

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



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
YEREVAN STATE SPORTS COLLEGE OF OLYMPIC RESERVE**

Yerevan – 2022

Contents

SUMMARY OF EVALUATION	4
DESCRIPTION OF EXTERNAL REVIEW.....	10
COMPOSITION OF EXPERT PANEL	10
PROCESS OF THE EXTERNAL REVIEW	10
EVALUATION ACCORDING TO ACCREDITATION CRITERIA	13
BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION	13
CRITERION I. MISSION AND PURPOSES	15
CRITERION II. GOVERNANCE AND ADMINISTRATION.....	17
CRITERION III. ACADEMIC PROGRAMMES	22
CRITERION IV. STUDENTS.....	27
CRITERION V. FACULTY AND STAFF	31
CRITERION VI. RESEARCH AND DEVELOPMENT	35
CRITERION VII. INFRASTRUCTURE AND RESOURCES	37
CRITERION VIII. SOCIETAL RESPONSIBILITY.....	41
CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALISATION.....	44
CRITERION X. INTERNAL QUALITY ASSURANCE	46
EVALUATION ACCORDING TO ACCREDITATION CRITERIA.....	49
APPENDICES	50
APPENDIX 1. CVS OF EXPERT PANEL MEMBERS	50
APPENDIX 2. SCHEDULE OF SITE VISIT	51
APPENDIX 3. LIST OF DOCUMENTS OBSERVED.....	53
APPENDIX 4. RESOURCES OBSERVED	55
APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION	56
APPENDIX 6. LIST OF ABBREVIATIONS	57

INTRODUCTION

The institutional accreditation of Yerevan State Sports College of Olympic Reserve (hereinafter referred to as YSSCOR or College) is carried out based on the application submitted by YSSCOR.

The process of institutional accreditation is organized and coordinated by “National Centre for Professional Education Quality Assurance” Foundation (hereinafter ANQA), guided by regulation on “State Accreditation of Higher Education Institutions and Academic Programmes in RA” set by RA Government Decree N 978-Ն (dated June 30, 2011) and by Decree N 959-Ն on “Approval of RA Standards for Professional Education Accreditation” (dated June 30, 2011).

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

The accreditation process was funded by the College.

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

The hereby report comprises the results of the evaluation of the institutional capacities of the YSSCOR in accordance with the State Accreditation Criteria and Standards.

SUMMARY OF EVALUATION

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

While conducting the assessment, the expert panel took into account that " Yerevan State Sports College of Olympic Reserve" is a state non-commercial organization that implements general education and secondary professional educational programs. The College considers its mission "To prepare high-quality and competitive specialists in the field of physical culture and sports - trainers, with professional and general knowledge and skills." The College prepares Olympic reserve athletes and provides high sports results both in Armenia and abroad, it is unique in its orientation in the field of sports. YSSCOR emphasizes the formation of high-quality coaches along with ensuring sports results. The expert panel also took into account the fact that the College is going through the accreditation process for the first time.

The expert panel notes that outstanding reforms have been implemented in the College in the last three years, which are especially noticeable along with the change of management staff. Major infrastructure repairs and re-equipment are being carried out in the College. Management processes are regulated, and institutional mechanisms are introduced. For the first time, the College has developed and implemented a Strategic Plan, defined goals and a plan schedule for their implementation, however, planning and accountability still do not fully reflect the strategic objectives and established evaluation performance indicators. It should also be noted that the expected results defined in the schedule do not always indicate the effectiveness of the implemented actions. The steps taken by the College to decentralize the management processes are noticeable. In the College, the functions of the employees were specified and separated, and also new positions were introduced. To regulate the management system and institutionalize the implemented processes, several regulations have been introduced, but they have not yet been fully implemented.

The College has quality assurance policies and procedures, but the expert panel expresses its concern that the principles and approaches reflected in the QA policy have not been turned into clear processes, and the QA cycle is not fully implemented.

The "Physical Culture and Sports" academic program is being implemented at the College, which currently includes 13 sports. Education is organized at the 5th level of NQF, awarding the "coach" qualification in accordance with the national framework of education qualifications of the Republic of Armenia (hereinafter NQF). Education is organized on the basis of basic education (four years) and secondary (full) education (three years), currently only 4-year education is carried out in the College. For the expert panel, the College's efforts to increase the effectiveness of the "Physical Culture and Sports" academic program are noticeable, for which the AP has been gradually improved in line with the state educational standards. As a result of the changes made in the academic program, the proportion of practical hours has been increased.

The College has sufficient human, material, and financial resources for the implementation of its activities and academic program. Coaches with practical experience teach at the College, who ensure the development of practical skills in students. In its 2021-2026 Strategic Plan, the College also emphasized the provision of favourable infrastructures for learning and training and the modernization of the relevant material and technical base as a priority direction of development. The efforts of the College in the direction of improvement and modernization of resources are obvious, certain mechanisms of distribution and control of financial resources are in place, a safe and secure environment for the organization of the educational process is created.

In the field of research, the lack of a clear feasible strategy expressing the ambitions of the college is worrying. The scarcity of research assignments does not allow students to fully develop analytical and critical thinking, as well as encourage independent studies. It is noteworthy that there are several mechanisms for raising the needs of students in the College. Improvements in student services and the construction of a student dormitory have led to an increase of the College applicants.

The College has a well-established system of ensuring accountability to internal and external stakeholders. There are feedback mechanisms, it continuously implements events aimed at the transfer of knowledge and values to society. However, there is a need to improve individual processes, in particular, aimed at developing the analytical component of reports, increasing the effectiveness of feedback mechanisms with the public, etc.

The College has a comprehensive list of partnership relations, which is sufficient to realize the outcomes planned by the academic programs, in particular, for the effective organization of student internships. It is also noteworthy that partnership relations contribute to the joint use of resources.

The College emphasizes steps aimed at improving foreign languages, however, they are not regulated either. Among the factors delaying the process of its full internationalization, the College sees the problem of complete re-equipment of the resource base, as a result of which the internationalization can take its full course. The main opportunities for internationalization are considered by the College only in the field of sports.

Thus, the expert panel concludes that the College values its long-term development by constantly improving its resource base, using the potential of the faculty and the experience and skills of trainers, has taken steps in the direction of accountability, and social responsibility, emphasizes the processes of supporting students, has created some prerequisites towards the establishment of external relations, but the achievements of research and quality assurance have not yet created sufficient guarantees for long-term development.

Strengths of the Institution:

- A clear understanding of the mission and a unique orientation in the field of sports,
- The use of the principles of collegiality in the management system,
- Perception of the director of the College as a leader by the stakeholders.
- Consistency of the APs and the main strategic goals with the NQF,
- The availability of appropriate faculty and trainers for the implementation of the APs,

- Motivated and dedicated faculty and staff,
- The availability of relevant infrastructures and relevant material and technical resources for the implementation of the APs and the possibility of their modernization.
- Availability of mechanisms for effective management and redistribution of financial resources,
- Existence of mechanisms for raising students' needs,
- The existence of mechanisms for the formation of students' practical abilities and skills,
- Processes aimed at ensuring the transparency and accessibility of the College's activities,
- A comprehensive list of partners to provide quality education and achieve the outcomes of academic programs.

Weaknesses of the Institution:

- Weak mechanisms for monitoring and evaluating the performance of the SP,
- Imperfect application of the mechanisms for identifying the needs of the main stakeholders of the College,
- The absence of an analytical component in the reports,
- The disconnection between strategic planning and short-term planning,
- Overload of work for some positions,
- The incompleteness of mechanisms for evaluating the effectiveness of academic programs,
- The imperfection of the mechanisms of professional advancement of the faculty,
- Lack of mechanisms to encourage students and teaching staff to carry out research activities,
- Lack of experience in internationalization,
- Documentary basis of QA processes, which have not been transformed into clear processes.
- Insufficient knowledge of the English language.

Main recommendations:

Mission and Purposes

- Revise the plan-schedule of the SP, clarifying the dates, resources and expected results.
- Ensure the full evaluation of the SP in accordance with the defined plan-schedule.
- Diversify the mechanisms that highlight the needs of the stakeholders, providing also relevant analyses.

Governance and Administration

- Introduce a unified format for departmental planning and accountability, interlinking with the SP.
- Ensure the full operation of the PDCA cycle in all management processes, introducing the appropriate toolkit for assessment and improvement.
- Assess the degree of workload of employees, redistributing functions if necessary.

Academic programs

- Improve and complete the structure and description of the academic program.
- Improve and modernize policies for the selection of teaching and learning methods, linking them to educational resources and the achievement of learning outcomes.
- Diversify the tasks aimed at the development of students' professional oral speech.
- Improve and clarify the assessment procedure by differentiating the forms of assessment and correlating them with educational outcomes, adopting unified approaches.
- Develop and introduce regulations for the completion of graduation works.
- Develop and implement academic integrity and anti-plagiarism regulations/policies.
- Improve and implement the policy of review and monitoring of academic programs.

Students

- Regulate and diversify the additional lessons provided to students.
- Regulate the conduct of consultations provided to students.
- Develop and implement mechanisms to involve students in research activities, contributing to the development of students' research and analytical abilities.

Faculty and staff

- Rework and improve the requirements for the professional qualities of lecturers, linking them with the outcomes of the AP.
- Improve and implement the procedures for ensuring the professional progress and trainings of teaching staff, to introduce mechanisms for raising needs, supporting the improvement of their professional qualities.
- Develop and implement incentive procedure(s) for faculty and staff and to establish objective and reliable indicators for the use of material and moral incentives.
- Develop and implement the mechanisms of periodic assessment of the work of the faculty and staff and the measurement of professional competence, to encourage and support the improvement of their professional qualities.

Research and Development

- Clarify ambitions and directions in the field of research, linking them to the academic program and labor market requirements.
- Develop and implement policies and procedures for research activities, taking into account the resources and characteristics of the College.
- Introduce and clarify the educational component contributing to the acquisition of students' analytical, critical, research abilities and skills.
- Develop and implement clear requirements for student research assignments, ensuring full

implementation of the research component.

- Introduce incentive mechanisms to involve students and faculty in the field of research.

Infrastructure and Resources

- Assess the College's resource base and development opportunities, introducing a clear toolkit for its maintenance and modernization.
- Re-equip the library, replenish professional literature by joining free library networks, as well as create an electronic library.
- Search for alternative financial sources, diversifying financial inputs.
- Digitize internal documentation, ensuring their accessibility and transparency.

Societal Responsibility

- Improve the format of submitted reports by linking the SP and making it more analytical.
- Develop mechanisms for providing information and feedback to society, improve them by regularly evaluating the achieved results.
- Renovate the official website of the College, providing multilingual information about the college.
- Improve and launch the mechanisms for ensuring feedback of external and internal stakeholders.

External Relations and Internationalization

- Develop institutional mechanisms for the establishment and continued development of partnership relations.
- Regulate and define the methodology for selecting international partners, clarifying the terms of partnership and the obligations of the parties.
- To improve the level of English proficiency among students, lecturers, and administrative staff by developing long-term courses and, if necessary, finding supporting partners.

Internal Quality Assurance System

- Implement and evaluate QA policies and procedures targeting the specifics of the College.
- Develop and implement mechanisms for evaluating the effectiveness of the quality assurance system, while being guided by the study and localization of the best examples of advanced practice.
- Ensure the development of professional skills of the employee(s) of the quality assurance department aimed at the implementation of quality assurance processes.

- Expand the involvement of internal and external stakeholders in QA processes, form a network of quality assurance responsables (supporters), ensuring access to QA evaluation results of various processes.
- Expand data collection mechanisms that will allow highlighting the challenges and good practices in the College in all areas.

Hovhannes Yeritsyan, Chair of Expert Panel

25.11.2022

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

External evaluation of the institutional capacities of Yerevan State Sports College of Olympic Reserve was carried out by the following expert panel¹.

1. **Hovhannes Yeritsyan-** Candidate of Economics, Associate Professor, Executive Director of the International Business School, Lecturer at the Management Chair of the European University of Armenia.
2. **Asya Simonyan-** Candidate of Pedagogical Sciences, Lecturer of the Department of Sports and Art at Shirak State University named after M. Nalbandian, artistic gymnastics coach of the Gyumri Higher Master's School of Sports, international referee.
3. **Gohar Muradyan-** Head of the quality assurance department of the State Institute of Physical Culture and Sports of Armenia.
4. **Eric Gyoalya-** 3rd year student of the "Dental Technical Work" department of the Yerevan Base Medical College.

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

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

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

PROCESS OF THE EXTERNAL REVIEW

The college applied for state institutional accreditation by submitting to ANQA (20.12.2018) filled the application form, presented the copies of the license, and respective appendices.

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

After the decision on the acceptance of the application was made an agreement was signed between the College and the ANQA. Due to Covid 19 and the war, the processes have been suspended. The processes have resumed since December 7, 2021. The timetable of activities was

¹ Appendix 1. CVs of the Expert Panel

drawn up and approved.

Self-evaluation

The self-evaluation of the college was carried out by the working group formed by the order of the director of the College. According to the format defined by the ANQA, the institution presented the self-evaluation of institutional capabilities in the Armenian language and the package of accompanying documents. The coordinator of the ANQA reviewed the report in order to verify compliance with the requirements of the ANQA in terms of technical and content. There were certain technical and content deficiencies, due to which the self-evaluation was returned to the institution. Then, on 11.04.2022, within the specified time, the College presented the revised version of the self-evaluation, which complied with the defined unified format, the relevant bases and the required attachments in the format were available. The self-evaluation and the package of attached documents were provided to the expert panel, the composition of which was agreed in advance with the College and approved by the order of the director of the ANQA.

Preparatory phase

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

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

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

Within the scheduled time, the expert panel summarized the results of the preliminary evaluation, and the Chair of the expert panel, together with the process coordinator, set the schedule of the site visit². According to the ANQA manual, the intended close and open meetings with all the target groups, documents observation were included in the schedule, professional

² Appendix 2. Schedule of the Expert site visit

meetings etc. The members of the expert panel also had professional meetings with the AP responsible presented by the College, faculty, and students. Before the professional meetings, the experts studied the assignments given to the students within the modules within their specialty.

Preparatory visit

On August 31, 2022, an online meeting was held with the management staff of the College. ANQA coordinator, the head of the institutional-program accreditation department and the head of the expert panel were present at the meeting. During the meeting, the schedule of the site visit was introduced and agreed with the college as well as discussed and mutually agreed decisions were made regarding the technical, organizational, information issues of the expert visit, the behaviour and ethical norms of the meeting participants. During the preliminary visit, the head of the expert panel, the coordinator and the head of the institutional-program accreditation department of ANQA attended the parent meeting organized in the college.

Site visit

The expert panel site visit took place from September 6-9. The site visit started and ended with meetings with the director of the College. All the participants of the meetings were selected at random from a pre-provided list. All scheduled meetings were held, and the expert panel also carried out some class observations. During the visit, the expert panel conducted a study of documents and resource observation.

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

The final conclusion on the criteria was reached by the expert group as a result of discussions and analyzes of all members, always applying the principle of consensus.

Expert panel report

The members of the expert panel and the ANQA coordinator prepared a preliminary version of the expert report, which was agreed with the experts on 24.10.2022.

The College did not submit observations regarding the preliminary report. the expert panel made the final version of the report, which was approved by the panel on 25.11.2022.

Anahit Terteryan

Coordinator of the Expert Panel

25.11.2022

EVALUATION ACCORDING TO ACCREDITATION CRITERIA
BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION

History: In September 1971, by the order of the Ministry of Education of the USSR, Yerevan secondary boarding school No. 10 was given a sports orientation. And year after year, groups from different Olympic sports have been formed at the school under the leadership of coaches with relevant professions, guided by the programs and educational and sports plans proposed by the government. Since 1989, the secondary school with a sports orientation has been reorganized into an Olympic shift school, forming one common educational center with 100 similar sports schools established in 15 republics of the Soviet Union and major cities, such as Moscow, Leningrad, Kiev, Sverdlovsk, etc., of the departments of physical culture and sports, subordination with the aim of popularizing physical culture and sports and promoting its development, as well as spreading Olympic ideas among the public. According to the RA Government's decision No. 1009 of June 20, 2002, the Yerevan Olympic Shift School was reorganized, becoming a state non-commercial organization and a college.

Education: Yerevan State Sports College of Olympic Reserve organizes the learning and training processes of students by implementing basic, secondary general education, secondary professional and sports programs. The College has one secondary professional academic program "Physical culture and sports", awarding the "coach" qualification. One AP currently includes 13 sports: freestyle wrestling, Greco-Roman wrestling, weightlifting, boxing, judo-sambo, aquatics, cycling, football, table tennis, gymnastics, acrobatics, artistic gymnastics, sports dance, athletics and basketball. With the direct participation of the lecturing, coaching and educational support staff of the College, prepares high-quality and competitive coaches in the field of physical culture and sports, armed with professional and general knowledge and skills. In the College, coaches are evaluated mainly according to indicators of sports achievements. The College strives to provide modern education and sports infrastructure and a material and technical base, for this purpose it has built and furnished a new dormitory complex. It is intended to create and add new classrooms, technically equipped, with the possibilities of distance learning (internet connection, computer, digital display device, interactive whiteboard, and other necessary accessories), to regularly replenish the library fund, to carry out work on the modernization and digitization of the library, etc.

Research: The College emphasizes carrying out research activities within the framework of its statutory objectives and for this purpose strives to form critical, cognitive, analytical, and practical skills in students. In the college, creative, research works are developed and implemented and also abstracts, individual independent works, etc.

External Relations: The College strives to develop its internationalization activities, to activate exchange programs, cooperative relations. In order to increase the efficiency and orderliness of the processes, in January 2021, a department of external cooperation and public relations was formed,

the purpose of which is to ensure communication and connection with foreign and international organizations in order to develop the college's relations with various structures and institutions, to increase visibility, to promote the mobility of students.

Quality Assurance: With its strategy (2021-2026 goal 3, task 3.4.), the College aims to develop the effectiveness of the quality management system in accordance with international standards.

The college plans for the coming years:

- Initiate a cyclical (planning-do-check-act (PDCA)) process of the quality assurance system in all processes of the college.
- Develop quality assurance policies and procedures.
- Develop and implement quality assurance process mechanisms and tools.
- Expand the involvement of internal and external stakeholders in quality assurance processes and evaluate its effectiveness.
- Carry out analyzes of the effectiveness of the mechanisms used for the dissemination of information on the quality of processes.

At this stage, policies and procedures, appropriate quality assurance tools, and internal and external stakeholder participation were developed. The College has not yet had the opportunity to document the effectiveness of the implemented processes using relevant indicators and tools.

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

CRITERION I. MISSION AND PURPOSES

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

FINDINGS:

The state non-profit organization "Yerevan State Sports College of Olympic Reserve " is a state organization that implements general education and secondary professional, sports programs. The goals of the College are defined by the charter approved by the RA Ministry of Education and Culture on January 8, 2020. The mission of the College is to prepare high-quality and competitive specialists in the field of physical culture and sports-trainers, armed with professional and general knowledge and skills. It should be stated that at the same time the College prepares Olympic reserve athletes and shows high sports results both in RA and abroad, it is unique in its direction in the field of sports. The College emphasizes the training of high-quality coaches in parallel with the provision of sports results. From the site visit, it became clear that employers, graduates, lecturers share the mission of the College.

The educational institution provides general education in grades 7-12 and secondary professional education for 4 years. Yerevan State Sports College of Olympic Reserve implements one "Physical Culture and Sports" secondary professional academic program, which includes 13 base sports (weightlifting, wrestling, boxing, sambo, judo, etc.) and non-base sports (gymnastics, swimming, athletics, etc.): awarding the qualification of a coach. It became clear from the site visit that the management of the College values the equal development of all the involved sports. In recent years, the involvement of the sports in which girls train (artistic gymnastics, acrobatics) has also become important. According to the structure of the institution, the College provides education in accordance with the 2nd (including general school), 3rd and 5th levels of the National Qualifications Framework. The Strategic Plan of YSSCOR (hereafter - SP) is planned for 2021-2026 years. According to the self-evaluation, until 2021, the mission and goals of the College were expressed in the charter, and the College carried out its activities according to the decisions of the management board of the pre-election development program presented by the director.

The 2021-2026 Strategic Plan presents the vision, fundamental values, goals and objectives of the College. The YSSCOR has identified 4 main areas in the SP: education, sports, cooperation and effective governance, financial stability, infrastructure adequacy. In the mentioned 4 areas, 4 main goals were also defined:

- Ensuring and improving the quality of education in accordance with state educational standards,
- Modernization of the training system for sports shifts, creation of necessary conditions for training,
- Continuous development of the College in conditions of constant cooperation at the national and international levels,
- Reforming and increasing efficiency of the College's management system, effective

management of financial resources, provision of infrastructure in line with the college's mission, vision and goals.

For the effective implementation of the 4 set goals, 9 strategic issues, necessary actions for their solution, expected results, key evaluation indicators (KPIs), responsible persons, deadlines and necessary resources are identified. It should be noted that the qualitative and quantitative KPIs introduced in the plan-schedule are mostly measurable, but the presented dates are not clear and are mostly indicated as "continuous", and the required resources are presented as "human and/or material resources". Also, the expected results of the actions do not always reflect the reforms, for example, revision of the curricula of the APs, the expected result of the relevant labor market action is the revised curriculum. There is still no analysis on the achievement of the expected results defined by the SP plan-schedule.

According to the regulations of the Quality Assurance Department of the College, the internal stakeholders are the students, professors, administrative and other employees, and the external stakeholders are the applicants, graduates, employers, the government, and the authorized body. From the self-evaluation and the site visit, it became clear that some mechanisms for identifying the needs of external and internal stakeholders are operating in the college, e.g. organization of meetings and discussions, and implementation of surveys (the latter has just been introduced). It became clear from the site visit that several meetings were not recorded and remained at the oral level. It became clear from the site visit that the relations with the employers are quite close, the employers are aware of the problems of the college and also carry out joint activities within the framework of sports activities, for example, sports gatherings, participation in competitions, etc. Employers expect that the College will train high-quality coaches, and students also expect to ensure the continuity of a sports career along with their studies.

It became clear from the site visit that the main range of internal and external stakeholders did not directly participate in the development of the SP, but they are aware of the SP goals and share them. According to the self-evaluation, the mechanism for evaluating the results of the college's goals is the reporting system, the main component of which is the director's annual report. Annual reports are submitted to the College Board and the Ministry. Based on the discussion of the reports, decisions are made regarding the priorities of the next period, in particular, the main direction for the coming year was the renovation of gymnasiums and the provision of sports equipment and resources. From the study of the documents, it became clear that the chosen format of the director's report does not always allow to fully evaluate the results of the SP. The analytical component is almost absent in the reports, there are no quantitative and qualitative evaluations, which will also reflect the assessment of the intended results of the SP.

CONSIDERATIONS:

The expert panel emphasizes the clear definition of the development prospects of the College and ensuring its development. In this context, the expert panel highly appreciates the college's full implementation of its obligations to the state and society, as a sports college of the Olympic shift, that is, the training of high-class athletes, contributing to and participating in the sports achievements of RA on international sports platforms. At the same time, the mission of the

college is to prepare qualified coaches, thus the College emphasizes the learning process of student-athletes, which is expressed at all levels of the organization of the educational process. However, at the level of perceptions, the College considers the sports results of high-class student athletes as the most important of these two directions, which are justly emphasized as the achievements of the college. It is obvious that the College has also set itself the task of preparing high-quality athletes, on the other hand, the mission emphasizes only the training of coaches. The expert panel believes that the above-mentioned two directions really derive from the college's mission and set goals. The expert panel highlights the fact that the College has developed an SP and schedule for its implementation, which includes clearly defined KPIs, which can contribute to the evaluation of the effectiveness of the plan. On the other hand, the uncertainty of terms, resources and results may hinder the full implementation of the objectives of the SP. The expert panel considers that the analysis of the performance of the plan-schedule for the implementation of the SP is urgent now from the point of view of evaluating the efficiency of the SP implementation.

The expert panel positively evaluates the fact that the management gives importance to the development of not only base sports but also non-base sports, which will contribute to recording success in all introduced sports. Even though a small number of external and internal stakeholders were involved in the development of the SP, however, active communication with stakeholders has contributed to their awareness, acceptance, and sharing. The expert panel believes that the introduction of formal mechanisms which will ensure their participation is important in the future, which will contribute to the extraction of systematic, multi-layered data on the sector and the setting of priorities. An accountability system has been implemented in College, which is currently the only mechanism for assessing the SP, but along with it, the lack of correlation between the director's annual reports and the strategic plan, the descriptive nature of the reports, can hinder a full assessment of the SP's performance.

SUMMARY:

Considering that the activities carried out by the College correspond to the defined mission, which is in line with the NQF, a plan-schedule for the implementation of the goals and tasks of the SP is implemented, the defined goals and tasks generally express the needs of the beneficiaries, the expert panel considers that the College meets the requirements of Criterion 1.

CONCLUSION:

The compliance of the institutional capacities of YSSCOR to the requirements of CRITERION 1 is satisfactory.

CRITERION II. GOVERNANCE AND ADMINISTRATION

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

FINDINGS:

The management of YSSCOR is carried out through the collegial governing body of the College, the College Council, and the executive body, the College Director. The activities of the College are governed by the laws of RA "On Education", "On Primary Vocational (Vocational) and Secondary Vocational Education", "On State Non-Commercial Organization", by decisions of the founder, orders of the authorized body and its charter. All structural departments, committees and councils participate in the governance of the College. They operate in accordance with the College charter, departmental charters, internal disciplinary rules, and other legal acts. The collegiate governing body of the College is the Council of the YSSCOR, which operates in accordance with the college's charter.

The Management Board (MB) carries out the current supervision of the Director's activities, discusses and approves his reports and the annual balance. Council meetings are conducted in accordance with the College charter and the council's rules of procedure. It became clear from the site visit that the Board of Directors has just been elected, and the external stakeholders included in the board are ready to support the college in the implementation of the Strategic Plan, especially in the direction of the development of external relations and the implementation of the right marketing policy. There are some plans to direct the international delegations hosted by the National Olympic Committee of Armenia to the College. It should also be noted that the main indicators of the director's performance evaluation for the management board are the athletic success of the college students and their academic success (the success is measured by the student's grade).

The management of the current activities of the college is carried out by the director. The director, within the limits of his powers, issues mandatory orders, and instructions, gives instructions, and supervises their implementation in the College and its units. The director of YSSCOR was elected in 2019, it became clear from the site visit that after the election of the director, several reforms took place in the College, with his efforts, both the enrichment of the resource base and the development of the management system are taking place in the College. The expert panel states that the director enjoys a high reputation in the college both among internal and external stakeholders.

Pedagogical and coaching councils operate according to the regulations approved by the council, for the purpose of methodological work on improving the quality of education and upbringing of the college, improving the professional skills of coaches and educators, as well as applying advanced experience. The structure that protects the interests and rights of students, and highlights their educational and sports needs is the student council (SC), whose powers are defined by the statute of the SC.

As mentioned in the self-evaluation, in recent years, to improve the management system of the College, a number of fundamental documents have been developed and implemented. Such documents are: Strategic Plan, Strategic Plan Implementation Plan - Schedule, Position Passports, and Regulations of "Career Development and Practice Department", "Organization of Training and Discussion", "Testing students' knowledge, conducting tests and exams, evaluation, reassignment of received grades", "Internal disciplinary rules", etc. The panel notes that this is the

first attempt at Strategic Planning for the College. Position passports were introduced for all positions, which separated the functions of employees. It should be noted that the range of functions of the deputy director for educational activities is wide enough, and he simultaneously coordinates the work of both secondary vocational and general education schools. The documents were mainly introduced in 2019-2021. The organizational structure of the college was also revised (2021) in accordance with the goals of the College, by which the structural units were more clearly defined. New positions were introduced: Career responsible, Quality Assurance responsible. The position of external cooperation and public relations was also introduced, currently the works are carried out on a public basis.

The management system of the College provides the opportunity for lecturers and students to participate in decision-making related to them. Lecturers are included in pedagogical and directorial councils, teaching methodical and coaching councils. Through the structures mentioned above, the faculty has the opportunity to participate, discuss and voice all the existing problems, suggestions and get the necessary solutions. Lecturers participate in the management process mainly on issues related to educational processes, particularly through method-combinations. Students do not show high activity in the management council, which is also stated in self-evaluation. The students' recommendations mainly concern the improvement of resources, improvement of gymnasiums, quality of food, etc.

The strategic plan of the College for 2021-2026 is considered as a long-term planning. In all areas of the college's activities, the divisions draw up annual work plans. From the study of the documents, it became clear that the short-term planning of the departments is not completely comparable to the College's SP and the SP implementation plan. There is no uniform format for short-term planning. Work plans are developed based on the main functions of the departments and the work experience of the employees. All departments of the college submit reports (director, vice-director, heads of departments, career responsible, secondary vocational department, etc.). From the study of departmental reports, it became clear that they are based on work plans, the reports simply confirm or deny the implementation of the activities defined in the work plan. Analyzes are missing in the reports, and reasons for unimplemented actions are not presented. Director's reports are presented in 3 sections: Athletics, Mid-professional programs implementing and Effective management, financial stability, and infrastructure adequacy. The expert panel notes that the College tried to make the format of the director's report somewhat consistent with the goals of the SP. In the director's report, there is some quantitative data on the athletic success and acceptance of the students involved. The rest of the information refers to the cognitive activities organized in the College, lectures and good teaching practices selected by the faculty.

During the site visit, it became clear that the main processes of the College are in the stage of planning and implementation. Evaluations of the effectiveness of the implemented policies and procedures are not yet available. It became clear from the site visit that the College still does not fully understand the mechanisms of evaluation processes.

The annual financial activity of YSSCOR is planned according to the budget of financial and economic activity approved by the college management board (college budget). It became

clear from the site visit that during the covid-19 epidemic, the College was able to save a certain amount of money, which was directed to the complete furnishing of the dormitory, the repair of the heating system, power lines and water lines. The management staff of the College applied to the Ministry for the project of general repair of the gymnasiums, having prepared the estimated project costs in advance. The project was approved by the RA Government and the College was allocated appropriate funding for the renovation of the gymnasiums.

In order to identify the internal factors affecting the activity of the YSSCOR, the College conducted a one-time survey among students. According to the self-evaluation, it is planned in the future conduct surveys regularly, at annual intervals. The external and internal factors are mainly revealed because of oral discussions with various stakeholders. The collection and processing of information on the effectiveness of the implementation of educational and sports programs and other processes is mainly carried out based on meetings with employers, results of tournaments, and data on the employment of graduates. It should also be noted that the received data is not analyzed in depth. The college publicizes the athletic achievements of its students and alumni through its official Facebook page and various local and international tournaments. It should be noted that the focus of the publications is on athletic success, not on coaching.

CONSIDERATIONS:

The expert panel considers positively the efforts of YSSCOR aimed at increasing the efficiency of the management system, for this purpose, a number of fundamental documents were developed and implemented, which regulated the main processes implemented in the College. For the expert panel, the reforms that have been carried out in the college during the last three years, due to the tenure of the new director, are outstanding. It is commendable that the reforms taking place in the College are not based only on individuals, but also create institutional mechanisms that can ensure the further development of the system.

The expert panel positively evaluates the fact that lecturers and students are involved in the College management process and can make recommendations. It is commendable that despite the newness of the board of management, the members consider themselves to be the main players in the expansion and development of the partnership circle of the College. Although the management board has certain indicators to evaluate the director's annual performance, however, these indicator mostly focused on sports success, which can put at risk the student's full establishment as a coach. The expert panel positively assesses that the College has also carried out a review of the organizational structure to ensure the connection with the SP. Position passports were introduced, which contributed to the clear separation and coordination of employee functions. The expert panel considers it positive that new positions stemming from strategic goals have been introduced in the College, which the expert panel views as a step forward in the path to the realization of strategic goals, and the purposeful deployment of positions can contribute to data-based decision-making. The expert panel considers that the department of cooperation and public relations can also become a paid position, setting clear issues and results in front of the employee, because the College has all the prerequisites for developing internationalization processes.

For the expert panel, it is commendable that College is able to implement certain savings and ensure effective financial management, directing the saved financial resources to the development of the college and the enrichment of the resource base. The College relies exclusively on state funding, which provides the college with stability. Due to the expert panel a diversified budget is also necessary, which will contribute to the full implementation of all strategic goals. In the near future, the College may also find options for extra-budget formation, ensuring the balanced development of other areas of its activity. At the same time, it is commendable that the College is not satisfied only with the financial resources provided for the educational and sports process, but shows initiative by presenting various projects and receiving the approval of these projects by the state.

The expert panel emphasizes that professors and students are involved in the management processes of the College, however, there is a need to make their activities more active. The expert panel considers it positive that there is a clearly defined system of short-term planning and accountability in the College, but they are not always fully comparable to the long-term strategic plan. Also, the analytical component is missing, which can hinder the resolution of problems and the full implementation of the SP.

Most of the processes carried out in the College are in the planning and implementation phase of the PDCA cycle. The development and diversification of evaluation and improvement mechanisms for all processes implemented in the college will contribute to the full implementation of the PDCA cycle. The expert panel positively assesses that there are mechanisms for studying internal and external factors. The expert panel finds that the content component of surveys and the analyses based on them still do not contribute to effective decision-making from the point of view of management. It is necessary to improve the mechanisms that will enable deep and systematic analyses.

It is positive that the College publicizes the athletic success of students through its Facebook page, however, information about the success of College graduates as coaches is not shared, which would contribute to the promotion of the role of the coach qualification and the increase of interest in the academic program.

SUMMARY:

Considering, that in recent years, significant reforms have taken place in the management system of the College, a number of documents regulating the management system have been introduced, the functions of employees have been separated and specified, the organizational structure has been revised, new positions contributing to the implementation of the SP have been introduced, internal and external stakeholders are involved in the management process, as well as effective financial management is implemented, the expert group finds that the YSSCOR meets the requirements of criterion 2.

CONCLUSION:

The compliance of the institutional capacities of YSSCOR to the requirements of CRITERION 2 is satisfactory.

CRITERION III. ACADEMIC PROGRAMMES

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

FINDINGS:

YSSCOR implements the secondary professional educational program with the specialty "Physical Culture and Sports", as a result of the studies, a trainer's qualification is awarded. Education is organized on the basis of basic education (four years) and secondary (full) education (three years), currently only 4-year education is carried out in the college. The "Physical Culture and Sports" AP was developed based on the current State Educational Standard of Secondary Vocational Education (SES). From the site visit, it became clear that College took part in the processes of developing and updating the SES organized by the MKUZAK. The College made recommendations for the addition and optimization of modular programs, which are included in the SES, for example, the modular program "Theory of Sports Training", "Sports Terminology" was added and the number of hours was changed to "Physical Education Theory" (the hours are inflated were) in the modular program. The ratio of theoretical and practical hours of module programs is determined by the College. Studies have shown that practical hours are predominant, general education subjects consist entirely of practical and laboratory hours, in other modules the ratio of 70% practical and 30% theoretical has been preserved. The ratio of 60% practical and 40% theoretical was selected in the general professional and special professional modules.

It became clear from the site visit that the College did not find it appropriate to devote more practical hours to the professional modules, because the students are active athletes and the assimilation of practical professional knowledge is also realized during the 2-times daily training sessions accompanying the studies. The study of the AP curriculum showed that a number of modules included in the special professional curriculum: Basics of General and Sports Psychology, General Basics of Physiology, Basics of General and Sports Biochemistry, General Basics of Biomechanics, General Basics of Sports Medicine, according to the SES (2021) are included in general vocational educational part. It should also be noted that the weekly load of sports training from the chosen sport, which is 24 hours, is also included in the SES, but this information is not properly presented in the curriculum (the list of modules mentions "improvement of sports skills" without information about the weekly load).

The academic program includes 3 internships: with training theory (1 week in the 3rd and 5th semesters and 5 weeks in the 7th semester), health training camp (held in the 2nd, 4th, and 6th semesters for 2 weeks each). The mentioned internships are conducted based on the college base. The pre-graduation internship, which is planned for the 8th semester and lasts 4 weeks, is held in RA sports schools. The practices are organized and supervised by the practice department, the training practices are related to the chosen sport and are conducted during the training sessions of the College under the supervision of the methodical coaches. It should be noted that the college also has the status of a sports school and participates in competitions, tournaments and RA championships organized in RA. It became clear from the site visit that College students also have

the opportunity to gain refereeing experience in various youth championships.

Based on learning outcomes of the modules, the College has developed the final results of the AP, aligning with the NQF. The compliance of the courses provided by the academic program and the expected learning outcomes, as well as the compliance of the teaching and learning and assessment methods with the outcomes of the AP, were also mapped.

In 2021, the College adopted the policy and regulation for the selection of teaching and learning methods, specifically setting a task of defining and regulating the final teaching and learning methods for the educational program and individual courses. In the selection of methods, the College has also defined the use of interactive methods and student-centered approaches as a priority. Despite the existence of the policy as a document, the College still implements it in a fragmented manner in practice. The results of the meetings with the internal stakeholders showed that there are no unified approaches to the selection of methods, lecturers show independence, sometimes they also involve students in the selection of methods. Although examples of the use of interactive methods (foreign languages, communication skills) were also mentioned by individual professors, the results of the class observations during the site visit showed that the use of verbal methods prevails in theoretical classes: lecture, conversation-discussion, there were also partial uses of interactive methods. eg group work. Observations of practical professional (sports) classes showed that a complex of physical education and sports methodical measures are used. It should be noted that the faculty correlates the use of modern interactive methods with information technologies and the necessary technical equipment: projectors, computers. Currently, there is only one auditorium with a projector, which is used by both college and general education students. It was noted by internal stakeholders that the above resource is still insufficient for simultaneous use by several lecturers.

From the professional meeting with the teaching staff, it became clear that the majority are representatives of the practical field, working coaches. In choosing the teaching methods of professional subjects, they give preference to seminar discussions, the purpose of which is to stimulate the development of oral speech among students by using professional terminology. The summary of the results of the state final exams over the years has shown that although the professional knowledge is mastered, the athlete a problem of professionally competent and systematic expression was noticed among the students. Lecturers repeatedly mentioned that students can demonstrate their practical abilities but have difficulty explaining. It also became clear that the choice of methods and instructions within the framework of the "Profession" modular program is also determined by the specifics of the given sport. In complex coordination sports (football), which require quick orientation skills, students are given certain analytical tasks. During the teaching, technical-tactical schemes, tricks, videos of competitive performances are studied, and for example, in speed sports (weightlifting, wrestling), more emphasis is placed on the study of sports tricks, technique training and improvement methods. At the same time, it became clear from the comparison of the "Professional" modular programs of different sports that the thematic planning and the distribution of hours are consistent with each other according to the content structure and learning outcomes.

The observation of the assignments given to the students showed that the assignments contributing to the formation of research and analytical skills are rare. Basically, apart from the study material, students are not given to study other literature and sources. There are only special cases when students were assigned to prepare a material about a famous athlete. The College has established assessment regulation (2019), where the assessment procedure is presented, but there is no full clarification regarding current knowledge checks, differentiated tests and exams. Sometimes the concepts current and summary are confused, for example, in point 6 of the regulation, it is stated that "Students' current knowledge is tested at the end of each semester (subject/module). Students pass differentiated tests and exams.

During the site visit, it became clear that, for example, a differentiated test (exam) means that the student can be evaluated mechanically according to the average of the current grades (tests), or pass a final exam. There is a 10-point grading scale in the college, and both lecturers and students were aware of the actual grading system. Oral and written surveys, test tasks, project works/ the latter is mostly used in general education subjects/ are used as current and summative assessment tools. Assessment of internships is carried out through internship diaries. The internship is assessed both by the specialist of the organization conducting the internship and by the methodologist leading the internship. In the practice diary, the student also makes a summary of done work. The established criteria for the assessment of internships are practical application of the acquired theoretical knowledge, proper and high-quality application of the assignment, demonstration of communication in the work team, correct organization of practical training during internship, etc. In the College, there is a procedure for appealing the result of the oral summary certification of the exam and tests, which is included in the assessment regulations. It should also be noted that during the site visit, it became clear that there has been no case of actual appeal. The questionnaires of professional modular programs necessarily include a practical analytical question, which requires analysis of sports techniques, knowledge of the sequence of teaching techniques, etc. A study of the summative certification questionnaires showed that the questions are both theoretical and practical in nature. In some cases, the masses of the questions do not correspond to the complexity of the question, and the question papers are made with disproportionate complexity, there are repeated questions.

It should be noted that the College can offer students the completion of diploma works instead of the final certification exam. During the meetings with the students and professors of the AP, the latter stated that they were not informed that they could perform/supervise diploma works and were willing to perform/supervise if possible. Until now, there has been no precedent for writing a diploma thesis in the College, there are no regulations related to the completion of final theses, as well as academic honesty and plagiarism cases.

The "Physical Culture and Sports" program implemented in the College is in line with the similar educational programs implemented in other colleges, because the program is approved according to the SES. The College observes that the AP is also in line with the "Physical Education and Sports Training" academic program of the Armenian State Institute of Physical Culture and Sport (ASIPCS), taking into account that College graduates can continue their studies at the part-

time department of the ASIPCS from the 2nd year. It became clear from the meetings with the responsible of the AP that the "Professional Pedagogy" educational program of ASIPCS was also studied to reduce differences and ensure the continuity of education. It became clear from the site visit that the works of other similar colleges of the Russian Federation were also studied. The focus was mainly on the effective combination of sports training with learning, for this purpose annual training programs for various sports were also localized and translated (2015).

The College still does not consider its participation in international exchange programs (in the European educational area) within the framework of the AP to be realistic, because they still must overcome the problem of language (English) knowledge of both the faculty and the students. The Russian Federation is the most suitable educational area for mobility. Meetings with internal stakeholders made it clear that College mobility programs are generally viewed from a sporty perspective. It was noted by the College that it is not appropriate to accept foreign athletes and conduct training with them. It was emphasized that it is necessary to preserve the national features of the training methodology from those sports where Armenia occupies leading positions in the international arena. The College believes that it is a practical and mutually beneficial format to hold training sessions with athletes from leading countries from various sports and exchange experiences.

The College has developed a policy for the improvement of academic programs, it should be noted that the developed policy has not yet been applied in a systematic way. Currently, the College only conducts class observations to evaluate the effectiveness of the AP. As it turned out from the site visit, the results of the class observations are discussed in method associations and refer to teaching methods. The results of the discussions did not lead to any significant changes in the AP.

Based on the recommendation of the College, the qualifications awarded as a result of studying in the "Physical Culture and Sports" secondary professional educational program were separated into separate qualifications "Coach" and "Physical Education Teacher", for which the assessment of resources by the College served as a basis. The College assessed that it has a training base for various sports and can train coaches in those areas, but for the training of a physical culture teacher, there were no necessary infrastructures for the full implementation of the academic program (for example, a sports gymnasium).

CONSIDERATIONS:

The panel appreciates the efforts of the College in the direction of increasing the effectiveness of the implementation of the "Physical Culture and Sports" academic program, for the purpose of which the AP has been gradually improved in line with the state educational standards. The expert panel emphasizes that the college took part in the revision of the last /2021/ SES and made relevant recommendations. The expert group emphasizes that the College has developed the teaching materials of the modular programs in accordance with the learning outcomes defined by the modules of the SES. As well as the fact that, because of the reforms made in the academic program, the proportion of practical hours was generally increased.

Parallel to the studies, 2-time trainings are carried out at college, within the framework of which students improve their practical knowledge of their sport. The expert panel believes that the approaches to maintaining theoretical hours within the framework of the "Profession" modular program are justified, because College students are mostly high-level athletes, and the years of study coincide with the years of high achievements and athletic improvement in sports. During the site visit, the stakeholders repeatedly stated students have a better command of the profession at the level of practical skill, they mainly have difficulty in reproducing, elaborating and presenting orally, so the expert group emphasizes the development of professional speech, practical knowledge and theoretical knowledge among sports students aimed at forming skills of interrelationship.

It is positive that the module programs /descriptions / are carefully developed according to one common format, but in terms of content, the documents need improvement, in particular, the list of literature used for teaching materials (lectures) and additional information about the main and additional literature to be assigned. These approaches will help to implement the policy of academic honesty in the College, which should first be expressed in the work of the lecturers, so that as a culture it also spreads among the students. The expert panel considers positively the existence of the policy and regulation on the selection of teaching and learning methods, as well as the mapping of teaching and learning methods according to the outcomes of the AP and the correlation with the assessment methods, but it should be noted that the regulation still needs to be fully implemented. It is necessary to pay attention to what kind of resources are needed for the application of the specified methods. Such mapping can also facilitate the identification of educational resource needs (including professional literature and IT resources) and targeted recruitment. The IT resource and the amount of modern equipment available in the College are still not sufficient for teaching with interactive methods specified by the College and achieving the necessary learning outcomes through them. It is positive that some additions have been made in this direction, for example, the purchase of computers (they were still not in use during the site visit). The expert panel believes that the results of recruitment in the near future can visibly improve the educational process of the College.

The expert panel considers it positive that starting from the second year, students participate in various passive and active internships, the coordination of which is carried out by the internship department. It became clear from the meetings with the stakeholders that the internships are quite effective, especially the training internships implemented in the sports schools were emphasized. In addition to the internships included in the academic program, student-athletes can participate in refereeing work, which, according to the students, is necessary knowledge for future coaches. The expert panel positively assesses that the educational environment of the College, in turn, contributes to the increase of interest in internships held at the College. The presence of a public school also plays a significant role here, thanks to which students can train with younger athletes and to transfer their sportsmanship during internships. From this point of view, the effective organization of the process is important for the College, because some of the students of the general education department continue their education in the College.

It is positive that the College has an existing assessment regulation, which also clarifies the appeal procedure. During the site visit, it became clear that there were no actual appeal cases in the college, which is mainly due to the fact that possible appeal cases are resolved as a result of lecturer-student dialogue. The expert panel considers that the assessment regulation needs to be revised, in particular to specify in which cases the test work, test, differentiated test, oral/written exam are applied. The principles of selection of assessment methods are also not clarified in the regulations, as well as attention should be paid to the introduction of assessment components (rubrics) in the near future.

The expert panel emphasizes that the important documentary support for the educational program is provided (for example, modular programs, mappings), and the outcome of the academic program are also defined. The expert panel believes that the existence of a unified document will also be a positive basis for benchmarking the academic program in the future. The expert panel considers it positive that the College has carried out certain studies of the work and programs of other similar VET institutions (with the colleges of the Russian Olympic College), but these processes have not been documented to date.

During the site visit, it became clear that the College has a clear orientation to create opportunities for the exchange of sports experience and cooperation with similar educational institutions operating in the CIS educational area, on the other hand, the European educational area is also considered as an object of best practice study. It should be noted that the College still does not have implemented QA mechanisms for monitoring and further evaluation of the academic program. The development and implementation of these mechanisms is urgent for the College, their absence in the long term may create risks for the implementation of academic programs.

SUMMARY:

Considering the compliance of the academic program with the State educational standard, the interrelated mapping of curricula, subjects and modules with learning outcomes, teaching, learning and assessment methods, the increase of practices and practical hours, student-centered approaches in teaching, learning and assessment methods, the expert panel finds that The College meets the requirements of Criterion 3.

CONCLUSION:

The compliance of the institutional capacities of YSSCOR to the requirements of CRITERION 3 is satisfactory.

CRITERION IV. STUDENTS

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

FINDINGS:

Admission to the YSSCOR is made by applications of persons with basic general education, according to the procedure established by the legislation, on a competitive basis.

According to the results of the self-evaluation and site meetings, during the admission, the college also emphasizes the sports results of the applicant and the characteristics presented to them by the sports schools. Preference is given to children and youth sports schools, specialized youth Olympic shift schools, promising students in terms of sports. In order to recruit applicants, the College collaborates with various public schools and sports schools, conducting planned professional tours and presenting the college's opportunities, the educational program and its sport styles. Necessary information on the documents required for admission is published on the official Facebook page of the College. The College also has a co-educational sports school for grades 7-12, with many of the school's students moving on to college after 9th grade to become a coach. It should be noted that there has been an increase in the number of applicants in recent years, making 149 in 2020 and 220 in 2022. From the site visit and meetings with stakeholders, it became clear that one of the main factors of the increase of applicants is the newly built dormitory building, which provides an opportunity to provide overnight accommodation to students from regions. About 170 students of general education department and college are benefiting from this opportunity. The dormitory is built and furnished according to all the needs of the students.

The College has various mechanisms for highlighting the needs of students. There is also a suggestion and complaint box, where students can submit their problems and suggestions anonymously. It should also be noted that this mechanism has not gained much popularity among students, due to the fact that the main problems of students are solved in primary circles, with coaches and lecturers. As it became clear from the site visit, the coaches, who are in direct contact with the students and are able to identify the primary needs of the students and support them within their capabilities. In addition, students have monthly meetings with the management of the college, and direct dialogue also provides an opportunity to highlight existing needs and find solutions to them. The Student Council of the College also helps to raise the needs of the students. It became clear from the meetings that the students applied through the SC for the improvement of the food provided and the renovation of the canteen. The above problem has been solved thanks to the support of the management. The quality of the food was improved, and the nutritionist of the College coordinated the provision of a 3-time calorically calculated diet rich in necessary substances for the athletes.

Another mechanism for highlighting the educational needs of students is the ongoing communication with lecturers, administrators and a one-time survey conducted by the Quality Assurance and Career Center specialists. The College also conducts individual initiatives to identify needs of students, such as psychological tests administered by the College psychologist. It should be stated that the above-mentioned mechanisms for raising the needs of students operating in the College have not yet been transformed into clear procedures. Consultations and additional trainings are organized to support students. In College, additional consultations are provided before exams, tests or other summative works, the consultations are provided by lecturers. It should also be noted that College athletes due to their participation in sports events (campaigns, RA championships, tournaments, international competitions) have a large number of (planned, respectable) absences, which, as it became clear from the site visit, are filled through

individual consultations and assignments for students and at the initiative of lecturers. The conduct of these consultation hours is still not clearly regulated, and its effectiveness has not yet been evaluated. Additional classes are also organized by the College based on the needs raised by the students.

It became clear from the site visit that students are admitted to College with a low level of knowledge of a foreign language, and the number of hours set by the program, according to the internal stakeholders, is not enough to master English. The problem of students' knowledge of a foreign language becomes prominent during participation in tournaments in different countries. In order to mitigate the problem to a certain extent, the College initiated and organized free English classes, in which about 20 students participated. It should be noted that the classes promoting foreign language learning were organized one-time according to the planned program, and the effectiveness of the classes has not yet been evaluated by the College. College students also receive additional consultation from their coaches before participating in various tournaments, such consultations ensure the best performance of sportsmen and reduce psychological tension before the tournaments. It became clear from the site visit that there is also one sports psychologist in the college who also provides some psychological support to students, however, as documented by internal stakeholders, one sports psychologist is not enough to provide full psychological consultations to all students and alleviate psychological overstrain before tournaments.

There is still no clear regulation and schedule for applying to the administrative staff at the College. It became clear from the site visit that students can contact the administrative staff at any time, except during classes and trainings, and get answers to their questions or find a solution to the problem. As it was already mentioned, as a result of contacting the administrative staff, the canteen was renovated and the quality of the food provided was improved. The Career Center, which has been operating since May 2022, is engaged in the provision of career-promoting services for students in the College. The structure carries out its activities according to the established regulations and is guided by the annual work plan. It became clear from the site visit that the structure is currently working on forming the 5-year employment base for graduates. They will continue to keep in touch with the graduates through phone calls and Facebook pages. During the site visit, it was emphasized that the database currently includes about 100 graduates, of which about 50% are working in their profession. It should also be noted that the college can also be a place of work for its graduates (30 of the coaches are graduates of the College). In order for students to present themselves to a future employer, CV writing courses are held on the subject "General Work Activity", it should be noted that the CV format needs improvement (they are handwritten, and there is no clear and systematic format). It became clear from the site visit, that the coaches also carry out individual work with the students in the direction of professional orientation, for example, guiding them to continue their education at the university, or the coaches, on their own initiative, helped the graduates to find a job in their profession. In order to promote the professional interests of students, the College invites famous guests from the sports field. The College aims to make such events frequent in order to increase the motivation of students and exchange experiences.

The research-analytical work of students in the College is manifested only in the form of individual works, essays and analyzes of tournaments in the case of some sports (football, Greco-Roman wrestling, sambo). Through essays, students learn about the biographies of world-famous athletes and the origins of sports. It became clear from the studies that the essays do not contain analytical elements, and that currently essays are not assigned. Sometimes students are assigned projects that are few.

The body responsible for the protection of students' rights in the College is the Student Council, which operates together with the general public school. The Council is a self-governing body and operates according to its charter. Members of the student council are one representative from each course/class (public school and college council is the same). The representatives are elected by the general discussion of the students of each course and present the nominated candidate to the acting president of the SC who approves the candidacy of the audience representative. Currently, the SC consists of 17 members. As it became clear from the site visit, since the primary problems of the students are solved at the level of the trainer, lecturer and administrator, the students mainly turn to the SC for additional training (English training), cultural events, in which the lecturers also support them.

In the college, there are no clear mechanisms for evaluating the effectiveness of provided consultation and additional training. A one-time survey was conducted to evaluate the effectiveness of educational services. From the studies of the documents, it became clear that the content and analysis of the surveys do not fully provide an opportunity to understand the level of student satisfaction, and also do not allow to draw out clear directions for improvement.

CONSIDERATIONS:

The expert panel positively assesses that the college's admission is clearly regulated, in addition, the applicant's sports results are also taken into account during the admission, which is positive because the College has clearly emphasized what kind of student it wants to have. The expert panel also emphasizes the steps taken by the College in the direction of attracting applicants. In the last year, there has been an increase in applicants, which is mainly due to the upgrading of the college's resource base and the improvement of services provided to students, leading to an increase in the interest of applicants. The expert panel considers positive the fact that there are a number of mechanisms for raising the needs of students at College: conversations with coaches, meetings with management staff, a suggestion box, etc. At the same time, there are no efficiency evaluations that would allow an expert panel to understand the effectiveness of these mechanisms.

The expert panel emphasizes that students can contact the administrative staff at any time and get answers to their questions, while the expert panel believes that the implementation of a clear schedule will make the process more systematic and allow to collection of data and make analysis. The expert panel highlights the fact that there is a body protecting the rights of students at College, the Student Council, but the structure mainly deals with the organization of cultural events, sometimes by revealing the need for resources, which may lead to the fact that students do not accept the SC as a structure that raises and protects the rights of students.

The expert panel positively assesses that consultation is provided to the students at college. The role of consultations is more pronounced for this educational institution, because students have a large number of (planned, respectable) absences. The process is not clearly regulated, which can prevent students from fully mastering the missed materials. The expert panel welcomes the efforts of the college to increase foreign language proficiency in the additional course, which can contribute to the increase of students' level of foreign language proficiency, but it is necessary to note that the effectiveness of the additional course has not yet been evaluated, which may lead to a decrease in student interest. For the expert panel, it is positive that the services provided to students at the College are in the center of attention of the leadership, which contributes to the full realization of the student's right to education, health care of students, and ensuring the effectiveness of sports and educational processes.

For the expert panel, it is a concern that the College does not have a clear toolkit for involving students in research works, which may endanger the formation and development of students' creative abilities. The expert panel emphasizes the introduction of the Career department in the college, it is positive that in a short period of time the structure has a clear planning and has implemented certain works, among which is the formation of the alumni base. The existence of the database will enable the educational institution to evaluate the effectiveness of the academic program and track the professional path of the graduate. It is positive, that within the "General Work Activities" module of the academic program, students learn how to present themselves to employers, write CV, etc. The expert panel considers that the formats of the tasks given to students within the framework of this course should be adapted to the formats accepted in the labor market, which will allow students to use the resumes created during the course in the labor market.

SUMMARY:

Considering that the College has clear mechanisms for the recruitment, selection and admission of students, measures to address students' educational needs, additional training and consultation services, students are provided with lodging and food options, students can freely apply to the administrative staff, there is a student rights protection body, the expert panel considers that the College meets the requirements of criterion 4.

CONCLUSION:

The compliance of the institutional capacities of YSSCOR to the requirements of CRITERION 4 is satisfactory.

CRITERION V. FACULTY AND STAFF

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

FINDINGS:

During the selection of the faculty, the correspondence of the professional qualities of the person to the passport of the lecturer's position is taken into account. Currently, the selection of the faculty is made by competitive process, including for the vacant position. Admission is carried out by oral examination, taking into account professional and pedagogical work experience. Many

of the coaching lecturers of the college were former graduates of the college, it became clear from the site visit that the college invites its graduates if there are vacant places. An initial 3-month contract is signed with a newly admitted lecturer, then an indefinite contract. The work functions of the administrative staff of the college are mostly related to non-educational, but service work, so the selection of employees is made without competition.

As mentioned, the college has a passport for the position of a lecturer, which describes the scope of the lecturer's activities, rights and responsibilities, requirements for knowledge and skills. In the position passports, more attention is paid to knowledge of field laws and regulations, subject standards, knowledge of pedagogic theory and methodology in general, etc., but there are no notes on specific professional knowledge. Despite the above, professional subjects are taught by representatives of the practical field, currently 3 of the lecturers are coaches of RA national teams from various sports, 8 have the title of RA honoured coach, and work together in sports schools. In this sense, the results shown by the athletic students of the college prove to a certain extent about the involvement of high-quality coaches and pedagogues in the educational process. There are 2 lecturers in the college who have a scientific degree and title, it should be noted that they teach non-professional subjects.

There are certain internal mechanisms in the College for periodic evaluation of the work of teaching staff and trainer-pedagogues. In the college, the "Regulations for the evaluation of the professional qualities of the teaching staff and their work" (2021) were developed with the aim of carrying out a multi-faceted assessment of the teaching staff and contributing to the continuous growth of the teaching staff's qualification. After the adoption of the regulation, the Quality Assurance Department of the College (with the support of the newly created Career Department) conducted surveys with students about the quality and effectiveness of the lecturer's teaching. The results of the survey are discussed with the heads of departments, then at the session of the pedagogical council, it should be noted that the survey was organized only once. From the site visit it became clear that during the discussion of the results, more attention was paid to the data of relatively low-rated lecturers. It was also known that the lecturers had the opportunity to familiarize themselves with the questionnaire given to the students in advance. A more effective and periodic mechanism for the evaluation of lecturers in the college is the class observations, for which there is a clearly separated schedule. The class observations are carried out by the head of the secondary professional department and the deputy director for educational activities, the results are summarized through protocols and are discussed at the sessions of the pedagogical council. During the site visit, it became clear that all lecturers participate in the sessions of the pedagogical council, and based on the results of the class observations, there was an opportunity to guide beginner lecturers in the selection of teaching and learning methods. The results of the class observations are compared with the teacher's evaluation sheet. It should be noted that a number of class observations were also conducted by the QA responsible, but no records were made. The results of athletes during the year also serve as a basis for evaluating the work of coaches. The College also has coaching councils and there are appointed senior coaches from each sport.

According to the self-evaluations, in the last three years, the lecturers and administrative

staff of the College have been trained in various programs organized by the MKUZAK, ANQA, as well as the "Save the Children" organization and the "Professional Education Reforms" NGO. Trainer-lecturers took part in professional training courses for trainer-pedagogues organized at ASIPCS. During the meetings, the lecturers mentioned that they need professional trainings, but such trainings are very few that they can participate in, and they did not search for possible remote training options in the Internet domain. No research is carried out concerning the needs of training of faculty, but certain oral discussions and exchange of opinions take place, for example, the need to increase the level of foreign language knowledge of lecturers.

It was also became clear from the site visit that the lecturers participate in various trainings whenever possible, on their own initiative (for example, the football lecturer took part in the (paid) training of UEFA strikers, he is a class B instructor). Also, within the framework of individual partnerships, the management staff of the College is also trying to organize trainings for the teaching staff, for example, on inclusive education. The need for such training has not been assessed. Coaching lecturers noted that regional meetings and competitions are also a platform for improving their professional knowledge, where there is an exchange of advanced experience with both Armenian and foreign partners.

There are teachers with 10 or more years of work experience, 2 of whom have a scientific degree and title, and 4 are honored coaches of the Republic of Armenia. For most teachers, the college is the main place of work. From the site visit, it became clear that the salary in the college is low, which is sometimes the reason for staff turnover. An announcement is made for the vacancies that arise and a competition is held according to the regulations (the last one was the competition for a vacancy for a specialist in cycling for the year 2022-2023). The college still does not have a clearly developed policy to ensure the stability of the core teaching staff.

The College adopted the "Regulations on Evaluation and Promotion of Administrative, Teaching, and Coaching Employees of the College" (2021). The regulation defines in which cases the employee is encouraged and in what form. During the meetings with the internal stakeholders, it was observed that there were cases of encouragement, for example, every year the lecturers choose the best lecturer from among themselves, emphasizing the candidate's professional and human qualities, the winner is awarded with a certificate of appreciation. It became clear from the site visit that some years ago there were also material incentives, currently there are no financial incentives related to the repair costs.

The College has the necessary administrative and educational support staff for the implementation of its mission and goals, which is formed by the charter of the college, as well as the staff list established by the government. From the site visit, it became clear that the heads of departments do not have supporting staff (for example, a laboratory assistant), because it is not provided for in the staff list, at the same time, the head of a VET department has a rather full educational and administrative workload and some documents (methodical council minutes, lecture notes are kept in handwritten books alone)) does not have additional time for processing and electronic storage. The activity of the medical-rehabilitation department is mainly related to the regulated sanitary-hygienic provision of sports training and the primary assistance provided to

athletes, maintenance of well-being, planned inspections and dispensation, for which there is a staff with appropriate qualifications. It should be noted that the evaluation of the effectiveness of the work of the administrative and educational support staff at College and highlighting the needs for their professional progress are still in the planning stage.

CONSIDERATIONS:

The expert panel considers positive the existence of effective policies and procedures for the selection of teaching staff of the college. From the point of view of employment, the College pursues as much as possible the involvement of professionals with knowledge and experience in the field, especially experienced coaches. It is important that the passport of the lecturer's position is elaborated quite carefully, but it would be more effective if the adopted approaches were also included in the requirements for the specialist, in particular, it was indicated what kind of professional knowledge is needed for teaching the given modular program.

The expert panel positively assesses that the College has introduced periodic evaluation procedures for teaching staff. Periodic class observations are conducted, and the evaluation mechanisms made by the students are already formed, but still the College needs to introduce the analytical component of the evaluation of the results of the surveys in order to apply a tool for highlighting the needs of the lecturers and organizing and conducting their necessary trainings. It is also positive that the work of the coaches is evaluated as a component part of the educational process according to the results shown by the athletes.

The expert panel emphasizes that the teaching staff of the college regularly participates in the trainings conducted by the MKUZAK but need-based professional retraining has not been organized by the college. It is positive that the teaching staff has a steady interest in improving professional qualities, the latter is also expressed by their initiative, and if possible, they also invite training partners, involving other lecturers in the process as well. In addition to trainings, interdisciplinary open classes are actively organized in the college, where both professors and students are involved. The College actively emphasizes the need to know a foreign language in terms of further development, but the college has limited financial resources to spend in this direction. In order to initiate long-term programs, to organize trainings and courses arising from professional and other needs, the college needs to attract additional financial resources. The expert panel also emphasizes the existence of a policy and regulations for the encouragement of faculty, but the mechanisms for encouraging lecturers are still weakly formed, there are no systematic approaches, it can be concluded that the policy still needs to be updated and implemented. In essence, the existing document does not provide the involvement of lecturers in research work and does not define clear forms of encouragement, although the problem is again faced with limited financial resources, however, the above policy is also important from the point of view of ensuring the stability of the teaching staff, it should ensure the multi-faceted evaluation of the current works of lecturers and maintaining the attractiveness of work. It should be emphasized that the college management is making efforts in this direction. In the near future, it is planned to localize a number of incentive mechanisms in the college, for example, to introduce state-sponsored bonuses for sports results for coaches-lecturers, to increase the amount of salary. In order to implement all this,

the management staff of College is going to apply to state bodies. The expert panel highly appreciates the involvement of the administrative and teaching staff in the educational processes of the College; however, the College has not yet evaluated the satisfaction of students and teaching staff with the administrative staff. The expert panel believes that in case of conducting evaluations in the near future, the College will have the opportunity to improve both the administrative and teaching staff, and the measures and tools aimed at the professional advancement of administrative and teaching staff.

SUMMARY:

Considering that the College ensures the availability of teaching staff with the necessary qualifications for the implementation of the academic program, professionals with work experience and high qualifications are involved in sports and educational processes, mechanisms for evaluating the teaching staff are implemented, has administrative and educational support staff for the implementation of SP, the expert panel considers that the College meets the requirements of criterion 5.

CONCLUSION:

The compliance of the institutional capacities of YSSCOR to the requirements of CRITERION 5 is satisfactory.

CRITERION VI. RESEARCH AND DEVELOPMENT

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

FINDINGS:

Research is not defined as a priority in the SP of YSSCOR. The College, carrying out exclusively educational process and sports activities, has not yet defined what kind of research ambitions it has in the field of physical culture and sports. The College also does not have a policy that describes which processes are considered research for them, by what mechanisms they will be implemented and who will be the participants. The College has not tried to explore how the implementation of the research component is reflected in other local and international sports secondary educational institutions.

It became clear from site visit that lecturers generally do not conduct research, do not write manuals, which is often due to the teaching load of lecturers and trainers, which does not allow them to spend time on research and methodical works. It should also be noted that some non-sectoral research and methodical works are carried out in the College within the framework of individual interest, in particular, the printing of the Duke's book and the studies of the reprinting of the College yearbook were mentioned. The lecturers do not study modern literature related to various aspects of sports training of high-level athletes from a coaching point of view.

From the point of view of gathering experience, the work experience of the lecturer-coach is not considered a subject of research, although there are great recorded coaching successes. At the same time, the College is a sports base where top athletes, European and World Championship

winner and prize-winner conduct their training, the college has a great potential to carry out applied research work, given the college's advanced experience in sports training methodology. The study of the educational processes carried out in the College showed that the tasks given to the students, which can form post-separation, critical and analytical abilities in the students, are scarce. It became clear from the site visit that students were previously assigned to submit essays, currently this type of assignment has been removed from the academic program.

Examining the previously written essays, we can state that the analytical component was missing in the works, the works were reprints from different websites, no list of literature was mentioned, and the main conclusions of the students were not present. In order to develop students' analytical and creative abilities in team sports such as football, students watch tournaments with coaches and analyze the main strengths and weaknesses of the game, as well as the main shortcomings of the players. In individual sports (weightlifting, wrestling), analytical and creative tasks are mostly absent, they can only study their competitors before competitions. Students do not present diploma theses at YSSCOR, it became clear from the site visit that this fact is due to the fact that not all lecturers have the experience and abilities to manage research work. From the site visit, it became clear that during the studies at the institutional level, students are not assigned to study other sources and best practices in the field apart from the educational material. The research component was not of central importance during the college's activities.

CONSIDERATIONS:

As a result of the studies of the expert panel, it became clear that the goals of the college in the field of research are not visible, the policy of the college in the field of research, which would contribute to the development of the research field of the college and ensuring innovations, is not defined. The lecturers have very few research works, which are individual initiatives and have nothing to do with the field of sports. The workload of the lecturers and the simultaneous training activities do not allow to carry out research activities. The majority of the teaching staff of the college are coaches, have years of work experience and have shown high results in their sports field, but their work methodology, experience, and knowledge related to the specific aspects of sports training did not form the basis for the development of methodological manuals or guidelines. It is worrying for the expert panel that mechanisms for encouraging the teaching staff are not implemented, which can contribute to the development of the research abilities of the lecturer and the gathering of professional experience of the lecturers and trainers.

The College has a fairly rich base (high-level athletes and coaches from various sports) for conducting applied research, and the research results can promote the activities of the College itself as a forge of high-level athletes. The research results can be the basis for the creation of methodological guidelines and manuals, which can be of interest to both sports professionals and students as professional methodological literature, considering the scarcity of Armenian language literature in the field. The expert panel is concerned that the research component is incompletely expressed in the tasks given to students, which may endanger the full formation of analytical, creative, and critical abilities of the 5th level defined by the NQF. Incomplete formation of the

above abilities can hinder the professional development of a future coach. A concern for the expert panel is that research is not connected with education, both through coursework and individual, as well as diploma works. At the same time, the expert panel believes that the institution has all the prerequisites for connecting the educational process with research activities at the institutional level.

SUMMARY:

Taking into account the fact that at present the interests and ambitions in the research field are not defined in the College, there is no clear policy for conducting research, there are no mechanisms to encourage the research work of students and lecturers, there are few components that form analytical and creative abilities in the assignments given to students, the expert panel considers that the College does not meet the requirements of Criterion 6.

CONCLUSION:

The compliance of the institutional capacities of YSSCOR to the requirements of CRITERION 6 is unsatisfactory.

CRITERION VII. INFRASTRUCTURE AND RESOURCES

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

FINDINGS:

In its 2021-2026 Strategic Plan, the College identified the provision of favourable infrastructure for learning and training and the modernization of the relevant material and technical base as a priority direction for the development of the college (Issue 2.1, 3.3). The college has 5.5 hectares of land for educational services and training. The educational process is carried out by the College in the main educational building, the total area of which is 3086 square meters. 220 students' study in the VET system of the college, and the educational process is organized in 9 classrooms. The area of some existing classrooms in the college is small, the existing property needs to be restored or replaced with new ones. From the expert meetings with the management of the college, it became clear that in order to improve the educational environment, it is planned to carry out phased renovation works. There is a newly built dormitory building, a library, a museum, a canteen, and a banquet hall at the College. As a result of the review of the resource base, the expert panel noted that the college has adequate infrastructure: more than 10 gymnasiums, attached dressing rooms, training rooms and first aid center. It is necessary to mention that the competitions of the RA Youth Championship in some sports (weightlifting, wrestling) are held in the college gymnasiums. There are also tennis and football stadiums, a newly built amphitheatre in the college area.

From the site visit, it became clear that with the funds of the large state investment program, the renovation works of the gymnasiums will be started soon, as a result of which sports infrastructures will be created in the College, equipped with modern sports equipment, meeting international standards. The college has a meeting and banquet hall (for up to 200 participants),

there are also separate rooms for business meetings and discussions. The buildings of the College have Internet access, it is also planned to increase the Wi-Fi coverage area.

There are about 7,000 titles of textbooks and 4,800 units of fiction in the library of the College. According to the data of the 2021-2022 academic year, 200 of the college students use the library. Some part of the library fund is a donation. The college does not subscribe to any professional journal, is not a member of international library networks. The library is not digitized. Lecturers use their personal connections to acquire professional literature. The college does not have modern professional literature of appropriate volume, which was also mentioned by the internal stakeholders.

Overnight accommodation for College students is provided in a 5-story dormitory with 130 rooms, recently built with state funds, which currently houses about 170 students from general education and VET programs. Dormitory rooms are designed for 2 and 4 students, the rooms are furnished with new furniture, equipped with bathrooms. There is also a laundry room and a dryer in the dormitory. There is a separate computer room on the first floor of the dormitory, a "soft corner" is planned for discussions and watching sports championships. The dormitory also has a 24-hour medical service, massage rooms. A medical center and 1 isolation room with a bed and necessary accessories (the isolation room is designed to provide individual medical care to students if necessary).

The College has allocated a canteen space for its students, which is based on the students' demands. The daily portion of food for students is worked out by a doctor-nutritionist. The College has set itself the task of aligning financial management with the implementation of strategic goals. The budget of the college does not allocate financial resources according to the objectives of the RA, financial planning is done based on the current financial capabilities. The majority of the College's financial resources are revenues from the state budget. In order to manage and control the financial flows in the College, an annual estimate of budget inputs and outputs is prepared, and after the end of the financial year, the performance of the annual budget is presented. The main financial resources of the College are directed to salaries, organization of meals for students and utility payments. From the site visit, it became clear that during the COVID 19 pandemic, the College had savings and aimed them at the complete furnishing of the dormitory building and other expenses. The distribution of financial resources in the college is done on an annual basis. The need for providing or updating with appropriate means and equipment is mainly determined by the requests submitted by the departments. In order to maintain and update the resource base, the annual budget foresees current repair expenses (5.5 million drams).

In the Charter of the College, it is stated that the college may have additional sources of funding, but the site visit revealed that the College does not currently have additional sources of funding. As it became clear from the meetings with the stakeholders, the lease of College gymnasiums in the status of SNOG is not evaluated as cost-effective. In its 2021-2026 SP (3rd goal), the College emphasizes the presence of classroom conditions in accordance with the requirements of the academic program.

Admission to the College is organized in accordance with the number of places planned

and approved by the RA MoESCS and licensing, therefore, as a rule, there are no sharp increases or decreases in needs, but the same cannot be said about the general education school. It became clear from the site visit that there is a demand from the public to open the 6th grade as well, but the cramped classroom conditions do not allow the management to make such a decision. The College plans to repair classrooms and acquire necessary resources. At this moment, lecturers and students need electronic whiteboards, new computers, and projectors. At present, only 1 projector and 8 computers are available in the college. The stakeholders also mentioned the problem of athletics property. Of the many forms of athletics at College, it is possible to organize training for only 2. The management staff of College attaches importance to the creation of a sports complex for non-base sports and plans to build a sports complex for non-base sports on 1.7 hectares of free space, which can serve about 7 sports: volleyball, gymnastics, sports dances, handball, football, etc.

The documentation, document management, internal and external document movement in the college is carried out in accordance with the "Clerical Regulation". Mulberry system of external documentation has been implemented in the college. Internal documentation is carried out in paper form, information exchange is supported by e-mail, there is an internal network. From the expert visit and the study of the documents, it became clear that, for example, the minutes of the meetings of the methodological council, the management council, are kept in handwritten form, and the format of the minutes is not preserved. There is an archive in the College, which is responsible for archiving certain types of documents.

The entrance to the College is guarded by guards on duty. The College has security guards on duty to ensure a safe environment for students and faculty. The entire area and buildings of the College are equipped with video recording equipment, there are evacuation schemes in the corridors, new fire extinguishers and fire hoses have been purchased for the purpose of maintaining fire safety. There are ramps near the entrances to the College buildings. The entrance to the dormitory is also adapted for stakeholders with special needs. The dormitory also has separate inclusive classrooms to accommodate people with special needs.

There is a medical and rehabilitation unit at the College, which is provided with necessary supplies and medicines. Twice a year, college student-athletes undergo dispensation. During periodic medical examinations, there were cases when students were instructed to change their sport due to health problems (lung injury, hand eczema). 24 hours medical duty is carried out in the dormitory (supervised by a doctor, nurse, nanny and on-duty pedagogue). Doctors attend intramural competitions, daily sports training. The college has 12 nurses, 1 dentist and 1 masseur. Current control of students' health condition related to sports training is carried out in the college.

The evaluation of the effectiveness of the resources provided to the stakeholders in the College was carried out through a survey and meetings-discussions with internal stakeholders. It became clear that no surveys were made regarding resources provided to other internal stakeholders (faculty and administrative staff). Internal stakeholders have the opportunity to voice their concerns regarding the resources provided and receive answers during meetings with the management team.

CONSIDERATIONS:

The expert panel positively assesses that in its 2016-2021 SP, the College has singled out the provision of infrastructures conducive to learning as a priority direction for the development of the College. In general, the resource base of the college allows to provide the necessary environment for the effective organization of the educational process.

The expert panel highly appreciates the efforts of the College to repair and re-equip new infrastructure. It is planned to overhaul the gymnasiums and the educational building, which will lead to an increase in the efficiency of training and educational activities. Despite the existing educational resources, there is still a need to be equipped with technical means, in particular projectors, computers and SMART boards, the scarcity of these resources sometimes hinders the wide use of interactive and modern methods by lecturers.

It is positive that the College is not limited only to state funding and to improve the educational environment and is able to acquire additional financial resources through sponsorship. Thanks to this mechanism, a number of auditoriums were repaired and improved. The College continues to make efforts to find various sources of funding to strengthen the building, improve and modernize classroom conditions. The expert panel positively evaluates the fact that the College manages its saved funds purposefully, allocating the budget saved during the COVID 19 pandemic to the implementation of repair and furnishing works. Although opportunities for income diversification are limited, it is noteworthy that the College is currently seeking to attract new sources of financial resources, which may contribute to financial stability. The expert panel also considers it positive that the College plans certain expenses aimed at the realization of the College's goals, but the expenses are not detailed according to the strategic goals and the resource requirements of the educational program, which would make the financial investments made more targeted.

The expert panel believes that it is necessary to pay more attention to the addition of the latest professional literature to the library and the introduction of an electronic library, which will allow students and lecturers to have access to modern literature.

Although electronic tools for external documentation are implemented in the College, internal documentation mainly takes place in the traditional paper version, which can cause obstacles from the point of view of accessibility.

The expert panel positively assesses that there are educational environment safety, health, and security services at College, thanks to which students have the opportunity to train in a safe environment and, if necessary, receive medical assistance. The building conditions are mostly adapted for students with special needs, and the newly built dormitory with its modern layout fully accommodates students with special needs.

The expert panel positively assesses that certain resource satisfaction mechanisms have been implemented in the College, but they also need to be improved, allowing for the involvement of a wider range of stakeholders, which will allow to fully identify the needs regarding the acquisition of logistical or other resources.

SUMMARY:

Considering that the college has created sufficient conditions for professional education with limited financial resources, the resource base is mostly sufficient for the implementation of the academic programs, the College makes efforts to improve resources and acquire new ones, there are certain mechanisms for the distribution and control of financial resources, an information and documentation management system has been introduced, a safe and secure environment has been created for the organization of the training process, the expert panel considers that the College meets the requirements of criterion 7.

CONCLUSION:

The compliance of the institutional capacities of YSSCOR to the requirements of CRITERION 7 is satisfactory.

CRITERION VIII. SOCIETAL RESPONSIBILITY

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

FINDINGS:

The process of accountability of YSSCOR is regulated by the Laws "On Education", "On Primary and Secondary Vocational Education of RA", "State Non-Profit Organizations", as well as the college's charter. During the year, according to the procedure established by the law, the College submits reports to the RA MoESCS, the State Revenue Committee, the National Statistical Committee, and other state agencies. A certain system of external and internal accountability has been formed in College. The output of the internal accountability of the college is the director's annual report, which includes information on the various areas of activity of the College. The director's annual report is submitted to the management board. Accountability works on a bottom-up and top-down basis. Reports are submitted by all divisions, based on which the director's annual report is formed.

From the study of the documents, it became clear that the College does not have a defined accountability regulation. It also became clear from the document study that there is no clear and unified format for presenting accountability for all departments. The plans and reports of the College are not based on the priorities of the college's SP, they are not based on defined indicators. The plans are based on the employee's experience and annual activities. Effectiveness analyzes of the existing accountability system and applied mechanisms are not carried out in the College. The yearbook on the 30-year activity of the college is also considered as a means of accountability of the activity of the College, where the main stages of the past 30-year path (1971-2001) are presented, the names of outstanding athletes and their achievements in the Olympic Games, world and European championships are included. Currently, the yearbook covering the 50-year activity of the college is being prepared for publication.

The college's ambitions regarding the transparency and accessibility of the college's procedures, educational processes, and information system were expressed in the 4th goal of the 2016-2021 Strategic Plan (Issue 4.1). To achieve this, the college has set the following actions:

- Ensure regular development of the College's website, enriching content, and software components (including English and Russian versions),
- Diversify cooperation with mass media,
- To ensure the dissemination of information about the college at the national and international levels,
- Regularly conduct public opinion surveys to improve the functioning of the college.

To ensure the transparency and accessibility of procedures, processes in the College, the position of External Cooperation and Public Relations Responsible was introduced in the college in 2021, with the aim of developing the college's cooperative relations at the local and international level, contributing to the improvement of the public opinion and rating of the educational institution. It became clear from the site visit that the person responsible for external cooperation and relations with the public carries out the works on a public basis. The processes aimed at the formation of public relations are planned by the college SP, for the implementation of which various means are used: mass media coverage, social networks, visits of lecturers and students to schools, in the near future it is planned to participate in educational exhibitions as well. There are also informal mechanisms that serve the purpose of information access. The orders issued by the administration, the class schedule, as well as announcements about the events held are posted in visible places of the College.

The College emphasizes the development of public relations, which is fixed in the strategic plan of the college, in the regulations of the Department of External Cooperation and Public Relations. In 2021, the official website of the college (www.olympcollege.am) was created, which is now out of use. As it became clear from site visit meetings, in the near future it is planned to restart the official website of the College and equip it with foreign language information. The College considers the official page of the social network Facebook as the most flexible means of feedback, where the main ways of contacting the college are indicated: the college's e-mail address, location and phone number. The social page also actively covers the meetings of college students with well-known sports professionals, in the center of attention are the successes and achievements of college students in national and international championships. The Facebook page also contains enough information about the current academic program, sports, admission places.

Informative articles and photo reports are prepared in the college about events of the greatest interest, open classes, meetings with famous athletes, which are distributed on the social platform, as well as in the mass media. The activities of the college are also publicized through videos.

The College considers the dissemination of knowledge and values among the society as one of its strategic issues (Goal 2, issue2.2). There are informal mechanisms for the dissemination of knowledge and values of the society (meetings, various events, additional courses, consulting services). Several other initiatives also serve the purpose of conveying sports and military-patriotic values to the society, such as the naming of classrooms after the names of the Armenian champions of the Olympic Games. The organization of events dedicated to the memory of the soldiers who died in the heroic battles of Artsakh. From this point of view, the opening of the monument and the "Hall of Fame" dedicated to the memory of the students who died in the 44-day war is important

in the College.

It became clear from the site visit that open classis, seminar discussions were held at the initiative of the students. Social and cultural events are organized with the aim of imparting values to the society. College professors are involved in refereeing work on a voluntary basis.

It should also be noted that a study of the public demand for the transfer of knowledge and values to the society, a comprehensive evaluation of the effectiveness of the implemented mechanisms was not carried out.

CONSIDERATIONS:

The expert panel positively evaluates the fact that the College has a certain external and internal accountability system. In the college, reports are presented regularly, according to the degree system. The expert panel emphasizes that it is necessary to make the reports more analytical, to include in them the already defined indicators, which will allow to evaluate the current situation and improve further processes. Planning and reporting the work of all departments according to the objectives of the SP will enable all stakeholders to continuously evaluate the implementation of the tasks defined in the SP of the college, as well as the achievements and failures.

The main mechanism for transmission of information in the College is the Facebook pages of various departments of the College, and while activating the official page and transferring as much information as possible to the public about the college and the academic programs being implemented will enable the college to raise its profile, as a result, gain more confidence among employers, applicants and other stakeholders. The complete presentation of information in foreign languages on the college website can contribute to the formation and strengthening of relations with international partners.

The expert panel positively evaluates the fact that the College is trying to show activity on online platforms as much as possible, however, the more systematic application and activation of feedback mechanisms will enable a wider range of stakeholders to be involved in the College's processes, ensuring increased awareness of all ongoing processes. It is also positive that for years the College has implemented, and publicized measures aimed at transferring knowledge and values to the society, however, there has been no evaluation of the implemented processes that would allow evaluating the effectiveness of the work.

SUMMARY:

Considering that the college has accountability mechanisms, the College takes steps to ensure the transparency of its processes for internal and external stakeholders, there are some mechanisms for ensuring feedback with stakeholders and transferring knowledge to the public, the expert panel considers that the College meets is the requirements of criterion 8.

CONCLUSION:

The compliance of the institutional capacities of YSSCOR to the requirements of CRITERION 8 is satisfactory.

CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALISATION

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

FINDINGS:

Cooperation is one of the 4 goals planned by the 2021-2026 strategic plan of the College, which implies the continuous development of the college's cooperation at the national and international levels. It has been defined as a strategic task by the YSSCOR to ensure effective cooperation mechanisms with the public, private, NGO and international stakeholders of the sector. To increase the efficiency and orderliness of the processes, in January 2021, a department of external cooperation and public relations was formed, the purpose of which is to ensure communication and connection with foreign and international organizations in order to develop the College's relations with various structures and institutions, to increase visibility, and to promote the mobility of students.

It became clear from the site visit that the College sees the basis of activation and confirmation of its external partnership relations both in participation in local and international competitions and in the organization of such competitions. As already mentioned, in 2021, the Department of External Cooperation and Public Relations was formed at the College. It has regulations, but there is no work plan of the department. Establishing external partnership relations of the College is also dealt with by the director, practice responsible, members of the management board, etc., who try to form external relations using the personal partnership framework.

Collaborative relations of the College are quite comprehensive. The College actively cooperates with sports structures, schools, various sports federations, the National Olympic Committee of Armenia, the State Institute of Physical Culture and Sports of Armenia, the ANQA and MKUZAK. A comprehensive list of partners also serves to organize student internships. The college has already formed contractual relations with a number of state and private partner structures, such as V. Yengibaryan Olympic Youth Sports School of Boxing, H. With Shahinyan Olympic Children's Sports School of Gymnastics, Armenia Sports Club, Shengavit Complex Sports Children's Sports School, where students practice is organized. It should also be noted that the practical training of students in non-core sports (gymnastics, swimming, athletics, etc.) is organized in partner sports schools, since the college does not have the appropriate resource base for these sports, for example, swimming pools. It became clear from the site visit that the College has a desire to cooperate with regional sports schools, as a result of which the number of students will increase.

According to the self-evaluation, as a result of the various organized tournaments, athletes and coaches had the opportunity to be in more than 84 countries. The number of indoor competitions can reach 46, in which young athletes invited from different regions of RA, Javakhk, Artsakh, Batumi, Tbilisi, Islamic Republic of Iran, as well as young athletes of different age groups participate from Central Asian republics and Russia, with their coaches. In the summer of 2021, College students participated in an international conference in Moscow, after which they shared their experience. During the visit, they got acquainted with the representatives of different nations:

Belarus, Kazakhstan, Uzbekistan and other countries. The seminar was about sports, diet, doping, and Olympism. After the visit, during a discussion-meeting organized in the College, they share the knowledge gained with the student-athletes of the college. It became clear from the site visit that the process of finding local and international partners and concluding contracts with them is not systematic.

The College emphasizes knowledge of a foreign language (English) among internal stakeholders, and in order to improve it, regularly focuses on their English language skills by organizing free courses for different target groups. It became clear from the site visit that the results of the organized courses were not evaluated. Knowledge of the English language is important not only from the point of view of establishing external partnership relations, but also from the point of view of communication during the participation of athletes and coaches in international tournaments. It became clear from the site visit that the level of Russian is higher than English. According to self-evaluation all lecturers speak Russian.

CONSIDERATIONS:

The expert panel positively assess that the College defines the external cooperation as a strategic plan. It is also positive that College has taken steps in the direction of regulating the processes of establishing external relations, for this purpose the public relations department has also been introduced. At the same time, it is worrying that the department does not have a work plan, which can hinder the development of external relations and the realization of the goals set by the strategy.

The College has a comprehensive list of cooperative relations, which are sufficient to provide quality education and realize the outcomes of academic programs, in particular, experts note that the number of organizations is comprehensive for the effective organization of student practices. At the same time, they allow to increase the reputation and recognition of the College, in particular, the organization of tournaments and their participation. Also, the expert panel considers it positive that such initiatives contribute to the exchange of experience and the establishment of further partnership relations. Cooperation with employers facilitates the organization of practical classes and the use of a common resource, especially in non-base sports.

The expert panel also considers positively the steps taken by the College to improve foreign languages, however, they are still not regulated. Knowledge of foreign languages (English) will allow to increase the range of international partners and mobility. The knowledge of the Russian language will allow the College to find more partners in the CIS. The College sees its full internationalization after the complete rearmament of the resource base. The main opportunities for internationalization are considered only in the sports sector.

SUMMARY:

Considering the fact that the College has a clearly defined goal of establishing external partnership relations, emphasizes international and external partnership joint programs, in particular, the organization of tournaments, has enough partners to ensure the outcomes of academic programs, takes steps to increase the level of knowledge of foreign languages of lecturers and students, the Panel concludes that the College meets the requirements of Criterion 9.

CONCLUSION:

The compliance of the institutional capacities of YSSCOR to the requirements of CRITERION 9 is satisfactory.

CRITERION X. INTERNAL QUALITY ASSURANCE

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

FINDINGS:

To regulate quality assurance (QA) processes, some conceptual documents-policies, procedures have been developed in YSSCOR. The latter, according to the self-evaluation, are aimed at the realization of the mission of the College and the issues and goals defined by the SP. In 2021, the Quality Assurance Policy was introduced, where the issues and principles of quality assurance are mentioned, the quality assurance system and monitoring tools are described. As stated in the Self-Evaluation, the goal of the QA policy is to create the conceptual-methodological foundations of the college's QA system, which will contribute to the formation of a quality culture, the introduction of a complete quality management system, and the improvement of the quality of professional education.

Also, one of the strategic issues of the development of the 2021-2026 SP of the College is to increase the efficiency of the quality management system, in particular, the introduction of the PDCA cycle system, the improvement of the monitoring and quality assurance systems of the educational activities of the College (Issue 3.4). It became clear from the site visit that the deadlines for the implementation of the goals and steps set by the QA policy were not specified, and the recorded results were not analyzed in the short term. The main QA activities set out in the college's SP are still in the planning stage. At the same time, it was found that a comparative analysis of the QA system was not done, which is defined by the QA policy and regulations. In the 2020-2021 academic year, the "Regulations of Inquiry in the College" and "Regulations of the Quality Assurance Department" were developed, the latter combines the function of supporting the processes of internal quality assurance and analyzing the results in all departments of the College.

According to the self-evaluation, after the adoption of the 2021-2026 strategic development plan of the College, there was a need to create an independent quality assurance structure to carry out broader and specialized functions. In 2021, the position of Quality Assurance Responsible was introduced at the College. Since 2017, the Quality Assurance Committee has been operating, representatives from the administrative and teaching staff are involved in the committee. The work of the quality assurance committee is coordinated by the annual work plan, where the work content, term and responsible persons are presented. From the study of the work plan, it became clear that a number of activities are planned that are not related to the work of the committee, for example, the implementation of the training process and healthy lifestyle and maintaining the daily routine, which is not a QA function. There are no annual reports on the results of the processes carried out by the quality assurance committee, there is no evaluation of the effectiveness of the committee's

activities.

It was found out from the site visit that the members of the QA committee need training. There are no financial resources allocated for quality assurance processes in college. A separate workspace has not yet been allocated for the QA department.

The faculty and students are considered as internal stakeholders of the college. Although the quality assurance policy stipulates that the College emphasizes the participation of internal stakeholders in the quality assurance and improvement processes, it became clear from the site visit that the involvement of the faculty in the quality assurance processes was expressed only in the implementation of the college's self-evaluation processes. Student surveys are considered as a mechanism of student involvement in quality assurance processes. The students of the College participate in the evaluation surveys of courses and lecturers, in the evaluation of resources and provided services. The surveys were carried out only once. It became clear from the expert meetings that the processes of organizing and conducting surveys, collecting and processing data are not supported by a clear methodology, and the effectiveness of the conducted surveys has not yet been evaluated.

External stakeholders (graduates and employers) are not involved in the main processes of quality assurance, and their role is not specified. The internal quality assurance system is still in the formative stage, therefore monitoring and evaluation of the QA system has not yet been carried out. At the same time, it became clear that the appropriate procedures and mechanisms that would ensure evaluation and improvement processes have not been developed. A number of documents have been adopted by the College, which, however, have not yet completed the internal quality assurance system, there are no performance evaluation indicators of the departments.

The first attempt to collect information at the institutional level for the purpose of external evaluation was made during the self-evaluation of institutional capabilities. The College presented the self-evaluation according to the established criteria of institutional accreditation and tried to provide adequate grounds for the external evaluation processes of quality assurance. From the site visit, it became clear that those responsible for standards were not fully informed about their standards. Administrative workers, lecturers, and students were also included in the working groups. The self-evaluation is basically descriptive and general, the analyzes took up little space, which during the initial evaluation did not allow to highlight the specificity of the College. According to the self-evaluation, the current QA policy emphasizes the transparency and accountability of the work carried out in the direction of quality assurance.

According to the quality assurance policy, one of the goals of the college's quality assurance system is to ensure the accountability and publicity of the activities of the College. The only case of expressing the transparency of QA processes is the discussion of survey results in method units. It should be noted that there are no mechanisms to make QA processes accessible and public. The website of the College is still not working and the QA processes are not presented.

CONSIDERATIONS:

The expert panel considers it positive that the College is trying to implement the quality

assurance system, for this purpose the QA policy, a number of procedures and position have been introduced, however, the developed documents are still at the theoretical level and have not been fully implemented, which endangers the establishment of the QA system. A misunderstanding of quality assurance processes among internal stakeholders may result in a culture of quality not being embedded in the College. The expert panel emphasizes that the QA responsible participates in trainings, acquires relevant knowledge and experience on QA processes, further disseminated to internal and external stakeholders of the college.

Data collection mechanisms are not clearly regulated in the College, and collected data are not fully analyzed, which may endanger decision-making based on objective data. It is worrying for the expert panel that the PDCA cycle is not fully functioning in the College, the mechanisms for the implementation of assessment and improvement processes are mostly missing, which can hinder the identification of deficiencies, and the implementation of targeted and systemic improvements.

Although the self-evaluation of institutional capacities was carried out in an appropriate format, the information contained in the criteria did not always allow to form an understanding of the activities of the College. The expert panel considers that the absence of analyzes of the results of the college's activities and internal evaluations of quality assurance does not ensure the transparency of information about the quality of the processes of the College.

SUMMARY:

Considering the fact that QA policies and procedures are mostly newly introduced, the insufficient involvement of internal and external stakeholders in quality assurance processes, the lack of mechanisms for evaluating the effectiveness of the quality assurance system, the imperfection of data collection and analysis mechanisms, as well as the insufficient access to information on the quality of college processes, expert the panel concludes that the College does not meet the requirements of Criterion 10.

CONCLUSION:

The compliance of the institutional capacities of YSSCOR to the requirements of CRITERION 10 is unsatisfactory.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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

Hovhannes Yeritsyan /Chair of Expert Panel

25.11.2022

APPENDICES

APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

Hovhannes Yeritsyan- He graduated from the "Trade and Marketing" master's program of the French University in Armenia in 2010. In 2012-2016, he was an applicant at the Faculty of Management of the European Campus. He is a candidate of economic sciences. From August 2018 to July 2020, he was the brand manager of ARARAT cognacs. In 2021, he held the position of head and scientific secretary of the Chair of Tourism and Service at the European University. Since 2014, he has been working as a lecturer at the European University. He is the author of more than 18 professional articles and educational manuals. Participated in a number of professional trainings. From 2021 until now, he is the executive director of the International Business School.

Asya Simonyan- In 2013, she graduated from the "Physical Culture and Sports" master's program of the Gyumri State Pedagogical University. In 2013-2017, she was a graduate student of the "Methodology of Teaching and Education" educational program of the Gyumri State Pedagogical University. She is a candidate of Pedagogical Sciences. From 2017 until now, she is a lecturer at the Department of Sports and Art of Shirak State University. From 2017 to the present, she is an artistic gymnastics coach and pedagogue at the Gyumri Sports Higher Master's School. She is a referee of the international order of individual and group forms of artistic gymnastics of the 2017-2021 and 2022-2024 Olympic cycles. She is a member of the Artistic Gymnastics Referee Council of the RA Gymnastics Federation. She is a master of sports in artistic gymnastics of the Republic of Armenia. Participated in several professional trainings. She is the author of 11 scientific articles.

Gohar Muradyan- In 2008, she completed the ICFj international journalism master's education program jointly with USAID. Participated in a number of local and international professional trainings. From 2008 to 2010, she was a TV reporter for the news program "Yerkir Today" of "Yerkir Media" TV Company. From 2019 to the present, she is the head of the Quality Assurance Department of the State Institute of Physical Culture and Sports of Armenia, at the same time, since 2011 she is a lecturer at the Sports Journalism Chair of the same university, and since 2019 she has been a candidate for the "Sports Pedagogy and Psychology" chair. In 2022, she participated in 2 grant programs of Erasmus+.

Erik Gyoalyan- From 2011 to 2020, he studied at "Maksedan" school of foreign languages. He is studying at Yerevan base medical college, he is in the 3rd year of "Dental technical work" specialty. Since 2022, he has been a volunteer in the "YES Armenia" organization, and since the same year he has been participating in the "Doctor's Path" program organized by the Yerevan State Medical University.

APPENDIX 2. SCHEDULE OF SITE VISIT

	06.09.2022	<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Head of the College	09:30	10:30	60 min
2	Meeting with deputy directors	10:40	11:40	60 min
3	Meeting with members of the self-evaluation group	11:50	12:40	50 min
4	Break, expert panel discussions	12:50	13:50	60 min
5	Meeting with the members of the Management Board	14:00	14:50	50 min
6	Meeting with graduates	15:00	16:00	60 min
7	Meeting with employers	16:10	17:10	60 min
8	Document review and closed meeting of the expert panel	17:20	19:00	100 min

	07.09.2022	<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with heads of departments	09:30	10:20	50 min
2	Meeting with representatives of the teaching staff (10-12 people)	10:30	11:30	60 min
3	Observation of resources, visits to departments	11:40	13:00	80 min
4	Break, expert panel discussions	13:10	14:10	60 min
5	Meeting with students (10-12 people)	14:20	15:10	50 min
6	Meeting with representatives of the institution's departments (External cooperation and PR department, practice manager, career officer, accountant)	15:20	16:20	60 min
7	Document review and closed meeting of the expert panel	16:30	19:00	160 min
	08.09.2022	<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the responsible of the AP "Physical culture and sports"	09:00	10:00	60 min
2	Meeting with the faculty of the AP "Physical culture and sports"	10:15	11:25	70 min
3	Meeting with the students of the AP "Physical culture and sports"	12:00	13:00	60 min
4	Break, expert panel discussions	13:10	14:10	60 min
5	Meeting with SC representatives	14:20	16:00	40 min
6	Open Meeting	16:10	16:50	40 min
7	Document review and closed meeting of the expert panel	17:00	19:00	120 min
	09.09.2022	<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Quality Assurance responsible	9:30	10:30	60 min

2	Class observations	10:40	11:20	40 min
3	Meeting with the member(s) selected by the expert panel	11:30	12:20	50 min
4	Break, expert panel discussions	12:30	13:30	60 min
5	Closed meeting of the expert panel	13:40	17:00	200 min
6	Meeting with the Head of the College	17:00	17:30	30 min

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

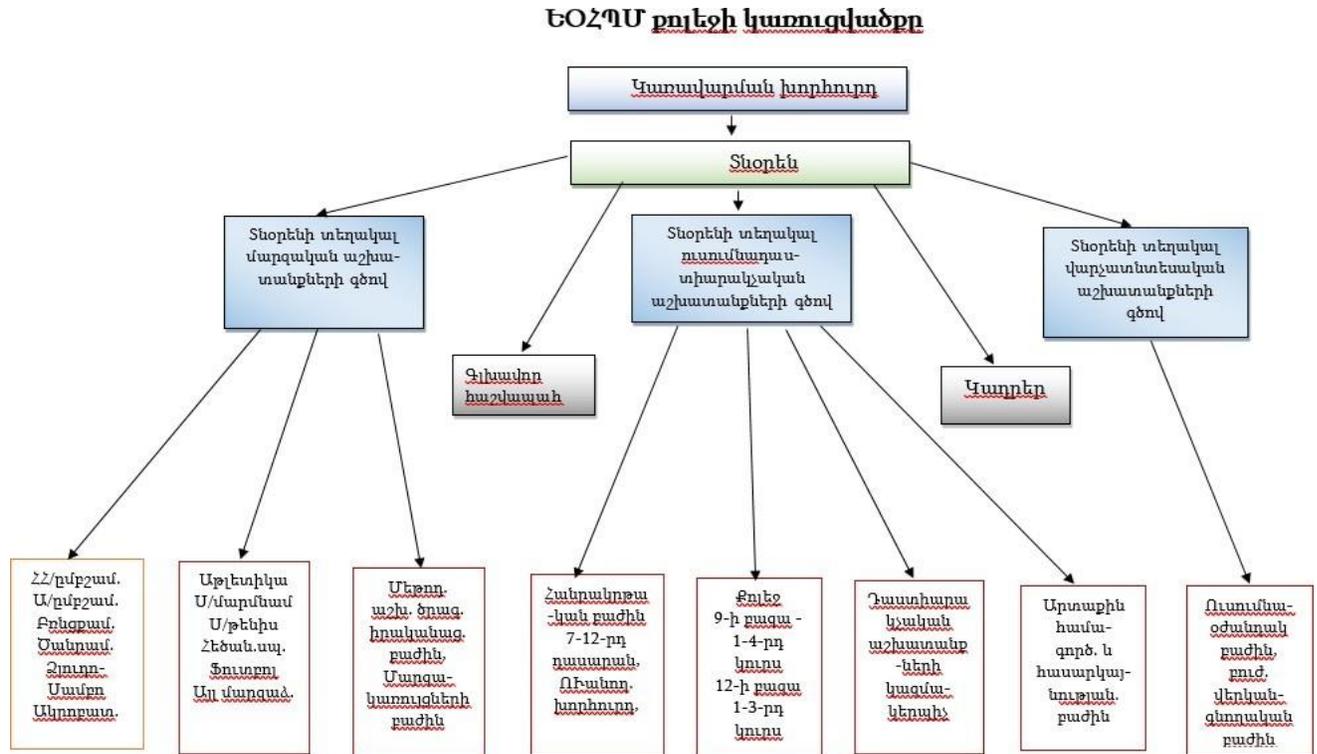
N	Name of the document	Criterion
1.	Director's annual reports for the last 3 years	2
2.	Minutes of sessions of pedagogical and coaching councils	2
3.	Annual and semi-annual plans of departments and reports/last 3 years/	2
4.	Code of Ethics and Conduct of employees	2
5.	Position passports developed for all positions	2
6.	List of employees for the last 3 years	2
7.	New organizational structure	2
8.	"Physical culture and sports" AP (full), Programs of modules or subjects, thematic plans	3
9.	General Job Skills Course Syllabus, Sample Assignments, Students assignments completed and graded	3
10.	Essay topics, examples of completed essays	3
11.	A newly introduced educational program	3
12.	Internship programs, internship locations	3
13.	Tasks given to students/ individual, group, test/	3
14.	Chairman of the summary certification committee report /for the last 3 years/	3
15.	Alumni Employment Database	4
16.	Questionnaires for entrance exams	4
17.	Internal legal acts of admission	4
18.	Statistics of admitted students and expelled students (last 3 years)	4
19.	Minutes of council meetings regarding the discussion of admission results	4
20.	Report of work performed by administrators (analysis)	4
21.	Minutes of SC meetings, work plans and reports	4
22.	Admission requirements for teaching staff / basic professional and pedagogical qualities that are considered during admission /	5
23.	Minutes of the results of the lecturer's admission competition	5
24.	Minutes of the deputy director for administrative and economic affairs	5
25.	Minutes of the discussion of the class observations	5
26.	Minutes of the department (for the last 3 years)	5
27.	Minutes of the Pedagogical Council(for the last 3 years)	5
28.	Analyzes of teacher evaluation survey results	5
29.	College Staff Incentive Policy	5
30.	Procedure for evaluating the effectiveness of the professional progress of the teaching staff (draft)	5
31.	Examples of reporting and work plans	5

31	Training program, evaluation of participants' satisfaction	6
32	Examples of research papers, abstracts, individual independent works	6
33	financial management policy (if any)	7
34	Budget estimates (for the last 3 years)	7
35	General Section Report	7
36	Review of the results of the 2021-2022 student satisfaction with resources survey	7
37	links to press releases about College	8
38	Results of media publications of sports successes, monitoring of public reaction	8
39	Cooperation agreements with partners and local structures	9
40	Foreign language training course program - schedule	9
41	Schedule of competitions for the last 5 years	9
42	List of international competitions organized by the college	9
43	Graduates of secondary professional educational institutions who have demonstrated high progress were ordered to continue their education in the relevant specialty at higher educational institutions.	9
44	QA department work plan	10
45	Document for the position of QA center expert	10
46	Survey regulations, sample questionnaire, analyzes of acquired data	10
47	Protocols of the AP working group	10
48	Questionnaires and analyzes of all stakeholder surveys	10

APPENDIX 4. RESOURCES OBSERVED

1. Student dormitory (rooms, massage parlour, isolation room, laundry, etc.),
2. College History Museum,
3. Meeting Hall,
4. Banquet Hall,
5. Canteen,
6. Gyms (Greco-Roman, judo, sambo, boxing, general physical training, weightlifting)
7. Stadiums (tennis, football)
8. Dressing rooms,
9. First aid room,
10. Library,
11. Auditoriums,
12. Amphitheatre.

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 6. LIST OF ABBREVIATIONS

- ANQA- National Center for Professional Education Quality Assurance Foundation
- YSSCOR- Yerevan State Sports College of Olympic Reserve
- NQF- National qualification framework
- MoESCS - Ministry of Education, Science, Culture and Sports
- NES- National educational standards
- AP- Academic program
- SP- Strategic plan
- KPI – Key performance indicators
- SC- Students ' Council