"NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE"
FOUNDATION

EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
EREBUNI MEDICAL ACADEMY

Yerevan – 2022

INTRODUCTION

Institutional accreditation of "Erebuni" Medical Academy (hereinafter referred to as EMA or Academy) was carried out according to the application submitted by the institution.

The process of institutional accreditation was organized and coordinated by the National Centre for Professional Education Quality Assurance Foundation (ANQA) guided by the regulation on "State Accreditation of RA Institutions and their Educational Programs" set by the RA Government on 30 June, 2011 in N978 decree as well as by N959-Ա (30 June, 2011) decree on approving RA Standards for Professional Education Accreditation.

The external review 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 and 1 international expert.

Institutional accreditation aims not only at the external evaluation of quality assurance but also to the continuous improvement of the institution's management and quality of academic programs (APs). The cooperation of the institution with the employers and its influence on the content of education was especially highlighted.

The current report includes the results of the evaluation of EMA's institutional capacities according to the RA state criteria and standards for accreditation.

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SUMMARY OF THE EVALUATION

PEER-REVIEW OF INSTITUTIONAL CAPACITIES ACCORDING TO THE RA STATE ACCREDITATION CRITERIA

The external review of EMA was carried out by the independent expert panel formed according to the requirements of ANQA Regulation on the Formation of the Expert Panel[1]. The evaluation was carried out according to the 10 criteria set by the RA Government on 30 June 2011 N 959–Ն decree.

While carrying out the evaluation the expert panel took into consideration that according to the mission adopted on May 2, 2019, within the framework of the state strategy for the development of education, EMA strives to prepare qualified specialists with vocational education in accordance with the state educational standards and international standards for the health sector of the republic (nurses, midwives, pharmacists, dental technicians, nurse-cosmetologists) and to increase their competitiveness in the labor market, to align APs with the socio-economic development of the country requirements, comprehensively form a person and citizen raised in a national and universal spirit, which is aimed at improving the health and quality of life of individuals, families, society.

The expert panel took into account the fact that EMA is a newly established institution of secondary vocational, it had its first graduated in 2022 and it is the first time it has been undergoing accreditation process.

The APs of the Academy are drawn up in accordance with the NQF and are generally based on the outcomes provided for in the State Educational Standards. In the Academy, great attention is paid to the use of diverse teaching and learning methods, as a result of which students develop knowledge-based practical skills.

The expert panel considers positive the involvement of practicing doctors and employers in the educational process, as a result of which students are transferred professional practical skills and the competitiveness of graduates in the labor market increases.

In EMA, there is an educational environment necessary for the implementation of the APs, and the resource base provides an opportunity for the implementation of the APs. Laboratories and cabinets equipped with the latest equipment were created.

The expert panel notes that the policies and activities carried out by EMA correspond to the institution's adopted mission, although there is a need to define measurable indicators and deadlines for the implementation of the main goals of the strategic plan.

The expert panel considers it positive that the members of the Board of Trustees of EMA actively participate in almost all processes of the institution.

The quality assurance system at the EMA is still in the stage of formation, and the PDCA cycle is not completely closed for the Academy's core functions. However, the expert panel considers it appreciable that the quality assurance officer is quite motivated and clearly understands the problems of the institution, its strengths and weaknesses. There is a need to introduce

[1] Appendix 1: CVs of the expert panel members

mechanisms for awareness and involvement of internal and external stakeholders in quality assurance processes.

Mechanisms for recruitment, selection and admission of students operate in the Academy. The mechanisms for identifying the educational needs of students are limited to surveys, and no optional/selective courses are conducted. The expert panel considers it positive that the Academy, as a secondary vocational educational institution, aims to involve students in research work and that EMA has implemented a research course in the "Nursing" profession, through which it tries to acquaint students with the rules of writing a research paper.

Accountability in the institution does not have an analytical nature, the low level of transparency of processes and access to the public, the lack of stable feedback mechanisms contributing to the formation of relations with the public does not make the Academy visible to the general public.

The expert panel considers positively the fact that the processes of establishing external relations and internationalization are defined in the strategic plan, presented in the annual plan of improvement measures, and in this direction the Academy provides active participation in international online seminars, webinars and conferences.

Strengths of the Academy are:

1. Compliance of Academy's activities and policy with its defined mission and goals.
2. Active involvement of the members of the Board of Trustees in the management system and participation in decision making processes.
3. APs developed based on the LOs defined by the State Educational Standards.
4. Environment enriched with modern resources necessary for the implementation of the APs.
5. Application of diverse teaching and learning methods.
6. Formation of practical skills based on knowledge.
7. Investment of research component in secondary vocational APs
8. Involvement of external stakeholders in education process.
9. Expansion of foreign relations and cooperation.
10. Investment of innovations of secondary vocational medical sphere in education.

Weaknesses of the Academy are:

1. Lack of methodology for quantitative and qualitative data collection, reporting and analysis based on them.
2. Lack of alternative financial inputs to the budget.
3. The lack of an incentive system for student high achievements and social activity.
4. Lack of incentive mechanisms for the professional development of the teaching staff.
5. The website containing incomplete information about the processes taking place in the Academy.
6. Incompleteness of the PDCA cycle in management and quality assurance processes.
7. Lack of quantitative and qualitative analyzes in quality assurance processes.
8. Lack of facilities for students and lecturers with special needs.

Main recommendations:

Mission and Purposes

1. To develop procedures with evaluation and improvement components of the PDCA cycle for the implementation of the Academy's mission and goals.
2. To establish measurable indicators and deadlines for the implementation and monitoring of the SP goals.
3. To develop and invest such mechanisms for addressing the needs of external stakeholders, which will be aimed at the progress and development of the Academy.

Governance and Administration

4. To clarify the structure of the institution, emphasizing the hierarchical connections, separating and clarifying the functions of the administrative staff, supplementing the staff if necessary.
5. To review the internal accountability system, emphasizing data analysis and providing conclusions to effectively plan the coming years.
6. To find alternative financial means, ensuring the financial stability and further development of the Academy.

Academic Programmes

7. To diversify and ensure the implementation of preferable and optional courses.
8. To compile curriculum packages for all courses that clearly indicate appropriate teaching and learning methods, outcomes, assessment forms and bibliography.
9. In the guidelines for the preparation, review and monitoring of APs to introduce the monitoring mechanisms of the academic programs clarifying the dates, responsible persons and the expected results.

Students

10. To regulate the schedule of visits to schools for the purpose of professional orientation, evaluating the effectiveness.
11. To clarify the role of the SC in the Academy as an autonomous body (change in the selection of the SC president, preservation of the SC charter).
12. To create an information base on the employment of graduates.

Faculty and Staff

13. To regulate the evaluation processes of lecturers by implementing the introduced evaluation and promotion guide.
14. To provide periodic trainings of teaching and support staffs based on the identification of needs.

Research and Development

15. To create portfolios of research works of students and teaching staff, following the development of research abilities of the latter.
16. To introduce clear mechanisms for encouraging research activity and make continuous the works aimed at linking research activity and the educational process.

Infrastructure and Resources

17. To ensure electronic access to the library fund for students.
18. To continue the re-equipment of classrooms and laboratories with modern equipment.

19. To adapt building conditions for people with special needs.

Societal Responsibility

20. To ensure transparency of accountability by making it available to a wide range of stakeholders.

21. To provide an analytical component in reporting, including progress analyses.

22. To activate the activities of social platforms, providing full and trilingual (Armenian, Russian, English) information for the stakeholders, contributing to the internationalization of the Academy.

23. To develop effective feedback mechanisms with society.

24. To diversify the mechanisms of knowledge transfer to the society, including both teaching staff and students.

External Relations and Internationalization

25. To clarify the functions of the Coordinator of international relations, as well as plan international activities and development of foreign relations with clear indicators.

26. To expand and diversify the boundaries of local cooperation.

27. To find international programs, ensuring the participation of students and professors in exchange programs.

Internal Quality Assurance System

28. To develop methods for evaluating the effectiveness of various processes carried out in the Academy, ensuring the regular availability of relevant analyzes and conclusions.

29. To review the documentation base for the implementation of the quality assurance processes of the Ministry of Education and Culture, ensuring their relevance and applicability to the processes implemented in the Ministry of Education and Culture.

30. To develop the professional competencies of those responsible for quality assurance processes, including, if necessary, relevant professional trainings or experience exchanges.

31. To ensure the availability of analyses of the effectiveness of Academy's different activities and their results to internal and external stakeholders.

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Hermine Grigoryan
Head of the Expert Panel

30.08.2022

PEER-REVIEW FROM THE PERSPECTIVE OF EDUCATION INSTITUTION'S INTEGRATION INTO EUROPEAN HIGHER EDUCATION AREA

The Academy has included internationalization as a strategic direction in its strategic development plan. Since its founding (2019), close ties have been maintained with partners in the United States of America both within the framework of current educational events (courses, lectures, trainings), as well as exchange of ideas, participation in various webinars and seminars. Cooperation agreements with foreign educational and medical organizations are being prepared for signing. The Academy strives to develop cooperation with the wide medical and pharmaceutical organizations of Yerevan, which positively affects the quality of the implemented APs.

The Academy is currently more focused on national standards for specialists training and on development of relationship with American educational institutions. The Academy has close relations with representatives of the US medical community. The Webinars have been held with the participation of American medical professionals. It is also planned to conclude a cooperation agreement with Tyler University College, Texas, USA to ensure academic mobility. At the beginning of 2022-2023 it is planned to carry out benchmarking of the Academy's programs with the educational programs of Yerevan Armenian-American Erebuni State Medical College. There is an interaction with the Global Education Development Institute, USA in terms of the participation of representatives of the Academy in the work of the International Council of Nurses (ICN) in Montreal in 2023.

The Academy plans to improve the teachers' English language proficiency level. To this end it is planned to conduct an English training course in September, 2022.

The advantage of the Academy is the structure of established departments with established links of subordination and interaction, which ensures regulated decision-making processes. Sufficient conditions for the educational process (sufficient spaces for various types of classes, simulation and technical equipment) are also a strong point of the organization. However, there is a lack of human and financial resources, which is a threat for the sustainability of the Academy. Both internal and external stakeholders are involved in management and decision-making processes. Sessions of the Student Council are not periodic and do not have a clear work program. Strategic and short-term planning processes are implemented in practice, but there are no measurable goals in the planning documents, which makes it difficult to monitor and control their implementation. The PDCA cycle is not closed in most processes, which is explained by the short period of the Academy's existence and the lack of sufficient information for analysis.

Academy's management ensures data collection on program effectiveness and other processes, primarily through surveys conducted among internal and external stakeholders. The questionnaires were compiled independently by the staff of the Academy, based on their own ideas and open sources on the Internet, the questions presented in the questionnaires are not sufficient to conduct an in-depth analysis of the evaluated processes. Unfortunately, mechanisms have not been developed to assess the reliability of information received on current APs and awarded qualifications.

From the SERit was found that the "Nursing" AP was the focus of attention from the point of view of improvement and development.

Among the Academy's professors are practitioners with extensive practical experience but little teaching experience. One of the opportunities offered by the Academy to inexperienced teachers involves training courses on the selection of teaching and learning methods.

The absence of optional subjects and alternative courses in the structure of the curriculum does not allow students to actively participate in the choice of an educational path, including the development of not only professional abilities, but also other skills (communication, research, etc.).

DESCRIPTION OF THE EXTERNAL REVIEW

COMPOSITION OF THE EXPERT PANEL

External evaluation of EMA institutional capacities was carried out by the following expert group:

1. **Hermine Grigoryan**- Candidate of Physicamathematical sciences**,** Dean of the Faculty of Natural Sciences at Vanadzor State University after H. Tumanyan, Associate professor at the Chair of Mathematics and Informatics in the Faculty of Natural Sciences, Head of the Extert panel.
2. **Aleksey Kryukov –** Deputy Director on Educational Affairs at Kursk State Medical University, Candidate of Medical Sciences, International Expert.
3. **Heghine Gevorgyan**- Senior assistant to the Chair of Biochemistry, Microbiology and Biotechnology of Yerevan State University, candidate of biological sciences, member of the expert panel.
4. **Roza Grigoryan**- Lecturer at Kotayk State Regional College, Head of the Chair of Dental technician and Pharmacy, member of the expert panel.
5. **Vahe Hovhannisyan**- student at Ararat State Regional College, member of the expert panel.

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

The work of the expert panel was coordinatied by the Specialist at the Department of the Development and Implementation of Policy at ANQA Roza Babayan.

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

THE PROCESS OF EXTERNAL REVIEW

Application for state accreditation

EMA applied for institutional accreditation by submitting the application form, the copies of the license and respective appendices to ANQA (23.08.2021).

The ANQA Secretariat checked the data presented in the application form and attached documents.

According to the decision on accepting the application a bilateral agreement was signed between ANQA and Erebuni Medical Academy. The timetable of activities was prepared and approved.

Self-evaluation

EMA presented its SER on 18.05.2022. The self-evaluation was conducted by 12 staff members of the Academy including leacturers, management and teaching support staff members. External stakeholders didn't participate in self-evaluation process.

ANQA coordinator checked the technical correspondence of the report to ANQA requirements. Within the defined time-period the self-evaluation report of EMA was accepted by ANQA. Afterwards self-evaluation report and attached documentation package together with the

electronic survey filled in by the Academy were provided to the expert panel the composition of which was beforehand agreed upon with the Academy and was approved by the order of ANQA Director.

Preparatory phase

In order to prepare the expert panel for the work and to ensure the effectiveness of the processes trainings in the following topics were conducted:

1. Main functions of expert panel members
2. Preliminary evaluation as preparatory phase of developing expert panel report, the main requirements of writing the report
3. Definition of the peculiarities of vocational education and training, explanation of accreditation criteria in accordance with the secondary vocational education
4. Initial evaluation as a preparatory phase for the expert panel report, the main requirements for the report.

Having examined the self-evaluation report of the Academy and the supporting documentation package, the expert panel conducted initial evaluation according to the format making also the list of additional required documents and the questions for clarification was formed mentioning the respective structural units and target groups.

Then the expert panel summarized the results of initial evaluation and the coordinator formed the site-visit time-schedule[2]. Guided by the Accreditation Manual meetings of all the groups with the expert panel, close and open meetings, observation of documents, visits to different structural units of the Academy, etc. were involved in the time-schedule.

During the parallel meetings, the expert panel is divided, each expert according to his professional direction. Each expert (except for the student expert, he joined one of the other experts) had the opportunity to have separate professional meetings with the lecturers, the person in charge of the AP and the students of the academic program presented by the Academy. 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.

During the initial evaluation, the expert panel observed the internships. Thus, the expert panel visited "Erebun Medical Center" and "Noradent" dental clinic, observed the internship of students studying in "Nursing" and "Dental technician" departments.

Preparatory visit

On June 21, 2022 a preliminary visit to EMA was carried out. The Head of Institutional and Program Accreditation at ANQA, ANQA Coordinator and the Head of the expert panel were present at the meeting. During the meeting time-schedule of the site-visit was agreed upon with the Academy, the list of additional documents for observations was presented, organizational, technical, informative issues as well as ethical norms and behaviour of the participants of the meetings were discussed.

Site-visit

The site-visit took place from July 6 to July 8, 2022. Accordign to the time-schedule the works of the expert panel launched on 05.07.2022 with close meeting the aim of which was to

[2] Appendix 2: Time-schedule of the site-visit

discuss and agree with the international expert upon the evaluation framework, issues to be discussed during the site-visit, EMA's weak and strong points per criteria, procedure of focus groups and to clarify further steps. All the members of the expert panel, ANQA coordinator and the translator took part in the site-visit. The site-visit launched and ended with the meeting with EMA Rector. IN order to clarify the issues the participants of the focus groups (lecturers, students and alumni) were selected by the expert panel from the list provided by the Academy beforehand. All the meetings envisaged by the time-schedule took place. During the site visit the expert panel observed documents[3] and resources[4], conducted focus group meetings.

At the end of each day of the site-visit and during the close meetings preliminary results of the evaluation by the expert panel were withdrawn and at the end of the site-visit the main results of the meeting were summed up in a close meeting.

Expert panel report

The expert panel carried out the initial evaluation on the basis of the self-evaluation submitted by the Academy, the study of the attached documents, the observations of the resources and the site-visit, as a result of regular discussions. Based on the observations made after the discussions, the expert panel prepared a draft version of the expert report which was agreed upon with the panel members on 19 August.

The draft report was provided to the Academy on 22.08.2022. EMA sent its feedback about the report to ANQA on 23.08.2022. After examining the draft expert panel report the Academy has not provided comments, thus the expert panel has developed the final version of the report which was approved by the expert panel on 30.08.2022.

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Roza Babayan
Coordinator of the Expert Panel
30.08.2022

[3] Appendix 3: List of documents observed
[4] Appendix 4: Resources observed

EVALUATION ACCORDING TO ACCREDITATION CRITERIA
SHORT INFORMATION ABOUT THE INSTITUTION

History: "Erebuni" Medical Academy Foundation is a non-profit organization that was founded in on May 2, 2019, operates in accordance with the Constitution of the Republic of Armenia, the Civil Code of the Republic of Armenia, the Law of the Republic of Armenia on Foundations, international agreements of the Republic of Armenia, the Academy's charter and other legal acts. The management bodies of the foundation are:

- Board of Trustees of the Foundation /Board/
- Executive Director of the Foundation /Rector/

The vision of Yerevan "Erebuni" Medical Academy is to make the institution an educational institution providing high-level medical education. To make the national education comparable to the international standards of the content of the education, providing the students with an ability-oriented education that meets the modern requirements, which will enable free movement and recognition of the equivalence of diplomas. The mission of the Academy is to train qualified specialists/nurses, midwives, pharmacists, dental technicians, nurse-cosmetologists/ with secondary vocational education in accordance with the State Educational Standards and international standards for the health sector of the Republic within the framework of the state education development strategy and increase their competitiveness in the labor market, aligning academic programs with the requirements of the country's socio-economic development, the comprehensive formation of a person and a citizen brought up in a national and universal spirit, aimed at the health of individuals, families, society and improving the quality of life.

Education:

The Academy implements 5 medical academic programs:

0912.02.5 "Obstetrics" - specialist qualification - midwife
0916.01.5 "Pharmacy" - specialist qualification - pharmacist
0913.02.5 "Nursing" - specialist qualification - nurse"
0915.01.5 "Therapeutic Cosmetology" specialist qualification - nurse / nurse-cosmetologist
0911.01.5 "Dental Technician" - specialist qualification - dental technician.

All the above-mentioned programs are implemented on the basis of secondary / full / general and basic general education, with full-time mode of study, and in the specialty 0916.01.5 "Pharmacy" – with correspondence study mode /part-time/ as well. From the 2021-2022 academic year, the Academy has invested the revised State Educational Standards /approved on January 11, 2021 by the RA Minister of Education, Science, Culture and Sport/ for all professions.

Research. One of the most important strategic issues of the Academy is the effective interconnection of educational and research processes. The solution to this problem is related to the activation of the communication between the students of the Academy, the research works carried out by the teaching staff and the educational process.

Internationalization. The establishment of external relations and the process of internationalization is considered one of the directions of the strategic plan of the Academy and is reviewed in the short-

term, mid-term and long-term plans. The Academy is in advisory relationship with WHO. Collaborates with SIGMA THETA TAU American Nursing Honor Society.
It is planned to sign a bilateral agreement with Texas Tyler University College, USA, to carry out benchmarking with local and international secondary medical educational institutions.

Quality assurance. The Academy's internal quality assurance policies and procedures are defined in a number of Academy documents and are aimed at the achievement of the Academy's mission and goals and objectives defined by the Strategic Plan. The working group of internal quality assurance carries out its activities in accordance with the cycle of plan, do, check and act.

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

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 "Erebuni Medical Academy" foundation (hereinafter as the EMA or the Academy) is clearly defined in the founding document – Charter, and it is formulated in the Strategic Development Plan 2019-2025 (hereinafter as SP). The mission of the Academy is the "preparation of high quality specialists with vocational education in line with state educational standards and international criteria in the sphere of healthcare in the Republic within the framework of the state strategy of education development; increase of their competitiveness in the labor market; alignment of academic programs with the socio-economic development of state demands; as well as comprehensive formulation of person and a citizen with national and humanistic universal spirit, which is aimed at maintenance of health and well-being of people, family and society". The Charter was approved by the extraordinary decision of the general assembly of the participants of the EMA founder's – "Hrarart" Ltd as of 02.05.2019 and was supplemented and amended by the decision of in the EMA Board of Trustees session as of 11.05.2021. The amendments related to the "admission of applicants, including foreign citizens, and implementation of educational process" as well as to the "organization of distance and online education". The SP involves the Academy's vision and 11 strategic objectives.

The vision of the Academy is "to make the EMA an educational institution which ensures high quality vocational medical education; to make national education comparable with the international standards set for education content; to provide competence-oriented education to learners in line with modern requirements, which will give an opportunity of free mobility and equivalence of diplomas."

The strategic objectives are as follows: preparation of specialists; implementation of activities directed to the quality enhancement of preparation of specialists; fulfillment of educational processes and assurance with students; activities aimed at recruitment and qualification enhancement of teaching staff; educational-methodical and scientific-creative activities; replenishment of material and technical base; assurance and enrichment of salary fund allocated to the Academy's staff; public maintenance; development of international relations and cooperation as well as enhancement of quality of governance efficiency and administrative services. The goals of the Founder's activity are provided in the Provision 2 of the Charter.

Different groups of stakeholders pointed out the priority of development of international relations and cooperation among strategic objectives, for which the Academy takes clear steps. In particular, it cooperates with *Sigma Theta Tau* international Nursing Honor Society, it is actively involved in international online seminars/webinars and conferences, and it envisages to sign contracts with foreign educational institutions for the implementation of benchmarking and mobility projects by the end of 2022.

As a non-state educational institution, the Academy gives importance to the increase of the number of students for ensuring increase of financial inflow and, respectively, development and sustainability.

The EMA implements vocational education in line with the 5th level of NQF. From this respective, academic programs are implemented based on the state educational standards of specialties that are approved and reviewed by the National Centre for Vocational Education and Training Development (hereinafter as NCVETD). Since 2021-2022 academic year the state educational standards have undergone changes which aims to formulate practical skills among students. The mentioned is in compliance with the Academy's mission.

The first strategic plan of the Academy was developed by the Founder, and prior to its approval the document was discussed among internal stakeholders. The analyses of external review show that internal stakeholders' opinions and proposals are discussed both in Pedagogical and Educational-methodical Councils and in the Board of Trustees. During discussions the formulation of students' practical skills and the internationalization of the Academy were highlighted as priorities.

In the site visit it became clear that the Academy holds teachers who are also employers, , as external stakeholders, and they are involved in the discussion and development of academic programs.

The clear and functional mechanisms for the evaluation of the mission formulated in the SP and in the Charter as well as that of implementation of goals are missing. The chairs make planning for the improvement, and the plans are discussed in Pedagogical and Educational-methodical Councils and are submitted to the Board of Trustees. The annual plan of activities developed for improvement for 2021 is available, and it involves some steps directed to the implementation of strategic goals.

In spite of the fact that the SP and the annual plan of improvement activities clearly reflect actions directed to the attainment of goals and development, the formulations do not contain any indicators and deadlines. In particular, the processes of preparation of specialists and activities aimed at their quality enhancement as well as benchmarking are described, however, no deadlines are specified. Moreover, it is mentioned about the necessity of replenishment of human and material resources, but respective indicators are missing.

CONSIDERATIONS

The expert panel positively evaluates the fact that the Academy has developed and implements its first strategic plan which defines the mission and objectives aimed at future development of the EMA. The activity and policy of the Academy are directed to the fulfillment of defined mission and goals.

The panel also positively considers the fact that the EMA developed an annual plan of improvement activities in 2021, which aims to monitor the progress of the Academy's strategic goals. At the same time, the expert panel mentions about the necessity to make the developed indicators measurable which will make the monitoring of the strategic plan more purposeful and will give the opportunity to regularly improve the Academy's performance.

The expert panel finds it positive that internal stakeholders take part in the development and implementation of the SP. According to the panel's another positive point, the Board of

Trustees has a clear depiction of the Academy's development directions and it seeks ways to fulfill them.

SUMMARY

Taking into consideration the fact that the mission and goals of the Academy are in line with the NQF, respective actions are taken towards their implementation, as well as the major part of internal and external stakeholders have a general picture of the implementation of the EMA's mission, the expert panel finds that the Academy's activity is in compliance with the adopted mission and it meets the requirements of the Criterion 1.

CONCLUSION

The compliance of the institutional competences of the EMA with the requirements of the Criterion 1 is evaluated **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

The governing bodies of the EMA are the Board of Trustees and the Executive Director - Rector.

The highest governing body which is also in charge of control of the Academy is the Board of Trustees which consists of 9 members. The composition of the Board of Trustees involves 2 participants of the Founder "Hrarart" Ltd, 2 partner employers, 2 students nominated by the Student Council, and 3 teachers nominated by the Pedagogical Council. The competences of the Board involve the approval of the Academy's annual reports, strategic plans, budget and making amendments in them, control of financial and economic activities, evaluation of the rector's report once a year, approval of the list of job positions of the Academy, etc.

The Rector is in charge of managing all current activities of the Academy.

The EMA has Pedagogical and Educational-methodical Councils the functional frameworks of which are provided in accordance with regulations.

As it became clear from the site visit, the structure of the Academy needs to be improved, which was also mentioned by the internal stakeholders in terms of the necessity to clarify the links among structural units and to create new administrative positions.

The Academy has a necessary material and technical base with modern equipment and necessary materials for the implementation of academic programs.

During the meeting with the governing bodies, from the perspective of ensuring financial stability, the availability of teaching staff aware of current field-related problems was highlighted,

as a result of which the number of students will increase. The management processes of the EMA are carried out based on ethical principles which are reflected in the Code of Ethics.

Teaching staff members are involved in a number of the EMA's governing bodies, including the Board of Trustees, Pedagogical and Educational-Methodical Councils. In the last session of the Board of Trustees the reports of chairs with respective proposals were heard and approved by the Board of Trustees. The distribution of class hours is made in chair sessions.

The Academy has a Student Council which serves for putting forward students' problems. The latter ones related to the change of class schedules for students from regions and to the increase of number of foreign language courses. The problem referring the class schedule was solved but the other problem on increase of class hours allocated to the foreign language still remains unsolved.

The long-term planning of the Academy is made based on the EMA's SP 2019-2025, and the short-term planning is made based on work plans at each chair, which are approved by the rector.

Based on surveys conducted among teachers and students as well as on proposals made by chairs and the Pedagogical Council, the annual plan of improvement activities of the EMA was endorsed in the last session of the Board of Trustees. Based on 5 strategic directions, the mentioned plan highlights the fulfillment of activities directed to the enhancement of quality of processes relating the preparation of specialists, activation of activities directed to career orientation, evaluation and development of teachers' professional and pedagogical competences, implementation of benchmarking among local and foreign vocational medical educational institutions, as well as replenishment of human and material resources as a result of analysis of the educational process of 2020-2021 academic year.

In the site visit it became clear that the report on performance of the annual improvement plan approved in 2021 is not fulfilled yet.

The Academy has conducted surveys among internal stakeholders. The meetings with employers are not organized in a coordinated way but oral discussions on the educational process are organized.

The 11th objective of the SP relates to the efficiency of governance and quality enhancement of administrative services. The expert panel found out that the major part of the Academy's functions are in the implementation phase, and only academic programs are in the stage of improvement. As far as the EMA is a newly established institution, it plans to make internal evaluation of its main processes starting the next year.

With the aim to evaluate the efficiency of academic programs, the Academy holds class observations, and respective committees function during examinations. In addition, surveys are conducted among students for rating each teacher. The Academy had its first graduates in 2022, and the only information about the efficiency of academic programs can be found in the reports of chairmen of final attestation committees, which haven't yet been discussed at chairs. As it turned out in the site visit, there were some employed alumni, and the employers mentioned about the sufficient level of their basic knowledge.

The availability of information on internal and external stakeholders is ensured through booklets, website and Facebook page. There are organized active groups for students and teachers

of the Academy which contain diverse informative materials about the educational process. The mechanisms evaluating the means which ensure the availability of information are missing.

CONSIDERATIONS

The expert panel positively evaluates the fact that shortly after the establishment of the Academy, the management system launched the process of implementation of strategic objectives by setting development priorities and a system of annual monitorings. At the same time, the panel gives importance to the establishment of preconditions for the development of QA system in parallel with the strategic management, which will allow the Academy's management staff to make more coordinated and data-based decisions.

Another positive consideration relates to the EMA's efforts which are directed to the replenishment of human resources within the scope of which the involvement of field specialists who are practitioners is important for the implementation of strategic goals.

The panel finds it positive that the Academy has taken steps towards enriching necessary material and technical base for the implementation of its strategic goals, which will give an opportunity to prepare competitive graduates. The EMA also makes efforts to ensure financial sustainability by using the capacities of the members of Board of Trustees.

The Board of Trustees is actively involved in decision making of the Academy in spite of the fact that the sessions are convened once a year.

The expert panel also positively evaluates the fact that students and teachers also participate in decision making, raise problems which are discussed and respective solutions are provided in the governing bodies, which, from the perspective of efficiency of the governance system, is positive.

The panel mentions that coordinated analyses and full implementation of the PDCA cycle will foster the attainment of the Academy's mission and goals and will trigger continuous development.

The expert panel finds that as far as the majority of financial flows are ensured due to students' tuition fees, the Academy should search for other income sources in order to ensure financial sustainability.

SUMMARY

Taking into consideration the fact that the EMA has ensured the fundamental human and material base, external stakeholders are actively involved in managerial and educational processes of the Academy, the latter functions governance system which is necessary for the implementation of its mission and strategic goals, and the decision making is based on the Code of Ethics, the expert panel finds that the Academy meets the requirements of the Criterion 2.

CONCLUSION

The compliance of the institutional competences of the EMA with the requirements of the Criterion 2 is evaluated **satisfactory**.

III. ACADEMIC PROGRAMMES

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

FINDINGS

The Academy implements 5 medical vocational academic programs - "Obstetrics", "Nursing", "Dental technician ", "Medical Cosmetology" and "Pharmacy". All the academic programs implemented by the Academy have been developed on the basis of vocational educational state standards approved by the RA government and they are in line with the 5th level of NQF. All the above mentioned programs are implemented based on the secondary (complete) general and basic general education.

The Academy has invested a manual on revision, design and monitoring of academic programs, which clearly describes how to define the goal and outcomes of the program, to select teaching and learning methods and to assess students.

As specified in the self-evaluation report (SER), since 2021-2022 academic year the educational process of the "Nursing" specialty is implemented on the basis of reviewed state educational standards. As a result of the site visit and the examination of documents, it turned out that the specialties of "Medical Cosmetology" and "Dental technician " are also implemented on the mentioned reviewed standards. After discussions organized in chair sessions it was proposed to add hours for educational, productive and pre-graduate internship at the expense of hours allocated to the cluster of subjects on General Humanities, socio-economic and core skills in the curricula of specialties of "Nursing", "Medical Cosmetology" and "Dental technician ", by ensuring their alignment with international criteria. In the curricula of the mentioned academic programs the hours allocated to practical and laboratory activities which are involved in general professional and special professional blocks exceed the hours allocated to theoretical classes due to which the module outcomes are clearly formulated.

In the curricula there are selective courses (according to the state educational standards) which, as it turned out from the meetings with the expert panel, were not implemented by the chairs, students did not participate in the selection.

Teaching and learning methods and respective assignments are selected by teachers who ensure their compliance with the criteria which are dependent on course outcomes.

According to the SER, the following learning methods are given much importance to: situational problem solving, role plays, individual and team works. For example, in case of the module of Professional Communication of the "Medical Cosmetology" academic program the situational problem solving and role plays which are reflected in patient-cosmetologist, suspicious patient-cosmetologist conflicts, and in case of "Basics of Nursing" - nurse-nurse, nurse-patient, nurse-relatives of patient, horizontal and vertical interpersonal relations, are widely applied by setting questions and providing opportunities for students to think, analyze, judge, apply and solve problems.

As the site visit has shown, upon students' wish, teachers alter teaching methods/ways. The group method is also used, due to which group assessment is made. Project-based learning methods are also used, which was also illuminated on the Academy's webpage.

Conditioned by Covid-19, education was implemented online, however, later the courses were conducted in the Academy by small groups of students. The transition to online education has triggered teachers to revise teaching and learning methods, to elaborate new packages of assignments in order to ensure learning outcomes.

The site visit has also shown that medical practitioners who are also teachers of the Academy present field-related novelties to students within their courses as well.

Student assessment is made based on the "Regulation on Assessment of Students' Knowledge, Competences and Skills". Besides, there are other regulations such as "Regulation on Appeal of Grades" and "Regulation on Academic Honesty and Prevention of Plagiarism".

According to the SER, the assessment process is currently under revision by the Educational-Methodical Department which aims to make it more impartial and objective, and the electronic version of students' assessment is in the phase of elaboration. Students also participate in the assessment process by answering questions and filling in questionnaires.

As the site visit has shown, there were some cases of grade appeal which were immediately discussed with the teacher and respective solution was provided.

The policy of assessment in terms of evaluation of practical (performance) and theoretical components is clarified, and the assessment is most frequently made by ensuring the interconnection between these two functions. Besides, examinations are monitored by the Academy's managerial staff.

According to the SER, the processes of establishment and development of international relations are of high importance for the Academy. Hence, the process of signing agreements for student exchange and mobility with other educational institutions is currently in the process /international contract with the University of Texas at Tyler, USA/. Since 2022-2023 the Academy plans to make benchmarking with the academic programs of Yerevan State Armenian-American Medical College "Erebouni" - "Nursing", "Dental Technitian", "Medical Cosmetology".

Each year students are provided with an internship register which is the translated, adapted sample of Medical Surgical Handbook approved by the Educational-Methodical Council which is used in the US medical colleges. At the end of each day the student registers performed activities, types of manipulations and the processes he/she participated in the internship register.

According to the SER, the processes of monitoring of academic programs are cyclic and are carried out once a year by the Educational-Methodical Department and since this academic year - after state final examinations of first graduates, during which the final attestation committee will discuss the professional preparedness of graduates and compliance with the requirements set by state educational standards.

CONSIDERATIONS

The academic programs implemented by the EMA are generally in compliance with the stated mission. In spite of the fact that the Academy has its first graduates this year, the expert panel finds it positive that current academic programs have been reviewed. In particular, the hours

allocated to practical activities and internship have been added, which ensures the preparation of specialists having respective practical skills and competences, as well fosters the fulfillment of the Academy's mission.

The expert panel evaluates it positive that diverse teaching and learning methods are applied, due to which students develop knowledge-based practical skills. Moreover, in some cases students participate in the selection of teaching methods which states about student-centered approach to education.

It is positive that the Academy applies clear policy and defined procedure on assessment of students' knowledge and appeal processes as well as on strict control over objective conduction of exams. It is also positive that during exams not only theoretical knowledge is assessed but also practical tasks are assigned, which allows to check students' practical competences.

Taking into consideration the peculiarities of medical specialties, the involvement of medical practitioners in the educational processes and, respectively, the integration of innovations of the given sphere in academic programs ensures the modernity of specialties. The process of planned benchmarking of curricula can become a good practice for other similar vocational educational institutions.

SUMMARY

Taking into consideration the fact that current academic programs of the Academy are in compliance with state educational standards, diverse methods of teaching and learning are applied, some of which are quite modern and advanced, the Academy ensures diversity of assignments and their compliance with output requirements set for the given specialties, it cooperates with employers, and the process of complying the education in Nursing with international criteria, the expert panel finds that the EMA mostly complies with the requirements of the Criterion 3.

CONCLUSION

The compliance of the institutional competences of the EMA with the requirements of the Criterion 3 is evaluated **satisfactory**.

IV. STUDENTS

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

FINDINGS

The EMA function a "Regulation on Admission to the Academy", according to which the admission of students is organized by the conduction of professional examination (Biology). The Academy regularly organizes visits to schools of Yerevan and regions for the students.

The Academy organizes open-door days in which schoolchildren participate. As the site visit has shown, so far such an event has been organized in the Academy only once.

The EMA mostly identifies students' academic needs through surveys which are conducted every semester. The questionnaire involves questions on the EMA's academic environment,

resource equipment, teaching staff and practical courses. The results of sociological surveys are analyzed in chair sessions but as the site visit has shown, the analyses aren't documented yet.

In the site visit it became clear that with the aim to raise their academic needs, students can freely apply to the heads of chairs and to the head of the department. Student Council is another important unit dealing with the identification of students' needs. The Student Council was formulated in 2019 and has a respective regulation. In accordance to the latter, the Student Council must convene a session at least 4 times a year, while in the site visit it turned out that sessions are convened only in case of students' proposals. Students make proposals and appeal to the Student Council which immediately convenes a session to discuss the problems. The members of the mentioned Council present the raised problems orally. The monitors (leaders) of all student groups as well as most active students are selected as Student Council members.

It should be mentioned that each student group has Viber chats, Google classrooms, and all students are provided with the rector's email through which students can address their concerns.

The Academy has a regulation and time-schedule on provision of facultative educational and consultancy services. The major part of students (92%), according to the survey results, are aware of consultancy services but only 48% of them are satisfied with them. According to the SER, consultancy services are provided prior to mid-term and final attestation exams. The site visit has shown that students mostly apply to the curators for consultancy.

In order to apply to the administrative staff, the Academy has made a work time-schedule of consultants. According to the time-schedule, after 15:00 students have the opportunity to meet the vice-rector, and every Friday, in the period of 12:00-14:00 - to the rector. Students can apply to the head of the division every day and any time. However, as it turned out from the site visit, students rarely apply to the rector and vice-rector as far as the major part of their problems are solved by curators and heads of chairs.

The Academy has a Career Orientation Center which has a work regulation. Conditioned by the fact that the EMA is a newly established institution and its resources are distributed disproportionately, the functions of the mentioned Center have been fulfilled by the vice-rector. However, the site visit has shown that the given position has already been occupied by another staff member. The Head of the a Career Orientation Center regularly organizes meetings with senior students and helps them to write CVs.

The research works of the EMA's students are presented by essays and individual works. The topics of essays are selected by the teaching staff and are provided to students. The site visit has shown that in some cases the topic of research was proposed by the student, and the whole student group made the research on the given topic.

The Academy has integrated a 18-hour course on "Scientific Research in Nursing" within the scope of the "Nursing" specialty, which aims to help students to make research activities.

According to the SER, the Academy considers the rector's annual report, reports of teaching and administrative staff as well as student surveys as mechanisms of evaluating the educational and consultancy services provided to students. It is to be mentioned that the documentary-based analysis of surveys is not fully ensured.

CONSIDERATIONS

The expert panel finds it positive that the EMA has defined regulations and mechanisms for recruitment, admission and selection of students. The panel welcomes the fact that the Academy organizes visits to schools of Yerevan and regions which fosters the increase of number of students.

Another positive fact is that the Academy has policy and mechanisms (surveys) on identification of students' academic needs. At the same time, it is worrisome that so far the Academy hasn't made analyses of sociological surveys.

The panel welcomes the fact that after classes teachers voluntarily organize facultative courses for students who missed some classes or had difficulties in learning, as such an approach fosters students' academic advancement.

Another positive consideration is about the Career Center which already actively carries out activities among internal and external stakeholders which will give incentives to graduates to more actively be employed in the future.

The Academy encourages students to be engaged in research activities. It is a positive fact that the tasks assigned to students have such a content which is aimed at formation of students' critical and individual thinking.

Another positive consideration relates to the integration of a research course in the framework of the "Nursing" specialty through which the Academy tries to make students familiar with research writing rules.

The panel positively evaluates the fact that the Student Council is involved in almost all processes of the Academy and it carries out activities directed to the identification of students' academic needs as well as actively participates in all organizational activities.

SUMMARY

Taking into consideration the fact that the EMA has clear mechanisms of student recruitment, selection and admission, mechanisms and ways of identifying students' academic needs, students have the opportunity to apply to both teaching and administrative staff to receive consultancy, the Academy has a Student Council, and the EMA involves students in research activities, the expert panel finds that the Academy meets the requirements of the Criterion 4.

CONCLUSION

The compliance of the institutional competences of the EMA with the requirements of the Criterion 4 is evaluated **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

According to the SER, the selection of teaching and support staff is made based on the RA Labor Code, orders and procedures received from the RA Ministry of Education, Science, Culture

and Sports (ESCS) which are defined as a "Regulation on Competitive Admission and Vacancies for Teaching Staff", and the processes are regulated by the EMA Charter and by the document of "Internal Disciplinary Rules".

The site visit has shown that the recruitment is made according to the set regulation, and teaching staff are hired based through interview, according to respective professional education and qualification, and contracts are signed with them. There is a "Job Instruction for Teachers" which describes job related requirements and main functions. The announcements on vacancies are posted on the EMA's Facebook page and the website.

Besides full-time teachers, the Academy also invites medical practitioners from the Erebuni Medical Center, pharmacies, dental and cosmetology clinics as well as from Yerevan State Armenian-American Medical College "Erebouni" on a double-jobbing basis. The invited teachers are also mainly employers.

In the announcement on vacancies available at the Academy the job requirements are specified, in particular, education, profession/specialty, working experience, knowledge of English. In general, the EMA's teachers hold Master's degree and have a scientific degree of Candidate. Although it is mentioned what qualities the applicant should have, the requirements set for the professional qualities of teaching staff according to academic programs are not clearly defined. The Academy keeps in touch with medical and specialized centers and it prefers to recruit experienced specialists with practical competences. With the aim to ensure teaching skills, the Academy functions a "School of Freshman Teachers" which provides consultancy on organization of educational process, teaching and registry to freshman teachers and practical physicians.

In order to regularly evaluate teaching staff, the Academy has developed a document on "Criteria for Evaluation of Professional Activity of Teachers". The rating system (maximum 200 points) involve the following components: professional preparedness (115 points), open class observation (35 points), work discipline (±25 points), participation in the Academy's general activities (10 points) and students' opinions (10 points). According to the rating scale, some teachers earning high points have been awarded with the title of "Best Teacher" and with the certificates of honor. The Academy has also invested a "Manual of Promotion and Evaluation of the EMA's Administrative and Pedagogical Staff". As the meeting with the teaching staff has shown, teachers are mostly unaware of rating results and haven't received any financial incentives. Moreover, it is not clearly regulated how frequently the Academy makes evaluation of teaching staff. The Academy also has a "Regulation on Attestation of Teaching Staff" which, according to the SER, is in the phase of investment.

The implementation of "Activities directed to the Recruitment and Qualification Enhancement of Specialists" is one of the objectives specified in the EMA's SP. From this perspective, the Academy has developed a "Topics and Time-Schedule of Activities for Teacher's Development" for 2021-22 academic year, which was approved at the beginning of the academic year by the Educational-Methodical Council.

In the SER it is mentioned that "The Educational-Methodical Department of the EMA continues and develops teachers' regular trainings in the direction of upgrading their knowledge of new educational technologies, investing them in the educational process, conducting online education courses as well as making educational reforms".

The Academy participates in international seminars which improves teachers' professional knowledge. English courses are also organized for teachers, which are conducted by the English language specialist of the Academy. The EMA also organizes reciprocal class observations of freshman teachers by experienced specialists, the results of which are discussed in chair sessions. In addition, the Academy has organized a course for teachers and students which was conducted by a foreign guest specialist, aimed at investment of international experience. The EMA plans to ensure continuation of suchlike activities.

In the site visit it turned out that during the EMAs activity, in the implementation of some courses a flow of teachers has been observed, however, it hasn't yet had any impact on the quality of the educational process. According to the administrative staff, the low salary is one of the reasons conditioning the flow of teachers. However, due to networking of the administrative staff, skillful specialists, in compliance with the courses, are invited to the Academy. In case of few courses more than one teacher teaches in the given sphere. Nonetheless, the omitted classes, conditioned by the absence of a substituting teacher, are replenished by organizing them in the ZOOM platform.

The majority of teaching staff of the Academy are hourly-based main employees.

The number of administrative and support staff is small, and the distribution of responsibilities is disproportionate. During the site visit it turned out that in the period, when the Academy had a small number of students, the small number of staff didn't influence the educational process. While, in parallel with the increase of the number of students, the managerial staff plans to recruit administrative and support staff.

CONSIDERATIONS

The expert panel positively evaluates the fact that the Academy has a functional mechanism of selection of teaching staff having necessary professional qualities. Moreover, with the aim to involve practical physicians in the education process, the Academy functions "School of Freshman Teachers". In addition, the engagement of practical physicians and employers in the educational process fosters not only practice exchange among teachers but also exchange of students' professional practical skills as well as the increase of competitiveness of graduates in the labor market. In spite of the fact that the flow of teachers is low, the condition of financial assurance of the Academy, as a non-state vocational educational institution, may hinder the retention of teaching staff, in parallel with the increase of the number of students.

It is positive that the Academy has invested mechanisms and procedures on evaluation and promotion of teaching staff, which foster identification of problems and continuous development of teachers.

The expert panel positively evaluates the fact that the Academy has launched a series of activities directed to the professional development of teaching staff, within the scope of which the international practice is also being discussed. The assurance of continuation of these activities will foster the improvement of teachers' professional skills.

From the perspective of the panel, it is positive that the EMA organizes courses for teachers to enhance their knowledge of English, which is aimed at internationalization of the Academy which is specified among strategic objectives.

In spite of the fact that the little number of administrative and support staff haven't yet influenced the quality of the educational process, the further scarcity and disproportionate distribution of obligations, in case of increase of the number of students and graduates, will lead to inefficiency of some processes.

SUMMARY

Taking into consideration the policy on selection of specialists with respective qualifications for the implementation of academic programs, devotion of practical physicians, fulfillment of some processes directed to the assurance of teacher trainings, existence of mechanisms applied for the development of freshman teachers as well as strive towards increasing the number of support staff, the expert panel finds that the EMA meets the requirements of the Criterion 5.

CONCLUSION

The compliance of the institutional competences of the EMA with the requirements of the Criterion 5 is evaluated **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

Based on its mission and strategic objectives (Provision 6, SP), the Academy gives importance to the implementation of scientific research and scientific-creative activities by ensuring the involvement of students and teachers. In the sphere of research the EMA has specified the following goals:

- to foster teachers' professional and pedagogical qualification by setting requirements for teachers to ensure scientific-creative works, textbooks, translations and research works,
- to make statistical research in the sphere of Nursing, to ensure register for current activities directed to the internal hospital epidemiological control,
- to publish educational-methodical manuals on the topics of "Work Safety" in Nursing, "Hospital Epidemiological Control", "Healthy Lifestyle".

Aimed at development of the research sphere, the Academy allocates 0.3% funding from its budget. The EMA has a short-term plan which is included in the annual plan of improvement activities (30.08.2021). The analyses show that teachers' research outcomes and novelties have been integrated in respective module programs, in particular, the information on Covid 19 was integrated in the module of "Nursing in Infectious Diseases".

As it turned out from the site visit, students make research and analytical works in accordance with the level of vocational education. Both current and individual assignments involve such tasks and situational problems which give them the opportunity to formulate research skills.

Most frequently the selection of topics for individual tasks is made by students. In particular, students studying the specialty of Nursing chose the topic of "Breast Cancer" and made research the results of which were further discussed and summed in the chair. Students studying Dental technician carried out research works by preparing fixed and removable prostheses for different types of dentition. The prostheses made by students are applied by patients. Students studying Cosmetology studied the peculiarities of treatment of different types of skin diseases. The fulfillment of such activities are encouraged by teachers.

Emphasizing the development of students' analytical skills, role-play games are also organized in the framework of all academic programs, e.g. situational problems which relate to nurse-patient, pharmacist-client, nurse-nurse, nurse-relatives of patient, horizontal and vertical interpersonal relations.

In the site visit it turned out that the Academy encourages not only the development of students' research and analytical skills but also the involvement of teachers in research activities. The EMA creates favorable conditions, provides respective resources and professional literature for involving teachers in research.

The EMA gives importance to the internationalization of research. One of the teachers published an article on the following topic: "Computer Addition as a Psychological and Pedagogical Problem" (US "Cross-Cultural Studies" publication, 2020). The research work on "Psychological-Pedagogical Features of the Pedagogue's Emotional Exhaustion" was presented in an international scientific and practical conference held in Boston in 2021.

The SER and the site visit have shown that in order to foster students' research and individual scientific-research activities, the Academy organized a 18-hour course on the topic of "Scientific Research in Nursing" for senior students and teachers. The participants of the course were presented the modern approaches to the application of antiseptic means in Nursing. After successful piloting of the course it was decided to integrate it in the module of "Fundamentals of Nursing".

CONSIDERATIONS

The expert panel positively evaluates the fact that the EMA has clearly defined research interests and ambitions in the SP which is important from the perspective of implementation of the defined mission. It is positive that the Academy, as a newly established institution, has taken steps towards fulfillment of defined goals, and respective base is provided for the development of research and analytical skills of both students and teachers.

The panel welcomes the fact that the tasks assigned to students are mostly aimed at formation of students' individual thinking, development of analytical thinking and orientation competences in emergency situations.

The expert panel positively evaluates the fact that the Academy has created an environment /library, material and technical resources, etc./ which gives teachers the opportunity to make research in the field of medicine by applying the international practice. There are some cases when teachers' research outcomes have been integrated in teaching modules. The assurance of continuation of the mentioned activities will develop the research environment of the Academy.

It is positive that teachers regularly update the base of medical cases for discussion based on analyses and by following development tendencies, as far as this gives the opportunity to shape students' individual thinking.

SUMMARY

Taking into consideration the fact that the EMA has developed a strategy reflecting its interests and ambitions in the field of research and development, has short-term programs, takes steps to involve students and teachers in research activities, there are practices of integration of research outcomes in the educational process which are planned to be continuous, the Academy gives importance to the discussion of innovation in the field of medicine and its integration into the educational process, the expert panel finds that the EMA meets the requirements of the Criterion 6.

CONCLUSION

The compliance of the institutional competences of the EMA with the requirements of the Criterion 6 is evaluated **satisfactory**.

VII. INFRASTRUCTURE AND RESOURCES

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

FINDINGS

The EMA carries out its activity in its own, newly renovated three-floor building. Its educational, laboratory and auxiliary areas fully meet the norms set (per student) by the requirements of license. There are necessary equipment, facilities and furniture ensuring modern, mandatory requirements and conditions for the organization of education, as well as resource capacities for conducting research activities.

In the improvement plan the Academy has planned to "re-equip Pre-Military Training cabinet, prior to the transition to general inclusive education to create conditions in the academic campus, to obtain necessary educational-observational items for manipulations, at least 4-5 collections for each subgroup, to integrate ITs in the educational process, to enrich educational-technical base, to replenish the library with modern literature, to establish an e-library and electronic directory, to re-equip the sports hall and to renovate open sports field". In the site visit it turned out that the Academy has already taken steps towards acquiring necessary educational-observational items for manipulations, replenishment of library fund and renovation.

As a result of resource observation, the expert panel has registered the following: for the implementation of each academic program the EMA ensures respective cabinets of nursing stimulation 1 & 2, pharmacy, reanimation and emergency medicine, cosmetology, obstetrics, microbiology and infectious diseases /and labs/, organic and inorganic chemistry, dental technician

, anatomy and physiology /furnished with necessary furniture and equipped with new educational-observational means and models/, care items and other materials.

In the territory of the Academy there is a renovated and furnished reading hall, book repository, library with about 58090 books among which 135 units are in Armenian, 410 - Russian, 79 - English, and there is an exhibition. The EMA's students can also use the books of the library of the RA National Institute of Health. As the meetings during the site visit have shown, the Academy plans to digitize the available library fund.

The pool situated in other campus substituted the sports hall.

In the site visit it turned out that the computer room is under construction, and there are limited number of computers.

There are renovated auditoria for 20 and more students, which are used for the implementation of modules of subject groups of core skills.

The EMA ensures the development of criteria for the implementation of academic programs by using the basic capacities of Erebuni Medical Center, "Nork" Republical Infectious Clinical Hospital, "Saint Astvatsamayr" Medical Center, Clinic of the "Erebuni" Medical Center, "Dermatology and Sexually Transmitted Infections" Medical Genetics Center CJSC, "Noradent" Dental Clinic, "Gedeon Richter" LTD.

It is planned to have a canteen which is still under construction.

In the building of the EMA there is also a Medical Aid, fire protection system, cameras for ensuring safety, heating system. However, it should be mentioned that there are no conditions for students and teachers with special needs.

The territory of the Academy has a WiFi coverage and internet availability.

The Academy's financial means are generated by tuition fees /99.2% of estimate - 2021/ and by other financial inflows /0.8%/. In 2019, 2020 and 2021 there is a progressive tendency of financial means as far as the number of students has increased - from 70 to 350.

According to the results of examination of documents, in order to fulfill its mission and goals, the Academy allocated 10.7% funding from its budget for academic purposes in 2021, from which 4.6% was directed to the acquisition of educational equipment and furniture, 0.3% - for modernization of library, 1.2% - for acquisition of laboratory and other educational materials, 0.3% - for research and publication, and 4.3% - for organization of internships.

About 54.7% of the Academy's expenses are directed to the salary fund.

As the examination of documents reflecting the EMA's financial flows has shown, the revenues of the Academy increased in 2021 as compared with the indicators of 2020, which is conditioned by the increase of the number of students which, accordingly, conditioned the growth of expenses from the budget.

In the site visit it turned out that the Academy has a policy of financial resource distribution, and the legal bases of financial management are the reports submitted to the RA Ministry of ESCS, State Revenue Committee, RA Statistical Committee and the EMA's Board of Trustees.

The financial distribution according to the revenue articles is made according to financial estimates which is approved by the Board of Trustees.

According to the SER, in order to fulfill the goals set by the current academic programs and to ensure their continuation, the policy of financial distribution is made according to the following processes:

- prediction of financial flows according to tuition fees, investment and other flows,
- regular financial planning in accordance with the phases of the educational process - theoretical courses, practical courses, internship, etc.,
- setting mechanisms for effective financial distribution, based on the procedures of financial-economic planning, marketing analyses, monitoring policy,
- regular revision of fundraising opportunities for recruitment of financial and material resources by the implementation of grants, investment, new educational and other similar projects,
- application of mechanisms for long-term financial planning, aimed at assurance of continuation of the implementation of academic programs.

The site visit has shown that the compilation of estimates of financial means is ensured based on petitions and claims for necessary resources, submitted by structural units.

The EMA students and teachers use the whole resource base though the reconstruction activities caused some difficulties. There is respective literature which complies with the "Nursing", "Obstetrics" and "Pharmacology" academic programs but in case of "Dental technician " and "Cosmetology" the Academy needs new literature.

According to the SER and site visit results, the activities of Accountancy are carried out in accordance with the RA Taxation and Labor Laws and other financial normative acts. The information and documentation circulation system of the Academy is regulated by the Personnel Department. The work regulations and work plans of all structural units are present. It is planned to create an internal computer network which will allow to transfer information through different structural units. As far as the EMA has a three-year history, the establishment of archive is in the planning phase.

As the site visit has shown, there is a system of monitoring of entrance, yard and corridors. The entrance is also guarded by the Security Officer. The foyer for students is furnished with comfortable sofas.

According to the SER, with the aim to provide medical and first aid services, the EMA functions renovated Medical Aid with respective equipment /furniture, necessary items, drugs/.

The mechanisms of evaluating the applicability, availability and efficiency of resources provided to students and teachers are considered to be questionnaires which are developed by the Internal Quality Assurance Center (IQAC). As the observation of documents and the site visit have shown, according to the survey results, 92% of students and 82% of teachers are satisfied with resources, which can be considered to be a high indicator. However, as specified by the Objective 7 of the SP, the EMA plans to enrich its material-technical base which gives the opportunity to invest modern resources in the modern educational process.

CONSIDERATIONS

The expert panel positively evaluates the fact that the Academy's material and financial resources, their management, building facilities and hospitals, dental and cosmetology clinics are fully satisfactory and create favorable conditions for the implementation of the mission and the SP.

Based on the ratio of articles of estimate revenues and expenses for 2021, the plan to increase the number of students as well taking into consideration the fact that the major part of expenses is allocated to the salary fund, the expert panel finds that the planning of financial resources according to academic resources, the investment of long-term planning system of ensuring resources will foster the Academy's financial sustainability.

It is a positive fact that the EMA gives importance to the increase of the number of existing hospitals and clinics with the aim to improve students' practical skills as well as to the equipment of labs and cabinets for organizing practical courses.

The panel welcomes the Academy's efforts made towards enrichment of library fund and digitization of available literature.

It is also positive that the EMA has a procedure of information management which, however, hasn't been practiced yet. It is praiseworthy that the Academy recognizes the importance of improving the policy on documentation circulation management.

The services of safety and security of the educational environment and health are ensured. At the same time, the activities directed to the creation of favorable conditions for people with special needs, including for students and teachers with mobility disabilities, is in the process.

Another positive fact is that the EMA has carried out and analyzed the process of students' and teachers' satisfaction with resources, and it gives importance to the regulation on further improvement in the SP.

SUMMARY

Taking into consideration the fact that in the Academy there is an educational environment and resource base necessary for the implementation of academic programs, equipped labs and cabinets have been established, there is a procedure of information management, the services of safety and security of the educational environment and health are ensured, the expert panel finds that the EMA meets the requirements of the Criterion 7.

CONCLUSION

The compliance of the institutional competences of the EMA with the requirements of the Criterion 7 is evaluated **satisfactory**.

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

According to the SER, the accountability process of the Academy is regulated by the " RA Law on Vocational Education", the EMA Charter, regulations of structural units, policy and procedure of assurance of accountability among stakeholders.

In the site visit it turned out that the accountability of the EMA is regulated in the documents reflecting the rector's activities and accountability, however, it should be mentioned

that they do not contain any information on clear indicators for performance evaluation and are mostly descriptive. As an accountability of financial activity, financial reports are submitted by the Accountancy to the RA Ministry of ESCS, the RA Statistical Committee and the Board of Trustees, but the mentioned is mandatory.

As it turned out from the site visit, the accountability of the head of department is limited by reporting about students' absence and indicators of general and qualitative academic performance. According to the Provision 5 /Responsibilities of the head of chair/ the following is only mentioned: "to ensure the realization of the chair's work plan and to fulfill the chair's decisions", which is not considered to be a process of reporting and analysis of the work plan performance.

The QA report is missing as far as the QA responsible staff member held the position starting from March 2021, hence the fulfillment of his/her functions are still in the initial phase.

The work plans and regulations of all structural units are present but the mechanisms of bottom-up and top-down reporting on the fulfillment of processes are still in the stage of improvement.

With the aim to disseminate information on the activity of the EMA, 2 platforms are used - the official website and the Facebook page. The Vice-rector for Academic Affairs is responsible for the mentioned platforms. The official website is available in three languages (Armenian, English, Russian) but the Russian information isn't available, and the English information is less than that in Armenian. The official website is not updated on a regular basis. The website ensures the availability of the EMA's regulations and procedures but the information on transparency and public availability of main processes (reports, regulations of structural units) is missing. The announcements on reforms and other events held in the Academy are lacking either. There is an email window on the website for ensuring feedback.

As the SER and the observations made in the site visit have shown, the Academy has published booklets and made visits to different schools to enroll applicants.

The Academy has provided some educational and consultancy services with the aim to transfer knowledge to the society, in particular, the group which was formed for making visits to schools provided lectures on the following topics: "Struggle against Smoking as a Basis for Healthy Lifestyle", "The Significance of Maintaining Personal and General Hygienic Rules for Preventing COVID-19".

It should be mentioned that with the aim to ensure comprehensive formation of a person and a citizen educated in a national and universal humanistic spirit, the EMA provided First Aid training with demonstration of manipulations to the residents of Erebuni administrative region during the 44-day war with the efforts of the Academy's surgeon-teachers and students. The event was illuminated by posting photos on the official website of the Academy.

CONSIDERATIONS

The expert panel positively evaluates the fact that the Academy takes steps to ensure accountability and transparency. The rector and structural units submit annual reports, however, their descriptive nature can hinder the identification of existing problems and the development of their solutions. Moreover, there isn't any functional mechanism of bottom-up and top-down

accountability for separate administrative units, which may be conditioned by unclearly formulated links of the Academy's organizational structure.

The panel evaluates the existence of the official website and the Facebook page but they are not updated on a regular basis, the rector's annual reports are absent and the announcements and news are not fully available, which leads to the failure of assurance of the EMA's transparency. This may become a hinder for meeting the interests of the Academy's external stakeholders. In particular, the incomplete information in foreign languages on the website may impede the establishment of relations with international partners, which is vital for both collaboration and engagement of foreign students for an institution which strives towards internationalization.

As far as the feedback mechanisms are not coordinated, and the directions of cooperation with the public - not clarified, the opportunity to react to the needs of internal and external stakeholders decreases.

The Academy fulfills some activities for transferring knowledge to the society, however, those processes are not coordinated, and there are no separated clear mechanisms, which would positively influence the EMA's achievements and registered results.

SUMMARY

Taking into consideration the fact that the Academy needs to improve the defined regulation of accountability, the level of transparency and public availability of procedures and processes is low, the stable mechanisms fostering the establishment of links with the society are few, and it is necessary to revise the mechanisms of transferring knowledge (values) to the society, the expert panel finds that the EMA does not meet the requirements of the Criterion 8.

CONCLUSION

The compliance of the institutional competences of the EMA with the requirements of the Criterion 8 is evaluated **unsatisfactory**.

IX. EXTERNAL RELATIONS AND INTERNATIOANLIZATION

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

FINDINGS:

The process of establishing external relations of the Academy is one of the objectives of SP (Objective 10). It is also presented in point 4 of the annual plan of improvement measures. There are no clear procedures for the internationalization of the Academy, but processes are planned for both international collaborations and benchmarking of APs. The Academy plans to benchmark APs with both international and local educational institutions, particularly the Armenian-American Erebuni State Medical College located in the neighborhood.

For the organization of internships, the Academy cooperates with the Erebuni Medical Center, as well as with other medical institutions and specialized structures. As for the exchange of

experience, the Academy ensures the involvement of internal stakeholders and participation in online seminars, conferences and webinars

In order to carry out foreign relations and internationalization processes, the Academy has the post of a Coordinator of International Relations. According to the self-evaluation, it is vacant, and the processes are carried out by the Vice-Rector for Educational Affairs. During the site-visit, it became clear that the position is occupied by a newly hired employee. Despite the fact that the implementation of the processes by the infrastructure is not regulated, the Vice-Rector for Educational Affairs has coordinated the participation of the Academy's stakeholders in online international seminars and webinars since 2020. They were mainly organized in the USA, where international specialists from Iran, the Global Education Development Institute of the USA, the California State University of the USA and the University of Texas of the USA presented themselves.

The Academy closely cooperates with both international and local institutions. Meanwhile, there are still no signed agreements and contracts in the process of internationalization. However, there is a partnership with Sigma Theta Tau International Nursing Honor Society due to the membership of the President of the Board of Trustees. There is also cooperation with the US Institute for Global Education Development. In 2019-2020 and 2020-2021 academic years the "Fundamentals of Nursing" course has been taught by a public health nurse invited from the USA. The latter, as it turned out during the site-visit, had an educational nature not only for the students, but was also considered an exchange of experience for the Academy's lecturers.

According to SER and Academy management, before the end of 2022, it is planned to sign an agreement with Tyler University College, Texas, USA, for the implementation of benchmarking and exchange programs. It is also planned to sign an agreement with the University of Michigan for the exchange of lecturers' experience.

The Academy has cooperation with local medical centers and specialized pharmacies, cosmetology centers, dental institutions, thanks to which students' internship is organized. The Academy also cooperates with "Tangier" Recruiting LLC in order to employ graduates.

Among foreign languages, English is taught in the Academy. Nevertheless, the level of foreign language proficiency among students and lecturers is low. In order to increase the effectiveness of internationalization, the Academy organizes English language courses for lecturers. English language courses for students are carried out only within the framework of the curriculum and mainly include professional English. The Academy has a "Foreign language course program" approved by the Rector in 2021, at the end of which the lecturers were tested. It is planned that English language courses for lecturers will have a continuous nature.

As a result of the site-visit of the expert panel, it became clear that both the administrative and teaching staffs are aware of the internationalization process of the Academy, and at the same time consider the low level of English proficiency as a priority issue in terms of accepting foreign students and teaching in English.

CONSIDERATIONS

The expert panel considers positively the fact that the processes of establishment of external relations and internationalization are defined in the SP and are presented in the annual plan of

improvements. It indicates the importance of internationalization for the Academy. Planning clear procedures and steps for internationalization will contribute to the continuous development of the sphere.

Despite the fact that the post of a Coordinator of International Relations of an Institution which strives for internationalization, was occupied by the Vice-Rector for Educational Affairs, the relevant processes were not affected. It is appreciated that for the development of international cooperation, the Academy organizes the participation of internal stakeholders in international online seminars, conferences and webinars. The latter contributes to the expansion and modernization of the professional knowledge of the teaching staff, as well as informing about innovations in the field as a result of contact with leading specialists. Moreover, English language courses are organized for lecturers, which is important from the point of view of increasing the effectiveness of internationalization. It is considered positive that the Academy cooperates and plans to sign agreements with foreign professional structures to ensure both the implementation of benchmarking and the exchange of experience of internal stakeholders. The latter will contribute both to the development of the professional qualities of the teaching staff, and will also ensure the preparation of graduates in line with the time and suitable for the labor market.

It is also appreciable that in a short period of time, the Academy cooperates with other medical centers and specialized centers in addition to the nearby Erebuni Medical Center for the organization of student internships.

At the same time, the expert panel notes the need to make the work of raising the level of the English language more intensive among students, which will contribute to the realization of the set goals from the point of view of attracting international students.

SUMMARY

Considering the fact that the Academy implements clear processes aimed at internationalization, has defined goals, ensures the participation of internal stakeholders in international seminars, the exchange of lecturers' experience, cooperates with local medical institutions and specialized structures for the implementation of internships, plans to sign contracts with foreign structures and recognizes the need to know a foreign language, the expert panel group evaluates Criterion 9 as satisfactory.

The compliance of the institutional competences of the EMA with the requirements of the Criterion 9 is evaluated **satisfactory**.

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

The QA group of the Academy was compiled in November 2021 with the aim to make self-evaluation, and since March 2022 a part-time position for an employee responsible for the internal QA has been established. The QA group involves 3 members, and 2 of them are teaching staff

members. The QA principles and policy are reflected in the QA Manual approved in 2020. The work plan 2021-2022 of the employee responsible for QA is approved as well which, however, didn't function till March 2022 as far as there wasn't any clearly appointed staff member, and the necessary mechanisms and tools were lacking either.

The QA group was provided with a separate office with respective material and technical resources and furniture, and three more staff members (including 1 student) supported the QA group in QA activities on a voluntary basis.

The QA Center has newly invested the culture of conducting surveys among students and teachers. As the site visit has shown, surveys are not enough for full identification of problems and examinations, and survey analyses are presented orally. No surveys have been conducted among external stakeholders; there were only non-coordinated meetings with them.

The QA system is newly established in the Academy, hence, no monitoring and evaluation have been carried out.

The data on QA processes of the Academy are not coordinated and reported. A lack of analysis and difficulties in making SWOT analysis can be observed in the SER. The processes of data collection have been initiated only recently, and the existing data are not enough for the formation of a full picture about the Academy.

In the SER, among the weak points, the Academy has pointed out the imperfection of the QA cycle of some processes, and as it turned out from the meetings during the site visit, internal stakeholders are mostly unaware of the survey results, hence, the evaluation and improvement based on survey results are missing.

CONSIDERATIONS

The expert panel finds that the quality culture of the Academy is still in the phase of development. With the aim to disseminate the quality culture, the panel finds it important to ensure active and large-scale engagement of external and particularly internal stakeholders in the EMAs QA activities.

In terms of external evaluation processes, the Academy has made self-evaluation, and there are respective bases, however, the external review of the expert panel has shown that the self-evaluation lacks analyses, and the data collection and elaboration are not made thoroughly.

The QA documentary bases on continuous improvement and fulfillment of current goals of the Academy need to be revised.

In spite of the fact that that the EMA provides human resources for the implementation of QA processes, professional trainings would stimulate the development of competences of the staff member responsible for QA.

Although the Academy provides information to its external stakeholders via its official website and the Facebook page, the information on QA is mostly missing in both platforms.

SUMMARY

Taking into consideration the fact that the staff member responsible for QA has newly been appointed, the internal QA policy and procedures are not invested yet, the mechanisms of data collection and analyses and QA Center are not complete, the EMA lacks research and analyses on

the efficiency of its processes as well as the information on the quality of the mentioned is not sufficiently available, the expert panel finds that the internal QA system of the EMA is still in the phase of development.

CONCLUSION

The compliance of the institutional competences of the EMA with the requirements of the Criterion 10 is evaluated **unsatisfactory**.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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

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Hermine Grigoryan
Head of the Expert panel

30.08.2022

APPENDICES

APPENDIX 1. CVs OF THE EXPERT PANEL MEMBERS

Hermine Grigoryan: In 1992 shegraduated from the faculty of physics-mathematics of Vanadzor State Pedagogical Institute. Candidate of physical and mathematical sciences (2008), associate professor (2011). She has been teaching at Vanadzor State University (VSU) since 1992. In 2014-2020 she was the Dean of the Faculty of Physics and Mathematics of VSU. Since 2020 she is the Dean of the Faculty of Natural Sciences of VSU. She conducts the courses "Mathematical Physics Equations", "Differential Equations", "Complex Analysis", "Differential and Integral Calculus of a Function of One Variable", "Differential and Integral Calculus of a Function of Many Variables", "Financial Mathematics". She deals with boundary value problems of anisotropic slabs of variable thickness.

Alexey Kryukov- Deputy Director of Educational Affairs at Kursk State Medical University, associate professor, Candidate of medical sciences. In 1996-2002 he graduated from Kursk State Medical University with specialization in general medicine. In 2002-2005 graduated from Kursk State Medical University, PhD, Department of Pathophysiology. In 2006 received the scientific degree of Candidate of Medical Sciences. Since 2009 he has been in the quality management system of the Kursk State Medical University as a quality officer of the Department of Pathophysiology. Since 2014 he has been an expert of the all-Russian non-governmental organization "Medical League of Russia". In 2020-2022 was the Head of the department's organizational, educational, methodical, scientific and educational activity group while conducting an internal audit. In 2015-2021 participated in accreditation processes (10 processes in total) as an expert (at residency, postgraduate levels). Since 2019, he has been a member of the self-analysis committee of the Kursk State Medical University. In 2020-2021 was the head of the self-analysis commission group of the Kursk State Medical University for the purpose of international accreditation (accreditation of the program "General Medicine").

Heghine Gevorgyan- In 2016 graduated from Yerevan State University, Faculty of Biology with a bachelor's degree in "Biochemistry" and received the qualification of a teacher. In 2018 she graduated from Yerevan State University, Faculty of Biology, MA in "Biochemistry". In 2021she received the scientific degree of candidate of biological sciences, 03.00.04 "Biochemistry", defending the thesis on "The interaction of proton FOF1-AEFase and formic hydrogen lyase during the fermentation of different carbon sources and their mixtures". She works in the Department of Biochemistry, Microbiology and Biotechnology of the Faculty of Biology of Yerevan State University as a senior assistant to the chair (clerk), in the same department as an assistant, Candidate of Biological Sciences. She works in the laboratory of Fundamental and Pathological Biochemistry of the "Research Institute of Biology" of the Faculty of Biology of Yerevan State University as a junior researcher.

Roza Grigoryan: Graduated from the Faculty of Chemistry of Yerevan State University, the profession of Pharmaceutical Chemistry. In 2005-2006 worked at "Valere LLC" as a pharmacist. In

2006-2010 worked at "Anis LLC" as a pharmacist. In 2015-2019 worked at Hrazdan State Medical College as a Head of the chair and lecturer. Since 2019, she has been working at Kotayk Regional State College as a lecturer, Head of the Chair of "Dental Technician and Pharmacy".

Vahe Hovhannisyan, student of "Accounting" department of Ararat State Regional College. Participated in the training course for student experts of the "Student's Voice" project of ANQA.

APPENDIX 2. SCHEDULE OF THE SITE-VISIT

	05.07.2022	*Launch*	*End*	*Duration*
1.	Observation of resources	12:00	13:30	90 minutes

	06.07.2022	*Launch*	*End*	*Duration*
1	Meeting with EMA Rector	09:30	10:10	40 minutes
2	Meeting with Vice-Rectors	10:15	10:55	40 minutes
3	Meeting with the member of the Board of Trustees	11:05	12:05	60 minutes
4	Meeting with the self-evalutaion working group members	12:10	12:50	40 minutes
5	Break, expert panel discussions	13:00	14:00	60 minutes
6	Meeting with the heads of chairs and responsibles for academic programs	14:10	15:10	60 minutes
7	Meeting with the employers	15:20	16:20	60 minutes
8	Observation of documents and close meeting of the expert panel	16:30	18:30	120 minutes

	07.07.2022		*Launch*	*End*	*Duration*
1	Meeting with the members of the teaching staff (10-12 representatives)		09:30	10:30	60 minutes
2	Meeting with the students (10-12 representatives)		10:40	11:40	60 minutes
3	Parralel meeting with the responsible(s) of "Nursing" AP	Parralel meeting with the responsible(s) of "Medical Cosmetology" and "Dental Technician" APs	11:50	12:50	60 minutes
4	Break, expert panel discussions		13:00	14:00	60 minutes

5	Parallel meeting with the teaching staff of "Nursing" AP	Parallel meeting with the teaching staff of "Medical Cosmetology" and "Dental Technician" APs	14:10	15:10	60 minutes
6	Parallel meeting with the students of "Nursing" AP	Parallel meeting with the students of "Medical Cosmetology" and "Dental Technician" APs	15:20	16:20	60 minutes
7	Meeting with the members of the Student Council		16:25	17:00	35 minutes
8	Observation of documents, close meeting of the expert panel		17:00	19:00	120 minutes

	08.07.2022	*Launch*	*End*	*Duration*
1	Meeting with the heads of structural units /Educational-methodical council, Head of the Career Center, Librarian, Accountant, Coordinator of Procurement, Head of the HR Department, Coordinator of international relations/	09:30	10:30	60 minutes
2	Meeting with QA responsibles	10:45	11:45	60 minutes
3	Open meeting	12:00	13:00	60 minutes
4	Break, expert panel discussions	13:10	14:10	60 minutes
5	Meeting with the staff selected by the expert panel	14:20	15:20	60 minutes
6	Close meeting of the expert panel	16:10	17:10	60 minutes
7	Meeting with EMA management	17:30	18:00	30 minutes

APPENDIX 3. LIST OF OBSERVED DOCUMENTS

N	Name of the document	Criterion
1.	Job dexcription of the Rector and Vice-Rectors	1
2.	Internal regulatory rules	2
3.	Composition of the Educational-methodical council	2
4.	Annual plans of chairs, structural units	2
5.	Reports of chairs and faculties	2
6.	Procedure of chairs	2
7.	Timetables /for the current academic year/	2
8.	Minutes of the chair session N4 as of 2021 April	2
9.	Opinion of the President of Final Attestation Commiittee /4 examples per each academic program/	2
10.	Registers of class observations /one per chair /	2
11.	Agreement signed with the National Institute of Health	2
12.	Agreement signed with the Global Development Institute	2
13.	Reports of SWOT analyses	2

14.	List of evaluating practical skills /check list/	**3**
15.	Registers, registers of internship /one per group of students/	**3**
16.	Educational-methodical package developed by the lecturer of the Chair on Anatomy and Physiology A. Baghdasaryan	**3**
17.	Thematic plans	**3**
18.	Students checkbook	**3**
19.	Instructions given within the module "Medical cosmetology, implementation of facial skin care procedures"	**3**
20.	Module assessment summaries, assessment sheets, study plans	**3**
21.	Samples of filled in questionnaires concerning assessment system	**3**
22.	Curriculum of part-time education	**3**
23.	Work plan, report of the person responsible for the implementation of additional educational and consulting services	**4**
24.	Examples of tests aimed at revealing the student's personal abilities and preferences	**4**
25.	Full course program of Research in Nursing	**4**

26.	An example of the survey "Students' opinion about the lecturer".	**4**
27.	Annual plan of improvement activities	**4**
28.	Rating of lecturers	**5**
29.	Lecturers' portfolios, lecturer's plans (if any, five from each department)	**5**
30.	Teacher development topics and schedule of events	**6**
31.	Financial strategic plan	**7**
32.	Estimate of incomes and expenses (budget)	**7**
33.	Financial analytical reports	**7**
34.	Budget allocation for 2019, 2020	**7**
35.	Completed examples of student surveys related to resources	**7**
36.	Samples of lecturers' sanitary booklet	**7**
37.	Annual analysis of information and accountability by the Quality Center	**8**
38.	Completed examples of questionnaires revealing internal and external stakeholder requirements and analysis of results	**8**

39.	Sample of booklet	**8**
40.	Cooperation agreements of mobility	**9**
41.	Questionnaires or other documents revealing needs of internal and external stakeholders	**10**

APPENDIX 4. OBSERVED RESOURCES

- A simulation lab for nursing
- Dummies room
- Cabinets (Surgical, Pediatrics, Therapy and Physiotherapy, Resuscitation and Disaster Medicine, Obstetrics, Narrow Professional Subjects, Microbiology and Infectious Diseases, Pharmacology, Chemistry, Cosmetology)
- Laboratory of organic and inorganic analytical chemistry
- Anatomy and Physiology Laboratory
- Dental laboratory
- Library

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF EMA



APPENDIX 6. LIST OF ABBREVIATIONS

EMA- “Erebuni Medical Academy”

SER-self-evaluation report

SP- strategic plan

AP-academic program

NQF-National Qualifications Framework

SC-Student Council

QA-quality assurance