

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



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
MARTUNI STATE MEDICAL COLLEGE**

Yerevan – 2023

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INTRODUCTION

The institutional accreditation of Martuni State Medical College (hereinafter referred to as MSMC) is carried out based on the application submitted by MSMC.

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

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

The accreditation process was funded by the Ministry of Education, Science, Culture, and Sports of the Republic of Armenia (hereinafter ESCS).

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

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

SUMMARY OF EVALUATION

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

While conducting an evaluation, the panel considered that the Martuni State Medical College is a secondary professional educational institution, whose mission is "providing the public service system with highly qualified healthcare specialists through secondary professional training". The activities carried out by the Martuni State Medical College correspond to the adopted mission of the institution and are consistent with the 5th level of the National Qualifications Framework (NQF). The academic programs of the Collage are based on the State Educational Standards (SES) and have recently undergone modular training. The college still has some work to do to properly localize the NQFs and adapt them to its resources. Changes are being made in academic programs (APs), which mainly concern the distribution of practical and theoretical hours. The college does not have a policy and procedure for the monitoring of APs, but there are separate monitoring mechanisms: class observations, surveys. The "Pharmacy" academic program is the most competitive educational program of the college. In 2021, the implementation of research works was also introduced in APs, which contributes to the strengthening of students' knowledge and abilities, as well as the development of analytical abilities. Students are provided with tasks that allow the student to develop professional abilities within the framework of the APs. At the same time, it is important to emphasize the assessment of practical abilities in the summative certification process of all APs.

Specialists and practical doctors with appropriate qualifications teach at MSMC, it should be noted that the presence of practical teaching staff is one of the strengths of the college. Practical lecturers as doctors regularly participate in professional trainings, and non-practical specialists participate in trainings organized by state bodies, which are mainly aimed at the development of methodological abilities. The basis of the organized trainings is not always based needs assessment. The expert panel emphasizes the fact that the college, being a regional educational institution, was able to gather around its knowledgeable specialists. The policy of the college to attract new staff and develop their abilities is noteworthy, the aspiration to have more than 1 lecturer in the same professional direction, which allows the college to have a stable teaching staff.

Continuous improvements to the infrastructure and resource base are among the college's strategic priorities, and some classroom renewals have taken place over the years. According to the opinion of the expert panel, the resource base of the college still needs to be improved and supplemented, there are no basic laboratories and cabinets, which are necessary for the full achievement of the outcomes defined by the APs. The college is trying to solve the lack of resource base through the Martuni Medical Center (hereinafter Martuni MC) and video classes, posters, pictures. The expert panel realizes that the college will not be able to fill the

problem of resource saturation in a short period of time with the financial resources it has. From that point of view, the attraction of additional financial resources is very important, as well as the use of joint resources with employers. It is necessary to develop mechanisms through which employers will be more inclined to allocate their resources to get a appropriate specialist to the college. During the site visit, the new building of Martuni Medical Center was also under construction, which should be equipped with the latest equipment in the future. The expert panel hopes that after the construction of the medical center, the students at the college will have the opportunity to acquire practical skills using the latest resources, this fact will soften the imperfection of the resource base of the college.

From the point of view of management efficiency, the expert panel emphasizes that several documents have been developed in the College, which can ensure the systematic implementation of the implemented processes. As for strategic management, it should be noted that there are several problems in the newly developed strategic plan. Such as lack of evaluation performance indicators, uncertainty of terms, uneven distribution of responsibilities, in addition to this, in the schedule of implementation of the SP, the goals and tasks of the SP were not transformed into actions, but were expressed as problems, as stated in the SP. The expert panel notes that long-term and short-term plans are not fully comparable, there are no mechanisms for evaluating the effectiveness of the management system. The reports of both the director and the divisions are mostly descriptive and do not include quantitative and qualitative analyses. The expert panel highlights the fact that the quality assurance system has been implemented in the College, there is a corresponding QA responsible and a documentary base. During this period, surveys were conducted among students and parents, some problems were highlighted, which received their solutions. The quality assurance system has not yet managed to fully establish and develop appropriate tools for evaluating all processes and getting data. The data provided by the quality assurance system are still not completely sufficient for making managerial decisions, in particular, the effectiveness of the work of the director, divisions and individual administrative employees, the work of the APs and other processes is not evaluated. The expert panel highly appreciates the efforts of the QA responsible aimed at the regulation of the college processes, in particular the development of documents, as well as the introduction of the culture of implementation of inquiries, however, the panel believes that there is still a lot of work to be done in the college for the establishment of the QA system and the introduction of a quality culture.

There are clear mechanisms for recruitment of applicants, and the effectiveness of these mechanisms is evaluated at the MSMC, which enables the college to carry out more targeted activities, which contributes to increasing the number of students. Students are free to highlight their problems. Counselling services are set at a high level in the College, for which a clear schedule is defined, it is a mandatory process, especially for absent students. The availability of counselling hours reduces unnecessary absences and increases student responsibility.

The expert panel emphasizes that from 2021, research works have been introduced within the framework of the "Pharmacy" AP. The expert panel appreciates the efforts of the College for the work it has done in this short period of time, expressing the hope that the research mind and capacity building activities will also be implemented in the rest of the APs and the current results will be improved. There is also a need to develop a research promotion policy that will provide a motivation to involve both students and lecturers in research and

creative work. The college has great potential for conducting research by the faculty, as the lecturers have both teaching experience and practical medical activities. The implementation of research by the faculty will contribute to the extraction and dissemination of the best practices available in the College, which will also increase the reputation of the College.

A system of internal and external accountability has been implemented in the MSMC. At the same time, it is problematic that the reports are descriptive and not analytical. The website of the college is under development, the Facebook page is currently active. The expert panel positively evaluates the work carried out by the College in the direction of transferring knowledge to the society. Various trainings and volunteer work contribute to raising awareness of the college's activities among the public, as well as to the development of students' practical abilities.

Foreign relations and internationalization are one of the strategic priorities of the college. Processes are not carried out without planning, which may endanger the realization of the goal. The expert panel positively evaluates the fact that the college strives to develop its connections in the direction of local and internal relations. From the point of view of external relations, cooperation with employers is important, but now the scope of cooperation is limited mainly to the organization of practices. In the direction of internationalization, the most important thing is to improve the knowledge of a foreign language, especially the English language, among students, teaching, and administrative staff. It is also important to study the international experience from the point of view of the implementation of APs, which will provide an opportunity to ensure the entry of innovations into the College.

Strengths of the Institution:

- Strategic importance in the region,
- Dedicated administrative and teaching staff,
- Effectively implemented medical APs,
- Counselling services provided to students,
- Employment rates of graduates,
- The opportunities created for the promotion of beginner lecturers,
- The presence of practical doctors-lecturers,
- The contribution of research works in the "Pharmacy" AP,
- Cooperation with the Martuni MC in order to fill the resource base,
- Voluntary work carried out by faculty and students for the public,
- Surveys conducted among students and parents.

Weaknesses of the Institution:

- Situational management, weak strategic planning,
- The lack of clarity schedule, uneven distribution of functions in the SP,
- Disconnection between long-term and short-term plans,
- Absence of monitoring and improvement policies of the APs,
- Unequal investment of research work in the APs,
- Limited material and technical resources,
- Lack of international joint programs, cooperation with international centers, faculty,

and student mobility programs,

- Unplanned external relations and internationalization work, as well as putting all the responsibility on one person,
- Low level of knowledge of a foreign language among faculty (English) and students,
- Lack of an official website,
- Lack of mechanisms and tools for evaluating the processes implemented in the college.

Main recommendations:

Mission and Purposes

- Clearly distinguish the mission of the college, defining it in a format that is concise and understandable to internal and external stakeholders.
- Revise the SP, clearly separating the goals, objectives, performance evaluation indicators.
- Assess the financial possibilities to assess the realism of the defined goals, to understand the amount of additional financial resources.
- Revise the schedule for the implementation of the SP, specifying the actions for solving problems, the performance evaluation indicators, reviewing and clarifying the dates, the responsible persons.
- Establish clear mechanisms for evaluating the effectiveness of the objectives of the SP, applying the key evaluation indicators.

Governance and Administration

- Introduce mechanisms for evaluating the effectiveness of the management system.
- Introduce the PDCA cycle in all management processes.
- Define clear functions and clear requirements in order to effectively implement the processes of foreign relations and internationalization, diversification of financial inputs, if necessary, also developing the capabilities of employees.
- Link the short-term plans of all departments to the long-term strategic plan.

Academic programs

- Develop and implement a policy and procedure for the monitoring and improvement of the APs, specifying the periodicity, tools, responsible persons, and the format of presentation of the results, involving internal and external stakeholders in the process.
- Develop and implement benchmarking policy, identifying, and localizing the positive experience implemented in local and foreign medical colleges.
- Add video lessons to faculty learning materials to help introduce appropriate methods, situations, or processes to students in the absence of resources.
- To improve the conduct of state final exams in all APs, mostly based on the demonstration of students' practical abilities.

Students

- Develop and initiate additional training for students, continuously evaluating their effectiveness.
- Develop and apply mechanisms for evaluating students' educational, counselling and other provided services.
- Develop mechanisms to increase the role of the SC as an independent decision-making structure.

Faculty and staff

- Develop and implement policies and procedures for systematic evaluation of faculty based on experience.
- Carry out a review of the professional needs of lecturers and develop a training program based on it.
- Review and fully implement the faculty incentive policy, including the results of the systematic evaluation of the faculty, the implementation of research work, etc.

Research and Development

- Develop and implement policies to encourage faculty and students to make research, ensuring innovation enters the college.
- To develop and diversify the research, analytical skills-building tasks given to students in all the APs.
- Introduce clear requirements for the implementation of research work: structure, list of literature, execution of judgments and conclusions, etc.

Infrastructure and Resources

- Develop and implement a policy for the acquisition of alternative financial means.
- To re-equip the cabinets and laboratories according to the requirements of the outcomes of APs.
- Cooperate with other VET institutions and medical centers for the purpose of joint use of resources.

Societal Responsibility

- Launch the college website in a bilingual or trilingual system, providing complete information about the activities of the college (SP, policies, reports, current affairs, etc.) and a feedback section.
- Improve departmental work plans and reports, as well as the format of the director's annual report, ensuring the connection with the goals and activities of the SP.

- Develop effective mechanisms for providing feedback to external stakeholders.

External Relations and Internationalization

- Develop a schedule for the implementation of external relations and internationalization processes, clearly planning the actions of the problems defined in the SP, the performance evaluation indicators, the dates for the implementation of the actions and the responsible persons, also implementing the optimal distribution of the available human resources.
- Develop a comprehensive training program aimed at improving the foreign languages of the internal stakeholders, also introducing efficiency evaluation mechanisms.
- Develop a systematic program of capacity building in targeted directions, for example, applying for grant programs, providing additional financial flows to the College.

Internal Quality Assurance System

- Revise the QA work plan, defining the activities clearly and measurable, indicating appropriate deadlines, linking to the priorities of the SP and the functions of the quality assurance responsible.
- To replenish the quality assurance structure with human resources to fully implement QA processes.
- Introduce mechanisms for evaluating the effectiveness of QA processes.
- Develop and improve data collection and analysis mechanisms, ensuring data-based decision-making in all processes of the college's activities.
- Ensure active participation of external and internal stakeholders in QA processes.

Mariam Gevorgyan, Chair of Expert Panel

06.02.2023

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

External evaluation of the institutional capacities of Martuni State Medical College was carried out by the following expert panel¹.

1. **Mariam Gevorgyan-** Lecturer at the French University in Armenia, candidate of physical-mathematical sciences, Doctor of Sciences in the field of philosophy, Head of the expert panel,
2. **Heghine Gevorgyan-** Assistant professor of the chair of biochemistry, microbiology and biotechnology, senior laboratory assistant of Yerevan State University, candidate of biological sciences, member of the expert panel,
3. **Gayane Ghazaryan-** Practice manager of Ararat State Medical College, chairman of subject committee of special professional subjects, lecturer, member of expert panel.
4. **Mari Serobyanyan-** 4th-year student of the "Nursing" specialty of the Yerevan Base Medical College, student member of the expert panel.

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

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

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

PROCESS OF THE EXTERNAL REVIEW

The college applied for state institutional accreditation by submitting to ANQA (28.02.2022) filled the application form, presented the copies of the license, and respective appendices.

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

After the decision on the acceptance of the application was made (22.03.2022), an agreement was signed between the MSMC and the ANQA. The timetable of activities was drawn up and approved.

¹ Appendix 1. CVs of the Expert Panel

The self-evaluation of the college was carried out by the working group formed by the order of the director of the College.

Self-evaluation

Considering the fact that, the educational institution is undergoing institutional accreditation for the first time and is in the initial stage of the formation of the culture of quality assurance in colleges, the ANQA has conducted 4-day online workshops with the College. The workshops aimed to prepare colleges for the organizational stages of the accreditation process. The workshops took place in 2022, from March 3-4, in which 6 employees from college participated. During the 4-day workshops, the interpretations of the institutional accreditation criteria and standards, the electronic questionnaire to be filled in for applying for institutional accreditation, the features of self-evaluation and SWOT analysis and the connection with the standards were presented.

The educational institution carried out a SWOT analysis, which was discussed with the employees of the ANQA.

Institutional Capacity Self-Evaluation of MSMC was presented on 12.09.2022. The self-evaluation was carried out by 10 employees of the institution, including lecturers, teaching, and support staff. The self-evaluation report was mainly descriptive and general, which sometimes did not allow the experts to understand and correctly assess the real situation in the college during the preliminary assessment.

Preparatory phase

ANQA coordinator observed the report to reveal its correspondence to the technical and substantive requirements of ANQA. Then ANQA coordinator sent the self-evaluation report to the expert panel, the members of which were agreed upon with MSMC.

The self-evaluation and attached documents were provided to the expert panel for preliminary evaluation, which was agreed upon with the college and was confirmed by the order of the ANQA director.

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

- The main functions of the members of the expert panel,
- The ethics and techniques of holding meetings and doing inquiries,
- Defining the specifics of the VET sector and interpretation of accreditation criteria according to the VET sector

- Preliminary assessment as a stage of preparation of the expert report, the main requirements for the report.

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

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

Preparatory visit

Considering the distance of MSMC from the capital, the preliminary visit took place online in 08.11.2022. ANQA coordinator, the head of the institutional-program accreditation department and the head of the expert panel were present at the meeting. During the meeting, the schedule of the site visit was introduced and agreed with the college as well as discussed and mutually agreed decisions were made regarding the technical, organizational, information issues of the expert visit, the behaviour and ethical norms of the meeting participants. During the preliminary visit, the head of the expert panel, the coordinator and the head of the institutional-program accreditation department of ANQA attended the parent meeting organized in the college.

Site visit

The expert panel site visit took place from November 14-17. The site visit started and ended with meetings with the director of MSMC. All the participants of the meetings were selected at random from a pre-provided list. All scheduled meetings were held, and the expert panel also carried out some class observations. During the visit, the expert panel conducted a study of documents and resource observation.

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

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

² Appendix 2. Schedule of the Expert site visit

Expert panel report

The members of the expert panel and the ANQA coordinator prepared a preliminary version of the expert report, which was agreed with the experts on December 22.2022.

On 30.01.2023, the MSMC sent its response to the report to ANQA. ANQA organized a meeting between the MSMC and the expert panel to clarify the observations of the College.

The expert panel prepared the final version of the report, which was approved by the panel on 06.02.2023.

Anahit Terteryan

Coordinator of the Expert Panel

06.02.2023

EVALUATION ACCORDING TO ACCREDITATION CRITERIA
BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION

History:

"Martuni State Medical College" SNCO is an organization implementing medical secondary professional educational programs, which was established in 2002 as a branch of "Yerevan Basic Medical School". According to the decision of the RA Government on January 29, 2004, as "Martuni Medical College" NOC of the RA Ministry of Health. The college is located at 2/1 Martuni Narekatsi, Gegharkunik Marz, in the "D" building of "Martuni Medical Center" CJSC. On June 15, 2013, by the decision of the RA government, the college was transferred from the RA Ministry of Health to the RA Ministry of Education and Science.

Education:

Martuni State Medical College is an educational unit that implements secondary medical professional educational programs, the main purpose of which is to train specialists in accordance with the state standards for the healthcare sector of society's life and comprehensive education and formation of citizens.

The following educational programs are taught in the college:

1. "Nursing"
2. "Obstetric work",
3. "Pharmacy",
4. "Dental technical work",
5. "Medical cosmetology".

Research:

There is a strategy for expressing interests and ambitions in the field of research at the MSMC. Interests are different and relate to different professional fields. Research works in the college have been started since 2021. The implementation of research is one of the objectives of the College's SP, which implies:

1. Formation of research groups for the implementation of fundamental and applied research in prospective directions,
2. Research cooperation with RA research centers, deepening the connection between science and education.

External Relations:

The college has developed a clear policy in the field of cooperation with international organizations and educational programs. College faculty participate in the "Innovative Pedagogues" project initiated by the European Educational Foundation (EEF), which aims to support the international community of pedagogues. Through the platform, the dissemination of innovative experience, recognition, visibility, as well as the opportunity to participate in international projects, to make new connections with specialists from within the country and from other countries, and to gain knowledge and experience about innovative approaches to teaching are ensured. MSMC actively cooperates with local educational institutions,

organizations implementing educational, public, humanitarian programs.

Quality Assurance:

Since 2020, the internal quality assurance system has been implemented in the College. One of the basic goals of the institution is to ensure the quality of secondary vocational education and the application of the appropriate improvement system, to ensure the transparency and publicity of the organization of the educational process. The main mission of quality assurance is to ensure continuous improvement of the services provided by the college by providing quality educational services to the public. Internal quality assurance mechanisms have been introduced and are operating in the College, which are based on analytical activities, principles of transparency and continuous improvement. The work of the internal quality system of the college is organized by the PDCA cycle, the measurement axes of which are achievement, compliance with stated challenges arising from the mission.

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

CRITERION I. MISSION AND PURPOSES

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

FINDINGS:

"Martuni State Medical College" SNOC has described its mission in the 2022-2027 SP. It should be noted that the mission implies a several-page recital, which also includes the history of the college, the problems of the region, educational programs, etc. In its mission, the College mainly emphasized the following: "To provide the public service system with highly qualified healthcare professionals through secondary professional training". The college currently implements the following professional educational programs in the medical field: "Nursing", "Pharmacy" and "Dental Technical work". The implemented APs correspond to the name of the college and the adopted mission. In accordance with the institution's mission, the MSMC provides education in accordance with the 3rd and 5th levels of the NQF, providing secondary professional education. The college is the only medical educational institution serving the Martuni region.

The current SP is the second strategic planning experience of the college, the first one was planned for 2017-2022, and the current one is for 2022-2027. There were no goals and objectives in the previous SP, it included only a description of the work carried out by the college during the given period and some programs, for example, to include students in the implementation processes of national health programs. In the 2022-2027 Strategic Plan, the college has separated two sections of goals and objectives, the first section is entitled: the strategic goals, objectives and actions for their implementation, the second section is titled: the goals and objectives of the strategic plan. In the first section, the following nine goals are distinguished: Implementation of the strategic mission and goals, Governance and administration, Professional educational programs, Faculty and support staff, Research works, Student support, Infrastructure improvement, External relations and internationalization, Quality assurance system.

The second section presents the following five goals: Ensuring the process of preparing highly qualified competitive professionals, improving the college management system, External relations and internationalization, Work-based learning, Ensuring the quality assurance system. For the latter, problems, actions and progress evaluation indicators are separated. The goals and objectives mentioned in the first section and the second section are often the same, but there are also differences, for example, to develop and implement quality assurance mechanisms for research and innovation, entrepreneurial activities, implementation of additional services.

The college has built its strategic plan implementation schedule based on the nine strategic goals mentioned in the first section. About fifty problems are identified for the goals set in the 2022-2027 Strategic Plan of the MSMC, the stated goals and objectives are almost identical in the implementation schedule of the Strategic Plan, there are no specific actions for the defined problems that will outline the ways to solve the problems, there are also no

indicators for evaluating the effectiveness of actions. In the schedule, responsible persons and dates are separated, for all the mentioned tasks, the dates of implementation are indicated in 2022-2027 SP or annually. In the responsible department, only the director is responsible for solving problems involving the responsibility of several departments, for example, introduction of work-based learning, promotion of academic mobility of teaching staff and their participation in international scientific and technical projects, etc.

While developing the SP, the college did not assess its financial capabilities in order to understand/estimate the financial means/resources needed for the implementation of the SP. According to the self-analysis, the MSMC identifies the needs of internal and external stakeholders through surveys. From the site visit, it became clear that surveys were conducted among students and parents, for example, among students regarding satisfaction with resources, with the work of the faculty, and among parents with satisfaction with the activities of the college. The needs of the students are revealed to a certain extent in the meetings of the Student Council, which is also attended by the deputy director for organizational matters.

The needs of the lecturers are identified in chair meetings, in which the Deputy Director for Organizational Affairs, who is also responsible for quality assurance, also participates. There were no conducted surveys among employers, communication with them is provided mainly by the director of the college. Verbal discussions take place with employers, the results of which are not recorded and analyzed. Some of the employers are also involved in the college's Governing Council, in addition, the college is located next to the Martuni MC, which provides an opportunity for ongoing college-employer communication.

It became clear from the site visit that employers mainly need knowledgeable pharmacists and nurses who have practical skills and know foreign languages. In this direction, the College has set a task to ensure the necessary level of foreign language knowledge of the internal stakeholders, but it became clear from the site visit that the actions in this direction are not yet clearly planned.

The annual reports of the director and departments are considered as a mechanism for evaluating the performance of the SP. The study of the submitted reports showed that the selected formats do not provide an opportunity to evaluate the implementation of the goals of the SP. The reports do not refer to the objectives of the SP and their implementation. The director's report contains data on the number of professors teaching that year (main, joint, etc), data on organized methodical trainings, etc. Department reports are derived from annual plans, the latter are derived from current work functions. The reporting component is missing in the reports, the reasons for the unfulfilled actions and the next steps are not visible. At the same time, it should be stated that there is no other mechanism for evaluation of SP in the college. While developing the new SP, a fundamental analysis of the previous SP was not carried out.

CONSIDERATIONS:

The expert panel appreciates the fact that the MSMC has defined its mission, which is consistent with the college's name and sectoral focus (medical), at the same time, clarifying the mission will contribute to better understanding by stakeholders and targeting of the college's role. It is positive that a schedule has been developed for the purpose of implementing the SP, however, the lack of indicators for evaluating the effectiveness of actions and results for the defined problems does not allow the college to evaluate the viability of the defined goals.

At the same time, the expert panel notes that setting dual goals and objectives can confuse the educational institution and endanger top-down planning. It is worrisome that the deadlines in the schedule are not clear, and the tasks involving a large range of responsibilities are assigned to only one person. The above may threaten the realization of the objectives of the SP and the effective distribution of the functions of the employees. The combination of the defined SP goals and the available financial resources will enable the college to understand the realism of the implementation of all the stated goals in the conditions of the availability of financial resources.

The external and internal stakeholders of the college value the fact that the Medical College is the only medical educational institution in the region. It is commendable that the College's relationship with internal and external stakeholders is close. The expert panel notes that targeted communication with stakeholders will facilitate the prioritization of several important observations and recommendations.

Annual reports of the director and departments are considered as the main mechanism for implementing the goals of the College. The expert panel considers that the reports cannot yet be considered as a mechanism for evaluating the SP, because they do not fully reflect the content of the SP, and their non-analytical, descriptive nature may endanger the realization of the final goals of the SP.

SUMMARY:

Taking into account that the MSMC has a special importance for the region, the chosen mission and the goals of the SP correspond to the NQF, the internal and external stakeholders were somewhat involved in the development of strategic directions, the expert panel considers that the "Martuni State Medical Center" College" meets the requirements of Criterion 1.

CONCLUSION:

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

CRITERION II. GOVERNANCE AND ADMINISTRATION

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

FINDINGS:

Martuni State Medical College is a state non-commercial organization, its management is carried out in accordance with RA laws "On Education", "On Primary Education and Secondary Vocational Education", "On State Non-Commercial Organizations", the charter of the college and other normative documents regulating the legal framework. The management bodies of the college are: the founder, the authorized body, the management board of the college, and the executive body is the director. The management board has a new composition, which consists of 11 members.

The council includes representatives of the college (2 lecturers and 3 students), social partners (3), a representative of the MoESCS, a representative of the local government, a representative of the Unified Social Service. It should be noted that the new composition also

includes members of the former Management Board. According to the charter, the Management Board carries out the current control of the director's activities, discusses and approves his annual reports, approves the strategic plans of the college, etc. From the expert visit and the study of the documents, it became clear that the members of the Management Board did not take part in the work of developing the SP, and discussions.

Pedagogical, educational and student councils also operate in the College. To organize the management processes, the college has developed and put into use the main documents, which were mostly developed during the last two years. In particular, regulations of various departments, regulations for organizing and conducting students' internships, conducting surveys, ethics commission, faculty and staff formation, etc. The comprehensive analysis of the management system is defined by the college's SP as a problem, the solution of which is the responsibility of the Management board. Both the study of the schedule and the meetings with the members of the Management board and the director did not allow the members of the expert panel to understand how the processes will be implemented and with what tools.

The college mainly has human and certain material resources to organize its educational processes. In SP, external relations and internationalization are considered a priority, but the only director is responsible for the processes. It became clear from the site visit that communication with international partners is organized with the help of a translator. The quality assurance processes are also an objective of the SP, and the quality assurance position is occupied by 0.5 time, the responsible person is also the deputy director for organizational works, a lecturer and the secretary of the admissions committee. It became clear from the site visit that the combination of these positions causes overload.

Regarding the resource base, the college currently has a resource problem, which it seeks to solve in cooperation with the hospital. The college's budget is generated from state funding and tuition fees from fee-paying students. In recent years, along with the increase in the number of paid students, the budget revenues have also increased. The college has set itself the task of transitioning from the consumption budget to the development budget. During the site visit it became clear that within the framework of the above-mentioned, the college is ultimately aiming to increase the salaries of the employees. It should be noted that the majority of college expenses are current expenses, making up about 88.7% of the total expenses. The amount of the remaining expenses for the full implementation of the goals aimed at the development of the college defined by the SP is very limited. It became clear from the site visit that the college raised the mentioned problem and is trying to find alternative sources of funding, for example, it is planned to export the herbs collected and packaged by the College to the German Federation and the French Republic. Currently, the process is in the cooperation stage, no clear results have been recorded, there are no grounds.

The participation of lecturers and students in the decision-making related to them is regulated by the charter of the College and other legal acts. Students and faculty are involved in the college's collegial highest governing body, the Management Board. The Management Board has just been formed, it became clear from the site visit that the lecturers have not yet managed to show activity in the Board, they do not fully understand their role in the Board. Student can take part in the decisions related to them in the Student Council (SC), and lecturers in the pedagogical council and chair meetings. In the pedagogical council and chair meetings are mainly discussed the issues of effective organization of the educational process, localization

of NQF, preparation of educational plans, etc. Long-term and short-term planning is carried out in the MSMC. The long-term planning of the College is considered the schedule of the implementation of the SP, which has certain problems related to the clarity of deadlines, the distribution of responsibilities, as well as the absence of indicators of the effectiveness of the assessment. Short-term planning is carried out by departments, administrative divisions, and individual responsible parties, which refer to annual events and current planned activities (providing students with textbooks, making lesson plans, conducting events, etc.) and are not entirely derived from strategic planning. Planning departments do not make strategic priorities fully visible, for example, a comprehensive analysis of the management system at different levels of management, implementation of performance indicators for the purpose of solving strategic issues. The main mechanism of current monitoring and evaluation is reports, no other mechanism is mentioned in the self-evaluation. The processes carried out in the College, for example, the work of departments, are not analyzed, there is no appropriate toolkit. The presented reports are not analytical, they are mainly factual.

According to the self-evaluation, among the factors affecting the college's activity are population outflow, changes in the quality and quantity of graduates in schools, changes in labor market requirements, etc. Factoring in population outflows and declining student numbers, the MSMC examines the number of graduating students in the region's schools to try to predict the number of applicants. And as for the decrease of the knowledge and abilities of the applicants every year, it became clear from the meeting with the lecturers, that some of them try to develop different tasks for students with different levels. In 2020, the MSMC conducted an analysis of risk management in the conditions of war and pandemic. In the analysis, mainly the outflow of medical lecturers, epidemics, and war were considered as risks.

In order to manage the risks of lecturers' outflow, the College management is trying to increase the salaries of lecturers, due to the war situation, the number of hours of the first aid course has been increased in all medical APs. It became clear from the site visit that data collection and analysis for decision-making in the College is not always done. For example, the needs of employers are not studied and analyzed in a systematic way, the APs are not revised based on the carried out analyzes, etc. As for the full implementation of the PDCA cycle in various processes of the College, it should be noted that the college is mainly in the planning and implementation stage, certain evaluation and improvement processes are noticeable only in the teaching process: surveys, class observations, because of which certain improvements take place. At the planning stage, the following issues are noticeable: sometimes not clearly defined actions, deadlines, and definition of performance evaluation indicators. Suitable toolkits are not available to provide assessment in all processes. The improvement process is not always based on reliable data. It became clear from the site visit that some procedures were also revised in the college, the main reason for the revisions being the changes in the laws and legal acts regulating the field of education. According to the self-evaluation, there are no developed clear mechanisms for the evaluation of APs in the College. The effectiveness of APs of the College is measured by parent evaluation (verbal and written), positive feedback from employers, and the employment rate of college graduates. The MSMC website is still under development. The college does not publish the basic content, curricula, teaching staff, evaluation system, and other information about the quality of the educational programs. There is also no information about graduates and their successes (best stories).

CONSIDERATIONS:

The expert panel welcomes the college's aspirations to regulate and improve the governance system, which can facilitate collegial decision-making processes. The expert panel considers it important to carry out awareness activities for the newly formed college management board, which will contribute to the full involvement of the board in college processes. The activity of the management board is important for the future development of the College. It is positive that, in recent years, the College has developed documents regulating the activities of the college, which make the implementation of the processes more systematic. At the same time, the expert panel notes that full implementation of the regulations will contribute to efficient operations in all sectors. It is positive that the College has set a task to carry out comprehensive analyzes of the management system, however, the toolkit for the implementation of these works and the abilities of those implementing the process are not clear from the point of view of possessing the appropriate tools, which may endanger the effective implementation of the given process.

Most of the college expenses are current expenses, the amount of remaining expenses for the full implementation of the objectives aimed at the development of the college defined by the SP is very limited, which endangers the implementation of the SP. From this point of view, it is important to attract alternative financial resources, aimed at the development of the College, using external connections.

The expert group considers it important the College's goal of transitioning to a development budget, at the same time encouraging the College to fully plan the formed financial flows in favor of not only increasing salaries, but also the realization of other goals defined by the SP. It is positive that students and lecturers have the opportunity to participate in the decision-making related to them, however, the lack of initiative of the teaching staff and students in the decision-making process can hinder the identification of existing problems in the College and its continuous development.

The expert panel considers it positive that the College conducts a certain study of external and internal factors, while noting that their coordination and clear planning will enable the College management to make data-based decisions. The expert panel considers it positive that the College creates fundamentals for strategic planning, at the same time notes that strategic goals are not yet fully expressed at departmental levels, which can lead to situational management. From the point of strategic planning, the expert panel considers it important to improve the monitoring mechanisms of the plans, which will enable to highlight the causes of the unimplemented processes and to develop the steps for the necessary solutions. From this point of view, the adoption of the PDCA cycle is also important, which will also contribute to the continuous and sustainable development of the college. The non-systematic and fully implementation of data collection and analysis processes regarding the effectiveness of the APs does not enable the college to evaluate the effectiveness of the APs based on reliable data, which can endanger the processes of systemic improvement of the APs.

SUMMARY:

Considering that the strategic planning and management in the MSMC are not complete, short-term plans are not fully derived from long-term planning, the financial possibilities of the College are not assessed for the implementation of the SP, there are no

monitoring mechanisms of the management system, decision-making is not based on data, the PDCA cycle is not fully functioning, "Martuni State Medical College" does not meet the requirements of criterion 2.

CONCLUSION:

The compliance of the institutional capacities of MSMC to the requirements of CRITERION 2 is unsatisfactory.

CRITERION III. ACADEMIC PROGRAMMES

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

FINDINGS:

Martuni State Medical College implements the following 3 academic programs: "Nursing", "Dental Technical Work" and "Pharmacy". There is also the "Pharmacy" part-time program, which was developed on the basis of the full-time academic program of the state educational standard. It is necessary to mention that the College also has licenses to implement the "Medical Cosmetology" and "Obstetrical work" academic programs, admissions have not taken place in the mentioned academic programs in recent years. The college's APs are in line with the college's mission, which is "To provide the public service system with highly qualified healthcare professionals through secondary professional training". APs are implemented based on basic and general education. During the 2021-22 school year, about 225 students got an education in the college, of which 201 were in the full-time system, and 24 were part-time. In 2020-2021, the college underwent modular system (pilot programs have been implemented since 2017).

From the site visit, it became clear that no changes were made in the "Pharmacy" AP, the state educational standard was similarly localized. Meanwhile, in the "Nursing" AP, the ratios of practical and theoretical hours of "Nursing in Surgery", "Nursing in Paediatrics", "Epidemiology" and "Nursing in Therapy" modules have been changed, giving preference to practical hours. Considering the war situation prevailing in the country and the peculiarities of the region, the number of hours of the "First aid" module has been increased. In the "Dental Technical Work" program, the main changes were also made within the framework of increasing or decreasing the number of hours, for example, practical hours were increased at the expense of theoretical hours, to form practical skills among students. All the changes made were discussed in the chairs, and additional hours were provided at the expense of reserve hours.

The optional subjects defined by the state educational standard are not taught. It became clear from the site visit that during the next academic year they plan to implement the "Preparation for Family Life" optional subject in the "Pharmacy" AP. During the meeting with the employers, it became clear that the graduates have a problem of knowing a foreign language due to the scarcity of hours provided, in this direction, the college did not implement changes in the APs. In the modular programs of the "Dental Technical Work", there are learning outcomes that are currently not up to date, for example, the preparation of bulats. In this direction, a discussion was held in the chair, but the college did not show initiative to raise the

issue. Currently, the making of bulats is being taught. Educational, pre-graduation and production internships are planned for academic programs, the programs of which are drawn up by the internship manager. Students spend their internships in Martuni medical center, dental clinics, dental technical laboratories, pharmacies. The internship programs are discussed with employers in advance.

The college does not have a clear policy on the selection of teaching and learning methods, the methods are chosen by the lecturers in accordance with the learning outcomes of the given module. In the case that the given module is taught by two lecturers, the methods are chosen as a result of discussions. Teaching methods are discussed in chair meetings. In the self-evaluation, it is mentioned the following methods "Study of textbooks, study materials, exercises, mixed learning method". It became clear from the expert visit that teaching methods can be changed depending on the group of students and the taught topic. Only a part of the lecturers presents the taught material through slides, in some cases pictures or videos are used to explain the taught material more graphically. Sometimes video lessons are sent to students in an electronic way. Professional courses of educational programs are mainly taught by practical doctors. From the site visit, it became clear that medical specialists have problems with the selection and application of pedagogical methods. There is no methodologist in the college, consulting works were done with the doctor-lecturers in the chairs to familiarize them with pedagogical, teaching and learning methods. As a result of class observations, it became clear that the doctor-lecturers, along with the theoretical material, also present the cases encountered in their practice.

It became clear from the site visit that the tasks given to the students are selected and developed according to the requirements of the state educational standards and learning outcomes. Students are given individual tasks in the form of essays, posters, etc. In most cases, students are given website names and online books to do the work. In the Pharmacognosy module, the lecturer provides students with assessment sheets that provide information on various drugs with blank words to be filled in by the students. For the Personal Pharmacology module, the assessment sheets include test tasks. These kinds of tasks ensure the strengthening of theoretical knowledge of students, and the solutions of problems to the development of analytical thinking. Within the framework of the "Microbiology" module, students are assigned to prepare and present slides on various pathogens, and the complete analyzes of the assignment were carried out as a result of discussion with the lecturers in the classrooms. Due to Covid 19, in the epidemic situation, education was organized online, the effectiveness of which was discussed among the lecturers. Online platforms for part-time learning students have been created and are still in operation to keep in constant contact with lecturers.

The college has a procedure for "Organization, conduct, evaluation and appeal of grades for students' tests, examinations" and academic integrity is defined in the "Regulation of Ethics". Evaluation of final and current exams is carried out using a 10-point system, criteria for evaluation are separated, for example, to get 9 (excellent), the student must be able to complete the tasks, fully meeting the requirements, and 4, 5 or 6 (average, satisfactory, above average) to receive, have defects, but fully meets the requirements. It should be noted that the requirements are not clearly defined. The assessment of students is carried out mainly in the form of test tasks, oral inquiries, and situational and calculation problems, for example, the implementation by students of the prescription of Streptocide ointment 10% 25g and the

calculation of the amounts of streptocide and base. In the "Nursing" academic program, there are algorithms in the professional modules, through which they can evaluate the practical skills of students, for example, performing cardiopulmonary resuscitation. In the professional modules of the "Dental Technical Work" educational program, the assessment of practical skills is carried out by the ability to prepare dentures, even though the dentures are not used, and the assessment is carried out only in appearance. In the "Pharmacy" AP, conflict pharmacist-client situational problems and stress interviews are organized. As a result of which, students acquire the skills to serve customers when employed in pharmacies, having quick orientation skills, and providing accurate medication.

In all 3 APs, the final certification is conducted by an oral exam, exam tickets are made according to the relevant questionnaires. From the study of the questionnaires, it became clear that the questions are mostly aimed at testing knowledge. It should be stated that the learning outcomes defined by the modules represent the mastery of some practical skills, in particular, within the framework of the "Pharmacy Technology" module, it is required to prepare different types of pharmaceutical forms, but this process is presented orally during the final exam. As a result, mostly theoretical knowledge is assessed. The assessment is carried out by the committee, which includes the head of the department, lecturers, the chairman of the Management Board, experts invited from other colleges and the director. After the examination, the chairman of the committee submits a report, which includes the examination schedule, examination results, conclusion, and recommendations. For example, the 2021 State Qualifying Committee of the "Dental Technical Work" AP proposed to include modern dental technical knowledge and skills in educational programs, to equip the dental technical laboratory of the college with modern tools and materials and to carry out the practices in clinics with equipped dental technical laboratories in the region. In this regard, the college is aware of the scarcity of appropriate resources and plans to re-equip the cabinets and laboratories.

From the site visit, it became clear that the educational practice is not evaluated, and the graduation and pre-graduation internships are evaluated by the specialist or manager accepting the internship. From the studies of the documents, it became clear that mostly positive opinions are received about the students at the place of internships. The assessment of the internships is carried out according to the students' involvement in the work done and the acquired professional knowledge and abilities. From the site visit, it became clear that there were cases of appeals by the students, during which an application was written to the director, a committee was formed, and a new questionnaire was drawn up. As a result, the student's grade is determined only based on the answer given during the appeal and may be increased or decreased.

The college did not compare the content of APs with other local and international colleges. It became clear from the site visit that some discussions regarding the implementation of the modular system took place with the Gavar State Medical College, which was mainly methodological in nature, they tried to understand the specificity of the localization of the modular programs. There are no cases of mobility of students and lecturers.

The College does not have a clear policy for monitoring the educational programs. It is planned to draw up a procedure for the development and monitoring of APs. According to the self-evaluation, since 2019, a study methodical council has been formed in the College, which monitors the compliance of the developed academic programs with the state educational

standards. It should be noted that the module programs provide such outcomes that the educational institution cannot provide, for example, in the "Pharmacy" educational program, practical skills are provided as a result of the "Drug Factory Technology" module, there are no pharmaceutical companies in the region. With this problem, the college applied to MKUZAK to implement a change in the given module to achieve a practical outcome, but they did not receive an answer. The effectiveness of APs is evaluated through the results of final exams and the reports of the chairman of the state certifying commission. For example, it was suggested by the state qualifying commission to improve the resources. From this point of view, the college has updated the necessary resources for the implementation of some modules of the "Pharmacy" AP. For improving the APs, informal discussions are also held with the students, as a result of the discussions, the study materials in the "Nursing Affairs" program were reduced, as well as the practical hours were increased, at the suggestion of the students.

CONSIDERATIONS:

The expert panel positively evaluates that the College's APs are generally in line with its adopted mission, meet the requirements of the state educational standards and the 5th level of the NQF. At the same time, the expert group points out that the full localization of the state educational standards and the implementation of the necessary changes, which will arise from the needs of the region, will contribute to the training of personnel corresponding to the needs of the labor market. It is positively evaluated that the increase in practical hours in some courses was made as a result of student surveys and discussions in the chairs. However, the involvement of external stakeholders, employers, in the process of improvement of APs can further improve academic programs and contribute to the training of qualified and competitive professionals.

The expert panel considers that the introduction of optional courses can contribute to strengthening the student-centered approach and increasing the autonomy of the College from the point of view of ensuring the full localization of the state educational standards. For the effective implementation of these disciplines, the expert panel emphasizes identifying the needs of internal (lecturers, students) and external (employers and other partners) stakeholders and considering their recommendations.

Although the College does not have a clear policy on the selection of teaching and learning methods, the methods chosen by lecturers are discussed in chair meetings and, depending on the basic knowledge of students, can be changed. It is considered positive that the college organizes consultations on the teaching and learning methods of doctor-lecturers in the chairs. As a result, the transfer of knowledge by practicing doctors to students is more effective, which contributes to students' acquisition of practical professional abilities and skills. The expert panel positively evaluates the variety of tasks given to students, which contributes not only to the assimilation of theoretical knowledge, but also to the development of analytical thinking and the practical application of knowledge. It is necessary to note that as a result of the presentation of individual tasks of students, analyzes are carried out, which are carried out under the guidance of lecturers.

It is positive that the existence of different ways of testing knowledge allows to evaluate students' knowledge, analytical abilities, and skills. At the same time, the inclusion of situational problems in the final exams and the inclusion of a practical component test will help students achieve defined outcomes. The existence of an effective procedure for evaluating

students' knowledge and appealing is positive. Conducting comparative analyzes of APs in the College with other colleges will contribute to the extraction and localization of good practices. Although the College does not have a policy for monitoring the academic programs, there is still a curriculum council for the implementation of the review processes of the APs. The policy of monitoring APs would improve the programs, and compliance with modern requirements.

SUMMARY:

Considering the fact that the academic programs operating in the college correspond to the mission, are developed on the basis of state educational standards, different teaching methods are used, there is a variety of tasks given to students, professional courses are conducted by doctor-lecturers, there is an effective assessment system, the expert panel finds that the "Martuni State Medical College" SNOC meets the requirements of criterion 3.

CONCLUSION:

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

CRITERION IV. STUDENTS

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

FINDINGS:

Admission to the Martuni State Medical College is carried out in accordance with the admission regulations of each academic year, by order of the MoESCS. In order to get an education in "Pharmacy", "Nursing", "Dental Technical" in full time and "Pharmacy" part time system, applicants pass an oral exam in the subject "Biology". According to the self-evaluation, the admission process is organized and carried out by the admission committee of the College and the technical staff serving the admission process. From the self-evaluation study and the site visit, it became clear that the College has the following student recruitment mechanisms: open-door days, and professional orientation visits to various schools in the region (mainly at the end of the academic year). The visits are carried out by the professional orientation board, which includes students, Career and Quality Assurance responsables. Admission information is also disseminated on the college's Facebook page, brochures, and other means. It should be noted that in 2022, the Ministry of Education and Culture conducted an analysis of the effectiveness of student recruitment mechanisms by conducting surveys among students and parents. As a result of the survey, it became clear that the students learned about the College from graduates of different years, relatives, the Facebook page of the college, the orientation activities carried out in the school, etc. It should be noted that in the last year there was an increase in the number of applicants, about 63 students compared to the previous year. Currently, the college has 201 full-time students and 24 part-time students.

In 2021 MRSC introduced the stakeholders needs assessment procedure, according to which the needs of the stakeholders are identified mainly through questionnaires, conversations, document studies, observations, etc. It became clear from the site visit that students' needs are mainly raised through discussions with the head of the courses, the student

council and the vice director for organizational activities.

In the college, the student council organizes meetings with the head of the course, with the aim of highlighting the current needs of the students and, if necessary, also raise some questions to the governing council. The main concern of the students was that the absences were made up after classes, which created inconvenience to reach the transport and return home. After raising the issue, a decision was made to end the classes on Fridays earlier giving time to mandatory filling of absences. Students can apply to lecturers both in person and online. To identify needs, anonymous surveys are also conducted among students by the career and QA responsible. The surveys are conducted by the Career responsible, and the analyzes by the QA responsible. During the surveys, the students raised issues regarding the teaching quality and methods of lecturers. The raised issues are discussed at the chair's meetings, the latter get their solutions.

There are no additional classes at the college. Meetings with external and internal stakeholders made it clear that students need foreign language development. Students can receive additional consultations from lecturers every Friday after 12:00. During the specified period, students have to make up for their absences as well. Lecturers present the missed material to the student and answer the students' unclear questions. Students and lecturers state that the chosen method of filling absences is effective, it contributes to the reduction of unnecessary absences of students.

It was also clear from the site visit that 2 College laboratories provide additional assistance to students, assisting students in the preparation of essays, slides and providing necessary literature if necessary. According to the self-evaluation, 87% of students use the consultation services provided by the College, of which 56% are satisfied with them. There is no clear regulation and schedule for applying to the administrative staff in the College. From the self-evaluation and the site visit, it became clear that students can turn to the administrative staff at any time. The students addressed the director with a number of issues, including issues related to heating improvement, lack of hangers, poor transportation conditions, etc. The mentioned problems have received their solutions. All first-year students have a meeting with the deputy director for organizational affairs at the beginning of the academic year. According to the self-evaluation, all students are informed about the services provided by the administrative staff and turn to them with various issues, but only 17% are satisfied with them. From the site visit, it became clear that the students are satisfied with the services provided by the administrative staff, emphasizing the immediate environment prevailing in the College.

There is a relevant body regulating the services that support students' careers at the College. The career center has established regulations and a work plan, which is approved by the administration. The career department submits a report in clearly defined periods: to the director at the end of the academic year, and to the MoESCS at the end of each quarter. According to relevant documents, the unit provides career information, consultation and guidance services to students. According to the study of the documents, the unit carries out active events, self-discovery seminars, open classes, informal courses: "Career Management", "Personal Self-Assessment and SWOT Analysis", "Autobiography and Brief CV" and others. The career center cooperates with the employment center in order to ensure the future employment of graduates. Announcements about hiring and vacancies are regularly published on the Facebook page of the College. According to the data provided by the career center, in

2022 about 35% of graduates work in their profession, about 25% continued their education at universities, and the rest either do not work or work in a field other than theirs. And according to the data of 2021, about 55% of graduates work in their profession, about 25% continued their education in universities, and the rest are not working. It should be noted that "Pharmacy" and "Nursing" APs are in the most advantageous position from the point of view of employment, and the indicators of employment in "Dental technical case" AP are the lowest. It became clear from the site visit that the career responsible keeps in touch with the graduates and supports them in finding a job. Some of the graduates have been referred by the career center to relevant employers and they are now working in their profession. To involve students in research work, the teaching staff assigns independent research works, abstracts, preparation of herbariums, etc. The students of "Pharmacy" AP are actively involved in research work, researching the expiration dates of medicines, the number of active substances in medicines, etc. It should be noted that students use Armenian language literature when presenting research papers.

To prepare their own works within the framework of the "Pharmacy" AP, they study "Plants as medicinal raw materials", "Human anatomy" from the "Nursery" AP, "Dental technical Work" AP - "general anatomy of teeth" and so on. The completed research works are presented during open classes and discussed with lecturers. Open classes can be attended by students from different courses and departments. The rights and responsibilities of the students at the College are defined by the charter of the college and the internal disciplinary rules. According to the charter of the SC of MRCS, the student council is the representative, self-governing body of the student body and the highest elected body representing its interests. The student council has a set of rules that are approved by the college director. One of the main tasks of the SC is to inform students about their rights and responsibilities, to protect the interests and rights of students, to unite the efforts of the SC of MRSC to contribute to the formation of a favourable environment for students and to promote the scientific, educational, spiritual, cultural, creative and physical development of students.

According to the self-evaluation, at the beginning of each academic year, at the first session of the student council, the deputy director for organizational affairs introduces students to their responsibilities and rights. From the site visit, it became clear that most of the present students are not familiar with their rights and responsibilities. The student council raises students' concerns, suggestions, issues and tries to find solutions, for example, through the efforts of the SC, changes were made to the regulations on covering absences, the timetable was accordingly made so that classes on Fridays are shortened and absences are covered on those days, ensuring the solution to the problem of transportation. Due to the specifics of the region and the danger of a new war, the SC appealed to the director with a proposal to study the first aid classes in depth and allocate the reserve hours in the medical centers to that module, the proposal was accepted. At the initiative of the SC, some blackboards were also changed due to bad writing, currently raising the issue of the lack of a buffet, which is under discussion. The student council also organizes walking tours, exhibitions, events. The Student Council is responsible to the Deputy director for Organizational Affairs and submits a report at the end of each academic year. The student council also has a work plan, but during the site visit it became clear that members of the student council and the students were not aware of the existence of the document. According to the self-evaluation, the College has not yet developed clear

mechanisms for evaluating the educational, consultation and other services provided to students. It should also be noted that in the self-evaluation there are certain data on the satisfaction of students with consultation services, but they are not systematically implemented and analyzed data. The results are mainly evaluated during discussions and works with students. Surveys are regularly held in the college for the purpose of evaluating the availability of resources and the effectiveness of teaching work.

CONSIDERATIONS:

The expert panel positively evaluates the existence of several mechanisms for recruitment of students in the College, as well as the evaluation of the effectiveness of these mechanisms. This allows the college to carry out more targeted activities, which contributes to increasing the number of students. For the expert group, it is commendable that several mechanisms are in place to address students' needs, which contribute to the quick identification and resolution of students' problems. The close relationship of the deputy director for organizational work and lecturers with students is noticeable. It is positive, the college has clear consultation hours and student absences are covered, which helps both to reduce unnecessary student absences and fill in missing knowledge, which in turn helps students progress. The expert panel emphasizes the importance of these consultation hours for students, emphasizing the complexity and importance of medical education. Students can also turn to laboratory assistants for consultation purposes, which allows students to receive support from the point of view of the implementation of research works, both in terms of content and technical aspects.

The expert panel encourages the college to take the initiative to organize additional foreign language classes for students, which will contribute to the development of their language abilities, as well as the full realization of the skill of the 5th level of the NQF - the ability to explain information, ideas related to the profession and present them in narrow circles of the public. It is commendable that the administrative staff are open to accepting and supporting students. However, the expert panel finds that regular meetings with students can help the director, administrative staff to get in touch and accumulate ideas raised by students. It is positive that there are services promoting the career of students: seminars, open meetings, SWOT analysis, etc., during which students can identify their strengths and weaknesses, make good resumes, etc., which can later contribute to the employer in the most profitable way from a point of view. The expert group also emphasizes the fact that a database of graduates has been formed at the College, which allows the College to follow the career path of graduates. It is positive to provide assignments aimed at developing students' research and analytical skills, especially in the "Pharmacy" AP, which contributes to the development of students' research and analytical abilities. The expert group believes that the positive experience in this AP can be spread to other APs as well.

The Student Council contributes to the protection of students' rights in the college, several issues raised by it have found their solutions, however, the expert group believes that being under the direct benefaction of the deputy director for organizational matters may hinder the formation of an autonomous and independent decision-making structure. The College also needs to evaluate the consultation and other services provided to students in order to ensure continuous process of improvement.

SUMMARY:

Taking into account that there are a number of effective mechanisms for the recruitment and admission of students, a number of processes aimed at highlighting the needs of students are being carried out at the College, students have the opportunity to receive additional consultations, services that promote students' careers are functioning effectively, research works are carried out to a certain extent, there is a structure that raises the needs of students, the expert panel finds that "Marti State Medical College" SNOC meets the requirements of criterion 4.

CONCLUSION:

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

CRITERION V. FACULTY AND STAFF

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

FINDINGS:

According to the self-evaluation, the selection of faculty and staff in the college is carried out according to the RA Labor Code, "On Education", starting from 2020, in accordance with the procedure for organizing and conducting the competition for the vacant position of the pedagogical worker of the RA primary (vocational) and secondary professional state educational institution. During the site visit, it was found that the college accepted 5 lecturers in accordance with the procedure approved by the order of the MoESCS No. 48-N on December 24, 2020. After being hired, lecturers go through a trial period, then contracts are signed for 3 or 5 years, then for an indefinite period. Firing of employees, rights, duties and other processes are regulated by internal disciplinary rules developed in accordance with RA labor legislation. Announcements about vacant places are posted on the Facebook page of the College. Most of the lecturers teaching the professional modules are practicing doctors who work in the Martuni Medical Center, pharmacies and dental clinics in the region. According to self-evaluation, 15% of lecturers are employers. Currently, the College has about 32 faculty members, of whom about 35% are core employees, 15% are internal, and 30% are external. Lecturers teach a minimum of 2 and a maximum of 7 modules (3 cases), which are the basis of each other. There are no clear requirements for the selection of administrative and teaching staff.

There are no specific requirements for the professional qualities of the teaching staff of individual modules of academic programs. The selection of lecturers is carried out according to the requirements for the implementation of the main educational programs of the state educational standard of the given profession. In particular, the lecturer's qualification and work experience are considered. It became clear from the site visit that the College values the practical knowledge of specialists when hiring a lecturer. From this point of view, preference is given to doctor-lecturers who mainly teach professional modules. The College does not have a clear policy for the evaluation of lecturers, but some processes are implemented to characterize their professional qualities and the work done. In particular, surveys are carried out among students, which are not periodic in nature. In the analysis of the surveys, it is indicated how satisfied the students are with the lecturer's work, whether the lecturer

contributed to the performance of independent work, and suggestions are given. For example, in the "Nursing" AP, students suggested increasing the number of practical hours, using interactive methods and modern technologies. The issue was later resolved.

The class observations are held, which are recorded in the lecture books and discussed at the chair meetings. Mainly, the implementation of the lesson process, the adaptation to the day's lesson plan, the involvement of students, the methods of organizing independent work, the summary of the course and the evaluation of students' knowledge are recorded. The positive and negative sides of the course are mentioned separately, conclusions are made, and recommendations are given. For example, during the "Fundamentals of Inorganic Chemistry" module, it was suggested to organize a re-planning of the course in order to allocate equal time to students with excellent and low achievement. After double class observation, the problem was solved. Mutual class observations are also carried out, in particular, newly admitted lecturers teach more experienced lecturers, and vice versa. There are schedules for class observations and open classes. According to the self-evaluation, 20% of the teaching staff of the College undergo methodical trainings by MKUZAK. It became clear from the site visit that in 2020 and 2021, 14 lecturers were trained under the program "Increasing the efficiency of the organization and implementation of the ability-oriented learning process" organized by the MKUZAK. 19 lecturers participated in the trainings during the last 3 years. The College has made a transition to modular teaching, and the trained lecturers have introduced innovations related to modular programs to their colleagues. The College has not provided significant financial resources for trainings. In some cases, the costs of transportation, lodging and daily allowance were reimbursed. According to the self-evaluation, practicing doctors-lecturers undergo professional training, which is regulated by the RA Ministry of Health. It became clear from the site visit that the trained doctor-lecturers transfer the new knowledge to the College lecturers after the trainings. Moreover, if the trainings are conducted in the College, other lecturers also participate in them. For example, according to the director's application, this year the RA Ministry of Health and the Armenian Red Cross organized a course on "Basics of First Aid" in the College, which was attended by 3 lecturers from the College. The lecturers follow the news of the given profession on the online platform. Some lecturers received paid professional training at their own expense.

As a result of the regular class observations conducted by the College, it became clear that the doctor-lecturers need to use new methodological tools, which will allow them to communicate more effectively with the teenage students. To solve the problem, the distinguished lecturers of the chairs worked with practical lectures, presenting them with new teaching methods and the features of their application.

It became clear from the site visit that the implemented trainings were not based on the needs of lecturers. The SP states the need for lecturers to know a foreign language, which was also mentioned during the site visit. No works were carried out in this direction. The College does not have clear mechanisms for maintaining the stability of the supply of teaching staff for academic programs. According to the self-evaluation, a problem of shortage of specialists may arise as a result of emigration. It became clear from the site visit that in order to make the risk somewhat manageable, the College strives to have at least two specialists teaching the same module or subject to ensure the availability of teaching staff. For example, for the teaching of "Inorganic Chemistry", "Organic Chemistry", "Analytical Chemistry", "Fundamentals of

Microbiology", "Mathematics" and other modules, MRSC currently has two specialists. Moreover, the college also has a reserve of lecturers of Armenian language and Russian language. The low salary of lecturers is also a problem of the stability of teaching staff. From this point of view, one of the main goals of the College is to increase the salaries of lecturers to prevent their turnover. In general, as a regional college, the presence of specialists in accordance with the modules of the academic programs is ensured due to the personal connections of the administration. There is no faculty advancement policy in the College, but to a certain extent similar processes are being implemented. In particular, there have been promotions from laboratory assistant to lecturer and from lecturer to head of the educational department or from lecturer to head of the department. Incentives for lecturers in the College are defined by clause 8 of the internal disciplinary rules, where, as an incentive, "financial reward, reward with a valuable gift, additional paid vacation, removal of disciplinary penalty" is mentioned. Meanwhile, during the site visit, it was found out that the incentives are in the form of certificates, letters of thanks and words of praise at the chair's meeting. From this point of view, many years of work experience are considered. Clear criteria for incentives have not been developed, but during the site visit it became clear that lecturers were given certificates of appreciation for participating in conferences or events, while, for example, lecturers were not encouraged for the research work done with students of the "Pharmacy" AP. Lecturers also receive 13th salary. One of the methods of encouragement is that lecturers with good results are given more class time during the next academic year.

The College has administrative and educational support staff for the implementation of relevant processes. However, sometimes too many functions are assigned to one person, for example, the deputy director for organizational work also performs the function of the IQA, teaches and deals with student admissions as the secretary of the admissions committee. It became clear from the site visit that the quality assurance function is not fully implemented. The process of creating and regulating the college's external relations is carried out by the director. The college has two laboratory assistants: one deals with technical issues, the other with providing simulations during the courses.

CONSIDERATIONS:

In the course of its activity, the Martuni State Medical College has been able to recruit teaching and administrative staff with appropriate qualifications, professional knowledge and work experience for the implementation of educational program modules. The expert panel positively evaluates the fact that they have already working lecturers who are selected in a competitive basis. The launch of the program provides an opportunity to select professors with high personal and professional qualities. In addition to core and internal co-teaching staff, there are practical doctors and lecturers who teach at College, which ensures the acquisition of students' practical skills and, therefore, increasing their competitiveness in the labor market. The efforts of the College to provide the lecturers with the optimal number of modules, which correspond to the specialization of the lecturers, are visible. Despite the fact that the College does not have clearly developed requirements for the professional qualifications of lecturers, the expert panel notes that in addition to qualifications and work experience, the college emphasizes that the lecturers has practical knowledge of the professional modules that teaches. It gives the student an opportunity to listen to real medical cases and different ways of solving

them. Despite the fact that there is no clear policy for the evaluation of professors at the College, certain mechanisms have been implemented that have been used effectively for many years. For example, class observations, mutual class observations, etc., as a result of which conclusions and recommendations are done, which are aimed at improving the quality of the teaching process.

The college also conducts student surveys, which are not periodic in nature, but still give a general picture of student satisfaction with lecturers. The expert panel believes that the regulation of all these processes, the diversification of evaluation mechanisms and the combination of the obtained data will enable the college to carry out a systematic evaluation of the lecturer, which will also create grounds for encouraging or promoting the work of the lecturers and will enable the lecturers to analyze and develop teaching approaches and plan the trainings more targeted. The expert panel positively evaluates the process that both the main faculty and medical specialists, respectively, after methodological and professional trainings, present the innovations to other employees of the College, ensuring the exchange of experience between employees. However, the training of lecturers is not carried out as a result of external and internal evaluation, which may threaten the effectiveness of the training. The expert panel considers positively the management of the College's assessment of the risks of faculty fluidity as a regional medical College. Parallel to this, the implementation of some processes to maintain stability the presence of two lecturers teaching the same subjects/modules, which contributes to the continuous development of the lecturer in the environment of partnership discussions. It is commendable that there are instances of professional progress in college that can be formulated and become policy. Such an approach contributes to the fact that the educational institution itself grows personnel in accordance with its needs and requirements.

For the implementation of strategic goals, the college generally has an appropriate administrative and teaching support staff. However, the uneven distribution of some responsibilities for the implementation of the College's mission and educational programs can negatively affect the effective implementation of processes.

SUMMARY:

Taking into account that the College has policies and procedures for the selection of teaching staff to implement its educational programs, which work effectively, the faculty is stable, practical medical specialists are involved in the educational process, there are certain mechanisms for evaluating lecturers, there is a positive culture of presenting innovations to other lecturers, the expert panel considers that the "Martuni State Medical College" SNOC meets the requirements of criterion 5.

CONCLUSION:

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

CRITERION VI. RESEARCH AND DEVELOPMENT

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

FINDINGS:

In its 2022-2027 SP, with the aim of ensuring the process of preparing highly qualified

competitive specialists, the MSMC has separated the task of promoting students' research activities. To develop the research abilities of students, from 2021, in the "Pharmacy" educational program has included the implementation of research works, for example, students use surveys to study the prevalence of drugs (Ibuprofen, Paracetamol, preparations containing indomethacin) in their region and the principles of their use in various diseases. Research results are presented to the public in a non-directive and systematic way, orienting them to the price, effect, and choice of drugs. Within the framework of the educational program, students also conduct surveys among the population to understand what principle guides the society when choosing medicines (specific country production, price value, etc.). Through surveys, students also study the awareness of the population regarding the indications and side effects of certain drugs (Salbutamol). Through such research works, students strengthen their knowledge about drugs and their indications, contraindications. For example, they are trying to find out whether the public is aware of the use of salbutamol as a bronchodilator, about its contraindications. That it can cause palpitations, muscle tremors, dizziness, headache, and that the products of the country are preferred by buyers. The results of the research were presented at the open classes, and the reports at the chair meetings.

Collection and drying of herbs is considered as a research direction in the College. Students collect medicinal plants in the region, theoretically study and learn about their medicinal properties, carry out packaging and labeling works. During the implementation of works, students distinguish medicinal plants and their effects in various diseases, for this purpose they also prepare herbariums (a collection of specially collected, dried and systematically processed plants). It should be noted that research and findings about the effects of the collected herbs are not carried out, for example, how long does each of the herbs have an effect, how different are the effects of the herbs grown in the given region, for example, from the effects of the herbs grown in the Ararat Valley, etc. It should be noted that the herbs are collected for export and sale to the German Federation. Currently, a negotiation process is being carried out with these countries, and there are no recorded results yet. In order to develop the analytical and creative abilities of students, students are assigned creative works within the framework of the "Saturated hydrocarbons homology series" topic of the organic chemistry module within the framework of the "Pharmacy" AP. For example, in order to easily understand and remember the arrangement of chemical elements, students make unique clocks with the arrangement of alkanes, their matching the series of formulas to the hours (for example, C_2H_6 ethane corresponds to 2 o'clock, C_3H_8 propane corresponds to 3 o'clock, and so on).

The performance of research work is also expressed to a certain extent in the other APs in the form of essays, herbariums, and posters, in the framework of which students carry out topic studies from additional sources and are presented during open classes, for example, in the framework of the "Nursing" AP, students study "Anatomy of the Digestive Organs", "Healthy Diet" and other topics from the "Human Anatomy" module. Similar works are also carried out within the framework of the "Dental Technical Work" AP, for example, from the topic "General Anatomy of Teeth". It should be stated that the conclusions presented by the students are missing in these works. They make great use of Armenian language literature when carrying out the works. The results of the research were presented at the open classes, and the reports at the chair meetings.

From the site visit, it became clear that the college also wants to implement in project-

research works within the framework of the "Nursing " AP. At the moment, the college is discussing the scope of possible research. Lecturers do not carry out special research works. They are limited to preparing study materials for students. All the research works carried out in the College are within the framework of the professional modules of the APs. From the site visit, it became clear that within the framework of the "Pharmacy" medical center, students also acquire certain research skills during internships, for example, they study the effects of groups of non-steroidal anti-inflammatory drugs in patients visiting the pharmacy during various diseases. The research was carried out through written surveys, and results are expressed as numerical data. Mechanisms for encouraging research works are not implemented in the college, both for the faculty and for the students. At the same time, the management of the College approves the work done in the APs in the form of verbal motivations.

CONSIDERATIONS:

The expert panel considers it positive that the college emphasizes the implementation of students' research activities in its APs, which can contribute to the development of students' research and analytical abilities within the framework of all educational institutions. At the same time, it should be noted that clear planning and implementation of motivation mechanisms for the promotion of strategic research activities will contribute to the comprehensive development of the field.

It is positive that during the last year the college has tried to introduce research works in the "Pharmacy" APs, which contributes to the deepening of students' professional knowledge, the formation of a culture of using valid sources, and the development of analytical, creative, and communicative abilities. The collection and drying of medicinal plants contribute to the increase of students' knowledge in terms of recognizing the plant in the given region and collecting information about it. At the same time, the expert panel believes that making conclusions and making judgments as a result of research, as a requirement, will enable students to acquire analytical skills. Current creative work assigned to students contributes to students' search and discovery of new solutions.

However, the expert panel believes that the good practice of developing such creative, research tasks need to be spread in all APs, which will make it possible to create equal conditions for students studying in all academic programs. It is worrying that the teaching staff of the College is not engaged in the implementation of research works. Its implementation can stimulate the lecturers to study international and innovative ideas and professional development. The introduction of a research promotion policy can help faculty and students to invest more effort in conducting research and improving the quality of existing research.

It is commendable that College is trying to spread the good experience in the "Pharmacy" AP also in the "Nursing ", which allows us to assume that the mechanisms of spreading good practice are working effectively in the College and the chairs are effectively cooperating in that direction.

SUMMARY:

Taking into account that the research work is defined as a strategic issue in the SP of the MSMC, the culture of carrying out research work has been introduced in the "Pharmacy" AP, within the framework of the academic programs, students are provided with research and creative tasks, the expert panel finds that "Martuni State Medical College" SNOG meets the

requirements of criterion 6

CONCLUSION:

The compliance of the institutional capacities of MSMC to the requirements of CRITERION 6 is satisfactory.

CRITERION VII. INFRASTRUCTURE AND RESOURCES

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

FINDINGS:

For the implementation of its activities and educational programs, the college has a 1042 m² area provided free of charge, which is located in the building of the Martuni Medical Center. There are 13 classrooms in the college, designed for 20-35 students. The classrooms have been partially renovated for the implementation of the courses, it is planned to improve the building conditions. It became clear from the site visit that a new hospital building is being built next to the Martuni Medical Center, which will be equipped with the latest equipment, which will be used by the students and lecturers of the College. It is promising that a certain part of the current area of the Martuni Medical Center will be given to the College. During the review of resources, it was found that the College does not have a gym and a sports ground. Physical education classes are conducted in Martuni T. Abrahamyan high school, according to the signed agreement. The college has a small number of classrooms, which are not fully equipped with the necessary devices and accessories defined by the state educational standard, but they provide an opportunity to ensure the learning outcomes of the students.

There are some mockups, some of which are moulage, posters, some of which are made by students. Some cabinets and laboratories are missing, for example, computer, hygiene cabinets, microbiology, inorganic, organic, analytical chemistry, pharmaceutical chemistry, botany and pharmacognosy, drug pharmacy and factory technology, pharmaceutical preparation technology laboratories are missing for the implementation of the "Pharmacy" academic program. For the implementation of the "Dental Technical Work" AP, there are no material science, methodical, technical means of teaching, computer operator work cabinets, polymerization laboratory. For the "Nursing" AP, there are no computer, general and medical psychology, pediatrics, therapy, infectious, skin and sexually transmitted diseases, resuscitation basics and intensive care cabinets, hygiene and human ecology, microbiology, and immunology laboratories. In the absence of resources, they try to provide the outcomes through video lessons, posters, and pictures. Sometimes the cabinets and laboratories are combined and are in one classroom, for example, the cabinet of military science, where dental and technical work, plastering processes are carried out. Chemistry and pharmaceutical laboratories have classrooms for theoretical lessons and are not equipped with safety tools and devices (drawer cabinets, automatic pipettes, etc.). There are also desks in other laboratories, and the supplies and necessary tools are few. The absence of some of the cabinets is filled by using the resources of the Martuni Medical Center and other employers. The existing resources mainly ensure the achievement of learning outcomes and practical skills of the APs, for example, in the "Pharmacy" academic program, they provide the learning outcomes of the "Pharmacognosy" module, in particular, differentiation, sorting, packaging, recognition of

chemical composition of medicinal plant raw materials, while within the framework of the "Pharmacy Technology" module the preparation of various pharmaceutical forms is not carried out, because the necessary devices and accessories are missing in the college, Martuni Medical Center and in the region (Gegharkunik region). There is no cafeteria in the College, there is a seminar hall, which is small in size and is the only room where there is one projector and a smart board, the latter is not used due to technical problems.

The library has about 6,400 textbooks and fiction, as well as about 4,380 professional literatures (of which 374 are in English, 22 are in Russian). The College also plans to set up an e-library to provide students with professional literature. There is cooperation with schools in the region for the provision of general education textbooks. Books are purchased by students using library cards. There is no reading room. Administrative staff are provided with computers and other electronic equipment. There is a furnished lobby, boiler house and heating. The College area is provided with Wi-Fi coverage. The financial resources of the college are formed from the state budget and student fees. It should be noted that from 2018 to 2022, the college budget has increased by around 140%. According to the self-analysis, the distribution of funds is carried out based on the estimate presented at the meeting of the Management Board at the beginning of each year. Financial and economic activity reports are presented. During the expert visit, it was found that the budget planning is not carried out according to the goals of the SP, and the financial resources are not sufficient to implement the development processes defined by the SP. According to the College budget for 2022, about 72% of the budget is the salary fund. About 12.6% of the budget is planned for the purchase of services and goods, of which about 3.9% is for the purchase of materials and goods. The rest of the budget goes to other expenses. The college does not have a clear policy for the distribution of financial resources. The acquisition of laboratory materials and accessories is one of the priorities of the College. In the current year, laboratory materials and accessories are purchased for the implementation of the APs according to the reports and requests submitted by the chairs. In particular, Bugel prosthesis materials are purchased for the implementation of practical lessons of the "Dental Technical Work" AP. For the "Nursing " AP: catheters, syringes, etc. For the "Pharmacy" AP, financial resources are allocated for the purchase of application materials, various chemical compounds, as well as for the implementation of research works.

College resources are available to students and faculty. The college plans to improve its resources, for which 9.1% of the financial resources are set in the 2022 budget. With the purchase of laboratory equipment and materials presented by the chairs, the implementation of practical classes of the APs is ensured within the limits of the possibilities of the available devices and other resources. The resources of the Martuni Medical Center are also used for the implementation of some practical classes. Mulberry electronic system is used for external documentation. Internal documentation is carried out by Viber or e-mail. The college has an archive that operates according to the regulations. It became clear from the site visit that the College has a aid station where only first aid is provided. Registrations in the register of the aid station are not made regularly. Since the college is located in the building of the Martuni Medical Center, in the opinion of the college, there is no need for a separate health care service. Martuni Medical Center has an elevator and ramps that can be used by students with special needs. Currently, the College has two students with movement problems who use the elevator when necessary. The college area is under video observation, there are also evacuation plans,

fire extinguishers. Disinfectants are posted in corridors to ensure sanitary conditions. Although there are laboratories in the College, they are not equipped with adequate equipment to maintain safety. "Resources and Services Quality Assessment" surveys were developed for the assessment of college resources. According to the self-evaluation, satisfaction with the availability of resources was rated by students at 98% and by lecturers at 90%. Meanwhile, during the expert visit, both external and internal stakeholders pointed out the scarcity of resources and the necessity of their saturation.

CONSIDERATIONS:

The expert panel positively assesses the work done to improve the building conditions of the College and the fact that the management is aware of the need for further work, in particular, provision of resources. Despite the fact that some cabinets do not have didactic materials, some simulations and accessories, however, the resources currently available in the college enable the satisfactory achievement of learning outcomes and practical skills of students. The College still needs to create, re-equip and equip the classrooms and laboratories with modern equipment and supplies in accordance with the results of the APs, which will allow the education of students to be organized in accordance with modern requirements. It is positive that internships and some practical works are carried out in the Martuni Medical Center, however, the center's resource saturation does not fully meet the requirements set by the Medical Centers. The expert panel positively assess the works carried out to provide students with the necessary literature, and the creation of an electronic library can contribute to the availability and accessibility of existing literature to students and lecturers.

Due to the expert panel, the college also needs its own gym and canteen, which will contribute to the improvement of the student environment. It is positive that in recent years there has been a significant increase in the financial means of the College, which may provide an opportunity for the improvement of laboratories and cabinets. The expert panel believes that if financial planning is carried out according to the goals of the SP, the College will have more targeted financial management and continuous improvement. From this point of view, it is also important to take steps to attract other financial flows. The expert panel positively evaluates the fact that the college plans and acquires chemical substances, application materials, some accessories corresponding to the learning outcomes of the academic programs during the academic year, which are used within the limits of the laboratories for the acquisition of certain professional skills and for the implementation of research in the "Pharmacy" academic program. The presence of a safe and secure environment in the College is considered positive, although the laboratories need some equipment to carry out experiments safely. It is particularly important to note that students and employees with movement problems have the opportunity to use the elevator located in the Martuni Medical Center.

Conducting surveys to evaluate the quality of resources and services among students is assessed good. Meanwhile, their analysis can reveal the need for resources from the students' point of view.

SUMMARY:

Considering the fact that the absence of some cabinets and laboratories of the College is somewhat compensated by the resources of employers, the library is provided with the

necessary amount of professional literature, an increase in financial resources has been observed in recent years, the resources are acquired according to priorities and are available for both students and lecturers, the expert panel believes that the Martuni State Medical College meets the requirements of Criterion 7.

CONCLUSION:

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

CRITERION VIII. SOCIETAL RESPONSIBILITY

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

FINDINGS:

There is a somewhat structured internal and external accountability system in the MRSC. For external accountability, the director of the college submits annual reports to the authorized body on admission results and about the teaching staff. The Career Center submits a quarterly report to the authorized body on the employment of graduates. For internal accountability purposes, college departments and faculty report according to hierarchical relationships. For example, lecturers report to the vice director of education, head of departments to the director, and the director to the management board. The chairman of the state qualifying commission also present reports on the results of the final exams. From the study of the reports, it became clear that they also contain recommendations aimed at improvement, for example, in the "Nursing " AP, it was suggested to include in the educational and pre-diploma practices of the students the study and use of the newly equipped medical and diagnostic equipment in the Martuni Medical Center. From the examination of the documents, it became clear that the reports of the divisions correspond to the prepared work plans, and the plans are made based on the current work functions. At the same time, it should be noted that the reports lack an analytical component. The director's annual reports are evidence based (data on admissions, data on trained lecturers, etc.), and do not contain an analytical component, there are no conclusions and steps for improvement. The work done by the College is also presented to some extent during parent meetings.

The college has a Facebook page managed by the career responsible. Some admission procedures and vacancies are available on the page, as well as some information about the activities of the college: open day, events, seminars, works done by students. It should be noted that they do not respond quickly to the questions posted on the Facebook page. From the site visit, it became clear that the college does not monitor the increase or decrease in the number of followers of the page and does not analyze what questions are often addressed to them. For the purpose of transparency of documents, the necessary documents are provided to professors and students, as necessary, by the vice director for educational works through viber or e-mails. It also became clear from the site visit that the official website of the College is under development, it is planned to complete the work before January 2023, materials are being collected to complete the website. It is possible to establish a feedback with the MRSC using the contact information mentioned in the SPYUR informer: telephone number, e-mail address, and Facebook page. It is possible to get information about the academic programs of the

College, the amount of fees on the "Professional Education and Training" portal. Feedback with employers is provided only by the reports presented by the chairman of the summary certification committee and oral discussions, the latter are not recorded.

In order to transfer knowledge to the society, since 2019, the MRSC cooperates with the Armenian Red Cross office and is the representative of the Martuni region of the Red Cross. Most of the students and lecturers of the Martuni State Medical College are Red Cross volunteers, and the deputy director for organizational work is the coordinator of the Red Cross volunteers. During the 2020 COVID 19 pandemic, the volunteers of the college carried out anti-epidemic measures and awareness activities with the residents of the city of Martuni.

The Martuni Medical Center is also a reserve hospital, in the war situation of September 2022, volunteer groups were formed from college students who supported the medical staff of the medical center: performing duties, receiving the wounded, transporting, caring, pharmacy work, etc. In cooperation with the Red Cross Organization, the MRSC has organized free courses on "First Aid" for around 24 medical workers of kindergartens in the region between October 19-21, 2022. As volunteers, senior students of the "Nursing" AP of College have the opportunity to attach themselves to the medical workers of the ambulances and make home visits to the patients. It became clear from the expert visit that the college is planning to conduct free courses in first aid and patient care among the students of senior classes of schools.

CONSIDERATIONS:

The expert panel considers it positive that Martuni State Medical College has a certain internal and external accountability system. The College has implemented a culture of internal accountability according to hierarchical relationships, at the same time, the expert panel believes that linking reports to the SP and strengthening the analytical component will make it possible to evaluate the effectiveness of the College's work and highlight areas for improvement, which in turn will contribute to the further development of the College. It is positive that the reports submitted by the state qualifying commission also contain recommendations for improvement. It is necessary to note that the chairman of the graduation committees are employers and at the same time support in solving the mentioned problems.

It is positive that the College has a Facebook page, through which the educational institution can provide some information to the public about its activities: events, reception, etc. The expert panel considers that the launch of the official website of the college is urgent, which will provide an opportunity to provide more information (documents, processes, factual data, etc.) to the public and be a reliable partner both in the local environment and internationally. From this point of view, launching a bilingual or trilingual website is important, especially since the college has goals of internationalization and finding international partners. It is positive that there are some feedback mechanisms: phone number, e-mail, etc., however, diversifying feedback, for example having a feedback section on the newly developed website, will enable the College to be more accessible and responsive.

The expert panel highly values and positively evaluates the works carried out by the MRSC in the direction of transferring knowledge to the society. The works carried out contribute to the development of medical knowledge and abilities among the society, which is of strategic and vital importance for the region at the moment. The participation of College students in a number of voluntary works is noteworthy, which contributes not only to the

formation of a conscious citizen, but also to the development of professional abilities.

SUMMARY:

Considering the fact that there is a somewhat structured system of external and internal accountability, there are certain mechanisms of accountability and feedback, free trainings for medical workers are carried out, the teaching staff and student are involved in a number of volunteer activities, the expert panel considers that, that "Martuni State Medical College" SNOC meets the requirements of criterion 8.

CONCLUSION:

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

CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALISATION

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

FINDINGS:

The development of foreign relations and internationalization processes is a priority goal for Martuni Medical College. To achieve the goal, the college identified the following issues:

- to create an environment conducive to the exchange of experience, development and internationalization by developing policies and procedures to encourage the establishment of external relations,
- to develop a regulated process to ensure external relations and internationalization of the College,
- to ensure the effective cooperation of the college with local and international institutions and structures,
- to ensure the necessary level of foreign language knowledge of internal stakeholders in the college to increase the effectiveness of internationalization,
- obtaining/ensuring cooperation with European VET institutions,
- Studying the positive experience of leading EU colleges,
- Etc.

It should be noted that there are no planned actions, deadlines and responsible persons for the implementation of the mentioned tasks. MRSC cooperates with a number of employers in the region: Martuni Medical Center, Martuni Maternity Hospital, Martuni Dental Polyclinic, Geghhovit "Primary Health Care Center", "Khachmed 3D" Dentistry, "Khind and Smile" Dental Polyclinic, "Aramais Ghazaryan" LLC , "Safora" LLC, etc. Within the framework of the cooperation, the college is responsible only for the organization of students' internships, and in the case of the Martuni Medical Center, also the implementation of practical classes (the lack of the college's resource base is somewhat compensated by the medical center). The College also cooperates with Martuni T Abrahamyan High School, Gegharkunik Medical College, Armenian Red Cross, United Social Service, Eurasia International University, Khachatur Abovyan Armenian State Pedagogical University and other partner organizations.

As a result of cooperation, the College is able to organize physical education classes for students, provide an environment for students to carry out volunteer work, create conditions for ensuring continuous education of students, etc. It should be noted that the connection between the College and other VET institutions is weak, they are limited only to some conversations, there are no joint programs.

From 2022, the College started cooperation with the "Business and Education Partnership" foundation. Within the framework of the "Professional education and training cooperation in the South Caucasus" program, the director of the College visited companies implementing various educational programs in the Federal Republic of Germany and the Republic of France. From the site visit it became clear that the College aims to implement a business project together with this association: selling herbs produced by the College. The project is under discussion, the director of the College is trying to reach some arrangements, there are no plans and financial calculations yet. One of the tasks of the mentioned project is to develop a regulation for the mobility of students and employees to ensure the mobility process and the transparency of the process. It should be noted that there are still no practical steps in this direction, no cases of mobility of students and lecturers have been recorded in the College. Only the director deals with the development of foreign relations and internationalization. The implemented processes are not yet regulated. There are no adequate policies, procedures, work plans, reports.

According to the self-evaluation, several lecturers of the College participated in the "Innovative Educators" project initiated by the European Educational Fund (EEF). Through the online platform, pedagogues of different countries have the opportunity to present their innovative experiences and exchange experiences. The working language of the project was English. During the site visit, the expert panel was unable to find examples of changes in teaching, assessment methods, etc., that were implemented in the college as a result of participation in the project. According to the data indicated in the self-evaluation, 100 percent of the administrative and teaching staff speak Russian. It became clear from the site visit that the level of knowledge of foreign languages (Russian, English) among the students is very low, external stakeholders also confirmed this. A very small percentage of the lecturers know English, no clear data in this direction are presented in the self-evaluation. In the SWOT analysis of the 9th criterion, the MRSC considered the knowledge of foreign languages as a weakness.

CONSIDERATIONS:

The expert panel positively assesses that the processes of foreign relations and internationalization are considered among the primary directions of development for the College, however, the unplanned nature of the processes endangers the implementation of the mentioned problems. At the same time, the expert panel believes that clear planning and distribution of responsibilities according to the employees' potential is necessary for the full implementation of the tasks of the mentioned volume. It is positive that in the local environment the College has formed external relations with several employers, partner organizations, with which the organization of student internships becomes possible within the framework of cooperation. The cooperation with the Martuni MC is noteworthy, which also provides an opportunity to mitigate the resource scarcity of the college to a certain extent. The

expert panel also notes that although there are a number of local connections, the scope of cooperation is limited only to providing solutions to current issues, no work is carried out aimed at the future development of the College. It is a positive circumstance that since 2022, the college has started to implement certain processes aimed at internationalization, but they are still in the preliminary stage, it is too early to talk about efficiency.

Some of the College professors participate in the "Innovative Educators" project, which provides an opportunity for the College to learn about the positive experience of pedagogues from other countries. However, there are still no grounds as to what kind of positive experience the participants received as a result of that project and how they will use that experience in their practice. It is positive that the lecturers know the Russian language, which can provide an opportunity to start a certain framework of cooperation with the post-Soviet countries, however, the College has not carried out any work in this direction. Some of the teaching staff also know English, but their abilities are not fully used at the moment, which is also evidenced by the fact that the internationalization processes are left under the responsibility of one person. The level of knowledge of foreign languages among students and lecturers is very low, which can hinder the full formation of professional abilities and ensuring mobility of students in the future.

SUMMARY:

Considering external relations and internationalization processes are not planned, there is no policy aimed at internationalization, there is a low level of knowledge of a foreign language (English only by lecturers) and among students and lecturers, external relations in the local environment do not ensure the progressive development of the College, there is a lack of foreign relations and problem of coordination of internationalization works, the expert panel finds that the "Martuni State Medical College" does not meet the requirements of Criterion 9

CONCLUSION:

The compliance of the institutional capacities of MRSC to the requirements of CRITERION 9 is unsatisfactory.

CRITERION X. INTERNAL QUALITY ASSURANCE

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

FINDINGS:

The quality assurance system has been implemented in the college since 2020. On 30.11.2021, the Quality Assurance Regulation was approved, based on which the QA activities are carried out. According to the QA regulations of the college, the objectives of implementing the QA system are:

- contribute to the formation of QA culture,
- ensure the accountability of the College to the stakeholders,
- ensure the connection between internal and external quality assessment processes.

The QA responsible reports directly to the director. From 2020, the position of QA manager is

available in Martuni State Medical College, which is filled with 0.5 rate. There is no separate work environment for the QA responsible: office, computer, etc. The QA responsible is at the same time a lecturer, the secretary of the admissions committee and the deputy director of organizational affairs, for the latter there is a separate office, the necessary material and technical resources, which are also used to carry out QA activities. From the site visit, it became clear that the QA responsible needs an assistant, as combining several positions causes overload. Now, she cooperates with the Career Officer in the implementation of surveys, the surveys are carried out by the Career Officer, and the analyzes by the QA responsible. Quality assurance activities are carried out according to the work plan. The following sections are separated in the 2021-2022 annual work plan: work content, executor, deadlines, and notes. 11 works are distinguished in the content of the work, which include: development, implementation and continuous improvement of internal quality assurance processes, definition of internal quality standards, development of QA regulatory, procedural and normative documents, implementation and coordination of QA processes, provision of knowledge and skills in demand of the labor market for College graduates, continuous education quality promotion of improvement, etc. It should be noted that the steps defined in the work content sometimes do not correspond to the functions of the QA responsible. For example, providing college graduates with knowledge and skills in demand of the labor market, and sometimes the description is so broad that the expected action is not visible, for example, promoting continuous improvement in the quality of education. There are no deadlines in the term section of the work plan, and the QA responsible is listed as the only responsible for all specified works.

From the study of the annual reports of 2020-2021, 2021-2022, it became clear that a number of documents were mainly developed during these 2 years: "Martuni State Medical College" internship organization regulations, "Martuni State Medical College" training regulations fee determination, payment and refund procedure, "Martui State Medical College" procedure for filling up the absent class hours of absent students, questionnaires for highlighting the needs of internal and external stakeholders, etc. Surveys were also conducted among various stakeholders and analyzes were carried out, the results of the examinations were analyzed, etc. All developed documents were discussed with the study department and lecturers. It became clear from the site visit that the QA system still does not have the appropriate tools for evaluating the efficiency of the departments, management system, and work of the management board.

According to the self-evaluation, students and faculty are involved in different levels of quality assurance of the College. It became clear from the site visit that students' involvement in QA processes is expressed only by participation in surveys. Surveys are being conducted among students about the satisfaction of resources and work of lecturers. Surveys are also conducted among parents. Based on the surveys, analyzes were carried out and problems were brought out, such as reducing the amount of study material provided to students, problems related to the attitude of professors, filling absent hours on Fridays, etc. The effectiveness of the developed questionnaires has not yet been evaluated, the questionnaires were compiled by the joint efforts of the QA and Career responsible. From the study of surveys and their analysis, it became clear that students evaluate all lecturers individually, as a result, numerical data is obtained on what percentage of students are satisfied with a given lecturer, and some

recommendations are presented to improve the teaching process. For example, conducting the lesson with interactive methods and the latest technologies - slides. Employers and graduates are not involved in QA processes.

The quality assurance system in the college is in the formative stage, several processes are still in the planning stage. For example, the development of the procedure for the development and monitoring of the APs and the organization of the complex process, providing analytical component in the reports, etc. The work of the last year was aimed at the organization of self-evaluation works and the development of a number of documents. The College is going through the institutional accreditation process for the first time, the implementation of self-evaluation is the first experience of the College, that's why the self-evaluation was sometimes general, the information provided did not meet the requirements of the given criteria and standards, which made it difficult to get a real picture about the College. The College's website is not operational and information on quality assurance processes is not being shared with external stakeholders. Internal stakeholders learn about QA processes and their results during discussions at various meetings.

CONSIDERATIONS:

The expert panel positively assess that the College has a regulation defining the QA processes and a quality assurance responsible, the latter is trying to implement a quality assurance system in the College. At this time, the overload of the QA responsible is considered risky for the expert panel, which may lead to the incomplete implementation of several QA activities. In addition, the expert panel considers that the simultaneous occupation of several positions of the QA responsible leads to a conflict of interests from the point of view of evaluating the effectiveness of the remaining positions, in addition, the effective implementation of the processes corresponding to the remaining positions may be threatened.

It is positive that the QA responsible tried to regulate several processes and developed relevant documents, however, the existence of these documents does not directly affect the design of the QA system, in addition, the process of evaluating the effectiveness of documents may be endangered in the future, because the development and evaluation processes will be carried out by the same person.

It is commendable that QA activities are carried out with an appropriate plan, however, sometimes the actions are general (stimulation of continuous improvement of the quality of education) and non-targeted, which will not make visible the implemented work in the future, and the lack of deadlines can make planning ineffective. There are works in the plan that do not derive from the actual functions of the QA responsible. For example, providing graduates with knowledge and skills that are in demand in the labor market, in this process the QA system should respond to the effectiveness of work implementation, but not become the organizer of the main process.

It is positive that the culture of conducting surveys has been introduced in the College, through which certain issues are raised and solutions are found. The surveys conducted among parents are commendable, with the help of which parents get the opportunity to become more audible. The expert panel believes that such surveys are effective at the initial stage, but they will need to be improved in the future to reveal deeper and systemic problems.

The quality assurance system has just been formed and the expert panel highlights the

works carried out in this short period of time, and also emphasizes that in the future, appropriate tools will be developed for the evaluation of the effectiveness of the processes implemented in all areas of the college: management, APs, research, etc. Comprehensive assessment of all processes will only contribute to proper planning and the full implementation of the PDCA cycle. The QA responsible is trying to implement the PDCA cycle in various processes, however, the implementation of the cycle has not yet turned into a culture. The website of the College is not launched yet and QA processes are not so visible to the public, the expert panel is full of hope that after the launch of the website, a separate place will also be allocated to QA processes, which will create an opportunity to cover QA activities. Effective implementation of QA processes will contribute to the improvement of various functions of the College.

SUMMARY:

Considering that some of the documents of the College are under development, the QA system needs to be supplemented with human resources, there are no mechanisms for assessing the effectiveness of the processes, the QA processes are not carried out systematically, external stakeholders are not involved in the QA processes, the expert panel considers that "Martuni State Medical College" does not meet the requirements of Criterion 10.

CONCLUSION:

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

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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

Mariam Gevorgyan

06.02.2023

APPENDICES

APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

Mariam Gevorgyan- In 2013, she was admitted to the University of Burgundy, France /Laboratoire Interdisciplinaire Carnot de Bourgogne, ICB uB/ and a post-graduate course under the co-supervision of the Institute of Physical Research of the National Academy of Sciences of the Republic of Armenia, Boursière Gouvernement Français, thèse cotutelle internationale. In 2016, after defending his dissertation in RA, she received the scientific degree of candidate of physical-mathematical sciences, and in France she received the scientific degree of Doctor of Philosophy in the field of physics. Since 2013, she has been a researcher at the Institute of Physical Research of the National Academy of Sciences of the Republic of Armenia. In 2015-2016, she did teaching work with masters at the University of Burgundy in France. In 2017-2018, she was a theoretical physicist at Yerevan State University. From 2017 to 2022, she was the head of the Education Quality Assurance and Management Department of Kh. Abovyan State University. Since 2020, she has been lecturer of physics in English at the French University in Armenia and Gladzor University in Yerevan. Since 2012, she has been a member of the International Organization of Optics and Photonics SPIE, since 2013 she has been a member of the IPERA Union. She is the author and co-author of several scientific articles. Has published 3 books, and international grant programs.

Heghine Gevorgyan- In 2016, she graduated from Yerevan State University's Faculty of Biology, majoring in "Biochemistry" and received a teacher's qualification. In 2018, she graduated from Yerevan State University's Faculty of Biology, majoring in "Biochemistry". In 2021, she received the scientific degree of candidate of biological sciences G.00.04 "Biochemistry", defending the thesis on "The interaction of proton FOF1-AEFase and formic hydrogen lyase during the fermentation of different carbon sources and their mixtures". She works in the Department of Biochemistry, Microbiology and Biotechnology of the Faculty of Biology of Yerevan State University as a senior laboratory assistant, in the same department as an assistant, candidate of biological sciences. She works in the laboratory of fundamental and pathological biochemistry of the "Research Institute of Biology" of the Faculty of Biology of Yerevan State University as a junior researcher.

Gayane Ghazaryan- In 2000, she graduated from the medical faculty of "Haybusak" Institute of Yerevan, RA, receiving the qualification of medical doctor. In 2001, she graduated from the post-graduate specialization of the "Haybusak" institute in Yerevan, RA, with the therapy program, receiving the qualification of a doctor-therapist. In 2004, graduated the RA Academician S. National Institute of Health after Avdalbekyan, receiving the qualification of doctor (resident), radiation diagnostics specialist. Graduated from Glendale Community College in 2016. In 2003-2005, she was a lecturer at Ararat State Medical College, and in 2005-2014, she was the head of the practice department. In 2021, he was responsible for the quality of education at Ararat State Medical College. From 2022 until now, she is the head of the practice of the same college, the chairman of the subject committee of special professional subjects and a lecturer. Participated in several trainings.

Mery Serobyan- In 2019, she graduated from Yerevan primary school No. 136, in 2011-2020 attended G. Art School named after Saryan, and in 2018-2020 TUMO Center for Creative Technologies. From 2019 until now, she is studying at the Yerevan base medical college, she is a 4th year student of the "Nursing" academic program. In 2022 participated in the training of student experts of the "Students' Voice" project of the National Center for Quality Assurance.

APPENDIX 2. SCHEDULE OF SITE VISIT

14.11.2022		<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Head of the College	10:00	11:00	60 min.
2	Meeting with deputy directors	11:10	12:00	50 min.
3	Resource observation	12:10	13:20	70 min.
4	Break, expert panel discussions	13:30	14:30	60 min.
5	Meeting with members of the self-evaluation group	14:40	15:20	40 min.
6	Meeting with employers	15:30	16:30	60 min.
7	Meeting with graduates	16:40	17:40	60 min.
8	Document review and closed meeting of the expert panel	17:50	19:00	70 min.

15.11.2022		<i>Start</i>	<i>End</i>	<i>Duration</i>	
1	Meeting with heads of departments	09:30	10:30	60 min.	
2	Class observations	10:40	11:40	60 min.	
3	Meeting with students (10-12 people)	11:50	12:50	60 min.	
4	Break, expert panel discussions	13:00	14:00	60 min.	
5	Meeting with representatives of the teaching staff (10-12 people)	14:10	15:00	50 min.	
6	Meeting with representatives of the institution's departments (HR department, internship department, educational department, career center, accountant, librarian, laboratory assistants)	15:10	16:10	60 min.	
7	Meeting with the members of the Management Board	16:20	17:20	60 min.	
8	Document review and closed meeting of the expert panel	17:30	18:30	60 min.	
16.11.2022		<i>Start</i>	<i>End</i>	<i>Duration</i>	
1	Meeting with the responsible of the APs "Dental Technical Work" and "Nursing"	Meeting with the responsible of the AP of "Pharmacy"	09:30	10:30	60 min.
2	Meeting with the faculty of the APs "Dental Technical Work" and "Nursing"	Meeting with the faculty of the AP of "Pharmacy"	10:45	11:45	60 min.
3	Meeting with the students of the APs "Dental Technical Work" and "Nursing"	Meeting with the students of the AP "Pharmacy"	12:00	12:50	50 min.
4	Meeting with SC representatives		12:40	13:00	60 min.
5	Break, expert panel discussions		13:30	13:50	60 min.
6	Open Meeting		15:50	15:00	40 min.

7	Document review and closed meeting of the expert panel	16:40	15:50	160 min.
	17.11.2022	<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Quality Assurance responsible	09:30	10:30	60 min.
2	Meeting with the member(s) selected by the expert panel	10:40	11:20	40 min.
3	Closed meeting of the expert panel	11:30	12:50	80 min.
4	Break, expert panel discussions	13:00	14:00	60 min.
5	Closed meeting of the expert panel	14:10	16:30	140 min.
6	Meeting with the Head of the College	16:40	17:00	20 min.

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

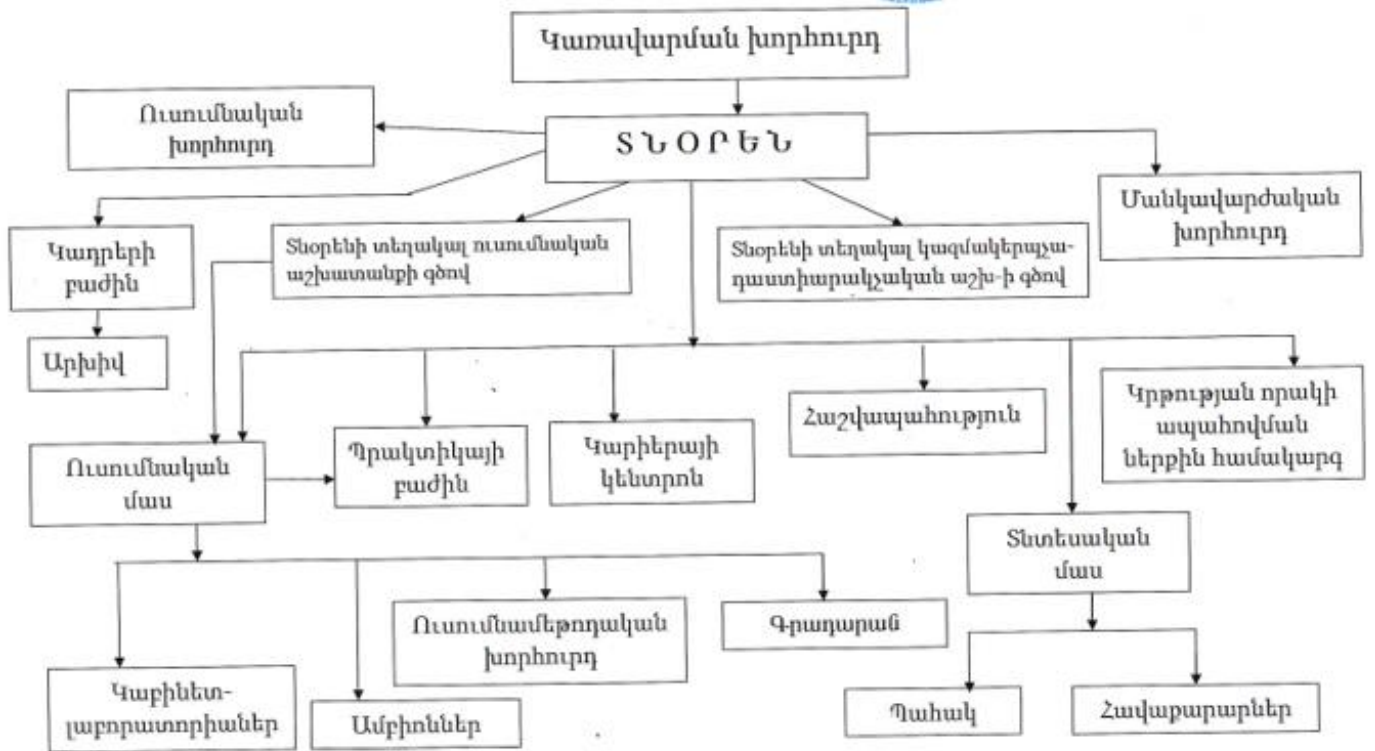
N	Name of the document	Criterion
1.	Risk management analysis developed during war and pandemic	1
2.	Plan-schedule for the implementation of the SP	1
3.	Previous SP	1
4.	Evaluation of the previous SP	1
5.	Analyzes of internal and external stakeholder surveys, focus group discussion minutes	1
6.	Department work plans and reports	2
7.	List of employees according to salaries /last 2 years/	2
8.	Director's annual reports /for the last 2 years/	2
9.	Lecturers' evaluation questionnaires by students	2
10.	Code of ethics	2
11.	Budget /last 2 years/	2
12.	Minutes of the Board of Governors containing student and/or faculty proposals	2
13.	Minutes of the Chairs, Board of Directors meetings /for the last 2 years/	2
14.	Conclusions/reports of the Chairman of the Certification Commission	3
15.	List of classes	3
16.	Internship programs and diaries /4 copies each from all APs/	3
17.	Minutes of chair meetings where changes in educational programs are discussed	3
18.	APs assignments	3
19.	Cooperation agreements/memorandums with universities	3
20.	Examples of term papers, essays, and independent papers	3
21.	An example of a booklet presenting the activities of the college	4
22.	Regulations of the Career Center	4
23.	SC charter	4
24.	SC work plans and reports	4
25.	A list of lecturers who have undergone professional training in the last 3 years, specifying the training topic, duration, and implementing organization	5
26.	Analysis of class observations	5
27.	Lecturer portfolios	5
28.	The documents confirming the relevant EDs of teaching medical lecturers	5
29.	Research works given to students /projects, independent works, essays/	6
30.	Packages for participation in conferences, competitions, festivals	6
31.	Analyzes of resource satisfaction surveys	7
32.	Information about the volunteer work carried out by the college	8

33.	Examples of contracts concluded with employers	9
34.	QA work plans and reports /for the last 3 years/	10
35.	Analyzis of surveys conducted by QA	10
36.	Quality Assurance Policies and Procedures	10

APPENDIX 4. RESOURCES OBSERVED

1. Auditoriums,
2. Library,
3. Cabinets, laboratories,
4. Medical point,
5. Subdivisions,
6. Martuni MC.

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 6. LIST OF ABBREVIATIONS

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