

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



**EXPERT PANEL REPORT ON INSTITUTIONAL ACCREDITATION OF
GAVAR STATE AGRICULTURAL COLLEGE**

Yerevan – 2020

INTRODUCTION

The Institutional accreditation of the "Gavar State Agricultural College after Academician A. Tamamshev" SNCO is carried out under the precondition # 5 of the EU Budget Support Financing Agreement "Improving Qualifications for Better Jobs". The process of accreditation is organized and coordinated by the "National Centre for Professional Education Quality Assurance" Foundation (ANQA).

In the implementation of this, ANQA is guided by the Regulation on "State Accreditation of the RA Education Institutions and their Academic Programs" set by the RA Government Decree N 978-Ն of 30 June, 2011 as well as by the Decree N959-Ն on "Approval of RA Standards for Professional Education Accreditation".

CONTENTS

INTRODUCTION.....	Error! Bookmark not defined.
SUMMARY OF EVALUATION	4
EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO ACCREDITATION CRITERIA.....	Error! Bookmark not defined.
DESCRIPTION OF EXTERNAL REVIEW	Error! Bookmark not defined.
COMPOSITION OF EXPERT PANEL.....	Error! Bookmark not defined.
PROCESS OF THE EXTERNAL REVIEW	Error! Bookmark not defined.
EVALUATION ACCORDING TO ACCREDITATION CRITERIA	12
CRITERION I: MISSION AND PURPOSE.....	12
CRITERION II: GOVERNANCE AND ADMINISTRATION	133
CRITERION III: ACADEMIC PROGRAMMES.....	155
CRITERION IV: STUDENTS.....	177
CRITERION V: FACULTY AND STAFF	19
CRITERION VI: RESEARCH AND DEVELOPMENT	20
CRITERION VII: INFRASTRUCTURES AND RESOURCES.....	222
CRITERION VIII: SOCIETAL RESPONSIBILITY	254
CRITERION IX: EXTERNAL RELATIONS AND INTERNATIONALIZATION.....	266
CRITERION X: INTERNAL QUALITY ASSURANCE SYSTEM	27
EVALUATION ACCORDING TO ACCREDITATION CRITERIA	30
APPENDICES	Error! Bookmark not defined.1
APPENDIX 1. BIOGRAPHIES OF EXPERT PANEL MEMBERS	31
APPENDIX 2. SCHEDULE OF SITE VISIT	333
APPENDIX 3. LIST OF DOCUMENTS OBSERVED	354
APPENDIX 4. RESOURCES OBSERVED.....	355
APPENDIX 5. ORGANISATIONAL STRUCTURE OF THE TLI	365
APPENDIX 6. LIST OF ABBREVIATIONS.....	366

SUMMARY OF EVALUATION

EXPERT PANEL EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO THE RA PROFESSIONAL EDUCATION ACCREDITATION CRITERIA

THE STRENGTHS OF THE INSTITUTION ARE THE FOLLOWING:

1. It has an important role in recruiting staff with vocational education in the region's agriculture sector.
2. It is attractive to the applicants in the region
3. Educational programs are consistent with the institution's mission and state education standards.
4. There is a favorable environment for the implementation of academic programs.
5. The college is replenished with sufficient building conditions and resources for the implementation of APs.
6. The college has a teaching staff qualified in accordance with the APs.
7. The college provides sufficient services to ensure the safety, health and security of the teaching environment, and the necessary conditions for the students and teachers with special needs.
8. There is a system of internal and external accountability.

THE WEAKNESSES OF THE INSTITUTION ARE THE FOLLOWING:

1. There is no long-term, mid-term and short-term interconnected planning system in place.
2. The PDCA cycle is not fully embedded in governance and quality assurance processes; assessment and improvement components are incomplete.
3. Mechanisms for identifying students' needs are scarce, and their analysis is not in-depth and comprehensive and does not contribute to improvements.
4. There are no mechanisms for linking education and research.
5. Financial revenues are dependent on one major source of domestic finance.
6. There is a lack of systematic policy for creating the necessary environment for college internationalization and exchange of experience.
7. The level of knowledge of foreign languages of students and staff is low.
8. The internal quality assurance system is not yet in place.

RECOMMENDATIONS

Mission and Purpose

- 1) Review and clarify the college's mission and set strategic goals, identify the objectives and steps resulting from the latter setting more realistic, measurable ambitions agreed-upon with and understandable for the college stakeholders, focusing primarily on the important role the college plays in the region.
- 2) Develop a strategic plan targeting strategic directions and priorities and setting a clear agenda for the implementation of the program.
- 3) Expand stakeholder involvement (especially external stakeholders) in the process of developing, implementing, and evaluating the college's strategic plan by applying and regularly analyzing the effectiveness of stakeholder involvement mechanisms.
- 4) Develop short-term and medium-term action plans and mechanisms for their implementation, monitoring and evaluation.
- 5) Set up a council on strategy or committee to monitor the overall progress of the strategy, report on obstacles, identify ways to overcome them, and make recommendations for reviewing issues.

Governance and Administration

- 6) Clarify and coordinate the functions of all structural subdivisions.
- 7) Introduce mechanisms for evaluating the effectiveness of administrative structures and their activities, as well as discovering and disseminating best practices in chair work.
- 8) Review the administration of college policies and procedures at all levels of governance, applying the PDCA principle of quality management.
- 9) Regularly study and analyze external factors affecting college performance.
- 10) Clarify the financial resource allocation policy according to strategic priorities.
- 11) Review the ethical rules of the college making them comply with the college's mission.

Academic Programs

- 12) Clearly formulate the anticipated learning outcomes of the college APs compliant with the appropriate RA NQF descriptors.
- 13) Develop a clear policy for the selection of teaching and learning methods, regularly update teaching, learning and assessment methods and make them compliant with with the expected learning outcomes.
- 14) Evaluate the effectiveness of existing mechanisms for ensuring academic honesty, work on improving them, developing new ones, raising students' awareness.
- 15) Diversify forms of internship by developing appropriate procedures, monitoring and evaluation provisions.
- 16) Develop a general methodology for benchmarking and mechanisms for applying results.

Students

- 17) Develop mechanisms for evaluating the effectiveness of student recruitment, advising, and other services provided.
- 18) Develop tools for evaluating the effectiveness of career support services.
- 19) Create the necessary learning environment for students with special educational needs, provide them with the necessary support and advising.
- 20) Regulate the organization and implementation of extracurricular classes, make clear schedules.

Faculty and Staff

- 21) Include relevant clauses of requirements to the professional qualities of the teachers in the teaching staff selection procedure and more actively apply the competition procedure in practice.
- 22) Introduce an effective system for identifying the needs of the teaching staff, review the questionnaires of the surveys aiming at improving the quality and effectiveness of the work of the teachers and provide explanations to the respondents.
- 23) Implement measures for teacher improvement based on the identified needs. Carry out methodological as well as professional trainings for the teachers on a regular basis. Improve the quality and efficiency of existing training courses.
- 24) Develop a clear policy for the preparation of scientific-pedagogical staff for the purpose of the normal generation change of the teaching staff.
- 25) Develop a policy for the selection of administrative staff regulating their functions by job descriptions.
- 26) Carry out human resource planning and develop a human resources management policy.

Research and Development

- 27) Develop and identify the clearly defined priorities of the research field in Gavar State Agricultural College after Academician A. Tamamseev, emphasizing the needs of the region and highlighting the importance of potential commercialization of the research results.
- 28) Develop and apply tools for evaluating the effectiveness and contemporariness of research work, progress measurement mechanisms and indicators.
- 29) Develop short-term and mid-term research programs to ensure consistency with the research priorities set out in the strategic plan.
- 30) Develop clear mechanisms for encouraging student and faculty engagement in research processes by enhancing student and faculty collaboration both within and outside the college.
- 31) Develop a clear policy of internationalization of research activities by promoting the implementation and publications of research programs jointly with other institutions.
- 32) Introduce effective mechanisms for interconnecting research and teaching activities at the TLI by ensuring the incorporation of the results of research activities into the teaching process.

Infrastructure and Resources

- 33) Improve college infrastructures by financing the renovation of buildings, upgrading of laboratories, acquisition of modern equipments and relevant materials.
- 34) Analyze the needs for ensuring the implementation and continuity of each AP for the purpose of effectively allocating financial resources.
- 35) Monitor and evaluate the effectiveness of the use of financial resources according to strategic goals.
- 36) Replenish the library fund with relevant professional literature. Subscribe to library networks.
- 37) Improve college infrastructure by providing students and staff with disabilities with the necessary study conditions as much as possible.
- 38) Implement improvement measures based on the results of evaluation of the applicability, accessibility and effectiveness of the resources provided to the stakeholders.

Societal Responsibility

- 39) Improve accountability mechanisms, make them more analytical and regularly evaluate the effectiveness of the process.
- 40) Improve information posted on the official website on all domains of college activity, expand college information in foreign languages, and launch visitor feedback mechanisms.
- 41) Strengthen public relations and develop cooperation with stakeholders by introducing clear mechanisms for evaluating the effectiveness of feedback.
- 42) Expand the forms and balance of paid services in the revenue part of the budget by organizing trainings and extracurricular courses.

External Relations and Internationalization

- 43) Set realistic strategic goals and objectives for the college's external relations and internationalization, and allocate appropriate resources for their achievement.
- 44) Create partnership relations that are more interconnected with the college's strategic goals.
- 45) Provide more effective and long-term opportunities for improving the foreign language proficiency of college internal stakeholders (especially faculty and students) and promoting college internationalization through it.
- 46) Conduct the assessment and analysis of needs for evaluating the effectiveness of the work done for the development of the college's external relations and internationalization and raising the level of awareness.
- 47) Implement TS and student exchange programs with similar foreign partners, carry out comparative analysis of educational programs.

Internal Quality Assurance System

- 48)** Review the college's internal quality assurance policy and goals by making the college activities compliant with them.
- 49)** Assess the sufficiency and effectiveness of the human, material, and financial resources provided to the college for internal quality assurance processes.
- 50)** Regularly evaluate the effectiveness of the services provided by the college and the implementation of the APs.
- 51)** Ensure the application of the PDCA cycle in all the processes of the college and at all levels of governance, as a result of which the college will improve its QA mechanisms and will be able to evaluate and review the QA system continuously.
- 52)** Expand stakeholder (especially external) involvement in QA processes and evaluate the effectiveness of involvement.
- 53)** Provide regular feedback to stakeholders on the results of their surveys and the information collected.
- 54)** Regulate data management processes and clarify mechanisms for dissemination and management of information between different subdivisions of the college.

Tigran Khachatryan ,
Chair of Expert Panel

Date: 24.01.2020

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The external evaluation of the College's self-assessment and quality assurance processes was carried out by the following members of the expert panel:

1. **Tigran Khachatryan** - Police Academy Quality Assurance, RA, Chair of Expert Panel,
2. **Roza Harutyunyan** - Deputy Director of Academic Affairs of Armavir State Industrial-Pedagogical College, RA, Member of Expert Group,
3. **Etera Khachatryan** - Deputy Director of ANAU Agricultural College after A. E. Kochinyan, RA, Member of Expert Panel,
4. **Rolf Otto Kuchenbuch** - Rostock University, Agriculture Consultant, Germany, Germany, Member of Expert Panel
5. **Gayane Vardanyan** - 3rd year student in accounting at Ararat Regional State College

The expert panel's work was coordinated by Lilit Zakaryan, Senior Specialist at ANQA Policy Development and Implementation Division.

The translation was done by Anna Shahbazyan, a lecturer at the Chair of English Communication and Translation at "Yerevan Brusov State University of Languages and Social Sciences" Foundation.

Vice-rector on Quality Assurance and Accreditation of the Bulgarian University of Agribusiness and Agricultural Development, Patricia Georgieva, participated in the process as an observer.

The composition of the panel was agreed upon with the college and appointed on the decision of the ANQA Director.

All the members of the panel, including the translator, the coordinators, and the observer, signed agreements of independence and confidentiality.

PROCESS OF EXTERNAL REVIEW

Application for State Accreditation

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

The ANQA Secretariat examined the application data, documents attached to the application, and the ANQA electronic questionnaire completed by the institution. ANQA made a decision on the acceptance of the application and prepared and approved a timetable of activities.

Preparatory Phase

The College, in accordance with the format set by the ANQA, submitted the self-assessment of its institutional capacities and a package of attached documents. ANQA organized the translation of the self-assessment by the involvement of an external specialist.

The ANQA Coordinators examined the self-assessment and the attached package to check compliance with the ANQA requirements. The College Self-Assessment and the attached package were approved by ANQA after receiving positive feedback from the accreditation process coordinators.

For preliminary evaluation the self-assessment report was provided to the panel, the composition of which was agreed upon with the college in advance and approved by the order of the ANQA Director.

In order to prepare the Expert Panel for the work and to ensure the effectiveness of the processes, trainings were conducted by the responsible persons on the following topics:

1. accreditation process, peculiarities of expert work, expert ethics and code of conduct,
2. Preliminary evaluation of institutional self-assessment through practical examples,
3. Site visit through role-play,
4. Preparation of the expert panel report.

Studying the self-assessment of the college and the attached documentation package, the panel did a preliminary evaluation, identifying the potential strengths and weaknesses of the college. According to the format, a list of necessary documents subject to further study, as well as a list of issues and questions to be clarified was prepared, indicating the relevant subdivisions and target groups.

The expert panel summarized the results of the preliminary evaluation within the set deadlines, and the process coordinators together with the chair of the expert panel prepared the schedule of the site visit¹. According to the ANQA Manual on the External Review, the intended meetings with all the target groups, close and open meetings, documentation review, visits to different subdivisions of the institution and else were included in the time schedule

Preliminary Visit

On December 27, 2019, the schedule of the site visit, as well as organizational and technical security issues were discussed and agreed upon with the college director on telephone and online. The initial visit took place the day before the site visit, on January 15, 2020. There was a meeting with the director of GSAC. The rooms provided to the expert panel, the meeting room were examined, issues of their furnishing and equipment were discussed.

The organizational, technical, informational issues of the site visit, as well as the norms of conduct and ethics of the meeting participants were discussed and agreed upon.

Site visit

On the day before the scheduled visit (15.01.2020) all members of the expert panel (including the international expert), coordinator Lilit Zakaryan and the translator had a closed meeting in Gavar. During the meeting, the panel agreed on the expert evaluation framework, the criteria assessment scale, which includes two levels according to the ANQA procedures: 1) meets the requirements of the criterion, 2) does not meet the requirements of the criterion. Issues to be studied during the visit, strengths and

¹ APPENDIX 2. SCHEDULE OF SITE VISIT

weaknesses of the institution according to the criteria, focus group meetings procedure, ethics of conducting meetings were finalized, further steps were clarified.

The site visit took place from January 16 to 18, 2020. It started and ended with a meeting with the college director. Teachers, students, alumni, employers and the participants of the focus group that had worked on the self-assessment were selected by the expert panel from the lists provided by the college, to participate in the focus groups for the purpose of clarifying the issues. All the scheduled meetings took place. During the visit, the panel conducted document review², observation of resources³ and focus group meetings in different subdivisions of the college. The panel highly appreciates the open discussions with the participants of the meetings.

The panel highly appreciates open and sincere discussions with the participants of the meetings.

The information obtained during the various meetings, as well as the main results of document reviews and observations, were summarized at the end of each day and at the summative meeting organized at the end of the site visit. The expert panel discussed the main results and came to a general agreement, first on meeting the requirements of certain accreditation standards and then on meeting the requirements of the criteria. The final conclusions on the satisfaction of the criteria requirements were made by all members of the expert panel through open discussion based on consensus.

Expert Panel Report

After the site visit, based on discussions, the panel prepared the accreditation report on the basis of the evaluation of the college's self-assessment and site visit observations. The evaluation was done on 10 institutional accreditation criteria set by the Government Decree N 959-Ն of June 30, 2011. The Chair of the Panel, with the assistance of the Process Coordinator, prepared the draft version of the accreditation report. All the members of the panel contributed to the commentary on each criterion in the report and responded to the full version. The comments of the panel members were taken into account when summarizing the draft version of the report. When completing the report, the chair of the panel also took into account the opinion of the international expert on each criterion, his assessments and recommendations.

Llit Zaqaryan,

Coordinator

24.01.2020

² APPENDIX 3. LIST OF DOCUMENTS OBSERVED

³ APPENDIX 4. RESOURCES OBSERVED BY THE EXPERT PANEL

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

I. MISSION AND PURPOSE

CRITERION: The policies and activities of the TLI correspond to the mission adopted by the institution, which is in line with the RA National Qualifications Framework.

OBSERVATIONS

Gavar State Agricultural College after Academician A. Tamamshev SNCO formulated its mission in 2016-2020 SP approved by the Governing Council in 2016. According to the mission, "... taking into account the peculiarities of the region, the high quality implementation of academic programs in agriculture as a priority field, as well as business, transport services, information and communication technologies and other fields, equipping learners with the necessary knowledge, abilities, skills, values, preparation of competitiveness and high quality specialists, implementation of methodological, educational and social cultural functions", the college focuses on preparation of specialists with vocational education and relevant qualifications. All in all, the mission of the college is in compliance with the National Qualifications Framework of the RA.

The main purpose of the College is to provide educational services to meet the needs of the region through the implementation of educational programs corresponding to the agricultural and other demanded professions in the region. Based on this, 8 key issues identified by the college SP are formulated. Expert analysis showed that the identified problems reflected the main processes at the college.

The overall strategic planning of the college's activities and the key directions of future development were worked on by the College Council and approved at the 19th session which took place on February 16, 2016, based on the needs of the college and the region.

An annual work plan is developed for the implementation of the strategic plan, outlining the steps, timetable and those responsible for the program implementation, but no expected results. There are also no progress evaluation indicators for each strategic issue in the SP.

Since the college is the only one in the region with its sectoral agricultural specialties, the external stakeholders of the latter are farmers in the region and a large part of the population running different economies. The College was able to set up a governance council with external stakeholders, which includes representatives from various levels of local self-government bodies, students, authorized body representatives and other stakeholders. The latter discussed and approved the strategic plan of the college's activities. Different international organizations also organize various events at the college with the participation of external stakeholders, which contributes to the involvement of external stakeholders of the college and the dissemination information on educational programs. One of the external stakeholders is Gavar State University, with which there is a close cooperation.

And the needs of internal stakeholders are identified through regular surveys with the teaching staff, meetings, scheduled meetings, pedagogical and management councils, and chair meetings. The

results of the discussions have not yet been analyzed by the Head of Internal Quality Assurance. Needs of internal stakeholders in the administrative staff have not yet been assessed and the IQA group conducts surveys only among the TS and students.

External and internal accountability is the main mechanism for evaluating the results of the implementation of college mission and goals. The College reports to the corresponding authorized body established by law, tax authorities, and internal stakeholders report to the governance, management, pedagogical councils, chairs, and so on.

To measure and evaluate the results of the implementation of the strategic goals, the strategic plan does not yet have indicators and planned values for assessing the progress of the implementation of the objectives; progress has not yet been analyzed. The college does not yet have an established order of accountability on the SP, and one cycle of the program has already been completed and it is not known what progress college has made with this SP.

In the SA, the college states that "Evaluation of activities and collaboration procedures are being developed and implemented to achieve the college's strategic goals." The site visit revealed that there are no evaluation procedures yet and the annual college performance is not yet evaluated by the IQA. The expert panel approves of the development of short-term strategic plans and assessment indicators that are present in them, but it should be noted that reports from these programs are not yet in place and the indicators achieved are not visible.

Thus, the panel believes that GSAC has a formulated mission that is compliant with NQF, the goals and objectives of the college reflect the needs of internal and external stakeholders, and there are some mechanisms in place for the results of the implementation of the mission and goals.

CONCLUSION: The correspondence of the institutional capacities of Gavar State Agricultural College after Academician A. Tamamshev SNCO to the requirements of Criterion 1 is **satisfactory**.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: The TLIs' system of governance, administrative structures and their practices are effective and intend to the accomplishment of its mission and purposes by keeping the governance code of ethics.

OBSERVATIONS

Gavar State Agricultural College after Academician A. Tamamshev is governed by the laws and regulations of the Republic of Armenia on "Education", "Primary Vocational (Craftsmanship) and Vocational Education", "State Non-Profit Organizations" and so on. On the principle of self-governance, the College Board, the Board of Directors, the Educational-methodological Council, the Student Council

and other advisory bodies function at the college due to which the problems existing at the college are identified and decisions are made. The order of governance of the college is set by the college charter and is carried out on the principle of individual management in conjunction with the principle of collegiality.

On December 20, 2017, at its 4th session, the College Board approved the document on “Rules of Governance and Administration Ethics”. The site visit revealed that the implementation of the mission and purposes of the college was carried out in accordance with the rules of ethics of governance, but the teachers and students were unaware of the document. The document was in use only among the management staff.

The administration and governance of educational processes, financial and economic activities are carried out through subdivisions. The subdivisions submit applications for the necessary means. College funds are mainly generated from the state budget, as well as through the implementation of various short-term programs. The college owns property, buildings and buildings with the gratuitous right of use.

The College has the necessary human, material, and financial resources for educational and other purposes, but there are no analyses of their adequacy, and there are no analyses to assess the effectiveness of the governance system.

The college SA states that the college's charter and subdivisions regulations provide the faculty and students with an opportunity to become involved in the governance process, as well as in discussing and making decisions about issues concerning them. The College Board and the board of Directors involves teachers and students. There is box of suggestions at the college.

The site visit revealed that students and faculty members raise many questions in the councils that receive their respective solutions.

The teachers and students at the TLI participate in making decisions relating to them, which contributes to the transparency of college activities.

The College carries out short-term and long-term planning on 2 levels: military planning and annual planning of the current curriculum. Medium-term planning is not yet implemented.

The site visit revealed that short-term planning is the planning without outcomes and financing, in the form of study schedules, and long-term planning is the SP schedule. There are no clear mechanisms for planning and monitoring, and reports on implementation of plans and monitoring have not been submitted yet.

The College is studying key factors affecting its operations, but they are not yet subject to quantitative and qualitative analysis. Meetings are regularly held with employers, community authorities, and different issues are raised, including introducing new specialties. It is planned to develop a monitoring procedure.

The site visit revealed that the factors were studied only in Gavar and several nearby settlements, the regional labor market needs analysis was not carried out, according to which the college could also offer various short-term training programs to the public.

Observations at the college helped to introduce a new profession that is in demand in the region.

Since 2017 the IQAS subdivision has been functioning at the college. In its SA, the college states that its administration is carried out by planning on the principle of quality management: plan, do, check, act. However, the study of the documents and the observations made during the site visit showed that the PDCA was not applied in the college activities. Management processes are in the planning and implementation phase. Evaluation and improvement mechanisms are not available.

Thus, the college governance system ensures a regulated decision-making process, rules of ethics are set, the college has the necessary human, material, sufficient financial resources, faculty and students are involved in making decisions relating to them, and key factors affecting the college activities are studied.

CONCLUSION: The correspondence of the institutional capacities of Gavar State Agricultural College after Academician A. Tamamshev SNCO to the requirements of Criterion 2 is **satisfactory**.

III. ACADEMIC PROGRAMS

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

OBSERVATIONS

Gavar State Agricultural College after Academician A. Tamamshev offers vocational programs in "Finance" (by branches), "Veterinary Medicine", "Accounting", "Transportation Organization and Management", and primary vocational program in "Computer Skills". College APs mostly meet state educational standards. In the curricula of the studied program their goals and compliance with the college mission aren't yet formulated, learning outcomes, which should mostly correspond to the RA National Qualifications Framework aren't described according to the requirements and outcomes of the criterion. However, it should be noted that in the second chapter of the State Educational Standard of each specialization the outcomes of specialist training are clearly defined and are in line with the NQF.

There are generally no content duplications between the programs studied by the expert panel, and the content sequence of the subjects is maintained. There was one deviation in the curriculum of the "Veterinary Medicine" specialization, where the subject "Entrepreneurship" was included in the list of major subjects. Theoretical courses in the curricula often outnumber practical ones. The need to increase the number of practical classes and internships was also voiced by the students.

All modular courses at the college have modular curricula outlining the purpose, outcomes, teaching, learning and assessment methods. There is a clear policy for the selection of teaching methods at the GSAC according to the "Teaching and Learning Methods Selection and Modernization Policy". In

the opinion of the panel, the alignment between the teaching and learning methods and the expected learning outcomes wasn't achieved, and the effectiveness of the methods used isn't yet tested.

The site visit revealed that teaching in vocational education programs is conducted largely through lectures. Progress analysis is not yet carried out in the chairs after the exams for the evaluation of the selection and effectiveness of teaching and learning methods aimed at the formation of knowledge, skills and abilities, the effectiveness of all these processes is not thoroughly studied and no steps are taken to overcome the discovered shortcomings. Except some rare cases, regular (according to outcomes) updating of teaching and learning methods is not carried out.

The students' assessment policy in the college is regulated by the "Regulation on Testing Student Knowledge and Abilities, Holding and Assessing Tests and Examinations", which aims to familiarize the external stakeholders, faculty and students with the assessment methodology.

In order to preserve academic honesty, the concept of Academic Honesty was introduced in the College in 2017, but meetings with stakeholders during the site visit revealed that the concept was not yet in place, and the international expert even discovered cases of plagiarism and dishonesty. The College does not take steps to increase students' awareness of academic honesty. Although the College has developed a "Student Appeal Review Procedure", the system does not operate according to established procedures. No appeals are recorded. There are no effective mechanisms for plagiarism control in the college.

According to paragraph 1.3 of the current regulation, a student may appeal the results of knowledge assessment, but during the visit it was revealed that they were not aware of the set procedure.

GSAC does not have a well-developed benchmarking policy and a reliable methodology, but some steps have been taken in this direction. As a result of the monitoring of the APs, the availability and accuracy of curricula, timetables, schedules, maintenance of the sequence of the modules, order of conduct of classes, student work in the classroom, teamwork, evaluation validations were revealed. As a result of the monitorings and trainings, the lecturers have reviewed and improved modular programs, thematic work plans, learning materials, assessment sheets. The college attaches importance to the monitoring process, but there is still no regulated process and the results of the monitoring are not analyzed.

A good mechanism for monitoring is the involvement of external stakeholders in the final certification committees. They prepare reports summarizing the committee's opinion on the overall learning outcomes of the graduates and make recommendations for their further improvement by the graduates.

The college education programs' development and review procedure for colleges is set by the NCVETD, and is not yet fully applied by the TLI. The fifth key issue of the College's SP also sets out steps for AP monitoring, but monitoring and improvement are not yet implemented.

Thus, the educational programs of the specializations are in line with the mission of the institution, are implemented in accordance with state educational standards, are described in detail according to the expected learning outcomes of the qualifications, are consistent with other similar programs, there is a

student evaluation policy developed in the college, there are some mechanisms to evaluate the effectiveness of the AP implementation.

CONCLUSION: The correspondence of the institutional capacities of Gavar State Agricultural College after Academician A. Tamamshev SNCO to the requirements of Criterion 3 is satisfactory.

IV. STUDENTS

Չ ԱՓԱՆԻՇ: The TLI provides relevant student support services ensuring the effectiveness of the learning environment.

OBSERVATIONS

The admission process at Gavar State Agricultural College after Academician A. Tamamshev is carried out in accordance with the admission procedure for primary vocational (craftsmanship) and vocational education programs. For recruiting applicants, the College regularly organizes visits to community schools, prepares leaflets about the College, announces and broadcasts the shot events on local “Gavar” TV channel, announces “Open Doors Day”, through which study visits to the college are organized among pupils. Members of Student Council disseminate announcement leaflets in crowded places. Information on college is also available on the College's official website and Facebook page. The site visit revealed that the College has analyzed student recruitment mechanisms, which showed that the number of students has increased (113 students in 2016/2017, 209 students in 2019/2020), which, taking into account the demographics of the region, is a positive trend.

The college has a suggestion box for revealing students' educational needs and suggestions oral surveys and anonymous surveys through questionnaires are often carried out. Students are involved in the bodies of the Student Council, the Board of Directors, the Career Center, and the College Board. The surveys are analyzed and the results are reported to the students. During the visit, it was revealed that the college has a working canteen, a medical aid room, a hall, a bus for students transportation, a sufficient technical base (printers, computers, furniture, laboratory). On the students' suggestion, the subject "Dance and Rhythmic Gymnastics" is taught after classes. The panel found that surveys were conducted on the quality and effectiveness of teaching. Students are satisfied with the teaching methods and learning environment. Oral surveys were conducted among alumni. During a meeting with the latter, the panel found that they had had no problems getting a job due to college internships.

Consultation classes are held at the college to enhance student performance. The panel welcomes the fact that consultation classes are provided to students who have not completed the class, who were absent from the class, as well as the ones who are retaking an exam. The college organizes short-term courses on "Milk and Dairy Technology", "Veterinary Medicine" specialties, and English courses were also held. About 60% of students know Russian and English. The Skye club also functions at the college

and is divided into two groups, each group having its own leaders. Leaders are students and graduates. Not only students but also the community is involved in the Skye club. There is a clear schedule, meetings are held once a week during which surveys, workshops, research, mapping, group work and role plays are carried out. The members of the club also had exchange of experience with the members of Skye Club of Stepanavan State Agricultural College. The objectives of the Skye Club include: using youth potential to solve community issues, helping to overcome gender stereotypes, establishing Skye Parks and community stops. Programs are being developed to address these objectives. The panel welcomes the students' active participation in the Skye club.

The College gives students an opportunity to interact with faculty and administrative staff. The head teachers provide students with answers to their questions, introduce first-year students to college life, present their rights and responsibilities. The college has a clear procedure for applying to administrative staff.

The College has a Career Center, which has its own charter and reports at the end of each academic year. The Career Subdivision carries out short-term training programs, workshops according to the charter, during which students acquire skills for making CVs, time planning, professional orientation, properly attending interviews and so on. Career-oriented meetings are also held with employers and the Employment Center. The panel welcomes the fact that students are aware of and actively participate in the events organized by the Career Center, college-student-alumni close relationships are maintained, and the conducted surveys are analyzed. The expert panel revealed that the analyses were often superficial, not comprehensive, failing in identifying labor market needs. During the site visit, it was found out that students write essays, course papers, do practical work (research on rabbit blood sample) as research. There are sufficient conditions for conducting research, but the formats on their applicability are not presented to the students and there are no established regulations.

The College has SC, an independent, self-governing, and selective body for protecting students' rights and identifying problems. It functions in accordance with the SC Charter and Regulations, approved in 2013, according to the work plan and reports at the end of each year. The members of the SC and the chair are elected according to the SC Charter. During the site visit it was observed that the Student Council was actively working, the surveys among the students had received their solutions, the main problems now were connected with worn-out property, bus, lab renovation, international experience exchange. The students were informed and satisfied with the activities of the SC. The SC had organized events, camps, film screenings to make the everyday life of students interesting and meaningful.

Thus, the college has clear and working mechanisms for student recruitment, selection and admission, has initiated a policy for the study of students' educational needs, organizes extracurricular classes, short-term courses, the administrative staff is available to students, there is a career center for the students, clubs, that promote students' activeness and initiativeness, there are mechanisms to protect student rights.

CONCLUSION: The correspondence of the institutional capacities of Gavar State Agricultural College after Academician A. Tamamshev SNCO to the requirements of Criterion 4 is **satisfactory**.

V. FACULTY AND STAFF

CRITERION: The TLI has a highly qualified teaching and supporting staff to accomplish the institution's mission and to implement the goals set for academic programmes.

OBSERVATIONS

Gavar State Agricultural College after Academician A. Tamamshev has 24 teachers for implementing the educational programs and 29 employees in the administrative staff. 23 of the lecturers have higher education, 1 of them has vocational education, 21 of them work full-time, 2 of them work in secondary employment, and 1 of them works hourly. The selection of the teaching staff is carried out in accordance with the "Competition Procedure for Appointment of Teachers". In case of a vacancy, announcement is made, a competition is held and a contract is concluded with the winner for a definite or indefinite period. There are also mechanisms in the college to encourage and penalize teachers. The visit revealed that cases of encouragement were related to conscientious work and workload, and no penalty was recorded. There were discrepancies in the relevance between the teachers' professional qualifications and the modules being taught. The panel considers the lack of a staff development program in the college as risky as the college has a large number of lecturers over the age of 50, and the problem of professionals already exists in the college.

The requirements for college teaching staff qualifications are set by state educational standards for the profession, most faculty members have years of work experience.

The SA of the college states that there is a number of mechanisms for evaluating faculty members the principles of which are independence, objectivity, and confidentiality. Class observations are carried out by the director, deputy director, heads of the chairs and lecturers, they are discussed and the best examples are presented. Students also evaluate the quality of teaching. Great attention is paid to the development of the skills of beginner teachers. The site visit revealed that there is an evaluation policy, but it needs to be improved as the only way to improve the assessment and learning process as well as the quality of teaching in the college is class observations.

The college is taking some steps for the improvement of its teachers. The teaching staff participated in professional trainings and courses were organized by experienced teachers. There is a "Policy and Procedure for Ensuring the Professional Development of the Teaching Staff". The identification of needs has its own mechanisms: surveys, mutual class observations, open classes, class events, methodological

reports. During the visit, the documents related to the mechanisms were reviewed and problems were identified regarding the lack of research elements and purely mechanical work. About 20% of the lecturers annually participate in the trainings organized by NCVETD, but during the site visit it was found out that the evaluation of the professional skills of the teachers wasn't yet carried out and therefore the teachers weren't trained. Some lecturers were also trained on their own initiative.

In order to ensure the sustainability of the staff of the educational programs at the College, a "Competition Procedure for the Appointment of Pedagogical Employees" was developed, according to which the selection of appropriate staff members is carried out. However, policies and procedures to ensure the sustainability of the main teaching staff are still absent in the college, there are no studies on staff replenishment and the risks are not assessed.

Thus, the expert panel observations show that the college has policies and procedures for the selection of the faculty and staff with the qualifications required for the implementation of the educational programs, the requirements for the professional qualifications of the teaching staff are set, thus the college has the necessary administrative staff for fulfilling its strategic objectives.

CONCLUSION: The correspondence of the institutional capacities of Gavar State Agricultural College after Academician A. Tamamshev SNCO to the requirements of Criterion 5 is **satisfactory**.

VI. RESEARCH AND DEVELOPMENT

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

OBSERVATIONS

Gavar State Agricultural College after Academician A. Tamamseev has to some extent stated its ambitions in research in the SP of 2016-2020, which is considered one of the most important achievements of the college in the future. In particular, in the section of "College Vision" of the SP, it is stated, "the identification of the needs of different segments of the population of Gegharkunik Region, the elaboration and introduction of a new list of additional educational services corresponding to it, the internationalization of the College."

The college has no set goals and objectives in the field of research, no specific research interests and priorities, and no link to the needs of the region. It should also be noted that, as a regional educational institution, the college has very little systematic research on current issues in accordance with its specializations relating to the region. The College does not have a separate document on the achievement of its objectives in the field of research, outlining the specific actions and resources required to develop

and expand the research activities of the chairs. There is a lack of analysis on the quality, effectiveness, and resource allocation for research work in accordance with the college's research directions and chairs.

Although, it should be noted that some research programs have been implemented at the college on interstate funding in the recent years, however, no practical steps are taken by the college to allocate appropriate financial resources to encourage research activities.

The college currently does not have a long-term strategy and mid-term and short-term programs that reflect the research interests and ambitions of the TLI.

There are no clear documented policies and procedures for conducting and developing research at Gavar State Agricultural College after A. Tamamshev. No systematic steps have been taken to address the issues identified in the development SP of 2016-2020. There is no body coordinating research activities or performing any such function at the college.

During the meetings in the framework of the site visit it became clear that no one had been encouraged to carry out research. In fact, no mechanisms have been put in place to promote research and innovation in the college so far. While according to the RA National Qualifications Framework⁴, a Level 5 graduate should be able to collect, process and analyze qualitative and quantitative data related to their specialization, make judgments on issues arising in the professional field, and suggest solutions demonstrating a creative approach, it is impossible without research-based education. Moreover, in some SESs there are modules with research as a learning outcome. For example, in the "Marketing and Agricultural Product Packaging" module in "Veterinary Medicine" SES, outcome 2 is formulated as follows: "Introduce the essence and methods of marketing information systems and research, the marketing environment".

The College does not implement a policy to promote and develop student research. In order to ensure academic honesty and prevent plagiarism, materials prepared for publication are discussed in the corresponding chairs. In order to promote college academic integrity and prevent plagiarism, the "Academic Honesty Concept" has been in use since 2017, which defines the manifestations of academic dishonesty and the procedure for dealing with academic dishonesty. According to the Academic Honesty Concept, a year-end report should be published at the end of each year (paragraph 5.2), but it is missing on the website and in the college's annual report. It is also worth noting that during all the meetings it was proved that this concept is not functionally applied. The expert team identified some cases of breach of citation norms and plagiarism.

Although the college emphasizes the need for internationalization in its vision as defined by the SP, there is still no policy or regulated encouragement mechanisms for coordinating the involvement of students and teachers in international research initiatives. There is a lack of clear planning and implementation of activities directed at the internationalization of research.

The teaching staff has an insufficient level of proficiency in foreign languages, in particular the language of international communication, English. There is currently no evidence of involvement in international research grants or cooperation with international research centers or institutions.

⁴ RA Government Decree N 714-N of July 7, 2016

In its SP the college states that, "The internationalization of research activities at the College is a top priority for any subdivision". The examination of the documents (Chairs Regulations, etc.) and the site visit showed that there is no such priority at the college yet.

The College stated in its SP that, "The link between college research and the teaching process is situational in nature. There are no specific mechanisms for conducting research and engaging learners. The College attaches importance to connection of the teaching process with research activities".

Essays and course papers are considered as a key mechanism for the interrelationship between research activities and the educational process in the college. During the site visit, the observation of some essays showed that the research component was poorly developed in them, there were no clear definitions of the objectives, methodology and methods and scientific frameworks of the research. The applicability was not emphasized. And course papers have not been written in recent years.

It should also be noted that there is no unified research database in the college that could control and prevent plagiarism. The college lacks mechanisms to promote inter-chair and inter-disciplinary research or any study of their effectiveness or relevance. It can be stated that the results of the researches conducted by the teachers are informally incorporated into the teaching process, with only partial reflections in methodological reports that are also of formal nature. However, no evaluation of the impact of the results of the individual teacher research on the improvement of the courses or no evaluation of the effectiveness of the research activities is carried out from the point of view of impact on the teaching process.

Thus, the research strategy adopted by the college is not implemented, the interests and ambitions of the college in the field research are not expressed in programs, the connection between education and research is weak.

CONCLUSION: The correspondence of the institutional capacities of Gavar State Agricultural College after Academician A. Tamamshev SNCO to the requirements of Criterion 6 is **unsatisfactory**.

VII. INFRASTRUCTURE AND RESOURCES

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

OBSERVATIONS

In its strategic development concept, Gavar State Agricultural College after Academician A. Tamamseev has set the objective of consistently implementing targeted measures aimed at providing and improving the financial resources of education programs of specializations. The college has 5 hectares of land for educational services. The total area of the buildings is 2179.5 sq m. The teaching process is

organized in one complex building, which comprises 23 classrooms, with a total number of 17 laboratories and study rooms. In 2013-2018, the library was replenished with 98 professional and 120 general education textbooks and study manuals.

The site visit showed that there is no adequate amount of up-to-date professional literature in various fields available in the college library. During the meeting with the students and the lecturers, most of them confirmed the necessity of replenishing the library with specialized literature. Library repositories are in poor condition due to lack of funds.

The college isn't subscribed to any professional journals or international library networks. Some of the library funds are donations. The reading hall and other college buildings have Internet access, including a WiFi zone. The TLI has a meeting room for organizing meetings and discussions (for 300 participants). The college has chemistry and biology laboratories that need renovation. An up-to-date laboratory for the profession of Animal Husbandry was also opened in the college, and the students and graduates have professionally mastered the work, the use of materials and equipment of the laboratory. The college has provided an area for the canteen that meets the students' requirements. The college has a gym and some sports equipment and cloakrooms.

The college is funded in two ways: budgetary and extra-budgetary. The latter is formed through renting of property. An annual estimate of budgetary inflows and outflows is made to manage and control the college's financial flows. Budget performance is submitted at the end of the financial year based on actual data. The college has no steady financial inflows other than state inflows from basic educational activities. The main part of the expenses of the TLI is the salary fund.

The College does not have a unified policy for the formation, allocation and management of funds for the implementation of educational programs. The financial resources are distributed annually. The College's annual budget is established by the College Board. Costs planning takes into account the requests of the subdivisions on their needs.

Every year the use of funds is reported at the Board of Directors as well as College Board sessions through reports on the College revenue and expenditure estimates and their execution.

The planning of the improvement of the college's material-technical base, acquisition of resources needed for the study process and the resource allocation policy is implemented by separate members of the college's administrative staff or subdivisions. The College plans to acquire the resources needed for the coming financial year in accordance with the RA Law on Procurement. The procurement plan is based on the requirements of all college subdivisions. As a rule, the acquisition of resources is carried out in a centralized way, and their distribution takes place in accordance with different divisions and resource needs. There is no systematic analysis conducted at the college to determine if the existing resource base ensures effective implementation of the APs. The 4 APs studied by the Expert Panel are mainly provided with a relevant resource base. Current or previously implemented grant programs at the College gave an opportunity to replenish the material resources to some extent. However, there is an insufficiency of professional literature and teaching-methodological manuals available in the library for the implementation of the APs.

Document Circulation in the college is regulated by the Regulation on Clerical Work of “Gavar State Agricultural College after Academician A. Tamamshev” SNCO. Internal document circulation is mainly done in paper form and by e-mail. The TLI plans to set up an electronic system for internal document circulation in the near future (SP, Key Objective 6). Through “Mulberry” Electronic Control System, the head of Career Center submits reports to the Authorized Body. The official website and the Facebook page of the college contribute to the dissemination of information. However, there is no policy for publishing external information at the college. Although the college has an official website, the information available needs to be completed and updated.

Archiving of documents reflecting the activities of different subdivisions of the College is done by the archivist.

For first aid and a limited scope of necessary medical services the college has a medical aid room that provides first aid and has a limited amount of first-aid medicines within expiry date. A register is maintained in the medical aid room. The college buildings are equipped with fire protection equipment, fire extinguishers and other essentials. However, the buildings are not equipped with automatic fire alarm systems, except for the newly constructed building. Students with special educational needs study at the college, but the college is not well adapted to the needs of those students. There are appropriate conditions for those who have special needs in the newly constructed building. There is a gym for organizing students' physical education.

The evaluation of the applicability, accessibility, and effectiveness of resources provided to students and teachers in the college is carried out through regular surveys of the sufficiency of the necessary resources and services. Though surveys are carried out, they do not address all resources and services and there are no plans for improvement based on their evaluation results. During the site visit various stakeholders mentioned that the resource base in the college needs to be enriched and upgraded.

Thus, the College has created a convenient learning environment for the implementation of education programs of specializations, and it is able to provide small but vital financial resources for the implementation of its mission and goals in order to enrich the material-technical base and address the issue of community-college transportation. The College is taking steps to create a safe and secure environment for students with special needs.

CONCLUSION: The correspondence of the institutional capacities of Gavar State Agricultural College after Academician A. Tamamshev SNCO to the requirements of Criterion 7 is satisfactory.

VIII. SOCIETAL RESPONSIBILITY

CRITERION: The TLI 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.

OBSERVATIONS

In Gavar State Agricultural College after Academician A. Tamamseev the accountability process is regulated by the laws on "Primary Vocational (Craftsmanship)", "Education", "State Non-Commercial Organizations", a number of RA Government Decisions, as well as the College Charter. The College is accountable to the public and its founder, the Republic of Armenia, in the face of the Ministry of Education Science, Sport and Culture of the Republic of Armenia, and has a clear accountability mechanism in place. Each year the reports of the subdivisions, governance and advisory bodies, chairs are summarized in the annual report of the Director, which is presented at the College Board meeting. The reports reflect different areas of college activity, but they are not directly linked to the college's strategic plan, and do not address the problematic issues identified in previous years' reports. The college's accountability system is hierarchical and mostly vertical. It should be noted that in recent years the reports of the subdivisions have been more practical and meaningful. One of the mechanisms for accountability to external stakeholders is the submission of reports to the Ministry of Education, Science, Sport and Culture and other state agencies in the manner prescribed by law. There are no analyses of the effectiveness of current accountability mechanisms at the college. However, the College realizes the importance of improving procedures of accountability to stakeholders and is taking steps to improve them.

The transparency and accessibility mechanisms of the college's procedures, educational processes, information system are set in the college's development strategy plan and a number of other documents. Different platforms such as "Gavar" TV channel, republican periodicals, the official website of the college, social networking sites, faculty and student staff visits to region schools, participation in various festivals and competitions are used for the transparency and public access to the college's activities. The college publishes booklets to attract applicants. It should be noted that the analysis of the effectiveness of the information dissemination process has not yet been conducted at the college

The Strategic Plan of the College Development (Objective 6) highlighted the importance of the development of public relations and active involvement of the college in public programs. However, there are no criteria for evaluating the effectiveness and progress of the implementation of that objective. The college emphasizes the importance of expanding partnerships with agricultural organizations, the general public, and public institutions, however, there are still problems with the involvement of external stakeholders in this field. During the site visit, it became clear that feedback from external stakeholders is still weak, as the college says they are not motivated in terms of communication and feedback. In order to get feedback from the public, GSAC also designed questionnaires. Surveys are conducted with both internal and external stakeholders, and attempt to engage external stakeholders in various educational

processes, but the identified issues have not been processed and there are no clear mechanisms for assessing the effectiveness of the surveys.

The college considers the official Facebook social network site the most flexible feedback tool, where besides getting information on the college's activities, one can share an issue of concern to him/her and get relevant feedback. But the same cannot be said of the college's official website, where the feedback mechanism for visitors to leave comments is still not operating properly. It should also be noted that there is no qualitative analysis in the college. The college website is not available to foreign stakeholders due to the lack of foreign language information.

The College considers one of its strategic objectives the dissemination of knowledge among the public, raising its educational and cultural level. However, formal mechanisms aimed at transferring knowledge to society are lacking. However, there are informal mechanisms for this purpose (meetings, various events, consultation services, trainings for community and community village pupils, etc.). Nevertheless, no analysis of the public demand for knowledge and value transfer to the society, no comprehensive assessment of the effectiveness of existing mechanisms has been undertaken.

Thus, the college has and ensures accountability through established procedures, takes steps to ensure the transparency and accessibility of its processes to the public, employs informal mechanisms of knowledge transfer to the public.

CONCLUSION: The correspondence of the institutional capacities of Gavar State Agricultural College after Academician A. Tamamshev SNCO to the requirements of Criterion 8 is **satisfactory**.

IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

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

OBSERVATIONS

The development of the college's external relations and internationalization is a key component in the vision for future development set in the SP of Gavar State Agricultural College after Academician A. Tamamshev SNCO.

For the purpose of enhancing external relations and providing educational services, contracts have been signed with Gavar Municipality, "VTB Armenia Bank" CJSC, "Barekamutyun" OJSC, "Gavartrans" CJSC, "ShahTraining Center" LLC, "Julart" LLC, "State Employment Service" , "Gavar Bread " OJSC, "Gavar Snndart" LLC, with Gandzak Village "Family Business" Private Entity. In these establishments, college students have manufacturing, technological and pre-graduation internships.

During internships, students deepen their theoretical knowledge, acquire practical skills and abilities, work experience that will enable them to work in these organizations in the future.

The college cooperates with the German GTZ organization.

As a result of the collaboration, the lecturers participated in trainings and workshops.

The expert panel also found out that, in the field of international cooperation, GSAC does not have a clearly defined purpose and objectives in its SP, there are no policies and procedures that encourage the establishment of external relations for internationalization.

In its SA the college states that "the TLI does not yet have an infrastructure responsible for external relations and internationalization", but all the employees are actively striving to reach cooperation with local institutions, as well as seeking information from the Internet to participate in international projects. The site visit revealed that from this perspective the college had a problem with the authorized body as it was unable to open a vacancy for appointing an employee responsible for the internationalization or for setting up an infrastructure.

The College cooperates with "World-Vision Armenia" International organization with the support of which a number of short-term courses were organized in the college and in the region's communities, in particular:

- Computer skills
- How to evaluate a small business
- Group management
- Electroacoustic welding
- Business management
- Training in 3 computer programs
- Three-month English course
- Three-phase training course on "Cow, Pig, Sheep Junior Veterinarian" in the framework of which, the college has acquired a veterinary laboratory equipped with modern equipment and 27 stakeholders have received certificates of "Junior Veterinarian".

The site visit revealed that there had been no analysis of the international cooperation of the college for the last 3 years and no examples and achievements of international development in general, but the TLI is taking some steps to expand external relations and expand cooperation at the local level. The panel found out that the college has rather good international cooperation programs, implemented not on the college's own initiative, but rather nationally, where the college is automatically involved as an educational institution in the agricultural sector. There are still no exchange programs for lecturers based on the requirements of the standards. There is one termless exchange contract recently signed with the German Agrar LLC Distelow economy on the exchange of students. The contract stipulates that interns will be able to attend workshops during the internship and will receive a certificate upon completion of the internship. Only those students who are fluent in German can benefit from the contract. It was found out during the site visit that another obstacle for students' mobility is the current legislation of the RA

regulating the activities of vocational education institutions, as a student leaving abroad for study is deprived of his / her free place to study, which is a problem in the region's poverty conditions.

A major achievement for the college is the involvement in the "EU for Youth, Skills for Future" program, as a result of which the college will have a farm for teaching purposes (the college has farming experience for teaching purposes), a milk processing workshop, the material-technical base will be replenished.

The expert panel believes that the acquisition of foreign languages by college teachers and students will provide prospects for activating external relations. The level of foreign language is still insufficient for conducting specialized courses and student exchange in the framework of educational programs. Therefore, additional foreign language courses should be conducted, which, according to the panel, may be a contributing factor to college internationalization. It should be noted that the college held a three-month English course with college students and one lecturer. It is a contributing factor to college internationalization.

Thus, the college has no policy and procedures in place to promote external relations, has no separate infrastructure for that, and is taking the first steps towards concluding student exchange contracts.

CONCLUSION: The correspondence of the institutional capacities of Gavar State Agricultural College after Academician A. Tamamshev SNCO to the requirements of Criterion 9 is **unsatisfactory**.

X. INTERNAL QUALITY ASSURANCE SYSTEM

CRITERION: The TLI has an internal quality assurance system for promoting establishment of a quality culture and continues improvement of all the processes of TLI.

OBSERVATIONS

A number of concept documents have been designed to regulate quality assurance processes at Gavar State Agricultural College after Academician A. Tamamshev (ANQA policies and procedures, etc.). Access to all official documentation related to the QA system is restricted for the stakeholders. Analysis of the effectiveness of quality assurance policies and procedures has not yet been carried out by the Education Quality Assurance and Students' Career Supporters and their influence has not been assessed. The internal stakeholders of the college - students, faculty, the heads of relevant structural subdivisions, and other staff members - are mainly unaware of the college's IQA manual and the provisions contained therein. Currently, the key quality assurance mechanism is college surveys with lecturers, students, and partly external stakeholders. However, these surveys are not regular and systematic in nature, their objectives are unclear, and their effectiveness has not yet been evaluated. A complete picture of the issues and achievements in college could not be obtained from the copies of the

questionnaires. The College attaches great importance and considers it necessary to introduce a system of internal quality assurance, periodic institutional self-assessment in accordance with the requirements of European standards.

Human, material, and some financial resources are provided to manage the College's internal quality assurance processes.

During the visit the expert panel's observations of the QA division's functioning conditions, staff replenishment conditions indicated that currently the IQA head is provided with the necessary office equipments, furniture and material resources. It should be noted that no assessment of IQA employees' performance and no identification of needs is carried out and therefore no specific training is provided on these processes. Moreover, those responsibilities were left to the Deputy Director, which deprives the QA head and system of its independence and opportunity of evaluation. In addition, the overload of the Deputy Director in the performance of his or her basic duties is an obstacle to the proper implementation of the IQA functions. At the time of the site visit, the Authorized Body didn't still intend to have a position for quality assurance.

In the organizational structure of the college, this structure is separate and is not directly subordinate to the director, which also demonstrates a lack of structure independence.

The College emphasizes the importance of the involvement of students and other stakeholders in the quality assurance process. The involvement of internal stakeholders in quality assurance processes is set in the IQA procedures. The main mechanism for engaging internal stakeholders in internal quality assurance processes and ensuring feedback is surveys that are not organized in a cyclic manner. It should also be noted that there are no analyses to evaluate the effectiveness of surveys. The processes of organizing and conducting surveys, collecting and processing data, evaluating effectiveness are not provided with a precise methodology. Student representatives are involved in the College Board, Board of Directors, as well as the self-assessment team. The involvement of external stakeholders in the quality assurance process is not systematic. Surveys on the satisfaction of employers with the professional qualities of the graduates are conducted among external stakeholders. In general, the mechanisms of internal and external stakeholder involvement in key quality assurance processes are not clear. The IQA head does not analyze the degree of stakeholder participation in quality assurance processes and its effectiveness.

The college quality assurance system is still under development. Monitoring and evaluation of the quality assurance system has not yet been carried out. Non-targeted benchmarking was carried out to develop quality assurance policy and procedures, which was not complete. The College attaches importance to continuous quality improvement as a key principle of its policy (SP, issue 2), but does not have mechanisms and tools to regularly review the system. The college's quality assurance system has not been fully developed and has not yet assessed its effectiveness. The PDCA cycle is not yet fully functioning.

Data collection, results analysis, dissemination and management processes are not systematically implemented. There is no universal institutional approach in college. The process is regulated within

individual subdivisions, but the mechanisms for dissemination and management of information between different units are not precise. The self-analysis of the institutional capacities submitted for external evaluation is descriptive, with no analytical approach. The first attempt of collecting information at the institutional level for external evaluation was made during the above-mentioned self-assessment.

As a mechanism for providing information to internal and external stakeholders, the College mentions the annual report of the director, which outlines the main results of the activities of educational, administrative bodies as well as reports from chairs and other subdivisions. The analysis and data collected from surveys on the satisfaction of internal and external stakeholders with the quality of education are not provided to the chairs. For ensuring the transparency of the college's activities for internal and external stakeholders, the College does not attach importance to the availability of information systems.

Information on the existing specializations, current educational programs, decisions made, and so on is partly published on the college's official website. Reports on educational programs and college quality assurance processes are not yet available to stakeholders.

Thus, the college has a quality assurance policy, but it does not have clear procedures, mechanisms and tools to implement it, human, material and financial resources are not available, internal and external stakeholders are not informed about the quality assurance processes.

CONCLUSION: The correspondence of the institutional capacities of Gavar State Agricultural College after Academician A. Tamamshev SNCO to the requirements of Criterion 10 is **unsatisfactory**.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
<i>1. Mission and Purpose</i>	Satisfactory
<i>2. Governance and Administration</i>	Satisfactory
<i>3. Academic Programs</i>	Satisfactory
<i>4. Students</i>	Satisfactory

<i>5. Faculty and Staff</i>	Satisfactory
<i>6. Research and Development</i>	Unsatisfactory
<i>7. Infrastructure and Resources</i>	Satisfactory
<i>8. Societal Responsibility</i>	Satisfactory
<i>9. External Relations and Internationalization</i>	Unsatisfactory
<i>10. Internal Quality Assurance System</i>	Unsatisfactory

Tigran Khachatryan

24.01.2020

APPENDICES

APPENDIX 1. BIOGRAPHIES OF EXPERT PANEL MEMBERS

Tigran Martin Khachatryan: In 2011 graduated from the “History” Department, Faculty of History and Law of ASPU (Bachelor’s Degree) and in 2013 completed Master’s degree of the same department. In

2013-2017 he did post-graduate studies in the same department in the field of World History (Է 002). In 2013-2015 worked as an Assistant of the Dean of the ASPU Faculty of History and Law. During 2009-2015, he was twice elected the Chair of the Student Council of the same faculty. In 2016-2017 he worked in the Police Educational Complex of the Republic of Armenia as a leading specialist of the Education Quality Assurance Group. Since 2017 up to present he has been working in the Police Educational Complex of the Republic of Armenia as the Head of Education Quality Assurance Department, holds the rank of the Police Senior Lieutenant. He has participated in a number of conferences on raising the quality of vocational education. In 2018 participated in the Forum on “Internal Quality Assurance in the Sphere of Professional Education of the Republic of Armenia”. Since 2017 he has been an expert in the accreditation processes of the RA vocational education institutions. In 2019 he coordinated the process of institutional accreditation of the Police Educational Complex of the RA Police.

Rolf Otto Kuchnbuch: In 1980 graduated from the University of U Hanover, Germany, with a degree in Horticultural Science, defending a thesis on "Plant Nutrition". In 1980-1984 was a PhD student at U Hannover, Germany, from 3/1983 at Georg-August-University Göttingen, Germany. In 1984 he became a Doctor of Agricultural Sciences. In 1984-1987 worked as a senior scientist at the “Institute for Agricultural Chemistry” of Georg-August University Göttingen, Germany. In 1985 – 1986 had Post-Doctorate studies at Purdue University, West Lafayette, Indiana, USA. In 1987-1991 worked as a researcher, manager of field trials in Plant Protection Branch of BASF SE (agricultural research center), Limburgerhof, Germany. In 1991-1992 worked as a senior scientist at the Institute for Plant Nutrition, Technical University MünchenWeihenstephan, Germany. In 1992-1999 worked in Großbeeren/Erfurt V (Institute for Vegetable and Ornamental Crops) until 10/1998 as Scientific Director. In 1999-2004 worked in the Center for Landscape and Land-Use Research, Müncheberg (ZALF), Germany, in 1999-2004 was a visiting scientist at University of Georgia, Griffin Campus. In 2004-2011 worked in Lufa Restock laboratory as a director doing consulting and research, simultaneously working as a lecturer at the University of Rostock. Since 2011 has been a self-employed consultant (www.agrarknowhow.com). Since the same year has been a freelance lecturer at University of Rostock. In 2013-2015 worked in LAND-DATA Eurosoft as the Head of LDE Academy, consultant, teacher, trainer. In 2015-2019, in the framework of German Academic Exchange Service, DAAD, worked as a visiting professor of Plant Nutrition at Faculty of Agronomy and Forestry, National Kyrgyz Agricultural University, Bishkek, Kyrgyzstan. Since 2016 has worked as a free-lance lecturer at Kyrgyz Turkish Manas University, Bishkek, Kyrgyzstan.

Roza Meruzhan Harutyunyan: In graduated from the Faculty of Pedagogy and Methods of Primary Education, Armenian State Pedagogical Institute after Kh. Abovyan. In 2015 graduated from Yerevan Armenian-Greek College of Tourism, Service and Food Industry, specialty of “Public Food Technology”. In 1991-2000 worked at the secondary school of Lukashin village of Armavir region as a teacher of primary school and teacher of Armenian language and literature. Since 2000 has been working at Armavir

State Industrial Pedagogical College, since 2016 has been the head of the college's educational department, and since 2018 has been the deputy director of academic affairs.

Etera Seryozha Khachatryan: In 1997 graduated from the Armenian State Pedagogical Institute after Kh. Abovyan, taking a full course in the Faculty of Biochemistry, specializing in Biology and Ecology. From 2007 to 2009 worked as a lecturer at Yerevan State College of Agriculture. From 2009 to 2017 was a Deputy Director of Academic Affairs at Yerevan State College of Agriculture. From 2017 till now, is the Deputy Director of Agricultural College agter A. E. Kochinyan of ANAU. As secondary employment, is the assistant of the Chair of Biology and Biotechnology of the ANAU Faculty of Agronomy.

Gayane An men Vardanyan: is a third year student of the Department of Accounting at Ararat Regional State College. In 2016-2017 has been the Chair of the Student Council of Arevshat Secondary School. In 2017-2020 was a member of the Student Council of Ararat Regional State College. In 2018-2019 participated in the short-term courses of English and Communication Skills organized by the British Council. In the same year was trained in ANQA and got a student-expert qualification. In 2019, participated in the conference on “VET-Employer Dialogue: Joint Strategy Formula” at the American University of Armenia and in the conference on "Reliable Award of Qualifications” held at Armenian-Russian University.

APPENDIX 2. SCHEDULE OF SITE VISIT

16.01.2020-18.01.2020

	16.01.2020	<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Meeting with the director of the college	09:00	09:30	30 minutes

2.	Meeting with the College Board	09:40	10:10	30 minutes
2.	Meeting with the deputy-directors of the college	10:20	11:00	40 minutes
3.	Meeting with the representatives of the Self-Assessment implementation team (8-10 people)	11:10	11:50	40 minutes
4.	Meeting with the members of the administrative staff /accountant, procurements coordinator, human resources inspector, director of the library/	12:00	12:40	40 minutes
5.	Break, closed session of the Expert Panel	12:50	13:50	60 minutes
6.	Meeting with the alumni (8-12 alumni)	14:00	15:00	60 minutes
7.	Meeting with the employers (8-12 employers)	15:10	16:10	60 minutes
8.	Review of documents, closed session of the Expert Panel	16:20	18:00	100 minutes

	17.01.2020	<i>Start</i>	<i>End</i>	<i>duration</i>
1.	Meeting with the heads of the chairs	09:00	10:00	60 minutes
2.	Meeting with the teaching staff (8-12 teachers)	10:10	11:10	60 minutes
3.	Visit to the chairs and review of documents	11:20	12:20	60 minutes
4.	Break, closed session of the Expert Panel	12:30	13:30	60 minutes
5.	Meeting with the members of the Quality Assurance Committee	13:40	14:40	60 minutes
6.	Meeting with the Head of the Career Center	14:50	15:40	50 minutes
7.	Review of documents, closed session of the Expert Panel	15:50	17:00	140 minutes

	18.01.2020	<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Meeting with members of the Student Council (8-12 students)	09:00	10:00	60 minutes
2.	Meeting with students (current, 8-12 students)	10:10	11:10	60 minutes
3.	Visit to the college's Sky clubs	11:20	12:20	60 minutes
4.	Break	12:30	13:30	60 minutes

5.	Open meeting with the Expert Panel	13:40	14:10	30 minutes
6.	Observation of resources (classrooms, gyms, laboratories, study rooms, library, medical aid room, canteen)	14:30	15:30	60 minutes
8.	Meeting with the staff selected by the Expert panel	15:40	16:20	40 minutes
9.	Review of documents, closed session of the Expert Panel	16:30	17:30	60 minutes
10.	Summative meeting with the director of the college	17:40	18:00	20 minutes

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

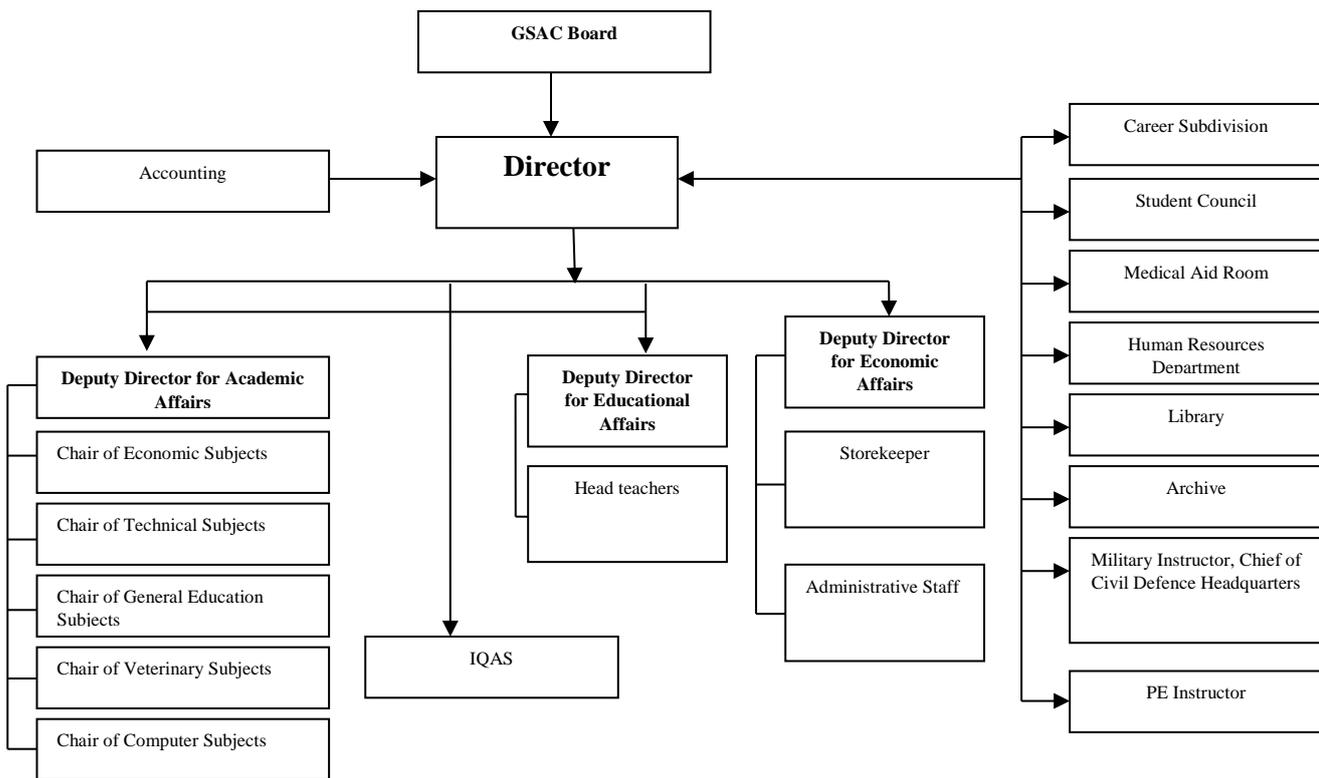
N	NAME OF THE DOCUMENT	CRITERION
1.	Records of the College Board	2
2.	Records of the Board of Directors	2
3.	Records of the Educational-Methodological Council	2
4.	Records of the Chairs	3
5.	Records of the Student Council	4
6.	SP schedule-plan	2
7.	Position Descriptions	5
8.	Staff List	5
9.	Tarification List	5
10.	Short-Term Plans	2
11.	Subdivision Applications	7
12.	Questionnaires	10
13.	Methodological Reports	3
14.	Open-Class Plans	3
15.	Class observation Sheets	3
16.	Module Assessment Packages	3
17.	Academic Programs	3
18.	Surveys of the Head of Career Center and their Analyses	

APPENDIX 4. RESOURCES OBSERVED

1. Classrooms
2. Study Rooms
3. Computer Classrooms
4. Veterinary Laboratory
5. Chemistry and Physics Laboratory
6. Gym
7. Medical Aid Room
8. Hall
9. Office of the Head of the Career Center
10. Office of the Head of QA
11. Library and Archive

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE TLI

Organizational Structure of “Gavar Sate Agricultural College after Academician A. Tamamshev” SNCO



APPENDIX 6. LIST OF ABBREVIATIONS

- 1. AP - Academic Program**
- 2. AS – Administrative Staff**
- 3. GSAC- Gavar State Agricultural College**
- 4. GSU – Gavar State University**
- 5. IQA - Internal Quality Assurance**
- 6. IQAS -Internal Quality Assurance System**
- 7. NCVETD – National Center for Vocational Education and Training Development**
- 8. NQF – national qualifications framework**
- 9. QA mechanisms – quality assurance mechanisms**
- 10. SC - Student Council**
- 11. SP - Strategic Plan**
- 12. SE- self-evaluation**
- 13. TLI- Tertiary Level Institution**
- 14. TS – Teaching Staff**