



National Center For Professional  
Education Quality Assurance  
Foundation

**ACCREDITATION COMMITTEE**

**ANQA-2024/99**

**DECREE N 99**

March 26, 2024

**ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF  
GEGHARKUNIK REGIONAL STATE COLLEGE**

**General Information about the Institution**

Full name of the Institution: Gegharkunik Regional State College SNCO  
Official Address: 12 Shahumyan St., Gegharkunik province, Martuni, RA  
Previous Accreditation **Not available**  
decision and date:

Guided by the Statute on the State Accreditation of RA Education Institutions and their Academic Programs approved by the RA Government Decree N 978-N as of June 30, 2011, the RA Government Decree N 959-N as of June 30, 2011 on the Approval of Accreditation Criteria for Tertiary Education of RA, the Procedure on the Formation and Operation of the Accreditation Committee of the “National Center for Professional Education Quality Assurance” foundation (hereinafter referred to as “ANQA”) as well as by the Regulation on the Formation of ANQA’s Expert Panel, ANQA’s Accreditation Committee (hereinafter referred to as the “Committee”) discussed the issue on accreditation of institutional capacities of the Gegharkunik Regional State College SNCO (hereinafter referred to as “GRSC”, “TLI”) in the session of the Accreditation Committee held on March 26, 2024.

**The main phases of the accreditation process were carried out within the following periods:**

Submission of application: January 13, 2023  
Submission of the self-evaluation: May 5, 2023  
Site visit by the expert panel: September 18–21, 2023  
Submission of the expert panel report: December 12, 2023

The external review of the GRSC's institutional capacities was carried out by an independent expert panel formed in compliance with the requirements set by the Regulation on the Formation of the Expert Panel. The evaluation was carried out according to the 10 criteria of institutional accreditation approved by the RA Government Decree N 959 as of June 30, 2011.

Among 10 criteria of the institutional accreditation, **“Governance and Administration”**, **“Research and Development”**, **“External Relations and Internationalization”** and **“Internal Quality Assurance”** were evaluated as unsatisfactory.

Having examined the GRSC's self-evaluation of institutional capacities, the expert panel report, the follow-up plan; having heard the conclusions on the expert panel evaluation, which were made by the three members selected by the Chair of the Accreditation Committee and were formed as a result of the meetings with the expert panel members and the GRSC's representatives; as well the comments and suggestions made by the Accreditation Committee members, the Committee stated the following:

***1. There are shortcomings in terms of the credible award of qualifications. However, there are trends and examples of development.***

The GRSC's academic programmes (APs) are consistent with the mission and the 4-5 levels of the National Qualifications Frameworks (NQF). The APs are tailored to closely align with the requirements of the labour market. The employment peculiarities of specialists with secondary vocational education have been considered.

The modernisation of teaching and learning methods is one of the objectives of the strategic plan. The GRSC has developed teaching and learning methods. However, they are not systematic or differentiated by separate APs. Teachers carry out the selection of methods, drawing on their experience and employing interactive and student-centered teaching methods. Teaching methods and assignments that develop students' knowledge and skills are used. However, methods guaranteeing practical and analytical skills remain inadequate. The GRSC has defined approaches to knowledge assessment. To improve the teaching quality, the heads of chairs conduct class observations. Teachers also engage in peer class observations.

The GRSC mainly has the necessary teaching staff. The TLI has policies and procedures for the selection of the teaching and supporting staff. The GRSC has not defined separate requirements for the teaching staff. When selecting the teaching staff, the TLI follows the requirements set by the state academic standards. Due to the lack of specialists in the region, the TLI sometimes needs teachers for certain specialised subjects. The teaching staff is comprised of both experienced and young specialists, with practical ones from the relevant professional field also being involved. The GRSC lacks clear mechanisms for the ensurance of the teacher sustainability. However, it has a certain pool of teachers.

The GRSC makes efforts to improve and refresh resources. The campus intended for the implementation of primary vocational education was reconstructed through the saved funds. The TLI also uses employer resources for internships.

***2. Governance and quality assurance systems are at the stage of formation. However, there are development trends and the governance is aimed at quality enhancement and credible award of qualifications.***

The GRSC's strategic plan 2020-2025 reflects its main goals, which align with the NQF. An importance is attached to the stakeholder needs. The strategic plan has not yet been turned into an operational document. There is a lack of ongoing evaluations of its implementation. In the current state, the strategic management is not fully implemented based on the KPIs. The internal stakeholders have not yet achieved full and active participation in the governance decision-making process. The connection between strategic planning and the implemented processes is not well-defined. There are no mechanisms for the strategic plan evaluation. Comprehensive studies of factors affecting the GRSC's activities are not conducted. The management of documents and processes is not based on the principle of quality management. There are no mechanisms for collecting, evaluating and applying information on the processes.

The GRSC attaches importance to the quality assurance processes, which is emphasised in the strategic plan 2022-2027. Certain documentation framework has been developed. The internal quality assurance system is not yet fully established. The role of the quality assurance centre is not clearly defined. There are some mechanisms that allow a range of stakeholders to participate in quality assurance processes. The quality assurance system is still in the stage of formation.

***3. Internationalisation and research/creative activities do not sufficiently support the credible award of qualifications.***

The GRSC has mechanisms for students' admission and recruitment. Students can reach out to the administrative staff at any time. The TLI provides some counseling and career support services for students.

The GRSC's research and creative environment does not create sufficient conditions for the achievement of expected outcomes.

The GRSC attaches importance to the development and strengthening of external relations. However, the TLI does not have policies and procedures for the development of external relations.

The GRSC has cooperation agreements and memorandums with a number of local organisations, primarily for conducting internships. The TLI is included in the European Union's budget support programme for secondary vocational education, through which it has conducted resource enhancement. There are no other international relations and professional collaborations.

4. The shortcomings have crucial impact in terms of the credible award of qualifications. Meanwhile, grounds are laid for enhancement.

5. The follow-up plan in the expert panel report is realistic and its implementation will lead to qualitative enhancements.

Taking into consideration the above mentioned, as a result of an open voting, the Accreditation Committee:

**DECIDED**

- 1. To award conditional institutional accreditation to the Gegharkunik Regional State College SNCO for 2/two/ years.**
2. After the publication of the decision on accreditation award, to submit a revised follow-up plan based on the expert panel report and respective time schedule to ANQA within two months, taking into account the need to give urgent solution to the problems existing in

the fields of “**Governance and Administration**”, “**Research and Development**”, “**External Relations and Internationalization**” and “**Internal Quality Assurance**”

3. To pay special attention to:
  - a) the necessity of clear and measurable qualitative and quantitative KPIs for evaluating the effectiveness of the implemented processes;
  - b) the decision-making process driven by previously collected and analysed data;
  - c) the use of clear mechanisms for evaluating the effectiveness of the teaching staff;
  - d) the review of the requirements for the professional qualities of the teaching and supporting staffs and involvement of specialists from specialized, practical fields;
  - e) the cooperation with employer partners to leverage their resources for joint research purposes;
  - f) the link between research and educational processes, the formation of practical skills;
  - g) the education designed to cultivate students' analytical, creative and critical thinking skills;
  - h) the improvement of the accountability system for stakeholders;
  - i) the formation and continuous development of the quality culture, the implementation of the PDCA cycle in all processes of the TLI.
4. In accordance with the requirements set by point 12 of the Statute on the State Accreditation of RA Education Institutions and their Academic Programs, every 6 /six/ months to submit a written report to the ANQA on the results of carried out activities by ensuring the evaluation of enhancement of the TLI's activity, innovations and achievements.
5. To assign the ANQA to carry out mandatory monitoring of effectiveness of the TLI's activities in accordance with the KPIs.

**Chair of the Accreditation Committee:**

**A. Saghyan**

**March 26, 2024**

**Yerevan**