

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



**EXPERT PANEL REPORT
ON THE PROGRAM ACCREDITATION OF THE “NURSING” ACADEMIC PROGRAM OF
THE STATE MEDICAL BASE COLLEGE SNCO**

Yerevan – 2026

INTRODUCTION

The program accreditation of the “Nursing” Academic Program of the Yerevan State Medical Base College SNCO was conducted based on the application submitted by the institution. The program accreditation process is coordinated and implemented by the National Center for Professional Education Quality Assurance Foundation (ANQA).

In carrying out its activities, ANQA was guided by the Procedure for the State Accreditation of Educational Institutions Implementing Professional Educational Programs and Their Specialities, approved by the Government of the Republic of Armenia under Decision No. 978-N of June 30, 2011, as well as by Government Decision No. 959-N of June 30, 2011, On the Approval of Accreditation Criteria for Professional Education in the Republic of Armenia. The evaluation was conducted in accordance with the 7 criteria for program accreditation established in the Republic of Armenia.

The review was conducted by an independent expert panel formed in accordance with the requirements of the Procedure for the Formation of Expert Panels of the National Center for Professional Education Quality Assurance Foundation. The panel comprised five local experts. The accreditation process was funded by the Ministry of Education, Science, Culture and Sport of the Republic of Armenia.

The accreditation process placed particular emphasis on the effectiveness of the academic program in terms of specialist preparation, the development of learner competencies, and the continuous improvement of the program, ensuring alignment with labor market requirements and the National Qualifications Framework.

This report presents the results of the expert evaluation of the College’s academic program in accordance with the program accreditation criteria for professional education in the Republic of Armenia.

CONTEXT OF PROGRAM EVALUATION

The objectives and intended outcomes of the “Nursing” Academic Program are aligned with the College’s mission. The mission of the Yerevan State Medical Base College is to prepare competitive specialists in secondary vocational medical education who possess in-depth professional knowledge, practical skills and competencies, proficiency in modern technologies, universal and patriotic values, and who meet contemporary labor market requirements and international standards. The primary objective of the “Nursing” Academic Program is to prepare specialists with secondary vocational education in the Nursing speciality, awarding the qualification of Nurse.

The Yerevan State Medical Base College is a leading educational institution in the field. As a base educational institution, it supports both public and private medical organisations by providing professional literature and sharing its experience, methodologies, and tools used in teaching and assessment.

A total of 189 lecturers are involved in delivering the “Nursing” Academic Program, teaching professional, humanities, socio-economic, natural sciences, and general education modules and courses. Of the academic staff, 85% are full-time lecturers, 5% are part-time lecturers, and 10% are hourly-paid instructors, ensuring the stability and continuity of the educational process.

Interest in the program has steadily increased over the years, as evidenced by the continuous growth in student enrolment: 766 students in the 2022–2023 academic year, 929 in the 2023–2024 academic year, and 991 in the 2024–2025 academic year.

Alongside the growth in enrolment, demand for graduates in the labor market has also increased. This is reflected in the positive trend in employment rates in the field of specialisation, which rose from 57% in 2021–2022 to 69% in 2022–2023 and reached 80% in 2023–2024.

The Yerevan State Medical Base College received institutional accreditation for four years on 6 June 2023. The accreditation is valid until 6 June 2027.

SUMMARY OF EVALUATION

The “Nursing” Academic Program is generally aligned with the State Educational Standards and aims to prepare specialists who meet labor market requirements. In this context, interest in the program is steadily increasing, accompanied by positive trends in graduate employability. The program structure generally ensures an appropriate balance between theoretical and practical components, while in certain modules the practical component predominates, contributing to the development of professional competencies. Nevertheless, some inconsistencies in the sequencing and arrangement of modules may limit the effectiveness of the learning process and require evaluation by the College, with improvement where necessary.

The academic staff is generally stable and experienced. Opportunities are available for both professional and pedagogical development, and mechanisms are in place to support novice lecturers. A range of teaching methods is used in the instructional process, including algorithm-based and collaborative learning approaches, and elements of contemporary international practice have been incorporated into certain modules. However, the application of these methods is not always consistent across modules, and their alignment with intended learning outcomes is not fully systematic. From this perspective, it is necessary to introduce unified approaches to the application of teaching methods, ensuring their clear alignment with defined learning outcomes and directing them towards the comprehensive achievement of all intended outcomes.

The assessment system is multi-component, incorporating both formative and summative methods, as well as elements of external assessment that involve employer participation. However, assessment mechanisms do not always ensure a comprehensive and objective evaluation of student competencies due to structural and implementation-related limitations of the assessment checklists. In this regard, it is necessary to review and standardise assessment tools, ensuring their structural integrity, clear alignment with intended learning outcomes, and consistent application across the program.

The College has the preliminary resources needed to introduce the Objective Structured Clinical Examination (OSCE); however, the system has not yet been fully implemented and requires further organisational and methodological development. Simulation scenarios aligned with the intended learning outcomes need to be developed; clear assessment criteria and checklists should be established for each station; and dedicated teams responsible for organising and assessing OSCE stations should be formed. At the same time, it is important to assess available resources and, where necessary, reallocate them to ensure the stations function effectively. In addition, targeted training should be provided for academic staff on simulation-based teaching and assessment methodologies, as well as on the specific requirements for organising and assessing the OSCE process. The implementation of these measures will enable the systematic introduction of the OSCE and ensure a more objective and structured assessment of students’ practical competencies.

Research activity is supported by the active involvement of a portion of the academic staff, as well as by students' participation in various research and analytical activities, which contribute to the development of their professional and analytical thinking. At the same time, research activity has not yet been fully systematised and remains concentrated within a limited scope. Furthermore, it does not always demonstrate a clear connection to the academic program's content and intended learning outcomes. From this perspective, the College needs to develop and implement micro-research projects directly related to the profession, focusing on investigating practical issues and enhancing students' professional competencies.

The learning environment generally meets the requirements for program implementation. The necessary laboratories, classrooms, and educational resources are available, and measures are underway to improve and modernise them.

The quality assurance system of the Nursing Academic Program incorporates the key mechanisms required for program planning, implementation, and monitoring through a multi-level approach. At the same time, further development of the system requires strengthening mechanisms for in-depth data analysis and evidence-based decision-making.

Overall, the academic program is built on a stable foundation and ensures the attainment of the essential level of professional preparation. However, several important areas, including the systematic application of teaching and assessment approaches, the assessment of practical competencies, and the implementation of data-driven management mechanisms, require targeted, systematic improvement.

Strengths of the Program:

1. The active involvement of employers in implementing the academic program, as well as their participation in its continuous improvement.
2. High graduate employment rates.
3. The involvement of employers in the student assessment process.
4. The stability of the academic staff.
5. The College's resource base and the ongoing efforts aimed at its continuous improvement.
6. The introduction of innovative teaching approaches, particularly station-based learning.
7. The College's efforts to improve and modernise learning materials and instructional manuals within the framework of the Nursing Academic Program.

Weaknesses of the Program:

1. The non-uniform structure and application of assessment checklists.
2. The inconsistent application of assessment tools and approaches across lecturers and clinical placement sites.

3. The absence of a unified system for assessing clinical practice placements.
4. The limited integration of research activities and their insufficient alignment with the academic program's content.
5. The non-systematic use of benchmarking as a tool for the program's continuous improvement.
6. The limited use of in-depth analysis of collected data and the insufficient application of systematic improvement planning based on the results of these analyses.

Recommendations

1. Review the sequence of modules to ensure the prior development of foundational knowledge and a logical progression of specialised professional modules built upon that foundation.
2. Conduct targeted benchmarking by clearly identifying areas for improvement and applying effective practices identified through benchmarking, adapted to the local context.
3. Revise the curriculum mapping by assigning appropriate teaching and assessment methods (e.g., simulation, case-based learning, station-based learning, algorithm-based approaches) to each intended learning outcome and ensuring their systematic and consistent implementation.
4. Provide targeted professional development for faculty members focused on algorithm-based teaching and on developing and applying assessment checklists to enhance the effectiveness of formative assessment.
5. Consolidate and revise existing algorithms and assessment checklists by establishing a clear structure, step weighting, and measurable performance criteria to ensure their consistent and comprehensive application.
6. Introduce an Objective Structured Clinical Examination system and expand the use of simulation-based learning to assess practical skills and professional behaviour.
7. Strengthen students' research competencies by introducing small-scale applied research assignments to analyse and solve professional problems.
8. Ensure a more focused orientation of research activities by encouraging faculty engagement in research related to the professional field and by integrating research outcomes into the educational process.
9. Equip the microbiology laboratory with the necessary equipment and materials to ensure full and simultaneous participation by students in practical activities.
10. Further develop simulation-based learning infrastructure by equipping the Nursing laboratory with modern mannequins and simulation models.
11. Continue modernising library resources by expanding the collection with up-to-date professional literature and learning resources.
12. Ensure systematic and in-depth analysis of collected data (surveys, classroom observations, academic performance, employer feedback, etc.) to support evidence-based decision-making.

13. Strengthen the interconnection between quality assurance processes by establishing clear mechanisms for translating identified issues into concrete improvement actions and for subsequently evaluating them.
14. Systematise the collection and use of employer feedback, ensuring it is documented and used as a reliable source of information in program review and improvement processes.

Expert Panel

1. Naira Hunanyan
2. Ishkhan Sokhakyan
3. Gohar Mkrtchyan
4. Tereza Ghazaryan
5. Zvart Babayan

June 2, 2026

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The external evaluation of the Nursing academic program at Yerevan Base State Medical College, conducted as part of program accreditation, was conducted by the following expert panel.

- **Naira Hunanyan** – Candidate of Biological Sciences, Lecturer in Histology, Embryology and Cytology at the Mkhitar Gosh Armenian-Russian International University and the University of Traditional Medicine; Senior Researcher at the L. A. Orbeli Institute of Physiology, member of the expert panel.
- **Ishkhan Sokhakyán** – Anesthesiologist-Reanimatologist, Candidate of Medical Sciences, Professor at the Department of Medicine and Fundamental Medicine of the International Academy of Medicine and Fundamental Medicine, member of the expert panel.
- **Gohar Mkrtchyan** – Candidate of Philological Sciences, Head of the Quality Assurance Center at the Armenian Medical Institute, member of the expert panel.
- **Tereza Ghazaryan** – Obstetrician-Gynaecologist, Lecturer at the Mehrabyan Medical College, member of the expert panel.
- **Zvart Babayan** – Student at the Ararat Regional State College, student expert and member of the expert panel.

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

The work of the Expert Panel was coordinated by Anahit Terteryan and Liana Alaverdyan, specialists at the Institutional and Program Accreditation Department of the ANQA.

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

PROCESS OF THE EXTERNAL REVIEW

Yerevan Base State Medical College applied for program accreditation of its Nursing Academic Program on April 11, 2025, in the prescribed format, accompanied by copies of its license and relevant official orders.

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

After deciding to accept the application, ANQA and the College signed an agreement. The activity timetable was prepared and approved.

Self-evaluation

Considering that this was the first experience of colleges conducting a program self-evaluation, ANQA organized both in-person and online workshops for representatives of the institutions undergoing accreditation.

During the workshops, colleges were introduced to:

- the interpretation of the program accreditation standards and criteria for VET (Vocational Education and Training) institutions;
- the program accreditation questionnaire and the self-evaluation report format;
- the principles and methodology of conducting a SWOT analysis.

During the preparation of the self-evaluation report, the colleges were also provided with ongoing advisory support. At ANQA's initiative, interim meetings and consultation sessions were organized to assist institutions in improving the quality of their self-evaluation reports and addressing issues arising during the process.

The self-evaluation report of the Nursing Academic Program of Yerevan Base State Medical College was submitted on October 13, 2025. The self-evaluation was carried out by the institution's staff, including members of the management team, administrative personnel, academic staff, and support staff.

Preparatory phase

The Expert Panel, having reviewed the VET's self-evaluation report and the accompanying documentation, conducted a preliminary evaluation in accordance with the prescribed format. As part of this process, the Panel prepared a list of additional documents requiring further examination and identified key issues and questions, indicating the respective structural units or target groups to be addressed. Subsequently, the Expert Panel consolidated the preliminary assessment results and developed a detailed plan and schedule for the site visit.

Preparatory visit

On November 11, 2025, a meeting was held with the management team of Yerevan Base State Medical College. The ANQA coordinator, the head of the institutional program accreditation department, were present at the meeting. During the meeting, the site visit schedule was introduced and agreed upon with the college. Additionally, the meeting participants discussed and agreed on decisions regarding the technical, organisational, and informational aspects of the site visit, as well as the participants' behaviour and ethical norms.

Site visit

The expert panel site visit took place from November 24-25, 2025. The site visit began and ended with meetings with the College's director. All participants in the meetings were randomly selected from a pre-provided list. All scheduled meetings were held. During the visit, the expert panel reviewed documents.

The expert panel reached its conclusion on the criteria through discussions and analyses by all members, always applying the principle of consensus.

Expert panel report

With the ANQA coordinator, the expert panel members prepared a preliminary version of the expert report, which the experts reviewed and agreed to. The preliminary report was provided to the college on May 8, 2026. The College did not submit any observations on the preliminary Expert Report. The Expert Report was subsequently finalised and submitted to the College on 2 June 2026.

Anahit Terteryan

Liana Alaverdyan

Coordinators of the Expert Panel

02.06.2026

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
<i>I. Academic Program</i>	Satisfactory
<i>II. Teaching Staff</i>	Satisfactory
<i>III. Teaching and Learning</i>	Satisfactory
<i>IV. Student Assessment</i>	Satisfactory
<i>V. Research and Creative Activities</i>	Satisfactory
<i>VI. Educational Environment</i>	Satisfactory
<i>VII. Quality Assurance</i>	Satisfactory