

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



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
YEREVAN STATE ARMENIAN-GREEK COLLEGE OF TOURISM, SERVICE AND FOOD
INDUSTRY**

Yerevan - 2022

INTRODUCTION

The institutional accreditation of the Yerevan State Armenian-Greek College of Tourism, Service and Food Industry (hereinafter referred to as TLI or College) is carried out based on the application submitted by the TLI.

The process of the institutional accreditation is organized and coordinated by the “National Centre for Professional Education Quality Assurance” Foundation (hereinafter ANQA), guided by the “Statute on State Accreditation of Institutions and their Academic Programs in the Republic of Armenia” (the RA Government Decree N 978-Ն dated June 30, 2011) and the “RA Tertiary Education Accreditation Criteria” (approved by the RA Government on June 30, 2011, N 959- Ն Decree).

The external review was carried out by the independent expert panel formed in accordance with the requirements of “Regulation on the Formation of the ANQA Expert Panel”. The expert panel is formed from 4 local experts.

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 programs 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 TLI in accordance with the RA Institutional Accreditation Criteria and Standards.

Contents

INTRODUCTION	2
SUMMARY OF EVALUATION.....	4
EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO ACCREDITATION CRITERIA.....	4
DESCRIPTION OF EXTERNAL REVIEW.....	12
COMPOSITION OF EXPERT PANEL	12
PROCESS OF THE EXTERNAL REVIEW.....	12
EVALUATION ACCORDING TO ACCREDITATION CRITERIA	16
BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION	16
I.MISSION AND PURPOSES	18
II.GOVERNANCE AND ADMINISTRATION	20
III.ACADEMIC PROGRAMS	25
IV.STUDENTS	30
V.FACULTY AND STAFF	33
VI.RESEARCH AND DEVELOPMENT	38
VII.INFRASTRUCTURE AND RESOURCES	41
VIII.SOCIETAL RESPONSIBILITY	45
IX.EXTERNAL RELATIONS AND INTERNATIONALIZATION	48
X. INTERNAL QUALITY ASSURANCE SYSTEM	51
EVALUATION ACCORDING TO ACCREDITATION CRITERIA	55
APPENDICES	56
APPENDIX 1.CVS OF EXPERT PANEL MEMBERS	56
APPENDIX 2. SCHEDULE OF SITE VISIT	57
APPENDIX 3. LIST OF DOCUMENTS OBSERVED	60
APPENDIX 4. RESOURCES OBSERVED	62
APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION	63
APPENDIX 6. LIST OF ABBREVIATIONS	64

SUMMARY OF EVALUATION

EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO ACCREDITATION CRITERIA

The external review of the TLI institutional capacities was carried out by the independent expert panel formed in accordance with the requirements of “Regulation on the Formation of the ANQA Expert Panel”. The assessment was conducted according to the 10 criteria of institutional accreditation approved by the RA Government Decree N 959-Ն, dated June 30, 2011.

While carrying out the assessment, the expert panel considered that the mission of the TLI is the implementation of secondary vocational education programs and continuing education for the social and economic sectors in accordance with the requirements of the public and the private sectors. The College positions itself as an educational institution whose main task is to provide specialists with professional competencies who will contribute to the development of the priority sectors for the RA economy: tourism, service and food industry through formal and continuing education.

The expert panel considers that the College has set up a high bar when defining the goals of integrating into the European education system, introducing the procedures of that system into the management process, re-equipping the College's cabinet-laboratories and enriching the material and technical base with new resources. At the same time, the external and internal stakeholders did not have an active participation in the development of the College's strategic plan, the formulation of goals and the identification of problems. In the context of the mentioned, it is necessary to state that some recommendations of the internal and external stakeholders have already been introduced in the curricula of the academic programs.

The TLI runs 8 academic programs, the 4 of which in the fields of the RA manufacturing industry, in particular in the fields of food and beverage production: “Technology of Bakery, Pasta and Confectionery”, “Fermentation Technology and Winemaking”, “Milk and Dairy Product Technology”, “Technology of Public Food Products”. The other 4 academic programs are in the service sector: “Tourism (dual)”, “Service Organization”, “Organization of tourism services with in-depth knowledge of a foreign language”, “Clerkship with in-depth knowledge of a foreign language”.

The expert panel positively assesses that the academic programs implemented by the College are coherent not only with the name of the College and the adopted mission, but also with the trends of the economic development of Armenia and the demands of the labor market, as a result of which the number of students has increased year by year. If only 491 students studied in the College in 2015, by 2022 the number of students increased to 1074. The expert panel positively emphasizes that according to the data of 2020-2021, 21% of the College graduates continued their studies at universities, and 56% work in their profession. It is clear that College's majors are in demand in the labor market, and students' skills are generally in line with the needs of the labor market.

The expert panel presents its positive observations to the fact that the teachers of the TLI and some employers are involved in the development of the “Technology of Public Food Products” and “Tourism (dual)” academic programs, test tasks are performed by the

students of almost all specializations and the mechanism of test assessment is clear, production and pre-graduation internships for 2 technological programs are also assessed by the head of the internship (the employer), and the components of the final assessment of the internship are differentiated. The expert panel considers it commendable that the College has implemented some improvements in the academic programs related to the introduction of optional subjects, the increase of practical class hours, the assessment of internships, the change of schedules in which the employers and, in some cases, the teachers took part. However, the improvements and the participation of employers and teachers have not been implemented in the all programs, not all planning has been carried out, as a result of which the improvements of some academic programs may be delayed. The position of the expert panel is clear: in case of generating and disseminating the experience of improvements, the management of the academic programs will be improved. At the same time, it is problematic that in the academic programs considered by the expert panel, the theory classes are mainly carried out by dictation of the textbook, the learning materials are provided as needed, and in addition, the assignments are generally not aimed at the implementation of analyses and research, hindering the full achievement of practical skills. The expert panel considers it worrisome that the practical classes of three technological specialties is carried out in one laboratory, and the laboratory for one specialty is missing, directly jeopardizing the full achievement of practical skills of students. It should be added that due to the poor condition of the laboratories and the lack of material and technical resources, students mainly get their practical skills during internships or at their workplaces. The expert panel considers the equipping the laboratory-resource base of the College with the necessary items to be urgent for the effectively implementation of the academic programs. The expert panel positively assesses that TLI has sufficient human resources for its activities. To implement its academic programs, the College recruits teachers on a competitive basis, having the opportunity to enroll the most competitive and qualified staff. The requirements on the professional qualities of the teaching staff have been defined according to the APs, the teachers teach academic modules/subjects corresponding to their qualifications. In terms of teaching staff sustainability, the panel notes that most teachers are full-time employees and their primary employment is at the College. It is positive that the number of young teachers has increased in recent years, and the expert panel is in hope that they can contribute to the progress of educational processes in the College. It should be noted that only one out of 60 teachers is an employer, and it is worrying that in the case of having 4 technological specialties, the College does not have employer teacher involved from the production as well as there is no attraction and motivation policy for them, as a result of which the practical courses could be significantly improved, as well as the professional qualities of the permanent teachers would be improved due to the experience exchange.

As for the financial resources, it should be noted that the College is financed from the RA state budget to carry out its activities. Due to the increase in the number of fee-paying students, there has seen a dynamic growth in the extra-budgetary income in the recent years, a significant part of which is directed to the employee's salary increases in the form of bonuses. The expert panel considers it worrisome that bonus differentiation is not based on any assessment; in this regard the logic of the distribution of finances is not clear. In general,

the priority for the College is the financing of ongoing expenses directed to the fund of salaries and bonuses (84.2%), repairing of buildings and structures (2.3%), utility bills (2.3%), etc. Due to the above, the policy of distribution of financial resources is not adequate to the priorities of the SP, hindering the further development of the College. The Heads of the Departments do not submit request letters to make an estimate of material and technical resources of laboratories for conducting practical classes in technological specialties. Moreover, the necessary raw materials for practical classes are brought by the students and sometimes by the teachers. The expert panel expresses its concern that the computers and the classroom stock are scarce, not properly furnished, and the necessary equipment and items are missing in the cabinet-laboratories. The College does not have a separate laboratory for the "Milk and Dairy Products Technology" specialty, moreover, practical classes for 3 technological specialties are organized in 1 existing laboratory with scarce resources. In this context, it should be noted that there is an overload of the laboratory, which causes high risks for the full achievement of the learning outcomes. Most of the equipment in the laboratory of Fermentation technology are out of exploitation and are subject to being written off, only video viewing of these equipment is carried out during the practical classes. The expert panel emphasizes that the College has the problem of providing the necessary resource base especially for the technological APs, which, as a goal, was set in the SP for 2017-2022. The SP is already at the stage of completion and the mentioned important goals have not yet been realized. A further increase in the number of students in the College, especially in the technology majors, can create a problem of insufficient resources, so it is unquestionable to claim that until the College implements risk assessment and management on providing the educational process with the necessary resource base, the effectiveness of the APs, especially in technology majors, as well as the introduction of new APs is at risk.

The management processes in the College are supported by the relevant documents and necessary strategic plans, but the results of the external review clearly showed that the College was not able to effectively implement the important goals of the SP, which are currently the challenges of the College's development. In the context of the above, it is considered positive that the new Board of the Governors of the College underlined the scope of issues of primary importance for the future development of the College, however, to what extent they derive from the intentions of the top management, is difficult to grasp, as during the site visit the expert panel did not receive either documentary or oral information on the future plans of the College. The College itself presented the 5-year analysis of its activity, where it clearly presented the protracted and unresolved problems and the ways to overcome them, which in general coincide with the observations of the expert panel. Nevertheless, the aspirations of the administrative staff to introduce the planned improvements with adequate mechanisms in the next year's plans are not visible. The expert panel is more than convinced that it is impossible to imagine the further development of the College without the introduction and use of effective management and administration tools.

It is positively evaluated that the internal quality assurance processes in the College have been launched since 2015, but at the same time, it causes some concern that the respective documents on the implementation of the IQA processes have not been submitted for the periods of 2015-2021. It is positive that 12 surveys were formed and conducted within a year, but the major issues derived from the result of the surveys' analyses are not

visible. In addition, the problems highlighted as a result of the surveys are very general, there are no summaries, in this regard the expert panel observes that there is no sustainability in the IQA processes of the College, the data collection mechanisms are limited, there are no clear tracking of problem solving and the improvements per plans are not introduced in the respective documents risking the efficiency of the IQA processes.

The expert panel positively assesses that the TLI has ensured a dynamic increase in the number of students in the recent years, there are effective mechanisms for recruiting students. The work of the Professional Orientation and Career Guidance Department officer is especially commendable, as a result of which there are indicators of ensuring the growth of the employment rate of alumni. As for the research, it is worth noting that in addition to the lack of material and technical resources necessary for conducting research activities in the technological specialties, there are no collaborations with the partner employers to use their resources for joint research purposes. In general, there are no coursework, essays, assignments aiming at the development of students' research and analytical skills, there are some works containing the analytical component in the field of technological specialties, but they are rare and the existing best practice is not adapted in the College. It is positive that the College has the formulated accountability system, the impact of the internal accountability is visible in the teaching and improvement of skills of the new teachers. As for the external accountability, the College limits itself with the employers' involved in the Board of Governors, moreover, the Director of the College submits only financial reports to the Board of Governors for consideration. The expert panel positively notes that in order to provide information and to transfer knowledge to society, funds are allocated by the College budget for advertising, booklets and various mass media to cover its activities. As a result, the recognition of the College has increased.

In general, it is considered positive that the College has experience in carrying out processes aimed at external relations and internationalization, cooperates with a number of large companies in the field, has agreements with the Armenian offices of a number of recognized European organizations. The expert panel emphasizes the opportunities for conducting internships obtained as a result of collaborations, and the implementation of the dual education program with employers, as a result of which a large number of students in certain specialties work during their studies and after graduation in the leading organizations of their field. However, the College needs to develop and implement effective models of collaboration with employers.

The expert panel also highlights the College's efforts in enhancing the level of foreign language proficiency among teachers and students.

Strengths of the Institution:

- 1) The availability of specialties in demand in the labor market,
- 2) The availability of technological specialties,
- 3) The steady increase in the number of students,
- 4) The alumni working in their professions,
- 5) The potential of the teaching staff, the policy of involving young staff,

- 6) The existence and increase of extra budget,
- 7) The activities aimed at forming a positive rating of the College,
- 8) The wide range of international and local collaborations.

Weaknesses of the Institution:

- 1) No implementation of the strategic plans,
- 2) The absence of risk prediction and assessment mechanisms,
- 3) The lack of mechanisms to introduce the intended improvements in plans,
- 4) The ineffective policy of distribution of financial resources,
- 5) The resource-intensive APs,
- 6) The absence of teachers involved from production,
- 7) The imperfection and scarcity of the resource base for technological specialties,
- 8) Underequipped cabinet-laboratories, insufficiency of material and technical resources,
- 9) The imperfection of the QA processes.

Main recommendations:

Mission and Purposes

- 1) Evaluate the current SP for 2017-2022 along with the internal and external stakeholders' needs and use it as a base for the new SP.
- 2) Involve the internal and external stakeholders in the processes of the development and implementation of the new SP.
- 3) Define quantitative and qualitative indicators for the evaluation of the SP performance.
- 4) Assess the risks of introducing new APs within the scope of the goals of the SP and the available resources.

Governance and Administration

- 5) Predetermine the primary issues of strategic planning.
- 6) Define the scope of the improvement results and then plan the activities.
- 7) Introduce a risk management system to ensure the sustainability of the College's resources.

- 8) Introduce strategic planning into the all areas of the College's activities.
- 9) Develop and implement effective mechanisms on the evaluation of performance effectiveness.
- 10) Develop mechanisms for introducing the improvements into the upcoming plans.
- 11) Make long-term and short-term plans and their implementation reports comparable.
- 12) Promote the initiative of internal and external stakeholders in making managerial decisions.

Academic programs

- 13) Introduce analytical assignments in the modules of APs in line with the NQF Level 5 descriptors.
- 14) Carry out continuous improvements of the APs based on the benchmarking with similar APs of other colleges.
- 15) Review the “Fermentation Technology and Winemaking” modular program prioritizing the narrow specialized modules relevant to the qualification.
- 16) Harmonize and introduce the suggestions of internal and external stakeholders in the continuous improvement of the APs.
- 17) Develop and make applicable the unified approaches of selection of teaching and assessment methods.
- 18) Introduce internship reports containing an analytical component for all the majors.

Students

- 19) Improve the mechanisms of protection of students' rights and needs assessment.
- 20) Improve the assessment and the QA mechanisms of advising services, extra-curricular activities and other services provided to the students.
- 21) Ensure the involvement of the students from the all specialities in research-analytical activities.

Faculty and staff

- 22) Diversify the bonuses provided to the teachers based on the evaluation of teaching staff.
- 23) Complete and launch the teachers' assessment toolkit.

- 24) Organize trainings for the professional development of the teaching staff and ensure their periodicity.
- 25) Attract employer teachers from the production for the technological specialties.

Research and Development

- 26) Operationalize the documents defined in the field of research according to the pre-planned activities.
- 27) Develop clear mechanisms to involve teachers and students in research activities.
- 28) Monitor and analyse the research results.
- 29) Allocate funds from the budget to carry out research activities.
- 30) Create partnerships with employer counterparts to use their resources for joint research purposes.

Infrastructure and Resources

- 31) Assess and manage the risks of providing the educational process with the necessary resources.
- 32) Have a short-term and long-term planning for the material and technical resources of the resource-intensive technological specialties.
- 33) Equip the laboratories according to the clear distribution of financial resources per year.
- 34) Provide the cabinet-laboratories with the necessary items and equipment.
- 35) Ensure the norming and receipt of the necessary food products in the public food technology laboratory according to the requirements.
- 36) Develop new financing resolutions, diversifying the sources of attraction of financial resources.
- 37) Clearly plan the ratio of classroom stock to the number of students, ensure proper furnishing of the classrooms, matching the number of students.
- 38) Acquire new computers, increasing their number year by year according to the proportional distribution of financial resources.
- 39) Develop and introduce a system for evaluating the effectiveness of the applicability of financial and material resources.
- 40) Obtain joint property use collaboration with employers.

Societal Responsibility

- 41) Improve the system of accountability to internal and external stakeholders.
- 42) Regularly update the College's website, introduce feedback mechanisms.

External Relations and Internationalization

- 43) Activate the international cooperation, restart the processes.
- 44) Launch long-term collaborative agreements that ensure the achievement of practical skills defined in the APs.
- 45) Develop and implement an effective model of working jointly with employers.

Internal Quality Assurance System

- 46) Ensure the continuity of the IQA processes.
- 47) Develop alternative effective mechanisms for data collection and summarization.
- 48) Clarify the functions of the IQA structure and the IQA employee, contributing to the professional development.
- 49) Develop and introduce mechanisms for evaluating the effectiveness of the IQA processes.
- 50) Activate the participation of external stakeholders in the IQA processes.
- 51) Diversify data collection mechanisms, make surveys targeted and problem-raising.

Armenuhi Mheryan
Chair of the Expert Panel
05.12.2022

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

External evaluation of the institutional capacities of the Yerevan State Armenian-Greek College of Tourism was carried out by the following expert panel¹:

1. **Armenuhi Mheryan**- PhD in Economics, Associate Professor, European University, lecturer at the Chair of "Management", Chair of the Expert Panel,
2. **Christine Hakobyan**- Kotayk Regional State College, Head of Human Resource Department, lecturer at the Chair of "Management and Economics", Expert Panel member,
3. **Anna Dashtoyan**- PhD in Technical Sciences, National Agrarian University of Armenia, Associate Professor at the Chair of "Animal Origin Products Processing Technology", Expert Panel member,
4. **Avetiq Khosteghyan**- second-year student of "Management" Department, Eurasia International University, student-expert.

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

The works of the expert panel were coordinated by Roza Babayan, Specialist at the Policy Development and Implementation Division, ANQA

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

PROCESS OF THE EXTERNAL REVIEW

Application for state accreditation

The College applied for the state institutional accreditation by submitting to the ANQA the filled application form, the copies of the license and respective appendices (01.03.2022).

The ANQA Secretariat examined the data provided in the application form and the enclosed documents.

According to the decision on accepting the application request, a tripartite agreement was signed between the ANQA, the RA Minister of Education, Science, Culture and Sports and the College. The timetable of activities was drawn up and approved.

¹ Appendix 1. CVs of the Expert Panel

Self-assessment

Taking into consideration that the TLI was in the process of institutional accreditation for the first time and was in the initial stage of the formation of the quality assurance culture, the ANQA representatives have conducted 4-day online workshop with the VET institutions under accreditation. The workshops aimed at preparing VET institutions for the accreditation process. During the workshops, the interpretations of institutional accreditation criteria and standards, the electronic questionnaire to be filled in for applying to institutional accreditation, the features of self-assessment and SWOT analysis were presented. The College conducted a pilot SWOT analysis which was discussed with the ANQA staff.

The Institutional Capacity Self-assessment report of the TLI was submitted to the ANQA on 17.06.2022. The self-assessment was conducted by 18 employees of the Institution: teachers, support staff and management. External stakeholders did not participate in the self-assessment process.

Preparatory phase

After the submission of the self-assessment report and the attached documents by the TLI, the ANQA coordinator observed the package to reveal its correspondence to the requirements of the ANQA.

The self-assessment and the attached documents were provided to the expert panel for the preliminary evaluation. The composition of the expert panel was agreed upon with the College and was confirmed by the order of the ANQA Director.

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

1. The main functions of the members of the expert panel,
2. The ethics and techniques of conducting meetings and asking questions,
3. Defining the specifics of the VET sector and interpretation of accreditation criteria according to the VET sector,
4. Preliminary evaluation as a stage of preparation of the expert report, the main requirements for the report.

Having reviewed the self-assessment report and the accompanying documents, the expert panel carried out the preliminary evaluation by the set format, preparing the lists of questions for different departments and target groups, as well as additional documents to be observed. Within the planned time frame, 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, document reviews, parallel meetings, etc. were included in the schedule. During the parallel meetings, the expert panel was divided

² Appendix 2. Schedule of the site visit

according to his/her professional direction. Each expert (except for the student-expert, he joined one of the other experts) had the opportunity to have separate professional meetings with the teaching staff, the responsible persons and the students of the APs presented by the College. Before the professional meetings, the experts studied the assignments given to the students within the modules to understand how these assignments are aimed at achieving the performance standards defined in the module.

Preparatory visit

The preparatory visit took place on September 2, 2022. The ANQA coordinator, the Head of the Institutional and Program Accreditation Division and the Chair 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 mutually agreed decisions were made on the technical, organizational issues of the site visit, the behaviour and ethical norms of the meeting participants.

Site-visit

The expert panel site visit took place on September 12-15, 2022. According to the schedule, the activities of the site visit were launched with the close meeting aimed at discussing the framework of the expert assessment, issues to be reviewed during the site visit, the strengths and weaknesses of the Institution according to the criteria, the procedure of focus group meetings as well as the further steps.

The site visit started and ended with meetings with the Director of the TLI. The participants of the focus group meetings (teachers, students, alumni) were randomly selected from a pre-provided list. All scheduled meetings were held with the exception of the open meeting. As planned, the expert panel also conducted class observations. During the visit, the expert panel conducted the review of documents, resource observation³ and focus group meetings.

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.

Expert panel report

The expert panel conducted the preliminary assessment based on the self-assessment submitted by the College, the study of the attached documents, the review of the resources, and the observations of the site visit, as a result of regular discussions.

Based on the observations made after the discussions, the expert panel prepared the preliminary version of the expert report, which was agreed with the panel on October 27, 2022.

The preliminary version of the expert report was submitted to the TLI on 27.10.2022.

The College sent its feedback on the preliminary version of the report on 11.11.2022. The College didn't present any objection on the report.

The expert panel prepared the final version of the report which was approved by the

³ Appendix 4: Resources observed

panel on 02.12.2022.

Roza Babayan
Coordinator of the Expert panel

05.12.2022

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION

History: “Yerevan State Armenian-Greek College of Tourism, Service and Food Industry” non-commercial state organization was founded in 1943 under the name "Food Industry Technical School". From 16.09.2002, by the Decree of the RA Minister of Education and Science (N 447-U) "Food Industry Technical School" was renamed "Yerevan State College of Food Industry". From 15.05.2006 "Yerevan State College of Food Industry" was renamed “Yerevan State Armenian-Greek College of Tourism, Service and Food Industry” non-commercial state organization under the Decree of the RA Minister of Education and Science (N 357-U). Graduates are issued diplomas in the official standard state format. After the name change of the College in 2006, two new APs were licensed and introduced in accordance with the requirements of the labour market: "Tourism", "Service organization in hotels and tourist complexes”.

Education: The College runs 8 APs the following specialties, awarding appropriate qualifications:

1. "Service Organization" - Manager of the service sector,
2. "Organization of tourism services with in-depth knowledge of a foreign language" - Manager of tourism services,
3. "Clerkship with in-depth knowledge of a foreign language" – Clerk,
4. “Technology of Bakery, Pasta and Confectionery”- Technologist of production of bread, pasta and confectionery,
5. “Fermentation Technology and Winemaking”- Fermentation and winemaking technologist,
6. "Milk and Dairy Product Technology" - Milk and dairy product technologist,
7. "Technology of Public Food Products" – Food technologist,
8. "Tourism" (dual education) – Tourism specialist.

Since 2022-2023 academic year the new AP has been introduced: the "Logistics Organization" (pilot dual education), qualification- Logistics Manager.

Research: The College carries out research activities linked with teaching/learning with appropriate long-term, midterm and short-term strategic plans, certain selected directions and methods, validation of results which are presented in the form of open classes, reports, round table discussions, conferences, presentations, publications, IT and other events, express the interests and ambitions of the faculty and students by promoting students' ability to collect documentary materials from various sources, perform analytical work, develop critical thinking, and are encouraged in accordance with the youth research promotion policy.

Internationalization: To implement the educational process, the TLI has signed a number of agreements and memorandums, establishing cooperation with employers, local

educational institutions, foundations and other organizations, as well as with foreign educational institutions and organizations. In terms of conducting internship and experience exchange, the College has recorded certain successes on the international platform. The TLI highlights the importance of adaptation and exchange of international best practice, therefore it foresees to implement reforms of the educational environment where the teaching staff and the students will be involved in the processes of creation and transfer of knowledge at the international level, giving the opportunity to involve foreign students as well.

Quality Assurance: The College has an internal quality assurance system. There is a permanent IQA officer in the College, the IQA activities are also carried out by the Committees formed from teaching and administrative staff and the students, and a Coordinator (Deputy Director for Academic Affairs). According to the IQA policy, their work is aimed at monitoring the institutional capacity of the College, managing changes and continuous improvements, forming an IQA culture that implies transparency, needs assessment, public responsibility, implementation of research activities, accountability, internal control of College activities according to the PDCA cycle and their provision with relevant human, material and financial resources.

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

I. MISSION AND PURPOSES

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

Findings:

The mission of the TLI is formulated in the College's Strategic plan for 2017-2022. The mission of the College is the implementation of secondary vocational education programs and continuing education for the social and economic sectors in accordance with the requirements of the public and the private sectors. The strengths and weaknesses of the TLI are stated in the SP. The latter, as well as the separated 8 issues, were generally put at the basis of the goals and objectives defined in the SP. There are 7 goals set by the SP, and 13 objectives and necessary steps for their solution are defined to achieve the goals.

The vision, values and principles of the College are stated in the SP. According to the SP the TLI is a state educational institution whose main task is to provide specialists with professional competencies who will contribute to the development of priority sectors for the RA economy: tourism, service and food industry, through formal and continuing education. The academic programs run by the College are in line with the name of the College and the adopted mission, they are: "Technology of Bakery, Pasta and Confectionery", "Fermentation Technology and Winemaking", "Milk and Dairy Product Technology", "Technology of Public Food Products", "Tourism (dual)", "Service Organization", "Organization of tourism services with in-depth knowledge of a foreign language", "Clerkship with in-depth knowledge of a foreign language". The policy on the revision of the College's mission, goals and objectives (including also the introduction of the new AP) implies amendments and changes in the Charter and strategic plans. According to the documents provided by the College since 2022-2023 academic year the new AP has been introduced: the "Logistics" (qualification- Logistics Manager). It is worth noting that the places allocated by the RA MoESCS were for the "Transportation organization and transport management (by types of transport, qualification: logistics organizer)" academic program. Only 4 modules from the sample curriculum of the "Transportation organization and transport management" are introduced in the "Logistics" AP submitted by the College (Fundamentals of Logistics, Interstate Transportation, Unified Transport Systems, Risks and Insurance in Transport).

The formulated mission-set goals-implemented academic programs-the following chain is consistent with Level 5 of the NQF. It can be stated from the site visit that the educational activities carried out in the College generally derive from the goals and objectives defined in the SP. The College has set up a high bar when formulating some goals, in particular: to integrate into the European education system, to introduce the procedures of that system into the management process, to re-equip the College's cabinet-laboratories, to enrich the material and technical base with new resources.

The College has identified its external and internal stakeholders, has distinguished and established mechanisms that reveal the needs of the stakeholders, such as monitoring, surveys, inspections, class observations, teachers' certification, close contacts with alumni, meetings with the College's social partners, leading specialists in Armenia and abroad, participation in workshops and conferences held by various organizations in the RA and

abroad etc.. It became clear from the site visit that not all of the above-mentioned mechanisms are implemented, moreover, only the implementation of surveys ensures a certain periodicity, the analyses of which do not contain clear summaries. It should be noted that there is no evidence that the internal and external stakeholders had an active participation in the development of the SP, setting goals, and formulating problems. In the context of the mentioned, it is appropriate to state that some recommendations of the internal and external stakeholders have been implemented in the curriculums, in particular, the introduction of optional subjects, changes in the number of hours.

The midterm (2018-2022) and short-term (2016-2018) SPs of the College have corresponding schedules plans where the relevant activities, the dates of their implementation and the responsible persons are indicated. The key performance indicators for these plans are not available. It is a fact that the College does not carry out an evaluation of the effectiveness of the implementation of the strategic goals against the achieved results, the analyses that would target the reasons for not achieving the important goals set in the Strategic Plan for 2017-2022 are missing. The summary of the objectives formulated in the SP is presented in the form of a 5-year analysis, where the results of the College's activities are generally described, the areas to be improved are identified and several ways to overcome them are outlined. In parallel, the mechanisms of measures and processes aimed at improving the College's activities are also presented, they are classified according to different directions: structural support, material and technical base, staff policy, etc. In the mentioned directions, the clear dates of the improvements, the minimum necessary resources, the primary and logical sequence of the activities are not outlined.

Considerations:

The expert panel finds it positive that the TLI has a clear and comprehensible formulated mission expressing the scope of its main activities.

The 4 of the academic programs run by the College are in the fields of the RA manufacturing industry, in particular in the fields of food and beverage production, the other 4 APs are in the service sector thereby completely corresponding to the mission of the College. It is commendable that the identified 8 issues and weaknesses were generally put on the basis of setting the goals and objectives of the SP, targeting and valuing their implementation.

Since the "Logistics" AP was introduced in 2022-2023 academic year and the places allocated by the RA MoESCS were for the "Transportation organization and transport management (by types of transport)" therefore, within the framework of the SP and under the existing resources, the expert panel is concerned with the further development of the pilot program. As a result, the effectiveness of the implementation of the policy set in the College SP regarding the introduction of new APs may be at risk.

It is commendable that the chain of formulated mission-set goals-implemented APs being in line with the NQF Level 5, ensures the compliance of the educational activities of the College with the goals and objectives set in the SP. However, for some goals, the College has set quite a high bar, hindering the effective implementation of the SP.

It is positive that the mechanisms that reveal the needs of the external and internal stakeholders are differentiated but not all of these mechanisms are implemented regularly,

and since the analyses of the conducted surveys are not summarized, the package of recommendations on the development of the College drawn by the external and internal stakeholders is not formed. More generally, the needs of the internal and external stakeholders are not visible aimed at using the opportunities to work with the stakeholders in a framework of joint model for the development of the new SP.

Although the College has the relevant action plans, responsible parties and implementation dates for the midterm and short-term strategic plans, however the lack of evaluations regarding the implementation of the strategic plan's components limits the chance to evaluate the effectiveness of the implementation of the goals set in the strategic plan, especially when some important goal set in the strategic plan for 2017-2022 have not been implemented. It is positive that there is a general summary on the objectives set in the SP in a form of 5-year analysis, the mechanisms of measures and processes aimed at improving the College's activities are presented, however, there are no clear action plans with the set deadlines, minimum necessary resources and sequence of actions for the issues to be improved and for the measures and processes aimed at improvement. As a result, it can directly delay the timely and complete resolution of the issues to be improved.

Summary:

Considering that the activities carried out by TLI is aligned with the mission defined in its SP, are in line with the NQF, the goals and objectives set by the College generally reflect the needs of the stakeholders, the expert panel finds that the College meets the requirements of Criterion 1.

Conclusion:

The expert panel assesses the compliance of the institutional capacities of the TLI to the requirements of CRITERION 1 as **satisfactory**.

II. GOVERNANCE AND ADMINISTRATION

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

Findings:

The TLI is a non-profit legal entity VET institution. The management of the College is carried out by the founder- the authorized body of the RA Government –the RA MoESCS, by the collegial management body of the college - the Board of the Governors and the executive body of the college - the Director. While implementing its activities the College is governed by the laws of the Republic of Armenia, in particular, “The Law on Initial Vocational (Craftsmanship) and Middle Professional Vocational Education”, “The Law of the Republic of Armenia on Non-Commercial State Organizations”, by the resolutions of the Government of the Republic of Armenia, the Decrees of the authorized body, the Charter of the College and other legal acts. According to the organizational structure of the College, the governing

bodies of the College are: the Board of Governors, the Board of Directors, the Pedagogical Council, the Educational and Methodical Council and the Student Council.

As the College's collegial management body, the Board of Governors approves the strategic plans, annual reports, annual balance sheet of the College, has an authority to determine the directions of profit management, to define, organize and conduct the teaching staff competition upon the request of the Director, to present to the authorized body its recommendations on the draft of the annual budget of the College's expenses, to determine the amount of tuition fee for a student (in agreement with the authorized body). The Board of Governors carries out an ongoing supervision of the Director's activities, discusses and approves his/her reports. During the site visit, it was revealed that the Director submits only the financial reports of the College to the Board of Governors for discussion and approval, which are also submitted to the authorized body.

The Board of the Governors of the College has new composition which was approved by the authorized body on 13.06.2022. The new members have also been involved in the Board of the Governors who are still in the process of being integrated into the processes implemented in the College. During the site visit, it became clear that, as a result of 2 sessions, the Board of the Governors has already emphasized the range of important issues that should be put in the basis of the new SP, in particular: increasing financial resources, involving practical specialist-teachers, highlighting practical skills, empowering the laboratories, expanding the circle of employers, joint use of resources, etc. It should be noted that the draft version of the new SP and the upcoming plans were not presented to the expert panel.

The Director of the College manages the ongoing activities of the TLI by managing the property and finances of the College in the framework of the authority assigned to him by the law, the Founder's decisions, the Decrees of the authorized body, the college Charter. On the day of starting the site visit the Director was resigned which caused certain difficulties to understand and to evaluate the planned approaches of the College's activities at the management level.

The College is financed from the RA state budget, the extra-budgetary funds are formed from the tuition fees and rent fees which is about 26.5% of the College's total budget income according to the data from 2021. There are no grant programs in the College (there was funding through a grant program once in 2019). It should be mentioned that the extra-budgetary funds of the College has increased in recent years due to the increase in the number of students paying tuition fees. According to the data on 2021 the income from the tuition fees increased by 2.4 times compared to the previous year, total income- by 24%. As the incomes have increased, the College costs have also shown an upward trend. The majority of the College expenses (91.3%) are the ongoing expenses (salaries: 84.2%, student scholarships: 4.8%, electricity and gas supply: 2.3%). As for the costs of professional development services of the staff, in 2021 they made up only 0.05% of the expenses, being reduced by 50% compared to the previous year, 2020. During the external review it became clear that there is no logic behind the distribution of the bonuses given to teachers and administrative staff, and there are no mechanisms for distinguishing paid bonuses.

The external review have shown that the logic of allocating financial resources of the College does not fully reflect the priorities of the SP, in particular: to set up build new laboratories and teaching cabinets, to re-equip cabinet-laboratories of the College, to enrich

the material and technical base with new resources, to apply flexible motivation systems, to join international academic programs etc. The Charter of the College and the existing regulations give an opportunity to the teaching staff and the students to take part in decision making processes. According to the defined procedures, the teachers and students of the College are involved in the existing councils, commissions, attend the meetings of the councils and take part in decision-making by voting. During the site visit it became clear that the teachers and the students do not actively participate in the decision making processes. The decision-making is also not based on the needs of the employers and the alumni. The student members of the Board of Governors, formed about three months ago, still did not have a clear idea about the scope of their functions.

The TLI has the long-term SP (2017-2022), the midterm SP (2018-2022) and the short-term SP (2016-2018). In the SP for 2017-2022 the goals and objectives are defined with the necessary steps for their solutions. 11 directions of the College's activity are outlined, and the relevant actions aimed at improving these activity are also defined. The College has planning of measures and mechanisms aimed at improving the processes according to the following directions: building base, material and technical base, educational methodical base, staff policy, management of financial resources, administration.

The results of the external review revealed that both the activities defined in the SP, as well as the measures and mechanisms aimed at the improvement were mainly not implemented. Among them the expert panel highlights the followings: to set up a milk and dairy products laboratory, a kitchen equipped with modern equipment, a bar, a bakery, a pantry, a museum of food preparation and preservation, a wine cellar, to provide the cabinet-laboratories with the necessary furniture, items, equipment and materials according to the set norms, to set up a fast food preparation point, to repair the sports hall, to provide the food preparation laboratory with necessary food, to provide the chemistry laboratory with relevant chemicals, to increase salary according to the quality indicators of the teacher, multi-dimensional assessment of the their work, to implement professional trainings, to establish close contact with various organizations, likewise colleges in the RA and abroad, to diversify financial sources through grant programs. As for the midterm (2018-2022) and the short-term (2016-2018) SPs, then the activities defined by the schedule-plan of the midterm SP do not fully derive from the directions of the College's activities defined in the chapter 7 of the long-term SP. The performance results were not summarized after the completion of the 2016-2018 short-term strategic plan, and in addition, another short-term plan, which would be the basis for the 2018-2022 midterm strategic plan was not developed. The midterm and short-term SPs of the College have corresponding schedule-plans, where the dates of the implementation of activities and the responsible persons are indicated. If those schedule-plans do not have performance summaries, the performance of long-term SP is summarized in the 5-year analysis presented by the College. The analysis presents the reforms carried out over the past 5 years as well as the protracted and unresolved problems and ways to overcome them. In general, these issues coincide with the planned and as a result unimplemented activities of primary importance for the College which were identified during the external review. The expert panel cannot present its observation to what extent the ways of overcoming the issues identified in the 5-year analysis carried out by the College

will be introduced in the new SP as the draft version of the SP and the upcoming plans were not presented to the expert panel.

The College has annual work plans and reports (of Departments, Career Centre, Chairs, curators, teachers). As a result of the external review, it became clear that these reports are generally descriptive, in some cases they contain SWOT analysis, improvement plans, recommendations (the reports on the educational process), at the same time there are no summaries of quantitative and qualitative analyses, the discussed issues do not derive from the SP in terms of content and timeframe, there are no mechanisms to introduce the issues identified in the reports and their solutions into the next planning.

Since 2021, several surveys have been conducted among the internal and external stakeholders which, as a whole, cannot be the basis for predicting and evaluating the internal and external risks affecting the College's activities. The mechanisms to counteract the most high-risk factors affecting the college's activities are not targeted. The expert panel emphasizes the example when introducing a new academic program, there are still no planning in terms of the teaching staff recruitment and the resource base is not planned either. The site visit revealed that the processes implemented in the College, which are defined by the relevant procedures, mainly involve planning, implementation and evaluation phases. The mechanisms for introducing the improvements identified by the evaluation results in the next year's plans are not visible. The endeavours of the top management to make improvements is not visible either. In addition to the mentioned, the work plans and their performances are not always coincide in terms of the content. On an annual basis the teachers carry out SWOT analyses on their activities, where the steps to be improved are also identified, but further observation and evaluation of these improvements is not carried out.

The 12 surveys carried out in the College cannot sum up the assessment of the effectiveness of the APs as a whole. It should be noted that the realistic proposals were identified from the surveys conducted among the alumni and employers but the cases and mechanisms to introduce them in the planning were not revealed during the site visit.

The College publishes information on its academic programs and awarded qualifications through its official website, Facebook page, advertisements, booklets, posters. The information on the alumni and their achievements is not summarized and posted.

Considerations:

It's positive that the Board of Governors approves the strategic plans, annual budget, reports, carries out an ongoing supervision of the Director's activities, yet the important goals in the SP which was approved by the Board have not been achieved. Since the Director only submits financial reports to the Board of Governors for the discussion (the annual reports on ongoing activities are not submitted), it is not possible to emphasize the cause-and-effect relationships of not achieving the goals set in the SP and to outline the results of the reforms, as well as to implement effective supervision over the ongoing activities of the Director. As a result, the effectiveness of decision-making is at risk. It is positive that the new Board of Governors has already outlined the range of issues of primary importance for the further development of the College, however, to what extent they coincide with the intentions and interests of the top management, is not clear as the draft version of the new

SP was not considered by the expert panel. The strategic management tools were not effective in the College for the period of the site visit.

Although the College is financed by the RA state budget, student and rental fees, and the formed extra-budgetary funds have ensured dynamic growth in recent years contributing to the increase of the College's expenditure opportunities, however, it is worrying that the majority of the expenses continue to be the ongoing expenses, the main part of which are directed to the salaries and bonuses. In parallel, the distribution of bonuses is not differentiated, the priorities of the SP are not reflected in the logic of the distribution of the financial resources. As a result, the efficiency of the distribution of financial resources is at risk.

It is positive that the internal and external stakeholders of the College are involved in the governing bodies of the College but it is worrying that the latter do not have an active participation in the processes of development of the SP, in setting priorities, in summarizing the needs identified by them. The expert panel is concerned that there are no summaries of quantitative and qualitative analyses of the results of the implementation in the midterm and short-term plans of the College. At the same time, it is positively evaluated that the performance of the SP is summarized in the 5-year analysis presented by the College, where the protracted and unresolved issues and the ways to overcome them are introduced, which, in general, coincide with the considerations of the expert panel. Nevertheless, the expert panel does not have the conviction that they will be fully introduced in the draft version of the new SP.

Although there is a planning of measures and mechanisms aimed at improving the activities of the College according to the different directions, nevertheless they have not been implemented in the areas of the primary importance. It turns out that the educational processes in the College do not coincide in terms of connection between planning and implementation in the key areas. As a result, the effectiveness of the management processes is at risk.

It is positive that there are annual work plans and reports in the College, but they also do not contain summaries of the quantitative and qualitative analyses, the discussed issues do not derive from the schedule-plans of the SP in terms of content and timeframe, and since the mechanisms of introducing the identified issues and their solutions in the upcoming planning are missing, the cycle of improvements is hindered.

Although some surveys have been conducted among the internal and external stakeholders over the past year, they are not a basis for predicting and assessing the internal and external risks affecting the College's activities, limiting the action of mechanisms to counteract the higher risk factors affecting the College's activities.

The expert panel positively assesses the College's effort to provide information on the academic programs and the qualifications awarded through its official website, Facebook page, advertisements, booklets, posters. Summary information on the alumni and their achievements will also give the public an idea of the learning outcomes provided by the College.

Summary:

Taking into account that there is a problem on the strategic risk management at the TLI, in particular: the solutions of the key issues in the strategic planning are not predetermined, the scope of improvements is not defined, the mechanisms on monitoring of educational processes and assessment of performance effectiveness are missing, the educational processes in the College do not coincide in terms of connection between planning and implementation in the key areas, the effective distribution of financial resources is at risk, the expert panel finds that the TLI does not meet the requirements of Criterion 2.

Conclusion:

The expert panel assesses the compliance of the institutional capacities of the TLI to the requirements of CRITERION 2 as **unsatisfactory**.

III. ACADEMIC PROGRAMS

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

Findings:

The TLI runs 8 academic programs. Since 2018, the 3 new APs have been introduced in the College: "Organization of tourism services with in-depth knowledge of a foreign language", "Clerkship with in-depth knowledge of a foreign language", "Service Organization" terminating the similar AP: "Service organization in hotels and tourist complexes". The College also runs "Tourism" AP in the dual education format. The other 4 programs are in the technological field: "Technology of Public Food Products", "Technology of Bakery, Pasta and Confectionery", "Fermentation Technology and Winemaking", "Milk and Dairy Product Technology". Overall, the APs run by the College are in line with the mission and the formulated goals of the TLI and, both service and technological specialties, are in demand in the labor market and have their unique place in the framework of the RA economic development priorities. The APs run by the College meet the requirements of the State Education Standards (SES) and the NQF Level 5. The study of the modular programs revealed that they are generally comparable with the intended outcomes mentioned in the description of the occupations.

The APs are developed based on the SESs and have their modular programs in line with the defined format. The program details and approval by the College's Board of Governors are missing in several modular programs. According to the documents, the teachers, the chair and the Educational and Methodical Council are responsible for the development of the APs. The site visit revealed that the teachers of the College and some employers have been involved in the development of the "Technology of Public Food Products" and "Tourism" APs. As for the "Fermentation Technology and Winemaking" AP, the teachers did not have any participation in the development of the AP, the participation of the College's counterpart employers is not visible either. The review of the documents revealed that the modular programs of "Fermentation Technology and Winemaking" AP do

not complement each other in some cases, the input requirements of some modules are missing or do not correspond to the intended outcomes, and the absence of some modules does not ensure the achievement of the intended outcomes. From a professional point of view, the modules on “Organic, Physical and Colloid Chemistry”, “Viticulture”, “Metrology, standardization and certification” are important input requirements for the “Fermentation Technology and Winemaking” AP, which are missing in the SES. Within the scope of the “Technology of Public Food Products” AP the modular program on “Metrology, standardization and certification” is also an input requirement for “The operation of technological equipment, devices and items in public catering facilities” modular programme, but it’s also missing. The College didn’t refer to the National Centre for Vocational Education and Training Development for the mentioned shortcomings.

The College has developed and documented the teaching and learning approaches and methods in accordance with the intended learning outcomes. The site visit revealed that each teacher develops the teaching and learning methods according to the outcomes of the modules s/he is teaching. According to the College's procedures, the effectiveness of teaching methods are evaluated by the students' progress and through class observations. The site visit revealed that the heads of the chairs conduct class observation according to the set schedule, the recorded results, however, do not include analysis on teaching and learning methods. It became clear from the site visit that there is no unified policy on choosing teaching and learning methods in the College, they are mainly applied based on the specialization. It was found out during the site visit that the theory classes are conducted mainly by dictation of the textbook, learning materials are provided as needed. The expert panel notes that mostly the laboratories for technological specialties are in a poor condition, they are not equipped with the necessary material and technical resources. In one operating laboratory, the practical works are conducted in three technological specialties. The site visit revealed that the lack of practical skills of the students is filled during the internships. The students of higher courses mostly work and provide their practical skills at the workplace.

The results of the external review revealed that the assignments are generally not aimed at the formation of analytical skills. They are tasks involving simple theoretical knowledge and calculations, which are generally not aimed at achieving practical skills. For example, one of the questions included in the exam of the “Beer Brewing Equipment” (“Fermentation Technology and Winemaking” AP) is the calculation of the area of the warehouse, where the formula for the area is given and a student only needs to place numerical units, performing a simple mathematical calculation without demonstrating any analytical abilities. As for the assignments of the “Technology of Public Food Products”, the students develop menu and technological cards for their future food outlets, which somehow has elements of an analytical component. Within the scope of “Tourism Resources” (“Tourism” AP) the areas under special protection of Armenia were studied, research papers were presented but the summaries of the analysis and conclusions were missing. According to the College’s “Policy on the assessment of ongoing, intermediate and final exams of the students” the learning outcomes are mainly assessed according to the assessment methods presented in the SESs. The assessment of some learning outcomes in the scope of “Technology of Public Food Products” AP are done through a review. The assessment means involve tests or practical assignments, and examinations are conducted using examination

papers. The assessment is carried out in a 10-point scale. The College also has an “Appeals Procedure” but the site visit revealed that this procedure has not been put into force and the students did not need it. It became clear from the site visit that students of almost all the majors perform test tasks and are evaluated positively if they answer 50% or more of the questions correctly.

The internships in the scope of the “Fermentation Technology and Winemaking” and the “Technology of Public Food Products” APs are also assessed by the head of the internship-the employer. The final assessment of the internship has 3 components: the content of the report, the oral defence and the employer's assessment. The assessment criteria for internships and separate assessment components for all the specialties are not developed. The College has an "Academic Integrity and Plagiarism Prevention Policy". The review of the documents revealed that the internship reports are descriptive, some reports lack references to the used sources, and in some- the location of the internship is not clear. The site visit revealed that the students of the "Tourism" AP (dual) do not fill in diaries documenting the formation of necessary competences, do not submit reports both to the College and to the employer. In the scope of "Tourism" AP the practical classes of several modules are not convenient to conduct in organizations due to the lack of relevant resources or some peculiarities. For example, the "Catering services" module is not possible to organize either in a hotel or in a tourism organization.

The APs of the College are contextually coherent with other relevant programs, they are implemented according to the developed and approved SESs by the National Centre for Vocational Education and Training Development. The site visit revealed that no student mobility was recorded within last 5 years. The distinguished graduates continue their studies in the second year of distance learning at the Yerevan State University, Armenian National Agrarian University, Yerevan Brusov State University of Languages and Social Sciences. According to the results of the survey conducted in the College in 2020-2021, the 21% of the graduates continued their studies at universities, the 56% work in their profession, the 17% are unemployed. Benchmarking of the APs have not been carried out at the College.

According to the College's procedures, at the beginning of each new academic year, the curricula of the APs are reviewed as a preparation for the next academic year. The site visit revealed that for the 2022-2023 academic year, the schedule of the internship in the scope of the “Fermentation Technology and Winemaking” AP will be reviewed and shifted to September according to which the students will also be able to participate in the procurement process along with the bottling process. During the site visit it became clear that the internship of the 3rd year students envisioned in September was postponed. The monitoring and evaluation of the effectiveness of the APs have a documentary basis, besides the site visit revealed that certain improvements have been made in the "Tourism" and the “Technology of Public Food Products” APs, taking into account the opinions and suggestions of the employers and the chairpersons of the State Qualification Commissions. In particular, the optional subjects such as "Organic Agriculture", "Raw Materials Preheating” were introduced in the “Technology of Public Food Products” AP. The "Tourism" AP was also reviewed and the "Tourism Geography", the "Tourism Statistics" optional subjects were introduced. The site visit revealed that in the context of the APs’ improvements the teachers

not always voice their opinions and proposals and present them to the Chairs for discussion, in particular, the teachers of the “Technology of Public Food Products” AP have regularly participated in the revision of the relevant SES organized by the National Centre for Vocational Education and Training Development, and the teachers of the “Fermentation Technology and Winemaking” AP did not take part in any of this kind of activity. Until 2021-2022, the state final attestation of students of the “Technology of Public Food Products” AP was carried out in a three-stage manner: knowledge (with exams tickets), skills (by drawing up technological cards or menus), and competences (by preparing a dish). In the 2021-2022 academic year, due to the Covid-19 pandemic, the students passed the final state exams without a practical demonstration. In connection with the above, the chairpersons of the State Qualification Commissions suggested in their reports to review the AP and pay more attention to the achievement of the practical skills.

Considerations:

The expert panel positively assesses that the College runs APs in service and technological specialities in the scope of the economic development priorities of the RA, in line with its mission and the demands of the labour market, contributing to the yearly increase in the number of students.

It is commendable that the teachers of the College and some employers have been involved in the development of the “Technology of Public Food Products” and the “Tourism” APs. Meanwhile, it is worrying that teachers and employers did not have a significant participation in the development of the “Fermentation Technology and Winemaking” AP, and as a result, the modular programs of the mentioned AP do not complement each other in some cases, there are modules whose input requirements are missing or do not meet the achievement of the intended outcomes, hindering the full provision of the intended outcomes.

Although the College has developed and applied teaching and learning approaches and methods in accordance with the learning outcomes that are not unified in terms of application in different specialities, nevertheless, according to the order in force at the College, from the tools that evaluate the effectiveness of the teaching methods, the students' progress and class observations not fully evaluate the efficiency of the teaching methods. The analyses of the class observations are descriptive, do not raise problems and do not indicate clear steps for improvements. In opinion of the expert panel the analysis of class observations indicating clear steps for improvement can further contribute to the improvement of the teaching experience of novice teachers, as well as to the dissemination of best practice. It is worrying that in the APs observed by the expert panel, the theory classes are mainly carried out by the dictation of the textbook, the learning materials are provided as needed, in addition, the assignments are generally not oriented towards the implementation of analyses and studies, hindering the full achievement of practical skills. As a result, the full achievement of the NQF Level 5 requirements may be at risk.

It is worrisome that the students of three technological specialities carry out their practical classes in one laboratory. It is a fact that under these conditions students cannot fully acquire practical skills. Next, due to the poor condition of the laboratories and the lack of material and technical resources, the students mainly acquire their practical skills during

internships or at their workplaces. In the scope of above-mentioned, there is a need to take immediate steps to re-equip the resource base of the College and to provide it with the necessary supplies, otherwise, the implementation of the APs will be at high risks in the near future.

It is positive that the assessment tools include tests, and in some cases, practical assignments. It is noteworthy that the students of almost all majors perform test assignments in the College and the mechanism of the tests' assessment is clear. It is commendable that the internships of 2 technological APs are also assessed by the head of the internship-employer, the final evaluation of the internship has 3 components: the content of the report, the oral defence and the employer's assessment, thereby contributing to the differentiation of the assessment system. Nevertheless, it is worrying that standards for the assessment of internship and separate components of the formation of the assessment have not been developed in all the majors. Since for the students studying in the "Tourism" AP, diaries are a tool to assess the achievement of relevant skills both at the College and at the employer, it is worrying that diaries are not filled in and the employer's assessment is not taken into account while assessing the internships. It is clear that the requirement of writing reports on internship with an analytical component in them for all the majors will significantly improve the students' practical skills.

The expert panel positively emphasizes that according to the data of 2020-2021, the 21% of the College graduates continued their studies at the universities, and the 56% work in their profession, highlighting the demand for the College's specialities and the students' skills being in line with the needs of the labour market in general.

It is commendable that the College has made some improvements in the APs related to the introduction of optional subjects, the increase of practical classes, the assessment of internships, the change of schedules, in which the employers and, in some cases, the teachers have participated. However, the improvements and the participation of employers and teachers have not been implemented in the all programs, not all planning has been carried out, as a result of which the improvements of some academic programs may be delayed. The expert panel notes that in case of generating and disseminating the experience of improvements, the effective management of the APs will be ensured.

Summary:

Given that the College APs are in line with its mission and labour market requirements, the intended learning outcomes generally correspond to NQF Level 5 requirements, there are examples of the APs being improved with the participation of the employers, a significant number of the graduates are employed in their profession, the expert panel finds that the TLI meets the requirements of Criterion 3.

Conclusion:

The expert panel assesses the compliance of the institutional capacities of the TLI to the requirements of CRITERION 3 as **satisfactory**.

IV. STUDENTS

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

Findings:

The admission to the College is carried out online through the website (dimord.emis.am), on the basis of the submission of respective documents, in a competitive manner, according to the predefined places with or without tuition fees. In order to organize and regulate the admission process, an Admission Committee is formed. The external review revealed that the College disseminates information on the admission through social networks (Facebook, Instagram), information about the admission procedure is also available on the official website of the College (<http://www.agc.am/>), but the website is not being updated periodically and there is no "applicant" section, where the processes related to admission would be described in detail.

The College adopted the "Student Recruitment (Professional Orientation) Policy and Procedures" in 2018, and in 2020 the "Student Admission Policy and Procedures" and the "Procedures and Basis to ensure Fairness and Transparency of Admission". The mentioned documents sometimes overlap in terms of the content.

According to the self-assessment report of the College, the admissions process has been organized more effectively since 2017 due to the introduction of the position of the Professional Orientation and Career Guidance Department officer. The latter has visited schools, presented pupils general information on the College's activities, academic programs, but during the last 2 years the process has stopped, instead the "Doors open" days are held, during which pupils can familiarize themselves with the College infrastructures, material resources, professions etc. Bilingual (Armenian and English) flyers are being prepared called "Applicant's corner".

The number of the College students has increased in the last 5 years, particularly in the 2018-19 academic year-507 students (2% increase), in the 2019-20 academic year- 618 students (22% increase), in 2020-21- 795 students (29% increase), in 2021-22 - 960 students (21% increase) and in 2022-23 - 1074 students (12% increase). The 3 leading majors in terms of the number of students in the College are: the "Technology of Public Food Products" (336 students), the "Organization of tourism services with in-depth knowledge of a foreign language" (160 students) and the "Service organization" (134 students). According to the self-assessment report of the College, the total outflow of students in 2017-22 was 102, 100 students out of which went to schools, the total inflow of students in the same years was 79.

In 2018 the College adopted the "Policy and Procedures for assessing student educational needs" which outlines the main processes that result in the identification of student needs.

As a result of the panel's preliminary evaluation it became clear that the College's IQA officer has regularly conducted anonymous surveys over the past 1 year but the site visit revealed that not all the students have participated in these surveys. The Academic Department, the Student Council and the curators are also participate in the process of identifying the students' needs. The mentors of the all courses and their assistants are members of the Student Council, they have the opportunity to present the problems of their

groups and relevant suggestions at the meetings of the Student Council and to the administrative staff upon request, but there are no clearly defined method-measures aimed at identifying the needs of the students in the annual work plan.

The curators can also present the needs of their groups to the administrative staff, depending on the type of needs. Students are involved in the College's Board of Governors and Board of Directors, but the site visit revealed that the elected students still do not have a clear idea of the scope of their functions. Within the scope of the opportunities given to them, the students presented certain needs, such as the re-equipment of the food and other laboratories, reduction of lectures, purchasing of computers, availability of a medical services, etc., some of which have been implemented.

In 2018 the "Description, Objectives and Schedule of Extra-Curricular Consultancy Classes" was updated. According to the College's self-assessment report, students have counselling hours, namely: up to 4 hours per week for the study of preferred subjects, 1 hour for curator's guidance and advising hours in the pre-examination period of the midterm and final state attestation. The site visit revealed that most of the students are aware of the consultancy services provided to them and use it if needed. Also, sometimes several teachers implement extra-curricular work outside of their working hours with those students who need it.

The College has the "Regulation on Additional Support and Guidance provided to the Students of the TLI by the Administration staff" approved in 2018. There are set consultation hours for turning to the Director and some departments, mostly after the end of classes, but the site visit revealed that not all the students are sufficiently informed about it. Students are given verbal advice as needed, and to receive support they submit a written application to the College Director (there are cases when financial support was also provided according to the student's application).

The Career Centre was established in the College in 2013, but according to the self-assessment the work of the Centre was chaotic until 2017 when the relevant Department was formed and a person in charge was appointed. In 2018 the Department was renamed to "Professional Orientation and Career Guidance" Department. The work is organized according to the "Activities of the Career Department" regulation. The Department officer organizes events, courses, seminars that promote students' careers, support students to participate in informal courses, workshops, etc. Alumni and students looking for a job are referred to the regional centres of the Unified Social Service. The officer collects the information on vacant positions, volunteer works, various educational programs and distributes it among students. For the employment of the students, the officer regularly contacts various employers. The site visit also revealed that the teaching of work ethics norms, creation of professional CVs and proper appearance at job interviews among the students are emphasized. As an important achievement, the students' participation in the "Competitive Apprentice, Available Job" program organized by the "MIASIN" Foundation can be highlighted, as a result of which the College's team received the "Best Team" award in the awarding ceremony held under the patronage of the RA President.

The students of the College write diploma works, essays, individual works and carry out ongoing assignments in which the research component is very weakly expressed. It should be noted that diploma works are done only by the students of the "Tourism" specialty.

The "Student Council" operating in the College is responsible for the protection of students' rights, which is stipulated in the Charter of SC point 3.1. However, it became clear from the site visit that the work plan of the "Student Council" does not derive from the above-mentioned responsibility, as a result of which the students do not always apply to the SC. Since 2018 the "Law and Disciplinary Commission" has also been operating in the College. According to the analysis of the "Statistical data and relevant bases of student complaints and the solution of these problems in the last 5 years", the complaints were submitted to the "Law and Disciplinary Commission" only in 2018 and 2021, and it became clear from the site visit that the students do not consider the Commission as a body that protects their rights.

To evaluate and ensure the quality of educational, consultancy and other services provided to the students, the IQA officer, with the support of the students, regularly conducts various surveys among the students, although they still do not have clearly recorded results. The site visit revealed that not all the stakeholders have participated in those surveys.

Considerations:

The expert panel finds it positive that College conducts the online admission according to the relevant procedure, and the necessary information on the admission processes is effectively disseminated through the social platforms of the College, which can promote the professional orientation of the applicants. In the admission process, the expert panel emphasizes the work of the Admission Committee as a responsible body due to its direct impact on the aforementioned processes. However, it is worrying that the official website of the College is not regularly updated and, in particular, the information on to admission is scarce. The expert panel positively considers the College's efforts to provide the documentary base on the student recruitment, admissions and its fairness, and emphasizes the necessity, applicability, and appropriateness of the processes.

The visits to schools by the "Professional Orientation and Career Guidance" Department officer are commendable, but the process has stopped in the last 2 years, and "Doors open" days are organized instead, which can also be considered an effective mechanism for informing pupils. It is commendable that the College is able to issue press releases as well as to disseminate bilingual information leaflets.

The gradual increase in the number of students in the recent years is noteworthy, which may open up new opportunities for the College, while at the same time causing certain risks related to the need to effectively organize the learning process in accordance with the existing building and material resources, the need to find new counterparts, etc.

It is important to note that the partial participation of the students in the surveys conducted by the IQA officer to assess the needs of the students, can affect the credibility of the obtained results and hinder the implementation of effective analyses in the future. In assessing the needs of students, the expert panel also emphasizes the role of the Student Council, as the mentors of the all courses and their assistants are members of the latter, it can provide an opportunity to identify needs more quickly and efficiently, if used effectively.

Student involvement in the College's Board of the Governors and the Board of Directors is commendable but the incomplete understanding of the scope of their functions by the elected students carries risks in terms of the effectiveness of their presence on the Boards. It is also important to note that giving solutions to some of the problems raised by

the students is viewed positively. The consultation hours set to turn to the College's Director and some departments will allow to regulate the process as much as possible, which is commendable in term of supporting students.

The work of the Professional Orientation and Career Guidance Department officer is positively evaluated, the effectiveness of which is proven by the level of College's graduates' employment rates, however in case of not institutionalized the processes, the current results may decrease over time.

It is commendable that the students write diploma works, essays, individual works and carry out ongoing assignments, however, the research component is very weakly expressed in them, and the development of research and analytical skills among students can be problematic.

Although the responsibility for protecting students' rights is within the framework of the activities of the Student Council and the Law and Disciplinary Commission, however, not taking effective steps may lead to the reduction of the role of the mentioned structures among students.

The surveys carried out by the IQA officer to evaluate and ensure the quality of educational, consultancy and other services provided to students are still not effectively analysed and are not targeted, accordingly, they are not aimed at ensuring the expected results, however, the expert panel appreciates the College's efforts in organizing the above processes.

Summary:

Considering that the TLI has effective mechanisms for recruiting students, carries out admission according to the defined procedure, certain mechanisms for assessing the needs of students and protecting their rights are introduced, students receive additional support and career guidance, the expert panel finds that the TLI meets the requirements of Criterion 4.

Conclusion:

The expert panel assesses the compliance of the institutional capacities of the TLI to the requirements of CRITERION 4 as **satisfactory**.

V. FACULTY AND STAFF

CRITERION: The Institution has a highly qualified teaching and support staffs to achieve the set goals for academic programs and institution's mission.

Findings:

The teaching staff of the College is being recruited according to the "Procedure on Organizing and Conducting Competition for Filling Vacant Pedagogical Positions at Initial Vocational (Craftsmanship) and Middle Professional Vocational Institutions" approved by the RA Minister of Education, Science, Culture and Sports on December 24, 2020 (N 48-Ն). According to the Decree, the competition for the selection of teachers is carried out orally through an interview conducted by a pre-formed committee, a questionnaire is drawn up, which includes questions on the modules (subjects) to be taught by the teacher and on the

pedagogical activities. Also, in 2021, the College developed the "Policy and Procedures for Enrolling and Firing of Teaching and Supporting Staff", according to which the College can choose an employee to fill the vacant position of teaching and supporting staff through competition, qualification examination, selection without competition: independently and directly. The site visit revealed that the teaching staff is exclusively being recruited in accordance with the provisions of the Decree approved by the RA Minister of Education, Science, Culture and Sports, and the supportive staff is selected without competition. According to the SAR of the College, in 2021, 9 teachers have been enrolled on a competitive basis, 8 of them are full-time, and 1 is part-time. As of September 1, 2022, there are 60 teachers at the College, 46 of which are full-time employees and 14 are part-time. It should be noted that the College does not yet have a clear plan to attract teachers for the "Logistics" specialty introduced in the 2022-2023 academic year.

The requirements for the professional qualities of the teaching staff of the College are reflected in the corresponding SESs, in the "Policies and procedures for evaluating the professional qualities of teachers and their work", in the "Requirements for the professional qualities of the teaching staff according to the APs" and in the Decree on competition. The College has also distinguished the requirements for teaching staff in formal and informal (continuing education programs) educational programs. There are 17 requirements set for the teachers in formal academic programs (having a higher professional education, teaching a subject or a module relevant to their professional field, regularly participate in trainings, using the latest technologies, interactive methods while teaching, etc.), and 5 requirements for the teachers in continuing education programs (having a higher education or middle professional vocational education only for conducting practical classes, teaching a subject or a module relevant to their professional field, regularly participate in trainings, using the latest technologies while teaching, conducting a competency-based classes, evaluating achieved competencies according to the performance of the standards, in an algorithmic sequence).

The site visit and the review of the documents revealed that the teachers of the College teach subjects or modules corresponding to their professional qualifications. The job descriptions have been developed for the supporting staff according to which the scope of each employee's activities is specified.

The college has defined the evaluation mechanisms for the periodic assessment of the teaching staff ("Policies and procedures for evaluating the professional qualities of teachers and their work"), including monitoring, control, inspections, class observations, surveys, reports and individual logs of the teachers. In the same document, the evaluation tools has also been defined, among which are logs, methodical developments, training certificates, methodical manuals, diplomas, etc. The individual logs for the analysis of the teachers' pedagogic works are envisioned for two semesters, where the information on the teachers' individual and work activities is summarised, the self-assessment and evaluation of the work is performed, the logs also reflect the performance evaluation criteria, notes on performance and evaluation (up to 10 points), processes ensuring professional progress, mechanisms, mentoring and finally a work improvement plan.

The review of the documents revealed that there are gaps in some of the individual logs: they are not completely filled out, there is an assessment, but not all the 30 criteria have

not been fulfilled, for which there is no assessment, these are the criteria most of which are expressed in the work plans, for example, conducting open classes, methodical developments for various types of theoretical and practical trainings, social activity, etc. The scale of evaluation is 10 points but it is not clear what methodology is used when, for example, a teacher receives 4 points for the correct choice of evaluation tools, no average number is taken out, self-assessment and evaluation of the performed work are done but not all the logs contain follow-up plans.

One of the mechanisms for evaluating the teachers' work are the class observations which are carried out by the Education Department, the Heads of the Chairs, the mutual class observations are also carried out. The latter are analysed, but the review of the documents showed that these analyses are mainly not aimed at revealing target issues.

The surveys are one of the evaluation mechanisms that are carried out among students. The questionnaires consist of 13 questions on the teachers' methodological, teaching and pedagogical skills. The questionnaires for all the majors contain the same questions and the problems are not distinguished per speciality. The review of the documents revealed that the analysis of the surveys was performed, a maximum high score and a total score were formed for each question which are different per speciality. As a result of the surveys' analysis, each teacher got a certain score which was converted into a ranking score. The site visit revealed that the teachers were not informed on their own ranking score and it has no influence in determining the amount of the bonus.

Certain problems were raised by the students, which refer to, for example, too many lectures, showing up to class without a log, the teacher's personal characteristics, etc., but it is not clear what steps the College management has taken to solve them.

Several representatives of the teaching staff are the authors of manuals, these activities have been encouraged with by the Letters of Appreciation from the College.

Among the requirements for the professional qualities of the teaching staff are regular participation in trainings and regular improvement of professional skills. During 2019-2022, in total 16 teachers from the College were trained. The training topics include: "Private sector development and vocational education and training in the South Caucasus", "Hotel services, marketing and MICE", "Geography of YOUth Volunteers ", "Cooking", "First aid", "Teaching Greek as a 2nd, 3rd foreign language", "Skills for organizing distance learning", "Career guidance work in VET institutions", "Apprenticeship as the best way to smoothly transition from school to the workplace" and "The role and importance of public relations, marketing and social network management in the activities of Middle Professional Vocational Institutions". The teaching staff also participates in the trainings organized by the National Centre for Vocational Education and Training Development. The latter are planned, methodical and are implemented every year. The site visit and the focus group meeting with the teaching staff revealed that most of them need professional trainings. According to the budget of the financial activities of the last three years, certain amount of money was allocated for the professional development of the staff, but the site visit revealed that only 1-2 employees from the administrative and support staff participated in training, the teaching staff did not participate in paid professional trainings.

According to the "Teachers' improvement plans in the methodical, professional and reform directions" , the teachers are required to carry out methodical developments once a

year, conduct research linked to teaching, organize open classes, conduct class observations. However, the site visit and the review of the documents revealed that the College does not follow all the plans, in particular, most of the teachers do not carry out methodical developments once a year and open classes are not held regularly. One of the goals is also the regular certification of teachers, which is not carried out in the College.

The College has the "School for Beginners" for newly enrolled teachers which is regulated by the "Policy and Procedures on Novice Teachers' Mentoring" and the "Policy and Procedures on the Motivation and Promotion of Professional Development of Novice Teachers" developed in 2018. According to the procedure, the mentorship begins in the HR Department familiarizing a teacher with important documents related to the College (internal working disciplinary rules, collective agreements if available, workplace safety rules, job descriptions etc.), then mentoring continues in the Education Unit, in the relevant Chair with the direct involvement of the methodologist. Class observations are conducted to outline pedagogical and professional needs of a novice teacher according to which a Head of relevant Chair or an experienced teachers takes the functions of a mentor which continues for 3 years. At the end of the third year a teacher's certification is planned, a formed Certification Committee evaluates the work of a mentor and a teacher, but no evaluation process was carried out in the College during the last 4 years. The site visit revealed that all the novice teachers were enrolled in the School for Beginners and they were provided with mentoring and pedagogical support by the Heads of the Chairs and the methodologist. The procedure also mentions the promotion carried out through the trade union, regarding which there are no recorded facts either.

The College has regulated the factors ensuring staff sustainability. They have a sustainable teaching staff, in recent years the staff has been replenished with young staff and the College considers it one of its strengths. Depending on the admission of each year, there is a need for teachers, which the College solves according to the law. The teachers are mainly from the theoretical field, the College has one employer-teacher in the "Tourism" specialty, who is also a counterpart of the dual education program. In the technological specialties the College does not have teachers from the production sector. Besides, from the 2022-2023 academic year, a new specialty "Logistics" was introduced in the College, but the College still does not have appropriate specialists in this major.

According to the "Policy and Procedure on Ensuring the Professional Development of the Teaching Staff", regularly organized trainings, frequent class observations, etc. are important for keeping the professional and pedagogical qualifications of the teaching staff at the necessary level and for their professional development, but the mentioned are not specific steps for implementation but goals for the future. The focus group meetings with the stakeholders revealed that 2 of the College's teachers had promotion, occupying administrative positions and were enrolled in the supporting staff. In addition, the review of the documents revealed that non-material motivation mechanisms are the most accepted in the College, but the employees also received material motivation in December according to the corresponding Order for doing additional work.

The College has 5 administrative, 22 support and 10 technical service employees (as of September 14, 2022). The filling of positions depends on the number of students, according to which all the positions are filled as of 2022.

Considerations:

The expert panel positively assesses that the College recruits and enrolls teaching staff on a competitive basis, which makes it possible to enroll the most competitive and qualified staff. It is also positive that most of the teaching staff are full-time employees and their primary employment is at the College. At the same time, along with the increase in the number of students, the number of teachers has also increased. Since the College does not have clear plans to attract teachers for the newly introduced "Logistics" specialty, the effectiveness of the new AP may be at risk.

It is commendable that, besides the competition procedure and the requirements mentioned in the SESs, the College has defined the requirements for qualifications of the teaching staff per APs, which ensures that specialists with appropriate skills teach at the TLI. It is also commendable that the teachers teach academic modules/subjects corresponding to their qualifications. The expert panel also finds it positive that job descriptions have been developed for the support and administrative staff, which makes it possible to clearly delimit the functions of the positions and avoid repetitions.

It is positive that the College has developed individual logs for the evaluation of the teaching staff, but the latter are not complete and need improvement, after which they can become an important mechanism for the evaluation of teachers.

The expert panel emphasizes that the College uses various mechanisms for the evaluation of the teaching staff, including anonymous surveys, but the latter are still imperfect as a small number of students participate in the surveys, there is also a problem with the publication of the results, the follow-up of solving the revealed problems is uncertain, but in case of correct implementation, the students will become direct participants in the processes of revealing problems. It is worrisome that the class observations conducted for the evaluation of the teaching staff do not have an assessment element, therefore, when conducted in this way, they are not very effective as an evaluation tool.

The expert panel finds it positive that the College attaches importance to the professional development of its teachers, they regularly participate in the trainings organized by the National Centre for Vocational Education and Training Development and other institutions, but before the training, the needs of the teachers are not being outlined. There were trainings for certain modules but few teachers have participated in them, there were no special professional trainings, which can be an obstacle for improving the professional qualities of the teaching staff.

The expert panel highlights that the College provides regular support to newly admitted teachers through the "School for Beginners", which is a positive example of mentoring.

Only one of the 60 teachers of the TLI is an employer-teacher, but it is positive that in the recent years there has been an increase in the number of young teachers who can lay the foundation for innovations in the College. It is worrying that in the case of having 4 technological specialties, the College does not have employer-teacher involved from the production as well as there is no attraction and motivation policy for them, as a result of

which the practical courses could be significantly improved, as well as the professional qualities of the permanent teachers would be improved due to the experience exchange.

The expert panel finds it positive that there are certain motivation mechanisms: financial, letters of appreciations, certificates of achievements, verbal encouragement etc., but the effectiveness of this process would increase even more if the College had clear criteria for evaluating the teacher's work and the motivation system would base on it.

Summary:

Considering that the TLI has the policy for the recruitment of teaching and support staff, sustainable teaching and support staff, the policy for supporting young personnel and professional potential for the provision of its academic programs, the expert panel finds that the TLI meets the requirements of Criterion 5.

Conclusion:

The expert panel assesses the compliance of the institutional capacities of the TLI to the requirements of CRITERION 5 as **satisfactory**.

VI. RESEARCH AND DEVELOPMENT

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

Findings:

The TLI has developed the strategy for research for 2017-2022, where the strategic goals of the College in the field of research are introduced. It does not derived from the general provisions of the College's SP for 2017-2022, in which the development of external relations with Armenian and foreign scientific and educational organizations, the publication of educational-methodical manuals and test collections, the introduction of the latest technologies, etc. are prioritized. In addition to the above, the research strategy mainly focuses on the development of research performance criteria, assessment tools, the responsibility of managers and the development of monitoring mechanisms, while in the SP for 2017-2022 the cooperation with scientific organizations, publication of research works and implementation of innovative works are clearly indicated. The College has developed the Research Implementation Policy and Directions, where clear research requirements are presented to teachers, students, administrative staff, such as a methodical development per semester, individual and group research implementation, statistical research conduction and reports' production. The site visit revealed that methodical works are developed by the same teachers once a year. The College has also developed the "Teachers' improvement plans per methodical, professional and reform direction", where it is also required to carry out methodical developments per semester.

Individual and team works done among the students are generally just information packages, which do not contribute to the development of creative thinking skills, students' own positions in the form of conclusions are not present in those works. Among the unsolved problems in the 5-year analysis of the College's activities, it is mentioned that some of the

researches done by the students are just presentation of facts, scientific research works are also rare among teachers.

Until 2012, 4 education manuals and 2 booklets were developed by the teachers of the College, mainly for students of the "Technology of Public Food Products" specialty. The education manual developed in 2017 refers to the general education block. The "Tourism" educational-methodical manual, co-authored by the 3 teachers of the "Tourism" specialty is published in 2021 with the financial support of the National Centre for Vocational Education and Training Development. Several teacher of the general education block have done developments involving research component, in particular, in the fields of biology and chemistry, Armenian history, natural science (mathematics, physics), for which they were encouraged with Letters of Appreciation. The site visit revealed that according to the goals of the 2017-2022 SP, the College's teachers do not have published research works.

It should be noted that the College does not allocate separate financial resources for the realization of the research goals and ambitions defined in the SP as well as in the other documents, the necessary material and technical resources for research in technological specialties are not available, besides, the College does not have any collaboration with employers to use their resources for research purposes. As for the students, there are no works with a research component carried out jointly with the teachers within the scope of the academic modules.

The College has the structural scheme of the organization and coordination of research activities, in which the order of steps of the research activities' implementation is visible. Besides, according to the Policy on Students' Involvement in Research Activities (involving the research performance criteria, evaluation tools), research activities in the College are mainly carried out through debates, round tables, presentations and expos. The latter are activities that contribute to the development of creative and analytical thinking, but they do not provide sustainable periodicity. As a result of the combination of the submitted documents and the processes implemented at the College, it became clear that these processes, which should have a research component, do not derive from the defined research ambitions of the College. Essays are written mainly by the students who aspire to high grades. The essays considered by the expert panel lack thematic analysis, they are mainly translations and do not have creative approaches, conclusions, summaries. The innovative works presented by the students of the "Technology of Public Food Products" specialty are the development of food recipes, where the purpose, innovation and conclusions are not mentioned. Some students of that specialty carry out methodical developments, drawing up technological cards of different dishes. One or two of the diploma works done by the students of the "Tourism" specialty are research-oriented; comparative analyses, summaries, conclusions, and references are missing.

The College has policies, procedures, methods and mechanisms aimed at linking research activities with teaching, as well as policies and procedures to promote research activities of young staff. The site visit revealed that the provisions defined in the mentioned documents were generally not implemented.

The site visit also revealed that the students are mostly not involved in the implementation of research activities, the link between research and teaching is not visible. In the APs, course plans, the research done by the teachers of the College (manuals, materials,

articles, etc.) is not included in the list of literature, assignments or other forms. There are analyses on the teachers' and students' satisfaction with the link between research and teaching. According to the data presented by the College, the satisfaction of the teachers and the students with the performance of research activities is 100%. In fact, the questionnaire for students on the evaluation of research activities cannot give a complete assessment of the effectiveness of research activities, the problems cannot be visible. The questions mainly refer to the facts of research activities' performance and assessment, the students merely stated their participation in the research activities, recorded their satisfaction with the assessment, in addition, the analysis of the survey states that the students from 20 courses have participated in the survey, but the number of students who participated from each course is not clear. As for the questionnaire for the teachers on the evaluation of research activities, it also cannot give a clear assessment on the effectiveness in terms of the content, the problems cannot be seen. There is a tabular analysis for the mentioned questionnaire (the outcomes with numbers and percentages for the 2021-2022 academic year), which is not that comprehensible. There is an improvement plan for the questionnaire analysis, where the presented planned activities do not generally summarize the content and results of the questionnaire.

Considerations:

The expert panel finds it positive that the goals on the creative, innovative and research direction of the College are mentioned in the SP for 2017-2022, also the TLI has the Research Strategy for 2017-2022, but it is worrying that in the context of the planning of the research component, those 2 strategic plans are not coherent, putting at risk their interconnected implementation. Although the Research Implementation Policy developed by the College presents clear research requirements to the teachers, students and administrative staff, however these requirements are mainly not supported. It is noteworthy that according to the 5-year analysis of the College's activity, the lack of research component in the students' research works as well as the rare cases of teachers' research activities are among the unsolved problems of the research field. As a result, the feasibility of the goals set by the College in the field of research is at risk.

Although several teachers of the general education block have made developments having research component, it is still worrying that a certain number of published manuals and scientific research works were implemented until 2012, in the recent years there have been only 2 publications: in 2017 and in 2021. This directly stops the further development of the College in the field of research.

It is problematic that the necessary material and technical resources for research activities in the field of technological specialties are missing, there are no collaborations with employers-counterparts to use their resources for joint research purposes, in addition to the above, the College does not allocate separate financial resources for the implementation of the research goals, so the effectiveness of research activities is completely at risk.

It is worrying that the students are mostly not involved in the implementation of research activities, the link between research and teaching is not visible because the results of research activities carried out by the teachers are not reflected in the APs, course plans in forms of literature lists, assignments or in other ways, not all the students write essays, they

are mainly translations, where thematic analyses are missing, creative approaches, conclusions, summaries are not present. It is also worrying that diploma theses are written only by the students of the "Tourism" specialty, and only one or two of them are research-oriented, the comparative analyses, summaries, conclusions, literature references are missing. In the context of the above, the expert panel positively highlights the methodical developments carried out by the students of the "Technology of Public Food Products" specialty that have research component: the students draw up technological cards for various types of dishes.

Although there are surveys on the satisfaction with research activities among the students and teachers, several analyses, quite high satisfaction indicators, however the expert panel finds it worrying that the surveys are not tend to identify problems, there are no clear evaluations on the effectiveness, the improvements indicated as a result of the analyses do not generally summarize the results of the questionnaire. As a result, the credibility of research-related questionnaires and the implementation of improvements are at risk.

As a result of combining the submitted documents and the processes implemented at the College, the expert panel notes that the processes implemented at the College, which should have a research component, do not derive from the research ambitions of the College, the research results are not monitored and analyzed. The strategy on developing research and analytical skills is at risk.

Summary:

Considering that the TLI does not ensure the implementation of its strategic goals in the field of research, the material and technical resources necessary for research activities in technological specialties are missing, there are no collaborations with employers-counterparts to use their resources for research purposes, there are few assignments that contribute to the development of analytical skills, the research results are not monitored and analyzed, the expert panel finds that the TLI does not meet the requirements of Criterion 6.

Conclusion:

The expert panel assesses the compliance of the institutional capacities of the TLI to the requirements of CRITERION 6 as **unsatisfactory**.

VII. INFRASTRUCTURE AND RESOURCES

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

Findings:

The TLI has an area of 3296.24 square meters. The observation of the resources revealed that the capital renovation of the building is needed. Due to the lack of the classroom stock in the College, the classes are organized in 2 shifts. There are laboratories of chemistry, biology and microbiology, physics, 8 cabinets. The site visit revealed that the classrooms need to be furnished: the tables and chairs are sometimes less than the number of the students in the group, the necessary equipment and items are not available in the

cabinet-laboratories. The scarcity of classrooms and cabinets causes certain difficulties for both teachers and students in terms of carrying out additional support, research and consulting activities. The College has the food, confectionery, pilot production technology laboratory and kitchen laboratory where the students of the "Technology of Bakery, Pasta and Confectionery", the "Technology of Public Food Products", the "Milk and Dairy Product Technology" APs are conducting practical classes simultaneously. According to the data of the 2021-2022 academic year, 263 students study in the 2nd-4th years of those 3 technological specialties. It site visit revealed the impossibility to fully organize laboratory and practical classes that will ensure the acquisition of practical skills according to the learning outcomes due to the lack of relevant resources in the laboratory, besides, the laboratory is overloaded to carry out practical classes in those 3 specialties. As for the laboratory of fermentation production technology, most of the existing equipment are worn out, are out of exploitation and are subject to being written off. The site visit revealed that only video viewing of these equipment is carried out during the practical classes. Students of technological specialties mainly acquire their practical skills during internships, and the students of higher courses mostly work and acquire them at their workplaces. This is confirmed by the students, alumni, teachers and employers. According to the data of 2021-2022 academic year, 960 students are studying at the College, in 2022-2023 academic year the number of students has increased to 1074, and there is only one computer classroom with 13 computers. The College library is in a good condition, it is equipped with 22,000 pieces of professional and fiction literature, modern literature is not available for the all specialties. The College has a tasting room which is also in a good condition. It should be noted that due to the insufficient classroom stock, the classes are also organized in the tasting room and the library. The sports hall needs capital renovation, it is not equipped with a heating system, the canteen is under renovation. The expert panel would like to highlight that according to the SP is was planned to set up a milk and dairy products laboratory, a wine cellar, to re-equip the laboratories, provide the cabinet-laboratories with the necessary furniture, items, equipment and materials according to the set norms, to repair the sports hall enriching it with sporting goods etc. The SP for 2017-2022 is already at the stage of completion, and the mentioned important goals have not yet been achieved.

To carry out its activities, the College is financed from the RA state budget, revenues are also generated from the extra-budgetary activities, a significant part of which is directed to salary increases of employees in the form of bonuses. The College may also run short-term courses to provide additional financial income. It refers to the courses of bartenders, cooks, confectioners, waiters, carving and baby food. Currently, the College does not provide financial income from short-term courses. In the recent years, the extra-budgetary funds of the College has increased along with the increase in the number of the students paying tuition fee. The external review revealed that according to the data of 2021, 84.2% of the financial resources available in the College are directed to the fund of salaries and bonuses, about 2.3% of the costs are allocated to the current renovation of buildings and infrastructures, administrative equipment and transportation costs together make up 2.5% of annual expenses, other machines and equipment - 0.5%, utility bills - 2.3% (there are also other groups of expenses, which together make up 8.2%).

The financial management document base includes a policy and procedure for managing finances, which defines the necessary conditions, goals, problems and principles for the distribution of finances, which by their nature are aimed at the primary financing of the priorities defined in the SP. The important goals set in the SP were left out of the funding directions.

To fulfill its educational goals the College has defined mechanisms for managing financial resources and distributing them in line with the goals, according to which the financial resources of the College are distributed accurately in line with the budget estimate. It is stated that laboratory materials, goods, dishware are purchased according to the requirements of the Heads of the cabinet-laboratories. The site visit revealed that the Heads of the Departments do not submit request letters to make an estimate of material and technical resources of laboratories for conducting practical works in technological specialties. Moreover, the necessary raw materials for practical works are brought by the students and sometimes by the teachers.

From the beginning of 2022-2023 academic year, the “Logistics” (Transportation organization and transport management) AP was introduced in the College, for which the RA MoESCS has allocated 25 admission places. The results of the external review show that the resources of the College are very scarce for introducing and implementing new APs.

The College has an e-mail address and an official website. The website is under renovation and the documents on the College’s activities are not yet accessible. The "Mulberry" system is functioning, which ensures document circulation with the authorized body.

The entrance to the College is guarded by the security guards (24/7 mode), there are no ramps at the entrance. The air raid alert of Shengavit administrative district is installed, fire protection equipment is available, evacuation schemes are in place. Since 2020, a medical center has been operating with necessary supplies and medicines. During the pandemic, the necessary technical supplies were allocated upon the request.

In the laboratory designed for the “Technology of Public Food Products” AP, there are electric gas stoves, a gas cylinder, which are regularly being inspected. The site visit revealed that the chemistry and microbiology laboratories designed for the “Fermentation Technology and Winemaking” AP are equipped with the necessary security gadgets, some of which are quite old, but they ensure the safety of conducting physicochemical and microbiological experiments. There are surveys on satisfaction with resources in the College, according to the results of which 60.6% of students are satisfied with building conditions, 50.6% with heating, 58.8% with the furnishing of classrooms, and 51% with the material and technical adequacy of laboratories. The satisfaction with the literature available in the library showed the best results (78.5%), and the worst result is as follows: only 16.6% of students are satisfied with the furnishing of bathrooms. The expert panel notes that the resource base given to the students and teachers is available.

Considerations:

The expert panel considers the lack of classroom stock, improper furnishing, lack of necessary equipment and supplies in the cabinet-laboratories to be worrying. Since there are not enough classrooms, classes are also organized in the tasting room and the library,

besides, the lack of classrooms causes some difficulties for teachers and students during the additional support, consulting and research activities. As a result, the availability of the resource base necessary for the implementation of the APs is at risk.

The expert panel negatively evaluates that the College does not have a separate laboratory for the Milk and Dairy Products Technology specialty, moreover, practical works for 3 technological specialties are organized in 1 existing laboratory with scarce resources. It is worrying that in the overloaded laboratory it is not possible to fully organize the practical and laboratory classes which provide the achievement of the learning outcomes of the technological specialties. In addition, due to the failure to make an estimate of the material and technical resources of the laboratories for the implementation of practical classes in these specialties, and not to submit request letters, the necessary raw materials for practical classes are acquired by the students, and sometimes by the teachers. The expert panel is also concerned about the fact that in the laboratory of fermentation technology, where most of the equipment is not in use and subject to being written off, during the practical classes, video viewing of these equipment is carried out, hindering the acquisition of practical skills and capacities. As a result, the provision of the necessary resource base for the implementation of the technological APs is at risk. Perhaps, in this situation, the fact that the students of technological specialties mainly acquire their practical skills during internships, and the students of higher courses also in their workplaces, is a guiding and encouraging fact for the expert panel.

Although it was planned in the SP for 2017-2022 to set up a milk and dairy products laboratory, a wine cellar, to re-equip the laboratories, provide the cabinet-laboratories with the necessary furniture, items, equipment and materials, to repair the sports hall, but the SP for 2017-2022 is already at the stage of completion, and the mentioned important goals have not yet been achieved. The realization of the important goals of the strategic plan was hindered.

Although the College has a policy and procedure for financial management, its activities are financed from the RA state budget, in the recent years there is also a dynamic growth in the extra-budgetary fund, nevertheless, the priority for the College is the financing of current expenses, which are the salary and bonus fund, the ongoing renovation of buildings and structures, purchase of administrative equipment, utility bills, transportation costs. The above-mentioned hinders the financing of the important goals set in the SP, and the further development of the College.

Since the resources of the College are very scarce to introduce new specialties, there is a high level of risk of providing the resource base for the "Logistics" specialty (Transportation organization and transport management) planned for the 2022-2023 academic year, jeopardizing the effective implementation of the newly introduced AP

As for the secure environment, the expert panel positively assesses the availability of health and safety services, the safety of the laboratories, although the necessity of ramps for students with special needs has not been taken into account. The medical center is equipped with necessary supplies and medicines.

The expert panel notes that although there are some surveys on the satisfaction with the resources of the College, the results of these surveys are not satisfactory, in particular, students generally have complaints about the heating system, especially the material and

technical adequacy of the sport hall, laboratories, and the furnishing of bathrooms. Along with that, the students expressed their satisfaction with the literature in the library and the good condition of the tasting room. Positively assessing the accessibility of the College's resource base for students and teachers, the expert panel is concerned that in the near future there is a need to assess and manage the risks of providing the educational process with the necessary resource base, otherwise, the effective implementation of the APs may be significantly jeopardized.

Summary:

Taking into account that the resource base of the TLI is not in a good condition, the laboratories for technological specialties do not contribute to the full acquisition of skills and competences aligned with the learning outcomes, the distribution of financial resources is not done according to the goals of the SP, in general, there is a need for risk assessment and management to provide the educational process with the necessary resources, the expert panel finds that the TLI does not meet the requirements of Criterion 7.

Conclusion:

The expert panel assesses the compliance of the institutional capacities of the TLI to the requirements of CRITERION 7 as **unsatisfactory**.

VIII. SOCIETAL RESPONSIBILITY

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

Findings:

The goal and methods of ensuring accountability to external and internal stakeholders of the College are regulated by "Policy and Procedure for Ensuring Accountability to Stakeholders". According to the 2017-2022 SP, one of the directions of the College's development is to contribute to increasing the efficiency of the social responsibility mechanisms of the College, among which are the expansion of relations with the public, the increase in the frequency of TV advertising campaigns, the expansion and strengthening of relations with employers and alumni.

An internal accountability system is developed in the College. Each department, support and administrative staff member prepares and submits a work plan at the beginning of the semester and submits a report at the end of the semester. The teachers also submit reports to the Heads of departments, which are discussed in the Pedagogical Council. The observation of the documents revealed that at the end of each academic year, the Deputy Director for Academic Affairs submits a report to the Pedagogical Council, in which the mechanisms for improvements should also be mentioned. The site visit revealed that both work plans and reports are repeated year after year, the raised issues do not become the basis for new planning, the mechanisms for identifying issues and monitoring are not always effective. The individual logs are a reporting tool for the teachers through which performance analyses (SWOT) are carried out at the end of each semester. Those logs are

presented at the session of the Pedagogical Council, after which the positive and negative results of the analysis are presented at the Board of Directors. The analyses of teachers' individual logs also enable the provision of individual mentoring support for novice teachers.

The Board of Directors submits a report to the Board of Governors on financial issues, work of departments, educational process. After the final attestation, the chairpersons of the State Qualification Commissions submit a report to the RA MoESCS on the results of the examination and the progress of the students. The Director of the College and several employees submitted a report to the RA MoESCS on their training in the Federal Republic of Germany aimed at the organization and development of the dual system, in the report the achievements and innovative ideas that they intend to introduce in the College were presented.

During a year, within the set time frame, the College submits reports to the RA MoESCS (with Mulberry 2 electronic document circulation system), to the National Statistical Service, to the RA Police, to the RA Tax Service and other state agencies as needed.

The TLI has an official website-<http://www.agc.am/>, Facebook page-<https://m.facebook.com/armgreek.college/>, and Instagram page-https://www.instagram.com/accounts/login/?next=/arm_greek.college/, through which the processes taking place in the College are covered: events, festivals, conferences, internships, familiarization visits, open classes, announcements, etc. The College's SC and the "Professional Orientation and Career Guidance Center" have their separate pages on social networks, and there is also an active e-mail address. Unlike the pages on social networks, the website is not updated regularly. The observation of the pages revealed that the Facebook page is quite active, there are feedback mechanisms (questions are answered quickly), and the Instagram page is more passive, questions are answered within a non-standard time frame. The e-mail is mainly used for the official correspondence.

The observation of the website revealed that it is under construction and does not yet serve as a mechanism to ensure transparency and accountability of the College's activities, no reports are posted, but there are News and Archives sections where information on the College's past achievements and successes is posted. The website of the College has the information on focus groups, open classes, events, cooperation agreements, mutual visits, but most of this information is at least 5 years old.

The observation of the documents revealed that the College has allocated budget expenses for advertisements, printing of booklets and website maintenance. For example, according to the 2021 budget performance, the advertising expenses amounted to 707,000 AMD. The site visit revealed that interviews were conducted in cooperation with various mass media, as a result of which the activities of the College were also covered.

The College has a policy on establishing feedback with the society, in which the objectives of providing feedback with the society and the mechanisms used to achieve a positive result are developed. In the last two years the Career Center has held "Doors open" days twice a year within the framework of professional orientation.

The College has defined the methods of identifying the needs of external and internal stakeholders through surveys. The site visit revealed that the surveys were conducted among employers and alumni in the 2021-2022 to identify the needs of the latter. The

observation of the documents revealed that these surveys were mostly analyzed, but the tracking of identifying problems and solving them were not visible.

The College transfers its knowledge to the society by participating in festivals, where traditional Armenian dishes prepared by students are presented, namely "Pumpkin Festival", "Annual Tolma Festival", "Annual Barbecue Festival". The site visit revealed that the students of the "Tourism" specialty organized cultural visits to the sights of Armenia, studied the historical and cultural monuments and applied their professional skills as tour guides. The College also carries out short-term trainings for various stakeholders in the fields of "Bartending", "Carving" and "Waiter", but as the site visit revealed, they are not of a permanent nature.

Considerations:

The expert panel considers it positive that the TLI has an internal and external accountability system, which makes the College's activities more transparent and accountable. It is positive that the teachers analyze their work in the individual logs at the end of each semester, presenting it to the session of the Pedagogical Council. The positive and negative results of the analysis are discussed in the Board of Directors, which can significantly improve the mechanism of accountability of teachers and provide mentoring support to novice teachers.

The external accountability functions upon request, but the College's accountability to external stakeholders, such as employers, is limited to the employers involved in the Board of Governors. As a result, the employers of all the academic programs implemented in the College cannot have sufficient participation in the processes taking place in the College.

The expert panel considers it positive that the College is active on social networks, mainly on the Facebook page, information is provided as quickly as possible. The expert panel highlights the fact that the College also has a website, although the latter does not yet fully implement its function of providing information.

It is commendable that for the purpose of providing information and ensuring knowledge transfer to the society, expenses are allocated from the College's budget funds to cover the activities of the College through advertisements, booklets and various mass media. The above has contributed to the increase of the College's recognition.

The expert panel also positively evaluates the professional orientation and doors open days organized in the College, as a result of which the society is informed on the activities of the College, specialties, labor market development and progress. The fact that the College participates in the festivals organized in the RA, disseminating the national values, Armenian cuisine and customs is commendable.

It is noteworthy that the College also conducts short-term trainings in fields of "Bartending", "Carving" and "Waiter", the regular implementation of which will contribute to the sustainable increase of the extra-budget of the College.

Summary:

Considering that the TLI is basically accountable to the state authorized bodies, external and internal stakeholders, operates various mechanisms for transferring knowledge to the society, has mechanisms for providing feedback to external stakeholders,

disseminates the Armenian national cuisine during various festivals, the expert panel finds that the TLI meets the requirements of Criterion 8.

Conclusion:

The expert panel assesses the compliance of the institutional capacities of the TLI to the requirements of CRITERION 8 as **satisfactory**.

IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

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

Findings:

In its long-term strategic plan the TLI aims to expand external and international relations (the 6th goal of the long-term strategic plan, 2017-2022). In addition, the expansion of external relations and the acquisition of new partners were also emphasized in the SP. However, since 2020, there has been no progress towards internationalization. International cooperation agreements were functioning until 2018, there are no ongoing agreements. The site visit revealed that the pandemic and the war contributed to this. The site visit also revealed that from 2022 it is planned to resume the process of experience exchange with Estonia and Finland and to sign cooperation agreements.

In 2018, the College developed the "Procedure for organizing internships in educational institutions of foreign countries", according to which a 3-phase competition should be conducted for the selection of students traveling to foreign countries for their professional/pre-graduate internships. In the same year, the "External Relations and Internationalization Policy" was also approved. International cooperation processes have been terminated after the documentation due to the pandemic.

The College has a bilingual booklet, and the website is designed to function in a trilingual version. However, the website is incomplete, only the home page is presented in a foreign language, the information in foreign languages are missing in the rest of the sections.

From February 1, 2014, the Department of International Cooperation and Public Relations was established at the TLI, which coordinated the entire process of external relations. The Department had an employee who was first paid from the extra-budgetary funds, then from the budgetary funds. The post of the International Cooperation and Public Relations officer was not included in the sample staff list that came into circulation on January 22, 2020, which is why the Department has not been operational since September 2020. The site visit and the focus group meetings with the stakeholders revealed it that the College management, the Career Center and the Internship Department are actively working to expand the scope of the College's external cooperation.

The TLI cooperates with a number of local organization with which the College has signed contracts. The contracts are mainly refer to the organization of internships. In 2019-2022, about 129 contracts were signed and re-signed for internships in "Technology of

Public Food Products”, “Technology of Bakery, Pasta and Confectionery”, “Fermentation Technology and Winemaking”, “Clerkship with in-depth knowledge of a foreign language”, “Tourism” (for the all majors in the field as well), “Milk and Dairy Product Technology” specialties. However, the observation of the documents revealed that most of them are outdated or simply do not function. During the site visit it became clear that the College currently have 38 valid contracts in 8 specialties. As a result of the introduction of the dual program, cooperation agreements with tourism organizations and hotels have increased, but the most active of them are three.

The TLI has been a member of AEHT (European Association of Hotel and Tourism Schools) since 2011, where the College is the only and official representative from the Republic of Armenia. This partnership enables the College to participate in a variety of programs, but as noted in the SAR, the small number of programs is again depend on insufficient financial resources.

The TLI cooperates with the German "Business and Education Partnership" Foundation within the framework of the "Vocational Education and Training (VET) - Cooperation in the South Caucasus" program. As a result of this cooperation, the student company "The Yummies" was founded in the College in 2019 (with the involvement of the students from the “Technology of Public Food Products”, “Technology of Bakery, Pasta and Confectionery” specialties), and in 2021 the “AGC tour” student company was founded (with the involvement of the students from "Tourism, "Organization of tourism services with in-depth knowledge of a foreign language" and "Service Organization" specialties), the purpose of which is work-based learning. The College cooperates with the German Agency for International Cooperation (GIZ), in the scope of which 2 dual education programs were developed, and the teachers were trained.

Teacher and student exchange programs have not yet been implemented in the College, there are no joint education programs with foreign colleges. The site visit revealed that in August 2022 a group of students from the College and the Greek teacher visited Greece for cultural purposes. There are no mechanisms aimed at increasing the level of foreign languages proficiency of the internal stakeholders in the College, no foreign language (English) courses are conducted among the teachers. Proficiency of foreign languages (mainly English and Russian) among students is limited only in the scope of teaching relevant subject or module. Among the teachers Russian proficiency is mostly common. There are elective and consultation hours for learning Persian and Greek languages within some specialties in the College.

In addition, the site visit also revealed that language proficiency is a problem among students, and it is often an obstacle to employment. Therefore, the College plans to increase foreign language teaching hours at the expense of reserve hours.

Considerations:

The expert panel considers it positive that the TLI highlights the importance of creating an environment conducive to enhancement and internationalization in its 2017-2022 long-term strategic plan, but it is worrying that having the experience in international cooperation, it was not possible to generate the existing best practice.

The expert panel appreciates that in 2018 the Policy on foreign relations and internationalization was approved in the College, there is a Procedure for conducting internships in educational institutions of foreign countries, but due to the pandemic, the processes were stopped, terminating internationalization. At the same time, it is positively evaluated that from 2022, the College is trying to take active steps to find new ways of international cooperation, as a result of which it will be possible to ensure mobility among teachers and students. It is positive the College brochure and website are multilingual and may become an effective mechanism for internationalization after technical improvements and retooling.

It is commendable that since 2014 the Department of International Cooperation and Public Relations was established in the College, coordinating the entire process of external relations, the Department had an employee. Since such a position was not included in the sample staff list approved in 2020, the Department no longer operates from 2020. As a result, these works are carried out by different departments in a certain way, contributing to the expansion of external cooperation.

The expert panel finds it positive that there are a number of contracts signed with the local organizations, but most of them refer to the organization of internships and are not functioning. The expert panel believes that in case of implementing those contracts, the partnership cooperation will be significantly improved. The expert panel highlights the opportunities for internships gained as a result of the cooperation, and the implementation of joint education programs with employers (Dual Education Program), as a result of which a large number of students in certain professions work before graduation and after graduation in leading organizations of their field, promoting employment growth.

It is commendable that the College has been a member of AEHT (European Association of Hotel And Tourism Schools) since 2011, and since 2019 has been cooperating with the Armenian offices of such internationally recognized organizations as the German "Business and Education Partnership" Foundation, the German Agency for International Cooperation (GIZ). Maintaining and developing such cooperation in the near future can contribute to the introduction and implementation of innovative programs.

It is worrisome that the level of language proficiency is a barrier to employment, but at the same time, the College's tendency to improve the level of foreign language proficiency among internal stakeholders is positively evaluated.

Summary:

Considering that the TLI highlights the processes aimed at external relations and internationalization, has experience in this direction, cooperates with a number of companies in the field, has agreements with the Armenian offices of recognized European organizations on the introducing of innovative approaches in the educational processes, the expert panel finds that the TLI meets the requirements of Criterion 9.

Conclusion:

The expert panel assesses the compliance of the institutional capacities of the TLI to the requirements of CRITERION 9 as **satisfactory**.

X. INTERNAL QUALITY ASSURANCE SYSTEM

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

Findings:

The documentation for the quality assurance of the TLI is available: "Regulations of the Internal Quality Assurance Structure (2018)", "Policy and Procedures of the Internal Quality Assurance System", "The Internal Quality Assurance System Review Policy; the Procedures, Mechanisms and Tools for the Periodic Review". The College has defined the goal of the IQA structure, which is: the implementation of the competency-based education through the SESs and corresponding curricula in line with the College's missions and goals and the NQF Level 5 descriptors, and the formation and promotion of a culture of its continuous improvement. The functions of the IQA structure are defined.

The College has defined the ongoing steps to be taken for the improvement of the IQA processes and the establishment of a quality culture, among which are: to identify the educational, economic, methodical problems and needs of the College, to continuously carry out research and analytical activities, to organize the work according to the PDCA cycle, to monitor all the processes, etc. (30 scheduled activities are available). In addition, the scope of functions by which the IQA system plans to regularly review and monitor the College's activities is indicated. The works carried out according to functions have been defined, executors have been appointed, the schedule of implementation has been developed and the control body has been formed.

The site visit and the observation of the documents revealed that the important activities defined by the procedures often remain at the planning stage, there are no summaries on quantitative and qualitative analyzes of the implementation, which would lay the basis for the planning of the next processes and would ensure the continuity of the PDCA cycle.

According to the staff list, the College has an IQA officer who works full-time and has a workroom. The internal stakeholders are involved in the IQA processes and overall work is coordinated by the Deputy Director for Academic Affairs. In the annual estimate of the financial resource planning, no budgetary allocations are defined for the management of the IQA processes aimed at improving the functions of the IQA structure. The IQA structure is financed according to the general principles of the College.

The observation of the documents revealed that the IQA structure has the function of researcher, evaluator, supervisor, coordinator, organizer, developer and implementer, which is also fixed in the job description of the IQA officer. During the external review it was found out that in the job description of the IQA officer there are functions such as: ensuring accountability for the quality of education to the internal and external stakeholders or setting education quality internal criteria and standards in line with the European requirements, which were not implemented by the IQA officer. In addition, the scope of the above functions is broad, covering the entire activities of the College. The site visit revealed that the IQA officer sometimes carries out activities that are not fixed in the IQA structure

and its functions, in particular, random knowledge assessment tests among students in a written form.

During the site visit the expert panel observed 12 surveys with their analyses submitted by the IQA structure conducted in just one year, work plans and report packages are available per year. Summary of analyses - improvement plan connection is not realistic, improvements are not considered in the documents as a basis to the new plans, effectiveness of collected data is not visible.

During the site visit the expert panel observed 12 surveys submitted by the IQA structure with their analyses which were conducted in just one year, work plans and report packages are available per year. Summary of analyses - improvement plan connection is not realistic, improvements are not considered as a basis for the new plans in the documents, effectiveness of collected data is not visible. It should be noted that surveys are the main tool of the IQA processes, no other mechanisms are used as such.

From the internal stakeholders the followings are involved in the QA processes: students in the Student Committee, administrative and teaching staff in the Administrative and Lecture Committee, as for the external stakeholders, the contact with employers and alumni is limited to the implementation of surveys. During the site visit the periodicity of the surveys was not recorded, the expert panel studied only the surveys of the 2021-2022 academic year and several analyses on them. According to the Order in force at the College, the IQA Committees monitor, control all functions of the College, identify needs and ensure quality systematic, regulated work, but the latter mainly participated in the self-assessment, the IQA processes have passed one cycle of planning and implementation, therefor system evaluation and improvement have not yet been carried out.

According to the SAR of the TLI, since 2015, the necessary documents for the self-assessment of the institutional capacities have been collected in the College, and the IQA structure has been formed. The site visit revealed that the IQA officer has been working in that position since 2021. Both during the preliminary evaluation and during the site visit, the processes implemented before 2021 were not presented to the expert panel, there are no analyses of the processes implemented in 2015-2021, no issues raised. Within a year, 12 surveys were developed for two semesters: "Evaluation of the reforms implemented in the College in 2018-2022 by teachers", "Evaluation of students' satisfaction with the resources, sports and cultural programs available in the College", "Evaluation of satisfaction with interns by employers", "Evaluation of the academic programs by alumni", "Evaluation of the course", "Questionnaire on the evaluation of research activities for teachers", "Questionnaire on the evaluation of research activities for students", "Evaluation of the work carried out by the Career Department", "Study of the results of internships", "Your opinion on the training", "Satisfaction with the work of the structural units", "Rating sheet on the educational activities of teachers".

The observation of the documents revealed that, for example, in the questionnaire "Satisfaction with the work of the structural units", the questions are not only personalized, but also it is not clear to whom the assessments refer. In addition, there are structural units which have three responsible persons, but the format of the survey does not distinguish the latter, the assessment becomes general, the issues raised are not visible. The external review revealed that the questions are not targeted and the major issues raised as a result of their

analysis are not present. As for the recommendations made as a result of the questions, they are very general, personal, there are no summaries. Some of the suggestions made by the employers on the APs have been taken into account and introduced in the curricula, but there are no improvement plans for many of the targeted strategic issues.

In 2017, the College carried out a self-assessment on 10 criteria. The review of the documents revealed that the previous SAR was the basis for the new SAR in 2022. The SAR is generally descriptive, data collection mechanisms are not visible, and some of the numerical analyses presented have no factual basis.

The information on the activities of the TLI is posted on the College's website, on Facebook and Instagram pages. However, the observation of the pages revealed that the website is still being upgraded, it does not provide information on the College's IQA processes, there is no separate page for documents on the website, and the Facebook and Instagram pages cover the daily life of the College, announcements are posted.

Considerations:

The external review of the expert panel revealed that although the College has developed documents coordinating and regulating the IQA processes with the relevant activities and functions, still the continuous steps to improve the IQA processes defined by the College and to establish a quality culture often remain in the planning stage, without implementation and summaries of their analyses. As a result, the effectiveness of the assessment of the IQA processes is at risk.

Although the College has the IQA structure with its own officer funded on general basis, the internal stakeholders are involved in the IQA processes, it is still a concern that the functions of the IQA officer are comprehensive and refer to the entire operation of the College. In this context, it is also worrying that the IQA officer sometimes carries out activities outside the scope of his/her functions. Therefore, the efficiency of the IQA processes is at risk.

Although the IQA structure has packages of various surveys with their analyses for a year, annual work plans, packages of reports, however, the connection between analysis summary and improvement plan is not realistic, besides these improvements are not introduced in the respective documents in the form of plans, jeopardizing the effectiveness of using the collected data.

Even though some of the internal stakeholders are involved in the IQA processes of the College, particularly students and teachers, but at the same time, it is worrisome that the involvement of external stakeholders, such as employers and alumni, in the IQA processes is limited to surveys. The expert panel notes that the results the surveys for only one year submitted by the College cannot be used to observe the periodicity and effectiveness of the evaluations carried out, jeopardizing the implementation of necessary improvements.

Although, according to the College, the IQA processes have been launched since 2015, the relevant structure has been formed, but it is worrying that for the period including 2015-2021 packages on the implementation of the IQA processes have not been submitted. Continuity of evaluation of the effectiveness of the IQA processes is at risk. It is positive that 12 surveys were developed within a year, but as a result of the analyses of the surveys, the major target issues are not visible. It is worrying that the suggestions made as a result of the

questions are very general, personal, there are no summaries, hindering the identification and localization of problems of primary importance for the College.

It is positive that the information on the activities of the College is summarized on the social platforms, although there is no information on the IQA processes. As a result of the website upgrade, the coverage of both the general activities of the College and the IQA processes will be significantly improved.

Summary:

Considering that the IQA processes of the TLI are not continuous, are in the planning and implementation phase, the mechanisms of data collection are limited, the major problems are not visible from the analyses of the surveys, there are no target tracking for problem solving, improvements are not introduced in the respective documents in the form of planning, the expert panel finds that the TLI does not meet the requirements of Criterion 10.

Conclusion:

The expert panel assesses the compliance of the institutional capacities of the TLI to the requirements of CRITERION 10 as **unsatisfactory**.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
<i>I. Mission and Purposes</i>	Satisfactory
<i>II. Governance and Administration</i>	Unsatisfactory
<i>III. Academic Programs</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>	Unsatisfactory
<i>VIII. Societal Responsibility</i>	Satisfactory
<i>IX. External Relations and Internationalization</i>	Satisfactory
<i>X. Internal Quality Assurance System</i>	Unsatisfactory

Armenuhi Mheryan
Chair of the Expert Panel

05.12.2022

APPENDICES

APPENDIX 1.CVS OF EXPERT PANEL MEMBERS

Armenuhi Mheryan-in 2000 graduated from the Armenian State University of Economics (ASUE), from the Faculty of Finance with the major in "Finance and Loan". In 2004 was a PhD student of the same University. She holds a PhD in Economics and is an associate professor. In 2006-2021 she has been a lecturer at the Chair of Finance of the ASUE. Participated in a number of trainings on Data processing, statistical analysis through the SPSS statistical package, Training on capacity building for implementing Bologna reforms, "Mastery of information systems and enhancement", "Financial accounting, analysis and audit", "Mastery and application of economic-mathematical methods and models". Since 2022, she has been working at the European University as a lecturer at the Chair of "Management".

Christine Hakobyan- in 2004 graduated from the Armenian State Pedagogical University after Khachatur Abovyan majoring in "Teaching in Elementary Classes" (Master's degree). In 2015 she participated in the following distance courses: "Basics of Tourism", "Etiquette and Intercultural Communication", "Human Resource Management. Since 2005 till now has been working at the Kotayk Regional State College as the Head of Human Resource Department and a lecturer. She is the author of 3 professional manuals. She is a trainer of directors and deputies of general educational institutions. Participated in the development of 2 and the revision of 3 State Education Standards in the field of Tourism.

Anna Dashtoyan-in 1997 graduated from the Armenian Agricultural Academy (qualification- Meat and meat product engineer technologist). In 1998 she became a PhD student of the same University. In 2008 she got a PhD degree in Technical Sciences. In 2010 she received the title of associate professor. From 1997-2004 she worked as a laboratory assistant at the Chair of Animal Origin Products Processing Technology of the Armenian Agricultural Academy. In 2004-2010 she worked at the same Chair as an assistant. From 2010 to now she has been working as an associate professor at the Chair of Animal Origin Products Processing Technology of the Armenian National Agrarian University.

Avetiq Khosteghyan- in 2022 graduated from the Accounting Department of the Gavar State Agricultural College. Currently he is a second-year student of "Management" Department at Eurasia International University. In 2021 he participated in the training of student-experts conducted by the ANQA "Student Voice" project.

APPENDIX 2. SCHEDULE OF SITE VISIT

	09.09.2022	Start	End	Duration
1.	Observation of resources	16:00	17:30	90 minutes

	12.09.2022	Start	End	Duration
1	Meeting with the Director of the College	09:30	10:30	60 minutes
2	Meeting with the Deputy Directors	10:40	11:40	60 minutes
3	Meeting with the members of the self-assessment working group	12:00	12:40	40 minutes
4	Break, expert panel discussions	13:00	14:00	60 minutes
5	Meeting with the alumni	14:10	15:10	60 minutes
6	Meeting with the employers	15:20	16:20	60 minutes
7	Observation of documents, close meeting of the panel	16:30	18:00	90 minutes

	13.09.2022	Start	End	Duration
1	Class observations	09:30	10:30	60 minutes
2	Meeting with the members of the Board of Governors	10:40	11:40	60 minutes
3	Meeting with the Heads of Chairs and Methodist	11:50	12:50	60 minutes
4	Break, expert panel discussions	13:00	14:00	60 minutes
5	Meeting with the students (10-12 representatives)	14:10	15:10	60 minutes
6	Meeting with the teaching staff (8-10 representatives)	15:20	16:20	60 minutes
7	Meeting with the members of the Student Council	16:30	17:10	40 minutes
8	Observation of documents, close meeting of the panel	17:20	19:00	100 minutes

	14.09.2022	Start	End	Duration
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1	Meeting with the responsables of the "Tourism" AP	Meeting with the responsables of the "Technology of Public Food Products" and "Technology of Bakery, Pasta and Confectionery" APs	09:30	10:30	60 minutes
2	Meeting with the teaching staff of the "Tourism" AP	Meeting with the teaching staff of the "Technology of Public Food Products" and "Technology of Bakery, Pasta and Confectionery" APs	10:45	11:45	60 minutes
3	Meeting with the students of the "Tourism" AP	Meeting with the students of the "Technology of Public Food Products" and "Technology of Bakery, Pasta and Confectionery" APs	12:00	13:00	60 minutes
4	Break, expert panel discussions		13:10	14:10	60 minutes
5	Meeting with the Heads of the structural units: Head of Education Department, Professional Orientation and Career Guidance Officer, Head of Internship Department, Librarian, Heads of cabinets and laboratory, Accountant, Head of HR Department		14:20	15:20	60 minutes
6	Open meeting		15:30	16:30	60 minutes
7	Observation of documents, close meeting of the panel		16:35	18:35	120 minutes

	15.09.2022	<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Quality Assurance Officer	09:30	10:30	60 minutes
2	Meeting with the members selected by the expert panel	10:40	11:40	60 minutes
3	Close meeting of the panel	11:45	12:45	60 minutes
4	Break, expert panel discussions	13:00	14:00	60 minutes
5	Observation of documents, close meeting of the panel	14:10	16:10	120 minutes
6	Meeting with Management of the College	16:30	17:00	30 minutes

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

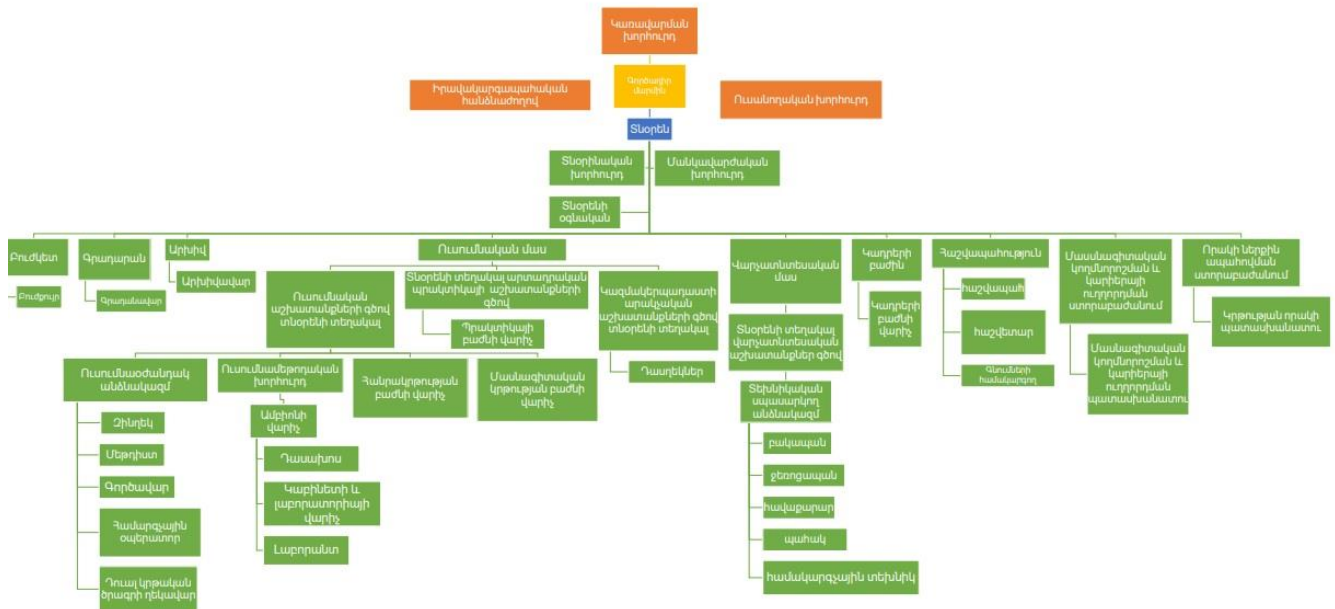
N	NAME OF THE DOCUMENT	CRITERION
1.	Self-assessment carried out before 2018	1
2.	Minutes of the sessions of the Board of Governors and the Board of Directors	1
3.	Grounds describing mechanisms that identify internal and external stakeholders needs	1
4.	Performance analysis of the previous strategic plan (5-year analysis)	1
5.	Job descriptions of the Deputy Director in charge for production internship and the Head of the Internship Department	2
6.	Minutes of sessions of the Pedagogical Council	2
7.	Logs on class observation (one per Chair)	2
8.	Written opinions of the Deputy Director for Academic Affairs and the QA officer on the monitoring of semi-annual reports.	2
9.	The conclusions of the QA officer on the activities of the structural units starting from 2018	2
10.	Conducted SWOT self-assessments	2
11.	Sample of the Applicant information sheet	2
12.	The Director's annual reports to the Board of Governors (financial)	2
13.	Examples of final theses (from the all APs)	3
14.	Analyses of the classes (in the format of separation AP into theoretical, practical components)	3
15.	Information on the mobility of students, teachers according to different years	3
16.	The “Logistics” AP package	
17.	Employers’ opinions on the APs	3
18.	Assignments from various APs	3
19.	Admission effectiveness analyses for the last 3 years	4
20.	Minutes of meetings of the Admission Committee	4
21.	Reports of the curators	4
22.	Analyses of the student-related surveys	4
23.	Work plan, composition, session schedule, minutes of SC	4

24.	Analyses on the student employment	4
25.	Package of individual and group research on 3 APs	4
26.	Analyses of the alumni surveys	4
27.	Workload of the teaching staff (2021-2022)	5
28.	List of teachers trained in the recent years (except for the National Centre for Vocational Education and Training Development)	5
29.	The comprehensively stated requirements for qualifications of teaching staff	5
30.	Summaries of the teachers' evaluation results	5
31.	Filled logs of teachers' on individual, pedagogical and methodological works, analyses of the logs (for 3 APs) /it is stated in the SAR that analyses are being performed/	5
32.	Lump sum cash awards, list of faculty members receiving additional paid leave	5
33.	Minutes of class observations	5
34.	Schedule of classes observations	5
35.	Reports on the best practices of European colleges (2004)	5
36.	Teacher development plans for 3 APs	5
37.	Staff list of 2021	5
38.	The topics of the methodological works of all the teachers for 2021 semester	6
39.	List of methodological works	6
40.	Internship reports, diaries	6
41.	Teacher's report, individual log, work plan	8
42.	Analyses of opinions and needs of society through feedback mechanisms	8
43.	Cooperation agreements with local and international counterparts	9
44.	Analyses of the conducted surveys	10
45.	Blank examples of questionnaires (for internal and external stakeholders)	10

APPENDIX 4. RESOURCES OBSERVED

- Auditoriums
- Library
- Archive
- Tasting and banquet hall
- Medical Centre
- Computer classroom
- Fermentation laboratory
- Public food laboratory
- Chemistry laboratory
- Microbiology and biology laboratory
- Sports hall
- Cabinet for Fundamentals of Military Readiness

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 6. LIST OF ABBREVIATIONS

ANQA- The National Centre for Professional Education Quality Assurance Foundation

AP- Academic program

IQA- Internal quality assurance

MoESCS- The Ministry of Education, Science, Culture and Sport of the Republic of Armenia

NQF- The National Qualifications Framework

QA- Quality assurance

SC- Student Council

SES- State Education Standard

SP- Strategic plan

TLI- Tertiary Level Institution

VET- Vocational Education and Training