them are not aware of the governing bodies and no appropriate involvement has been registered. The College does not have a toolkit for evaluating and analyzing the effectiveness of mechanisms of the students, teaching and administrative staff involvement and engagement in various governing bodies, which would ensure the transparency of decision-making processes and improve the accountability. Each of the college governing bodies submits its report to the superior body. The director submits the final report to the College Governing Board. However, there is no set toolkit of the governing bodies that regulates the submission of the reports, the frequency with which the results of the evaluations are carried out and their order of priority.

Having examined the orders, regulations, unit regulations, SC Charter, it becomes clear that college students are involved in Student Council and Governing Board. In other Governing Bodies the students' voices are literally unheard⁵.

The college teaching staff is involved in Teaching-Methodological, Pedagogical Councils and Governing Board. According to the regulations of the above-mentioned councils, they have the right to participate in decision-making processes. However, the site-visit revealed, that the teaching staff is not aware of the existence of Teaching-Methodological Council.

The institution has code of ethics, but during the site-visit it became clear that the internal stakeholders were not aware of it and the decision-making was not in accordance with established ethical norms.

The official website of the college has just been launched, and the Facebook page has been in operation since February 11, 2016, however the decisions and protocols of the Governing Bodies have not been published on these platforms, which would ensure the transparency and accountability of college processes.

The College has a Strategic Plan, which, according to the expert panel does not reflect the main ambitions of the institution. The short-term planning of the college is not completely in line with the institution's Strategic Plan, and the site-visit revealed that medium-term planning

⁵ The statement has been changed on the basis of the discussions upon remarks provided by the College.

was not carried out at the college. According to the self-evaluation report of the college, the institution periodically examines the factors affecting its performance and, for identifying the factors affecting the quality of teaching, surveys are conducted among the graduates and employers to reveal their satisfaction with the knowledge and abilities the students get. However, the site-visit revealed that the institution did not conduct surveys among employers and graduates⁶, which could contribute to increase of the effectiveness of educational programs as well as ensure effective relations with the labor market.

The College does not have methodological guidelines and regulations for the full understanding of the evaluation of the conducted survey results. The expert panel also finds that college processes are not coordinated, no annual risk planning is carried out, and data collection mechanisms are incomplete.

According to the self-evaluation of the college, the PDCA mechanism contributing to the quality assurance is considered to be effective in some areas and ineffective in others. However, the site-visit revealed that the college processes are mainly in the planning stage, which is not carried out according to the priority areas. No measurable indicators were detected in the institution, which would contribute to the evaluation of the effectiveness of the implemented processes.

The college self-evaluation report also states that more efficient and flexible mechanisms for data collection necessary for evaluating the effectiveness of education programs and other processes are in the development stage and self-analyses are scheduled to be conducted on a regular basis once a year at the end of the academic year. In the given time period, the college has never conducted efficiency evaluation, and no appropriate tools and mechanisms are developed.

The study of the self-evolution reveals that according to the written surveys, conducted among the employers in the field of agriculture, the graduates have high theoretical knowledge, but there are gaps in practical skills, capacities, and a tremendous amount of work should be conducted for the improvement of practical skills⁷.

The expert panel revealed that the college does not have an appropriate toolkit to evaluate the quality of its publications and analyze their impact, which can affect the data provision and accountability processes.

Given the fact that the college does not have a clear plan for strategic goals, the processes in the college are not implemented in accordance with the quality management (PDCA) cycle, the collection and analyses of the stakeholders' opinions are not regulated, the involvement of

⁶ The statement has been changed on the basis of the discussions upon remarks provided by the College.

⁷ The statement has been changed on the basis of the discussions upon remarks provided by the College.

the students and teaching staff in decision-making processes needs to be activated, the expert panel concludes that the college does not meet the requirements of Criterion 2.

CONCLUSION: The compliance of institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan to the requirements of CRITERION 2 is **unsatisfactory**.

III. ADACEMIC PROGRAMS

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

Findings

The mission of Goris State Agricultural College states that the institution provides flexibility in educational services according to the changes of the labour market. The implementation of structural and contextual transformations of academic programmes in line with the State Educational Standards is one of the main strategic objectives of Goris State Agricultural College.

The college offers 6 specialties of Secondary Vocational Education (Veterinary Medicine, Mechanised agriculture, Management, Accounting, Milk and Dairy Technology, Organization and Management of Transportation).

The analysis of the expert panel revealed that the mission and Academic Programmes of Goris State Agricultural College are in line with each other, since the Academic Programmes of the HEI are aimed at preparing qualified agricultural professionals in line with the changing demands of the economy and the labour market. However, the introduction of some of the specialties does not stem from the college mission.

The college curricula and educational programs are developed in accordance with the State Educational Standards for Secondary Vocational Education and the RA QAF. The syllabi of academic programmes are mostly based on the QAF requirements.

The college has developed curriculum packages for each of the above-mentioned specialties, which include the description and outcomes of each module. The Academic Programme descriptions include the syllabus for each specialty. The review of the programmes was carried out by the education departments and chairs.

According to the college self-evaluation, the modern demands of labour market and employers were taken into account for the comparative analyses of the APs. The study of the Academic Programmes of the college revealed that they are not localized for the region, as well

as no analysis of the labour market demands was conducted which could serve as a basis for the development and improvement of Academic Programmes. The teaching and learning methods are generally outlined in the syllabi of the APs. However, no interconnection between the learning outcome and methodological-evaluation cycle has observed. The policy of choosing the teaching and learning methods appropriate to the learning outcomes of the APs is not precise, which can impede the achievement of the outcomes required for each specialization. This can also contribute to the student-centred learning.

No regular evaluation of the relevance of teaching and learning methods aimed at identifying the APs objectives, as well as course content outcomes has been implemented; the feedback mechanisms are still in the development stage.

The procedure for evaluating the modular programs and specialties are applied in the college. According to the procedure, the assessment in the college is carried out according to the learning outcomes of the APs. However, as the expert panel site-visit revealed the systematic approach to assessment is still in the development stage. The internship requirements, issues, tasks and loads, as well as the assessment are not included in the APs.

The college has not yet developed mechanisms for ensuring academic integrity.

All the modular programs of all specialties at the college are in line with the accepted state requirements for modular programs, developed in accordance with the international standards. As the self-evaluation report reveals the modular programs are developed and reviewed from time to time in the relevant professional Chairs. During the site-visit it became clear that the modular programs were not reviewed regularly and systematically.

No case of teaching staff mobility at the college has been revealed. One of the main barriers for student and teaching staff mobility is the lack of foreign-language APs and courses, as well as the lack of measures to improve English language skills.

The availability of the procedure for developing, approving, monitoring and evaluating curriculum of modules and specialties is a positive condition. Until 2017 the quality assurance function of the college education programs has been carried out by the Governing Board, where the issues related to the current modular programs and curricula have been regularly discussed. In 2017 a Quality Assurance Centre was established at the College, which ensures quality control of education programs development and implementation and verifies their compliance with established standards.

The site-visit revealed that the Quality Assurance Centre did not function in the college and the improvement processes for the APs were not implemented. At the same time, this monitoring document is quite general, describes the methodology for developing the APs and

does not contain a clear strategy. The mechanism for evaluating the APs outcome by the external stakeholders is the SQC conclusions.

Given the fact that there is the need for bringing college education programs in line with the regional requirements, the need for a systematic review of education programs in accordance with the employers' requirements, taking into account that the education programs and curricula are developed based on the State Educational Standards for Secondary Vocational Education and the RA QAF, the modular programs for all specialties are in line with the accepted state requirements for modular programs and the implemented educational programs (with the exception of a few) generally derive from the mission fostered by the institution, the expert panel concludes that the college meets the requirements of Criterion 3.

CONCLUSION: The compliance of institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan to the requirements of CRITERION 3 is **satisfactory**.

IV. STUDENTS

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

Findings

Goris Agricultural College organizes visits to the regional schools on regular bases for recruiting students, and organizes a specialty day as a tradition on May 11, during which the college specialties are presented. The college has professional and informative booklets published with the support of external stakeholders. The admission of students to the college is carried out in accordance with the admission procedure of the RA Elementary and Secondary Vocational Education.

According to the self-evaluation report, the educational needs of the students are raised through the meetings and the box of suggestions and complaints, located in the college hallway. The college claims that the 95% of the students surveyed are aware of the level of college education programs and laboratories. The site-visit revealed that the college was still planning to put the box on the hallway, while the surveys on APs are not regularly conducted. Therefore, there is the need of introducing mechanisms for identifying students' educational needs on regular bases, which will give the opportunity to detect the existing problems and take them into account while reviewing the APs.

The college does not have a clear schedule for additional consultations; however, the teaching and administrative staff is always available to students, which creates an atmosphere of mutual trust and cooperation. According to the self-evaluation report, the survey conducted in the college showed that 70% of students use and are satisfied with the provided administrative services, while the 15% of students are unaware of the activities provided by the administrative staff.

The expert panel positively evaluates the steps taken with the aim of introducing services to contribute to the students' career. A Career Centre has been established at the college to help the students to find their career paths. A questionnaire was designed by the college to collect information on students' satisfaction with the services provided by the Centre; the survey was conducted anonymously. With the aim of cooperating with employers, the college has signed contracts with employers to make the center's operations more targeted. The site-visit also revealed that quite low percentage of students were aware of the activities of the Centre, however, the awareness would enable students and graduates to be more informed about job opportunities in the field, as well as to establish strong relations between the college and labor market.

Students have not been involved in college research projects for the past five years, and have not conducted their own research papers. The expert panel positively evaluated the organization of student-centered activities enabling students' participation in various seminars and discussions. However, there is still the necessity for mechanisms related to the student learning process in the college.

The body responsible for the students' right protection is the Student Council which operates in accordance with its Charter. The site-visit revealed that the students were aware of the activities carried out by the Student Council. However, it is noticeable that the Student Council mainly deals with the organization of various events. No student right violation has been reported so far and the issues have mainly been resolved with the support of the Director, Deputy Director and teaching staff.

Given the fact that the college has student recruitment, admission mechanisms, the teaching and administrative staff is available for the students to provide support, the students are generally satisfied with the services provided by the college, the existence of student career support services and body responsible for the student right protection, the expert panel concludes that the college meets the requirements of Criterion 4, however, there is the necessity of introducing mechanisms for ensuring and evaluating the educational and other services provided by the college.

CONCLUSION: The compliance of institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan to the requirements of CRITERION 4 is **satisfactory**.

V. FACULTY AND STAFF

CRITERION: The Institution has a highly qualified teaching and support staffs to achieve the set goals for academic programs and institution's mission.

Findings

The basis of recruitment and management of human resources at Goris Agricultural College is the RA Labour Code, the College Charter and the College Internal Disciplinary Regulations. The College has pedagogical, administrative, production, teaching and support staff. The teaching staff of the college includes lecturers and production-related training experts. According to the College Charter, the requirements for the order and positions of the teaching staff, the procedures for organizing and holding competitions, the training and attestation shall be approved by the Authorized Body.

According to the self-evaluation, the college has 37 teaching staff, 27 of which are full-time contractors, 1-part-time and 4 – secondary employment and 5 - internal secondary employment. The College has a competitive procedure for the appointment of teaching staff, internal regulations of mechanisms for remuneration, financial incentives, accountability, and dismissal of the director and teaching staff.

The site-visit revealed that the teaching staff appointment procedure did not function and the teaching staff was not aware of it.

The rights and obligations of the teaching and support staff are set out in the employment contract and job descriptions.

The College has not set requirements necessary for the professional qualifications of its teaching staff for the educational programs. The site-visit showed that the requirements for the teaching staff are basic education and training, work experience, teaching or production experience. The regulations and procedures of the College do not provide feedback and do not evaluate the mechanisms for identifying the quality of the teaching staff performance and their effectiveness. The site-visit also showed that no competition for the admission of the teaching staff was applied, in some cases the applicants had passed probation period for which no universally applicable criteria were set.

According to the self-analysis, for evaluating the teaching staff performance, class observations and surveys among students are conducted, which, however, need to be improved.

According to the College self-evaluation report, Quality Assurance Centre conducted the evaluation of the teaching staff performance based on the students' written opinions, discussions of the application-complaints. During the site-visit, the College only provided examples of survey questionnaires to be conducted among students. Specific examples of conducted surveys were lacking.

According to self-evaluation report, the college tries to evaluate the internal and external needs of teaching staff through surveys, but no clear mechanism has been developed yet. The site-visit also revealed that surveys and class observations did not reveal the problems of the teaching staff and that the main trainings of the teaching staff were conducted through the courses organized by the National Centre for Vocational Education and Training Development.

The majority of the college teaching staff has higher education degree. In order to meet the needs and objectives of the curricula, for the recent years the college has recruited new lecturers. However, it is noticeable that the college does not have a clearly developed policy for ensuring the teaching staff sustainability. The average age of the teaching staff is past middle-age. Generally there is one lecturer per academic program, and due to regional peculiarities the recruitment of lecturers for specialized subjects can sometimes be challenging. The site-visit revealed that in some cases the subject/course was taught by specialists without relevant qualification. This refers to the Physical Education and Computer Sciences. No policy for the rejuvenation of teaching staff in the College is developed.

No sustainability of teaching staff flow has been observed in the College.

There is no clear policy in the college to ensure the professional development of the teaching staff, as well as regulated policy for their internal and external evaluation. The trainings of the new lecturers are mainly carried out by the Chairs and the Educational Department.

Thus, there are no coordinated mechanisms and procedures for ensuring the teaching staff professional development.

According to the self-analysis, the educational process is organized and directly coordinated by the Educational Department and the Chairs. The administrative and educational support staff promotes and facilitates the implementation of the learning and teaching process. The site-visit revealed that there were no clear criteria for the recruitment of the teaching staff, as well as no clear regulations for evaluating the effectiveness of the activities of the departments. All units operate on the bases of the regulatory documents.

Although there is no policy for the evaluation and promotion of teaching staff, the average age of the teaching staff is past middle-age and relevant steps should be taken for its rejuvenation, the college has policy and procedures for the recruitment of the teaching staff, job

descriptions, appropriate teaching staff for conducting the APs; therefore, the expert panel concludes that the college generally meets the requirements of Criterion 5.

CONCLUSION: The compliance of institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan to the requirements of CRITERION 5 is **satisfactory**.

VI. RESEARCH AND DEVELOPMENT

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

Findings

Goris State Agricultural College does not include the research in its Strategic Plan. The college does not have developed research policies and procedures, the main research directions in the sphere of agriculture are not defined. However, the College has a regional significance and as an important regional research and educational center, it can create opportunities for the initiation of agricultural regional research and for its further development.

The expert panel positively evaluates the intention of the College to have an experienced working team for putting the innovative work and inventions by the students and the teaching staff into production and using them in agriculture. However, during the site-visit it turned out that the college was not working on this direction.

The involvement of teaching staff in the publishing activities of manuals for “Milk and Dairy Production” and “Veterinary Medicine” specialties was positively evaluated by the expert panel⁸.

Within the framework of the “Livestock Development in the South of Armenia” Project implemented by Strategic Development Agency the College was provided with modern laboratory equipped with veterinary supplies and equipments by HAFL -the School of Agricultural, Forest and Food Sciences of Bern University, as well as within the framework of “VET development in Syunik Marz” the construction and development of the “Milk and Dairy Production” laboratory is in process. The site-visit revealed that both laboratories were equipped and lessons were actively conducted in there, however, there were no mechanisms for relating research to learning which would allow to incorporate the results into the teaching and learning processes.

⁸The statement has been changed on the basis of the discussions upon remarks provided by the College.

The study of the documents and the meeting with the stakeholders also revealed that the college do not promote the research activities of the teaching staff and do not provide appropriate conditions for conducting research. There is the necessity of developing mechanisms to promote the involvement of students and teaching staff in local and international research initiatives, which will help to keep the students and teaching staff motivated, provide opportunities to participate in international, scientific-methodological conferences, competitions and exhibitions and to be published in different journals.

Given the fact that the college does not have a strategy for expressing its research interests and ambitions, the teaching staff and students are not involved in research, no procedure for developing analytical and research skills among students is developed, the expert panel concludes that Goris State Agricultural College does not meet the requirements of Criterion 6.

CONCLUSION: The compliance of institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan to the requirements of CRITERION 6 is **unsatisfactory**.

VII. INFRASTRUCTURE AND RECOURSES

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

Findings

Goris State Agricultural College after Professor Kh. Yeritsyan has stated in its Strategic Plan that one of its objectives is “to create technologically equipped educational and working environment to promote effectiveness of students and staff”. The College Strategic Plan provides that for addressing the above-mentioned objective, the institution should ensure the more effective use of educational and laboratory facilities and improve the material and technical conditions for the learning process through the improvement of planning and organization processes. However, the site-visit revealed that the College did not allocate adequate financial recourses for ensuring and using relevant equipments and technologies. There is no clear policy or planning for financial allocations to carry out the strategic priorities and the reports, reviewed by the expert panel, did not contain information about clear financial allocations.

The administrative building covers 730.1 square meters, while the new industrial building - 1445 square meters of the total area of the buildings of the institution. The academic programs are conducted in administrative building with 14 classrooms. The educational area fully meets the RA licensing requirements on the area per student. Both buildings are state property,

provided to the College on an untimely basis and the right to free use. The new industrial campus, which is not in a favorable condition, is used as a workshop. Within the framework of the Professional Development Program of EU colleges, reconstruction activities are envisaged in the new industrial campus.

The expert panel also finds that the college is not provided with all the necessary material-technical resources in line with the outcomes of the Academic Programmes⁹ and replenishment of material-technical base is essential.

In line with the Academic Programmes, the institution has a milk and dairy production modern laboratory for “Milk and Dairy Technology” specialty, as well as veterinary cabinet for the “Veterinary Medicine” specialty. The college takes some steps for the modernization of the veterinary cabinet.

The College cooperates with the regional employers and other institutions to use their resources for the needs of the college education programs. According to the self-evaluation report, the College signs cooperation agreements in accordance with the order stipulated in the RA Legislation, with leading laboratories, farms, local communities for the organization of students’ internship and their career support.

According to the self-evaluation of the institution, the library of the College is one of the advanced structural units and carries out its activities in accordance with the Work Plan, Regulation of the library, as well as the RA Law and the College Charter. Within its capabilities, the College ensures literature for the educational process. Library repositories are in poor conditions due to the lack of financial resources. The library does not provide enough modern professional literature, and there is no e-library system. Only for “Milk and Dairy Technology” and “Veterinary Medicine” specialties some professional literature is available due to the cooperation with the Strategic Development Agency.

According to the self-evaluation report, with the aim of increasing the efficiency of educational environment and meeting the needs of teaching staff and students, current renovation activities are regularly carried out, new computer technologies and equipments are purchased, and the library fund is replenished. However, in recent years, the college has not allocated any financial resources for replenishing the library fund, only some books have been donated.

The institution has WiFi coverage.

The College does not have a buffet-canteen for students and teaching staff.

The college is mainly funded by the State budget (92.5% in 2013, 96% in 2014, 95% in 2014, 95.8% in 2015, 95.9% in 2016, 97.1% in 2017). Alternative funding sources are very few.

⁹ The statement has been changed on the basis of the discussions upon remarks provided by the College.

The institution has no financial risk management system, no justification for financial allocations and no analysis of cost effectiveness.

According to the self-evaluation report, in planning of costs, the applications submitted by the structural units of the College on the basis of their needs are taken into consideration. The institution also considers the purchase of goods, works and services by the College's Procurement and Supply Department on the basis of applications from structural units to be the resource allocation mechanism. According to the self-evaluation report, upon completion of each academic year the Head of Education Department submits the academic loads of the following year to the Governing staff of the College based on which the staffing and remuneration of teaching staff are provided.

The institution does not have a policy of allocating financial resources to ensure and guarantee the implementation and continuity of the objectives of the education programs, as well as does not diversify financial flows in order to ensure effective implementation and continuity of educational programs. From the perspective of ensuring the continuity of educational programs, the college funding system is stable as it is financed from the State budget.

The resources, available in the college in comparison to the number of students, are insufficient for carrying out practical training, internship evaluation in line with the outcomes.

The expert panel finds that the institution does not carry out precise planning for improving, replenishing, reviewing and updating the material-technical resources, while the needs of the internal stakeholders are not identified by any toolkit.

The College does not have a clear policy and procedure for data management. In 2012, the institution started using Mulberry electronic document management system, which, however, is not designed for the internal document circulation. The institution does not have a regulation for managing the information and documentation processes.

The College has a Medical Point for providing medical care when needed. The College also collaborates with the polyclinic after S. Amiryan in Goris. Once a year, the College provides financial resources (3000 AMD) to its staff for medical check-ups. In order to avoid epidemic infections, the College cooperates with the Goris branch of "Regional Centre of Expertise" SNCO in Syunik region.

For security reasons, the building of the College is controlled by cameras, as well as by 4 night-shift security guards and 1 yard guard. With the aim to ensure internal fire protection, the College has 4 fire extinguishers, special tools. The administrative building is two-storey and the evacuation schemes are posted on both floors. The infrastructural conditions of the institution are not adjusted for students and teaching staff with special needs and the institution does not take any steps to attract them.

The institution does not conduct surveys through any toolkits to determine the effectiveness of security services. The expert panel finds that the institution does not evaluate the applicability, accessibility and effectiveness of the resources provided to students and teaching staff, as well as does not undertake any improvement activities.

Taking into account that the College does not have necessary resources for ensuring the outcomes of its education programs, although some steps are taken to replenish its material-technical resources by envisaging the construction of a newly refurbished and upgraded building, the financial planning is not carried out based on the identified needs, no internal document circulation system is established and no adequate infrastructure for stakeholders with special needs is planned, the expert panel concludes that the college does not meet the requirements of Criterion 7, emphasizing that the College is taking steps in this direction, however, there is a need to take into account the current situation, the potential risks and opportunities and to carry out the financial planning according to the strategic priorities.

CONCLUSION: The compliance of institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan to the requirements of CRITERION 7 is **unsatisfactory**.

VIII. SOCIAL RESPONSIBILITY

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

Findings

One of the strategic objectives of the Goris State Agricultural College is the development of the public relations and its active involvement in public programs. The College has a Public Relations Regulation. Each Chair annually develops a work program which is presented in a form of a work plan, which clarifies the schedules for the organization and preparation of the activities, discussions on the newly published professional literature, preparation of thesis, course papers and essay topics, preparation and conduct of current and state exams. The work done is presented in the end-of-year reports of the Chairs. In accordance with the order of the RA Ministry of Education, Science, Culture and Sport, the college submits reports to various departments of the Ministry within a specified period.

The expert panel positively evaluates the availability of the guideline of the specialties for the admission as well as the regular visits by the working groups, within a month, to rural

areas of the region, namely to schools and houses of the college to work and involve the potential applicants in college education programs. However, looking at the official website, which is newly created and contains little information, and the Facebook page, it is noticeable that the information on the College procedures and processes is incomplete, while availability of the information can lead to the College transparency and accountability processes.

According to the self-evaluation report, the college students and staff, applicants and alumni, as well as the community representatives address a number of questions, leave comments and their evaluations on different areas of the College activities in the box of suggestions and complaints, and afterwards they are provided with feedback. One of the tools promoting the establishment of public relations is the various surveys for the identification of the public opinion, feedbacks from the broader public received and submitted to the college governing bodies by the Student Council. However, the site-visit revealed that the placement of the box of suggestions and complaints is still in the planning stage, while the surveys are not conducted periodically.

The site-visit also revealed that the College has some mechanisms, which provide the feedback promoting the public relations. The various booklets, distributed to regional schools, the provision of feedback through the College new website, the declaration of May 11 as the Specialty day, during which the College presents its specialties, achievements, as well as the cheese assortment made by college students are among such mechanisms. The meetings with internal and external stakeholders revealed that almost everyone is aware of the Specialty Day.

According to the college self-evaluation, there are no mechanisms for transferring knowledge to the society; however, the site-visit revealed that the College had organized short-term free courses on Milk and Dairy Technology, as well as courses for training tractor drivers. The expert panel finds that the systematic and clear planning of the above-mentioned activities, can contribute to the establishment of sustainable public relations, increase of the awareness on the College activities.

Given the fact that the college has an accountability system, mechanisms for making the processes available to the public, which need improvement, the expert panel concludes that the college meets the requirements of Criterion 8, with the need of regulating the process of providing feedback to internal and external stakeholders, contributing to the dissemination of the information about the College, establishing relations with the local and international organizations and institutions and enhancing the transparency about the college processes.

CONCLUSION: The compliance of institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan to the requirements of CRITERION 8 is **satisfactory**.

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

According to Goris State Agricultural College self-evaluation report, the institution attaches great importance to the establishment of external relations and internationalization processes. The site-visit revealed that there were no policies and procedures promoting and fostering the establishment of external relations in the College.

The expert panel positively evaluates the fact that the College has signed cooperation agreement with the “Strategic Development Agency” NGO and the University of Bern. Within the framework of the “Livestock Development in the South of Armenia” Project implemented by “Strategic Development Agency” NGO, funded by the Swiss Agency for Development and Cooperation, the College opened a Veterinary laboratory equipped with modern equipments, materials and facilities. The college also cooperates with Non-Governmental Organizations (The A.D. Sakharov Armenian Human Rights Protection Center, Tteni-Cooperation, Clean Goris, etc.) and Regional Employment Centers¹⁰. However, the College did not conduct the evaluation and analysis of the results of this collaboration. The expert panel also highlights the fact that the college is not looking for alternative opportunities and no infrastructure providing and regulating external relations has been established, which threatens the continuity of the institution’s processes. The expert panel also highlights the fact that the college does not have toolkits for sustainable implementation of the above-mentioned processes¹¹.

The expert panel revealed that the college was cooperating with GIZ and Elola companies, but the effectiveness of this cooperation was not evaluated by the College, either. Within the framework of the cooperation of Vienne-Goris sister cities, with the support of Goris and Vienne municipalities, for two years, 33 students from Vienne Agrotech College, accompanied by 6 lecturers had their internship in the Goris State Agricultural College. The site-visit revealed that according to the internal stakeholders of the College, this was a great opportunity for exchange of experience, however, this process was not ongoing and no actions were taken by the College to initiate new cooperation.

¹⁰ This statement has been changed on the basis of the discussions upon remarks provided by the College.

¹¹ This statement has been changed on the basis of the discussions upon remarks provided by the College.

The College does not have a clear policy to ensure the knowledge of foreign language for the internal stakeholders of the College. Foreign language courses are quite few and their effectiveness has not been evaluated by the college, either. Lack of foreign language proficiency can be a barrier to student and teaching staff mobility and establishment of partnerships with international organizations.

Taking into account the lack of mechanisms for encouraging the establishment of external relations, the low level of foreign language skills among students and teaching staff, lack of the internal and external mobility of students and teaching staff, lack of the evaluation of the effectiveness of the cooperation with local and international organizations, the expert panel concludes that the college does not meet the requirements of Criterion 9.

CONCLUSION: The compliance of institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan to the requirements of CRITERION 9 is **unsatisfactory**.

X. INTERNAL QUALITY ASSURANCE SYSTEM

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

Findings

According to the college self-evaluation, the institution plans to establish an Internal Quality Assurance system while a standing Committee on Quality Assurance with its own rules of procedure has already been established. The Quality Assurance department is established to develop and refine bases of methodology and other documentation. However, the College has not developed quality assurance procedures and mechanisms. The site-visit revealed that the Quality Assurance Centre, established in 2017, did not function and no financial resources were allocated for the implementation of quality assurance processes.

According to the self-evaluation, the College seeks to engage the internal (relevant structural units, teaching staff, students and administrative staff) and external stakeholders in the quality assurance processes. The external stakeholders are involved in the State Examination Committees and in the Governing Board. The available procedure for conducting surveys among some stakeholders (students and graduates) helps to indicate the students' satisfaction with the quality of education and the teaching staff.

The expert panel finds that the quality assurance processes at the college are not carried out according to the plan-do-check-act cycle, which threatens the continuous quality improvement and enhancement of the efficiency.

The Internal Quality Assurance system has attempted to provide sufficient bases for external evaluation by presenting a self-evaluation report; however, the expert panel considers that the self-evaluation report does not give an opportunity for comprehensive understanding of the current College situation, while some data need to be reviewed and updated.

The information provided on the college website and other social platforms by the Internal Quality Assurance system also needs to be reviewed and updated, which will contribute to the enhancement of the college accountability and transparency.

Taking into account the lack of appropriate mechanisms for effective implementation of college quality assurance processes, the low level of participation of internal and external stakeholders, the lack of clear and measurable indicators for evaluating the effectiveness of college processes, and that the quality assurance system does not ensure transparency of college processes, the expert panel concludes that Goris State Agricultural College after Professor Kh. Yeritsyan does not meet the requirements of Criterion 9.

CONCLUSION: The compliance of institutional capacities of Goris State Agricultural College after Professor Kh. Yeritsyan to the requirements of CRITERION 10 is **unsatisfactory**.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
<i>I. Mission and Purposes</i>	Satisfactory
<i>II. Governance and Administration</i>	Unsatisfactory
<i>III. Academic Programs</i>	Satisfactory
<i>IV. Students</i>	Satisfactory
<i>V. Faculty and Staff</i>	Satisfactory
<i>VI. Research and Development</i>	Unsatisfactory
<i>VII. Infrastructure and Resources</i>	Unsatisfactory
<i>VIII. Social Responsibility</i>	Satisfactory
<i>IX. External Relations and Internationalization</i>	Unsatisfactory
<i>X. Internal Quality Assurance System</i>	Unsatisfactory

Tsaghik Hovhannisyan
Chair of Expert Panel

February 26, 2020

APPENDICES

APPENDIX 1.CVS OF EXPERT PANEL MEMBERS

1. **Tsaghik Hovhannisyan:** in 2007 graduated from the State Engineering University of Armenia with the specialization of Computer systems and informatics. 2007-2009, assistant and part-time lecturer at the Chair of Computer Engineering; 2009-2017, lecturer at the Chair of Computer Systems and Networks of the Department of Computer Systems and Informatics, SEUA; 2017, PhD candidate in Technical Sciences; since October, 2017, Scientific Secretary of the Institute of Information and Telecommunication Technologies and Electronics, National Polytechnic University of Armenia, since October 2017, Assistant at the “Chair of Computer Systems and Networks” of NPUA, and since August 2018, Associate Professor at the same Chair. Author and co-author of a number of scientific articles.
2. **Achim Albrecht:** professor of European and International Business Law at Westphalia University. He is specialized in International Business Law, Secondary Vocational Education, Strategic Development and Accreditation. An Expert in a number of accreditation processes. Author of 363 publications in Business Law.
3. **Gayane Arabachyan:** in 1988, graduated from Yerevan Polytechnic Institute with the specialization “Engineer-Technologist”. In 1990-2009, lecturer at Vanadzor State Technological College. In 2009-2019, Head of the Chair of Social and Natural Sciences. Since September, 2019, Deputy Director for Academic Affairs, Lori Regional State College. Participated in a number of national and international trainings and seminars aimed at improving the VET system.
4. **Sergey Avanesyan:** in 2006 graduated from Kh. Abovyan Armenian State Pedagogical University with the specialization “Computer Sciences”. Currently pursuing a Master's degree in “Education Management” at Goris State University. In 2005-2009, Head of the Computer Laboratory at Goris State College. In 2009-2017, lecturer at Goris State College. Since 2017, Deputy Director for Academic Affairs, Lecturer, Goris State College. From 2014 to present, Chief Editor of “Goris Media Group” Information-Analytical-Entertainment Club. From 2017 to present, President of “Sandi Dzor” condominium.
5. **Arthur Davtyan:** 3rd year student of the “Accounting” specialization at Ararat Regional State College. Participated in the training of student-experts of "Student Voice" project, organized by ANQA.

APPENDIX 2. SCHEDULE OF SITE VISIT

13.01.2020-15.01.2020

	13.01.2020	<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Meeting with the Head of the College	09:00	09:30	30 minutes
2.	Meeting with the Board of the College	09:40	10:10	30 minutes
2.	Meeting with the Deputy Heads of the College	10:20	11:00	Minutes
3.	Meeting with members of self-evaluation working group (8-10 representatives)	11:10	11:50	40 minutes
4.	Meeting with Heads of Administrative Structural Units	12:00	12:40	40 minutes
5.	Lunch, expert panel discussions	12:50	13:50	60 minutes
6.	Meeting with alumni (8-12 representatives)	14:00	15:00	60 minutes
7.	Meeting with employers (8-12 representatives)	15:10	16:10	60 minutes
8.	Review of documents and close meeting of the expert panel	16:20	18:00	100 minutes

	14.01.2020	<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Meeting with Heads of Chairs (Board Committees, including Heads of Chairs, implementing APs of the self- evaluation reports)	09:00	10:00	60 minutes
2.	Meeting with teaching staff (8-12 representatives)	10:10	11:10	60 minutes
3.	Visits to chairs and review of documents	11:20	12:20	60 minutes
4.	Lunch, expert panel discussions	12:30	13:30	60 minutes
5.	Visits to structural units of the College and review of documents	13:40	15:40	120 minutes
6.	Review of documents and close meeting of the expert panel	15:50	17:00	140 minutes

	15.01.2020	<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Meeting with members of the Student Council (8-12 representatives)	09:00	10:00	60 minutes
2.	Meeting with full-time students (8-12 representatives)	10:10	11:10	60 minutes
3.	Meeting with part-time students (8-12 representatives)	11:20	12:20	60 minutes
4.	Lunch, expert panel discussions	12:30	13:30	60 minutes
5.	Open meeting with the expert panel	13:40	14:10	30 minutes
6.	Observation of resources (classrooms, sports halls, labs, cabinets, library, Medical Point, Canteen)	14:30	15:30	60 minutes
7.	Meeting with the staff member(s) selected by the expert panel	15:40	16:20	40 minutes
8.	Observation of documents, Review of documents and close meeting of the expert panel	16:30	17:30	60 minutes
9.	Final meeting with the Head of the College	17:40	18:00	20 minutes

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

N	Name of Document	Criteria
1.	College Strategic Plan 2017-2021	1
2.	Annual Action Plan 2018-2019	1
3.	Protocols of Governing Board Sessions (2016-2019)	2
4.	Protocols of Student Council Sessions (2016-2019)	2
5.	Protocols of Pedagogical Council	2
6.	Chair Action Plans	2
7.	Job descriptions	2
8.	Director's reports for the last three years	2

9.	Protocols of the Governing Board sessions	2
10.	Work Plans of Structural Units	2
11.	Codes of Ethics and Conduct	2
12.	Action Plans and Reports of the Deputy Director for Academic Affairs and Deputy Director of the Education Practice	2
13.	Schedules	3
14.	Thematic Plans	3
15.	Codes of Ethics and Conduct	3
16.	Syllabi	3
17.	Class observation registers	3
18.	Examples of Diploma and Diploma Supplement	3
19.	Curricula	3
20.	Calendar plans	3
21.	Reports of Chairmen of State Qualification Committees	3
22.	Charter of the College Student Council	4
23.	Student Council Work Plan	4
24.	Student Council Report (2018-2019)	4
25.	Students' personal files	4

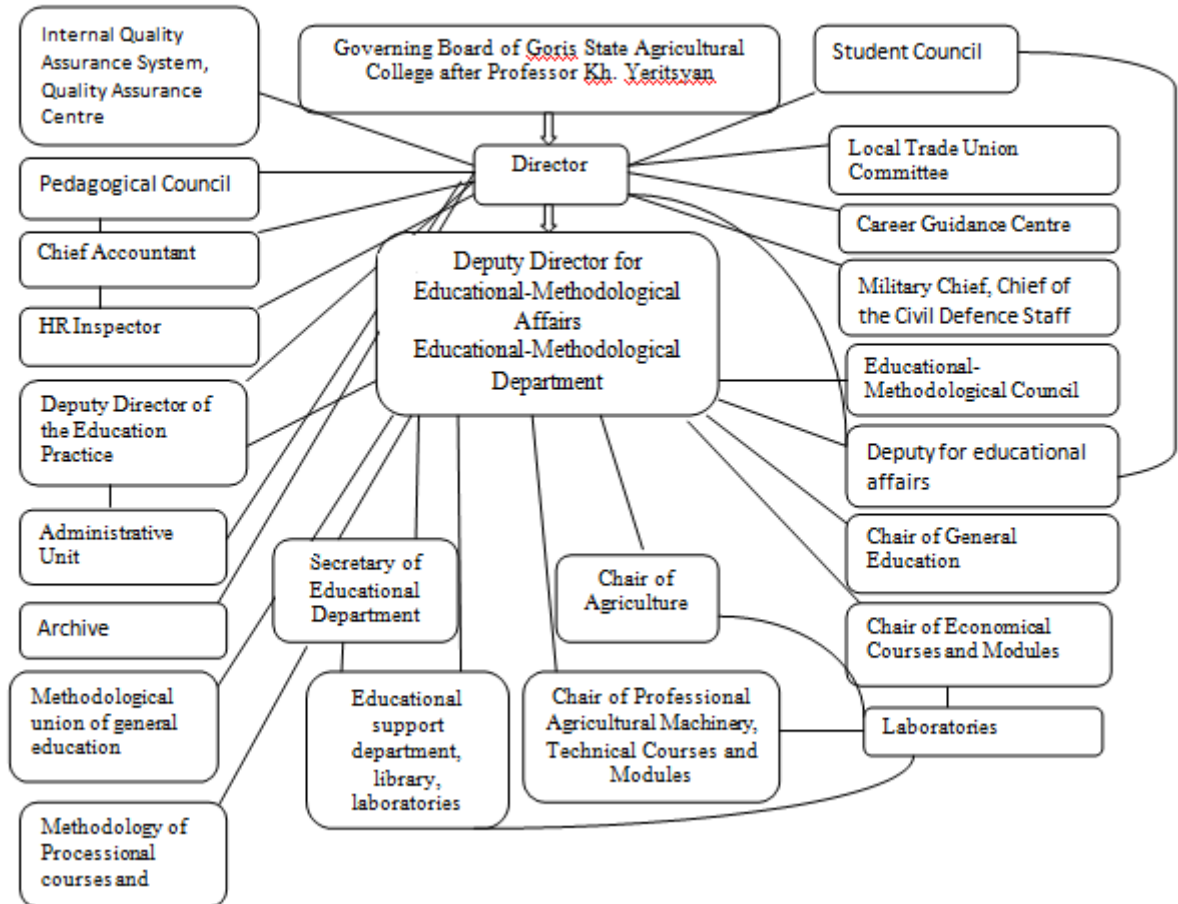
26.	Career Centre work plan and reports	4
27.	Course Papers and Diploma Thesis	4
28.	Internship diaries	4
29.	Certificates of teaching staff training	5
30.	Lecturers' personal files	5
31.	Procedure for recruitment of teaching and administrative staff	5
32.	Work Plans and Reports of Course Leaders	5
33.	Class Observation Registers and Protocols	5
34.	Procurement Plan	7
35.	Regulations for conducting surveys among internal and external stakeholders	10
36.	Examples of surveys conducted among student	10
37.	Examples of surveys conducted among employers	10

APPENDIX 4. RESOURCES OBSERVED

1. Chairs (Chairs of Economical Courses and Modules, Agriculture, General Education, Professional Agricultural Machinery, Technical Courses and Modules)
2. Structural Units (Educational Department, Accounting, Career Guidance Centre)
3. Classrooms (Traffic, Military Cabinets)
4. Laboratories (Milk and Dairy, Agricultural Machinery, Veterinary)
5. Medical Point
6. Canteen
7. Library

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION

Structure of Goris State Agricultural College after Professor Kh. Yeritsyan SNCO



APPENDIX 6. LIST OF ABBREVIATIONS

AP- Academic Programme

PEI- Professional Education Institution

QU- Quality assurance

ANQA - National Centre for Professional Education Quality Assurance

NQF - National Qualifications Framework

SP- Strategic Plan

SC - Student Council