

**'NATIONAL CENTRE FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE'
FOUNDATION**



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
YEREVAN STATE INSTITUTE OF THEATRE AND CINEMATOGRAPHY**

Yerevan – 2022

INTRODUCTION

The institutional reaccreditation of Yerevan State Institute of Theatre and Cinematography (hereinafter 'YSITC' or 'TLI') is carried out based on the application of the education institution.

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

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

Institutional accreditation is aimed not only at external quality assurance, but also at the continuous improvement of the quality of management and academic programmes. Therefore, local and international experts had two tasks:

1. To carry out institutional capacity assessment in accordance with the RA state accreditation criteria;
2. In order to improve the quality, to carry out an expert assessment in terms of compliance with international developments and integration into the European Higher Education Area (EHEA).

The report contains the results of the YSITC institutional capacity assessment according to the RA tertiary education accreditation criteria and international expert's peer review for EHEA integration.

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

The expert evaluation of Yerevan State Institute of Theatre and Cinema (YSITC) was carried out by the independent expert panel formed in accordance with the requirements set by the ANQA Regulation on 'Formation of the Expert Panel'. The evaluation was carried out according to 10 accreditation criteria set by the RA Government Decree N959-N, dated June 30, 2011.

The expert panel carried out the assessment considering the characteristics of YSITC as a sectorial university. The unique mission of YSITC is to train specialists in the fields of theatre, cinema and dance in the Republic of Armenia through the implementation of bachelor's, master's and postgraduate programmes.

After the first accreditation in 2016, YSITC took steps to implement the follow-up plan developed after the expert report. In the follow-up plan, a significant place was allocated to the development of documents regulating various areas of institute governance, which was consistently implemented in 2018-2022. However, the study of the institute's activities, the presented self-assessment and reports show that not all areas of the programme presented by the TLI have been fully improved, which is mainly due to the limitation of financial resources.

YSITC has many years of experience in implementing academic programmes (APs) in the fields of theatre, film and dance. Workshops are formed for the implementation of APs, where each group has its own leader, who is a well-known and experienced specialist in the field. The course guide closely cooperates with other AP teachers in order to discuss the appropriateness of the choice of methods and the need for an individual approach to students. A unified evaluation system has also been developed in the APs, although taking into account the specifics of the courses, the relative weight of the evaluation components in the final evaluation may change. The transparency of the evaluation is also ensured by conducting verbal exams by the committee, but the expert panel notes that the development of specific scales and rubrics will be more effective for clarifying the evaluation of the verbal exam. In general, the meetings and lesson observations held during the expert visit document that the TLI adopts and implements student-centred learning. In this context, it is also important to mention the encouragement of teamwork, which contributes to the development of not only students' creative skills, but also the ability to work in creative groups.

As a positive fact, the application of the QA (quality assurance) PDCA cycle for the purpose of improving APs should also be recorded. Curricula are regularly revised, in particular the structure of elective courses, based on the results of comparative analyses with programmes abroad, consultations with employers from abroad, and internal discussions. It should be noted, however, that these processes are still not clearly regulated, and their effectiveness is not fully evaluated.

The expert panel considers that YSITC has a TS (teaching staff) with appropriate qualifications and professional skills, who are able to effectively implement the proposed APs. The TLI invites distinguished art figures of RA, prominent specialists in the field to teach and lead the studio. Nevertheless, the problem of generational change is present in the TLI, and the expert panel considers that the policy adopted by the institution to involve master's students as assistants in the courses of bachelor's APs can bring positive results in the future. The expert panel notes that the

involvement of employers as teachers contributes to the training of specialists in accordance with modern requirements.

A review of the logistical resources of the YSITC branch confirms that they are sufficient for the implementation of the proposed APs. The buildings have dance halls, auditoriums with a stage, a library, a film library and a cinema hall, a props room, a recording studio, a video and sound editing cabinet with appropriate computer programmes, cameras, etc. The TLI regularly updates and replenishes the material and technical resources, but for their modernisation there is a need for state financial support.

Thus, combining the above-mentioned facts, it can be concluded that YSITC has a TS with appropriate qualifications for the implementation of APs, provides the necessary logistical resources to ensure the credibility of the awarded qualifications.

In addition to the main goal of providing high-quality education, YSITC has defined seven more goals in its 2018-2022 SP (strategic plan), which outline all areas of the TLI's activities: research, internationalisation, quality assurance, etc. Although the current SP expires in 2022, during the site visit in September 2022, it was found that the institute has not yet carried out a review of the SP implementation to identify and analyse deficiencies. The expert panel considers that such an analysis is highly necessary for developing a new SP. The study of the annual plans and reports of the departments shows that they do not generally reflect the SP action plan, therefore they do not contribute to the analysis of its results, as a result of which the KPIs defined in the SP become an end in themselves. The expert panel considers that the development of annual plans and reporting format based on the SP will contribute to improving the accountability system, analysis and evaluation of activity results, and increasing their transparency for external and internal stakeholders. It will also contribute to the improvement of the TLI governance procedures. The study of the governance processes shows that they are implemented based on the collegial decision-making principle in the faculties, academic and governance councils. In exceptional cases, decision-making is carried out alone within the Rector's or department heads' powers. However, it became clear from the visit that the PDCA cycle is not fully applied in the governance process, particularly in terms of evaluating and improving the effectiveness of decisions.

The above-mentioned proves that the QA culture in YSITC is not yet fully formed. In the improvement action plan presented after the first accreditation, the TLI committed to staffing the QA Centre with one more specialist, while after the previous accreditation the QAC staff was reduced and now only the head of the centre performs all functions. The YSITC QAC uses some tools to evaluate the TLI's activities, however, the results of surveys, discussions, submitted reports are not analysed in detail, and improvement plans are not developed based on them. The expert panel considers that it is necessary to involve not only the managerial staff of the institute in the QA process. All internal stakeholders, TS and students, must be informed and involved in all processes in order to develop a quality culture in YSITC.

The expert panel is convinced that improving the QA system will significantly increase governance efficiency, accountability and transparency.

As for the involvement of students in the governance system, they, as well as the TS representatives, are included in the councils of the faculties, the Academic Council and the Governance Council. The way of organising education in the TLI, where, based on the specifics of

the sector, a large place is allocated to individual consultations, greatly helps to highlight the needs of students, and they get a solution before they are raised in the councils. YSITC has a body protecting students' rights, the Student Council, which also carries out active educational activities, organising events, including charitable ones.

The expert panel also highlights the TLI's work in addressing the needs of people with physical disabilities. In this context, the formation of a group of deaf and dumb students in the 2022-2023 school year is especially valuable. It is also necessary to take steps to meet the needs of people with locomotor disabilities.

It is worth noting that since the previous accreditation, YSITC has made progress in two strategic directions: research and internationalisation. The TLI's participation in international mobility programmes and international festivals has increased.

Evaluating the institute's achievements, however, the expert panel considers that YSITC's SP and internationalisation policy set unrealistic tasks for the TLI, considering the institute's human and financial resources, such as the internationalisation of APs. The expert panel suggests starting the internationalisation of APs in smaller steps, starting with the possibility of inflow of students through international exchange programmes, for which it is necessary to ensure the implementation of at least a few courses in a foreign language.

In evaluating YSITC's research activities, the expert panel took into account the TLI's sectoral characteristics and AP outcomes, where creative skills and abilities are emphasised. A study of the tasks and steps set under the strategic plan research and innovation goal shows that YSITC considers the research and creative components in one unity. However, it became clear from the site visit that the creative component is important at the TLI.

Acknowledging the fact that, due to the characteristics of APs, not all departments can engage in research activities, and this mission is carried out by the chairs of History and Theory of Art and Humanities, the expert panel considers that the unity of research and creative components defined by the SP to ensure that some AP courses, internship assignments, theses, and master's theses clearly define the research and analytical component as an integral part of the grading scale.

YSITC has its unique place not only in the field of the RA higher education, training specialists in the field of art but also has a key role in the cultural life of RA, as TS, students and alumni actively participate in the organisation of cultural events. The expert panel emphasises the public importance of the YSITC branches. They not only take an active part in the cultural life of the regions and are the cradle of creating future cultural figures but also play an important role in reducing the flow of young people from the regions.

The strengths of the TLI are the following:

1. Existence of documents regulating the activities of governance bodies and departments,
2. Engagement of the TS with appropriate qualification for the implementation of APs,
3. Ensuring the TLI-employer connection with the involvement of famous specialists in the field of art in the TS,
4. The application of student-centred methods in the educational process,
5. The educational and creative environment,
6. Application of the PDCA cycle of quality assurance in APs,

7. The policy to promote the TS and student mobility,
8. The role of branches in the cultural life of the RA regions.

The weaknesses of the TLI are the following:

1. Incomplete application of the SP KPIs in the report evaluation process,
2. Partial implementation of the PDCA cycle of quality assurance in all governance and administration processes,
3. Incomplete representation of the AP content in AP specifications and subject descriptions,
4. Lack of the TS trainings aimed at developing and improving APs and subject descriptions,
5. Unclear definition of the research component in creative activity,
6. Lack of grant programmes and alternative financial sources,
7. Not high level of knowledge of foreign languages among the TS and students,
8. Imperfection of data collection mechanisms,
9. Low level of involvement of internal stakeholders in quality assurance processes.

Main recommendations:

Mission and Purposes

1. To carry out a detailed analysis of the performance of the 2018-2022 SP, particularly in terms of shortcomings, unimplemented steps and their reasons, before developing a new SP.
2. To revise the existing formats of annual plans and reports in line with the SP action plan and evaluate them against KPIs.

Governance and Administration

3. To improve data collection mechanisms in order to make managerial decision-making databased.
4. To apply the PDCA cycle of quality management to improve all governance processes.
5. In the next SP, to emphasise the feasibility of the defined actions and the interdependence of the budget and SP.
6. To attract alternative financing sources in order to increase the effectiveness of the TLI activities: the development and implementation of new APs, expansion of international relations.

Academic Programmes

7. To involve students and external stakeholders in the process of updating the AP results.
8. To differentiate the content of subject descriptions according to the teaching characteristics and methods of workshops and supervisors.
9. To clarify the research component within some courses, internship theses and master's theses.
10. To take steps to match the credits of YSITC and similar programmes of foreign universities.
11. To ensure consistent implementation of the AP monitoring mechanisms.

Students

12. To improve student recruitment mechanisms by making information about the APs available to a wider range of applicants.
13. To diversify the mechanisms of involving students in research works by establishing incentive mechanisms.
14. To put the processes of formation of creative student groups on institutional foundations.
15. To coordinate the assessment processes of students' educational, creative and research needs, clarifying their goals and periodicity.

Faculty and Staff

16. To organise the TS trainings aimed at the development and improvement of APs.
17. To introduce mechanisms for evaluating the results of measures aimed at improving the TS.
18. To introduce mechanisms to attract and encourage young teachers to ensure a smooth generational transition in the TS.

Research and Development

19. To define chair research directions based on the TLI's strategic priorities and resources.
20. To define assignments aimed at the formation of research and creative abilities as a mandatory requirement in the APs.
21. To define the scope of joint activities of research and creative chairs.
22. To include courses related to research methods, as well as publications in international academic journals, within the scope of the TS trainings.

Infrastructure and Resources

23. To develop and introduce mechanisms for raising alternative financial means to regularly upgrade the material and technical base.
24. To ensure cooperation between the YSITC library and other RA and international libraries, electronic databases.

Societal Responsibility

25. To introduce effective mechanisms to make information about the TLI's activities available to the widest circles of society.
26. To monitor the published and broadcast materials regarding YSITC and its activities to assess the content of materials related to the TLI in the Armenian print media, electronic and news websites and to analyse the quantitative indicators of these materials.
27. To ensure the trilingual content of the YSITC website in order to promote internationalisation processes.

External Relations and Internationalisation

28. To develop a set of courses in foreign languages in order to ensure the influx of foreign students through mobility programmes.

29. To carry out assessment of the needs of foreign language proficiency and, based on it, carry out additional courses for the TS and students.
30. To develop the capacity of the TS and students to apply for grant programmes and submit applications to international festivals.

Internal Quality Assurance System

31. To involve relevant material and human resources in order to increase the efficiency of the quality assurance system.
32. To ensure active involvement of external and internal stakeholders in quality assurance processes.
33. To develop and introduce mechanisms for evaluating the TLI's activities in all strategic directions.
34. To carry out comprehensive analyses of the data obtained through various evaluation tools and to present appropriate suggestions to the departments of the institution based on them.
35. To introduce mechanisms for evaluating the effectiveness of the tools used by the quality assurance system.

Lilit Badalyan
Chair of Expert Panel

15.12.2022

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

One of the main criteria at the Yerevan State Institute of Theatre and Cinema is strong partnership with local and international HEIs, experience acquisition and exchange, joint activities, including in the field of research and mobility. In order to achieve this strategic goal, a programme for the expansion of foreign relations and internationalisation was developed, for which the following sub-goals were defined:

- a) expansion of foreign relations and international programmes,
- b) activating of the TS and student mobility.

One of the prospective ways of internationalisation of film production is to work together with international universities and organisations. Memoranda of cooperation were signed with a number of leading European and Russian universities. Conferences are organised jointly with partners, participation in international conferences and festivals is ensured. The institute has made progress in this field, because in 2018 for the first time, an international academic conference dedicated to Sergey Parajanov was held jointly with the leading Sorbonne University.

There is an opportunity for the staff and students to participate in various exchange programmes, international grant programmes, international programmes with the participation of teachers and students of the institute, festivals, competitions. There are Erasmus+ mobility programmes with universities in five European countries (Ireland, Austria, Poland, Malta, and Croatia). Cooperation programmes have been developed with these universities. However, there is not much involvement of teachers and students in international programmes.

In order to improve the work of international relations of the Institute and move them to a higher level, it is necessary to address the following issues:

- receiving international grants,
- activation of participation in international programmes, in particular Erasmus+ CBHE projects,
- expansion of cooperation with foreign organisations,
- activation of student mobility due to the development of external relations and internationalisation,
- expanding the scope of cooperation with international organisations aimed at attracting foreign students; at the moment, only 1 foreign student is studying in the undergraduate educational programme of the Faculty of Cinema and Television.
- improving the quality of work of the international relations department of the institute.

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The external evaluation of the institutional capacity of Yerevan State Institute of Theatre and Cinema was carried out by the following expert panel¹:

1. **Lilit Badalyan:** Candidate of Philological Sciences, Associate Professor, Head of the Department of Linguistics and Theory of Communication at Brusov State University, chair of the expert panel.
2. **Nazira Mukusheva:** Candidate of Arts, Professor, teacher at the Faculty of Arts of the National Art University of Kazakhstan, international member of the expert panel.
3. **Tigran Simyan:** Doctor of Philological Sciences, Professor, Teacher at the Department of Foreign Literature of the Faculty of European Languages and Communication of Yerevan State University, member of the expert panel.
4. **Haykuhi Mukoyan:** Candidate of Pedagogical Sciences, Associate Professor, teacher at the Department of Fine Arts at Armenian State Pedagogical University after Kh. Abovyan, member of the expert panel.
5. **Lilya Grigoryan:** student of the Faculty of Art Education at the Armenian State Pedagogical University after Kh. Abovyan, student member of the expert panel.

The composition of the expert panel was agreed with the education institution and appointed by order of the ANQA director.

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

The translation was provided by **Anna Khizantsyan** and **Kristine Ohanyan**:

All the members of the expert panel, the coordinator and the translators signed a confidentiality agreement and a declaration of exclusion of conflict of interest.

PROCESS OF THE EXTERNAL REVIEW

Application for State Accreditation

Yerevan State Institute of Theatre and Cinema applied to ANQA for state institutional accreditation by filling out the application in the prescribed format and submitting copies of the license and its annexes.

The ANQA Secretariat has reviewed the data submitted in the application, the attached documents.

After the decision to accept the application was made, a bilateral agreement was signed between ANQA and YSITC. A schedule for the accreditation process has been drawn up and approved.

Self-assessment

¹ APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

The institution submitted the self-assessment of the institutional capacity and the package of accompanying documents according to the format set by ANQA, within the timeframe provided by the schedule.

The ANQA coordinator reviewed the report to verify its technical compliance with ANQA. There were some technical and substantive shortcomings, due to which the self-assessment was returned to the institution. Then, within the set timeframe, the institute submitted a revised version of the self-assessment, which met the established common format, there were appropriate grounds and the attachments required by the format. Then, the self-assessment and the package of attached documents, the electronic questionnaire completed by the TLI were provided to the expert panel, the composition of which was agreed with the university in advance and approved by the order of the ANQA Director.

Preparatory Phase

In order to prepare the expert panel for the work and to ensure the effectiveness of the processes, ANQA conducted four trainings on the following topics:

1. The main functions of expert panel members;
2. Preliminary assessment as a stage of preparation of the expert report, the main requirements for the report;
3. Methodology of document and resource examination;
4. Ethics and techniques of meetings and questions.

Examining the TLI's self-assessment and package of attached documents, the expert panel conducted a preliminary evaluation according to the format, preparing a list of required documents for further study, as well as a list of issues and questions, indicating the relevant departments or target groups. During the preliminary evaluation, expert panel members participated in online lesson observations at the institute. Then, the expert panel summarised the results of the preliminary evaluation and made a plan-schedule for the expert visit².

Guided by the ANQA Accreditation Manual, the schedule includes expert meetings with all groups, open and closed meetings, document reviews, etc.

Preliminary Visit

On September 19, 2021, an online meeting with the managerial staff. During the meeting, the site visit schedule was discussed with the institute, the list of additional documents to be studied was presented, discussed, mutually agreed decisions were made on organisational, technical, informational issues, ethics norms and meeting participants' behaviour. The conditions for focus group and expert panel meetings were discussed, and the rules for organising hybrid meetings in an online environment (because of the pandemic) were clarified.

Site Visit

The site visit took place from September 26 to 29, 2022. The site visit started with a closed meeting, which aimed to discuss with the international expert Nazira Mukusheva and agree on the

² APPENDIX 2. SCHEDULE OF SITE VISIT

scope of the expert evaluation, the issues to be studied during the visit, the strengths and weaknesses of the TLI according to the criteria, the focus group procedure, as well as to clarify further steps.

The expert panel, ANQA coordinator and translator were present during the visit. The international expert and translator participated in the visit online.

The site visit started with a meeting with the acting Rector of the institute and ended with a meeting with the TLI managerial staff. The participants (teachers, students, deans, chair heads, employers and alumni) of focus group meetings organised to clarify the questions were selected from the list provided in advance by the TLI. All scheduled meetings were held. During the planned visit, the expert panel also reviewed documents³ and resources⁴.

During the closed meeting of the expert panel held at the end of each working day of the visit, interim results of the expert evaluation were presented, and at the end of the visit, the main results of the visit were summarised in a closed discussion.

The expert evaluation was carried out within the framework of the ANQA procedures and State Accreditation Criteria and Standards, which provide for a two-tier rating scale: **satisfactory and unsatisfactory**.

Expert Report

The expert panel conducted the preliminary assessment based on the electronic questionnaire filled out by the university, the self-assessment submitted, the examination of the attached documents, the online lesson observations, as well as the site visit (as a result of regular discussions). Based on the observations made after the discussions, the expert panel and ANQA coordinator prepared the preliminary version of the expert report.

The international expert also prepared a separate opinion on the peer review. The documents were translated and provided to the expert panel. The peer review opinion is fully included in the text of the report. After the approval of the expert panel members, the preliminary report was provided to the TLI.

The TLI presented its observations on the preliminary expert report on November 18. Taking into account the observations of the institute, the members of the expert panel prepared the final version of the report.

Meri Barseghyan
Expert Panel Coordinator

15.12.2022

³ APPENDIX 3. LIST OF DOCUMENTS OBSERVED

⁴ APPENDIX 4. RESOURCES OBSERVED

BRIEF INFORMATION ABOUT YSITC

History. Yerevan State Institute of Theatre and Cinema is a state non-commercial organisation, an education, academic and cultural institution of national and nationwide significance and role, whose main mission is to provide quality bachelor's, master's, researcher APs in the field of theatre, cinema and related professions through knowledge, skills and abilities. While preparing specialists by providing a student-centred educational environment aimed at preserving and developing cultural values of national and universal importance, in line with the modern demands of the labour market.

Yerevan Theatrical Institute was founded in 1944 and had three departments: acting, directing, theatre studies. In 1952, Theatre and Fine Arts Institutes were united, and the Fine Arts Theatre Institute was created, which was divided into 2 separate universities in 1994: the State Academy of Fine Arts and the Institute of Theatre Arts. In 1999, the professional direction of the university was expanded and it received the name 'Yerevan State Institute of Theatre and Cinema'.

Education. The learning process at YSITC is carried out in accordance with the requirements of the RA Law and the Bologna process. Currently, learning at the institute is conducted in 6 specialities, 11 APs and many specialisations. The institute trains specialists in theatre arts, dance directing, performing arts, cinematography, audiovisual arts, fine arts, as well as art theory, history and management.

Educational processes at YSITC are organised in specialised and streaming classrooms, studios, dance halls, cinema and video halls, pavilions.

The TLI teachers include the best culture and art figures of the republic, who also have international recognition: popular and honoured artists, winners of international festivals, laureates of state awards.

Research. The interests and ambitions of the institute in the field of research are fixed in YSITC's 2018-2022 SDP (strategic development plan). YSITC's policy in the field of research and innovation works is aimed at financial, personnel, sub-structural, informational support of leading scientific and cultural directions, coordination of research, creative and applied developments, regular holding of conferences, involvement of the TLI TS and students in research and creative programmes, ensuring the participation of faculty chair staff in tenders announced for financing research and creative projects.

Internationalisation. An important component of the institute's mission defined by YSITC's 2018-2022 SDP is to 'form strong partnership relations with local and international education institutions for the purpose of YSITC's internationalisation, experience acquisition, exchange, joint activities, including research and mobility', for the implementation of which the overarching goal 'Expansion of Foreign Relations and Internationalisation' has been defined, for which sub-goals have also been defined: expansion of foreign relations and international programmes and expansion of the TS and student mobility.

Quality assurance. The Institute attaches importance to the strengthening of the culture of internal quality assurance aimed at the realisation of its vision and mission, contributing to the continuous improvement of all processes of the TLI and ensuring the formation of a quality culture. In accordance with the adopted principles and approaches of YSITC in the direction of quality assurance, all strategic programme measures of the institute are components of the QA system. They are aimed at achieving priorities consistent with the institute's mission, which is expected to ensure continued compliance of educational activities with established criteria and standards for institutional and programme accreditation.

Source: the sources of evidence in the above areas are the documents provided by the TLI (e. g. self-assessment, strategic plan, schedule, department plans, concepts, etc).

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

I. MISSION AND PURPOSES

CRITERION: The policies and procedures of the institution are in accordance with the institution's mission, which is in line with ANQF.

Findings

1.1. The institution has a clear, well-articulated mission that represents the Institution's purposes and goals and is in accordance with National Qualifications Framework (hereafter NQF).

YSITC's 2018-2022 SP formulates the TLI's mission, according to which the institute conducts bachelor's, master's and postgraduate APs, training specialists in theatre arts, cinematography and related fields in accordance with the RA NQF Levels 6, 7 and 8. It is important to note that the TLI has branches in Gyumri and Vanadzor, the necessity of which is determined by a number of factors. They are not only higher education institutions but also function as unique cultural centres and reduce the flow of young people from regions to the capital.

The vision of the institute's development and the principles of its activities are also formulated in the SP. The goals of the institute are presented in 8 directions, they are: 1. high-quality education, 2. oriented applicants and students, 3. high-quality faculty and personnel potential, 4. research and innovation, 5. effective governance, financial stability, modern infrastructure, 6. public involvement, social cooperation, 7. international and foreign relations, cultural communication, 8. expansion of the QA activities.

Under each of those goals, a number of tasks and necessary steps aimed at their implementation are formulated, as well as performance indicators (KPIs) to evaluate the progress.

Based on the recommendation provided in the 2016 institutional accreditation expert report, YSITC has also developed a SP action implementation plan, which outlines who is responsible for each programme action, the required human and material resources, timelines, deliverables and KPIs. The TLI has also carried out the expert panel recommendations on establishing the SP processing procedure. According to the established procedure, several stages of the SP development have been outlined: composition of the committee and working groups, analysis of the current situation in all strategic directions, definition of new strategic directions, development, analysis and evaluation of projects in each direction, development, approval and implementation of the SP project, then monitoring and action implementation improvement.

During the site visit, it was found that the existing SP has been reviewed once, specifically the issues and steps related to the strategic goal of research and innovation. The TLI representatives explain this change on the grounds that they replicated the problems faced by universities with wider academic potential and financial resources and were not realistic for YSITC. It is necessary to note that neither in the self-assessment carried out for institutional accreditation of the university nor in other documents were presented steps and actions, which were considered unrealistic.

1.2. The mission statement, goals and objectives of the Institution reflect the needs of the internal and external stakeholders.

Two of YSITC's 2018-2022 SP 8 strategic goals: 'high-quality faculty and staff potential', 'research and innovation' directions specifically reflect the TS needs from internal stakeholders, such as TS trainings, professional development steps, TS ranking, involvement in the management system, support for creative and research activities, etc. The TS needs are also reflected in many other directions, such as ensuring the TS mobility within the framework of internationalisation.

In the 2018-2022 SP, the needs of students are presented within the framework of several strategic goals, in particular under the goal of 'high-quality education', which implies the provision of quality APs, provision of student mobility programmes within the framework of internationalisation issues, organising master classes, participation in festivals, etc.

Many issues formulated within the framework of the strategic goal 'Effective management, financial stability, modern infrastructure' reflect the needs of all internal stakeholders.

The needs of external stakeholders are also reflected under several directions of the SP, such as 'high-quality education' (employers, applicants), 'oriented applicants, learners' (applicants), 'public involvement, social cooperation' (alumni, applicants, employers and others external stakeholders).

1.3. The Institution has set mechanisms and procedures to evaluate the achievement of its mission and purposes and further improve them.

YSITC's 2018-2022 SP, as well as the action plan, formulate the KPIs. A SP development procedure has been developed and approved, according to which monitoring of SP implementation is planned according to performance indicators.

The implementation of the SP tasks is mainly presented in the reports of various departments, which are approved by the Academic Council of the institute and summarised in the annual report of the Rector. It should be noted that the reports of the units are not prepared according to the SP action plan. They represent a summary of the annual study and methodical, academic and research, and organisational activities of the faculty, chairs, and other units, but they do not analyse the possible reasons for the non-implementation of the steps defined by the SP during that year, or for the shortcomings. The analysis of the implementation of the tasks of the academic year provided by the SP action plan is not presented in the Rector's annual report either.

The expert panel was provided with only one SP performance analysis document submitted in 2020 by the Vice-Rector for Academic Affairs. It includes an analysis of the work carried out in the direction of the implementation of the tasks defined in the 4th to 8th strategic directions, according to which a number of measures defined in the SP, such as the approval of the 'YSITC Research Activity Development Programme', the organisation of academic conferences, the publication of academic methodical articles in the 'Handes' collection, the organisation of workshops, the expansion of the circle of employers aiming to organise internship, etc, were carried out. This document also mentions several issues, particularly steps related to research and internationalisation, such as the publication of academic articles in international academic databases, the implementation of joint APs, which the TLI assessed as still unrealistic due to the institute's financial capabilities and foreign language proficiency level, or by the absence of active research and international programmes.

Considerations: Based on the documents presented by YSITC, including the self-assessment, as well as the data obtained during the site visit and the observed processes, it can be stated that the TLI carries out its mission according to the RA NQF three-level system of higher education.

YSITC's 2018-2022 SP reflects the needs of internal and external stakeholders under the 8 strategic directions. The facts collected by the expert panel allow to conclude that the institute has managed to implement a significant part of the steps defined by the SP.

It is also commendable that, following the recommendations given after the previous institutional accreditation process, the TLI has developed an SP development procedure and an SP action plan. In particular, it is important to define the KPIs. However, it should be noted that these indicators are not used to evaluate the annual reports of the institute's divisions. The format of the reports at the TLI, including the Rector's annual report, cannot provide an opportunity to comprehensively assess the SP implementation, and to highlight the problems towards which sufficient steps have not been taken, which would help to analyse the possible reasons and take necessary measures. If these processes are implemented, it appears to be done during verbal discussions and is not documented. Given that the SP expires in 2022, the expert panel emphasises the institute's implementation of its performance analysis, particularly in terms of unimplemented steps, which will become the basis for the development of a new SP.

Summary: Considering that the TLI operates with the mission defined in the 2018-2022 SP, has a clearly formulated vision in the SP, strategic goals in 8 directions, which include the needs of internal and external stakeholders, as well as orientation indicators for the evaluation of steps, the expert panel considers, that the YSITC meets the requirements of the Criterion 1.

Conclusion: The expert panel evaluates the compliance of YSITC institutional capacities with the requirements of the Criterion 1 as **satisfactory**.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: The institution's system of governance, administrative structures and their activities are efficient and are aimed at the accomplishment of mission and purposes of the institution preserving ethical norms of governance.

Findings

2.1 The Institution's system of governance ensures structured decision-making process, in accordance with defined ethical rules and has efficient provision of human, material and financial resources to accomplish its educational and other purposes.

YSITC has a number of regulations that guide the TLI governance in making decisions: YSITC Charter, YSITC Governance and Administration Policy, YSITC Academic Integrity Regulations, YSITC SNPO Internal Disciplinary Rules, YSITC Ethics Regulations, etc. In the last five years, 23 documents were developed and revised, which regulate the activities of the institute in various fields and structural divisions.

At the TLI, decisions are made in the faculty councils, the Academic Council and the Governance Council. It became clear from the expert meetings that the new composition of the

governance board was approved in January 2022, and not all members are fully aware of the processes implemented at the institute and what initiatives they can take.

During the site visit, it also became clear that due to the small size of the TLI, the discussion of problems is carried out on a daily basis, and decisions are made with a combination of individual and collegial forms of governance.

According to YSITC's self-assessment, after the previous institutional accreditation, structural changes were implemented: the Centre for International Relations, Additional and Continuing Education was separated into the Department of International Relations and the Centre for Additional, Continuing Education and Information Technologies, the position of the Vice-Rector for Financial Affairs was reduced. and the position of Vice-Rector for Creative and Prospective Development was opened. During the site visit, there were three positions of vice-rectors: Vice-Rector for Academic Affairs, Vice-Rector for International and External Relations and Vice-Rector for General Affairs.

APs are conducted in three faculties: Theatre, Film, Television and Animation, Art History, Theory and Management, under which there are 8 chairs. The branches located in Gyumri and Vanadzor are managed by branch managers who report to the YSITC Rector and Board of Directors. Chairs operating at the headquarters in Yerevan are also responsible for the implementation of APs in the branches.

YSITC is provided with adequate SS in Faculties and Departments as well as other units except Quality Assurance Centre, and Career and Internship Centre which have only head.

The TLI's financial resources are limited. Although the TLI has the material and technical base necessary to implement APs, and during the reporting period, the latter was replenished, repair works were carried out, there are not enough financial resources to update it regularly. Within the scope of cooperation with employers, YSITC also uses their resources, if necessary; it also applies to the state for support.

It should also be noted that according to the SP, it was planned to 'draw up the TLI's annual budget according to the business trips planned for the implementation of individual goals of the SP', which is not being implemented.

2.2 The Institution's system of governance gives an opportunity to students and the teaching staff to take part in decision-making procedures.

In accordance with the YSITC Charter and the YSITC Governance and Administration Policy, internal stakeholders, TS and student representatives are involved in all levels of governance: faculty councils, Academic Council and Governance Council.

During the site visit, the students stated that their participation is not formal and they often voice their concerns. Students generally discuss their problems with the chairpersons and deans, and they get a solution before they reach the faculty council or Academic Council. Among such questions were the questions related to internship, the organisation of graduation works.

The TS is also represented in the governance boards. Due to the nature of the TLI, some TS members are both internal and external stakeholders. The problems of the TS, demands regarding resources are first of all raised and solved in the chairs.

2.3 The Institution formulates and carries out short-term, mid-term and long term planning consistent with its mission and purposes as well as has appropriate mechanisms for the implementation and monitoring of those plans.

The long-term planning of YSITC's activities is presented in the SP, which is aimed at realising the vision of the institute. The SP action plan defines mid-term steps and KPIs established in the 8 strategic directions of the SP, which can become a monitoring tool.

Short-term planning is done at the departmental level through their annual work plans. A comparison of the annual plans of the faculties and chairs showed that they are identical from year to year, they only represent the main functions and there is a weak connection with the SP.

The annual reports of the departments do not fully reflect the SP action plan, and there are no facts that the reports are evaluated according to the KPIs defined in the action plan.

2.4 The Institution carried out examination of facts affecting its activities and draws on reliable findings during the decision-making process.

Data collection at YSITC is mainly done through surveys. However, there are no records of a comprehensive analysis of these requests, or of decisions made based on these analyses. In the self-assessment, the course aimed at developing computer skills was presented as an example of a decision based on survey data. The need for it arose among the TS during the COVID-19 pandemic, when the courses were conducted in an online format. The IT training was also conducted online, the videos were posted on Google Classroom, and guide-brochures were also prepared and printed.

In the 2022-23 academic year, based on the analysis of the needs of applicants with physical problems, YSITC opened a 6-member group of deaf students with the 'Acting Arts' AP.

During the site visit, it also became clear that decisions are sometimes experimental in nature and are made as a result of discussions among the Rectorate members. For example, changes were made in the 'Film Arts' AP, in particular, such an approach was adopted that in each course the groups will study in sequence feature, documentary and television films⁵, and in the 4th year, they will decide the direction of their their graduation work. This decision was preceded by discussions, however, it was not based on a detailed comparative analysis - benchmarking.

In order to increase the number of applicants in some APs, the tuition fees in undergraduate APs were revised: instead of 600,000 AMD, 500,000 AMD was set for 'Dance Art' and 400,000 AMD for 'Scenario-Dramatic Art', and it was reduced from 450,000 AMD to 400,000 AMD for 'Cinematics' and 'Theatre Studies' majors.⁶ However, this decision has not yet yielded results with the 'Cinematics' and 'Theatre Studies' undergraduate APs, as the TLI has not had admissions for these programmes for several years.

For the implementation of APs, the TLI governance has adopted a number of approaches that allow to solve several important problems at the same time. In order to fill the TS, leading specialists in the field are invited: directors, actors, operators, who ensure the formation and development of students' practical skills and abilities. This approach also helps to solve the issues of students' internship, and later also the employment of alumni.

⁵ Thought reformulated based on the TLI observations.

⁶ Thought reformulated based on the TLI observations

2.5 The management of the policies and the processes is based on the quality management principle (plan-do-check-act /PDCA/).

According to the YSITC self-assessment, the PDCA cycle has been implemented for all processes in the institute, particularly the process of developing, implementing, evaluating and improving APs is pointed out as an example.

During the last five years, based on the recommendations given in the expert report, as well as the needs of the TLI, a number of documents coordinating the governance and administration processes were developed and approved, but during the site visit, it became clear that the evaluation and improvement stages were not noticeable after their application. In addition, it is worth noting that there are surveys about the institute among alumni, but there is no data on how they were analysed and what steps were taken afterwards.

2.6 The Institution has evaluation mechanisms in place ensuring data collection, analyses and application of the data on the effectiveness of the academic programmes and other processes.

The TLI attaches importance to the AP monitoring and in order to further regulate the process, a 'Procedure for the Development and Monitoring of APs' has been developed.

A number of mechanisms are mentioned in the self-assessment carried out for the purpose of institutional accreditation, namely: surveys, teacher evaluation, course evaluation, educational environment evaluation, alumni survey, evaluation of activities of internal units, event effectiveness evaluations, focus groups. Information about the AP effectiveness is also obtained through the reports of the chairpersons of the final attestation committees. However, analysis and recommendations of the surveys are not provided by the QA centre or the chairs. For example, there are no data on how the reports of the presidents of certification commissions are discussed in the chairs, which gives a rather contradictory picture.

The absence of the above-mentioned mechanisms at YSITC is explained by the fact that employers are involved in the TS of the institute as course guides, who provide information about the AP effectiveness, cooperate with other teachers teaching the course they lead, discuss and choose the appropriate teaching methods for the course, as also the approaches each student needs. Course guides also discuss issues with students and make changes. In such a case, surveys are not considered by the stakeholders as an important mechanism for raising needs.

2.7 There are objective mechanisms in place evaluating the quality of quantitative and qualitative information on the academic programmes and qualification awarded.

Information about APs at YSITC is published on the TLI's website. Information about the number of students studying in APs, their average grades and the results of final attestation is presented in the Rector's annual report, which is also published on the website and sent electronically to the members of the managerial board.

The reports of the chairheads of attestation committees can be considered as an assessment of the quality of the awarded qualifications.

According to the self-assessment, the TLI considers the high degree of employment of its alumni as a quantitative indicator, as evidenced by surveys conducted among alumni in recent years.

Considerations: The expert panel positively assesses the tendency to regulate all existing processes in YSITC by developing and approving relevant regulations and procedures. The regulated system of decision-making in governance, academic and faculty councils on a collegial basis is also commendable.

It is also commendable that the above-mentioned councils involve internal stakeholders, representatives of the TS and students, and their voice is heard in decision-making.

During the site visit, it became clear that a number of decisions were based on the analysis of needs. For example, the creation of the Department of International Relations as a separate department can be justified, as the activities aimed at internationalisation have started to become active in the institute. On the other hand, experimental decisions are noticeable, such as the content change of the 'Film Arts' AP, according to which directing of feature, documentary and television films was united in one programme. Considering the fact that during the site visit, the stakeholders had conflicting perceptions about that change, the expert panel considers that a full evaluation after the end of the cycle will contribute to the further effective planning of the APs. In this context, it is necessary to note that the PDCA cycle of quality management is still not fully functioning in the governance system and administrative processes of the TLI.

The expert panel also positively evaluates conducting surveys among internal and external stakeholders. Certainly, the process would be more valuable and effective if detailed analyses of the data were carried out, on the basis of which recommendations were made and decisions were taken. Only one such example was mentioned during the visit, the IT training course for the TS. On the other hand, it should be noted that the institute does not have adequate financial resources to provide solutions to some of the raised problems, for example, to introduce new APs, therefore the requests are sometimes an end in themselves. In this regard, the expert panel considers it appropriate for the YSITC to take steps to find other sources of funding.

The limitation of financial resources does not make it possible to draw up the TLI's budget according to strategic goals, as well as to think about long-term planning in all directions. As for mid-term and short-term planning, there are also problems here. The expert panel considers that the creation of mid-term and short-term plans according to the SP will enable their comprehensive evaluation.

The expert panel positively assesses the fact that YSITC units have their own charter and are provided with adequate human and material resources. However, the Quality Assurance Centre and the Career and Internship Centre do not have sufficient human resources to effectively carry out all the functions of these departments.

It is commendable that the AP monitoring is a priority for the TLI. This process is continuous, because, due to the uniqueness of the institute, the course guides conducting the professional courses are mostly also the employers, who provide feedback to the AP responsible people, chairpersons and teachers teaching in the group they lead, due to which changes are made if necessary: course content, elective courses, etc. Evaluating the positive aspects, the expert panel considers that it is also necessary to pay attention to the analysis of the results of various surveys and the problems pointed out in the reports of the chairpersons of the attestation committees, as they are the main mechanism for assessing the quality of awarded qualifications, along with surveys among employers.

Summary: Taking into account that decisions are made in the institute with a combination of individual and collegial governance systems, there are rules and procedures regulating the governance and administration processes, the departments operate according to the functions defined by their charter, most of them are provided with human and material resources, are invested in various activities of the institute, there are planning and evaluation mechanisms for some sectors, the expert panel finds that YSITC meets the requirements of the Criterion 2.

Conclusion: The expert panel evaluates the compliance of YSITC institutional capacities with the requirements of the Criterion 2 as **satisfactory**.

III. ACADEMIC PROGRAMMES

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

Findings

3.1. The academic programmes are in line with Institution's mission, they correspond to the state academic standards and are thoroughly described according to the intended learning outcomes of the qualification awarded.

According to self-assessment, 'High-quality education' is one of the priority goals set for the implementation of the TLI's mission in the YSITC 2018-2022 SDP. In this context, the institute particularly emphasises the compliance of the proposed APs with the existing requirements of the labor market, as well as their content and structural periodic improvement in line with the NQF and changing external requirements.

In August 2014, the procedure on 'Development, Approval, Monitoring and Periodic Review of APs' was approved, in which the requirements for new APs, the procedure for the development and approval of learning outcomes, as well as the procedure and format for the monitoring and review of APs are presented.

The TLI implements a total of 22 APs in 3 faculties and 2 branches: 11 in the bachelor's degree and 11 in the master's degree. The institute also conducts APs at the postgraduate level.

YSITC is the only higher education institution in RA that provides APs in the field of theatre and cinema. The institute trains actors, directors, cinematographers, dance directors, theatre experts, cinematographers, screenwriters, etc), who occupy the main jobs in the labour market in the field of theatre and cinema.

According to self-assessment, to make the process of developing APs more effective, it was to meet the needs of external and internal stakeholders as much as possible. The provisions of the drafts of revised APs were discussed at the meetings of the relevant chairs, the Rectorate and the Academic Council, with employers, students and started to be implemented from the 2020-2021 academic year.

During the site visit, it became clear that the study of labour market requirements was done through meetings with a limited number of employers. Students did not actively participate in the process of developing APs.

From the study of the specifications of APs, it became clear that the comparison of the learning outcomes with the characteristics of the RA NQF is not done, the corresponding mapping is missing.

In APs, the content sequence of subjects, which are divided according to blocks (interconnection of subjects), is mainly preserved. On the other hand, the studies of the documents show that certain inconsistencies are noticeable in the mapping of the AP outcomes and the subject description outcomes.

Another important fact related to the APs is the incomplete presentation of course objectives, tasks, outcomes, and content in course descriptions. For example, the professional course descriptions do not show the dynamics of the development of outcomes in different courses. The same goes for the content and variety of assignments. It became clear from the lesson observations conducted during the site visit that these courses are much more complete in terms of content and methodology than is presented in the subject descriptions. In addition, teachers teaching the same courses have their own methods and approaches, which are not expressed in their descriptions. It is also necessary to note that, for example, the APs of the Bachelor's and Master's 'Film Arts' majors have the same objective, while the objectives are clearly separated in other APs.

3.2 The Institution has a policy that promotes alignment between teaching and learning approaches and the intended learning outcomes of academic programmes, which ensures student-centred learning.

The YSITC's 2018-2022 SP, institutional accreditation self-assessment, and APs emphasise the importance of student-centred learning. Teaching and learning methods are formulated in APs according to individual outcomes, methods are differentiated according to knowledge, ability and skill. The process of modernisation of teaching and learning methods is one of the important tasks of the strategic planning of the institute. According to self-assessment, the choice of teaching and learning methods is carried out in accordance with the requirements of the 'Guideline for the Development and Design of APs at YSITC': lectures, practical classes, group work, individual student work, etc. It became clear from the study of the assignments given to students that their diversity is due to the specifics of the courses, starting from the development of theoretical literature to the presentation of etudes of various complexity, performances based on one's own script, etc.

The lesson observations conducted as part of the site visit showed that the teachers use modern teaching and learning methods: interactive, project-based, and team work. The TLI administration as well as the TS encourage team work not only among students in one group but also among students of various APs conducted in YSITC, within the framework of productions and filming. Students studying in different departments cooperate on their own initiative, working on the same project. For example, a fourth-year student writes a screenplay for a director. As a result, creative groups of students and alumni are formed. It should be noted that this activity is not yet institutionalised in the TLI.

It is also important to show an individual approach, taking into account the personal characteristics and abilities of students, which is carried out in the form of consultations, or, in the

case of some courses, for example, stage music, stage speech, individual lessons. It should be noted that the above-mentioned is largely not reflected in the subject descriptions of the courses.

3.3 The Institution has policy on students' assessment according to the learning outcomes and promotes academic integrity.

At YSITC, student knowledge is tested and evaluated according to the 'Student Knowledge Assessment' (2019) procedure, according to which the institute operates a multi-factor evaluation system, where the passing threshold is 8 points out of 20, also expressed on a letter scale. Assessment components include attendance (20%), mid-term exam (40%), final exam (40%). The final exams are organised in the (exam-credit) format.

The productive assessment of the course (educational module) of the AP is formed by the form of verification established by the faculty council, in proportion to the specific weight of the subjects, with the calculations of the productive assessments of the subjects.

The results of the students' final attestation are evaluated as 'excellent', 'good', 'satisfactory' and 'unsatisfactory', taking into account the evaluation characteristics, with the numerical equivalent of the grade. There is also an appeals system for mid-term and final exams and graduation evaluations.

Knowledge verification and assessment is conducted and fixed based on the assessment components presented in the course description. From the examination of the documents by the expert panel, it was found that no clear evaluation rubrics were developed for the verbal exams in the subject descriptions. Evaluation of practical courses, for example, stage speech, is carried out by a committee formed by the chair.

The study of the questionnaires of the final examination showed that the points set for the evaluation of individual questions are mostly missing. It should also be noted that in some courses, the questions included in the mid-term and final exam questionnaires involve only the reproduction of information, while there are courses that also include a question that requires individual student analysis, for example, the 'Film Theory' course. It is also necessary to mention that the evaluation components of the courses and their weight in forming the final grade are regularly reviewed in the chairs.

For the evaluation of internships, students fill in diaries, which they present to the supervisor. These diaries list student participation in various activities by day but do not include specific assignments that must be submitted in writing. During the meetings with the staff responsible for APs, it became clear that, for example, the discussions and analyses of the presentations are carried out orally. Internships can also be organised outside of the internship schedule, as needed, depending on when the internship director's creative team is shooting a new film or staging a play.

According to the 'Regulations for Conducting Examinations and Final Attestation in the Final Semester', graduation works are required in all APs⁷. For example, in the Directing AP, graduation works are performances but a written exposition is also required. The study of the documents carried out in the framework of the site visit showed that much attention is not paid to the written presentation of final works, because they are written in different formats, they are mainly

⁷ Thought reformulated based on the TLI observations.

informative in nature, the problems that arose during the work, the positive and negative sides, are also addressed, but the analytical component is weak.

The 'Academic Integrity Regulation' introduced in the TLI in 2017 defines the principles of academic honesty, standards, manifestations of academic integration and their prevention procedure, plagiarism prevention mechanisms are fixed, but the practical steps to combat plagiarism are still not clear.

In the conditions of distance learning (2019-2020 academic year), the TLI has developed a procedure for defending graduation papers and master's theses online, attention has been paid to ensuring the objectivity and transparency of the process.

3.4 The programmes of the Institution are contextually coherent with other relevant programmes and promote mobility of students and staff.

According to the self-assessment, starting from the 2020-2021 academic year, the institute implemented reforms of APs, aligning them with the characteristics of the NQF, and initially implemented benchmarking with Armenian universities. It should also be noted that a study and international benchmarking of APs of a number of foreign universities: 'Cinematic Art', 'Visual Art', 'Fine Art' was carried out. For example, with the support of the Adam Mickiewicz Institute (Warsaw), during the visit to the film school in Łódź (Poland), a change in the curriculum of the 'Cinema Art' AP was made. In the first and second semesters of the 3rd year, the subject 'Aesthetic Perception of Cinematography' was included: with 2 credits. In the first semester of the fourth year, the subject 'Work of a Film Editor' (2 credits) was replaced by the course 'Computer Processing of Film Images'.

During the visit of David Quinn, an animation teacher at the Dún Laoghaire Institute of Art, Design and Technology, Ireland, the curricula were discussed and the course 'Animation Graphics' (2 credits) was included in the 'Film Arts' AP at the expense of 'History of Fine Art-3' (4 credits).

As a result of the study of the learning plans of the cinematography specialty of the All-Russian State Institute of Cinematography named after Gerasimov in Moscow, the list of optional subjects of the curriculum of the 'Camera Operation' specialty of YSITC was supplemented with 'Computer Graphics', 'Film Analysis' courses.

An attempt was also made to conduct benchmarking within the framework of the 'Directing' AP, but there are no concrete data. During the meetings, it became clear that, as a result of the comparative analysis, optional courses were introduced, such as 'Biomechanics', which is currently not implemented due to the teacher's departure abroad.

In general, expert studies show that benchmarking is not documented for all APs. According to the representatives of the TLI, the implementation of long-term student exchange programmes is sometimes hindered by the fact that there are inconsistencies in the credits of YSITC and APs of partner universities.

3.5 The Institution adopts policies in place ensuring academic programme monitoring, evaluation of effectiveness and enhancement.

YSITC has developed and approved a set of procedures that are the basis for carrying out the AP development, review and approval processes, including the 'Development, Approval,

Monitoring and Periodic Review of YSITC APs' procedure. The Institute has developed 'YSITC Feedback Mechanisms' for the development and competitiveness of APs and services.

According to YSITC's self-assessment, in the results of discussions with stakeholders during the 2018-2019 year, focus-groups, surveys, discussions in chair meetings, as well as the implementation of the priority goal of 'High-quality education' defined by the YSITC 2018-2022 SDP, internationalisation for the purpose of expansion, developed in accordance with the schedule of the action plan of the strategic plan and completed in 2019. In March, modified student-centred APs with redesigned outcomes and curricula were approved.

As a result of the AP review and the comparison of similar programmes, new elective courses were included in the curricula.

In order to monitor and evaluate APs, the TLI uses a number of tools and mechanisms. First of all, they are surveys among students, alumni and employers. Although data on what specific improvements have been implemented or planned as a result of these requests are not visible.

According to the YSITC self-assessment, the TLI conducts lesson observations every semester to assess the quality of APs. The procedures for implementation, assessment, problem identification and solution of trainings in YSITC are regulated according to 'YSITC TS Formation Regulations'. There were no mentions of specific deficiencies in the records of the lesson observations provided to the expert panel.

The proposals made by the employers and the reports of the chairheads of the attestation committees are also an important evaluation tool. The meetings with the stakeholders during the site visit showed that the alumni do not face any difficulties in the labour market. This is also evidenced by the fact that most of the alumni, approximately 70%, work in their profession.

Considerations: The expert panel highly appreciates that, in line with the SP, YSITC has tried to implement structural and content reforms of APs aimed at clarifying the outcomes of undergraduate and master's APs. At the same time, it is important that the institute is the only specialised education institution providing higher education in the field of theatre and cinema, which occupies a leading position in the labour market.

The expert panel considers it positive that, while revising the existing APs, the TLI tried to carry out a study of the needs of the national labour market at the local level. However, they did not turn into a comprehensive analysis.

It is important to note that the institute carries out regular updating of the AP curricula, in particular to diversify the list of optional courses, based on the comparative analysis of similar APs of universities abroad, discussions with invited specialists from abroad. The expert panel recommends that the TLI take steps to explore the relevance of AP credits at other universities to expand student mobility opportunities.

The expert panel also emphasises the institute's attempts to involve external stakeholders in the process of processing APs, in particular, by including them in the TS. These steps provide some degree of TLI-employer dialogue, which creates opportunities to improve APs, produce alumni relevant to labour market needs, and increase the number of applicants.

The expert panel appreciates that YSITC has worked to align course outcomes with the AP outcomes. However, the expert panel considers that the final results of APs still need to be clarified, aligned and mapped with the RA NQF specifications.

The expert panel encourages that the institute emphasises the creation of a student-centred learning environment, and an attempt has been made to introduce innovative methods, which, however, are not described in the AP and subject descriptions. A detailed description of the content in them will enable planning the student's progress.

The expert panel considers that the TS effectively applies student-centred methods of teaching and learning. Also commendable are the steps aimed at increasing the objectivity of the evaluation of knowledge and skills at the TLI, particularly the evaluation of practical courses by the committee formed by the chairs. However, the development and implementation of rubrics and scales in the assessment system will ensure the objectivity and transparency of the mid-term and final assessment process.

A consistent analysis of the results of surveys and lesson observations aimed at evaluating the effectiveness of the choice of teaching and assessment methods for subjects will greatly contribute to the improvement of APs.

Summary: Taking into account that the APs implemented in YSITC correspond to the mission, the TLI ensures the connection with the labour market by involving employers in the TS, reviewed and modernised the APs, aligning the teaching, learning, assessment methods with the outcomes, introduced new optional courses in the APs as a result of benchmarking, implemented some monitoring tools for APs, the expert panel considers that YSITC meets the requirements of the Criterion 3.

Conclusion: The expert panel evaluates the compliance of YSITC institutional capacities with the requirements of the Criterion 3 as **satisfactory**.

IV. STUDENTS

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

Findings

4.1 The Institution has set mechanisms for promoting students' recruitment, selection and admission procedures.

In accordance with YSITC 2018-2022 SDP and YSITC charter, the institute has clear mechanisms for recruitment, selection and admission of students. Within the framework of the student recruitment policy, the TLI cooperates with art colleges, and in its branches with schools. Visits, open-door days, and preparatory courses are organised for future applicants.

The official website of YSITC gives the applicant a chance to get a clear idea about the procedure and organisation of the admission. The 'Applicant' section of the official website contains information on undergraduate, graduate and postgraduate admissions, APs, exam assignments and assessment criteria. Information about the TLI admission is also available on dimord.am website.

Admission to full-time and part-time learning is carried out in accordance with the requirements and standards established by the RA government: 'Admission to RA State and Non-State Higher Education Institutions (According to Bachelor's and Continuous and Integrated APs)', 'Admission and Teaching of Master's Degree in RA Universities', 'Postgraduate Admission in RA'. Based on the specifics of the TLI, applicants are admitted to YSITC by participating in the internal examinations. Admission programmes and evaluation criteria for all APs are developed every year at the Institute and the Academic Council discusses and approves them, for example, the ways of preparing for the study for the speciality 'Theatre Art' have changed. In the past, applicants submitted pre-prepared essays, now the topic is given during the exam and students prepare essays on the spot.

Expert studies have also shown that the student body is mostly stable in recent years. There are no decreasing trends in the number of applicants.

4.2 The Institution has policies and procedures for assessing student educational needs.

The institute places importance on highlighting the educational needs of students, providing opportunities for daily communication and discussions between student-teacher and student-SS. The meetings that took place during the site visit also proved that students always have the opportunity to raise the issues they are interested in and get solutions through personal contact with teachers.

At YSITC, professional courses are conducted through individual classes when needed and all courses have their own supervisors through whom students discuss teaching approaches. Each student's progress, problems and gaps are regularly discussed in professional chairs, conclusions and suggestions are made.

Within the framework of the site visit, it was found that taking into account the opinion of the students, courses that are more interesting for students were added, in particular, the course 'Music in the Cinema' was introduced, as well as the optional course 'Working with the Camera'.

YSITC considers the educational needs of the students as a mechanism and surveys are conducted for the purpose of evaluation of the TLI, teachers, taught subjects. However, expert meetings proved that students do not consider surveys as the main mechanism for raising their needs, and sometimes there is a weak connection between conducted surveys and planned changes.

4.3 The Institution provides opportunities for extra-curricular activities and advising services aimed at supporting student effective learning.

The learning environment of YSITC enables students to receive personal consultation from course guides, as well as teaching faculty. During the site visit, it became clear that some chairs have also set consultation hours, however, regardless of the set hours, teachers are available to students through online communication as well.

During the visit, it also became clear that at the beginning of the academic year, meetings are organised with first-year students to familiarise them with the peculiarities of studying at the TLI.

YSITC also conducts additional preparatory courses for applicants on a paid basis. Opportunities are created for foreign applicants to learn Armenian.

The studio attached to the Centre for Additional and Continuing Education and IT organises additional three-month courses ('Make-up', 'Stage Costume Modeling' and 'Preparation of Props') coordinated by Maro Parian, a teacher at the University of California, USA. Duration of each course is 64 and 128 hours (2 and 4 credits), respectively. A total of 20 students who have successfully completed the entire course have been awarded a certificate of completion.

4.4 There are precise regulation and schedule set for students to turn to the SS for additional support and guidance.

According to the YSITC self-assessment and site visit meetings, the AS are available at all times for students to receive support and guidance, although YSITC has not established a separate schedule for contacting the AS.

Rules and regulations related to students are posted on the bulletin boards of the faculties and on the website of the TLI with clear deadlines. Deans' offices, chairs, and other staff provide relevant information on filling out applications for tuition fee discounts, appealing mid-term and final exam grades, applying for exchange programmes, and participating in international festivals.

Taking into account that students need to stay at the institute after classes to work together, rehearse and prepare for performances, the position of educational inspector was introduced to provide supervision in the evening hours.

4.5 The Institution has student career support services.

The teachers at YSITC are also practicing professionals and employers, which makes it possible to implement a number of activities that contribute to students' careers, in particular, participation in additional internships, the opportunity to be included in creative groups. Teaching employers also make their suggestions, because they participate in the presentation of graduation works as observers.

Since 2014, the Career Centre has been operating, which provides communication with alumni. YSITC has created an alumni database, which contains information about alumni of different years. Through this data, in the framework of cooperation with employers, in case of vacancies, alumni are directed to appropriate professional work.

In order to strengthen and develop connections between alumni and employers, the institute cooperates with a number of employers, including cultural structures, mass media, specialised art schools, public and charitable organisations, foundations, education institutions.

Contact with employers is also kept in branches. Most of the staff of Gyumri and Vanadzor state drama theatres are YSITC alumni. The actors of the theatre teach in the branches of the institute, transferring their practical experience to the students.

4.6 The Institution promotes student involvement in research activities.

The policy of the institute to involve students in research activities is fixed in the YSITC 2018-2022 SDP, in YSITC charter. According to the self-assessment, academic research at YSITC is mainly carried out by master's and PhD students who have in-depth specialised knowledge of the field and abilities to carry out professional activities and research and/or continue their studies.

In the course of expert observations and lesson observations, it became clear that during the course of studies, undergraduate students are also given tasks that develop creative and analytical thinking. During the lessons, discussions and analytical works are carried out regarding the book read, the film assigned in advance or the presentation, but sometimes they do not have a written expression. Students also often form creative groups to work on joint projects.

In order to develop students' research abilities, the subject 'Research Methodology' was also included in the master's APs. Currently, the institute has 2 PhD students and 4 applicants. The database of research topics has also been revised to support and guide PhD students and applicants. In cooperation with the Department of Art History and Theory, a database of research topics for masters was also developed.

During the site visit, it became clear from the discussions with the stakeholders that the students also proposed the creation of a Student Scientific Society, which would provide an opportunity to coordinate the involvement of students in research activities, however, the proposal is still under discussion.

YSITC also considers its Educational Theatre as a mechanism for carrying out research, educational and creative processes. YSITC encourages its students to participate in international conferences, festivals, student round tables. Every year, as an integral part of the educational process, a student conference is organised at YSITC. The best student works (4 works in total) were published in the 'Journal' of the YSITC academic and methodical articles. In 2018, a dance performance was held in Moscow, in which master's and bachelor's students, as well as alumni, participated. They also participated in the Shakespeare festival, the academic conference dedicated to Sergey Parajanov and other events.

4.7 The Institution has a special body, which is responsible for the protection of students' rights.

The institute signs a contract with the students studying in the bachelor's, master's, postgraduate APs, in the full-time and part-time form of education, in the free and paid system, which specifies the conditions of study, the obligations of the institute, the student, financial and additional conditions.

YSITC has a Student Council, which ensures student self-government processes among the TLI students, expresses and protects their interests, ensures student participation in governance processes, submits issues related to students to the discussion of the appropriate bodies of the institute, informs students about their rights and responsibilities, supports the creation of a favourable environment for students, promotes the academic, educational, spiritual, creative and physical development of students, helps to improve the social condition of students, organises students' free entertainment and rest. The SC tries to involve the students of the branches in its processes, by inviting them to the events held at the headquarters, watching performances, etc. The SC is also taking steps in the direction of cooperation with student structures of other universities. The SC submits a report to the Rector on its activities, programmes and financial resources spent.

During the site visit, it became clear that the students also address the deans, the head of the QA Centre with questions related to their rights, and have the opportunity to discuss their problems with the rector through direct communication.

4.8 The Institution has set mechanisms for the evaluating and ensuring the quality of educational, consultancy and other services provided to students .

In order to evaluate and ensure the quality of educational, consulting and other services provided to students, surveys are carried out at the TLI, the results of which are discussed with the chairs, deans' offices, and the managerial staff. However, as it became clear during the study of the documents and the site visit, the results of the surveys are not always comprehensively analysed, and the feedback is weak and the decisions made based on them are situational in nature. Thus, for example, during the pandemic, online surveys were conducted regarding the teaching methods and platforms used, as a result of which the institute initiated trainings aimed at improving the online skills of teachers but they were not periodic in nature. According to the self-assessment, surveys on the effectiveness of the mechanisms of linking the research activity and the educational process have not yet been made, but discussions about them are being carried out in the Academic Council and chair discussions.

During the expert meetings, it became clear that students and alumni are generally satisfied with the education they received and the opportunities that the institute offers them.

Considerations: The expert panel positively evaluates the fact that YSITC has mechanisms for recruiting students, within which the connection with schools and colleges is strengthened. The applicant is provided with clear information about the conduct of the examination and the regulations also through the website. The work of the Gyumri branch of YSITC with the community schools of Shirak region is particularly commendable, which contributes to the growth of the student population.

Considering the professional characteristics of the TLI and cooperation with various cultural institutions and mass media, the expert panel emphasises the expansion of information and advertising policy about the TLI, which can become an additional incentive for recruiting students.

It is a positive fact that students' problems, questions and suggestions are heard by the institute and receive an appropriate solution. The transparency of discussion and decision-making is ensured. The student-teacher connection creates an opportunity to carry out daily consultations both as a result of direct contact and on the online platform.

The expert panel also positively evaluates the encouragement of teamwork by the SS of and TS of the institute, which promotes the skills and abilities of students to work in creative groups, as well as creates cooperative relations between students.

Also of particular importance is the operating studio attached to the Additional and Continuing Education and IT Centre, where three-month additional courses are organised: 'Make-Up', 'Stage Costume Modeling', and 'Making Props', which gives students the opportunity to acquire new skills. and later also have another profession.

Commendably, YSITC also encourages the participation of students and student groups in international festivals with the support of the Department of International Relations. However, it should be noted that student participation in research programmes is limited. The TLI does not take concrete steps in that direction. One of the obstacles in internationalisation and inclusion in research programmes is the level of students' knowledge of a foreign language. For this purpose, the expert panel emphasises the implementation of additional foreign language courses for students,

which will contribute to the involvement of a wider range of students in international mobility programmes and the increase of participation in festivals.

It is also positive to implement activities that promote students' careers, in particular, the involvement of employers in the TS, or the involvement of guest stage-directors in graduation productions. All this creates prerequisites for direct employer-alumni communication to ensure a smooth process for students to find their place in the labour market.

The expert panel considers that the diversification of tools aimed at involving students in research processes and the coordination of the applied mechanisms will contribute to the expansion of the institutes's research activities, as well as to the growth of the implementation of teacher-student joint research.

The expert panel emphasises the readiness of the institute in terms of raising the needs of students and solving problems, but the collection of more complete data on educational, consulting and other processes by the quality assurance system at clear intervals will contribute to the evaluation of the effectiveness of the services provided and making decisions based on reliable data.

Summary: Given that YSITC has clear mechanisms for student recruitment, selection and admission, it implements a student-centred education that emphasises the identification of students' needs, the formation of creative thinking and the promotion of teamwork, the administrative staff is always available to students, students receive appropriate support and advice, the expert panel considers that the YSITC meets the requirements of the Criterion 4.

Conclusion: The expert panel evaluates the compliance of YSITC institutional capacities with the requirements of the Criterion 4 as **satisfactory**.

V. FACULTY AND STAFF

CRITERION: The Institution has a highly qualified faculty and staff to achieve the set goals for academic programmes and institution's mission.

Findings

5.1 The Institution has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff for the provision of academic programme.

In YSITC's SP, the development and improvement of staff potential, the development and improvement of the staff potential, the improvement of the level of well-being of employees are fixed as strategic tasks and steps for the implementation of APs.

In 2021, YSITC faculty tenure regulations were approved, which set the criteria and procedure for deputising faculty positions. Deputy TS positions in YSITC are carried out on a contractual basis, which is preceded by the selection of a candidate for the position through an open competition, which is regulated by the relevant legislation of the Republic of Armenia and institute regulations and procedures, and the institute of guest teacher is also applied. It should be noted that no tenders have been announced in recent years. Non-competitively recruited teachers were mainly selected and invited from professional fields and employers, with the aim of increasing the number of practitioners in the TS.

The formation of the SS positions is carried out according to job passports, which define the functions, rights, work duties and responsibilities of the employee.

The following categories are defined in the 'Regulations on Tenure of the TS of YSITC': professor, associate professor, senior teacher, teacher.

For the implementation of APs in the institute, employment contracts are signed with teachers for one year on the basis of basic, internal and external collaboration, hourly payment.

There is an institute of course guides at the TLI: each course has its own guide, who leads the course for four years, cooperates with all teachers, organises work with students, evaluates internship. An employment contract is signed with the guides for a period of 4 years.

The effectiveness of the TLI's TS and SS selection policy is evaluated on the basis of student surveys, lesson observations, and rating evaluation, the procedure of which was developed in 2019.

5.2 The requirements for qualifications of teaching staff per academic programme are comprehensively stated.

The APs do not specify specific requirements for professional qualifications of the TS, although such recommendations were given in the 2016 institutional accreditation expert report. However, the regulation of formation of the TS and the procedure of recruitment of teachers in accordance with it ensure the TS with necessary qualities.

The institute invites the leading specialists of the field, acting actors, directors, to teach professional subjects. In the 2021-2022 academic year, the institute's TS consists of 161 specialists, of whom 15.5% are professors, 24.8% are associate professors, 17.4% are senior teachers, and 68% are teachers.

5.3 The Institution has well established policies and procedures for the periodic evaluation of the teaching staff.

For the regular evaluation of the YSITC TS, a number of procedures have been defined at the TLI: the evaluation and encouragement procedure of TS work activity, in which the involvement of internal and external stakeholders in the evaluation processes is defined. Accordingly, the institute conducted the TS evaluation surveys through QAC, as well as surveys on students' satisfaction with the course and teachers' work, regarding the level of professional training of the teacher and methodological support of the taught course. The TS assessment is carried out by the head of the chair, as well as through self-assessment. Students also appreciate the efficiency of the dean's work. The steps taken in the direction of the results of the TS evaluation surveys have not yet been clarified, the mechanisms of combining the results of different surveys, which form the results of the evaluation of the TS efficiency, are partially in operation.

YSITC has a TS ranking policy, but the process was conducted only once before the pandemic, the incentive was through the awarding of 10 faculty members and did not include a financial component.

5.4 The Institution promotes professional development for the teaching staff in accordance to the needs outlined during regular evaluations (both internal and external).

In 2018, YSITC developed a regulation for organising of the TS qualification improvement process, according to which the TLI emphasises the continuous development of the TS's general and professional competencies. The YSITC TS upgrade process is considered mandatory for YSITC teachers every 5 years. The organisation of the process is carried out by the YSITC Centre of Additional and Continuing Education. The five-year workload of the qualification improvement process of YSITC's TS is 30 credits, of which 14 are collected from mandatory modules (pedagogical methodological component), 14 are optional (research creative component), and another 2 credits are allocated for the portfolio presented at the end of the qualification improvement process.

According to the regulation of the organisation of the process of increasing the qualification of the TS of YSITC in 2021, from February to October, online training courses were conducted for the head office and branch TS. The duration of each course was a total of 32 and 64 hours (1 and 2 credits). On June 7, 2021, of a total of 67 participants who successfully completed the full exam period in the courses got graduation certificates: 'Computer Literacy-1 Credit', 'Audience Presentation-1 Credit', 'Electronic Instructional Technologies-2 Credit'. During the visit, it became clear that no surveys were conducted to evaluate the effectiveness of the above-mentioned courses.

During the site visit, it was also revealed that in 2018-2022, during the SP implementation period, the TLI had no experience of distance learning, which caused noticeable difficulties in the process of organising online learning due to the pandemic. The institute has successfully raised problems in this direction and as a solution in 2020 a training course for the necessary skills for distance learning was conducted for the TS, training materials were posted on the Google Classroom platform, which the TS used.

YSITC also organises workshops with the participation of specialists from leading foreign universities, international conferences and festivals, creative competitions, which contribute to the improvement of the TS qualifications.

5.5 The Institution ensures that there is a permanent staff for the stable provision of the academic programmes.

80% of the YSITC TS are full-time employees. The number of teachers with academic degrees is small, but the number of professors is 15.5%, the number of associate professors is 24.8%. Expert panel studies have shown that the majority of the TS are former YSITC alumni.

The managerial staff of YSITC encourages masters and post-graduate students to engage in teaching activities as assistants in the teaching process. For this purpose, the 'Teaching Methodology' course with a duration of 4 semesters was included in the master's APs⁸. Nevertheless, the study of quantitative data of the TS shows that there is no quantitative growth of young teachers in recent years. In recent years, teachers under the age of 35 make up about 15% of TS.

In order to ensure the high quality of teaching during the implementation of APs, doctors of sciences, candidates, leading specialists in various fields of education and culture are invited as employees on a joint and hourly basis.

⁸ Thought reformulated based on the TLI observations.

YSITC guarantees that APs are provided with appropriate TS, have and train teaching staff of substitutes.

5.6 There are set policies and procedures for the staff promotion.

The policy of ensuring and encouraging professional progress of the YSITC TS is fixed in the regulation of the process of organising the TS trainings and in the long-term programme of replenishment and improvement of TS, in the internal disciplinary rules, which define the incentives awarded in the form of certificates of appreciation and certificates of honour.

The policy of ensuring the professional advancement of the TS at YSITC includes encouraging the publication of academic and methodological works, as well as the publication of research articles in the YSITC 'Handes' collection of academic and methodical articles, the differentiation of salary due to the awarding of academic degrees. The TLI also emphasises the professional development of novice teachers, giving them the opportunity to work as assistants of guides.

5.7 The Institution has necessary administrative and support staffs to achieve the strategic goals.

For the implementation of strategic goals, the TLI has SS (support staff) and TS. Recruitment of SS and TS is carried out in accordance with the charter of the institute. The SS and TS functions, required skills and abilities are defined by the regulations of the respective units.

According to the self-assessment, the SS and TS position passports were developed and approved, where the scope of functions, rights, duties and responsibilities of each employee are clearly defined.

Some departments, such as the Quality Assurance Centre, the Career and Internship Centre, and the Academic Department, have only one head.

The mechanisms for evaluating the activity of the TS and SS are the annual reports of the AS, SS and departments on the performed works. The reports are discussed by the members of the rectorate and evaluated. Their satisfaction with the work carried out by the dean's office is assessed through surveys conducted among students and teachers.

Considerations: The expert panel positively assesses that YSITC has a highly qualified TS, and the institute is trying to attract qualified personnel from the field of art within the framework of various APs, guest teachers with academic degrees and titles, with the aim of increasing the number of representatives of the practical field in the TS.

It is commendable that the TLI takes into account the basic professional education of the candidates, the experience of practical work or activities in the field, while choosing teachers, on the other hand, it tries to involve masters and PhD students studying at the institute in the teaching process, which will contribute to the stability of the TS.

The expert panel positively assesses that there is a TS training procedure in the TLI, and at the same time notes that the evaluation of the effectiveness of the trainings will contribute to the improvement of the quality of the courses, as well as the definition of work, coordination and periodicity.

The expert panel considers it positive that during the Covid-19 pandemic, the QAC, as a result of the needs assessment analysis of the TS, carried out the TS training in order to acquire the

necessary skills for organising and conducting the distance learning process, which contributed to the effective implementation of the educational process during that period.

The expert panel emphasises the implementation of the lesson observations by the heads of the department and fellow teachers but considers that it is necessary to introduce mechanisms for evaluating their effectiveness in order to achieve the set goals.

The Expert Panel positively assesses the presence of regulations and procedures necessary for the TS and SS activities in the TLI. The expert panel considers that the addition of new specialists to some departments of the institute (Career and Internship Centre, QAC) will contribute to increasing the efficiency of their activities.

Summary: Considering that YSITC is provided with teachers and SS with appropriate professional qualities, strives to attract professionals with practical skills and high professional qualities from the professional field, appropriate policies and procedures are developed for their selection, formation, release, has a relatively stable TS, the expert panel considers that YSITC meets the requirements of the Criterion 5.

Conclusion: The expert panel evaluates the compliance of YSITC institutional capacities with the requirements of the Criterion 5 as **satisfactory**.

VI. RESEARCH AND DEVELOPMENT

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

Findings

6.1. The Institution has a clear strategy promoting its research interests and ambitions.

Under the 4th goal of YSITC's SP for 2018-2022, 'Research and Innovation', the formulated tasks are: expansion of the scope of research and creative works, the involvement of teaching staff and students in projects, support of research and creative projects, cooperation in research and creative works provision and development, as well as innovative investments in YSITC's research and development activities. A number of steps and indicators for evaluating the results of their implementation are defined for the implementation of the above-mentioned goals. Based on its characteristics, the TLI has emphasised not only research but also creative activities.

During the site visit, it became clear that SP's goal on 'Research and Innovation' was revised taking into account the financial and human resources.

In addition, based on the recommendations of the previous expert report, the YSITC research activity development plan has been developed, which elaborates the steps defined in the SP. The points of the plan mainly highlight the increase of the research component in the undergraduate and graduate APs, the promotion of the academic research works of the chairs with the involvement of students and the improvement of the quality of the research works, the organisation of conferences, the participation in grant programmes, etc.

The meetings organised within the framework of the site visit and the study of documents showed that the 'Art Theory and History' and 'Humanities' chairs carry out academic research

activities at the TLI. One or two teachers from other departments of the TLI, such as the Department of Arts Management and Cultural Policy, publish articles or make presentations at conferences. This is also documented in the annual plans of the chairs, where research work and the organisation of conferences are emphasised. It should also be noted that part of the courses conducted in the above-mentioned two departments also have a research component in abstracts, thematic analysis, etc.

Creativity is emphasised in other YSITC chairs. Accordingly, the TS and students of the institute participate more often in international festivals and workshops than in academic conferences. Students have published 4 articles in YSITC's 'Handes' journal in the last 5 years. A small number of students participated in international conferences.

The reports submitted to the TLI, including the reports of the Academic part, do not reflect how the points of the 'YSITC Research Activity Development Plan' are implemented, which are fully implemented and in which there are obstacles, such as insufficient foreign language proficiency, limited financial resources etc.

6.2. The Institution has a long-term strategy and mid-term and short-term programmes that address its research interests and ambitions.

YSITC's long-term planning in the field of research is presented in the 2018-2022 SP and the 'YSITC Research Development Plan'. Mid-term planning is presented in the SP Action Plan.

Short-term planning is carried out in two chairs of the institute: Chair of Art Theory and History, and Chair of Humanities.

A number of actions promoting research-creative activity are defined in the above-mentioned documents. However, they do not clearly define the specific fields and directions of the TLI's research. According to self-assessment, the selection of research topics is made by teachers based on their preferences and scope of interests.

6.3. The Institution ensures the implementation of research and its development through sound policies and procedures.

During the site visit, it became clear that the institute emphasises several directions of research activity. For example, the TLI has specifically adopted a policy for the development and publication of educational manuals. About 15 books and teaching manuals have been published during the last 5 years according to reports of the Academic Department. There are clear procedures in place to ensure the printing of training manuals.

The Chair of Art Theory and History organises annual international conferences within the framework of 'HAYFEST'. The number of participants of the mentioned conferences is not large. Mainly due to the academic potential of these two chairs, 30-35 articles are published annually, some of them in foreign journals. Most of the articles are published in YSITC's 'Handes' periodical.

After the previous accreditation, the TS also participated in a number of conferences online or face-to-face. According to the self-assessment data, 20-25 annual conferences, more than half of which are international.

The budget of YSITC does not provide financial means for the participation of the TS in international conferences and festivals. The TLI provides financing for publishing works, not only for the 'Handes' periodical but also for educational manuals.

During the site visit, it was found that an attempt was made to announce an internal grant for research projects, but no applications were submitted by the TS. The TS also does not apply to competitions announced within the Academic Committee.

YSITC also emphasises increasing the number of postgraduate students and applicants. During the previous site visit, the TLI had 2 applicants, during the reporting period - 2 PhD students and 4 applicants. According to reports from the Academic Department, the institute has retrained full-time and part-time postgraduate APs, and is also working with postgraduate students, encouraging them to continue their education at postgraduate level. They have also developed a bank of research topics.

6.4. The Institution emphasises internationalisation of its research.

YSITC encourages the internationalisation of the TS research activities but does not allocate funds for this purpose in the budget. The TS representatives take part in international conferences on their own initiative: in Georgia (Tbilisi, Batumi), Russia (Moscow, Saint Petersburg), Kazakhstan (Alma-Ata), Romania (Sibiu), Moldova, etc. Participation in such conferences also provides an opportunity to publish articles in international journals that are not in international databases. It should be noted that there are more articles in Russian than in English.

After the previous site visit, in the Follow-up plan (2016), the officials of the university committed to study the international grant funds, so that the TLI TS can apply for those competitions. No successes have been recorded in this direction. The Chair of Art Theory and History organises annual national or international conferences. Although the number of participants in international conferences organised at the TLI is not large, the institute invites participants from abroad to conduct workshops, thus combining research and creative components.

6.5. The Institution has well established mechanisms for linking research with teaching.

A review of YSITC's undergraduate APs' specifications and course descriptions shows that they do not target a research component, either in the learning outcomes or in individual course assignments. However, the results of the discussions within the site visit, as well as the mid-term and term exams prove that at least in some courses, the research component is also important, while in most professional courses, the development of students' analytical thinking is carried out through oral discussions and debates. For example, during the course of study, students watch films, and then discuss with their supervisors the semantic and technical features of fiction and documentary films, as well as the lighting and camera solutions provided in them.

The graduation works also document the superiority of the creative component: the main attention is paid to the performances, directed films, and the accompanying written explanation is often purely informative.

In the master's APs offered at YSITC, equal importance is given to the pedagogical and methodical preparation with the research component. Such an approach is justified by the responsible staff due to the need to train new TS personnel. It should be noted that the topics of

some theses are referential in nature, and their structure does not always correspond to the requirements for master's theses (for example, topicality of the topic in the introductory part, research objective, problems, etc.).

Considerations: The expert panel positively evaluates the fact that after the previous accreditation process, YSITC has focused on research activities, emphasising some of them, such as increasing the number of postgraduate students and applicants, publication of educational manuals, publication of 'Handes' periodical, participation in conferences and their organisation. The TLI has made progress in the above-mentioned directions in the last 5 years.

The fact that, based on the recommendations given in the previous expert report, the TLI developed and approved the 'YSITC Research Activity Development Plan' and also included the field of research in the SP as one of the priorities of the institute's activities, trying to define realistic steps, is also considered positive.

By comparing the steps formulated in the 2018-2022 SP and YSITC research activity development plan and the annual reports submitted during the reporting period, it can be concluded that the TLI has managed to implement some of the planned works. However, there are still a number of issues that need to be addressed in the next SP.

Among the above-mentioned problems can be included the publication of researches in international databases, for which the allocation of financial resources is necessary, as well as the increase of the TS's foreign language proficiency.

Another issue is the participation in academic grant programmes. In this regard, it is necessary to provide certain financial and human resources.

Acknowledging the fact that, based on the characteristics of the institute, the creative component and the development of students' creative thinking, skills and abilities are emphasised at the TLI, the expert panel believes that it is necessary to develop mechanisms for combining and combining research and creative components, since research is an inseparable part of creative activity. In this regard, it is necessary to promote the close cooperation of research chairs with creative chairs at several levels, in terms of combining and harmonising research and creative components in undergraduate APs, and research and pedagogical components in master's programmes, as well as developing a format of conferences where research and creativity will be combined.

Summary: Considering that YSITC has taken a number of steps in the direction of regulation and encouragement of research works, setting realistic goals within the financial capabilities of the TLI, as well as considering the fact that most APs implemented at the TLI is aimed at the development of creative abilities, which also conditions the main direction of professional chairs' activity, the expert panel considers that the YSITC meets the requirements of the Criterion 6.

Conclusion: The expert panel evaluates the compliance of YSITC institutional capacities with the requirements of the Criterion 6 as **satisfactory**.

VII. INFRASTRUCTURE AND RESOURCES

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

Findings

7.1 The Institution has an appropriate learning environment for the implementation of current academic programmes.

YSITC carries out its educational activities in Yerevan, Vanadzor and Gyumri branches. For the implementation of APs offered at YSITC, a Creative Technologies Training Centre (STUK Production), a Student Theatre-Laboratory, three dance halls, a film library, a cinema hall, live room, video editing and audio editing, animation booths, professional classrooms, a library, a reading room, a conference hall, sports hall, a first-aid post, and studios were created.

The library occupies an area of 165.4 square meters, where computers, accumulators, network devices, etc are installed. The literature available in the library is mainly in Russian and Armenian. The total amount of the YSITC library stock, including that of branches, is 47,692 units (textbooks, professional books, and other literature). The library mainly provides necessary literature for undergraduate, master's and postgraduate students. The library of the institute is not attached to the base or other electronic databases of the National Library. During the expert meetings, it also became clear that due to the lack of financial resources of the institute, the library fund is updated mainly at the expense of donations.

The library also houses more than 500 folders containing materials on directors, actors, literature and art, articles from newspapers and journals, the collection of which began in the 1950s and continues to this day. The folders are used by teachers, students, master's students, post-graduate students, and alumni. Since December 2019, the card system has been downloaded on the computer, which will enable the reader to use computer cards as well.

For the development of students' practical abilities, YSITC created the Educational Centre of Creative Technologies (STUK Production). The centre includes a technical laboratory, a film library, a cinema hall, recording and editing booths, and a TV booth. The Educational Centre of Creative Technologies has the renovated lighting equipment (2021), the green pavilion where the students of the operator department conduct their classes. The video editing laboratory is provided to the students to edit the materials they have shot for course and diploma theses. YSITC's technical laboratory is equipped with necessary equipment: cameras, photographic equipment, lights, crane, and trolley. Students of the Faculty of Cinema, Television and Animation are provided with appropriate equipment for filming coursework and graduation work.

Students of the institute have the opportunity to work in a sound booth, where there is all the necessary equipment related to sound work and sound design: removing noise, sound defects, changing music or any sound, removing, installing post-frame sound. YSITC's editing booth is equipped with computers and appropriate editing software.

Students of the Faculty of Film, Television and Animation submit applications, according to which a work schedule is drawn up, a computer is provided, and the student gets the opportunity to work on material filmed as a course work or graduation work.

The film library has videotapes of feature films, documentaries and performances, about 4,000 films, classical music collections and audiobooks.

'Henri Verneuil' cinema hall operates next to the film library. Viewings in the cinema hall are carried out according to a pre-arranged schedule. In the 'Henri Verneuil' cinema hall projects of course work and graduation works are performed. Screening and defense of final works of 'Cinema Art', 'Audiovisual Art', entrance exams, screenings of festival films also take place in 'Henri Verneuil' cinema hall. In the cinema, viewings are organised for full-time and part-time students, as well as students of the preparatory department. In the student theatre-laboratory, from the beginning of 2021, the stage rehearsals of about 20 graduation plays have started, which were presented to the final attestation committee of the Theatre Faculty of the institute and the audience in April, May, June.

During the site visit, it became clear that the territory of the Student Theatre is currently occupied by the Hamazgayin Theatre, and the schedule of the students' rehearsals and performances is coordinated with the theatre staff. However, in some auditoriums, depending on the characteristics of the studio, there are stages.

Gyumri and Vanadzor branches are also provided with appropriate resources and infrastructures to carry out educational activities. During the site visit, the Vanadzor branch was under renovation to update and modernise the classrooms, halls and studios.

7.2 The Institution provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and purposes.

At the end of each year, the institute prepares the annual budget for the next year in advance, which is approved by the Council. According to the provisions of the 'Modern infrastructure' section of the institute's 2018-2022 SDP, it is planned to allocate financial resources for the re-equipment of the property and material and technical base for educational and creative and research purposes, to ensure the expansion of the possibilities of continuous replenishment of computers and equipment.

During the site visit, it became clear that the institute has re-equipped the educational infrastructure within its financial capabilities, repair works have been carried out and are currently being carried out, in addition, the classroom fund is being improved, and repair works are being carried out. Necessary accessories, which can be purchased at the expense of the TLI's budget, are purchased to ensure the uninterrupted educational process. Expenditures are carried out according to demand, according to the financial possibility, 'availability and performance of prospective and annual plans' (indicative indicators of progress evaluation). However, during the meetings, it became clear that there is a need for new cameras for the 'Directing' department, but these cameras are very expensive. The institute has afforded to buy cameras costing up to 7000-8000\$, and for higher quality cameras the TLI has already applied to the RA MOESCS for financial support.

Until 2014, the library of the institute used to subscribe to a number of Russian-language journal of film studies, but since then the library has stopped subscribing due to lack of financial resources, and in some cases, due to their digital versions appearing on the Internet.

During the site visit, it also became clear that the institute has not yet carried out an analysis of the effectiveness of the costs incurred.

7.3 The Institution has policy on financial distribution and capacity to sustain and ensure the integrity and continuity of the programmes offered at the Institution.

The approval of the Institute's budget and its implementation is overseen by the YSITC Council. According to YSITC charter, the current financial management of the budget is carried out by the rector. The budget presents the resources needed by the departments of the institute to ensure the educational environment.

For the implementation of APs in the branches, quite a lot of resources are used by the TLI, which are not always profitable for the institute, but emphasising their regional importance, YSITC continues to keep its branches.

More than most of the Institute's 2019-2021 expenses, 85.03% on average, are used for staff salaries, income, social taxes, stamp duty, union membership fees.

7.4 The Institution's resource base supports the implementation of Institution's academic programmes and strategic plan, which promotes sustainability and continuous improvement of quality.

YSITC Yerevan headquarters and Gyumri and Vanadzor branches have classrooms, administrative office spaces, gym halls, libraries and reading rooms equipped according to professional requirements.

The institute regularly takes inventory of the requirements coming from the chairs and tries to re-equip the used equipment. During the year, the structural units, chairs and faculties, based on the requirements for the implementation of APs and the organisation of current activities, purchase the products and services presented in the procurement plan based on the report.

Chairs assess the resource availability of the programme, and if necessary, requests for additional resources are addressed to the procurement department. Acquisition of resources is carried out in a centralised way, jointly for all APs, and their distribution according to the resource needs of individual programmes.

7.5 The Institution has a sound policy and procedure to manage information and documentation.

YSITC uses the Mulberry system for external document circulation, and intra-campus communication is carried out through an internal network to which all chairs and departments are connected.

The transparency of the institute's procedures, processes and access to information is ensured mainly through the institute's website. In the 'About Us' section of the website, decisions of the Academic Council, minutes of meetings, statutes, rules and regulations, concepts and other normative documents, decisions of the rectorate, reports on the institute's activities, strategic plan performance, budget performance, etc are posted.

Access to information related to educational processes to internal and external stakeholders is also ensured through the official website of the institute.

7.6 The Institution creates safe and secure environment through health and safety mechanisms taking into account the students with special needs.

YSITC first-aid post is stocked with first-aid medication and medical tools. The first-aid post is directly subordinate to the Rector, and its activities are regulated by her relevant orders and instructions.

The safe and secure environment of the institute is provided by security guard service, fire-fighting equipment, and video surveillance. During the expert observations, signs were posted on the walls of the institute, which provide quick and safe evacuation routes in emergencies.

YSITC building conditions are not adapted for students with mobility limitations. It should also be noted that the TLI provided the opportunity to study for 6 deaf and dumb students, creating suitable conditions and environment for them.

7.7 The Institution has special mechanisms in place for the evaluation of the effectiveness, applicability and availability of resources given to the teaching staff and learners.

According to the YSITC self-assessment, the main means of assessing the applicability and effectiveness of the resources provided to students and teachers is the survey, through which the existing problems are highlighted. The questions in the questionnaires show the problems related to the provision of resources. However, during the site visit, it became clear that the surveys on the resources are not subjected to deep analysis, and the decisions to be made are based on the results of the discussions.

Considerations: The expert group considers it positive that YSITC values the continuous replenishment of resources and infrastructures for the implementation of its strategic goals and for ensuring the AP outcomes. Although financial opportunities are limited, the TLI tries to find ways to continuously develop and enrich the environment necessary for the educational process.

Study of the learning environment during the site visit showed that YSITC is generally able to provide adequate logistical resources to ensure the effectiveness of APs. Although a part of the first floor of the Yerevan branch is dedicated to the Hamazgayin Theatre, the TLI has sufficient classroom fund to provide all groups and studios, and other necessary classrooms. Not all classrooms are well designed, but an environment of free creativity is created for students, which allows them to choose the form of classroom furniture according to their needs, together with the course guides.

It is positive that books in high demand at the institute are being digitised and made more accessible to students and faculty. At the same time, the expert panel notes that in the case of alternative financial means, equipping the library with modern literature in English will contribute to the inclusion of modern requirements in APs and the improvement of the English language proficiency among the students and teachers.

It is positive that the library keeps folders containing materials on directors, actors, literature and art, which provides an opportunity to record and preserve the success of the TLI.

The expert panel considers positive the fact that the Gyumri branch is provided with the necessary material and technical resources, at the same time considers that the resource provision of the Vanadzor branch should also be considered as a primary step for the institute.

It is commendable that the TLI allocates money from the budget to purchase necessary props or technical means for graduation works.

The expert panel considers the importance of the needs of students with physical problems at the institute to be positive, especially the creation of a separate group for deaf and dumb students, and the provision of psychological help to the participants of the 44-day war. However, it is also important to create conditions for students with problems of the locomotor system.

The expert panel positively notes that the institute manages to provide the necessary learning environment for students in the face of limited financial resources, at the same time, it is important for the TLI to take measures to find alternative financial means, which will contribute to the financial stability of the institute.

Assessment of the applicability, availability and effectiveness of resources at the TLI is carried out through surveys, but there are no examples of changes made based on their results, which may hinder the continuous improvement of resources.

Conclusion: Taking into account that the TLI is mainly provided with the necessary infrastructures for the effective implementation of APs, conducts a policy of regularly replenishing the material and technical base within the scope of its financial capabilities, emphasises the inclusion of students with special conditions in the learning process, there are some mechanisms for assessing resource needs, the expert panel considers that YSITC meets the requirements of the Criterion 7.

Summary: The expert panel evaluates the compliance of YSITC institutional capacities with the requirements of the Criterion 7 as **satisfactory**.

VIII. SOCIETAL RESPONSIBILITY

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

Findings

8.1 The Institution has clear policy on accountability.

YSITC's accountability process is regulated by the 'RA Law on Education', 'RA Law on Higher and Postgraduate Professional Education', RA Law 'On Foundations', a number of decisions of the RA Government, as well as the YSITC Charter.

According to the self-assessment, the institute has internal mechanisms of accountability, ensures the transparency of processes and feedback.

YSITC also reports to the RA MoESCS, Science Committee, State Revenue Committee, Statistics Committee and other government departments as prescribed by law.

YSITC's accountability process is regulated by the 'Stakeholder Accountability Policy Implementation Procedure'. The institute includes the following main directions in its accountability system: the Rector's report to the TLI Council, the reports of faculties, departments and the Student Council to the YSITC Academic Council.

The Rector submits a report to the board of trustees on the work of the divisions. From the study of the documents presented to the expert panel, it became clear that the Rector's report, as well as the reports of the units, do not fully reflect which points of the SP are implemented during

the given year. The Rector's annual reports are discussed in the Council with a wide range of stakeholders and published, being posted on YSITC's official website in the Armenian language version.

The TLI has developed accountability assessment indicators and mechanisms, but they are not yet operational. Despite the fact that the institute operates on the principle of transparency, the reports are downloaded on the website of the TLI, but the information provided is mainly informative.

During the site visit, it became clear that formal and informal meetings between teachers, mid-level managers and senior managers at the institute are of frequent nature, which ensures quick transfer of information between officials at different levels of the institute.

8.2 The Institution ensures transparency of its procedures and processes and makes them publicly available.

YSITC has set a goal in the SP: 'To form a culture of participatory collaboration and accountability with external and internal stakeholders, promoting transparency in educational and other services provided to society.' Information about the reforms implemented in YSITC is mainly reflected through the news section of the website, as well as Facebook and Instagram pages. The TLI website of presents general information about the university, in particular, there are founding documents, information on quality assurance, the faculties, chairs, educational part, library and film library, information about workshops, short-term trainings, international cooperation, which are used by both students, as well as faculty and other stakeholders. Information on the site is available only in Armenian.

Performances and open viewings are covered in the 'Events' section. From the expert meetings, it was found out that the stakeholders follow the Facebook page more actively than the website. The TLI also activates cooperation with the mass media as much as possible, it is important to publish its own advertising materials through various brochures, and it participates in cultural events organized in the Republic of Armenia, particularly the Hay Fest festival.

8.3 The Institution has sustainable feedback mechanisms for establishing contacts with society.

The means of feedback in YSITC are the institute's official website, Facebook and Instagram, Telegram pages, e-mails and paper mails. Facebook page has 9500 followers while Instagram has 16 followers, and Telegram has 135 followers. The main publications on the pages refer to work meetings, conferences, board meetings, international theatre festivals, events - performances, book and collection presentations. The coverage of the activities of the Vanadzor branch in social networks is also quite active. The institute also has its official YouTube channel, but both YSITC and potential stakeholders are still inactive on this platform.

YSITC has defined in the SP: 'YSITC strives to create multi-faceted connections with its alumni, aiming for its own development and the continuing education of its alumni.' In order to ensure the institute-employer-alumni connection, meetings, surveys, seminars, workshops, discussions are organised from time to time in order to clarify the position of employers.

8.4 The Institution has mechanisms that ensure knowledge /value/ transfer to the society.

YSITC carries out academic research and publishing works in order to transfer knowledge to the society, publishes the academic periodical 'Handes', which is also posted on the website of the institute. In addition, the "Cinema/Theatre" magazine is published with the efforts of the TS and students of the TLI, which is also posted on the website.

YSITC organises cultural events. YSITC has a student theatre that performs various performances, not only in Yerevan but also in the regions. The student theatre staged graduation and other charity performances with the help of slumni and organised a fundraiser through a collection box in order to provide material support to the families of YSITC students and alumni who died in the Artsakh war of 2020, and wounded freedom fighters. In this regard, the Gyumri branch is also active in organising performance screenings in communities.:

The studio attached to the Centre for Additional and Continuing Education also carries out social activities, where during the war; nets were made by the students and TS, and sleeping bags were sewn for the front.

In addition to organising additional classes, the studio also prepares props for Hamazgayin and Malyan theatres.

YSITC also provides access to its library facilities to external stakeholders.

Considerations: The expert panel positively assesses the fact that YSITC has a bottom-up and top-down accountability system, which is summarised by the Rector's year-end report. It is quite extensive and includes information about the admission of master's degree, bachelor's and part-time departments, TS, faculty activities, educational and creative structures, Student Council activities, but the expert panel emphasises that the reports also reflect the implementation of the annual action plan of the SP.

According to the expert panel's assessment, despite the format of reports operating in different departments, the existence of such a unified system of accountability, due to which the shortcomings, their causes, as well as the ways of their elimination, will be revealed at once, is not yet complete.

The expert panel positively evaluates the steps taken by the institute in the direction of ensuring accountability, which is carried out through the official website and the mass media, with the dissemination of information on various areas of the institute's activities. However, the expert panel considers that the presence of a fully trilingual (Armenian, English, Russian) website is important for the institute, especially in the context of internationalisation. And trilingual publications on YSITC's activities, reports and admissions will increase the interest of external stakeholders and trust in the institute. The TLI's development of foreign-language advertising and informational materials can also contribute to the influx and increased mobility of foreign students. Supplementing the English version of the website with information about international programmes, exchanges and international activities will contribute to the presentation of the institute's successes in the international arena.

The active cooperation of YSITC in recent years with alumni and employers within the framework of various events and meetings-discussions in order to improve feedback mechanisms is also positive.

The expert panel positively evaluates YSITC's involvement in various processes of imparting knowledge to the society through publications, exchange of experience. In this context, the role of the studio attached to the Additional and Continuing Education Centre in terms of the implementation of additional courses and public activities, as well as the activity of the Student Theatre, is highlighted in particular

The expert panel believes that publicising the information about open viewings will contribute to informing the wider society about the activities of the institute, as well as strengthening relations with the public.

Summary: Considering that the TLI has accountability mechanisms, there is both internal and external accountability, the institute provides access to processes to external and internal stakeholders, feedback mechanisms are in place, and also contributes to the transmission of important values to society, the expert panel considers that YSITC meets the requirements of the Criterion 8.

Conclusion: The expert panel evaluates the compliance of YSITC institutional capacities with the requirements of the Criterion 8 as **satisfactory**.

IX. EXTERNAL RELATIONS AND INTERNATIONALISATION

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

Findings

9.1 The Institution promotes its external relations through sound policies and procedures aimed at creating an environment conducive to experience exchange and enhancement and internationalisation.

In the YSITC's 2018-2022 SP, the development of policies promoting the internationalisation of the institute, the expansion of international relations, the realisation of exchange of experience among teachers and students, as well as the alignment of YSITC's APs and courses with European standards were emphasised.

According to the self-assessment, based on the previous expert panel recommendations, the institute developed the internationalisation policy, based on which the examples of art universities in Ireland, Russia, England and Wales were taken into account. According to the approved policy, the institute has outlined a number of internationalisation directions, such as promotion of outgoing and incoming student mobility, internationalisation of curricula and education, internationalisation of research and expansion of international cooperation, promotion of participation of the TLI students in international festivals and competitions, etc.

Emphasising the problems of internationalisation of the institute, infrastructural changes were implemented in the institute. The Department of International Relations has become a separate unit with its own regulations and functions.

The study of the submitted documents and reports showed that the institute has managed to implement most of the steps set under the goal of internationalisation in SP, such as expanding the

opportunities for academic mobility of students and teachers, expanding the scope of cooperation with universities in the field abroad, participation of TS and students in international festivals.

After the previous accreditation, memoranda were signed with various universities to deepen further activities. In this context, mutual visits of teachers and students were organised. There is also an increasing trend in the participation and holding of festivals and conferences. Until 2017, they participated in one festival a year, now that number reaches 10-15 a year. The International Relations Department provides support to the TS and students in providing information about festivals, as well as drafting documents. It should be noted that the applications for participation in the festivals are discussed by the commissions created for this purpose, with the aim of making the selection process transparent.

It became clear from the meetings during the site visit that the managerial of the TLI, if possible, tries to combine several events, for example, to organise workshops by inviting specialists who have arrived as part of exchange programmes, international festivals and conferences.

During the meetings with the departments of the institute, it became clear that steps are being taken to expand the number of exchange programs. An attempt is also being made to develop applications for grants jointly with other RA universities, although positive results in this direction have not yet been recorded.

9.2 The Institution's external relations infrastructure ensures regulated process.

At YSITC, the International Relations Department, which reports to the Vice-Rector for International and Public Relations, is responsible for the coordination of foreign relations and internationalisation issues. The functions of the department are to coordinate and implement the international cooperation of YSITC, to cooperate with the relevant departments of the institute in the direction of implementing programmes, to create and develop partnership relations with leading educational centres abroad, to organise informative seminars on internationalisation issues, to provide information to all stakeholders on the internationalisation processes of the institute, etc.

The International Relations Department is staffed by two specialists (head and specialist) who speak Russian and English. Specialists of the department have participated in trainings.

Due to the efforts of the International Relations Department, cooperation agreements are signed with RA and foreign universities. Within the framework of cooperation with Russian and European institutions, every year students get the opportunity to present their works at 8-10 theatre and film festivals.

After the previous accreditation, the Department of International Relations has mostly implemented the tasks set before it, except for a few, such as the internationalisation of APs of YSITC, the creation of joint APs, the organisation of English courses to promote the TS of the institute and student mobility.

The Department of International Relations has its own Facebook page, the visibility of which has significantly increased to 4,000 users. However, the activities of the International Relations Department are not presented in detail on the website of the institute, only general information is available and the annual report is posted.

9.3 The Institution effectively collaborates with local and international counterparts.

YSITC's International Relations Department actively works to establish and expand links with local and international institutions.

The Department of International Relations cooperates with offices implementing international programmes (Erasmus+, Creative Europe Armenia, DAAD, etc). 35-60 students annually participate in various short-term mobility and experience exchange programmes within the framework of the mentioned cooperation. According to the self-assessment, during three years, almost 150 students had the opportunity to participate in international mobility, experience exchange, festivals and competitions (film screenings, participation in performances). In 2018-2022, students and their guides participated in international festivals, seminars and forums in the Czech Republic, Slovakia, Moldova, Spain and other countries.

It should also be noted that only one student participated in the 6-month mobility programme, but during the expert meeting it was revealed that three more students' documents are being prepared for such a programme.

YSITC is trying to find edges of cooperation not only with RA art universities, but also with other universities, such as YSU, Armenian-Russian University, French University in Armenia. During the site visit, it became clear that applications for participation in joint grant programmes with the above-mentioned universities were developed, but they were not successful.

The university also cooperates with local organisations, theatres and film studios (National Channel 1, Channel 5, etc.), especially in the framework of the organisation of internships. The TS and students of YSITC actively participate in cultural events in the RA, as well as in their organisation process, especially the 'HAY FEST' theatre festival, within the framework of which the TLI also organises an academic conference.

After the previous accreditation, memoranda were signed with a number of foreign universities, such as the Sorbonne University, with which an international festival dedicated to S. Parajanov was organised, the Irish Institute of Art, Design and Technology, whose professors regularly visit YSITC to organise lectures and workshops, with the Mutesius University of Design and Fine Arts in Germany, the Lodz Film School in Poland. Within the Erasmus+ framework, the TS and student short-term mobility programmes are also implemented with students from the Malta Institute of Arts, Science and Technology, the Danube University in Krems an der Donau, Austria, the Academy of Fine Arts in Krakow, Poland, and Croatia.

Close cooperation is also carried out with Russian universities, in particular with the Institute of Theatre Arts of Russia, All-Russian State Institute of Cinematography named after Gerasimov in Moscow (hereafter VGIK), Yekaterinburg State Theatre Institute. The TS and students participate in conferences and festivals organised in these TLIs, returning with awards and certificates. VGIK faculty and students also visited YSITC for a large-scale programme of trainings and cultural events.

A number of YSITC teachers also went to foreign universities with lectures on Armenian cinema. However, there was no evaluation of the effectiveness of the TLI's participation in international programmes and processes aimed at internationalisation.

9.4 The Institution ensures internal stakeholders' appropriate level of a foreign language to enhance efficiency of internationalisation .

According to YSITC's self-assessment, 100% of the institute's teachers, 85% of administrative employees, and 98-100% of students are proficient in foreign languages. However, it is not mentioned which foreign language knowledge data are presented, because according to the SWOT analysis, language proficiency among students and teachers is low. From the site visit, it became clear that the presented high percentage refers to Russian, and the low percentage refers to English.

During the site visit, it became clear that undergraduate students study English in the first year⁹, and in the master's programme - in the first and second years. During the expert meetings, the stakeholders also mentioned that the hours of English are few, there are no additional opportunities to learn English. According to the stakeholders, lack of foreign language proficiency sometimes prevents students from participating in international festivals and programmes. On the other hand, the presence of such international festivals and mobility programmes has created a motivation to learn a foreign language among certain students, and they are ready to improve their foreign language proficiency on their own initiative.

The low foreign language proficiency also prevents a part of the TS from participating in mobility programmes. This is confirmed by the study of the list of mobility programme participants. They are attended mostly by the same English-speaking teachers.

According to the self-assessment, the Department of International Relations developed an additional English language course programme, which was discussed with both teachers and stakeholders. Nevertheless, it became clear from the meetings within the framework of the site visit that the above-mentioned courses are not planned to be held yet.

Considerations: The expert panel positively evaluates the measures taken by YSITC in the direction of internationalisation and expansion of foreign relations, in particular the infrastructural change that contributes to internationalisation: the creation of the International Relations Department as a separate structure and its staffing with relevant specialists. This is evidenced by the obvious progress recorded, the increase in participation in international festivals and the expansion of opportunities for mobility programmes. The expert panel considers that the signing of joint memoranda is an important basis for further academic and creative cooperation.

The expert panel positively evaluates the rather active activity of the International Relations Department in a number of directions: establishing contact with Armenian offices of international programmes, circulation of information related to internationalisation, assistance provided to students when applying for international programmes, etc. The expert panel also emphasises the evaluation of the effectiveness of processes aimed at internationalisation, which will contribute to the identification of problems and the planning of development directions.

Evaluating the noticeable progress in a number of directions of internationalisation, the expert panel considers that the TLI should carry out work in other directions as well. In particular, improving English language proficiency among the TS and students by providing additional courses will promote the participation of a wider range of domestic stakeholders in mobility programmes, as well as the internationalisation of research activities.

⁹ Thought reformulated based on the TLI observations.

Another important factor for internationalisation is the provision of foreign language APs that are compatible with similar programmes at universities abroad. The existence of such programmes will create an opportunity to attract foreign students. Work in this direction can be started at the level of a number of courses, which will enable students to be accepted from foreign universities within the framework of mobility programmes. In this regard, the launch of the English section of the TLI website is also important.

Another important direction is participation in grant programmes, which can also be a source of additional financial resources for the university. The expert panel considers that the TLI should continue the implementation of the steps already taken, as well as organise trainings among the TS and students in order to transfer the necessary knowledge and skills to apply for grants.

Summary: Considering that YSITC has defined internationalisation and the creation of external relations as a priority, has taken clear steps in this direction, created a separate unit with adequate human resources, recorded an increase in the TS and student mobility, participation in festivals, the expert panel considers that YSITC meets the requirements of the Criterion 9.

Conclusion: The expert panel evaluates the compliance of YSITC institutional capacities with the requirements of the Criterion 9 as **satisfactory**.

X. INTERNAL QUALITY ASSURANCE SYSTEM

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

Findings

10.1 The Institution has quality assurance policies and procedures.

Based on the shortcomings identified in the previous expert report, which mainly related to the shortcomings of the quality assurance documents, unclear wording, YSITC has revised and approved the YSITC Quality Assurance Policy, the YSITC Education Quality Assurance Concept, the YSITC procedures for ensuring the quality of education. The above-mentioned three documents are summarised in the YSITC's Quality Assurance Manual.

Quality assurance is also highlighted in the 2018-2022 SP as the 8th strategic direction, within which problems are identified with appropriate steps and KPIs. The necessary steps for the formation and strengthening of the culture of quality assurance are the conducting of surveys for the purpose of education efficiency and satisfaction with it, the analysis of the obtained data, the rating of TS, the monitoring and updating of the documents regulating the activities of YSITC, the study of the QA systems of leading universities, etc.

10.2 The Institution allocates sufficient material, human and financial resources to manage internal quality assurance processes.

During the previous institutional accreditation, the YSITC QAC, which was established in 2011, had a manager and one specialist. According to the follow-up plan presented by the TLI based

on the recommendations, it was planned to assess the QAC needs in order to provide the necessary human resources. However, the number of the QAC specialists did not increase, but decreased, based on structural changes in 2018, only the head of the QAC, who has a private room with logistical support, performs the function of the centre. According to the self-assessment, the QA Centre employees actively participated in various trainings, at the same time conducting training courses for the TS of the TLI. The scope of responsibilities of the QAC employees was specified, and job descriptions were developed. Nevertheless, the results of the site visit showed that the functions have not been reduced, but they are performed by one employee.

As a result of the above reduction, it is assumed that the head of QAC will have to perform about 11 functions alone, such as organising and implementing the self-assessment process of YSITC, preparing the self-assessment report, organising periodic review processes of APs, YSITC activities, the organisation of its effectiveness assessment and the analysis of the results in different directions, the analysis of the effectiveness of the quality assurance system in YSITC, the analysis of the best models of education quality assurance implemented in other European and Armenian TLIs and the evaluation of the possibilities of implementation, the training of the TS internal officials in the field of education quality assurance, education quality assurance formation of process working groups and coordination of their work, exchange of experience with other European and Armenian universities in the field of quality assurance, etc:

If necessary, according to self-assessment, at the initiative of the QAC and with the consent and order of the Rector of YSITC, a Quality Assurance expert panel (groups) is formed, and the Rector, Vice-Rectors, representatives of departments, students also support the processes.

10.3 The internal and external stakeholders are involved in quality assurance processes.

YSITC's quality assurance policy sets out the basic principles, approaches and ways in which internal and external stakeholders should be involved in a range of quality assurance processes, such as monitoring and evaluation of APs within governance, administrative and training processes, participation in surveys, councils, inclusion in commissions and self-assessment groups created for different purposes.

During the site visit meetings, it became clear that the involvement of internal stakeholders, TS and students, in quality assurance processes is expressed mainly by participation in surveys. The discussions showed that the heads of the departments, the quality officers in the departments are aware of the quality assurance processes, while the teachers are not aware of the approaches and standards for the development of APs and subject descriptions, particularly the wording of the final results. By the way, this is also mentioned in the weaknesses section of the SWOT analysis of the Criterion 5 in YSITC's self-assessment.

External stakeholders also participate in surveys, and as for APs, the formulation of their outcomes and the evaluation of the quality of the qualifications provided, their participation is ensured to the extent that some employers are involved in these APs as chairpersons, or are invited as chairmen of final attestation committees.

10.4 The internal quality assurance system is periodically reviewed.

Regular review of the internal quality assurance system is envisaged by YSITC's 2018-2022 SP, in particular through learning the experience of advanced universities, conducting external and internal benchmarking. The above-mentioned is also fixed in the functions of the QAC, and according to self-assessment, this function is implemented. It should be noted, however, that there are no summarised results of such a comparative analysis and no changes or improvements based on them were indicated during the meetings.

10.5 The internal quality assurance system provides valid and sufficient grounds for the external quality assurance processes.

According to the 8th direction of YSITC's 2018-2022 SP, it was planned to carry out periodic self-assessments of the TLI's activities. However, such self-assessments were not carried out, the panel was given only one interim analysis of SP, a report that does not give a complete picture.

The self-assessment text submitted for institutional accreditation also does not give a clear idea about the different directions of the TLI's activities. On the one hand, the information provided is of a very general nature, except for the criterion related to external relations and internationalisation and several other criteria, within the framework of which more specific facts are presented.

It should also be noted that after each criterion, a SWOT analysis is given, which gives a realistic picture of the institution. However, the listed shortcomings do not mainly come from the self-assessment text.

Some of the documents attached to the self-assessment, mainly statutes, procedures, reports, provide additional information. On the other hand, minutes, annual plans and some other documents do not contain the necessary information.

10.6 The internal quality assurance system ensures the transparency of the processes at the Institution providing valid and up to date information on their quality to the internal and external stakeholders.

Information on YSITC's quality assurance processes is available on the institute's website. The QAC page has downloaded the Quality Assurance Manual and describes the functions of the QAC. The QAC page has links to YSITC's Quality Assurance Policy, Procedures, Statements. As already mentioned, they are also included in the Quality Assurance Manual. On the QAC page, the 'Reports' link for the 2021 report can be found, and at the 'Surveys' link, 'YSITC-Student Satisfaction with Online Learning in the 2019-2020 Academic Year – Analysis' can be downloaded. There are also links to various guidelines and ANQA documents.

The QAC also provides information on surveys to YSITC departments in collaboration with Chair Quality Assurance Officers. QAC, together with the Centre for Additional, Continuing Education and IT, is also responsible for organising faculty training courses.

Considerations: The expert panel positively evaluates the fact of development and updating of relevant documents of YSITC's quality assurance policy, concept and procedures. However, the institute does not provide sufficient human and financial resources for the full implementation of the above policies and procedures. Moreover, the position of the Quality Assurance Centre

specialist was reduced. The expert panel considers that the head of the centre cannot carry out all the functions, which imply a number of surveys, data collection and analysis, comparative analysis - benchmarking, meetings with focus groups, TS trainings, including the work of YSITC's Gyumri and Vanadzor branches, etc.

It is commendable that the QAC manager conducts surveys, organises the TS trainings. However, there are no detailed analyses of these survey data and recommendations made based on them, except for IT training implemented after the Covid-19 pandemic. There are also no surveys and analyses on the effectiveness of the training organised for the TS, which would allow the institute to get a complete picture of the improvements made as a result of the implemented processes and the problems that still exist.

The expert panel considers that the issues raised in the institutw's governance, administration, APs implementation processes, such as the lack of regular evaluation of the implementation of the SP according to annual plans and reports, the incomplete presentation of the content of APs specifications and subject descriptions, are due to the incomplete application of quality assurance mechanisms. Inclusion of the widest possible range of TS in quality assurance processes can be an additional incentive to speed up the process of the AP reforms.

During the meetings held as part of the site visit, it became clear that the TLI has not yet formed a QA culture, as other internal stakeholders, students, are also often not informed about the QA system and are not included in many processes, even in the process of developing APs. More active involvement of external stakeholders will help improve QA processes.

The expert panel emphasises the need to use the PDCA cycle in accordance with the university's resources for clear planning of processes and their effective implementation. Also, it is important to constantly improve the mechanisms used for evaluation, from the point of view of predetermining the course of further improvement.

Summary: Considering that YSITC does not provide adequate resources to fully implement the institute's quality assurance policy in the governance, administration and teaching processes, the PDCA cycle of quality assurance in a number of areas of the TLI's activities is partially implemented, data collection mechanisms are imperfect, there is limited access to external and internal stakeholders. participation in quality assurance processes, the expert panel considers that YSITC does not meet the requirements of the Criterion 10.

Conclusion: The expert panel evaluates the compliance of YSITC institutional capacities with the requirements of the Criterion 10 as **unsatisfactory**.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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

Lilit Badalyan
Chair of Expert panel

15.12.2022

APPENDICES

APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

Lilit Badalyan: In 1992-1997, she studied at Yerevan State Linguistic University/former Yerevan Pedagogical Institute named after V. Bryusov/ at the Faculty of Romance and Germanic Languages. In September 2008, she defended her PhD thesis on the topic 'The Word-Forming Possibilities of the English "Destruction" Verbs in Combination with Armenian' and was awarded the Candidate of Philology Degree. In 1997-2019, worked as an associate professor at the English Chair of the Yerevan State University of Languages and Social Sciences. Since December 2019, she has been the head of the Chair of Linguistics and Theory of Communication at YSLU.

Nazira Mukusheva: She is a professor of the Department of Art of the National Art University of Kazakhstan, PhD Candidate in Art. She is a member of the Union of Cinematographers of Kazakhstan. Author of 5 books and more than 140 articles. She acted as a jury member in a number of national and international festivals.

Tigran Simyan: In 2005, he received his PhD in Philological Sciences; in 2005-2008, he was an assistant professor at the Department of Foreign Literature of the Faculty of European Languages and Communication, in 2008-2015, an associate professor at the same department. In 2015, he received the degree of Doctor of Philological Sciences; in 2016, he received the title of professor. Since 2011, he has been a member of the German Society of Semiotics, a member of the editorial board of academic journals 'Comparative Studies' (Latvia, Daugavpils), 'Semiotics and Criticism' (Scopus), 'Praxema: Problems of Visual Semiotics' (Scopus), 'Urbis et Orbis'. He is the co-editor of the journal 'Mikoristoriya i semiotika goroda'.

Haykuhi Mukoyan: In 1986-1991, she studied at Yerevan Polytechnic Institute, Faculty of Computer Engineering. In February 2011, she defended her PhD thesis on 'Formation of Students' Artistic Interests in the Process of Teaching Computer Design' and received her PhD in Pedagogical Sciences. 2012 year. Since September, she has been working as an associate professor at the Department of Fine Arts, Faculty of Fine Arts, Armenian State Pedagogical University.

Lilya Grigoryan: Since 2019, she has been studying at the Armenian State Pedagogical University named after Kh. Abovyan. She is a 4th-year student at the Chair of Theory, History and Management of Art of the Faculty of Art Education.

APPENDIX 2. SCHEDULE OF SITE VISIT

26.09.22 – 29.09.22

N.	26.09.2022	Launch	End	Duration
1.	Meeting with the YSITC acting Rector	09:30	10:20	50 min
2.	Meeting with the Vice-Rector	10:30	11:20	50 min
3.	Meeting with the self-assessment working group	11:30	12:20	50 min
4.	Break, expert panel discussions	12:30	13:30	60 min
5.	Meeting with the YSITC Council members	13:40	14:30	50 min
6.	Meeting with employers	14:40	15:40	60 min
7.	Meeting with alumni	15:50	16:50	60 min
8.	Review of documents and closed session of the expert panel	17:00	18:30	90 min

N.	27.09.2022	Launch	End	Duration
1.	Meeting with heads of chairs and staff responsible for academic programmes	09:30	10:30	60 min
2.	Meeting with deans, heads of the branches	10:40	11:40	60 min
3.	Meeting with representatives of the teaching staff (8-10 representatives)	11:50	12:50	60 min
4.	Break, expert panel discussions	13:00	14:00	60 min
5.	Meeting with students (8-10 representatives)	14:10	15:10	60 min
6.	Meeting with the SC representatives	15:20	16:00	40 min
7.	Review of documents and closed session of the expert panel	16:10	18:00	110 min

N.	28.09.2022	Launch	End	Duration
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1.	Parallel meeting with staff member(s) responsible for the AP on 'Art Theory, History and Management'	Parallel meeting with staff member(s) responsible for the AP on 'Directing'	Parallel meeting with staff member(s) responsible for the AP on 'Film Art'	09:30	10:20	50 min
2.	Parallel meeting with teachers of the AP on 'Art Theory, History and Management'	Parallel meeting with teachers of the AP on 'Directing'	Parallel meeting with teachers of the AP on 'Film Art'	10:35	11:35	60 min
3.	Parallel meeting with students of the AP on 'Art Theory, History and Management'	Parallel meeting with students of the AP on 'Directing'	Parallel meeting with students of the AP on 'Film Art'	11:50	12:50	60 min
4.	Break, expert panel discussions			13:00	14:00	60min
5.	Meeting with the heads of departments/centres (Education Process Coordination, International Relations, Part-Time Learning, Preparatory, HR, General Departments, Educational Part,			14:10	15:30	90 min

	Additional, Continuous Learning and Information Technologies, Career and internship, Educational Centre of Creative Technologies, Library, Film Library, Student Theatre-Laboratory, Accounting, Archiving department)			
6.	Open meeting	15:40	16:20	40 min
7.	Review of documents and closed session of the expert panel	16:30	19:00	150 min

N.	29.09.2022	Launch	End	Duration
1.	Meeting with the head and the staff in charge of the Quality Assurance Centre	09:30	10:30	60 min
2.	Review of documents and session of the expert panel	10:40	12:40	120 min
3.	Break, expert panel discussions	13:10	14:10	60 min
4.	Meeting with members chosen by the expert panel	14:20	15:20	60 min
5.	Review of documents and session of the expert panel	15:30	17:30	120 min
6.	Summary meeting with managerial staff	17:40	18:00	20 min

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

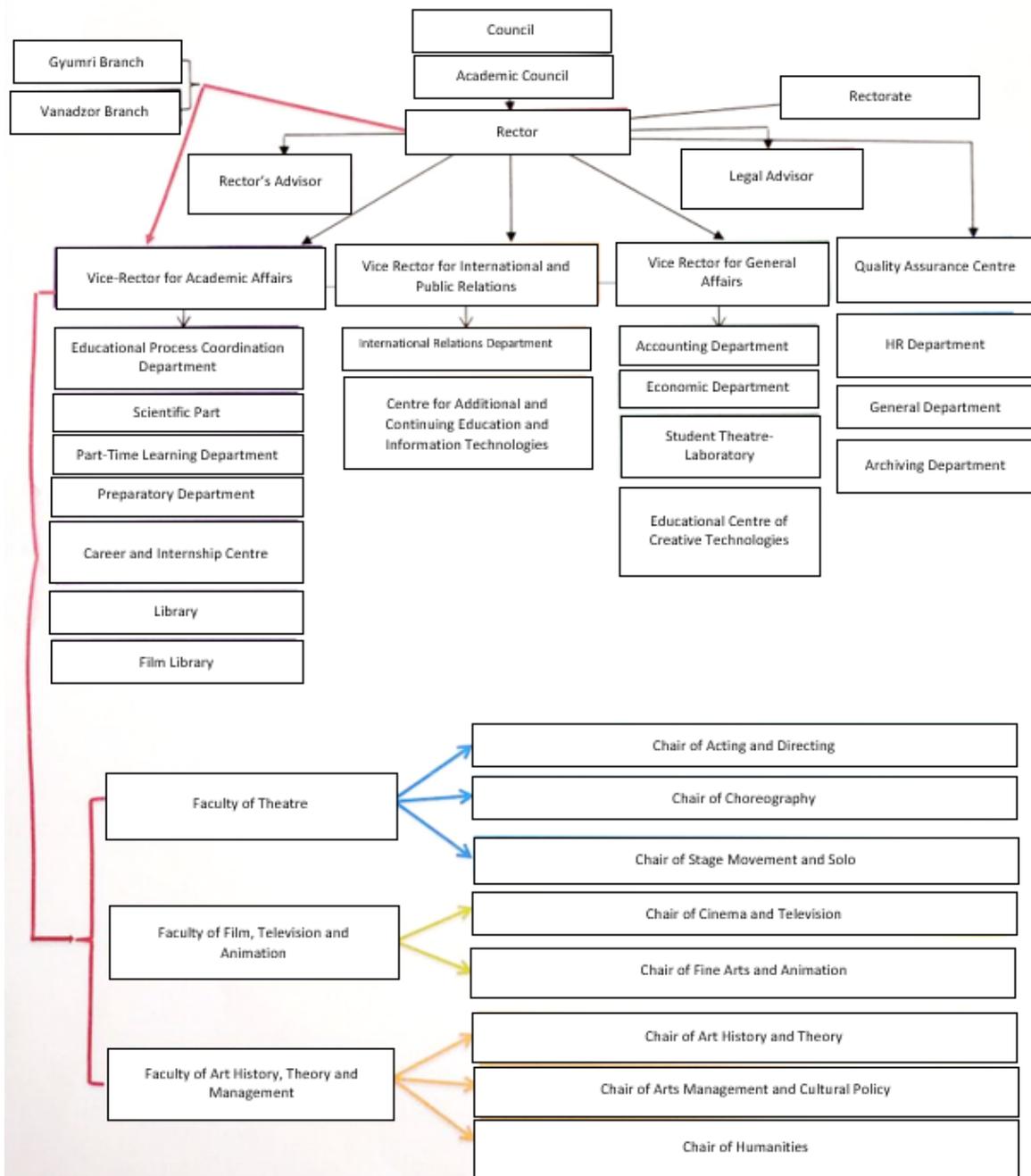
N	Name of the Document	Criterion
1.	Annual plans of chairs and departments	2
2.	Chair reports	2
3.	Session minutes	2
4.	Mid-term report on the performance of the strategic plan	2
5.	Contracts for the paid provision of services	2
6.	Benchmarking, analysis of admissions data, labour market demands, employer feedback, student survey results, alumni employment data conducted by chairs	2
7.	Load norms and samples	2
8.	AP development and monitoring procedure	2
9.	Effectiveness indicators of the current evaluation of the institute's activities	2
10.	Positions' passports and staff list	2
11.	Additional, Continuous Learning and IT Centre report	2
12.	Extracts, analyses and discussions of sessions of the Rectorate, faculty, professional chairs	2
13.	Registers, internship registers	3
14.	Alumni graduation films from the Faculty of Films, Television and Animation	3
15.	Final works	3
16.	Lesson observation registers	3
17.	Term papers of the department of Art Theory and History Management	3
18.	Work plans	3
19.	Completed internship diaries	3
20.	Benchmarking of APs	3
21.	New master's admission regulations	4
22.	Programme of events for the preparation and organisation of the admission process	4
23.	Grounds and data on student mobility	4
24.	List of students having participating in the Erasmus+ programme	4

25.	Alumni database	4
26.	Final works and theses	4
27.	Completed examples of completed surveys related to the work of the administrative department, faculties and chairs, support staff and other departments	4
28.	Qualification development and professional development (QDPD) programme	5
29.	Self-assessment procedure and toolkit of teaching staff	5
30.	Rating packages	5
31.	Student survey form, lesson observation notes by chairperson, bases of the self-assessment assessment and by the immediate supervisor and fellow teachers	5
32.	Certifying grounds for participation in conferences	6
33.	List of published research involving students	6
34.	Budget and estimate for the last three years	7
35.	Posters, periodicals	8
36.	Site and social media view statistics	8
37.	Proceedings of a conference held with the Sorbonne University	9
38.	Annual evaluation of the International relations department	9
39.	Minutes of meetings of the internal quality assurance system committee	10
40.	Analyses of surveys carried out by the quality assurance system	10
41.	Organisation of YSITC activities, evaluation of their effectiveness and analysis of results in different directions	10
42.	Forms completed for course and curriculum evaluations by internal and external stakeholders	10
43.	Quality assurance system best practice studies, analyses	10

APPENDIX 4. RESOURCES OBSERVED

1. Auditoriums,
2. Studios,
3. Dance halls,
4. Movie hall,
5. Educational Centre of Creative Technologies,
6. 'Henri Verneuil' cinema hall,
7. Subdivisions,
8. Library,
9. Reading room,
10. Film library,
11. Archiving Department,
12. Vault,
13. Hall,
14. Dressing room,
15. First-aid post.

APPENDIX 5. ORGANISATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 6. LIST OF ABBREVIATIONS

ANQA - National Centre for Professional Education Quality Assurance

AP - Academic programme

KPI - Key performance indicators

NQF - National Qualifications Framework

QA – Quality assurance

SC - Student Council

SP – Strategic plan

SS – Support staff

SSS – Student Scientific Society

TLI - Tertiary learning institution

TS – Teaching staff

YSITC - Yerevan State Institute of Theatre and Cinema