



National Center For Professional  
Education Quality Assurance  
Foundation

**ACCREDITATION COMMITTEE**

**ANQA-2022/70**

**DECREE N 70**

July 21, 2022

**ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF  
TAVUSH REGIONAL STATE COLLEGE  
General Information about the Institution**

Full name of the Institution: Tavush Regional State College SNCO  
Official Address: 5 Nalbandyan Str., Ijevan town, Tavush province  
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 30 June 2011, the RA Government Decree N 959-N as of 30 June 2011 on approval of Establishing 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 Expert Panel, ANQA’s Accreditation Committee (hereinafter referred to as the Committee) discussed the issue on accreditation of institutional capacities of the Tavush Regional State College (hereinafter referred to as “TRSC”, “TLI”) in the session of the Accreditation Committee held on July 21, 2022.

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

Submission of application: February 17, 2021  
Submission of the self-evaluation: June 8, 2021  
Site visit by the expert panel: October 18-21, 2021

Submission of expert panel report: December 29, 2021

Submission of the follow-up plan February 15, 2022

The external review of the TRSC'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 30 June 2011.

Among 10 criteria of the institutional accreditation, 3 of them — **“Governance and Administration”**, **“Research and Development”**, **“Internal Quality Assurance”** were evaluated as unsatisfactory.

Having examined the TRSC's self-evaluation of institutional capacities, remarks and suggestions on the preliminary version of the expert panel report, 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 TRSC's representatives; as well the comments and suggestions made by the Accreditation Committee members, the Committee stated the following:

***1. The TRSC generally ensures the credible award of qualifications.***

The TRSC's academic programmes (APs) align with the state academic standards and have detailed description in accordance with the qualifications awarded and expected learning outcomes.

The TLI has both previously implemented and newly introduced, demanded and innovative professions.

As a result of the introduction of new modern academic programmes, the TLI-employer connection has been stimulated. Subsequently two dual academic programmes have been developed. The TLI has reviewed the APs and curricula with the active involvement of employers. Some of the employers' requirements have been taken into account. The hours of practical courses have been added.

Employers support the TRSC in the organization of internships and implementation of practical hours.

Due to the introduction of the dual academic programme, joint approaches to the assessment of skills and capacities have been formed, as a result of which individual packages/portfolios of students have been created.

The TRSC attaches importance to the use of interactive methods in the educational process, but there is no policy of their selection and localization.

The TRSC has certain mechanisms for the APs' benchmarking and monitoring. Some APs have been combined with other similar programmes, but the main monitorings and reforms concern only APs introduced through a dual academic programme or a similar format. As a result, the TLI's monitoring mechanisms are not systematic and institutionally functional for all professions.

For the implementation of the academic programmes, there is a policy for the selection of teaching and supporting staff. The TLI has a stable teaching and supporting staff, certain requirements for professional activities, as well as a policy for attracting young staff.

Both skilled teachers with long-term work experience and young staff, who are mainly from the theoretical field, work at the TRSC. The TLI's teaching staff participates in a number of methodological trainings, but the participation in professional trainings is scarce. The TLI has a problem with training and enhancement of the teaching staff.

Generally, the TRSC's resources under the current conditions ensure the implementation of the APs. A safe and secure environment has been created for the organization of the educational process.

The TRSC has the material-technical base necessary for the APs' implementation. The TLI is also able to find donor organizations and investors for the replenishment of the resource base. However, when replenishing the resource base, the needs of the region and the stakeholders are not always taken into account.

***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.***

Generally, the TRSC's activities correspond to the professional field and the NQF. The mission, goals and objectives partially reflect the needs of stakeholders.

Strategic management has not been introduced in the TRSC yet. The governance system, administrative units and their activities are not coordinated. Strategic management based on the KPIs lacks. The TLI has no systematic mechanisms for data collection and policies. Decisions are made based on situational evaluation without the use of stable data collection mechanisms. The TLI's processes are not implemented according to the principle of PDCA cycle of quality management.

The quality assurance system is at the stage of formation. Documents regulating the quality assurance activities have been introduced.

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

The TRSC has not defined research ambitions and objectives.

Research and creative environment has not been formed. There are no incentive mechanisms for the teachers' and students' involvement in research works. Research and educational processes are not fully interconnected. The study and dissemination of good practice are not carried out as well.

The TRSC is involved in international programmes. Thanks to these programmes, the TLI has been able to develop its material-technical base and enhance APs. There is no mobility of students and teachers.

The TRSC cooperates with a number of regional organizations that support the creation of a favorable educational environment.

As a result of the cooperation, the opportunities for modernization of the APs, conduct of internships, and implementation of joint APs with employers have been acquired.

The TRSC also cooperates with YSU Ijevan Branch. The cooperation provides the TLI's alumni with an opportunity to continue their studies at the university. In addition, the YSU's specialists cooperate with the TLI in the works of mutual agreement and redevelopment of modular

programmes, providing methodological and professional assistance to organize the educational process more efficiently.

The TRSC has mechanisms for applicants' recruitment. With the purpose to disseminate information on admissions and career orientations, the TRSCs staff visits schools, presenting the TLI's professions, career opportunities. Doors Open Days take place. There are certain mechanisms for the identification of students' needs. Some career-promoting services are carried out. Through non-formal courses, students master the requirements of creating a competitive CV, searching for employers, presenting themselves to employers, searching for information on job websites, etc. The TLI has a body representing the students' rights. A system of internal and external accountability has been formed to a certain extent. The reports are presented according to structural subordinations. However, the reports lack an analytical component.

4. The shortcomings mentioned in the expert panel report do not have crucial impact in terms of the credible award of qualifications. Grounds are laid for enhancement.

5. The follow-up plan actually involves the main recommendations mentioned by the expert panel. The follow-up plan is realistic and in case of 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 institutional accreditation to Tavush Regional State College SNCO for 4 /four/ 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”, “Internal Quality Assurance”**.
3. To pay special attention to:
  - a) the need to have clear and measurable qualitative and quantitative indicators for evaluating the effectiveness of the implemented processes;

- b) the review of the form of the final attestation;
  - c) the use of clear mechanisms for the ensurance of the professional progress and stability of the teaching staff;
  - d) targeted and effective use of the resource base;
  - e) data collection, analysis of results and their use in the decision-making process;
  - f) the introduction of a research component and the promotion of research;
  - g) the connection of research and educational processes, the acquisition of practical skills;
  - h) the formation and continuous development of quality culture, implementation of the PDCA cycle in all the processes;
  - i) the development of internationalization and external relations;
  - j) the organization of teaching aimed at the development of students' analytical, creative and critical skills;
4. In accordance with the requirements set by point 12 of the the Statute on the State Accreditation of RA Education Institutions and their Academic Programs, every 2 /two/ years 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 activities of the TLI in accordance with the KPIs.

**Chair of the Accreditation Committee:**

**A. Saghyan**

**August 19, 2022**

**Yerevan**