

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



**EXPERT PANEL REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
KOTAYK REGIONAL STATE COLLEGE**

**Yerevan– 2021**

## INTRODUCTION

The institutional accreditation of the Kotayk Regional State College (hereinafter KRSC) is carried out based on the application submitted by the KRSC.

The process of institutional accreditation is organized and coordinated by “National Center for Professional Education Quality Assurance” Foundation (hereinafter ANQA).

While performing its activities ANQA was guided by regulation on “State Accreditation of RA Higher Education Institutions and Academic Programmes” approved by the RA Government Decree N 978-N as of 30 June 2011 and by the RA Government Decree N 959-N as of 30 June 2011 on the “Approval of RA Standards for Professional Education Accreditation”. The expertise was carried out by an independent Expert Panel formed in accordance with the requirements set in compliance with the requirements set by the regulation on the “Formation of the Expert Panel of the ANQA”. The Expert Panel was consisted of four local experts.

The accreditation process was funded by the Ministry of Education, Science, Culture, and Sports of the Republic of Armenia (hereinafter MoESCS).

Institutional accreditation is aimed not only at external quality assurance, but also at the continuous improvement of the quality of the institution’s governance and academic programmes (hereinafter Aps). A special emphasis was paid to the institution’s cooperation with employers and its impact on the content of education. Hereby the report comprises the results of the evaluation of the institutional capacities of the Kotayk Regional State College in accordance with the State Accreditation Criteria and Standards.

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## SUMMARY OF EVALUATION

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

The expertise of KRSC was carried out by an independent expert panel formed in compliance with the requirements set by the regulation on the “Formation of the Expert Panel of the ANQA”. The evaluation was carried out according to the 10 criteria of institutional accreditation approved by the RA Government Decree N 959-N as of 30 June 2011.

While carrying out the evaluation, the Expert Panel took into consideration that the College is a vocational education institution that has the following mission:

- to ensure the preparation of qualified specialists in accordance with the demands of the economy and the labour market,
- to ensure flexibility of educational services in a fast-changing labour market;
- to ensure the accelerating growth of high-quality achievements in education year by year;
- to develop the potential for regional and international cooperation;
- to create optimal conditions for effective and quality teaching anywhere, anytime (e-teaching).

The Expert Panel took into account that the KRSC is a vocational education institution that has relations with MoESCS, and, in particular National Centre for Vocational Education and Training Development (NCVETD). The College’s significance for the Kotayk region was also considered. At the same time, the Expert Panel took into account the fact that the KTRSC undergoes the accreditation process for the first time.

The KRSC has an important role in the region as a provider of continuous education at HEIs, and in terms of meeting the demand of the regional labour market according to the vocational careers. However, the stakeholders’ expectations and ideas are different from the results of the KRSC’s APs.

The KRSC’s governance system is not based on the principle of clear long-term and short-term plans for the implementation of mission and purpose, process monitoring, assessment of effectiveness and quality management. There is no mechanism for strategic management. The involvement of internal and external stakeholders (particularly employers) in the processes is weak.

The KRSC’s APs are tailored in accordance with NQF and are generally based on the outcomes envisaged by the state academic standards (hereinafter SAS). There are noticeable steps directed towards the assurance of relevant selection of teaching and knowledge assessment methods in accordance with the expected learning outcomes. The main weakness is the problem of a clear place and role in the labour market, and stakeholders have different ideas about that. Also, the process of comparative analysis and mobility opportunities are also lacking. Meanwhile, the involvement of employers in the processes of development, implementation and improvement of the APs is insufficient.

The College’s various divisions provide different support to learners in terms of educational and other processes. However, these are not always regulated, and students often do not clearly know the scope of their opportunities.

The teaching staff is made up of both teachers having years of teaching experience and young teachers with practical experience, who mainly provide the outcomes required by the APs. However,

there are problems with the enhancement of the teaching staff. There are no measures based on the needs and cooperations (in particular, such frameworks of cooperation with employers are absent).

There are no mechanisms to ensure the progress of teachers. The KRSC's teaching, administrative and supporting staffs can generally ensure the implementation of main aims. However, it is necessary to clearly link their activities, make them based on the aims, and provide evaluation of the performance effectiveness, which would ensure targeted and efficient use of resources, as well as increase the quality and effectiveness.

The KRSC still does not have formulated goals in the field of research to encourage the activities towards their implementation. The links between research and learning are not clear. In this respect, the scope of cooperation with employers is not purposeful, and there are no approaches to the study of international practice. Only the individual initiatives of the teachers provide results which are in the form of certain academic manuals or successful practices of student internships. Such approach in the field of research also harms the educational process.

The KRSC implements various academic programmes that in addition to classroom or laboratory conditions, require other resources such as appropriate environment, equipment, etc. The College has sufficiently enriched its resources, at the same time the resources of employers are successfully used towards the implementation of some academic programmes. However, there are still academic programmes within the framework of which resources are not enough. This gap is not filled through the opportunities provided by employers, as there are no employers. Mechanisms for the identification of resource needs and according to strategy planning, as well as evaluation of their use effectiveness still insufficient.

The College's activity in the field of Societal Responsibility despite some shortcomings has found a rather interesting expression. External accountability is mainly provided by the relations with NCVETD. The KRSC tries to maintain public relations through various means: events, cooperations, short-term plans, website, social page, etc. However, these approaches need to be evaluated and developed.

Despite the ambitious goals of external relations and internationalization, there are no clear policy in this direction, institutional links for the establishment of cooperation and development, that would be based on the aims of the strategy and academic programmes. It is important for the College to clearly assess its development priorities in both human resource enhancement, material resource acquisition or in terms of expanding the opportunities for their use, and to develop the scope of its cooperation on that basis, giving a special place to employers in that cooperation.

However, the College has a successful practice in personal cooperation that has led to its development.

The KRSC's quality assurance system is still in the stage of formation; does not have a significant impact on the activities of the College's divisions and subdivisions, as well as does not guarantee their simultaneous improvement and progress.

## **THE STRENGTHS OF THE INSTITUTION**

- 1) Special place in the region and particular mission in the field of vocational education based on that.
- 2) The regulation of employer-employee relations.

- 3) The Aps' derivation from SAS, which have a fairly detailed description according to the qualifications awarded and expected learning outcomes.
- 4) Aspirations directed towards the improvement of the APs for the ensurance of teaching, learning and assessment processes.
- 5) Different divisions' support to students directed towards educational and other needs.
- 6) The policy on the selection of the teaching staff for the ensurance of employees with pedagogical experience and practical skills.
- 7) Good research practice of the students.
- 8) Availability of necessary educational environment and various technical means.
- 9) Mechanisms for the external accountability conditioned by the unique relations with NCVETD.
- 10) Aspiration to make processes as transparent as possible.
- 11) Approaches to the development of mechanisms for the transfer of knowledge and values to society.
- 12) Valuation of regional-international cooperation.
- 13) The KRSC staff aspiration to develop their knowledge and skills in the quality assurance processes.

#### **THE WEAKNESSES OF THE INSTITUTION**

- 1) Stakeholders' very weak involvement of in goal setting.
- 2) Lack of mechanisms for goal-setting and evaluation.
- 3) Lack of strategic management and mechanisms for the evaluation of process effectiveness.
- 4) Lack of mechanisms for the study of the Aps's good practices.
- 5) Severe imperfection of the formation of capacities and skills as well as assessment approaches and methods (particularly assignments).
- 6) Unclear mechanisms for monitoring, evaluation, and improvement of the Aps' effectiveness and unsystematic processes.
- 7) Students' extremely weak involvement in research.
- 8) Lack of mechanisms for stimulation of professional progress and development of the teaching staff.
- 9) Lack of interests and ambitions in the field of research, mechanisms stimulating research activities.
- 10) Unclear links between research and learning.
- 11) Lack of clear mechanisms for the interrelation of the goals for the planning of resource acquisition strategic and academic programmes.
- 12) Severe imperfection of internal accountability mechanisms and non-analytical nature.
- 13) Unclearness in the direction of external relations, lack of institutional ties.
- 14) Narrow scope of cooperation with external relations and employers.
- 15) Lack of mechanisms and precedents for the study of good practice, as well as exchange programmes.
- 16) Incompleteness of quality assurance policy and procedures.
- 17) Strict lack of influence on the activities of the Colleges' divisions and subdivisions.
- 18) Uneffectiveness of the mechanisms for data collection and analysis.

## **Main Recommendations**

### **Mission and Purpose**

1. Clarify the vision, mission and priorities of the KRSC, specifying the scope of the alumni's activities and making them in line with the KRSC's peculiarities.
2. Involve a wider range of external stakeholders — especially employers — in the process of defining the KRSC's goals according to the relevant APs.
3. Introduce goal-planning mechanisms and tools, which will make the processes feasible and the implementation process and outcome clearly measurable through clear indicators.

### **Governance and Administration**

4. Introduce strategic management approaches aligning the structure's and subdivisions' activities with a strategic plan (hereinafter SP), at the meantime taking into account the capabilities of financial, material and human resources, as well as defining indicators, responsibilities, and performance period.
5. Introduce accountability approaches to subdivisions' and College's short-term planning aimed at the implementation of long-term planning, providing institutional mechanisms for performance evaluation guided by the principle of quality management.
6. Introduce mechanisms for the study of external and internal factors influencing the College's activities and risk management.
7. Introduce mechanisms for evaluating the effectiveness of the KRSC's policies, procedures and processes, guided by the principle of quality management.
8. Regulate the information management process by ensuring the evaluation of its effectiveness.

### **Academic Programmes**

9. Ensure flexible change of the Aps' content guided by the demands and best practices of the current labour market.
10. Clarify the policy on the selection of teaching and learning methods, ensuring teacher enhancement and flexible adaptation to different educational environments (also distance learning environment).
11. Introduce mechanisms for evaluating the effectiveness of the knowledge assessment system and improvement aimed at checking the relevant outcomes according to knowledge, capacity, skill, assurance of student progress, as well as introduce a mechanism for the provision of regular feedback to students.
12. Introduce approaches to comparative analysis and good practice, developing teacher-student mobility, which will contribute to enhancement.
13. Regulate the processes of developing, monitoring, evaluating and improving the APs, ensuring the active involvement of internal and external stakeholders, making them aware of learning outcomes and a clear place in the labour market.

### **Students**

14. Develop mechanisms to increase students' involvement in the works carried out by Career subdivision.
15. Clarify the mechanisms for students' needs identification and provide regular feedback to students.
16. Regulate the process of providing recommendation services, develop and introduce evaluation and quality assurance mechanisms for those services.
17. Introduce incentive mechanisms to engage students in research works.

### **Faculty and Staff**

18. Regulate the mechanisms for the appointment of heads of chairs and the formation of the staff, which will contribute to the effective implementation of both short-term and long-term goals and processes of the educational process.
19. Clarify the mechanisms for evaluating the activities of the teaching, supporting and administrative staffs, provide a comprehensive analysis of the information derived based on them, contributing to the identification of their needs, problems and improvement of activities aimed at the effective implementation of the aims of the APs and SPs.
20. Introduce mechanisms for the ensurance of the teaching staff's progress, encourage and contribute to the enhancement-led activities of the teachers by involving the resources and opportunities of the employers.
21. Provide relevant specialists according to different modules, contributing to the full formation of the APs' outcomes.

### **Research and Development**

22. Clarify research aspirations and directions in the field of research by linking them to curricula and their reform, as well as demands of the labour market.
23. Introduce a policy and procedures for expanding the research activities of the teaching staff linking with professional progress.
24. Develop and introduce mechanisms to ensure the teachers' awareness of research projects (also international) stimulating the involvement in the projects.
25. Clarify the requirements set for course papers, theses, project works, internships thus ensuring the acquisition of analytical, research capacities and skills through them.
26. Expand the scope of cooperation with employers (both in terms of involvement and content) by ensuring their purposefulness, interconnection with strategic priorities, and providing opportunities of research for teachers and students.
27. Introduce mechanisms for the study of international practice by connecting them with research ambitions.

### **Infrastructure and Resources**

28. Introduce mechanisms for the allocation of financial resources based on the priorities and objectives of the SP and APs.
29. Develop financial diversification mechanisms aimed at the TLI's financial independence and development of the institution, using the framework of cooperation with employers.



30. Introduce mechanisms for identification of the internal stakeholders' needs for resource assurance.
31. Introduce clear mechanisms for resource availability, applicability and evaluation of effectiveness.
32. Introduce a flexible document circulation system that will work in various environments, including remote.

### **Societal Responsibility**

33. Introduce clear internal and external accountability systems that will ensure the transparency of all the processes.
34. Develop mechanisms for the provision of information and feedback to society (in particular, the College's Facebook page), guided by the needs of internal and external stakeholders.
35. Introduce clear mechanisms for evaluating the effectiveness of information accessibility, transparency and feedback.

### **External Relations and Internationalization**

36. Clarify the direction and policy on external relations, aligning that with the College's priorities and needs, at the same ensuring clear planning of processes, including in terms of relevant resources.
37. Provide institutional relations for external cooperation, including turning individual connections into institutional ones.
38. Make the scope of cooperation with employers in line with the APs implemented, expanding and deepening their content, which will provide an irreplaceable platform for teachers' and students' practical capacities and skills, as well as practice exchange.
39. Expand the opportunities for teachers' practice exchange including in cooperation with national (international) institutions implementing vocational education programmes.
40. Develop and introduce mechanisms for the study and targeted application of good practices (local or international).
41. Provide information field on international exchange and research programmes as well as promote relevant activities towards the internationalization of the students and teachers.
42. Introduce mechanisms for evaluating the activities directed towards external cooperation.

### **Internal Quality Assurance System**

43. Ensure the documentation base regulating the internal quality assurance system by clarifying the roles and responsibilities of various departments in the internal quality assurance system guided by the peculiarities of the College's internal quality assurance.
44. Introduce continuous quality improvement mechanisms for all areas of the College, as well as improve mechanisms for data collection and analysis.
45. Specify the mission, purpose and scope of functions of the quality assurance center, making them in line with each other, capabilities of human and material resources, as well as priority of ensuring quality culture dissemination.
46. Ensure the involvement of internal and external stakeholders in quality assurance processes by developing and introducing clear mechanisms.

47. Develop and introduce mechanisms for evaluating the effectiveness of the quality assurance system guided by the localization of best examples of good practice.
48. Introduce mechanisms for analysis, effectiveness evaluation of ongoing processes directed towards quality assurance, developing the analytical component in the reports; ensure the availability of results to internal and external stakeholders.

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Armenuhi Sargsyan  
**Chair of the Expert Panel**

**01.02 2021**

## DISCUSSION OF EXTERNAL REVIEW

### COMPOSITION OF EXPERT PANEL

The external evaluation of the institutional capacities of the Kotayk Regional State College was carried out by the following members of the Expert Panel:

1. **Armenuhi Sargsyan**, head of the Center of Scientific Policy, Quality Assurance and Management of Shirak State University after M. Nalbandyan, candidate of physico-mathematical sciences, associate professor
2. **Hakob Galstyan**, head of the engineering chair of Masis State Agricultural College,
3. **Kristine Martirosyan**, teacher of programming at Gegharkunik Regional State College,
4. **Julia Badalyan**, a student at Ararat Regional State College, majoring in “Accounting”.

The composition of the Expert Panel was agreed upon with the institution.

The works of the Expert Panel were coordinated by Anahit Terteryan, assistant of the ANQA director.

All the members of the Expert Panel and the coordinator have signed agreements of independence and confidentiality agreements.

### PROCESS OF THE EXTERNAL REVIEW

#### Application for State Accreditation

The College applied for state institutional accreditation by submitting to ANQA the application form, copies of the license, and respective appendices on 10.07.2020.

The ANQA Secretariat checked the data presented in the application form and the appendices in the application package.

Following the decision on the acceptance of the application form (July 23, 2020), a tripartite agreement was signed between ANQA, KRSC, and MoESCS. The time schedule of activities was prepared and approved.

Due to the COVID-19 pandemic and war situation, the TLI presented the self-evaluation of institutional capacities and the package of documents attached in Armenian, according to the guideline set by the ANQA two weeks later than scheduled.

The self-evaluation of the College was carried out through a working group formed by the order of the director of the institution.

#### Self-Evaluation

As the KRSC was in the process of institutional accreditation for the first time and the process implementation was difficult for the College, ANQA carried out some work with the TLI, preparing it for the self-evaluation and accreditation process. In June, the KRSC conducted a SWOT analysis within two weeks in accordance with accreditation 10 criteria. After presenting the SWOT analysis, the TLI recommended two employees who, together with the ANQA staff, observed the SWOT analysis presented by the College and identified the main issues for a month. During that period, the employees were directed on how to make a SWOT analysis, and what to pay special attention to while doing the self-evaluation within the criteria. After observing the SWOT analysis, the College's employees as experts, together with the ANQA's staff, conducted monitoring at KRSC on 25.06.2020. The self-evaluation of the institutional capacity of KRSC was presented on 31.10.2020. The self-evaluation was carried out by 21 employees of the institution, including teachers, administrative and supporting staff. The external and internal stakeholders, students did not participate in the self-evaluation process. Each

criterion was analyzed by two employees, taking into consideration the employee's work orientation and criteria requirements.

The self-evaluation report was mainly descriptive and general, which sometimes did not allow the experts to understand and correctly assess the real situation in the College during the desk review.

### **Preparatory Phase**

Following the TLI's submission of the self-evaluation report and the documents attached, ANQA's coordinator observed the report to reveal its correspondence to the technical and substantive requirements of ANQA. Then ANQA's coordinator sent the self-evaluation report to the Expert Panel, the members of which were agreed upon with the KRSC.

The self-evaluation and all the documents attached were provided to the Expert Panel for desk review, which was agreed upon with the College and was confirmed by the order of the ANQA director.

To prepare the Expert Panel members and ensure the effectiveness of the activities, preparation was conducted on the following topics:

The main functions of the members of the Expert Panel,

1. The ethics and techniques of holding meetings and inquiries,
2. Definition of the peculiarities of the VET sector and interpretation of accreditation criteria according to the VET sector,
3. Desk review as a stage of preparation of the expert report, the main requirements for the report.

Having reviewed the self-evaluation report and documents of the College, the Expert Panel conducted the desk review according to the template: the list of additional documents for further review, questions and issues indicating different divisions and target groups. Within the scheduled timeframe, the Expert Panel summarized the results of the desk review, and the chair of the Expert Panel, together with the process coordinator, set the time schedule of the site visit. Guided by the ANQA manual, the time schedule included the intended meetings with all groups, open and close meetings, document review, parallel meetings, etc. ANQA added two parallel meetings as a novelty to the College's online site visits. During the parallel meetings, the Expert Panel is divided, according to each expert's professional orientation. Each expert (except the student expert who joined one of the other experts) had the opportunity to have two separate professional meetings with the teachers, the responsables of the APs presented by the College, and students. Prior to the professional meetings, the experts studied the assignments given to the students within the framework of the module of their professions to understand the extent to which those assignments are aimed at the achievement of the outcome set out in the module.

As the site visits were online, the Expert Panel could not visit the institution's divisions, the time schedule included meetings, the participants of which could be selected by the Expert Panel. These meetings allowed the experts to fill in the information that, according to the experts, was incomplete or ambiguous.

### **Preparatory visit**

Due to COVID 19, the preparatory visit to the College took place online two weeks before the expert online site visit. The meeting was attended by ANQA's coordinators and the head of the institutional and programme accreditation division. During the meeting, the time- schedule of the site visits was introduced and agreed upon with the College, the list of additional documents and the peculiarities of organizing preparations for online site visits under the pandemic conditions was also presented. (video, where the main resource base of the College can be seen: classrooms, laboratories,

libraries, etc., provision of the online version of documents required by the College to be reviewed by experts in a timely manner, ensurance of technical rules for site visits in the online environment such as connected cameras, the ability to see the entire room with a single shared camera, exclusion of the presence of other of persons other than target groups in the room, etc.).

### **Online Site Visit**

The site visit was initially planned to be carried out within three days. However, in the online format, the three-day site visit lasted four days maintaining the same workload of the Expert Panel.

The Expert Panel's site visit took place during November 24-27, 2020. Two days before the scheduled visit (22.11.2020) all members of the Expert Panel, the coordinator, and the head of the ANQA's institutional and programme accreditation division had a close meeting, online. The purpose of the meeting was to identify the strengths and weaknesses of the College according to the standards; clarify the questions asked to the target groups, discuss the procedure of the meetings held in the online environment, and further steps.

The site visit started and ended through the meetings with the director of the KRSC. The participants — lecturers, students and alumni of the focus group meetings organized for the clarification of the issues — were selected randomly from the pre-provided list (due to the small number of employers and heads of chairs, everyone was included). All the meetings were held according to the time schedule. The Expert Panel also conducted class observations. During the visit, the Expert Panel conducted document review, resource observation. The focus group meetings were held online. The information gathered during the various meetings, as well as the main results of the document review and discussions, were summarized both at the end of each meeting and each day during the final discussion and evaluation process.

The Expert Panel reached a final conclusion on the criteria as a result of discussions and analysis of all members, always applying the principle of consensus.

### **Expert Panel Report**

The Expert Panel carried out the desk review as a result of regular discussions based on the self-evaluation submitted by the College, the study of the documents attached, the videos of the resources and observations of the online site visit. Based on the observations made after the discussions, the head of the Expert Panel and ANQA's Coordinator prepared the preliminary version of the expert report, which was agreed upon with the experts on December 24.

The College submitted its observations and remarks on the report to ANQA on 13.01.2021. ANQA provided the College's observations to the Expert Panel. On 25.01.2021, ANQA organized an online meeting for the representatives of the College and Expert Panel, during which the observations were discussed. Considering all the observations, the Expert Panel provided the final version of the report, which was approved by the Panel on 29.01.2021.

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Anahit Terteryan

**Coordinator of the Expert Panel**

**01.02 2021**

## EVALUATION ACCORDING TO ACCREDITATION CRITERIA

### BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION

1. **History.** Kotayk Regional State College was founded in 1966 and was renamed as Hrazdan Industrial-Technical College. In 2000, the technical school was renamed as Hrazdan State College and according to the order №346-A/Q of April 21, 2011 — Kotayk Regional State College SNCO. The College has a 54-year history.

Currently, about 570 students are being educated at KRSC through vocational (craftsmanship) and primary academic programmes. The KRSC implements 10 academic programmes. The College, depending on the profession, offers admission based on nine-year and twelve-year education. About 90% of the admitted students get education free of charge.

The teaching is carried out by a modular system and interactive methods.

The College has highly qualified teachers. Six teachers of the KRSC are the authors of professional academic manuals and scientific articles.

2. **Education.** The KRSC trains highly qualified specialists with the following vocational education qualifications: accountants, technical programmers, designers, agronomists, dental technicians, pharmacists, tourism service managers, nurses, etc. The College has a relevant teaching staff for teaching these professions.

In the mission of its Strategic Plan, the College attaches importance to the training of qualified professionals in accordance with the demands of the economy and the labour market, the flexibility of educational services in the fast-changing labour market.

3. **Research/creative thinking.** Based on the College's charter and strategic goals, as well as within professional fields, the KRSC develops and carries out creative, research and experimental works (course papers, individual works, theses, stands, posters, etc). The KRSC considers the comprehensive development of research programmes as a basis for achieving its strategic mission and objectives.

Internships in various professional fields contribute to the implementation of research work, development of students' analysis on professional activity; creative approaches to the solution of professional issues; development of modelling and implementation capacities for theoretical and practical activities as well as the formation of self-education and self-improvement skills.

4. **External relations.** The development of the potential for regional international cooperation is one of the key directions of the KRSC's strategic mission. One of the goals of the TLI is the introduction, development and dissemination of innovations and localized top international good practices in the field of vocational education and teaching. The TLI cooperates with the employers and other educational institutions of the region. The KRSC aims to expand these areas of cooperation.

5. **Quality assurance.** The KRSC's quality assurance system is in the stage of implementation. The College has a responsibility for quality assurance. A document base for the establishment of a quality assurance system has been formed in the College. However, surveys are carried out only among students. One of the objectives of the KRSC's quality assurance system is to provide the prerequisites for the creation of quality culture and continuous improvement.

## I. MISSION AND PURPOSES

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

### **Findings**

The charter of KRSC (approved in 2012) defines the main directions and goals of the institution. The KRSC strategy 2015-2020 defines the College's vision, mission, goals, and objectives. These documents state that the KRSC operates at the NQF Level 5.

The stakeholders' perceptions are contradictory in terms of characterization of the KRSC's mission. According to the KRSC management, the alumni fill in the region's labour market corresponding to the 5th level of the NQF. According to other internal stakeholders, the KRSC's alumni are fully prepared to enter the labour market. Moreover, a fairly wide spectrum shares these ideas — from the organizer, strategic planner to performer-servant of narrow-range directions. There is also an approach that the KRSC is only a path to the HEI. The prevailing approach among employers is that the KRSC's alumni occupy only the spectrum of services or play the role of a performer in a narrow direction of the labour market. Meanwhile, they mainly see the need to continue their education or get trainings. According to the data provided in the self-evaluation, the majority of alumni with jobs do not work in their professional fields. It should be noted that the management and teaching staff attached importance to the implementation of new professions noting that these are based on the demands of the labour market. They also emphasized the importance of other APs that were equally useful for the region.

During the online site visit, it became clear that the College's management cooperates with various representatives of employers in the region and while introducing the APs, the upcoming tendencies for development in the region are considered. However, there are no mechanisms for the complete study of the labour market. Some employers attached importance to the labour force. They expected the KRSC to fill the gap and were willing to provide financial support to their future employees during their studies.

Students' participation in the development of the strategic plan is only reflected by the presence of their representatives in the governing council. The strategic plan is approved by the governing council. The governing council also includes teachers, employers, and social partners. Alumni are excluded from these processes.

The KRSC's strategic plan 2015-2020 defines the mission, goals, and objectives of the College which are general.

The goal of the College is to become a regional multifunctional center of excellence for the development of the vocational education system of the Republic of Armenia. This will be carried out through the introduction of advanced educational concepts, technologies to the implementation of traditional, as well as targeted experimental and e-teaching short-term programmes, and the formation of a network system with the involvement of various organizations, including education institutions, thus assuming the role of a leader and disseminator of educational reforms, ensuring the training of qualified specialists in accordance with the demands of the labour market and the needs of the individual.

The strategy does not have a plan-schedule. There is no sequence of concrete steps that would lead to the implementation of the set objective; there are no specific responsables, period and indicators for the implementation of the objectives.

At the beginning of the year, the Governing Council draws up a draft budget, taking into consideration the financial flows. The director of the College submits a report to the governing council. In addition, information on a number of templates is provided to NCVETD. Quality Assurance Center and Career Center have work plans and submit reports. The hierarchical planning conditioned by the strategic plan is not clearly expressed. During the online site visit, it became clear that the Career Center's report is reflected by the submission of the data required by NCVETD sheets. The chairs also have work plans the templates of which includes a note on the implementation of the given planning. The TLI has no other mechanisms for evaluating the results of the implementation of the mission and purpose.

**Observations:** The KRSC's vision, mission, and goals are established in the strategic plan, the main goals and directions of the activity are also set out in the charter. However, the perceptions of the stakeholders are not only completely inconsistent but there are even cases of misunderstanding. The expectations of students, employers and employees are different, which is reflected in the uncertainty of their place in the labour market. Subsequently, the students in the labour market will not work in their professional fields as evidenced by the data of Career Center. Meanwhile, some provisions of the mission set out in the document are not fully reflected in the stakeholders' perceptions of the College's activities. For instance, according to the mission of the College, it develops the potential of regional-international cooperation or creates optimal conditions for effective, quality education, anywhere, anytime (e-teaching).

A wide range of internal and external stakeholders are not involved in the development of the SP.

It is important that the College management liaises with various representatives of employers in the region, attaches importance to the requirements of employers, and in some cases, effectively uses resources for the development of students' practical skills. However, this cooperation is not reflected in all APs. The College does not have institutional approaches to the formation of cooperation and clear approaches and mechanisms for the study of the labour market. As a result, the College expects a number of specialists, which are demanded in the region. Meanwhile, many alumni either lose their jobs, or continue their studies to determine their place in the HEIs, and/or work in non-professional fields.

Internal and external stakeholders are involved in the development of the SP through the above-mentioned ways, but this involvement is very weak. So, the mission and purpose do not fully reflect the needs of the stakeholders, which is evidenced by the obvious differences in their perceptions and expectations.

The strategic plan 2015-2020 is the College's first strategic plan that has quite general aims and objectives, as well as does not have plan-schedule, concrete steps, responsible, indicators, which means the College does not yet have clear mechanisms for the monitoring, implementation and review of aims. However, the College's subdivisions generally have work plans that are based on the direct functions of the subdivisions. The chairs also reflect on their performance, which is the approach to reporting system of the College. The College's director introduces the governing council to the report.



During that process, the Governing Council can reflect on the control over the implementation of strategic goals. Thus, the College does not carry out strategic planning and management.

**Summary:** Taking into account that the KRSC has a special place in the region; the current strategic plan is the College's first attempt at strategic planning and the internal and external stakeholders' opportunity to influence the achievement of aims and objectives, their implementation, some evaluation possibilities in the presence of some accountability approaches; Expert Panel considers that the KRSC generally meets the requirements of Criterion 1.

**Conclusion:** The Expert Panel evaluates the compliance of institutional capacities of KRSC to the requirements of Criterion 1 as **satisfactory**.

## II. GOVERNANCE AND ADMINISTRATION

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

### **Findings**

The governing bodies of the KRSC include the founder, the collegial governing body — the governing board, the executive body — the director. The scope of authority is defined according to the KSRC's charter. The Director of the College submits a report to the governing council. The KRSC's director defines the structure and competencies of subdivisions, while the governing council approves the regulations of subdivisions. The KSRC has a defined structure. The director has three deputies for organizational-educational affairs, for academic affairs, and education-production affairs accordingly, who coordinate and supervise the work of the respective spheres. The College has human resources division, Career Center, Quality Assurance Center (details in Criterion 10)<sup>1</sup>, Internship Center, where work one employees. There are relevant statues for the regulation of their activities, which were approved in 2018. There are also work plans. The online site visit showed that cooperation with employers in terms of internships is regulated by both the Internship and Career Centers. The College also has a division of Medical Professions, General Education Programmes, accountancy, library, archive, and an aid station.

The Career Responsible supervises College's website and Facebook page as well as organizes the admission processes. The deviation of General Education was established this year. It has two chairs: chair of humanities, chair of natural sciences and mathematics. The deviation has a work plan, but the functions of the division are still being clarified. Meanwhile, during the online site visit, it became clear that the division still implements functions of the chair. New structural units have been introduced, the necessity and role of which are not yet fully realized.

The College has directing, pedagogical and teaching-methodological councils, the functions of which are presented in accordance with the regulations. The chair is the main educational-methodological subdivision of the vocational education institution. The College has nine chairs, which are guided by the relevant regulations. The College also has study rooms.

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<sup>1</sup> Added as a result of the College's observations

In 2018, by the decision of the Governing Council, the document "Internal Disciplinary Rules of the KSRC" was approved, which defines the rights, responsibilities, incentive options and responsibility for violations. There are job descriptions for College staff.

There are no clear mechanisms for evaluating the effectiveness of subdivisions. The director intuitively understands whether the staff is sufficient and whether they have done their job properly.

The government council includes representatives of the founder and authorized body, teachers, students, regional employment service, as well as social partners. The government council is not well aware of the strategic plan, although it has been approved by them. The online site visit showed that the council does not have specific criteria or approaches for evaluating the reports. The College has a Student Council, which is also a mechanism for the identification of issues by the students. The teaching staff is involved in the College's governance bodies, especially, the pedagogical council, the directing council, and the teaching-methodological council. During the online site visit, it became clear that the involvement of students and teachers in the discussion of the Ap issues is very weak, and they do not show initiative.

The governance hierarchy operates from top to bottom: director, deputy director, chairs, teachers.

The College has a strategic plan, which defines the mission, goals and objectives in general. There is no plan schedule, responsible and indicators for the implementation of the strategic plan. The work plans of the subdivisions are compiled according to the main functions based on the relevant regulations. The accountability of the work plans of the chairs is expressed through a note on their performance. The reports of the administrative subdivisions are sometimes expressed by providing some data according to NCVETD sheets. The SP is coming to an end in 2020. According to the SP, one of the main directions of the College are the development of the potential for regional international cooperation, the creation of optimal conditions for effective and quality education, anywhere, anytime (e-teaching), implementation of scientific research, publishing, etc. However, it should be noted that, for instance, the results of international cooperation are not noticeable a number of problems have arisen out in connection with the organization of distance learning in the pandemic conditions /see details in criterion 3 / and etc.

The distribution of financial resources is carried out at the beginning of each year. The governing council, , taking into account the financial flows, makes a distribution, giving priority to the salaries, utility costs, then the renovation of the building, acquisition of property, creation of laboratory conditions. During the online site visit, it was mentioned that, if possible, all employees receive awards in the amount of their salaries. Upon necessity, some money is also allocated for the implementation of cultural events. Some additional cash flow (about 2%) is provided by the implementation of short-term projects and renting space.

The risk management mechanisms are not used in the management process.

The College does not conduct research on the factors that affect the KRSC's activities. Some information is obtained through individual connections in cooperation with employers, as well as data on some alumni. There is mainly sole management. Surveys have just begun to be conducted in the college; the culture has not yet been established to take the data obtained into account when making decisions.

The College has introduced regulations and other documents on several subdivisions but there are no clear approaches and examples of document improvement.

The College conducts surveys for course evaluation. Class observations are also carried out. There are cases of discussions on academic programmes.

The results of the surveys are summarized in the total average points for each teacher. Mechanisms for evaluating the effectiveness of these approaches are not yet in place.

The external and internal stakeholders' accessibility to information is provided through booklets, posters, website, Facebook page. During the online site visit, it became clear that the students are not well aware of these means. They are mainly informed by the teachers and curators. There are no mechanisms for evaluating the means of ensuring access to information.

**Observations:** The scope of functions of the governance bodies of almost all administrative subdivisions is defined by the relevant documents. However, there are subdivisions whose activities need to be clarified, as the scope of functions is not specified, or sometimes these frameworks intersect or repeat in the case of different subdivisions. All this can jeopardize the efficient operation of the subdivision, especially when there is a condensation of functions in the case of one person in charge.

It is positive that the document "Internal Disciplinary Rules of the KSRC" and job descriptions of employees are in place. This clarifies the employer-employee relationship and reduces risks and arbitrariness in this regard.

The KRSC's governing council generally approves the director's recommendations, which undermines the collegial management approach. The KRSC has mechanisms in place to enable teachers and students to participate in decision-making processes directed to them. However, these opportunities are not fully used by them, especially the involvement of students in the issues related to academic programmes and educational process is very weak. There are no clear mechanisms for evaluating the needs of stakeholders.

The College has a strategic plan, which has aims and objectives, but the latter has not turned into a long-term strategic plan. The work plans of the subdivisions derive from the main functions of the regulations and are not connected with the strategic plan. Therefore, they do not guarantee the implementation of the strategic plan<sup>2</sup>. The lack of monitoring mechanisms for the implementation of the strategic plan is evidenced by the lack of specific indicators, deadlines, responsible in the strategic plan as well as the lack of analytical reports based on the work plans of different departments; as well as the lack of approaches to reporting evaluation by governing council. Although the lack of a clear strategic plan does not allow financial planning to be derived from a strategic plan, while carrying the allocation of financial resources, the College is guided by priorities. However, there is a problem due to limited financial resources there are strategic goals, for which it is not possible to allocate funds. This is evidenced by the fact that there are no mechanisms for effective resource management, and they are not guided by the principle of quality management. There are no mechanisms for evaluating governance effectiveness. Therefore, work effectiveness is evaluated intuitively. There is no institutional approach, and this can lead to inefficient allocation of human resources.

Decision-making is primarily based on information received from the region's employers, through personal connections. The College does not study the factors influencing its activities and risks, which leads to the use of intuitive approaches to decision-making in different levels of government.

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<sup>2</sup> Changed as a result of college observations

There are no clear mechanisms for evaluating the effectiveness of policies and procedures. A number of newly introduced documents, which are regulations of the subdivisions, are conditioned by the legislative necessity.

Some information on the effectiveness of APs is collected through surveys, class observations and discussions. There are not subjected to in-depth analysis further to be used purposefully, and there are no mechanisms for the evaluation of these processes yet.

It is positive that the KRSC attaches importance to the information published, uses various means to make the information available. However, there are no mechanisms in place for the evaluation of those means. The college accepts a stable number of applicants as an indicator, but during the online site visit, it became clear that the students are not well aware of the site and social page.

**Summary:** Taking into account that there is no clear long-term, short-term planings for the implementation of the mission and purpose; there are no clear mechanisms for monitoring and evaluation of their implementation; as well as mechanisms for evaluating governance effectiveness; the involvement of external stakeholders in governance processes is weak; process management and procedure administration are not guided by the principle of quality management; the management decisions are not guided by the data collected; the Expert Panel considers that the KRSC does not meet the requirements of Criterion 2.

**Conclusion:** The Expert Panel evaluates the compliance of institutional capacities of KRSC to the requirements of Criterion 2 as **unsatisfactory**

### 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**

Currently, the KRSC implements 10 professions. During the implementation of the academic programmes, the KRSC considers employers' requirements, although a comprehensive study on the labour market and employers' needs is not carried out. Particularly, in 2018, the profession "Greenhouse Economics" was introduced, which is important for the region. While introducing the profession "Organization of Tourism Services with Advanced Knowledge of a Foreign Language", the SP for regional development was taken into account. Meanwhile, the organization of the professions "Organization of Translation and Service", "Operation of Gas Supply Equipment and Underground Gas Pipelines" was terminated.

The alumni generally do not work in their professions. Meanwhile, for most of students, college is an opportunity for continuous education.

While preparing the academic programmes, the KRSC is guided by the state educational standards. Vocational Education's state educational standards set: 1) description of the professional activity of the specialist in the given profession, 2) general requirements for the main academic programme, which also describes the scope of knowledge, capacities and skills of the graduate of the given academic programme, 3) requirements for the mandatory minimum content of the main

academic programme, 4) requirements for the conditions of implementation of the main academic programme, 5) modular curricula which include modules, key skills, hours, goals, entry requirements, assessment procedure, as well as learning outcomes and criteria for their implementation, are given, 6) exemplary curriculum, which defines the maximum student workload for each module and mandatory class hours.

According to the state educational standards, during the preparation of the academic programmes, the hours of courses and modules can be changed, maintaining the requirements for the capacities and skills of the specialist (alumnus). The recommendations of employers, the executive power, state authorized bodies managing the professional sphere, and other stakeholders (social partners) should be considered. Exemplary curricula include optional and extra hours that the College manages as needed to achieve the outcomes required by the state educational standards. At the same time, the teacher of each module develops the content of the given module, which is approved by the chair, then by the pedagogical council, the deputy director for educational methodology, and the governing council. However, teachers do not have a clear idea about the outcome of the academic programme, and alumni's position in the labour market. These ideas often differ from those of employers and students (for instance, in the case of profession 0413.06.5, students are attracted by the opportunity to learn a foreign language; teachers see the alumnus as an organizer and a servant, while the employer sees the alumnus only in the role of a servant. Meanwhile, the employee notes the need for training, with the aim to achieve outcomes for which the modules are formed and envisaged by the AP). The involvement of external stakeholders in the process of development and revision of academic programmes is very weak. Changes in tin academic programmes do not respond quickly to the demands of the current labour market (in particular, accounting software, programming languages).

The “Methodology and Resources” section in the KRSC’s course programmes gives a general overview of the teaching approach used and the necessity for the resources implemented.

Teachers choose teaching and learning methods, relevant assignments adapting them to the performance criteria conditioned by the outcomes of the course. However, the studies of the assignments showed that they do not always provide the intended practical skills, capacities and do not always meet the performance criteria (in particular, this is related to “Computing and software for automated systems”, "Organization of tourism services with advanced knowledge of a foreign language" and various modules of other academic programmes).

During the class observations and online site visits, it became clear that teachers have a good practice in constantly improving their skills by self-enhancement and the use of the latest teaching methods. However, there are also cases when the methods used do not guarantee the achievement of outcomes. Employers were also involved in the teaching process.

The KRSC has a Statue on the Organization of Internship, according to which the conduct of internship programmes are developed, and the KRSC cooperates with various employers and organizations, creating an environment and opportunity for students to develop their practical skills. However, such an opportunity is not gito for students of all professions. Internships in some professions are conducted in the College. The College tries to create the necessary resource base to make them as effective as possible, but it is not always possible as there are problems with different professions (in particular, in case of the profession “Transportation and Transport Management”, the College's resource base allows to study the car structure, but is not sufficient to fully ensure the capacity and skills

provided by the APs), and is not applicable to all professions. Meanwhile, the College tries to take steps towards the expansion of the scope of cooperation with employers.

During the online site visits, it became clear that the stakeholders consider the internships at companies to be more effective, at the same time they mention the need for more targeted guidance from the supervisors, ensuring the achievement of the outcomes envisaged by the internships. It also became clear that during internships students have a problem of severe lack of the necessary knowledge and capacities, particularly in the professions “Accounting”, “Organization of tourism services with advanced knowledge of a foreign language”. Methods of capacity and skills acquisition are not flexible enough and do not allow fill the gap even in the case of excused absences (in particular, the postponement of the internship process). At the same time, they have suffered greatly in the conditions of the organization of distance learning caused by the pandemic situation. The existing assignments do not allow to form of capacities and skills directed towards the outcomes.

It should be noted that the learning outcomes of the APs presented in the Report of Institutional Capacities do not correspond to the learning outcomes presented in the description of the APs or the state educational standards. The same teaching and learning methods are mentioned for the ensurance of all these outcomes, and the mapping is not in line with the teachers' ideas.

The students' perceptions of the pedagogical qualities of the teachers' professional preparation are pointed out according to the teacher's course evaluation procedure, but the students' involvement in the design of the teaching content is passive. The statute on KRSC Students' Checking, assessment of knowledge and appeal is in force.

The course structure also describes how to evaluate each outcome. The current assessment approaches mainly to provide the checking of knowledge (written, oral, individual work), but they do not always guarantee a clear assessment of capacities and skills. The mid-term evaluation is performed during the sum-up of the relevant results, through the use of the evaluation approaches outlined. Final attestations are mainly carried out through oral exams, which are aimed at checking knowledge, except for some professions (“Design”, "Computer and Automated Systems), which are summarized via graduation works.

The internship programmes include module contents, data on hourly distribution; and do not involve expected outcomes and assessment approaches.

There are no evaluation mechanisms for the effectiveness of the evaluation system.

In 2012, the KRSC signed a memorandum of intent with 10 educational institutions of the region. The main goal is to establish a network of primary and vocational education institutions in Kotayk marz. The main goals are to increase the reputation, rating, attractiveness, quality, effective activity of Kotayk's VET institutions and expansion of the social partnership. There are no comparative analyzes of the APs, as well as cases of student and teacher mobility.

The College has the “Regulation (Amendment) on the review, development, evaluation and approval of the curricula (modular programmes) of the KRSC”, amended on August 18, 2020. According to the regulation, it is planned to regularly evaluate the effectiveness of the programmes, but there is no clear procedure. According to the same regulation, the peculiarities of the labour market will also be considered during the development of the programme within the framework of optional subjects and extra hours.

There are cases when a change was made based on the opinions of employers. For instance, as a result of one of the revision processes, considering the requirements of three partner hotels, modules

were removed from the curriculum. In the other case, the issue about overlapping outcomes of the Aps' different modules was raised by the KRSC'S teachers; and a change was made based on their proposal to NCVETD. Also, the modules that were removed have been added again upon necessity. In the module "Plastic Anatomy" of the profession "Design", eight outcomes were set for 18 hours, which caused objection by the teachers. In their opinion, assessment, and teaching with such an hourly distribution could not provide so many outcomes and be assessed at the same time. They had to persistently apply to NCVETD to change the number of results, and after applying four times they have been able to reduce the outcomes to three.

During the online site visit, it became clear that the teachers see a problem with the modules of the profession "Organization of Transportation and Transport Management", considering there is a problem with the distribution of theoretical-practical hours. In particular, four hours of practical work is planned after two hours of theoretical hours and the teacher does not know what to do in that case. The KRSC conducted surveys among students and lecturers. The online site visit showed that there are no clear mechanisms in place to involve external stakeholders in the process of evaluating the effectiveness of the APs and content improvement. Students' participation in these processes is very weak, and teachers do not make full use of their opportunities.

**Observations:** The replenishment of KRSC's list of APs with the in-demand professions of the region, which is the KRSC's mission as well, gives alumni the opportunity to take their place in the labour market. Meanwhile, the Expert Panel considers that there is a need for clear awareness-raising activities towards clarification and identification of employer-teacher-student ideas of alumnus' opportunities in the labour market, as the perception of these ideas prevents them from choosing the right profession and finding their place in the labour market. This is evidenced by the fact that plenty of does not work in their profession.

Considering that there is a positive practice in the introduction of new professions i.e. to be guided by the developments in the region, the general requirements of employers based on personal connections — the Expert Panel attaches importance to the introduction of clear research mechanisms for the labour market and the involvement of employers and alumni in the implementation of content changes in the APs, which is now largely absent.

The APs are based on the state educational standards. Their content structures are largely aligned with the state educational standards. They contain fairly detailed descriptions according to module outcomes, performance criteria, their teaching approaches, and in regard to resources, as well as assessment tools. Such structure creates a positive precondition for teachers to pay attention to the interconnectedness of these components and the enhancement of the approaches in the teaching process. This tendency is not being implemented accordingly; the teachers ideas about this are not clear yet. This is evidenced by the fact that there are cases when the assignments do not ensure the formulation and evaluation of all the intended outcomes (especially skills and capacities). In different cases there are resource problems. Nevertheless, it is already good to practise for teachers to combine these components for the ensurance of clear outcomes meanwhile improving teaching methods. The Expert Panel considers that this good practice could also be translated into a policy.

The teaching methods are not expressed in the APs, and the teaching methods are general. The methods are not related to the learning outcomes provided by the APs and do not differ according to knowledge, capacities or skills. In this sense, the policy for the choice of methods is incomprehensible, which is not clearly understood by the teachers as well. Insufficient flexibility of skills and capacity-

building methods (including distance learning) can be an obstacle to the full development of the learning outcome.

The teachers' participation in the trainings organized by NCVETD ensures the modernization of teaching methods.

In terms of evaluation of the methods' effectiveness, there are surveys and class observations, but students' involvement and activity in this process are not enough. The KRSC has a clear policy and established procedures for students' knowledge assessment and complaint processes. However, the assessment process does not provide enough checking of abilities and skills. This is evidenced by the extreme lack of such assignments, their absence in some courses. At the same time, this problem is reflected in the checking of final attestation.

There are no clear mechanisms for evaluating the effectiveness of the assessment system.

The College has sufficient resources and mechanisms for the ensurance of academic integrity. The conduct of a comparative analysis on good practices and opportunities of students' and teachers' mobility can be extremely beneficial in terms of course content, development of methods and tools, as well as enhancement of teacher skills and creation of new opportunities for students. Therefore, we find that the College management can take steps in this direction. The expert panel considers it positive that the "Regulation (amendment) of the revision, development, evaluation and approval of the KRSC's curricula (modular programmes)" has been introduced in the College. There is a positive practice in the improvement of the APs, but the whole process can be coordinated and regulated by involving internal and external stakeholders, which will lead to targeted reforms. This is necessary to be carried out by the College management. Also, steps should be taken in this direction.

**Summary:** Taking into account that the academic programmes are currently formed based on the state educational standards; are generally in line with the objectives derived from mission; are described in details according to the qualifications awarded; steps are taken in the College to ensure teaching according to expected learning outcomes and the appropriate selection of knowledge assessment methods; ensures the academic integrity; attaches importance to the need for curriculum's review, development, evaluation, and approval; has a policy that will allow ensuring the more coordinated process in the future and the involvement of internal and external stakeholders in these processes; the Expert Panel considers that the KRSC generally meets the requirements of Criterion 3.

**Conclusion:** The Expert Panel evaluates the compliance of institutional capacities of KRSC to the requirements of Criterion 3 as **satisfactory**.

## IV. STUDENTS

**CRITERION: The TLI provides relevant student support services ensuring the effectiveness of the learning environment.**

### **Findings**

The KRSC has various mechanisms for student recruitment. The College helps students with career orientation by annually visiting various schools of the region in April-May, having meetings with students. During the meetings, students are provided with booklets and relevant information on each of the College's professions. One of the mechanisms for student recruitment is the KRSC's website and Facebook page. The online site visit showed that most of the students were informed about their



professional orientation and got assisted by their friends studying at KRSC, which is an informal student engagement mechanism for the College.

The KRSC has clear mechanisms for student selection and admission. Admission is carried out in accordance with the admission regulations of each academic year. The number of placements allocated for each profession (paid and free of charge) is approved by the order of the RA Minister of Education and Science. Admission for sectoral professions is carried out through examination ("Design – Drawing", "Dental-technician", "Nursing Care", "Pharmacy", Biology), and in the case of non-sectoral professions, the basis of admission are certificates of general education and secondary education, diplomas or diploma supplements.

For applicants who have difficulty in finding a career path, a career counsellor offers career support services by providing professional tests that reveal a person's career orientation. In the conversation with the stakeholders, it became clear that these tests are considered to be interesting and effective for the students.

It became clear from the online site visit that the College's director guides the students in their career orientation by having individual conversations with applicants.

As of 2020, there is an increase in the number of applicants in the KRSC, which is also due to the merger with Hrazdan State Medical College. The KRSC has paid and tuition-free systems, as it provides scholarships at its own expense and other resources not prohibited by the RA legislation. Scholarships are awarded to both paid and tuition-free students who have made good and excellent progress. The KRSC also has a discount system. In general, there are clear mechanisms for student recruitment, selection and admission, but the College did not carry out the evaluation on the effectiveness of these mechanisms.

There are a number of mechanisms in place to study the educational needs and requirements of students. In 2018, the College developed and approved a regulation for conducting surveys, with the help of which surveys are conducted to identify students' needs. It became clear from the online site visits that the students are not yet fully familiar with the questionnaires and do not know what changes have been taken place in the College as a result of the surveys. The TLI also has a box of suggestions and complaints, through which students can submit their problems and suggestions anonymously. It became clear from the online site visit that the box is opened on the 15th of each month by the members of the Student Council, the deputy director for Educational affairs, and then the students sort out the complaints and suggestions and discuss them with the College management. During the online site visit, the stakeholders mentioned that through the box problems with the installation of hangers in the classroom were solved, and the teachers presented suggestions about the use of slides and other didactic materials to make the lessons interesting in the teaching process.

Students are involved in the College's governing council. Students' composition of the governing council is elected by the Student Council, through voting, taking into account academic progress and social activity. It became clear from the online site visit and conversations with stakeholders, that the problems identified by the students in the governing council are not mainly of an educational nature, these are more related to the improvement of building conditions, such as sanitary conditions, installation of chimneys, etc. It should be noted that students do not realize the importance of making changes in the teaching process. According to conversations with stakeholders, students are informed of the College Council's decisions and other student-related information through the following ways: radio communications, Student Counsel's members representing their groups, as well as monitors and curators. In the conditions of the pandemic, there are mechanisms for the use of the online platform and provision of student awareness through the groups' monitors.

The KRSC has an institute of curators. Each group has a curator whose responsibilities also include identification of the educational needs of the students. Curators work with students through pre-designed plans. Students have curator hours at least once a week. Online site visits and meetings with stakeholders showed that for students the most reliable means of needs identification is curators. Students can also raise their needs by applying to the administrative staff, but the College has no time schedule for application to the administrative staff.

There are a number of mechanisms in place for the identification of student needs, but these mechanisms are not always regulated.

The KRSC has no time schedule for teacher counselling. During the online site visits, the students stated that the teachers are willing and available to provide recommendations. As a result of class observations, it became clear that there are groups where most or almost all of the students are boys. Provided by the military situation in the Republic of Armenia and, at the same time, the online teaching, the number of absences is quite large (e.g. in the case of the profession “Organization of Transportation and Transport Management”). The College’s counselling classes are of an informal nature.

The TLI also has a number of clubs, such as the Social Science Club and the Book Lovers' Club. The topics discussed within the groups are mainly chosen by students' suggestions. According to the conversations with stakeholders, these clubs help students get additional information about jurisprudence and legal awareness, as well as know better the major literary figures and their works. The clubs were formed by the suggestion of the students, and include both students and teaching-administrative staff members. Last time it was organized through the online platform, and V. Saroyan's life and works were discussed.

The College has a Career Center. The activities of the Center are regulated by the relevant regulations. The main purpose of the subdivision is to contribute to the competitiveness of students and alumni in the labour market and assist in the identification of employment opportunities in their profession through the works towards career information, consulting, guidance, as well as the formation of career planning skills. The Center conducts courses for students on the following topics: "How to write a competitive CV", "How to look for a job", "Communication", etc. The subdivision also organizes meetings with employers and the employment center as well as with alumni to impart their best practice. However, online site visits and meetings with stakeholders showed that students are less aware of the Career Center's work.

The Career subdivision has one job position. The subdivision also provides feedback to alumni and collects information on alumni employment. One of the functions of the Career subdivision is to collect vacancies and notify students, but online site visits and meetings with various showed that this process takes place on a more personal level — through a separate teacher or director. Due to the weakness of the feedback mechanisms with the alumni, the Center has no information on how many alumni were hired through the Center during the last year.

The Student Council is engaged in the protection of students' rights. According to the Student Council Charter, the College’s Student Council (hereinafter referred to as the Council) is a self-governing, elected representative body that unites students and protects their interests. It became clear from the site visit that for most of the students the Council is not considered as a body created for the protection of rights: it is mainly engaged in revealing some needs of students (installation of hangers, trash cans in the classrooms, etc.) and organizing various events. For the solution of problems related to education, students turn to their curators and, if necessary, to the teacher of the programme or module. The College has a number of commissions: culture, sports, etc. The College has not developed

clear mechanisms for quality assurance and the evaluation of educational, counseling and other student services.

The students' involvement in research is reflected in the performance of some research work within the course (individual work), and the conduct of graduation papers. It should be noted that graduation papers are submitted only in the case of professions "Design", "Computing for Software and Automated Systems". The Expert Panel considers that various projects implemented within the "Design" profession are the positive practice of research work as students perform calculations of different scales, studies; prepare models of different projects. The positive practice of research work also includes the creation of websites, work with different databases in the profession "Computing for Software and Automated Systems", the organization of a tour route by students studying "Tourism Services with advanced knowledge of a foreign language", etc. It became clear from the online site visits that the students' conduct of the individual work was only viewed as the collection of information from various sources; information analysis was generally not performed on the work.

**Observations:** The Expert Panel considers it positive that the TLI has different mechanisms for applicant recruitment, but there are mechanisms that are implemented spontaneously, and there is a need for coordination and evaluation of effectiveness, which will increase the flow of applicants. The number of College's students proves that the mentioned mechanisms are implemented quite effectively. The Expert Panel emphasizes the fact that the students are admitted to the College mainly on the basis of the satisfaction expressed by their friends, which indicates the high rating of the College.

It is commendable that the KRSC's mechanisms for selection and admission are clearly regulated, which leads to maintaining the objectivity of the process.

The KRSC has a number of mechanisms in place for the identification of students' needs, including surveys conducted by the Quality Assurance responsible. However, online site visits revealed that there is a lack of feedback mechanisms after surveys. This may further lead to the fact that the surveys may be considered as an ineffective mechanism by students, and students' activeness and willingness to answer the questions may decrease.

The Expert Panel finds that the College needs to coordinate mechanisms for the identification of students' needs, their effectiveness, as well as to modernize and develop mechanisms.

The College also has mechanisms for informal counselling services. However, in case of emergencies, when the number of student absences is relatively high, the Expert Panel considers that these mechanisms may not be effective, as the number of students receiving recommendations will increase; the teachers will become overloaded and have an unplanned workload. This will lead to the fact that these recommendations will either not be carried out or will become incomplete or ineffective for the students.

The Expert Panel welcomes the fact that the College has clubs that continue to operate in an online environment as well.

It is positive for the Expert Panel that the students have a high level of trust in the curators, which is evidenced by the fact that students first turn to them for educational issues. This is maybe the reason that students do not feel the need to contact the College's Student Council for educational issues. The Expert Panel considers it positive that the College has a Career Center. A lot of work is carried out to contribute to students' careers. However, there is a need to involve more students and alumni in that works. This will make students become more aware of the work of the Career subdivision and get more involved in the projects organized by it. That will increase the student's chances of finding a job in the future.

The Expert Panel welcomes the fact that the College has a positive practice of involving students in research. However, students of all professional fields are not included. The Expert Panel

finds that in individual works the collection of information from different sources alone can not contribute to the development of the student's creative, critical and analytical thinking.

**Summary:** Taking into account the existing mechanisms for recruitment and admission; the organization of additional classes for students; the mechanisms for identification of educational and other needs; effective measures taken to develop students' analytical thinking; activities aimed at students' career support, and students' trust in the College; the Expert Panel finds that the KRSC meets the requirements of Criterion 4.

**Conclusion:** The Expert Panel evaluates the compliance of institutional capacities of KRSC to the requirements of Criterion 4 as **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.**

### **Findings**

The KRSC has a procedure for organizing and holding a competition for a vacancy of a teacher or a master of production teaching. There are cases of competition. The general requirements (education, work experience, etc.) of state educational standards for teachers are in place, and the KRSC's teachers meet the established requirements. Since 2018 job descriptions, which include the competencies of teachers, have been introduced in the College.

Before starting a job, the employee gets acquainted with his / her job description, internal legal acts related to the job, internal disciplinary rules of the College, as well as safety equipment, sanitation, fire safety rules, and working conditions. Newly hired teachers pass internship. The College has no competition procedure for the supporting staff. During the online site visit, it became clear that most of the heads of chairs had just been appointed to their position. They were appointed for a period of one year.

The TLI set clear requirements for the teaching staff for each academic programme. The basis for choosing a teacher for each programme is professional background, work experience, practical experience in the field, the results of the competition and qualifications. However, the requirements for the professional qualities according to separate academic programmes are not yet clearly defined.

Upon necessity, the teaching staff is replenished with partners of practical experience to increase the effectiveness of practical training. The College does not consider such replenishment sufficient yet and intends to continue the works in that direction. At the same time, the College attaches importance to the staff replenishment with its alumni (particularly, in 2019, the KRSC was replenished with a young staff who graduated with honours from the College, continued their education at an HEI and teach newly introduced modules).

The KRSC's strategic plan emphasizes the need for the faculty and staff that have the necessary qualities and pedagogical skills for the achievement of the goals of the APs. The following documents are in place: Statue on the Management and Pedagogical staff's Evaluation, Incentives or Subject to Liability; Statue on Conduct and Discussion about Class Observations, Statue on Course Evaluation. Class observations, anonymous surveys among students are conducted at KRSC. Class observations are carried out mainly by the heads of chairs. The College also has a mechanism for mutual class observations, the results of which are discussed in the chairs but are not subject to in-depth analysis. To assess the professional capacities and skills of the teaching staff, anonymous surveys were conducted among the students. The results did not reveal any issues, which is problematic. Moreover, there are

no analyzes of the correlation between the existing evaluation mechanisms and the comparison of the results.

Meanwhile, during the online site visit, it became clear that the students are mainly satisfied with the teachers.

One of the objectives of the KRSC's strategic plan is to involve highly qualified teaching staff in the educational process, providing them with opportunities for continuous enhancement. The teachers have participated in the methodological trainings conducted by NCVETD: the new staff has been primarily involved. As the College is regional, the trainings organized by NCVETD are conducted at the KRSC. During the visit, it turned out that the teachers see the necessity for opportunities to exchange and enhance their practice.

Some representatives of the teaching staff have been trained in collaboration with GIZ or Save the Children, but the number of trainees is small. Moreover, the opportunity for participation in these trainings is not based on needs studies.

The teachers participate in the trainings on their own initiative, and the College has no role in that. There are no approaches to support or incentive. During the online site visit, it became clear that the teachers see the need to participate in trainings. There are no professional training plans for the teachers and no opportunities for practice exchange with other educational institutions and the teaching staff.

About 85% of the KRSC's teachers are full-time employees. The College involves young staff. The average age of the teaching staff varies between 36–46. For the ensurance of the stability of the teaching staff, the KRSC's internal rules have fixed the incentive mechanisms for the teachers, but during the online site visit, it became clear that the incentive mechanisms are not specified. An additional salary is usually provided during the New Year holiday period as an incentive. There is no analysis of the teaching staff's workload according to the research teaching and works in administrative spheres. There are no internal and external flow analyses of the teachers. As a result of studying the documents, it became clear that there are teachers teaching more than five, even up to ten subjects.

During the online site visit, it became clear that in some cases the College needs specialists in minor courses.

The novice teachers receive methodical-professional support from the teachers of the respective departments and are directed to trainings.

The KRSC has no mechanisms for the ensurance of professional progress. There is only one position for the teaching staff, which is the position of a teacher. There is no mechanism for self-enhancement that leads to professional progress. Meanwhile, there are no incentive mechanisms for it.

The formation of the administrative and supporting staff list, the definition of job responsibilities according to the positions, is regulated by the charter, regulations of separate subdivisions, and job descriptions. Relevant subdivisions operate in the KRSC to carry out the administrative work, but in most cases are recruited with one employee. Let us recall that the KRSC's strategy did not have a clear implementation plan. The mechanisms of the link between the subdivisions' work plans and strategies are not clear, which complicate the effectiveness of the subdivision's work according to the strategic goals. In some cases, there is a condensation of functions for one person.

**Observations:** The Expert Panel welcomes the fact that the KRSC has a procedure for the selection of the teaching staff, at the same time is willing to recruit the teaching staff with both relevant employers and the KRSC's alumni. The possibility for the teachers admitted non-competitively to pass the

internship period allows to understand the correspondence of the admitted specialist to the given position, which is also welcomed by the Expert Panel.

It is also positive that when choosing a teacher, professional background, work experience, practical experience in the field, the results of the competition and qualification are considered. All this is beneficial to the selection of qualified and relevant staff for the effective implementation of the APs. The appointment of heads of chairs for a term of one year can have a negative impact on the effective organization of processes and long-term planning of the educational process.

The lack of a competitive procedure for the supporting staff can have a negative impact on the purposefulness of that process. There are a number of mechanisms in place to assess the effectiveness of the teaching staff's teaching, but these mechanisms do not allow to identify problems. No problems have actually been identified.

The Expert Panel attaches importance to the desire of the teaching staff to develop their own skills and to use opportunities for practice exchange. However, the Expert Panel finds it problematic that the College does not have clear mechanisms for identification of needs and evaluation of the teaching staff; any measures for the enhancement of those needs, or at least incentive mechanisms for the enhancement-led activities, as well as mechanisms for teachers' progress, which has a negative impact on the enhancement process, jeopardizing the process of teaching improvement. The Expert Panel also attaches importance to the use of the employers' opportunities in this direction, as the College notes about limited financial resources in this direction.

The Expert Panel attaches importance to the fact that the College provides generational change by constantly replenishing the teaching staff with young professionals, but at the same time considers the lack of specialists in a narrow field, the teaching of different professional subjects by one teacher to be problematic which may lead to incomplete implementation of the objectives of these separate subjects jeopardizing the full provision of the learning outcomes of the academic programmes.

The College does not carry out evaluations on the effectiveness of the activities of the supporting and administrative staff, which may lead to the ineffective distribution of work according to the strategic plan, as well as inefficient allocation according to those responsible and human resources.

**Summary:** Taking into account that KRSC has procedures for the selection of teaching staff and some mechanisms for their evaluation; attaches importance to their professional-pedagogical capacities and skills, as well as both years of experience and practical skills; ensures the recruitment of young people with relevant qualities; prioritizes the provision of human resources according to the main strategic goals; the Expert Panel finds that the KRSC meets the requirements of Criterion 5.

**Conclusion:** The Expert Panel evaluates the compliance of institutional capacities of KRSC to the requirements of Criterion 5 as **satisfactory**.

## VI. RESEARCH AND DEVELOPMENT

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

### **Findings**

According to the KRSC's strategy, scientific research is planned, but the ambitions in that direction are not mentioned. One of the strategic goals is to assume the role of a leader and disseminator of educational reforms.

The College does not have policies or procedures for teaching and research activities of the teaching staff. There are no incentive mechanisms to involve teaching staff in research works.

The results of the teaching staff's research activities do not affect their professional progress (probably, there is no such policy). The College has no international cooperation in research projects due to the lack of the teaching staff's foreign language skills. However, information on such projects and opportunities is not provided to teachers; there are no mechanisms to encourage the involvement of learners and teachers in such initiatives.

Only one teacher has articles published in an international journal in which the College has no role. Academic manuals have been published by 3 teachers in different years (8 in the last 5 years), which can be used in the educational process. However, the College has no role in their publication or promotion of the publication.

Some of the programmes are revised due to research conducted at the KRSC. In particular, as a result of the monitoring carried out by NCVETD, recommendations are made by the Monitoring Committee to present the College's observations on changes to the academic programmes. As a result of the discussion of the chairs, the relevant proposals are made, then considered while developing new educational standards.

The College does not have a policy for the teacher to study the international practice of his/her profession. The study of international practice is not carried out as such, except for one or two cases on the initiative of teachers.

The ensurance of the research implementation approach are requirements for students as part of the theses, which are not directed towards all professions. Course papers, individual works, project works, stands, posters, markets, etc. — which are aimed at the development of cognitive, analytical-practical skills, and in some cases are turned into interesting studies — are carried out at the College. At the same time, according to the stakeholders, there is a scarcity of course papers. The assignments are mainly given in a form of tests, which are not aimed at the development of research and analytical skills.

Students have the opportunity to engage in research work during the internships at KRSC, but it does not generally happen. There are cases when students are active in internships and have teachers' support. In January 2020, during an internship at Green Farmer Ltd within the framework of the profession "Greenhouse Economics", students had the opportunity to conduct research. Also, one of the students suggested an innovation directed towards the more effective organization of the work. Students studying the profession "Organization of tourist services with advanced knowledge of a foreign language" developed and implemented a tour package, as well as conducted a study within this framework. For the profession "Design", research is carried out while creating modern ornaments belonging to the same groups. Studies on the use of solar energy technologies were also conducted. Internships in the profession "Design" are carried out in the lap of nature, where students have the opportunity to freely create and conduct certain studies.

For some professions, the College does not have an employer-partner; internships are organized in the College classrooms, which creates serious obstacles for students to engage in research.

During the online site visit, it became clear that the College's resource base was insufficient to conduct research.

In general, research works are not directly related to employers.

**Observations:** The KRSC does not have clear ambitions in the field of research. The Expert Panel considers that the KRSC should the role of a leader and disseminator of educational reforms in the region should be given to one of such ambitions, as especially there are some cases of reforms in academic programmes and human potential. However, this circumstance is also hindered by the lack of studies on international practice as well mechanisms in terms of academic programmes.

The lack of policies, procedures, mechanisms and incentive mechanisms for research conduct jeopardizes the enhancement-led efforts of the teaching staff in this direction.

Such activity is a component of professional progress in the fields of general and higher education. In the first case, it is regulated by the MESCS, in the second case, through special approaches of HEIs in line with national mechanisms. The field of vocational education, which is left to autonomy in this regard, remains open.

At the same time, there are no mechanisms through which the teaching staff would be informed about college-related research projects (international as well). As a result, teachers are not involved in research projects (including international) at all.

A small number of the teaching staff have research results in the form of published articles and academic manuals that are the result of their own initiative.

The Expert Panel considers it positive that the College has mechanisms for providing students with analytical and research activities through theses, course papers, project works, individual works and within the framework of internships. It is important that there is good practice in this field, and though there are no institutional mechanisms to encourage student engagement, the teaching staff do this within the framework of their reserved rights. Meanwhile, the Expert Panel emphasizes that these approaches should not have a strictly local nature. They should be of a general nature and become widespread.

The Expert Panel attaches importance to the clarification of the scope of cooperation with employers, its purpose and its correlation with strategic priorities as the College's resource base is insufficient for the research conduct, and financial resources are also limited. The lack of appropriate cooperation in the direction of different academic programmes also jeopardizes the opportunities for students to carry out analytical and research work in those professions. Meanwhile, we appreciate the involvement of the teaching staff in these processes, which will create opportunities for the enhancement of teachers, at the same time increase the effectiveness of students' analytical, innovative and research activities.

**Summary:** Taking into account that currently, the KRSC's research interests and ambitions in the field of research are not set; there are no medium-term and short-term plans, clear research policies, procedures, incentive mechanisms; in addition, there is no internationalization in the field of research; the links between research and learning are not clear; the scope of cooperation with employers is not targeted in this regard; teachers do not conduct studies on the international best practice, the Expert Panel considers that KRSC does not meet the requirements of Criterion 6.

**Conclusion:** The Expert Panel evaluates the compliance of institutional capacities of KRSC to the requirements of Criterion 6 as **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.



## Findings

In its plan on strategic development, the KRSC set a goal to consistently implement targeted measures aimed at ensurance and improvement of the material and technical resources of the academic programmes. According to the data of 2020, the educational process is carried out in 33 classrooms of the first campus of the College which occupies a 3600 sq.m. area and has about 570 students. The College has two laboratories, three computer laboratories, seven offices, three workshops. During the online site visit, from the conversation with the stakeholders, it became clear that the College is somewhat independent in terms of resources. The computer laboratories are provided with modern, appropriate equipment; an internet connection is available in one of the classrooms. In 2010, the educational institution established an interactive educational classroom with the necessary electrical equipment — A smart whiteboard, projector and computers, which are aimed at improving the quality of the educational process. In 2017, the College received AMD 40 million from the state for the improvement of its conditions. The educational institution also receives financial support as a result of cooperation with the UN and the European Foundation. The College has a traffic laboratory re-equipped with a car market, with the help of which the student learns auto control. The College has a library, which operates in accordance with the RA Law on Library Affairs and Information. From the online site visit and the meetings with the stakeholders, it became clear that the College needs to supplement the modern professional literature, which is evidenced by the students' low rate given to the library stock as a result of a survey conducted by the Quality Assurance Center. During the online site visit, a number of teachers of the profession "Organization of Transportation and Transport Management" mentioned there are no Armenian language textbooks for vocational education, and that is why they use university textbooks. The College has internet access, including a Wi-Fi zone.

The College has a canteen, a gym, aid station, archive, and a conference hall for discussions and meetings. During the online site visit, the main stakeholders of the College also stated that the resource and material-technical base of the College is full, and improvement works are planned again.

The KRSC's financing is carried out in two ways: budgetary and extra-budgetary. Budget revenues are generated from student tuition, grants, and short-term plan investments. To manage and control the financial flows in KRSC, an annual estimate of budget revenues and expenditures is compiled. The budget execution is presented after the end of the financial year on the basis of actual data. Most of the financial resources come from the tuition fees of short-term plans implemented during the academic year. The KRSC has no stable financial inflows other than income from basic educational activities.

The TLI's main part of the expenses is the salary fund. It should be noted that during the visit to the College it was recorded that there was no salary increase in the College.

The KRSC has no unified policy on the distribution and management of financial resources for the implementation of academic programmes. The annual budget of the College is approved by the governing council of the College. The needs of the KRSC's subdivisions are considered during the planning of expenses. At the end of each academic year, the chairs introduce the College management staff to the next year's academic workload. The mechanism for resource distribution is also the procurement of goods, works and services based on the applications of individual subdivisions by the procurement-supply division of the KRSC. During the online site visit, it was noted that separate teachers may apply to the College's director within the academic year to obtain, for instance, the necessary literature.

The TLI has no mechanisms for the assessment of the purposefulness of using financial resources.

The KTPC's planning of the necessary resources for the implementation of the educational process is carried out in accordance with the requirement of the RA Law on Procurements. At the beginning of each year, the College prepares a procurement plan, which includes the resources required for the upcoming financial year and the process of purchasing them. One of the mechanisms for the assessment of the resource ensurance is the revision of existing academic programmes, based on which the resource ensurance for the programme is evaluated, and, if necessary, additional resources are acquired. As the admission is organized in accordance with the planned number of licence placements approved by the RA MESCS, as a rule, abrupt increases or reductions of needs do not occur. The three academic programmes studied by the Expert Panel are mainly provided with an appropriate resource base. It should be noted that some results defined in the modules, can not be provided to the student by the College's resource base alone. For instance, as part of the "Interstate Transportation" module for the profession "Organization of Transportation and Transport Management", students need to go to customs, see and use the equipment for checking the technical condition of the car, cargo, etc. The College does not have such equipment.

Document circulation and management, internal and external documentation are carried out in accordance with the clerical needs. The Mulberry system of external document circulation has been operating in the college since 2013. The College has an official email, Facebook page and website, through which information dissemination is conducted. Internal document circulation is done in paper form. The archiving of documents that reflect the activities of different subdivisions of the KRSC is carried out by the archivist.

To create a safe environment for its stakeholders and to protect their safety, the KRSC carried out a number of activities that have increased the security of the College. An internal control system, voice alarm system, fire safety system, internal radio system have been introduced in the College. However, it should be noted that the efficiency and purposefulness of the embedded systems have not been evaluated or analyzed.

Evacuation schemes are placed on every floor of the KRSC. The College has the necessary number of fire extinguishers for fire safety, which are regularly updated under the supervision of the Ministry of Emergency Situations. The College has the required number of entrances. During the online site visit, in the conversation with stakeholders, it became clear that the College does not have ramps. There is an aid station in the college located on the second floor. It is provided with resources and serves the entire staff of the College. The College has two physical education halls and one gym next to the halls.

The KRSC conducts surveys among students about the provision of resources. The teaching staff does not participate in such surveys. The questionnaire is designed so that the student can rate on a scale of 1-5. The analysis is carried out only on the basis of these average rates. Content provided by the College indicates that the survey was conducted once. Surveys show that students mostly have average or high satisfaction with the College's resource base. The analysis does not allow us to understand what steps the College will take or plan to meet those needs based on the survey results' average score. The online site visits showed that the College's stakeholders were mostly satisfied with the College's resource base. The main need was expressed in the lack of modern Armenian-language professional literature.

The KRSC does not have regularly used and effective mechanism for resource applicability, accessibility and efficiency.

#### **Observations:**

The Expert Panel welcomes the KRSC's efforts directed towards the ensurance of the necessary resource base for the College's education process.

The Expert Panel welcomes the KRSC's efforts towards provision of relevant resources for the implementation of its mission and strategic goals despite limited financial resources; the material-technical base of the College is quite full; the College building is in a good condition; the classrooms are renovated and equipped with relevant objects. The enrichment of the resource base is mainly done within the framework of an international grant programme, as well as from short-term plan investments. It is positive that the College allocates some funds towards the replenishment, improvement and modernization of classroom and laboratory conditions, library stock and other infrastructure. As a result, the College has classrooms with professional resources, offices, computer laboratories, a physical education hall, a traffic laboratory, and a classroom for the tourism department with a relevant professional resource base. In the near future, the College plans to purchaseLinguaphonee devices, which will increase the quality of education. The College's library needs the latest professional literature. The Expert Panel welcomes the fact that the library is in the process of digitization. That will allow acquiring not only printed books but also e-books, which will be more affordable for the College. Membership in different library networks will lead to the increase of information on the latest developments in various fields, the improvement of research and teaching processes.

The KRSC does not yet have a clear policy on allocation and management of financial resources according to prioritized strategic directions, which may hinder the implementation of strategic goals. Scarcity of resources allows solving only urgent problems. However, the KRSC tries to manage finances effectively. The KRSC's budget is mainly formed from student tuition fees, which can cause problems in terms of sustainability. In this regard, there is no well-developed policy on diversification of financial revenues, but the Expert Panel considers it positive that the College provides short-term courses, which provide the College with extra-budgetary funding. The lack of analysis of the distribution of financial resources and efficiency of use does not allow to assess and analyze the College's indicator of financial sustainability and development opportunities. It is positive that the College has a management system of external document circulation, but the internal document circulation takes place in the traditional paper version. A number of documents are handwritten, which makes it difficult to evaluate them, as a number of College processes are currently carried out online. The College does not have favourable conditions for students with disabilities yet. The College's main mechanism for the assessment of the applicability, accessibility and effectiveness of the resources surveys, which have been conducted only once among students. The mechanism does not allow full identification of material-technical resoesourcesa need satisfaction for the acquisition of other resources. Surveys are regularly conducted on the satisfaction of resources and services, which allows the College to point out its shortcomings. Lack of mechanisms for resource satisfaction can jeopardize the distribution of resources, proper planning and acquisition of resources.

**Summary:** Taking into account that the KRSC makes efforts towards the improvement and enrichment of resources, insurance of the necessary environment for the implementation of academic programmes, internal health and safety services; has a management system of external document circulation; the Expert Panel considers that the TLI meets the requirements of Criterion 7.

**Conclusion:** The Expert Panel evaluates the compliance of institutional capacities of KRSC to the requirements of Criterion 7 as **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.**

### **Findings**

The KRSC has a somewhat structured system of internal accountability. The College's structural subdivisions submit their reports according to their structural subordinates: chairs to the division of education, the Career Center to the Director, etc. According to the self-evaluation submitted by the College, the main reporting document of the KRSC is the annual (semi-annual) report, which covers all areas and core issues of the College. Online site visits showed that the College does not have such reporting mechanism.

Twice a year, the director of the College submits a financial statement to the College Council regarding financial income, expenses, and performance. The statement does not contain information on the content of the subdivisions' works. The College does not have a clear reporting format. The reports submitted to the Council are not published anywhere.

One of the mechanisms for the dissemination of internal accountability is the College's radio station, through which internal stakeholders are informed about the activities carried out in the College.

The College also submits a report to the Authorized Body — the MoESCS. The reports include financial indicators, students and teaching staff mobility, information on the teaching staff's qualifications, work experience, course and admission results. The KRSC submits reports on specific activities to the relevant divisions. For instance, the Career Center submits a quarterly report to the MoESCS, and the College submits reports to NCVETD and the Statistics Division. At the same time, studies are carried out by experts at NCVETD.

The KRSC's planings and reportings are not related to its priorities.

The KRSC uses the following tools for the ensurance of the transparency and accessibility of procedures and processes: the KRSC's official website, newsletters, social media, its Facebook pages, separate subdivisions and social platforms (<http://armcom.am/>, [dasar.am](http://dasar.am), [dimord.emis.am](http://dimord.emis.am)).

With the purpose to ensure transparency, the College's website contains its regulations, information on the academic programmes. It should be noted that the information on the College's website has quite limited information, and needs update and development. The other platforms do not thoroughly present the academic programmes, their competitive advantages, the quality assurance works, etc. that indicate the effectiveness of the academic programmes.

The College has mechanisms in place to facilitate public relations. The KRSC's official website has a feedback section which lists the main ways to contact the College: the College's email address, location and telephone number, as well as a link to the College's Facebook page. Facebook page messengers are the College's means of feedback. It became clear from the online site visit that the College considers the Facebook page to be an effective feedback mechanism. The KRSC also established contacts with various schools and non-governmental organizations, which is also a feedback mechanism for the College. There are mechanisms related to society, but there are no mechanisms to evaluate their effectiveness.

The KRSC imparts knowledge to the public through various short-term plans designed for different age groups of the society e.g. "Installation and operation of solar and thermal power plants" (4 months), Assistant Accountant (2 months), Installation and operation of solar power plants (4

months) and other professions. Within the framework of short-term courses, the College cooperates with a number of organizations and structures (GIZ, Support to Prisoners Foundation, Hrazdan Regional Employment Center etc.)

**Observations:** The MoESCS and NCVETD play an important role in the external accountability of the College, according to which this approach to external accountability is implemented systematically. Although the College's internal reporting system is somewhat structured, it does not provide a general picture of the College as the work of all subdivisions is not uniformly reflected in the College report. It is somewhat visible through the reports submitted by the chairs, which indicate the implementation of a pre-planned process. Reports are not published by the College, which may result in non-transparency of the College.

The planning of the work of KRSC's all subdivisions and preparation of reports according to the goals of the strategic plan will enable all the stakeholders to continuously evaluate the implementation of the tasks, achievements and failures defined by the College's strategic plan.

The College has a number of mechanisms for information transfer (official website, Facebook pages, etc.), but the information available there is quite limited. Activating the official website and imparting information about the College and academic programmes to society as much as possible, will enable the College to raise its rating and as a result, gain more trust among employers, applicants and other stakeholders.

The Expert Panel considers it positive that the College implements a number of short-term plans for different groups of the society, through which it also cooperates with a number of organizations. The continuity of these plans will contribute to the acquisition of new partners and the strengthening of the positive image of the College.

**Summary:** Taking into account that the KRSC has a somewhat structured system of internal and external accountability, mechanisms for information evaluation, knowledge transfer to the public; the Expert Panel considers that the KRSC meets the requirements of Criterion 8.

**Conclusion:** The Expert Panel evaluates the compliance of institutional capacities of KRSC to the requirements of Criterion 8 as **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.**

### **Findings**

According to the KRSC's strategy 2015-2020, the College develops the potential of regional and international cooperation, outlining areas for cooperation.

The College still does not have procedures for separate external policy. There are no documents regulating internationalization and international cooperation, as well as provisions governing the introduction and exchange of international practice.

The College does not have the infrastructure for external cooperation and internationalization. The process of ensuring external cooperation is carried out by the director's involvement of partners

(for students' internships, investments), and the Career Center's cooperation with employers, the regional employment center and other organizations. Cooperations are mainly based on personal connections.

For the exchange of students' practice, development, educational and research process, the TLI cooperates with primary and vocational education institutions operating in the region, as well as about 13 business organizations. There are professions within the framework of which the College does not cooperate with employers, which directly affects the intended outcomes of internships.

Since 2013, the TLI has been cooperating with the Methodological Center for Career Orientation, which allows to receive the necessary methodological and some necessary resource support (trainings, methodological guides and manuals).

The KRSC is one of the main beneficiaries of the Comprehensive Private Sector Development Program in the South Caucasus, implemented by GIZ, which has resulted in the introduction of a number of short-term and long-term educational programmes with dual teaching models, demanded in the region.

In 2019, the director of the KRSC participated in the German VET – Cooperation programme, as a result of which, considering the needs and requirements of employers for professional staff, new partners were acquired.

In 2020, the KRSC was selected as a member of the Network of Excellence by the RA MoESCS and European Educational Foundation. As a result, the College aims to connect with such European institutions and implement practice exchange programmes.

The College cooperates with ANQA, GIZ and Save the children, as a result of which the teachers have the opportunity to participate in trainings (for more details see Criterion 5):

There are no mechanisms for the study, introduction and exchange of good practice (local or international); there are no studies in the relevant professions as well.

The College considers the shortage of professional foreign language teachers to be a problem. However, there is a lack of international exchange, research programmes and agreements in this area. Meanwhile, no opportunities are studied in this area. During the online site visit, it became clear that there were no foreign language teaching activities, support or incentive policy for teachers. Students' knowledge of a foreign language is ensured as part of the intended courses provided by the academic programme.

The College cooperates with colleges and HEIs. There are no mechanisms to evaluate the effectiveness of cooperation. These cooperations are not aimed at the development of teachers' professional skills and are not based on their needs.

**Observations:** It is positive that the KRSC values regional and international cooperation in accordance with the strategy. The College cooperates with a number of institutions and organizations, but the direction and policy of external relations is not defined by the College and are based on the College's priorities and needs. Meanwhile, there are no procedural provisions for these processes. There is no realistic vision for the development of sustainable external relations at the national and international levels. On the other hand, the College allocates very limited resources for the regulation of the field. The current internal structures are not enough to achieve the ambitious goals of the KRSC's external relations and internationalization. The established cooperation is based on personal connections and is not conditioned by institutional relations, which does not guarantee their continuity.

The Expert Panel considers it positive that the College cooperates with regional employers aiming at the exchange of students' practice, development, educational and research processes. However, it is important that this cooperation will fully provide the framework envisaged by the intended internships of all implemented academic programmes while ensuring students' active participation in internships.

It is worrying that there are academic programmes, around which there are no cooperations with employers. Moreover, we think it would be beneficial if the field of cooperation was expanded to "involve" the teachers, giving them an opportunity to enhance their practical capacities and skills. Meanwhile, during the online site visit, it became clear that students mostly have passive internships. They are not fully involved in the process. The employers' resources are not used and do not serve for the formation of students' practical skills. In addition, teachers and students have a shortage of practice exchange.

It is important that as a result of some cooperation, teachers get the opportunity of training, but it does not provide the basic needs. At the same time, it is important to provide teachers with the opportunity to exchange practice as part of cooperation with national (international) institutions implementing vocational academic programmes.

The Expert Panel attaches importance to the implementation of long-term and short-term dual programmes carried out by the College as a result of cooperation.

The Expert Panel considers that the College management should be concerned about the lack of practice in the studies on good practice (local or international), its effective implementation, both in different processes and especially in the direction of relevant professions.

Despite the fact that there is a problem of professional foreign language learning in the College, we consider that first of all the KRSC does not have the environment and policy creating that need. There are no international exchange programmes, research programmes or agreements in that direction. Moreover, they do not have information about such opportunities.

At the same time, the effectiveness of external cooperation activities is not measured. There are no mechanisms which are also hindered by the lack of clear purposefulness and planning.

**Summary:** Taking into account that, despite the ambitious goals towards external relations and internationalization, the KRSC does not have a clear policy for external relations, implementation procedures, sufficient resources, and lacks the institutional links for the establishment of external cooperation; the established cooperation frameworks do not ensure the necessities conditioned by the academic programmes and teachers needs in terms of practical capacities, skills as well as practice exchange and conduct of research; in addition, there are no mechanisms for the study of good practices and precedents; meanwhile no steps have been taken towards international exchange and research opportunities, even in terms of opportunities; the Expert Panel concludes that the KRSC does not meet the requirements of Criterion 9.

**Conclusion:** The Expert Panel evaluates the compliance of institutional capacities of KRSC to the requirements of Criterion 9 as **unsatisfactory**.

## X. INTERNAL QUALITY ASSURANCE

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

### **Findings**

The KRSC has "Policy of Quality Assurance Center", "Regulations of Quality Assurance Center" and "Survey Regulations" approved on February 16, 2018. According to the first two documents, the

Quality Assurance Center is responsible for the studies on quality assurance policy, concept improvement proposals, revision discussion and submission of regulatory, procedural, standard documents, curricula (modular programmes) for the approval of the teaching-methodological council. These documents do not specify the role of the various divisions in the quality assurance process.

The last document sets the approaches to the conduct of surveys, directions of study, stages of the process.

The Quality Assurance Center consists of a director, working and student groups and, if necessary, temporary groups. During the online site visit, it became clear that the working and student groups are yet to be formed. The Quality Assurance Center has a problem with human resources, which means that the formation of these groups is an urgent issue. The documents define the functions of the head of the quality assurance center, working groups, and student groups. The functions are formulated in general terms. It is not yet clear how these will be implemented (in particular, one of the functions of the student group is to support the development of monitoring methodology but it is not clear what monitoring process they mean, and there is no provision clarifying by which division the development of monitoring methodology should be implemented).

During the online site visit, it became clear that the quality assurance system is mainly identified with the Quality Assurance Center. Accordingly, it is envisaged that the chairs will be accountable to the Center in the future. The Center plans to initiate a process of conducting class observations, but no specific purpose is mentioned in contrast to the class observations already conducted by the chairs. No documents have been developed by the Center yet. It is planned to introduce a regulation on the activities of curators, but it has not been clarified yet what issues should be clarified and regulated by the document.

On August 18, 2020, a regulation on the Revision, Development and Approval of Curricula (modular programmes) was introduced in the KRSC, according to which it is envisaged that the effectiveness of the programmes will be carried out on a regular basis but the evaluation criteria and indicators, as well as the procedure for process implementation, are not presented yet.

In the 2020-2021 academic year, a work plan was developed for the activities of the Quality Assurance Center. It mainly reflects the planning of the self-evaluation process of the College's institutional capacities, and a few other processes which also have general terms (particularly, development of ways to overcome weaknesses, monitoring of the College's activity, evaluation mechanisms of College activities, etc.).

Three College staff members have been trained at ANQA, two of whom are involved in the works of the Expert Panel formed by ANQA.

Students' engagement in the quality assurance system is reflected by their involvement in the governing council and participation in surveys. Teachers' engagement in the quality assurance system is reflected by their involvement in governing, pedagogical, directing, teaching-methodological councils. During the online site visit, it became clear that the students and teachers were not taking the initiative to participate in the College's reforms directed towards curriculum, education or other processes.

The engagement of the College's social partners in the internal quality assurance system is reflected by their involvement in the governing council. Feedback opportunity with employers is provided during internship and to some extent in final attestations. However, employers are not active in the identification of these issues with existing mechanisms. There are cases when employers have submitted some issues or suggestions to the director, which served as a basis for the introduction of new APs or short-term courses. The employers do not participate in surveys or discussions. The alumni are not involved in quality assurance processes.



As we have stated, the above-mentioned documents do not ensure the definition of the internal quality assurance system and its introduction. The vision is not clarified. Meanwhile, there is no benchmarking for the introduction of quality assurance mechanisms and procedures. There are no approaches and mechanisms for the assessment of the effectiveness of the quality assurance system.

There are some mechanisms for external and internal accountability, but these do not include analysis and approaches to the evaluation of process effectiveness. External stakeholders and students are not involved in the self-evaluation process of the institutional capacities of the KRSC. The analytical component of the self-evaluation is too weak and does not lead to the identification of the College's important issues. There are issues in terms of a clear interpretation of standards, complete provision of information, as well as the effectiveness of data collection. The conduct of the self-evaluation process allowed the organizers (the college) to assume that a need for more discussions are needed as it allows the problems to be identified.

The Quality Assurance Center conducts surveys among students and teachers. During the online site visit, it became clear that the surveys were not sufficient for full identification of the studies and issues, but it was not yet clear what additional approaches will be introduced. The results of the course evaluation surveys are summarized as a total average score. These surveys do not yet have an impact on the governance process.

**Observations:** The general nature of the policy for the quality assurance center does not allow a clear definition of the quality assurance system and clarification of the role of the various departments in the quality assurance process. The role and mission of the Quality Assurance Center are unclear. At present, the work of the Center is conditioned only by the activities of responsible, the working and student groups are still being formed, and the existing very limited activities do not have a significant impact on the processes of the College and its departments. Meanwhile, the Center's ideas about the vision are problematic, as the Center will be simultaneously assigned the role of the supervisor, and the representative in charge of revision, discussion and submission of the regulatory, procedural, standard documents, curricula to the approval of the teaching-methodological council. All of this jeopardizes the process of creating a quality culture in the College.

It is positive that the KRSC staff develops their knowledge and skills in quality assurance processes, which can help spread the culture of quality in the College and improve various processes.

Provided that the Center's activities have not been clarified yet, its need evaluation also has not been carried out.

The involvement of internal stakeholders in quality assurance processes is rather weak and there are no effective institutional mechanisms for the involvement of external stakeholders. Their involvement is expressed only in a strictly local way. All this means that clear mechanisms for the continuous active involvement of stakeholders are not yet implemented.

The quality assurance system is still at the stage of development, but in this regard, no comparative analysis or evaluation of needs and opportunities was carried out. There are no mechanisms for evaluating the effectiveness of the quality assurance system. At the same time, the availability of information on the quality of the processes for internal and external stakeholders is not guaranteed.

It is positive that the KRSC is guided by the requirements of NCVETD and state educational standards for the vocational education programmes. The lack of analysis in KRSC's current reports, data collection and analysis has led to difficulties in conducting self-evaluation. Here the analytical component is very weak. All this creates difficulties in external evaluation.

The Quality Assurance Center tries to conduct some research through surveys, but their results are not analyzed in-depth for the identification of the reasons for further improvements.

**Summary:** Taking into account that that internal quality assurance policies and procedures are not yet fully developed and implemented; the mission and vision of the Quality Assurance Center still need to be clarified; insufficient involvement of internal and external stakeholders in quality assurance processes, lack of mechanisms for the evaluation of quality assurance system's effectiveness, severe scarcity of analysis and studies on the effectiveness of KRSC's processes, as well as insufficient access to information on their quality; the imperfection of mechanisms for data collection and analysis; the Expert Panel considers that the KRSC's internal quality assurance system does not sufficiently contribute to the development of quality culture and the continuous improvement of the processes.

**Conclusion:** The Expert Panel evaluates the compliance of institutional capacities of KRSC to the requirements of Criterion 7 as **unsatisfactory**.

## EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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

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**Armenuhi Sargsyan**  
Chair of Expert Panel

**25.12.2020**

## APPENDICES

### APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

**Armenuhi Sargsyan** - In 2006, graduated from Gyumri State Pedagogical Institute after M. Nalbandyan (GSPI) in the speciality of Mathematics. In 2011, she was awarded the scientific degree of Candidate of Physical and Mathematical Sciences. In 2007-2011, she acted as a teacher of the Chair of Math. Analysis and Differential Equations of GSPI, in 2011-2014 – assistant of the same chair, and in 2004-2017 – Associate Professor of the Chair on Methods of Higher Mathematics and Mathematics Teaching. Since 2018 A. Sargsyan is the Head of the Center of Scientific Policy, Quality Assurance and Management of Shirak State University. She has authored and co-authored a number of scientific articles.

**Kristine Martirosyan** - In 2010 graduated from Vaghashen secondary school. In 2010-2014, graduated from Yerevan State Pedagogical University after Khachatur Abovyan, receiving a Bachelor's degree in “Informatics and Applied Mathematics”. K. Sargsyan works at Gegharkunik Regional State College and Martuni basic school N 1 after M. Melik Shahumyants as an adjunct teacher.

**Hakob Galstyan** - In 1985 entered the Faculty of Mechanical Engineering of Yerevan Polytechnic Institute, in 1992 graduated from the Institute and received the qualification of a certified specialist of a mechanical engineer. During 1992-200, H. Galstyan worked as a mechanical engineer at the Hayelektromeqar union of the RA Ministry of Infrastructures. In 1997-2002, H. Galstyan worked as a teacher at Masis secondary school No 3. Since 2007 he has been working as a teacher at the Department of Engineering at Masis State Agricultural College. From 2009 until today he is the head of the engineering chair of the same college. He teaches the professions “Organization of Transportation and Transport Management”, “Operation and Repair of Transportation”.

**Julia Badalyan** – In 2009-2019, studied and graduated from Artashat Basic School after H. Tumanyan. Since 2019 she has been studying at the Ararat Regional State College, majoring in “Accounting”. In 2019, Julia Badalyan participated in the LIT summer school. In 2020, J. Badalyan participated in the training of student experts organized by the ANQA Students’ Voice project.

## APPENDIX 2. SCHEDULE OF ONLINE SITE VISIT

**24.11.2020-27.11.2020**

<b>24.11.2020</b>		<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Meeting with the Director of the College	9:30	10:30	60 minutes
2.	Meeting with the Deputy Director/s of the College	11:00	11:50	60 minutes
3.	Meeting with the Council of the College	12:30	13:20	50 minutes
4.	Break, Expert Panel discussions	13:30	14:30	60 minutes
5.	Meeting with alumni of the College (8-10 representatives)	14:45	15:45	60 minutes
6.	Review of documents and close meeting of the Expert Panel	16:30	18:30	120 minutes

<b>25.11.2020</b>		<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Meeting with Heads of Chairs/including responsables of three APs presented in the self-evaluation/	9:30	10:30	60 minutes
2.	Meeting with the teaching staff (including three APs, review of documents, close meetings of the Expert Panel)	11:00	12:00	60 minutes
3.	Break, Expert Panel discussions	12:30	13:30	60 minutes
4.	Meeting with representatives of employers (8-10 representatives)	13:45	14:45	60 minutes
5.	Meeting with Student Council's members	15:15	15:55	40 minutes
6.	Meeting with students (10-12 representatives)	16:30	17:30	60 minutes
7.	Review of documents, close meeting of the Expert Panel	18:00	19:00	60 minutes

<b>26.11.2020</b>				<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Parallel meeting with responsables and teachers of the AP "Computing and Software for automated systems"	Meeting with the responsables and teachers of the AP "Organization of tourism services with advanced knowledge of a foreign language"	Meeting with responsables and teachers of the AP "Organization of Transportation and Transport Management" (according to the types of transports)	9:30	11:00	90 minutes
2.	Parallel meeting with students of the AP "Computing and Software for automated systems academic"	Meeting with students of the AP "Organization of tourism services with advanced knowledge of	Meeting with students of the AP "Organization of Transportation and Transport Management" (according to the	12:00	13:00	60 minutes

	programme” (8-10 representatives)	foreign language” (8-10 representatives)	types of transports) (8-10 representatives)			
3.	Break, Expert Panel discussions			13:15	14:15	60 minutes
5.	Meeting with the representatives of the subdivisions of the institution (HR Inspector, Head of General Education Division, Internship Supervisor, Accountant, Legal Advisor, Librarian, Responsible for Career Guidance, Dual Education Programme Manager)			14:30	15:30	60 minutes
6.	Review of documents and close meeting of the Expert Panel			16:30	18:30	120 minutes

	27.11.2020	Start	End	Duration
1.	Meeting with quality assurance responsible/s	9:30	10:30	60 minutes
2.	Open meeting with the Expert Panel	11:00	11:40	40 minutes
3.	Meeting with the staff selected by the Expert Panel	12:20	13:20	60 minutes
4.	Break, Expert Panel discussions	13:30	14:30	60 minutes
5.	Meeting with the staff selected by the Expert Panel	15:00	16:00	60 minutes
6.	Close meeting of the Expert Panel	16:00	17:00	60 minutes
7.	7. Meeting with the management staff of the College	17:30	18:00	30 minutes

### APPENDIX 3. LIST OF DOCUMENTS OBSERVED

N	Name of Document	Criterion
1.	Evaluation sheets of the results of the reforms carried out in VET System	1
2.	Evaluation sheets of the results of the reforms carried out in VET System /feedback on report evaluation/ evaluation by NCVETD	1
3.	Minutes of sessions /three examples from each subdivision/	2
4.	Reports /of the last three years of chairs, subdivisions	2
5.	Examples of annual plans of different subdivisions /of the last three years	2
6.	Work and semester plans, reports of the chairs	2
7.	Job descriptions of heads of chairs	2
8.	Policy/ regulation of the Career Center	2
9.	Annual work plans and reports of the Career Center	2
10.	Report/financial statement/ of the College	2
11.	Class schedules /all class schedules/	3
12.	Graduation works /three copies of each AP/ Design, Computing	3
13.	Individual works of students	3
14.	Chairs of the Graduation Committees, opinions- /of the last three years/	3

15.	Classbooks/ of the last three years, one copy from each group/	3
16.	Minutes or document of class observations presenting the results of class observations and issues identified	3
17.	Student satisfaction with learning methods / surveys, analyses	3
18.	Minutes of chairs containing results of mutual class observations	3
19.	Memoranda of Intents signed with other institutions in 2012	3
20.	Grounds for changes and substantiations in curricula modules/minutes/	3
21.	Labor market research and analysis by the College	3
22.	Internship papers completed /two copies for each academic programme/	3
23.	The list of the assignments of the Aps' professional subjects submitted by the TLI and some examples that are given during the first and second mid-term exams as well as final exams	3
24.	Career orientation test of students	4
25.	Data on alumni's employment	4
26.	Number of applicants, number of placements for professions by years, indicators of the last three years for all professions	4
27.	Criteria for admission examination, examples of admission questionnaires / medical professions/	4
28.	Work plan and a package of programmes implemented by the Career Center	4
29.	Surveys' questionnaire for the alumni and results analyses	4
30.	Work plans of the curator	4
31.	Relevant minutes for the implementation of the teacher selection competition	5
32.	Class books / of the last three years /	5
33.	List of trained teachers	5
34.	Job descriptions of teachers	5
35.	Procedure for selection of staff (internal disciplinary rules)	5
36.	Minutes of the meeting of the pedagogical council	5
37.	Lecturer assessment questionnaire and analysis	5
38.	Criteria for evaluation of teacher selection	5
39.	List of trainees, schedule, indicators by years /last 3 years /	5
40.	Grounds for the identification of the needs of the teaching staff	5
41.	Academic manuals of the KRSC's five teachers	5
42.	Surveys and analyses on the evaluation of administrative and teaching staff, as well as subdivisions	5
43.	Students' satisfaction with KRSC's resources, surveys, analyses	7
44.	Staff list of recent years / 2020 /	7

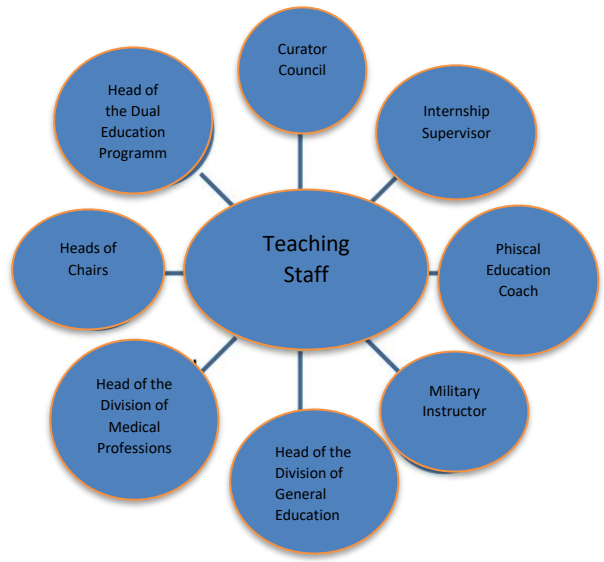
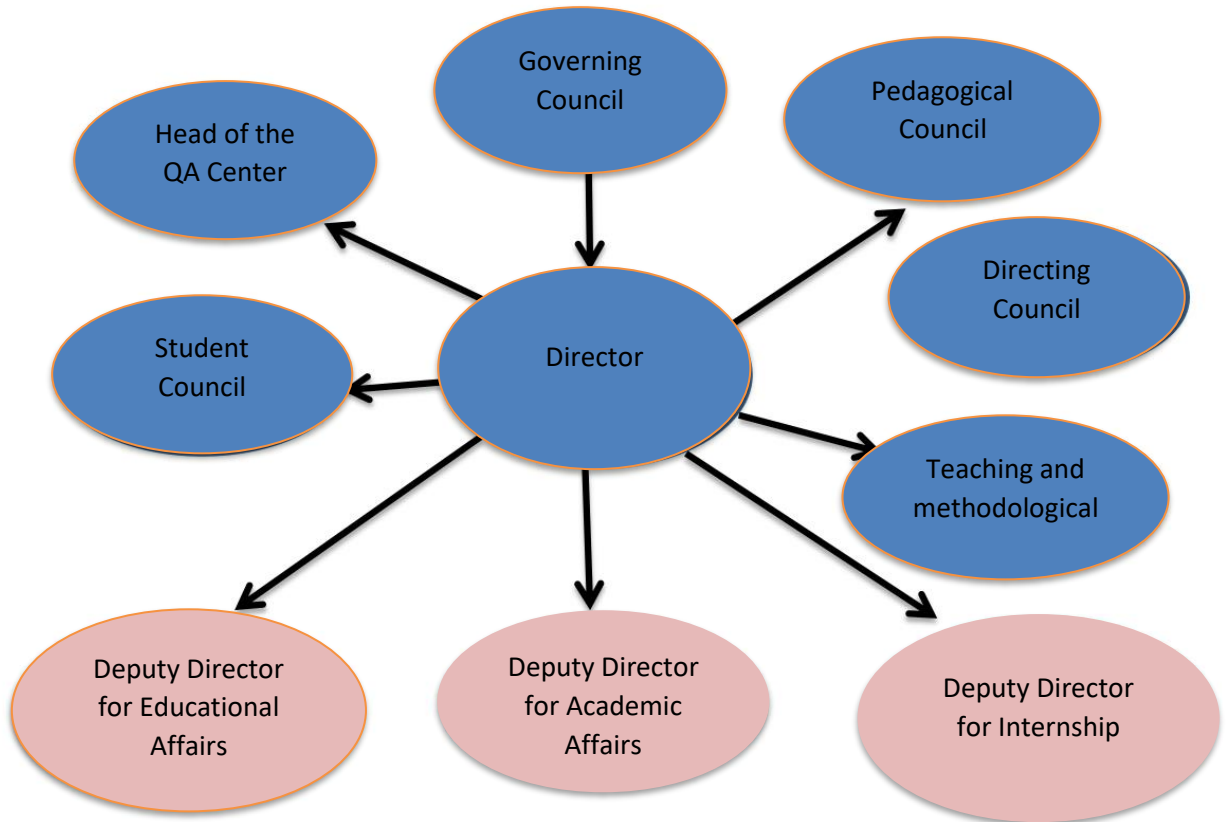
45.	Grounds for cooperation with the Methodological Center for Career Orientation (Career responsible)	7
46.	Draft budget and performance of the last three years	7
47.	Details of the participants of short-term courses	8
48.	Contracts with new cooperating institutions of the last five years	9
49.	List of trained teachers of the methodological center of career orientation / career /	9
50.	IQA work plans /2020/	10

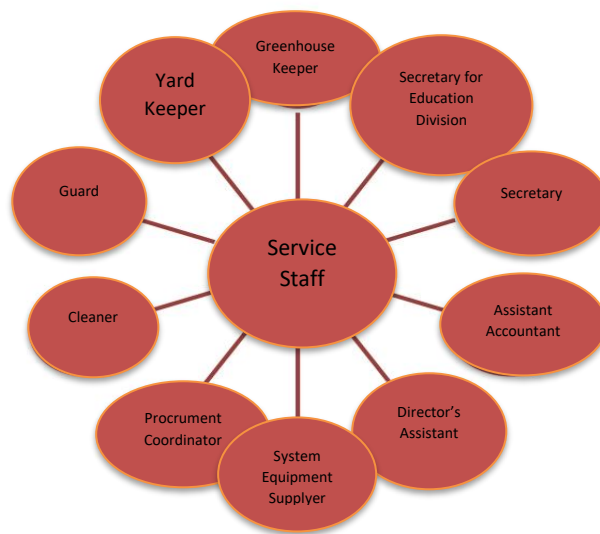
#### APPENDIX 4. RESOURCES OBSERVED

1. Computer laboratories
2. Classrooms
3. Laboratories
4. Hall
5. Gym
6. Libraries
7. Aid station
8. Offices



APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE TLI





## APPENDIX 6. LIST OF ABBREVIATIONS

1. KRSC-Kotayk Regional State College
2. MoESCS- Ministry of edycation, science, culture and sports
3. ANQA-National Center for Professional Education Quality Assurance Foundation
4. NCVETD - National Centre for Vocational Education and Training Development
5. AP- Academic Programme
6. SS-Supporting Staff
7. SC-Student Council
8. TLI-Tertiary Level Institutions
9. SP-Strategic Plan
10. PDCA-Plan, do check, act
11. NQF- National Qualifications Framework
12. VET-Vocational Education Institution
13. SES-State Educational Standards
14. MES-Ministry of Emergency Situations
15. HREC-Hrazdan Regional Employment Center
16. GIZ-German Corporation for International Cooperation