



National Center For Professional
Education Quality Assurance
Foundation

ACCREDITATION COMMITTEE

ANQA-2024/106

DECREE N 106

April 27, 2024

ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF ABOVYAN MULTIFUNCTIONAL STATE COLLEGE

General Information about the Institution

Full name of the Institution: Abovyan Multifunctional State College SNPO
Official Address: 4 Usanoghakan St. Lane, Abovyan, Kotayk province, 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 Abovyan Multifunctional State College (hereinafter referred to as “AMSC”, “TLI”) in the session of the Accreditation Committee held on April 27, 2024.

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

Submission of application: January 10, 2023
Submission of the revised self-evaluation: July 17, 2023
Site visit by the expert panel: September 18–21, 2023
Submission of the expert panel report: November 29, 2023

The external review of the AMSC'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**", "**Societal Responsibility**" and "**Internal Quality Assurance**" were evaluated as unsatisfactory.

Having examined the AMSC'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 AMSC's representatives; as well the comments and suggestions made by the Accreditation Committee members, the Committee stated the following:

1. There are some problems in terms of the credible award of qualifications. However, there are also trends and examples of development.

All academic programmes (APs) align with the AMSC's mission, meet the socio-economic needs of the region and comply with the National Qualifications Frameworks (NQF).

The APs are designed in line with the state academic standards and tailored to meet the needs of the regional labour market. Generally, the APs' teaching and learning methods are in line with the expected learning outcomes. The AMSC takes steps towards the introduction of work-based learning. The TLI does not have clear assessment criteria.

The AP management has some shortcomings. The heads of chairs have weak control over the development and implementation of modules, as well as over the planning and organisation of internships. The heads of chairs are not involved in the development of the AP curricula.

To implement the AP goals, the AMSC has a teaching staff with necessary professional qualifications meeting the stated requirements. The supporting staff is focused on the achievement of the institution's strategic goals.

The AMSC provides a conducive learning environment. In recent years, enhancement of buildings and activities for resource replenishment have been carried out and remain ongoing. The expenses incurred are intended to ensure the necessary conditions for the TLI's main activity, the implementation of the APs. A safe and secure environment is provided for internal stakeholders.

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 the credible award of qualifications.

In 2020, following the decree of the Government of the Republic of Armenia, the Abovyan State College SNCO and the Abovyan State Vocational School № 1 SNCO were merged and reorganised into the Abovyan Multifunctional State College.

The AMSC's policy and activities are consistent with the mission of a multidisciplinary college. The the professions align with the Armenian National Qualifications Framework (ANQF). The TLI is responsive to the demands of the labour market, introducing new professions accordingly.

The AMSC's human, material, and financial resources are insufficient for the achievement of the strategic goals. The TLI does not have a plan schedule for the strategy implementation. The short-term planning is situational and does not arise from the strategy. The TLI does not have stable mechanisms for studying the factors that influence its activities.

The internal stakeholders have low awareness of the AMSC's strategic goals and processes. There are no mechanisms for the evaluation and monitoring of the strategic goals.

The AMSC still lacks a clear understanding of the internal quality assurance system. The functions of the quality assurance manager are not defined. There are no mechanisms for data collection, process effectiveness evaluation, analysis, and issue identification. The quantitative and qualitative information collected on the quality of the APs is insufficient. The stakeholders are not involved in the quality assurance processes. The PDCA cycle have not been fully introduced yet.

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

The AMSC has a regulated process of student admission. The number of applicants has increased over the past year. The TLI organises and holds various meetings for the identification of student needs. As part of some professions, students carry out research activities.

The AMSC does not have a strategy reflecting its research interests and ambitions. Most of the TLI's management and teaching staff do not consider research an integral part of the teaching and learning process. Separate elements of the connection between research/creative activities and the educational process are evident only in art-related professions due to their peculiarities. However, the TLI's best practices are not yet studied and disseminated.

The AMSC's accountability mechanism for stakeholders is inadequate. The reports are not analytical. The TLI does not ensure sufficient transparency of the processes. The services provided to society still require enhancement, particularly in terms of the dissemination of knowledge (values). The TLI has a wide range of cooperations. The institution contributes fosters its development and supports the students' professional growth and progress through rich external relations, leading to resource enhancement.

4. The shortcomings mentioned in the expert panel report have crucial impact in terms of the credible award of qualifications. However, 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 Abovyan Multifunctional State College SNPO 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”, “Societal Responsibility” and “Internal Quality Assurance”.

3. To pay special attention to:

- a) the need for clear and measurable qualitative and quantitative KPIs to evaluate the effectiveness of the implemented processes;
- b) the decision-making informed by prior data collection and analysis;
- c) the implementation of clear mechanisms for evaluating the teaching effectiveness;
- d) the review of the requirements for the professional qualifications of the teaching and supporting staff, the involvement of specialists in specialised 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 teaching aimed at the development of students’ analytical, creative and critical thinking skills;
- h) the enhancement of the stakeholder accountability system;
- i) the formation and continuous development of a quality culture, the implication of the PDCA cycle in all the processes.

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 the effectiveness of the TLI’s activities in accordance with the KPIs.

Chair of the Accreditation Committee:

A. Saghyan

April 27, 2024

Yerevan