

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



**EXPERT PANEL REPORT  
INSTITUTIONAL ACCREDITATION OF  
MEDICAL COLLEGE of GYUMRI “PROGRESS” UNIVERSITY**

**Yerevan – 2023**

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## **INTRODUCTION**

The institutional accreditation of Medical College of Gyumri “Progress” University (hereinafter referred as college) is carried out based on the application submitted by College. The process of institutional accreditation is organized and coordinated by “National Centre for Professional Education Quality Assurance” Foundation (hereinafter ANQA), guided by regulation on “State Accreditation of Higher Education Institutions and Academic Programmes in RA” set by RA Government Decree N 978-Ն (dated June 30, 2011) and by Decree N 959-Ն on “Approval of RA Standards for Professional Education Accreditation” (dated June 30, 2011).

The expert examination was carried out by the independent expert panel formed in accordance with the requirements set by the “National Centre for Professional Education Quality Assurance” foundation in regulation on “Formation of the Expert Panel”. The Panel is formed of 4 local experts.

The accreditation process was funded by the College.

The institutional accreditation is aimed not only at external evaluation of quality assurance but also at continuous improvement of the quality of management and academic programmes at the institution. Special emphasis was paid to the cooperation of the institution and employers and its impact on the content of education.

The hereby report comprises the results of the evaluation of the institutional capacities of the Medical College of Gyumri “Progress” University in accordance with the State Accreditation Criteria and Standards.

## SUMMARY OF EVALUATION

The expertising of the Medical College of Gyumri "Progress" University institutional capacities was carried out by the independent expert panel formed in accordance with the requirements of "Regulation on the Formation of the Expert Panel", «National Centre for Professional Education Quality Assurance» Foundation. The evaluation was conducted according to 10 institutional accreditation criteria set by the RA Government Decree N 959-Ն, dated June 30, 2011.

While conducting an expert evaluation, the panel considered that the mission of the medical college of Gyumri "Progress" University generally expresses the conceptual goal of the Progress educational complex (university, college, school) and is integrated with the mission of the university. The expert panel finds that the mission of the university is quite comprehensive in its formulation, in particular "The construction of the university as a space of vital human self-determination in modern cultural practice, in all its diversity", where the scope of secondary vocational education is not expressed. The 2011-2015 Strategic Development Plan, which the College presented in its self-evaluation for 2011-2020 Strategic Plan (hereinafter referred to as the SP), operates within the scope of both the University's and the College's activities. The college does not have distinctions related to secondary professional education, in the directions separated by the SP, as well as with the defined goals and problems, expected outcomes, and efficiency indicators as well. Regarding this, the expert panel believes that it is necessary to separate the strategic directions and goals of the higher education and secondary professional education implemented in the educational complex, existing issues, and activity indicators, especially clarifying the benchmark indicators related to the college's activity. In the context of the above, it should be noted that the development of the university's new strategic plan, including the college's new strategy, is delayed due to the university's and college's internationalization processes, and until then, according to the college, there was no need to have a new SP. The participation of external and internal stakeholders in the development of the new SP can positively affect the definition of the strategic and tactical directions of the College.

The Medical College of GPU has licenses to implement 4 Academic Programs (APs): "Nursing", "Pharmacy", "Dental Technical Work" and "Midwifery". Moreover, there is currently no admission at the "Midwifery" AP. On the one hand, the expert panel positively assessed that the College attracted foreign students in the 2022-2023 academic year, on the other hand, it highlighted the risks of effective teaching. In this case, the College should carry out great work, to ensure the effectiveness of the courses and the achievement of the outcomes in case of the introduction of the new internationalization project. However, the expert panel sees several risks in this direction, related to the effective organization of studies of foreign students. It is worrisome that employers do not actively participate in the process of developing and revising the APs. Even though with the efforts of the employer lecturers involved in the College, the practical training sessions of professional courses are organized on the employers' bases, the expert panel believes that the academic programs should express these practical training sessions with their teaching and evaluation methods, tasks, and provided outcomes. In this context, the existence of curriculum,

task databases can significantly improve the organization of courses aimed at developing students' professional abilities. The expert panel considers the transmission of knowledge through dictations problematic from the point of view of information transfer, loss of time, reduction of problem discussions, and therefore effective implementation of courses and full achievement of outcomes. In connection with this, the solution to the problem of providing foreign students with appropriate foreign-language professional literature and study materials is being prioritized. One of the important issues in the effective management of APs at the college level especially emphasizes the lack of knowledge and ability assessment criteria, outcome-based teaching methods are incomplete, the voluntary nature of coursework and essays, the lack of a research component in them, the lack of a base of tasks providing outcomes and, very importantly, only the verification of theoretical knowledge during the final certification exams. The above-mentioned highlights the risk of effective implementation of APs, which still needs to be assessed at the college level.

It is positively evaluated that the medical college of GPU, being considered a structural unit of the university, is able to provide its educational processes within the framework of the resource base of the latter's faculty and administrative staff. However, at the same time, the expert panel expresses its concern about the fact that there are no career specialist, external relations, and internationalization specialists, which are considered important for the Colleg, and could contribute to the professional orientation of students, the addition of foreign relations and the effective implementation of the internationalization process.

The tendency of the College to recruit faculty and administrative staff through a competitive process is commendable, but employees have not yet been recruited through the competition, which would have allowed distinguishing the professional qualities of the candidates. The expert panel particularly emphasizes the need to involve English language lecturers, emphasizing the most effective organization of foreign students' education. It is considered a positive fact that the qualifications of the College lecturers correspond to the courses taught by them, in addition, the expert panel emphasizes that the involvement of specialists and employers from the practical field as lecturers has had a positive impact on the formation of students' practical abilities. The expert panel emphasizes that there are cases of faculty advancement in the College, in addition, the college's tendency to attract lectures from the practical field, as well as to attract young lectures, contributes to the increase of teaching efficiency. The college does not organize professional trainings for lecturers and mostly practical lecturers take part in trainings at the request of their places of work or on their own initiative.

It was positively assessed by the expert panel that the premises and classrooms of the college mainly ensure the implementation of theoretical learning. In parallel, the acquisition of practical skills is carried out in the college bases, in the medical center, in pharmacies and in the dental laboratory. It should be noted that appropriate equipment and technical means are needed for the APs conducted in the College. In general, it is commendable that in the case of conducting practical lessons in the base of employers, students are relatively more related to real cases during lessons and their professional skills and abilities are developing. However, the college also needs to improve the building conditions, equip its own laboratories and cabinets with the necessary

materials and equipment. Defiantly soon, along with the increase in the number of foreign students, the formation of a stable and independent environment from employers will become even more important. The involvement of foreign students has also had a positive effect on the formation of the financial income of the College, which in turn has contributed to the increase of the university's profit.

While evaluating the management processes, the expert panel had the difficulty that the college's management documents are the university's regulations. Moreover, the specifics of the college's management activities are not distinguished in those regulations, the structural scheme presented by the college does not correspond to the university and college management system, in connection with which the expert group expressed its concern about the inconsistency of the hierarchical relations of management and the processes taking place in the college. Additionally, the College is headed by the rector of the university and decisions related to the College are discussed and adopted by the university's Founders' Council and the Academic Council. The expert panel notes that the deputy director of the college, lecturers and students involved in the Scientific Council do not show premeditation in making decisions related to them, moreover, they never come up with proposals and projects. In general, the evaluation of the management and administration of the college, the problems emphasized by the expert panel are: the College does not have a pedagogical council, the decisions of the Scientific Council are not based on analyzed summary data, there is no management toolkit with short-term and long-term plans, strategic objectives set for the college, plans-schedules for the implementation of objectives, performances, annual work plans, reports, activity evaluation, and monitoring mechanisms, operational risk assessment, management mechanisms, therefore the expert panel gives its negative assessment regarding the effectiveness of the management system.

It is a positive observation that due to the involvement of foreign students, the profit of the university has increased by about 16 times in 2022, in which the college also participates. The expert panel points out that the university wants to solve the problem of the residence of foreign students at the expense of the generated profit by planning the renovation of the 2nd building, which is considered a dormitory area. Considering the new project of the College leading to internationalization as positive, the expert panel finds that the resource satisfaction of the College, the resource conditions of the employers are not evaluated, risk prediction and prevention mechanisms are missing, and in the context of the above, a sharp increase in the number of foreign students can lead to a management crisis. Therefore, the claim that the development of the internationalization process of both the university and the college is directly related to the implementation and application of risk management and international education quality assurance tools.

The expert panel emphasizes the processes of data collection, evaluation of the effectiveness of various processes implemented in the college, implementation of analyses, and ensuring the QA PDCA cycle, which, in general, is not implemented in the College. As a result, a quality culture has not been formed. A primary task for the College is to clarify the functions of the Quality Assurance Department as a data collecting and analyzing structure, without which it is

not possible to carry out effective planning and implementation of QA processes. The expert panel positively notes that in the 2022-2023 academic year, the College has attracted foreign students, as a result of which the number of students has increased, the financial resources of the College have increased, but it is disturbing that a clear threshold of knowledge of a foreign language has not been set by the College for foreign students, in which case it is possible to organize their studies more effectively.

The college does not consider research as a priority of educational activity, and the College does not have a developed strategy in the field of research: the research goals are not defined, and there are no plans. In the context of this, the expert panel considers that the clarification of its research model and the introduction of a research component in the research programs is a primary issue for the college. It should be added that the works offered by some lecturers in the College on their own initiative: posters, essays, term papers, are not part of the educational process and are carried out solely at the request of the students, where the analytical component and independent, creative approach are absent. The expert panel notes that the College implements certain processes to ensure external accountability. In parallel, the clarification of structural hierarchical links by the College, and the introduction of internal accountability mechanisms can significantly contribute to increasing the efficiency of the implemented processes and raising awareness among the stakeholders.

The expert panel also emphasizes the presence of an analytical component in the prepared reports, which will allow the College to highlight aspects of the work performed that should be improved.

The expert panel appreciates that the College has mutually beneficial active collaborations with partner organizations in the field of medicine in the region. Key partners are leading organizations in the region, whose resource bases are equipped with the necessary logistical and technical resources to provide clinical skills. In these organizations, the practices of the college are carried out, in addition to practical lessons. It is obvious that college lecturers working in partner organizations play a major role in conducting practical training on employers' bases, as a result of which a participatory educational environment has been formed between the College and employers, contributing to the formation of students' clinical skills, and working with employers.

The expert panel positively evaluates the process of export and internationalization of university and college educational services from 2022, within the framework of which the college emphasizes internationalization and increasing the number of foreign students, but internationalization guideline documents that can support internationalization processes have not yet been developed. Considering that the first cycle of the internationalization process has not yet been completed in the College, there are no adequate evaluations of the effectiveness of that process, therefore, in the context of the above, the expert panel emphasizes that the risk assessment of the introduction of a new project cannot be carried out without a clearly defined internationalization policy, defining control over the introduction and implementation of that project. At the current stage of the internationalization of the university and college, it is an objective necessity to increase the level of knowledge of the English language of the faculty and

administrative staff, in connection with which the university has planned to conduct English language training for lecturers and administrative staff soon.

**Strengths of the Institution:**

- The presence of medical APs in demand in the medical field,
- The existence of a structure protecting students' rights,
- Faculty involved from the practical field,
- Implementation of the process of export and internationalization of University and College educational services,
- Creating a participatory educational environment together with employers,
- Diversified financial resources,
- The building conditions of the college,
- The steps taken by the College to ensure the transparency of the results of the processes implemented in the College,
- Ensuring significant growth of financial resources in the short term.

**Weaknesses of the Institution:**

- Lack of documentation in the management processes of the College,
- Lack of long-term and short-term plans,
- Lack of risk management system,
- Lack of process evaluation and monitoring mechanisms,
- Absence of PDCA cycle,
- The inefficient management of APs,
- Lack of effective teaching and assessment methods,
- Lack of research works done by lecturers and students,
- Absence of internationalization policy,
- Lack of QA mechanisms.

**Main recommendations:**

**Mission and Purposes**

- Develop a new strategic plan, clearly define the college's mission and purposes, vision, define the resulting scope of the college's activity plan, including external and internal stakeholders.
- Develop risk assessment mechanisms for the implementation of the new SP.
- Develop a plan-schedule of the SP of the college's activities with appropriate result indicators.
- Introduce tools for evaluating the effectiveness of the implementation of the SP.

**Governance and Administration**

- Form a base of documentation of the college, separating the specifics of the college.
- Form a pedagogical council, ensuring the active participation of students and lecturers.

- Assess the risks of introducing international education.
- Implement long-term and short-term planning, harmonizing them with each other.
- Develop and introduce mechanisms for evaluating and monitoring the effectiveness of activities.
- Implement and operate the PDCA cycle.
- Form a structural scheme corresponding to the college's activities, specify and adjust the functions of structural units.
- Develop position passports for all elected positions.
- Develop work plans, introduce work plans-reports scheme.

### **Academic programs**

- Involve employers in the processes of development and improvement of APs by establishing a clear procedure.  
Develop repositories of lesson plans and competency-based tasks, making them a mandatory component of APs.
- Develop and implement a policy for the selection of teaching and learning methods in accordance with the learning outcomes of APs, which will contribute to the development of students' analytical abilities.
- Revise the conduct of the final certification by introducing questions and tasks that test practical skills.
- Improve APs by carrying out comparative analysis not only with local but also with international colleges, to provide foreign students with education in accordance with international requirements.
- Introduce effective mechanisms for monitoring and evaluating the effectiveness of APs.

### **Students**

- Assess and diversify the effectiveness of recruitment activities.
- Implement effective mechanisms to address the educational needs of students.
- Introduce and regulate the process of providing counselling to absent students.
- Develop and implement the functions of the person responsible for the processes of career development of students.
- Improve career support services for students by guiding students to the labor market.
- Regulate the process of selection of SC members, making the information available to other students as well.

- Develop mechanisms for evaluating the effectiveness of educational and consulting services provided to students by analysing the effectiveness of the work.

### **Faculty and staff**

- Attract English language lecturers by applying the competitive procedure for the selection of lecturers.
- Define clear professional requirements for lecturers.
- Develop and implement mechanisms for raising the needs of faculty and administrative staff.
- Plan and implement professional and pedagogical trainings.
- Review and improve the mechanisms for evaluating the professional qualities of the faculty.
- Introduce the position of career specialist and external relations and internationalization and clarify their functions.

### **Research and Development**

- Develop a documentation regulating the research activities of the college, specifying the objectives and research directions of the college in the field of research.
- Develop and implement clear requirements and standards for the performance and evaluation of term papers.
- Include works containing a research and analytical component in the APs.
- Establish research and localization of best practice as a requirement for lecturers.
- Encourage lecturers in carrying out educational manuals and other research works.

### **Infrastructure and Resources**

- Equip and modernize laboratories and cabinets, create new cabinets with equipment corresponding to professional outcomes.
- Calculate and evaluate the student-resource ratio within the framework of the implementation of the new project.
- Replenish the library with foreign language professional literature and regulate the library's work.
- Develop and introduce mechanisms for evaluating the applicability and efficiency of resources.
- Introduce an electronic system of internal documentation.

### **Societal Responsibility**

- Implement and implement bottom-up and top-down internal accountability mechanisms by ensuring the connection with the long-term strategic plan of the college.
- Define a reporting format for the college director and departments, introducing an

analytical component as well.

- Update the website, its foreign language sections, post procedures and reports on the college's activities.
- Develop and implement regulated mechanisms for imparting knowledge to society, involving college lecturers and students.

#### **External Relations and Internationalization**

- Develop an internationalization policy and the resulting guideline documents.
- Clarify the functions of employees involved in internationalization processes.
- Strengthen and increase mutually beneficial cooperation and introduce new formats and tools for cooperation with the private sector.
- Form mutually beneficial regional secondary professional educational partnerships.
- Implement English training courses and ensure their periodicity.
- Increase the level of students' knowledge of English.

#### **Internal Quality Assurance System**

- Develop and implement policies and procedures that ensure quality assurance processes, considering the specifics of the college.
- Clarify the functions of the Quality Assurance Department and the employees involved in that department.
- Carry out clear planning on quality assurance processes, ensuring communication with the planned SP.
- Implement QA PDCA cycle in all processes implemented in the college.
- Develop a toolkit for implementing QA processes (questionnaires, discussions, other assessment tools).
- Involve internal and external stakeholders in QA processes.

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**Armenuhi Mheryan, Chair of Expert Panel**

**19.05.2023**

## **DESCRIPTION OF EXTERNAL REVIEW**

### **COMPOSITION OF EXPERT PANEL**

External evaluation of the institutional capacities of Medical College Of “Progress” University of Gyumri was carried out by the following expert panel<sup>1</sup>.

1. **Armenuhi Mheryan-** Candidate of Economic Sciences, Associate Professor, European University, Lecturer at the "Management" Chair, Head of the Expert Panel,
2. **Heghine Gevorgyan-** Senior assistant to the Chair of Biochemistry, Microbiology and Biotechnology of Yerevan State University, candidate of biological sciences, member of the expert panel,
3. **Gohar Sargsyan-** Yerevan Base Medical College, lecturer, methodologist of the chair of resuscitation, civil defence, security and first aid, QA responsible, member of the expert panel,
4. **Milena Mirzoyan-** 3rd year student of the "Accounting" department of Ararat Regional State College.

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

The works of the expert panel were coordinated by Anahit Terteryan, specialist of the Department of Institutional and Programme Accreditation of the ANQA.

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

### **PROCESS OF THE EXTERNAL REVIEW**

The College applied for state institutional accreditation by submitting to ANQA (19.05.2022) filled the application form, presented the copies of the license, and respective appendices.

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

After the decision on the acceptance of the application was made an agreement was signed between the College and the ANQA.

### **Self-evaluation**

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<sup>1</sup> Appendix 1. CVs of the Expert Panel

The self-evaluation of the college was carried out by the working group formed by the order of the director of the College. According to the format defined by the ANQA, the institution presented the self-evaluation of institutional capabilities in the Armenian and English languages and the package of accompanying documents. The coordinator of the ANQA reviewed the report to verify compliance with the requirements of the ANQA in terms of technical and content. There were certain technical and content deficiencies, due to which the self-evaluation was returned to the institution. Then, the College presented the revised version of the self-evaluation, which complied with the defined unified format, the relevant bases and the required attachments in the format were available. The self-evaluation was submitted to the ANQA on 21.11.2022.

### **Preparatory phase**

To prepare the expert panel members and ensuring the effectiveness of the activities, training on the following topics were conducted:

- The main functions of the members of the expert panel,
- The ethics and techniques of holding meetings and doing inquiries,
- Defining the specifics of the VET sector and interpretation of accreditation criteria according to the VET sector
- Preliminary assessment as a stage of preparation of the expert report, the main requirements for the report.

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

Within the scheduled time, the expert panel summarized the results of the preliminary evaluation, and the Chair of the expert panel, together with the process coordinator, set the schedule of the site visit<sup>2</sup>. According to the ANQA manual, the intended close and open meetings with all the target groups, documents observation were included in the schedule, professional meetings etc. The members of the expert panel also had professional meetings with the AP responsible presented by the College, faculty, and students. Before the professional meetings, the experts studied the assignments given to the students within the modules within their specialty.

### **Preparatory visit**

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<sup>2</sup> Appendix 2. Schedule of the Expert site visit

On February 9, 2023, an online meeting was held with the management staff of the College. ANQA coordinator, the head of the institutional-program accreditation department and the head of the expert panel were present at the meeting. During the meeting, the schedule of the site visit was introduced and agreed with the college as well as discussed and mutually agreed decisions were made regarding the technical, organizational, information issues of the expert visit, the behaviour, and ethical norms of the meeting participants. During the preliminary visit, the head of the expert panel, the coordinator, and the head of the institutional-program accreditation department of ANQA attended the parent meeting organized in the College.

### **Site visit**

The expert panel site visit took place from February 20-23, 2023. The site visit started and ended with meetings with the director of the College. All the participants of the meetings were selected at random from a pre-provided list. All scheduled meetings were held, and the expert panel also carried out some class observations. During the visit, the expert panel conducted a study of documents and resource observation.

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

The conclusion on the criteria was reached by the expert group because of discussions and analyses of all members, always applying the principle of consensus.

### **Expert panel report**

The members of the expert panel and the ANQA coordinator prepared a preliminary version of the expert report, which was agreed upon with the experts on 14.04.2023.

On 27.04.2023, the College sent its response to the report to ANQA. ANQA organized a meeting between the College and the expert panel to clarify the observations of the College.

The expert panel prepared the final version of the report, which was approved by the panel on 12.05.2023.

**Anahit Terteryan**

**Coordinator of the Expert Panel**

**19.05.2023**

EVALUATION ACCORDING TO ACCREDITATION CRITERIA  
BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION

**History:** The medical college of Gyumri "Progress" University was founded in 1996, it is a part of the Progress educational complex of Gyumri and a structural division of the university. The Progress educational complex of Gyumri includes a university, a college, and a school. The college is managed by the university and serviced by the departments of the university.

**Education:** The college has licenses to provide education in "Nursing", "Midwifery", "Dental Technical Work" and "Pharmacy" academic programs. According to the data of the first quarter of 2023, 36 students are studying at the college, 12 of which are foreigners. Attracting foreign students is a priority for the College. For the implementation of academic programs, there are specialists with appropriate qualifications in the college. The College also emphasizes the involvement of practical lecturers, 7 practical specialists teach in the College. To provide an appropriate educational environment for students, the College cooperates with employers, ensuring the implementation of practical classes and internships of students at employer bases: hospitals, dental laboratories, and pharmacies.

**Research:** For developing research and analytical skills students are assigned term papers, essays, and other individual works. Coursework is submitted by students voluntarily. Those lecturers who teach jointly in both college and university and are also practicing doctors, carry out some research work and publish books and manuals. These processes are not institutional in nature.

**External Relations:** The development of social cooperation in the SP of Gyumri "Progress" University is a strategic direction. To implement its academic programs, the College cooperates with employers of the region: "Medical Center" CJSC of Gyumri, "Mkhitaryan-dental" clinic, "Stela-Nan Pharmacy" LLC, etc. As a result of the cooperation, the college can attract lecturers who are employers. Over the past year, the College has also attracted international students from Sri Lanka, Bangladesh, Cameroon, Ethiopia, India, and Nigeria.

**Quality Assurance:** The quality assurance system was implemented in Progress University in 2012, currently the Quality Assurance Department has 1 employee. The department serves both the university and the college at the same time. Currently, data collection and analysis activities are not being carried out in the College.

**Source:** sources for the identification of facts in the above-mentioned fields are the documents provided by the TLI (e.g. self-evaluation report, strategic plan, action plan, plans of the departments, concept APs, etc.)

## CRITERION 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 medical college of Gyumri "Progress" University does not have a separate strategic plan, there is the 2011-2015 Development Strategic Plan of Gyumri Progress University. In the self-evaluation report, the college presented the same strategy as the 2011-2020 Strategic Plan.

The main goals and the prospectives of the GPU are defined by the SP, 7 strategic directions are distinguished, the current situation and issues of each of them are presented. The scope of VET education is not expressed in the above-mentioned SP. The mission of the Gyumri "Progress" University is: "It is the construction of the university as a vital area of human self-determination in contemporary cultural practice in all its diversity." It became clear from the site visit that the mission of the college is integrated with the mission of the university and the defined mission in its entirety expresses the conceptual goal of the Progress educational complex (university, college, school). No vision and long-term goals have been defined for the Medical College of GPU. The strategic plan includes the means of achieving each strategic direction, the goal, the issues, the ways of solving the issues, the expected outcomes, and the efficiency indicators that are defined. The goals, issues, and expected outcomes of the college have not been specified within the framework of the above-mentioned.

It became clear from the site visit that the development of the university's new strategic plan, including the college's strategy, is delayed since both GPU and GPU Medical College are in the process of new changes, and until then there was no need to have an updated SP. It became clear from the site visit that in connection with the internationalization processes of the university and college, it is planned to hold discussions on the development of the SP soon with the participation of external and internal stakeholders.

There are no effective mechanisms for addressing the needs of internal and external stakeholders of the GPU College. It became clear from the site visit that there are verbal discussions with the stakeholders of the college: students, lecturers, and employers, and these discussions have no periodicity and are not recorded. There are no summaries of the discussions that would be a basis for the development of a new SP. It became clear from the site visit that 1-2 discussions with employers were carried out for the clarification and formulation of the college's mission in the long-term goals of GPU. During the site visit, the college presented the new strategic directions until the 2030 academic year, in addition to the existing strategy, which emphasizes the increase and spread of English language proficiency, and work-based learning (the mentioned document has not yet been put into use). It became clear from the site visit that the internal and external stakeholders, having an active participation in the educational processes of the college, have contributed to the preparation of specialists with practical skills in the field of APs "Dental technical work", "Nursing ", and "Pharmacy".

The expected outcomes of the defined goals and efficiency indicators are presented in the SP of GPU. Goal-expected outcomes-performance indicators logical connection is not emphasized and targeted and does not include the result scope of the college's activities. The period of the 2020 SP has ended, the plan-schedule of the SP is not available, the evaluation of the effectiveness of the university, including the college, has not been carried out, according to the goals and expected outcomes defined by the SP.

There is a work plan 2022 academic year, which is the only work plan in the college. The actions included there, the outcomes of the steps do not fully correspond to the educational processes implemented in the college. In particular, preparation of the annual work plan of the vice-principal of the college, discussion of the plan with potential stakeholders (students, lecturers), control over the proper implementation of the plan, revision of modules, organization of inter-college events, analysis of the results of the lectures, preparation of the schedule for the training of lecturers, etc. The rector presents the results of the college's activities orally to the founders' meeting.

### **CONSIDERATIONS:**

The expert panel considers positively that the processes carried out in the medical college of GPU correspond to the conceptual goal setting of the Progress educational complex. Since the mission of the college is integrated with the mission of the university, the goals, issues, and expected outcomes of the college are not specified, therefore the scope of VET education is not expressed in the SP. In addition, it should be noted that the mission of the university is very general, and the lack of vision and long-term goals for the medical college, which implements medical APs, can endanger the targeted activities of the college. The expert panel has certain concerns that the term of validity of the university, including the college's SP has expired in 2020, but there is still no new SP. However, because both the university and the college are in the process of new changes, the strategy development work could be delayed. Perceiving and evaluating the current realities and planned changes in the college, the expert panel highlights that, due to the internationalization processes of the university and college, the need to develop and implement a new strategic plan has already been understood by the management of the university and college. It is also positively evaluated that certain discussions with external stakeholders have already been carried out, with the tendency to make them regular and argumentative soon.

Since there are no clear tools and mechanisms for highlighting the needs of the internal and external stakeholders of the college, and in the case of not recording verbal discussions, it is not realistic to carry out analyzes. Therefore, the summary data on the needs of internal and external stakeholders is missing, which may hinder their participation in the development of the new SP. It is commendable that 1-2 discussion meetings with employers were held to clarify and formulate the college's mission in the strategic goals of the GPU. As a result, the college presented new strategic directions until 2030, where the increase and spread of English language knowledge, and work-based learning were emphasized. The above can have a positive impact on the formulation of the college's strategic goals aimed at the further development of the college. The expert panel positively emphasizes that college lecturers as internal stakeholders and employers and graduates

as external stakeholders are actively involved in the training of professionals with practical skills in the 3 APs operating in the college, which can contribute to the implementation of work-based learning.

**SUMMARY:**

Considering that the mission of the college is considered a part of the mission of the university, the defined mission is very general, where the scope of VET education is not expressed, the vision and long-term goals of the college are not emphasized, the term of validity of the college's SP has expired and there is no new SP yet, at the same time, taking into account that the need to develop and implement a new SP has already been perceived by the college, the implemented educational processes generally correspond to the 5th level of the NQF, internal and external stakeholders of the college participate in educational processes with the vision of training a professional with practical skills, the expert panel finds that medical college of Gyumri "Progress" University meets the requirements of criterion 1.

**CONCLUSION:**

The compliance of the institutional capacities of the medical college of Gyumri "Progress" University to the requirements of CRITERION 1 is satisfactory.

## **CRITERION II. GOVERNANCE AND ADMINISTRATION**

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

**FINDINGS:**

The document basis of the college management are the university regulations, such as the regulation of the educational part of GPU, the regulation of the quality assurance center, the regulation of the student survey on the effectiveness of teaching, the internal disciplinary regulation, the regulation of internship organization.

The charter defines the features, structure, and management of the college's activities. According to the charter and the presented structure, the college is a structural division of the university, the activities of the college are managed by the university, the competences of the college are defined by the university. According to the charter, the highest official of the college is the director, the college currently does not have a director, it has 1 deputy director for educational affairs. It became clear from the site visit that the college is managed by the rector of the university. The vice-rector of the university in charge of educational activities also plays an important role in the college management. According to the charter, the highest representative body of the college management is the pedagogical council, where the pedagogical, faculty, and student members should also be included as elective members. However, it became clear from the site visit that there is no pedagogical council in the college. Decisions related to the college are discussed and adopted in the university councils (Council of Founders, Scientific Council), particularly in the Scientific Council. The academic council of the university includes 17 members, 4 of whom also teach at the college, the deputy director, 1 local, and 1 foreign student studying at the college are also involved.

The minutes of the meetings of the academic council are available, in the last period, the issues of accepting documents of foreign applicants for the 2022-2023 academic year, knowledge verification, summaries of admission results, the issue of self-evaluation of the college's institutional capabilities, the issue of organizing preparations for the fall exam period, etc., were discussed in connection with the activities of the college.

The structural scheme of the university does not correspond to the management system of the university, in particular, the structural scheme observed by the expert panel includes the credit center, the construction department, the publishing house, which are not included in the university and college management block.

The purpose of the activity of GPU is to make a profit, the distribution directions of the net profit formed by the 2021-2022 years data are not specified, it is added to the undistributed profit. It should be noted that the profit of the university increased by 16 times in 2022. From the site visit, it became clear that the university is planning to carry out renovation works of the 2nd building at the expense of retained earnings and newly formed profits, in order of having a dormitory for foreign students. The college's income is mainly formed from student fees, where the fees of foreign students also increased in 2022. It should be noted that the number of foreign students' fees is about 2.6 times higher than the amount of local students' fees. According to 2022 data, income from college foreign student fees makes up 3.7% of the university's gross income.

Expert studies have shown that the new internationalization project of the university and college is aimed at increasing the number of foreign students from the target indicators of the development of RA education until 2030 set by the state development program. It should be noted that the university has not assessed its resource base, or the resource conditions of employers, as well as there are no risk management mechanisms for the introduction of a new project.

There are position passports for the lecturers both in university and in college. The role of the lecturer, the field of issues, work functions, responsibility, working knowledge and abilities, and additional knowledge and abilities are distinguished in the passport of the lecturer position. There are no position passports for other college employees.

It became clear from the site visit that the deputy director of the college, lecturers, and students do not have significant participation in the decision-making related to them, they never raise any proposals and projects. The decisions of the Scientific Council are not based on collected and analyzed data. Decisions are made based on opinions and views expressed at the verbal level. There are no summary issues raised by the students in the College Board, which could be the basis of the decisions made by the Academic Council.

There is no separate long-term strategic plan for the college, the goals set by the university strategic plan also apply to the educational activities of the college. There is the 2022 annual work plan of the medical college of GPU, which in its entirety does not correspond to the processes taking place in the college. It refers to the preparation, discussion and control of the work plan of the deputy director of the college, the review of educational documents and the discussion of problematic points, the presentation of recommendations and the implementation of changes, the coordination of the work of the faculty, the implementation of class observations, analysis and

summary, which are generally not carried out in the college and the steps outlined in the work plan, and outcomes are also not guaranteed. There are no annual plans-schedules of the college's activities by year, evaluations of the implementation of goals, performances are not summarized in appropriate reports. The departments and chairs do not have work plans either. Some professors have developed their own lesson plans on an individual level, but this approach is not institutional. There are no activity evaluation and monitoring mechanisms in college.

Only verbal surveys were conducted among students in the college, which do not provide a certain periodicity, and do not have adequate analyzes and summaries. Some discussions were held with the employers, the summaries of which were not included in the management and educational processes of the college. In the self-evaluation, the internal and external factors affecting the activity of the medical college are separated. The fluidity of the faculty, the availability of laboratory equipment, the efficiency of the work organization of auxiliary infrastructures, etc., are highlighted as internal factors. External factors are admission, financing system, unforeseen situations, labor market and social requirements, and legislative changes. It became clear from the site visit that the studies of these factors are not carried out regularly, and risk assessment and management mechanisms are not available. At the management level of the medical college of GPU, the PDCA cycle does not work, the planning-implementation chain is not secured, and the evaluation-improvement chain is missing. There is no information base in the college to evaluate the effectiveness of the academic programs and other processes, there are no mechanisms for collecting and analyzing the information, and there are not enough tools. The college started to make an alumni base, and information on alumni is in the initial stage of collection.

The college has a website where the admission procedure and academic programs are presented. Information is limited on the website, procedures, and regulations, reports are not posted. There is also a Facebook page of the college, where there are few publications.

### **CONSIDERATIONS:**

It is positive that the structure and management of the college are defined by the charter, but the document basis of the college management is the university regulations, and the specifics of the college's management activities are not separated in those regulations, endangering the regularity and efficiency of the processes implemented in the college. The expert panel considers it worrying that the structural scheme of the university does not correspond to the management system of the university and college, causing inconsistency in the hierarchical relations of management with the ongoing processes.

It is legitimate that, as a structural unit of the university, the college is managed by the rector, the decisions related to the college are discussed and taken in the university's Founders' Council and the Scientific Council, and although the vice-director of the college, lecturers, and students are involved in the Scientific Council, they do not have a significant part in decision-making, and they have never come up with a proposal. In addition to this, the expert panel negatively assesses that the college does not have a pedagogical council, which, according to the

charter, is the highest representative body of the college management with elective pedagogical, teaching assistant, and student members. As a result, ensuring the active participation of pedagogical and student staff in the management of the college's activities, in the formation of social and other programs is at risk. In addition, the decisions of the Scientific Council are not based on the analyzed summary data but based on verbally voiced opinions and views. The expert panel considers it worrisome that in the college, besides the lecturers, other employees do not have passports for their positions. The above hinders the effective management of the college's activities.

The expert panel positively assesses that due to the involvement of foreign students, the profit of the university has increased by about 16 times in 2022, which also includes the fees of foreign students at the college. It is commendable that the university plans to carry out renovation works of the second building with the purpose of having a dormitory for foreign students, at the expense of retained earnings and newly formed profits. However, it should be noted that there are still no project plans for the implementation of these works.

According to expert studies, to the extent that the new project of the university and college leading to internationalization coincides with the increase in the number of foreign students from the target development indicators set by the state development program of RA education until 2030, it is risky, considering resource base, resource conditions of employers, risks lack of prediction and prevention mechanisms. In addition, to increase the effect of scale, the lack of hierarchical links of management in the university and college may cause a management crisis. As a result, the development of university and college international education is directly related to the implementation and application of risk management and international education quality assurance tools.

The expert panel expresses its concern that the college lacks all management tools, such as short-term and long-term planning is not carried out, the college does not have a separate strategic plan, plans-schedule for the implementation of objectives, performances, annual work plans, and reports. In summary, the college does not have any activity evaluation and monitoring mechanisms, and there is no operational risk assessment, or management mechanisms, so the effectiveness of the management system is at risk.

It is disturbing that the PDCA cycle of management does not work, there is no information base in the college to evaluate the effectiveness of the academic programs, and other processes, and the toolkit for collecting and analyzing information is missing. It is positive that the college has undertaken to build an alumni base. Having a website and a Facebook page, the college does not provide comprehensive information about its activities, by limiting to the posting of procedures, regulations, reports, and few publications.

#### **SUMMARY:**

Considering that there is no separate document base regulating management processes in the college, the operational risks of international education have not been assessed, there is a problem with the effectiveness of the management system, there are no long-term and short-term plans, the target indicators of the college's development are not defined, there are no tools for

evaluating and monitoring the management processes, the PDCA cycle is not implemented, strategic planning is not applicable to the implementation of the APs, the expert panel finds that the medical college of Gyumri "Progress" University does not meet the requirements of criterion 2.

#### **CONCLUSION:**

The compliance of the institutional capacities of the medical college of Gyumri "Progress" University to the requirements of CRITERION 2 is unsatisfactory.

### **CRITERION 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:**

Medical College of Gyumri "Progress" University has licenses and implements 4 academic programs: "Nursing", "Obstetrics", "Pharmacy" and "Dental Technical Work". There is currently no admission at the "Obstetrics" AP. Admission to the medical college is made based on secondary (2-3 years) and basic general (3-4 years) education. It should be noted that the mission of the college is very general and the key connection between the mission and VET education as a major unit of the "Progress" educational complex is not visible. Currently, 36 students study in the college, 12 of them are foreign students.

Education in the college is carried out based on the state educational standards, in 2022 the college has made a transition to modular programs, which are identically localized. In the separate modules of the "Nursing" and "Pharmacy" APs, only additions were made to the learning outcomes that were included in the subject programs, for example, in the "Pharmacognosy" module, the knowledge of additional plant species and their trilingual names was added. Reserve hours and optional subjects provided by the curriculum are not implemented, and optional subjects are not introduced. From the site visit, it became clear that the employers do not directly participate in the processes of drafting and revising the APs.

According to the "Progress" University Medical College Student Internship Regulations, the following 3 internships are carried out:

- theoretical (4-6 weeks duration in the 1st year, which is cognitive in nature),
- without theoretical (3-10 weeks duration, In the 2nd and 3rd years, practical strengthening of theoretical knowledge in professional subjects is planned)
- pre-graduation (with a duration of 3-6 weeks, organized after completing the full theoretical course).

According to the regulations, "the organization and management of internship carried out by the medical college and the base enterprise". A head of internship is appointed by the college, and internship at the employer is coordinated by a nurse, a pharmacy worker, and a dental laboratory

worker. There are internship programs for 3 APIs, which present the purpose, duration, and skills of the practicum, which mainly correspond to the outcomes of the APs. The internships are carried out in the medical center, dental laboratory, and pharmacies.

The College does not have a policy on the selection of teaching and learning methods. It became clear from the site visit that each lecturer chooses his own teaching methods. From this point of view, there is no institutional approach. It was clear from the class observations that the learning material is mostly dictated or sometimes provided in advance. For foreign students, there is generally no foreign language literature and study materials, the study material is provided through dictation, which is translated into English with the help of a translator. It should be noted that the acquisition of appropriate foreign language literature and preparation of study materials for foreign students is not considered a priority in the college.

Video lessons, discussions, and seminars are conducted during the "Pharmacy" academic programme. In the "Dental Technical Work" AP, the theoretical material is discussed with the lecturer in the classroom, and practical lessons are held in the dental technical laboratory, during which the students prepare different types of dentures. During the practical lessons, the lecturer reacts to the issues faced by the students, showing an individual approach. During the "Nursing" AP, a practicing doctor-lecturer sometimes conducts students' practical classes in the hall of the Gyumri Medical Center, showing videos, lectures, and slides on microbiology. To acquire practical skills, students are sometimes attached to the lecturer and participate in the work performed by the doctors and nurses of the hospital, which is not reflected in the curriculum.

Few lecturers have lesson plans, and some assignments, that fully cover the achievement of the specified outcomes of the professional modules.

The College does not have a student evaluation policy. It became clear from the site visit that the evaluation is carried out using a 10-point system, the criteria by which the results are evaluated are not clearly defined.

The college has developed "Regulations for the organization and control of course works and tests of Gyumri "Progress" University Medical College", but it became clear from the site visit that students write essays and course works voluntarily, at the wish of students and lecturers. Coursework is assessed separately and considered during the final assessment of the module, it does not imply a separate assessment. It became clear from the study of the essays and course works of some courses that they are mostly descriptive works, there are no analyses, conclusions, or evaluations. Some works have an attached bibliography. In the "Dental Technical Work" AP, students prepare various dentures as tasks, for each of which they receive an average of 5-8 tasks. A formative assessment is carried out, the outcome is the finished denture. Resources and materials are provided by the employer.

Within the framework of the "Pharmacy" AP, gradually increasing complexity tests (tests with one correct answer, open questions, etc.) are mainly used, which contributes to the strengthening of theoretical knowledge. Some practical lecturers assign tasks of distinguishing correct and incorrect prescriptions in a sequence of steps. The task is done in the classroom and is carried out through group discussion. Due to the absence of chemical substances during practical

lessons, students get acquainted with the experiments through video lessons, and then present the steps verbally. In general, some professional outcomes, such as the preparation of different dosage forms in a pharmacy and factory setting, are not supported.

Some students studying at the "Pharmacy" AP visited and got acquainted with medicinal plants growing in the region as part of the production practice voluntarily, and prepared herbariums, which are used in the educational process. It became clear from the site visit that preparation of herbariums is not carried out in all courses.

Some modules within the framework of "Nursing" AP are implemented in the form of cycle courses, for e.g. (when a single course or module of the ICP is intensively studied in a short period, for example, a 3-hour study of a module in one day), which is mainly adapted to the employment of doctor-lecturers.

Current assessment is mainly carried out through tests and oral inquiry. In the college, the simplest manipulations are carried out: measuring temperature, measuring blood pressure, placing a wire, etc., which contribute to the formation of certain practical abilities, but more complex manipulations are not carried out, for example, intramuscular, intravenous injection, organization of patient care. Students get acquainted with them in the medical center.

In the "Nursing" AP, during the formation of the outcomes, the connection between the theory and the practice is sometimes broken, as the theoretical material is provided in the college, and the practical ability is provided during the internship, in the hospital. There is no communication between the college lecturer and the person who carried out the internships. Internships are assessed on a 10-point scale through reports submitted in internship diaries. There are no clear criteria for the assessment of the internship. The assessment is carried out based on the profile set by the employer and the information provided by the student. Attendance and activity during practice is also considered.

The diaries examination revealed that the information reported by the students was virtually identical. It became clear from the professional meetings that during the practice of the "Nursing " AP, those students who have some fear of medical interventions can only observe the actions and not perform interventions.

There is a "Regulation of professional final exams of Gyumri "Progress" University Medical College". It became clear from the site visit that professional final exams are conducted orally based on professional state qualification questionnaires. From the study of the questionnaires, it became clear that they are mostly questions that test theoretical knowledge, and practical abilities are not tested. After the examination, an opinion of the Professional State Examination Commission is given, which is presented on a standard sample, where the exam process and conclusion are the same for all academic programs, and recommendations are not mentioned. There is no appeal procedure in the college. Academic integrity policies and principles are not implemented in the college. Plagiarism is checked by lecturers.

There are no policies and procedures for benchmarking the college's APs, and benchmarking was not performed. There are no cases of mobility of students and lecturers. The college lacks policies and mechanisms for monitoring and evaluation of APs. From the site visit,

it became clear that the only tool for monitoring the APs is the class observation. Moreover, the class observations are only done by the deputy director, but they are not analyzed and do not serve as a basis for identifying the need of the program and implementing improvements. Surveys are not conducted, and the needs of students and employers are not being raised to implement improvements in the APs.

### **CONSIDERATIONS:**

The expert panel considers it positive that academic programs of the medical colleges of the Gyumri "Progress" University correspond to the National Educational Standards. It is positive that during the last year the college has managed to involve foreign students in the educational process, however, the expert panel sees some risks in this direction related to the effective organization of their studies. The college has recently transitioned from subject programs to modular program learning, but course plans corresponding to the modular program outcomes have not been fully developed. Preferred and optional subjects provided by the curriculum are not taught, and reserve hours are not used, the expert panel believes that their use can contribute to the completion of the main educational program as well as student-centered learning.

It is worrisome that employers do not formally participate actively in the process of developing and revising the APs. However, because of the involvement of some practical, employer lecturers, education is somewhat organized in employer bases and employer-led, in which the needs of employers are also considered to some extent. The expert panel emphasizes that the organization of practical hours in the employers' bases should also be expressed in the academic program, which will enable regular organization of practical hours, and increase the visibility of academic program benefits.

In the college, lecturers are free to choose teaching and learning methods. Different lecturers use different modern learning methods, which, as a positive experience, are not shared among other lecturers teaching in the college. The expert panel considers that the study of good practices and their translation into policy can contribute to the systematic and targeted transfer of knowledge, abilities, and skills to students.

The expert panel believes that the existence of lesson plans and task databases will contribute to the targeted and systematic acquisition of professional knowledge and abilities of students. Transferring knowledge through dictation in the classroom is problematic, particularly when translation is taking place for foreign students in parallel. It can lead to loss of time in terms of information transfer in the classroom, reduction of discussions, and therefore also the formation of critical thinking and the disruption of the effective implementation of the AP. The expert panel believes that the college must provide foreign students with appropriate foreign language professional literature and study materials, otherwise, the full achievement of all the outcomes defined by the AP may be jeopardized.

The expert panel positively evaluates the individual approach of students during practical work in the "Dental Technical Work" AP, which contributes to the formation of practical skills. Moreover, the implementation of practical classes and internships directly in medical institutions,

dental laboratories, and pharmacies contributes to the acquisition of professional skills and abilities of students based on real cases.

The lack of policies and clear criteria for assessing students' knowledge and abilities is problematic, and the lack of an appeals procedure, along with the lack of assessment criteria, can negatively affect the credibility and reliability of student assessment. Voluntary completion of course works and essays may not lead to the development of the skills of literature analysis.

It is also worrisome that students' theoretical knowledge is only checked in the final exams, and practical skills are not addressed, practical abilities ("Nursing", "Pharmacy") are mostly evaluated during internships. If we consider that sometimes there is a lack of communication between theoretical, practical lecturers (mainly in some modules of the "Nursing" AP), there is a risk that students' acquisition of practical skills may be incomplete. The expert panel also expresses its concern over the fact that the works presented in the students' internship diaries are repeated among different students, in addition, there are no clear criteria for the assessment of internships, because of which their effectiveness is considered risky. The lack of comparative analysis (benchmarking) of medical colleges with other local and international medical colleges is worrying. This will contribute to both the identification of best practices and the effective implementation of modular programs. In addition, from the point of view of attracting foreign students, reviewing the medical colleges of other countries, and introducing their best practices will make educational outcomes comparable with global medical approaches and requirements. The lack of systematic surveys and monitoring on the effectiveness of the academic programs hinders the implementation of the processes of evaluation, clarification of improvement directions, and increasing the competitive capabilities of APs.

#### **SUMMARY:**

Considering that employers do not have formal participation in the processes of developing and revising APs, there is no unified policy for choosing teaching and learning methods, foreign students are not provided with study materials, the main method of teaching is dictation, there are no standards for evaluating students' theoretical knowledge and practical abilities, the appeal procedure is imperfect and benchmarking and efficiency evaluation processes of APs are imperfect, the expert panel finds that the medical college of Gyumri "Progress" University does not meet the requirements of criterion 3.

#### **CONCLUSION:**

The compliance of the institutional capacities of the medical college of Gyumri "Progress" University to the requirements of CRITERION 3 is unsatisfactory.

### **CRITERION IV. STUDENTS**

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

#### **FINDINGS:**

Medical College of Gyumri "Progress" University organizes visits to regional schools for

the purpose of recruiting students, distributes information flyers to applicants, in which college specialties, information about entrance exams, study duration and fees are presented. Information about admission is also distributed on the Facebook page of the college. Open-door days were also organized, but it became clear from the site visit that open-door days have not been organized in recent years. The college did not evaluate the effectiveness of the implemented measures. Applications for the admission of local students are submitted online through the website dimord.am. The entrance exams are organized by the college, within the frameworks of all academic programs, the applicants pass an oral exam in the subject of biology, the applicants who overcome the minimum threshold are admitted to the college. It should be noted that in the 2022-2023 academic year, the college also involved 12 foreign students. Their admission is carried out in the order of admission of foreign citizens in pre-vocational and secondary vocational educational institutions. Foreign applicants pass an English-language oral exam in the subject of biology at the college, and again those who overcome the minimum threshold are admitted. Education for these students is organized in the Armenian language with parallel English translation. From the study of documents and meetings with foreign students, it became clear that most of them have a low level of knowledge of the English language.

The college also has students admitted under the "Regulation of receiving more than one vocational and secondary vocational education", these students have a higher education and receive their second major in the college. The higher education of 2 of the currently studying students is not medically oriented, these students passed the distinction from 8 modules and continued their education in the "Pharmacy" academic program. It should be emphasized that the college did not evaluate the effectiveness of such cases.

An increase in the number of students has been observed in the last 1 year, the college had 27 students in 2020, 13 in 2021, and 32 in 2022. It should be noted that the increase in the number of students is due to the involvement of foreign students. It should be noted that compared to the fees of other medical educational institutions working in the region, education at the Medical College of GPU is relatively cheap.

The College has a "Student Survey Procedure on the Quality and Effectiveness of Teaching of Progress University", which also applies to the College. It is presented in the procedure that every year before the state exams and after the end of the exam period, surveys should be carried out, which, according to the procedure, there are an indicator of the right to participate in functions that ensure the quality of student learning and to evaluate the effectiveness of the faculty. From the site visit, it became clear that there were no surveys about the educational needs of the students in the college.

To identify educational needs, the institute of course guides operate, in case of problems, students turn to them first. The problems were mostly technical in nature. The lecturer of the given subject is also addressed with the problems that arise during the study, for example, requesting additional study materials, as well as assisting in the orientation and acquisition of professional literature.

Additional classes for students are not organized at the college, but students can spend

additional time in bases (dental laboratory, hospital, and pharmacies), by strengthening practical skills. The college has separate counseling hours for students before the exams. It became clear from the site visit that students do not often apply for counseling, except for students of the "Pharmacy" academic program. Absent students can also receive counseling in the college, they are not mandatory or regulated. While examining the register, it became clear that student absences were frequent.

It is defined explicit days and hours of reception at the rector's office at college. From the site visit, it became clear that students are not restricted in contacting the rector, they mainly turn to the rector with questions about discounting fees and receive a positive response. There are cases of discounts (participant in the war, socially disadvantaged students, presence of 3 or more students from 1 family, etc.), and partial payment of the fee is also allowed. There are cases of discounts (participants in the war, socially disadvantaged students, presence of 3 or more students from 1 family, etc.), and partial payment of the fee is also allowed.

There is no systematic mechanism for contacting the administrative staff, but as it became clear from the site visit, students are free to contact them at any time. Involved foreign students generally turn to the vice director in case of problems.

There is no official career responsible at the college currently, but some functions are performed by the Deputy Director of Academic Affairs, and the Head of the Quality Assurance Department. Student CVs are reviewed by the head of the Quality Department, and Career responsible, and the Graduates' data is collected by the Deputy Director of Academic Affairs. It should be noted that the formation of the student employment base is a new process, as such a complete and comprehensive base is not yet available. According to the presented data, 6 of the 22 graduates (about 30%) are working in their profession in 2022, contact with some graduates has not been established, and there is no information about them. Career-oriented processes are not planned and coordinated.

At the institutional level, students are not involved in research activities. From the site visit, it became clear that within the framework of some courses, students present essays, course works, herbariums are created, etc. Within the framework of the events organized by the SC, students are sometimes involved in creative activities, for example, creating and distributing a video disc about Yeghishe Charents.

To protect the rights of students, the College has a Student Council, which operates within the Student Council of Progress University. 12 students are involved in the college's SC, one of them is a foreign student. It became clear from the site visit that students are included in the council at the recommendation of students and lecturers. There is a Progress University Student Guide where the student rights and responsibilities are signed.

It should be noted that the charter does not specify the procedure by which students become members of the student council. Statutory provisions that are no longer available are also presented, for example, the organization of the Student Council assembly twice a year. The SC has a work plan for 2022-2023, which has not been authenticated, the planned actions do not have clear dates of implementation. The effectiveness of educational, counseling, and other services

provided in the college is not evaluated, mechanisms are not implemented.

### **CONSIDERATIONS:**

The expert panel positively evaluates the visits made by the Medical College of "Progress" University to regional schools, and the provision of information leaflets during them, which can provide an opportunity to inform applicants about the college's specialties, entrance exams, study duration and fees. Dissemination of admission information through online platforms is also commendable. In the case of evaluating the effectiveness of the measures implemented for the purpose of recruiting applicants, the college will have the opportunity to improve these mechanisms and implement more targeted processes.

The involvement of foreign students in the last year, which has contributed to the increase in the number of students, is positively evaluated, however, the expert panel emphasizes that the college should set a clear threshold for foreign students' knowledge of a foreign language, which will allow them to organize the further process of their studies more efficiently. Although students with higher education and continuing their education from the final year of another specialty at college pass 8 module distinctions, the expert panel considers that not having a basic medical education and studying in the final year may jeopardize the credibility of the qualification they receive.

Although a procedure for conducting surveys has been implemented to highlight the needs of students, it is not used in practice. Conducting regular surveys will provide an opportunity to systematically address the educational needs of students. The expert panel considers positively the role of course guides in identifying the educational needs of students, as well as the fact that students turn to the lecturer of the given subject with problems that arise during their studies, which creates an opportunity for a quick response to students' problems.

Although there are no additional lessons for students, students can spend additional time in bases, which promotes the development of students' practical abilities. Considering the medical orientation of the college the expert panel emphasizes the regularity and mandatory nature of counselling provided to absent students, which will contribute to the full understanding of the missed materials by students, as well as the reduction of student absences.

It is commendable that the college has clearly defined days and hours to turn to the rector, which creates an opportunity to provide students with more regular support and guidance. The expert group also considers the fact that students are not restricted in contacting the administrative staff.

Although for career development of students, the deputy director for academic affairs, the head of the quality department are working in the college, the expert panel emphasizes the presence of a person officially responsible for career, which will create an opportunity to organize clear events aimed at the career development of students, to regulate the work of forming the alumni base.

The expert panel believes that the regular participation of students in research activities will enable them to develop their critical analytical thinking and data-based decision-making

abilities.

The presence of the Student Council as a body that protects the interests and rights of students is positive, however, the expert panel believes that it is necessary to define clear procedures for the selection of members of the Board of Directors, which will allow to increase the autonomy of the Board of Directors. The expert panel emphasizes the introduction of mechanisms to analyze the effectiveness of educational, counselling and other services provided to students, which will create an opportunity for clear evaluation and improvement of educational processes.

#### **SUMMARY:**

Taking into account that there are mechanisms for attracting students to the Medical College of GPU, foreign students were enrolled in the last year, there is a structure that protects the rights of students, students are provided with some counselling, there is an additional opportunity to strengthen students' practical skills, students are free to contact the administrative staff, student discounts are available, the expert panel finds that the medical college of Gyumri "Progress" University does not meet the requirements of criterion 4.

#### **CONCLUSION:**

The compliance of the institutional capacities of the medical college of Gyumri "Progress" University to the requirements of CRITERION 4 is satisfactory.

### **CRITERION 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 processes of recruitment and selection of faculty in the college are regulated by the "Procedure of Admission, Fire and Recruitment of Professorial Staff of Progress University". According to the procedure, an open competition is announced for hiring a vacant position of teaching and administrative staff, the announcement must be published in the daily newspaper, on the website. The announcement mentions the terms of the competition, the requirements for the candidate applying for the position, and the deadlines for submission. The regulation does not specify what quality requirements the candidate must meet to become a lecturer of an educational institution. It became clear from the site visit that no actual competition took place in the college, the lecturers were selected by interview. Most of the newly hired lecturers have pedagogical experience and have been recruited from the University and School of the Progress Educational Complex. An open-ended contract is signed with a newly hired lecturer. The college's 3 academic programs are served by 26 faculty members, 23 of whom are full-time employees. Progress educational complex has an administrative staff of 22 people, which also serves the college. The administrative staff is also accepted through an interview, there are no specific requirements.

The university has developed position passports for the lecturers, which also presents the rights and responsibilities of the lecturer. The position passports are identical for both university and college lecturers.

The college emphasizes the involvement of specialists from the practical field (hospital, pharmacy, dental laboratory) as lecturers. 7 employer lecturers, 4 associate professors and 1 professor teach in the college. All lecturers are qualified according to the requirements set out in the NQF.

The evaluation of the faculty is carried out according to the "Progress University teaching quality, efficiency and student survey procedure", where a clear schedule and requirements for conducting a survey among students, processing and storing the results are defined. According to the procedure, the surveys are anonymous and are conducted after the end of each semester. It became clear from the site visit that the procedure does not actually work.

The assessment of lecturers in the college is carried out by class observations, the results of which are recorded, but not analyzed and summarized. To support beginner lecturers in the college, mutual class observations are held, and consultations are provided. In the college, there are no plans for professional advancement and improvement of lecturers, no professional trainings are carried out. Most lecturers teaching professional modules are from practical field and provide their professional development in their workplaces. It became clear from the site visit that during the last 5 years, 4 lecturers participated in professional trainings on their initiative. It should be noted that during the transition of modular teaching, the lecturers did not undergo methodological training. It became clear from the site visit that some of the lecturers are not aware that the subject programs have been replaced by modular ones.

The college has a teaching staff teaching professional modules, and the teaching staff is stable, in recent years there has been an increase in the involvement of young lecturers in the teaching process. One lecturer teaches about 3-5 subjects/modules. It should be noted that the number of English language teachers is small.

The college does not have a policy to ensure the professional advancement of lecturers, but it became clear from the site visit that one of the lecturers has become the deputy director of the college, and 1 graduate of the "Dental Technical Work" has been involved in teaching process.

The document review showed that the college does not have policies and mechanisms for encouraging faculty but became clear from the site visit that well-performed employees are motivated by moral incentives. The college as a part of university generally has sufficient faculty and administrative staff to organize the educational processes. The career responsible carries out his functions on a public basis, there is also no person responsible for external relations and internationalization, who will be officially assigned the functions of acquiring new partners, communicating with them, and forming international relations.

### **CONSIDERATIONS:**

The expert panel emphasizes the trend of the college in competitively recruiting faculty and administrative staff, but the college has not yet held a competition for recruitment, which would allow for distinguishing the professional qualities of candidates. The expert panel considers the presence of a lecturer's position passports as positive, at the same time, it should be noted that the professional requirements presented to lecturers in the framework of the implementation of academic programs are not clear. In the case of developing clear requirements, the effectiveness

of the implementation of educational programs can be increased. It is commendable that the college lecturers' qualifications match the courses they teach. In parallel, specialists and employers from the practical field were involved as teachers, because of which the practical skills and abilities of the students were significantly improved.

Although the college has a faculty evaluation procedure, where the clear schedule and requirements for surveying students, processing, and storing the results are separated, however, the procedure is not implemented. The implementation of the procedure would provide an opportunity for the college to raise the existing problems during teaching and to find adequate solutions for them.

It is positive that class observations are conducted for the evaluation of lecturers in the college, and the results are recorded, but the expert panel believes that the analyzes and summaries of the results of the class observations can contribute to the dissemination of the successful experiments in the college and the solution of the existing problems. A positive trend is the organization of mutual class observations to support the beginner lecturers at the college, because of which the beginner lecturers are provided with consultations, promoting the dissemination of good practices in the college.

The expert panel believes that the college needs to carry out pedagogical training for lecturers in case of transition to modular teaching, because of which the effectiveness of teaching will improve. In addition to the above, a significant number of lecturers teaching professional modules in the college are from the practical field and, on their initiative or due to the requirements presented in the workplace, improve their professional abilities, and contribute to the formation and strengthening of practical skills among students.

The expert group values the college's goal of involving young lecturers in the educational process and rejuvenating the faculty, as well as bringing in lecturers from the practical field, contributing to the stability of the faculty and increasing the effectiveness of teaching. At the same time, it should be noted that the involvement of foreign students has made the involvement of English language teachers urgent, which will help to increase the effectiveness of the organization of their teaching process.

Although the college has not developed a policy to ensure the professional development of lecturers, it is commendable that there are cases of faculty development in the college. At the same time, employees who performed their duties well in the college were encouraged with certificates, but the expert panel emphasizes the presence of additional mechanisms of encouragement, which will contribute to increasing the motivation of faculty and administrative staff.

It is positive that the college has sufficient administrative staff within the university to carry out the educational processes, but it is worth noting that important positions for the college, such as career responsible, external relations and internationalization responsible, are not available, these functions are carried out by different employees in voluntary basis. The expert panel believes that the existence of the mentioned positions will contribute to the students' professional orientation and career development, replenishment of foreign relations and the effectiveness of the internationalization process.

### **SUMMARY:**

Considering that the qualifications of the lecturers correspond to the taught courses, specialists and employers from the practical field are involved in the teaching process, mechanisms for rejuvenating the teaching staff are introduced, support is provided to the beginning lecturers, there are cases of professional progress, the educational processes are provided with sufficient administrative and educational support staff, the expert panel finds that the medical college of Gyumri "Progress" University meet the requirements of criterion 5.

### **CONCLUSION:**

The compliance of the institutional capacities of the medical college of Gyumri "Progress" University to the requirements of CRITERION 5 is satisfactory.

## **CRITERION VI. RESEARCH AND DEVELOPMENT**

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

### **FINDINGS:**

The medical college of GPU has not defined research as a priority within the framework of its educational activities, there are no goals and problems of the college in the field of research. It should be noted that there are no planned activities in this area and the prospects of research development are not visible. From the site visit, it became clear that research is not perceived by the college as a means of forming analytical, creative, and critical abilities of the student.

Some doctor lecturers at the college participate in local and international conferences and have publications, and scientific articles in the scope of their work. Doctor lecturers were involved in working groups for the development of training manuals, for example, the manual "Infectious Diseases and Biosafety Issues" developed in 2018 for the "Nursing " AP. It should be noted that the above-mentioned good experiments are the result of individual initiative of lecturers and such lecturers are few.

Within the framework of the college's APs, some lecturers offer students works with a research component in the form of posters, essays and term papers, these works are carried out based on student voluntarism, the results are considered only when summarizing the results of the module. There are no clear requirements and standards for the evaluation of term papers and essays. As an example, within the framework of the "Pharmacy" academic program, students present herbariums, make essays on Drug Addiction, Pharmacy Technology of Pharmaceutical Forms, Antibiotics, and other topics. Essays made within the framework of the "Nursing" academic program are Leukoses, Cardiovascular system, and Anti-epidemic measures. There is a list of literature in the works, but the analytical component and the independent approach are mostly absent.

The lecturers at the college generally do not conduct research and do not study the international experience of their field. It became clear from the site visit that due to the internationalization processes, the college lecturers planned to study the international experience

soon, regarding which the college has no plans for yet. It should also be noted that the college does not have any incentive mechanisms to carry out research work. The connection between research activities and the educational process in the college is sometimes expressed in the teaching process using educational materials developed by the teaching staff.

### **CONSIDERATIONS:**

The expert panel is positive that some active doctor lecturers at the college participate in local and international conferences, have publications and scientific articles, and have been involved in working groups for the development of training manuals, but the college does not have any participation in the mentioned processes and the lecturers participate on their own initiative, within the framework of the need for practical work. As a result of which, the development of research is at risk.

The expert panel considers it worrisome that research is not considered a priority of educational activities for the college, in parallel, the goals of the college in the field of research are not defined, and issues, plans, and processes are not implemented, hindering the development and implementation of the college's strategy in the field of research. Therefore, the expert panel notes that the college needs to clarify its model of research with adequate characteristics, because of which the introduction of the research component in educational processes can be promoted.

Although a small number of lecturers in the college, because of their initiative, offer students works containing a research component, such as posters, essays, and term papers, these works are not part of the educational process and are carried out exclusively on the principle of volunteering. In addition, the analytical component and the independent, creative approach are absent in the mentioned works, and since there are no clear requirements and standards for the preparation and evaluation of term papers and essays, the implementation of research in the college is at risk.

It is worrisome that the college does not have mechanisms of encouragement to carry out research work, so the college lecturers generally do not conduct research and do not study the international experience of their field.

It is positively evaluated that, due to the processes aimed at internationalization, college lecturers have planned to study the international experience of their field soon, but the college does not have long-term and short-term plans in this regard, hindering the introduction and operation of the research component in the college. As for the interdependence of research activities and the educational process, it is sometimes expressed in the college using educational materials developed by the faculty in the teaching process. The expert panel notes that in this regard, the college does not have any planning in the implemented processes, which could contribute to the convergence of educational and research processes in the college.

### **SUMMARY:**

Considering that the college has not defined its objectives and tasks in the field of research, there are no short-term and long-term plans for the implemented processes in the field of research,

work plans do not include works containing a research component, the requirements and criteria for their implementation are not specified, educational and research process interconnection mechanisms, the expert panel finds that the medical college of Gyumri "Progress" University does not meet the requirements of criterion 6.

**CONCLUSION:**

The compliance of the institutional capacities of the medical college of Gyumri "Progress" University to the requirements of CRITERION 6 is unsatisfactory.

**CRITERION 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:**

Gyumri "Progress" University has its own area, which consists of two separate buildings, where the educational processes of the medical college take place. The college has 9 classrooms with different surfaces designed for 15-25 students. The college has classrooms and laboratories, in particular, there are chemistry and pharmacology, dental technical, laboratories for the preparation of prostheses, anatomy and physiology, dental classrooms. In the laboratories and cabinets there are chemicals and supplies, anatomical models, posters, some devices and supplies for making prostheses. It should be noted that the college does not have classrooms of nursing, disaster medicine, pharmacy organization, management and product science, material science, first medical aid implementation, as well as microbiology and immunology, hygiene and human ecology, resuscitation and intensive care, botany and pharmacognosy, drug pharmacy and factory technology, pharmaceutical preparation technology and other laboratories, which are required by the NQF.

To partially fill the resource gap, the college cooperates with employers, which are the regional medical center, and dental laboratory and pharmacies, where the practical lessons and internships of the professional modules are carried out. The college has a computer lab with 3 working computers. The student cafe is currently closed due to the small number of students. There is a gym, and meeting hall. Wi-Fi coverage is available in some areas. Gyumri "Progress" University has 2391 titles of books, of which 350 titles are intended for college professional courses. It should be noted that the books in the library are not regulated and arranged. Students have library cards. It became clear from the site visit that students rarely use the library and mostly use the study materials or electronic sources given by the lecturers to complete their assignments.

According to the charter, the income and expenses of the college are planned by the university. The main sources of formation of financial incomes of GPU Medical College are 88% student fees, 10% rental fees, and 2% income from business profits. According to 2022 data, college admissions have increased at the expense of foreign student fees, which are significantly more than 2.6 times the amount of local student fees. According to the 2022 financial report of the university, compared to the previous year, the income from the sale of services has increased by about 1.7 times. Along with that, there was little change in expenses, which helped the university's

profit to increase by 16 times in 2022. It became clear from the site visit that the college plans to use the generated profit to renovate the dormitory area in the second building and provide it to foreign students. As for income received from the provision of college services, it made up 16% of the university's gross income in 2020-2021 and 7% in 2022. The income received from foreign students' fees in the total income of the university was 3.7%. The reduction of the college's income relative to the university's gross income is because the university attracted more foreign students than the college.

The college allocates most of the expenses to the salary fund, which makes up 80% of the expenses. Salary expenses for faculty are 38%, for administrative staff-29%, and for educational staff-13%. The economic costs of the college are 12.8%, and the costs of acquiring services are 2.7%. Financial resources in the amount of 0.20% are also provided for the costs of the library and quality assurance processes.

There is no clear policy for the distribution of funds in the college. From the site visit, it became clear that the practical lessons are carried out on the employers' bases, that is why the acquisition of devices and necessary materials for laboratory and practical trainings is generally not carried out. The latter are provided by the employer. Chemicals and some supplies were purchased only for the implementation of some courses. The essential professional modules are taught by practical lecturers, students acquire the practical skills of the given module in the medical center, dental laboratory, and pharmacies, jointly applying their resources. There are signed contracts with these institutions. The college plans to improve the building conditions.

External documentation in the college is carried out through e-mail. Internal documentation is done in paper version, there is no electronic system of internal documentation. There is an archive.

Security in the college is maintained both by a guard and 24/7 cameras. There is no first aid room in the college. For medical consultations, the college is satisfied with the presence of doctor-lecturers, who are not always in the college. Evacuation plans and fire extinguishers are available. There is no elevator in the college building, there are no ramps. It should also be noted that the college currently does not have any students with special needs. There are no questionnaires to assess the applicability, availability, and effectiveness of the resources. It became clear from the site visit that verbal inquiries were made, because of which the students were mostly satisfied with the available resources.

### **CONSIDERATIONS:**

The expert panel positively assesses that classrooms of the college ensure the implementation of theoretical lessons, and in the absence of equipment and technical means corresponding to the outcomes of APs, the acquisition of practical skills is carried out on the basis of the college, in the medical center, pharmacies and dental technical laboratory. It contributes to acquiring real cases and acquiring practical skills. However, the expert panel finds that the college needs to improve both the building conditions and the equipment of laboratories and cabinets (computers, simulations), which will allow to acquisition and improvement of clinical skills in the college without the support of employers. In this case, the expert panel highlights the risk that an

increased number of students may lead to incomplete satisfaction of the necessary resources. In addition, the presence of well-equipped classrooms and laboratories can provide a stable environment independent of employers as the number of students in the college increases.

Although the study materials and literature are provided by the lecturers for the students, the replenishment and organization of the library resources will lead to their availability and use among both the students and the lecturers. From the point of view of attracting foreign students, it is also important to replenish library resources with foreign language literature.

The expert panel positively assesses that the university's income is diversified from local and foreign students' fees, rental fees, and revenues from business profits. Considering that the income of the college in 2022 has increased due to the increase in the fees of foreign students (including foreign students of the college), therefore, compared to the previous year, the income from the realization of university services has increased significantly and in the case of almost the same expenses, it has led to a significant increase in the financial profit. At the same time, it is commendable that the institution, at the expense of the increased profit, plans to renovate the dormitory area, trying to ensure the stay of foreign students.

It should be noted that the college attracted fewer foreign students, which led to the reduction of the share of the college's income in the university's gross income. It is welcome that in addition to salary, economic expenses, and service acquisition expenses, the college allocates some funds for the library and quality assurance processes, but in the case of increasing their specific weight, as well as providing other expenses for the effective implementation of APs, the educational environment will improve.

It is positive that the resources are mostly available to students and lecturers, but documenting the oral inquiries and carrying out their analysis will allow to highlight the needs of the stakeholders, identify the lack of necessary resources, and improve them. The expert panel positively evaluates the fact that the college has tried to regulate documentation with both external stakeholders and internal stakeholders. However, the introduction of electronic internal documentation will make the process of information dissemination in the college more regulated. The availability of a safe educational environment is also ensured through teaching medical specialists, however, the presence of a first aid center with appropriate supplies and medication would improve a safe learning environment.

#### **SUMMARY:**

Considering that the college has material and financial resources for providing a learning environment in general, a significant increase in financial resources has been ensured in the last year, the direction of spending these resources has been defined, employers' bases are jointly used for the implementation of APs, security is generally ensured, the expert panel finds that the medical college of Gyumri "Progress" University meet the requirements of criterion 7.

#### **CONCLUSION:**

The compliance of the institutional capacities of the medical college of Gyumri "Progress" University to the requirements of CRITERION 7 is satisfactory.

## **CRITERION 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 College seeks to ensure accountability for its activities through reporting. The institution submits an annual report of licenses with VET educational programs to the ESCS, where it provides information on the general license requirements, the premises occupied by the organization, the pedagogical staff, the library-informational equipment of the organization, the sports equipment, laboratories and their equipment are also presented. According to the self-evaluation, to ensure internal accountability, the college as a structural division of the university submits a report to the rector, which is discussed with the reports of other divisions in the Academic Council of the university, and then presented to the meeting of the founders of GPU. From the site visit, it became clear that the college does not present separate reports but provides data that is discussed in the Scientific Council, in particular, issues related to the admission of local and foreign students to the college, preparations for the exam period, professional final exams are discussed. Expert studies showed that there is no clearly formed internal accountability mechanism and reporting format in the college. The department in the institution does not submit a written report on the done work, the effectiveness of the work is evaluated through verbal presentations and discussions. During the site visit, the expert panel was provided only with the rector's report for the academic year 2021-22, which summarizes the activities of the academic year and future perspectives. In particular, the presence of qualified lecturers and the need for their training, the importance of improving academic programs, the improvement of processes for transparency, the work done on the overload of laboratories, and the possibilities of introducing trilingual education were mentioned. The latter is a new format for the college and still needs improvement.

The transparency of the processes going on in the college is ensured through the official website. The "College" and "Admission" sections of the website contain information on admission, tuition fees, laboratory availability, and internship databases. In the "Library" section of the website, some documents are also presented: statutes, a booklet, information about the college premises, etc. The website is trilingual, information is provided in Armenian, English, and Russian. However, the information published on the website is not regularly updated. From the study of the website, it became clear that trilingual information about the college is presented only in the admission section. From the site visit, it became clear that the website does not have responsible and has not been updated recently.

The institution also publishes its processes on the university's Facebook page, where some announcements about the college are posted, about the admission of students and some events, such as the graduation ceremony, and announcements about vacancies. It became clear from the site visit that the internal stakeholders mainly consider the Facebook page as a platform for receiving information.

Information booklets are also published by the institution, which contain information about

the college's APs, tuition fees, and admissions. Trilingual information about the college is also presented on the website [www.education.am/progress.htm](http://www.education.am/progress.htm). The mechanisms for establishing feedback with the college are the phone number, fax, and e-mail indicated on the official website. Contact information is also presented in Spyur, Armenia directory, and other information systems.

Mechanisms for providing feedback to graduates are developing, there is a certain database of graduates that is not complete. Feedback from employers is provided through discussions, the frequency of which has not yet been specified. There are no clear mechanisms for transferring knowledge to society in the college. According to the director's report for the 2021-22 academic year, college lecturers participated in the "Engaged Citizen" course, where they got acquainted with the methods of imparting knowledge to society and their application.

### **CONSIDERATIONS:**

The expert panel positively assesses that the college implements certain processes to ensure external accountability. Nevertheless, it should be noted that the clarification of structural hierarchical links, and the introduction of internal accountability mechanisms will greatly contribute to increasing the efficiency of the implemented processes and raising awareness among the stakeholders. The expert panel also emphasizes the presence of an analytical component in the reports, which will allow the institution to highlight the areas for improvement. It is positive that the culture of accountability and transparency is in the process of implementation, and the college has already understood the need for it.

The presence of a website and a Facebook page is a positive factor in terms of ensuring transparency regarding the processes taking place in the college. The expert panel considers that regular updating of information on the website, posting of procedures, and current reports related to the activities of the college will lead to the availability of information to a wider range of external stakeholders. Considering the college's tendency to attract foreign students, the expert panel emphasizes the complete presentation of information in foreign languages to increase student engagement.

A positive factor is the existence of an active Facebook page, which is a platform for the college to post announcements and events, and the printing and distribution of information booklets also ensure the college's visibility among external stakeholders.

The expert panel positively evaluates the presence of mechanisms presented on different platforms for feedback. The sustainable use of feedback mechanisms with graduates and employers will enable the college to assess the current state of the educational process, and its compliance with the requirements of the labor market, to highlight existing problems and to develop possible ways to solve them. The expert panel considers it worrisome that as a college implementing educational programs in the medical field, the institution does not have a culture of imparting medical knowledge to society, which can significantly increase the degree of social responsibility of the college. The formation of such mechanisms will provide an opportunity to form a high reputation in the region as an educational institution that implements medical educational programs and has a societal responsibility.

**SUMMARY:**

Considering that the college has introduced some mechanisms for ensuring external and internal accountability, for the purpose of visibility and transparency of college processes, there is an official website and Facebook page, there are opportunities for providing feedback, the expert panel finds that the medical college of Gyumri "Progress" University meet the requirements of criterion 8.

**CONCLUSION:**

The compliance of the institutional capacities of the medical college of Gyumri "Progress" University to the requirements of CRITERION 8 is satisfactory.

**CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALISATION**

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

**FINDINGS:**

The development of social cooperation of GPU is considered a strategic direction, the purpose of which is to ensure the growing scientific-educational, socio-cultural, and economic investment in the development of the university and its social partners, which also extends to the development of external cooperation of the college. The development of the social cooperation of the university is presented in paragraph 2.2.7 of the SP of GPU, and the current situation and issues are mentioned. The following should be highlighted from the SP: "In recent years, the activation of the university's activities in the social sphere has been noticed, which has led to an increase in the number of its partners and strengthening of mutually beneficial cooperation with them. The number of schools, universities, scientific institutions, and other organizations with which the university cooperates is increasing. Social cooperation with educational institutions has been particularly effective. Cooperation with employers was especially emphasized". It became clear from the site visit that the college has formed active partnerships with employer-partners, within the framework of which educational practices are implemented, in addition, practical training is also organized in the resource bases of employers, and college graduates work in partner organizations. Since 2022, GPU has embarked on the export and internationalization of university and college educational services, because of which, from 2022 to today, about 20 foreign students have been involved in the medical college of GPU (currently 12 students are studying, 8 were dismissed due to absences). It became clear from the site visit that GPU attaches importance to the internationalization of the college and increasing the number of foreign students, for which it still does not have developed documentation. As for regional secondary professional educational cooperation, the college does not take active steps on this platform.

According to self-evaluation, the Center for Quality Assurance and International Relations operates at GPU, while the Department of Quality Assurance is distinguished in the structural scheme of the university. From the site visit, it became clear that the Quality Assurance Department operates in the university, the scope of which does not include the regulation of the internationalization process of both the university and the college. The rector of the university

directly participates in the process of internationalization, the vice-rector for educational affairs, and the head of the educational department carry out the work. In that process, their functions are not specified. In 2022, 20 foreign students from 6 countries (Sri Lanka, Bangladesh, Cameroon, Ethiopia, India, Nigeria) were involved in the college. Students are taught in Armenian with parallel translation into English. The internationalization process, as a new project, was implemented in the college from the beginning of 2022-2023, the first cycle has not yet been completed, therefore there is no evaluation of the effectiveness of this process. It should be noted that the level of knowledge of English among a significant number of foreign students is low.

The college has active external collaborations, within the scope of these collaborations, the employer-partners are leading organizations in the region. Most of the employers are bases for the implementation of internships and practical lessons for the college, in particular: Gyumri "Medical Center", Gyumri Maternity Hospital (joined to the Medical Center), Gyumri Austrian Children's Hospital, Gyumri "Samaritan Rehabilitation Center", Gyumri Pathology - anatomical laboratory, "Mkhitarian-dental" clinic of Gyumri, dental polyclinic No. 2, "Stela-Nan pharmacy" LLC. Employees of the mentioned organizations teach in the college. During the site visit, the expert panel visited Gyumri's "Medical Center", "Mkhitarian-dental" clinic, "Stela-Nan" pharmacy, production practice bases, observed the environment where their practice and practical lessons are conducted at the "Nursing", Dental technical work", and "Pharmacy" specialties. It should be noted that the mentioned bases are provided with the necessary material and technical resources to provide clinical skills, which makes it possible to organize practices more effectively, aimed at developing the practical abilities of college students. At the college level, with the participation of the private sector and the state, it was possible to form a participatory educational environment with Gyumri "Medical Center", contributing to the formation of students' practical skills.

According to the self-evaluation, 50% of lecturers know a foreign language, and 16% of administrative employees. According to the data presented by the college, the level of students' knowledge of foreign languages is generally low, the best result is the English proficiency of the students of the "Nursing" AP is 28.2%, the knowledge of Russian in the "Pharmacy" AP is 17.95%. English proficiency of pharmacists and dental technicians is 10.25%. As for the level of knowledge of the English language of the faculty and administrative staff, due to the involvement of foreign students, the university plans to organize English development courses soon.

## **CONSIDERATIONS:**

The expert panel considers positively that the development of social cooperation in the university is a strategic direction, which also extends to the development of external cooperation in the college. It is commendable that the issues and development trends of the social cooperation of the educational complex are defined by the SP, contributing to strengthening and increasing foreign cooperation. The expert panel emphasizes that the college has mutually beneficial and active collaborations with partner organizations in the field of medicine, within the framework of which the college's production and educational practices are implemented, and practical lessons are organized in the resource bases. The lecturers of the college working in these organizations

play a major role in conducting practical lessons at employer bases. The specified format of working with employers and the private sector allows students to develop clinical skills and work in parallel with employers. At the same time, it is worrying that the college has not yet formed a platform for cooperation with regional secondary professional educational institutions, which hinders the promotion and expansion of program collaborations with them.

The expert panel positively evaluates that from 2022 GPU has undertaken the process of export and internationalization of university and college educational services, because of which foreign students involved in the college are already studying at GPU Medical College. It is a positive approach that the college emphasizes internationalization and increasing the number of foreign students, but at the same time it is a concern that the college has not yet developed and regulated the related documentation, which can help to create an environment conducive to internationalization in the college.

Assessing positively that the university rector and other employees are directly involved in the internationalization process, the expert group considers it risky that both the university and the college do not have developed internationalization policy. The functions of the employees involved in that process are not separated, which can be an obstacle in the process of complete introduction, implementation, and control of the new project. In addition to the above, the first cycle of the internationalization process in the college has not been completed, so their analyzes and evaluations are not available.

The expert panel positively notes that the main partners providing the scope of external cooperation of the college are leading organizations in the region, whose resource bases are provided with the necessary material and technical resources providing clinical skills, contributing to the development of students' professional abilities. It is commendable that the college has managed to create a participatory educational environment in cooperation with employers, because of which students develop some practical skills. This can contribute to the increased and continuous development of work-based learning. It should be noted that along with the increase in the number of foreign students in the college, there will be a need for the formation and development of new partnerships.

It is considered positive that, due to the involvement of foreign students and the implementation of joint courses through a translator, the level of knowledge of the English language of college lecturers and students has somewhat increased. However, in the case of an increase in the number of foreign students, the implementation of the course in this way may not be effective, so the college needs to use different mechanisms for the implementation of the course. The expert panel notes that at the current stage of internationalization of the college, it is an objective necessity to increase the low level of knowledge of the English language of the administrative staff, in connection with which the university has planned to conduct English training for faculty and administrative staff soon.

#### **SUMMARY:**

Considering that the medical college of GPU has mutually beneficial collaborations with

employers for both internships and practical lessons, the employers are leading organizations in the region, the college has formed a participatory educational environment together with the employers, in the last year they recruited foreign students in 3 professions, contributing to the internationalization of professions and the export of educational services, foreign language teaching mechanisms were introduced, the expert panel finds that the medical college of Gyumri "Progress" University meet the requirements of criterion 9.

### **CONCLUSION:**

The compliance of the institutional capacities of the medical college of Gyumri "Progress" University to the requirements of CRITERION 9 is satisfactory.

## **CRITERION 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 college's quality assurance processes were launched in 2012 in parallel with the university's quality assurance processes. The university has a Quality Assurance Department (the department is defined in the structure of Progress University), which also serves the college, one employee is involved in the work of the department. There are no separate documents regulating quality assurance processes for the college. Only the procedure of the Quality Assurance Center of Progress University works in the college (the procedure has been in effect since 2012, the quality department is called the center), which presents the goals, issues, functions, structure, and management of the center.

According to the established procedure, the goals of the center are:

- support the goals of excellence in the quality of education at GPU,
- support, develop, and implement with the management and constantly improve the quality mechanisms of education.

The procedure also defines the functions of the center, they are:

- develop, implement, and constantly improve internal quality assurance processes,
- develop internal quality criteria and standards by the requirements accepted in RA,
- develop and present quality assurance tools and procedures for teaching, learning, and student assessment,
- etc.

From the site visit, it became clear that the main tasks of the Quality Assurance Department employee in the university and college are as follows: implementation of clerical work for the transfer of foreign students, visits to public schools, technical maintenance of computers, etc. It should be stated that the implemented works do not coincide with the Quality Assurance processes and do not correspond to the above functions. At the same time, it is necessary to note that both

the head of the quality assurance department and the other employees of the college have no ideas about quality assurance processes.

The Quality Assurance Department has also developed the Education Quality Assurance Guide, which includes: the mission and purposes of the quality assurance system, the main concepts and definitions of quality, the quality management model, the process of monitoring and reviewing educational programs, expected learning outcomes, and self-evaluation methodology. It should be noted that the content mentioned in the guide mainly provides information about quality assurance processes in general, but they are not adapted to the specifics and needs of Progress University, especially the college. According to the established procedure, the director of the Center is accountable to the Academic Council and the Rectorate of GPU. It became clear from the site visit that reports are not submitted by the head of the department (the director of the same center), the control of the structure's work is carried out at the level of verbal discussions with the rector.

It should be noted that the head of the Quality Assurance Department does not have a separate working environment: a separate room, a computer, and other necessary equipment. The work of the head of the department is carried out in the computer cabinet. Few funds (0.20%) are directed to quality assurance activities in the university's budget, the directions of spending of which are not clear.

Internal and external stakeholders are not involved in quality assurance processes. At Progress University, there is a procedure for teaching quality, efficiency, and student surveys, where clear requirements for conducting surveys among students, and processing and storing results are defined, the procedure also extends to the work of the college. It became clear from the expert visit that the procedure did not work, and surveys were not conducted among students or other stakeholders.

Employers are participants in quality assurance processes to the extent that they are involved in student summative certification committees. From the study of the opinions of the presidents of the 2021-2022 commissions, it became clear that for the 3 considered APs, they are literally repeated and cannot reflect the real needs and opinions of external stakeholders in this case.

The quality assurance system has been implemented in the college since 2012, the functions set for the quality assurance system have not been implemented, and the PDCA cycle has not been understood and implemented by the college, the system has not been established and, accordingly, no review process took place.

The college carried out a self-evaluation based on 10 criteria of institutional accreditation. The self-evaluation mainly referred to Progress University, the analytical component was missing, the data collection mechanisms were not clear, in some cases there were unreliable data, for example, in the self-evaluation, the evaluation tables of the effectiveness of various processes were presented 100% satisfaction rates, it was clear from the expert visit that the data presented was collected verbally. It should also be noted that the working group that conducted the self-evaluation was generally not informed about the content of it.

The main tool for ensuring transparency of quality assurance processes for internal and external

stakeholders is the Progress University website. From the examination of the website, it became clear that only the procedure of the Quality Assurance Center of Progress University is published regarding the Quality Assurance processes.

### **CONSIDERATIONS:**

The expert panel positively assesses that since 2012 attempts have been made in the college to introduce quality assurance processes, as well as steps have been taken to shape the system. Accordingly, Quality Assurance regulations and guidelines were developed, however, as well as the incomplete perceptions of the management staff of the college hindered the formation of the system and the spread of the quality culture. From this point of view, the expert group emphasizes the formation of real understanding of quality assurance processes among internal and external stakeholders. It is especially urgent to ensure the professional growth of employees dealing with Quality Assurance processes, which can contribute to increasing the level of awareness of Quality Assurance processes among other stakeholders.

The expert panel also emphasizes the implementation of clear requirements by the management in front of the quality assurance system, emphasizing the processes of data collection, evaluation of the effectiveness of various processes implemented in the college, and the implementation of analyses. Clarification of the functions of the Quality Assurance Department as a data collecting and analyzing structure is also a priority, which will contribute to the effective planning and implementation of quality assurance processes. It is also necessary to add that the college must establish a QA system from the point of view of internationalization, contributing to the evaluation of the efficiency of the processes and the making of data-based decisions.

Even though the university has a regulation and guide for quality assurance processes, which is also extended to the college, they are not updated and do not reflect modern approaches to quality assurance. In addition, the different concepts mentioned in these documents may create conflict among the stakeholders regarding the quality assurance structure. The above-mentioned documents do not reflect the peculiarities of the college, as well as there are no appropriate tools for implementing the quality assurance processes, the above-mentioned hinders the establishment of the quality assurance system in the college. The college also needs to develop and implement data collection mechanisms that will provide an opportunity to collect objective information about the effectiveness of the processes implemented in the college, especially from the point of view of the implementation of academic programs, the implementation of analyzes will contribute to data-based decision-making.

The expert panel considers it worrying that there is no suitable working environment for the implementation of the work of the Quality Assurance Department. The direction of spending the provided funds is not clear, which may hinder the systematic organization of QA works. The expert panel also emphasizes that the QA system in all its processes should be guided by PDCA the cycle, which will contribute to the timely detection and resolution of defects. The expert panel considers negatively that the internal and external stakeholders of the college were mostly not involved in the quality assurance processes, which has led to what has hindered the formation of a quality culture in the college. The expert panel believes that the presence of a separate section

including QA processes on the official website of Progress University will contribute to ensuring the transparency of the processes.

**SUMMARY:**

Considering that there are no quality assurance processes in the college, there are no plans, the functions of the head of the quality assurance department are not specified, the implemented processes are not in the logic of the quality assurance process, the appropriate toolkit is missing, internal and external stakeholders are not involved in QA processes, the PDCA cycle of quality assurance does not work, there are no mechanisms for the dissemination of quality assurance processes, there is no dialogue between employees regarding quality assurance, the expert panel finds that the medical college of Gyumri "Progress" University does not meet the requirements of criterion 10.

**CONCLUSION:**

The compliance of the institutional capacities of the medical college of Gyumri "Progress" University to the requirements of CRITERION 10 is unsatisfactory.

## EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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

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**Armenuhi Mheryan /Chair of Expert Panel**

**19.05.2023**

## APPENDICES

### APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

**Armenuhi Mheryan-** In 2000 graduated from the Faculty of Financial Accounting of the State University of Economics of Armenia (ASUE), majoring in finance and credit, in 2004. was a graduate student of the "Finance and Credit" department of the same university. Candidate of economic sciences, associate professor. 2006-2021 worked as a lecturer at ASUE, "Finance" chair. Participated in several trainings: Data processing, statistical analysis and presentation using the SPSS statistical package, Training on capacity building for implementing Bologna reforms, "Mastering and improving information systems", "Financial accounting, analysis and auditing", "Mastering economic methods and models" and application" and other topics. Since 2022, she has been working at the European University as a lecturer at the "Management" chair.

**Heghine Gevorgyan-** In 2016 graduated from Yerevan State University, Faculty of Biology with a bachelor's degree in "Biochemistry" and received the qualification of a teacher. In 2018 she graduated from Yerevan State University, Faculty of Biology, MA in "Biochemistry". In 2021 she received the scientific degree of candidate of biological sciences, Գ.00.04 "Biochemistry", defending the thesis on "The interaction of proton FOF1-AEFase and formic hydrogen lyase during the fermentation of different carbon sources and their mixtures". She works in the Department of Biochemistry, Microbiology and Biotechnology of the Faculty of Biology of Yerevan State University as a senior assistant to the chair), in the same department as an assistant, Candidate of Biological Sciences. She works in the laboratory of Fundamental and Pathological Biochemistry of the "Research Institute of Biology" of the Faculty of Biology of Yerevan State University as a junior researcher.

**Gohar Sargsyan-** In 1998 graduated from the medical faculty of Yerevan State Medical University. From 1999 until now, he has been working at the Yerevan base medical college, she was a lecturer at the chair of the resuscitation, disaster medicine, civil defence, security, and first aid, and then a methodologist. From 2021, she is responsible for ensuring the quality of education. Participated in several trainings.

**Milena Mirzoyan-** Student of "Accounting" department of Ararat State Regional College. Participated in the training course for student experts of the "Student's Voice" project of ANQA.

## APPENDIX 2. SCHEDULE OF SITE VISIT

20.02.2023		<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Rector	09:30	10:30	60 min
2	Meeting with deputy directors and with the vice-rector for educational works	10:40	11:40	60 min
3	Meeting with members of the self-evaluation group	11:50	12:30	40 min
4	Break, expert panel discussions	12:40	13:40	60 min
5	Meeting with graduates	13:50	14:50	50 min
6	Meeting with employers	15:00	16:00	60 min
7	Meeting with representatives of the institution's departments (deans, chief accountant, practice organizer, librarian)	16:10	17:10	60 min
8	Document review and closed meeting of the expert panel	17:20	18:30	70 min

21.02.2023		<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the founders' meeting and the board /Meeting with heads of departments	09:30	10:20	50 min
2	Class observations	10:30	11:30	60 min
3	Meeting with representatives of the teaching staff (10-12 people)	11:40	12:40	60 min
4	Break, expert panel discussions	12:50	13:50	60 min
5	Meeting with students (10-12 people)	14:00	14:50	50 min
6	Meeting with foreign students	15:00	15:40	40 min
7	Meeting with SC representatives	15:50	16:30	40 min
8	Document review and closed meeting of the expert panel	16:40	18:30	110 min

22.02.2023		<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with deputy directors for educational works	9:30	10:00	60 min
2	Meeting with the faculty of the APs "Dental technical work", "Pharmacy", "Nursing"	10:15	11:25	60 min
3	Meeting with the students of the AP "Physical culture and sports"	12:00	13:00	60 min
4	Break, expert panel discussions	13:10	14:10	60 min
5	Document review and closed meeting of the expert panel	17:00	19:00	260 min

24.02.2023		<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Quality Assurance responsible	9:30	10:30	60 min
2	Open meeting	10:40	11:20	40 min

3	Meeting with the member(s) selected by the expert panel	11:30	12:30	60 min
4	Break, expert panel discussions	12:40	13:40	60 min
5	Closed meeting of the expert panel	13:50	15:30	90 min
6	Meeting with the Head of the College	15:40	16:00	20 min

### APPENDIX 3. LIST OF DOCUMENTS OBSERVED

N	Name of the document	Criterion
1.	A strategic plan currently being implemented	1
2.	College and Quality Assurance Department short-term plans (last 1 year)	1
3.	Annual Budget of the College and Estimates (for the last 3 years)	2
4.	Composition of the Scientific Council and minutes of the Council	2
5.	Code of ethics	2
6.	Minutes of the meetings of the academic council or the board of founders, where issues related to the college are discussed	2
7.	Number of faculty	2
8.	Staff list	2
9.	Assignments presented to students within the professional modules of the presented 3 academic programs (assignments with which students' knowledge, abilities and skills are evaluated according to the learning outcomes)	3
10.	Questionnaires for the final certification exams within the framework of the 3 APs (for the last 3 years)	3
11.	Study materials provided by lecturers to students	3
12.	Learning plans for 3 APs	3
13.	Employment data for college graduates (for 3 APs and last 3 years)	3
14.	List of literature presented to students within 3 academic programs	3
15.	Reports of the chairpersons of summary attestation commissions (for 3 APs and the last 3 years)	3

16.	List of classes	3
17.	Student individual packages (cases)	
18.	Internship programs, diaries completed by students for all 3 APs	3
19.	Diploma sample	3
20.	Register of State Diplomas of "Progress University" Medical College	4
21.	Admission procedure for local and foreign students	4
22.	Logbook of students	4
23.	A plan or schedule for visiting schools	4
24.	CVs made by students	4
25.	Course/module evaluation questionnaires and analysis for the last 3 years	4
26.	Student Council Charter	4
27.	Follow up plans and schedules for counseling sessions provided to students	4
28.	Career Center Regulations	4
29.	Appeals procedure for assessment of student knowledge	4
30.	List of College Alumni Faculty (College Level)	5
31.	List of Employer/Practicing Faculty (College Level)	5
32.	Position passports of employees (employment contracts are provided)	5
33.	Faculty publications from 2014 to date (2 publications)	5
34.	Procedure of admission, dismissal, and recruitment of faculty	5
35.	Results of class observations	5
36.	Lecturers' personal files	5
37.	List of professional and non-professional training of teaching staff for the last 3 years (only for the college)	5
38.	List of trainings	5
39.	List of professional training courses for college lecturers	5
40.	Passports for the position of teaching staff	5
41.	Essays, term papers, individual, and project works carried out by students	6
42.	List of medical literature by courses (for college only)	7
43.	GPU budget, financial reports	7
44.	Rector's reports for the last 3 years /provided for the last 1 year/	8
45.	Contracts with places of practice	9
46.	Quality assurance and international relations center - regulations, working provisions	9
47.	IQA procedures	10

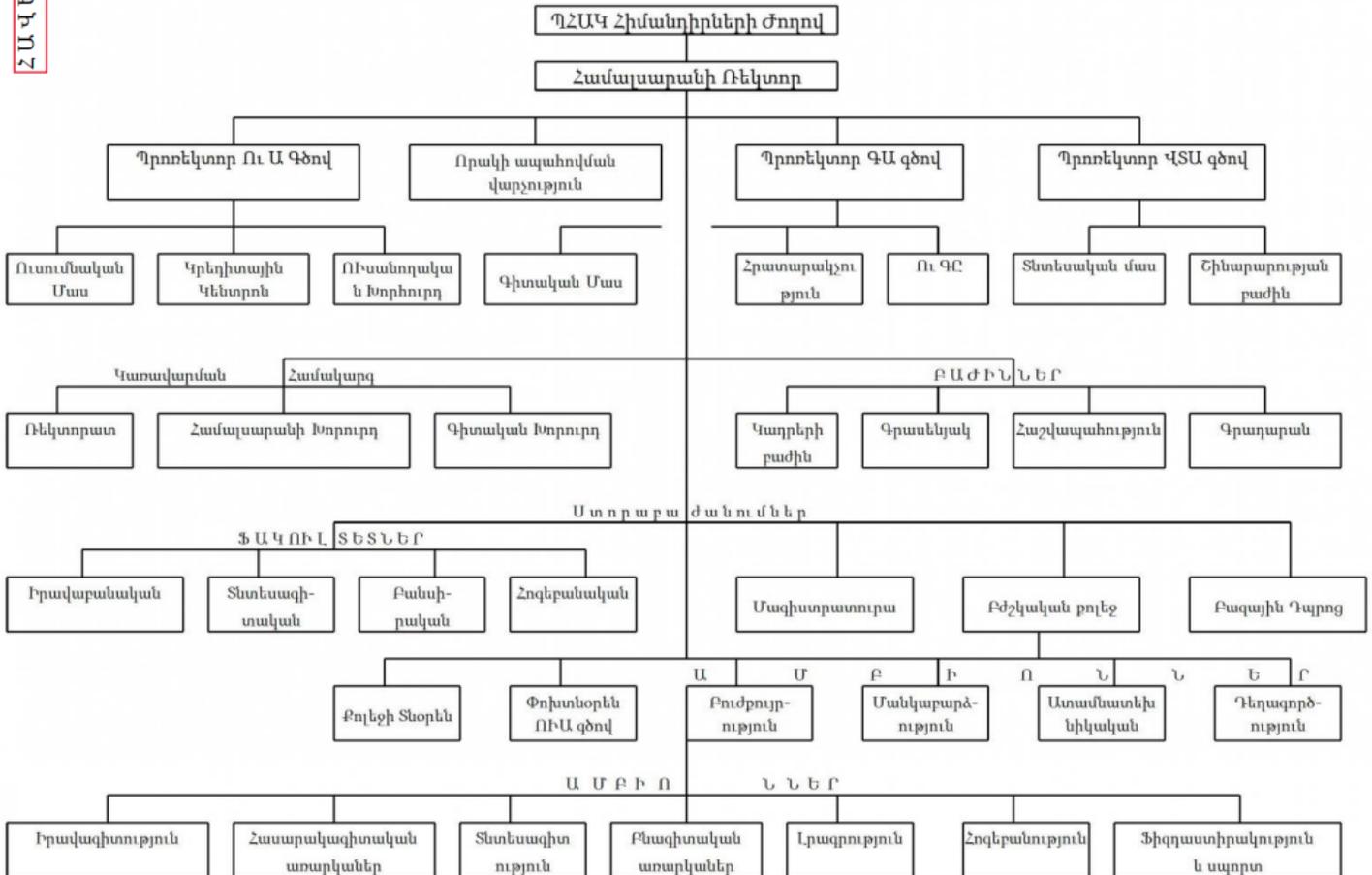
#### **APPENDIX 4. RESOURCES OBSERVED**

1. Dentistry, physics, anatomy, military training, computer cabinets,
2. Dental clinic,
3. Chemistry laboratory,
4. Hall
5. Library,
6. Gym,
7. Audiences
8. Canteen,
9. Deaneries,
10. Warehouse,
11. Employer bases: dental laboratory, pharmacies, Gyumri Medical Center.

# APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION

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## Գյումրիի «Պրոգրես» Համալսարանի Կառուցվածքային սխեման



## **APPENDIX 6. LIST OF ABBREVIATIONS**

- ANQA- National Center for Professional Education Quality Assurance Foundation
- GPU- Gyumri Progress University
- NQF- National qualification framework
- MoESCS - Ministry of Education, Science, Culture and Sports
- NES- National educational standards
- AP- Academic program
- SP- Strategic plan
- KPI – Key performance indicators
- SC- Students ' Council