

CONCLUSION
**ON INSTITUTIONAL CAPACITIES OF ARMENIAN STATE INSTITUTE OF
PHYSICAL CULTURE SNTO**

General information on the TLI

Full name of the TLI	Armenian State Institute of Physical Culture SNTO
Abbreviation	ASIPC
Address	Alex Manoogian 11, Yerevan, Armenia, 375070
Decision and timeline of previous accreditation	Have not undergone any

CONSTITUTIONAL BASE

The National Center for Professional Education Quality Assurance, Foundation (hereinafter ANQA) guided by the regulation on “State Accreditation of RA Institutions and their Educational Programs” set by the RA Government on 30 June, 2011 N978 decree, as well as by N959-Ն (30 June, 2011) decree on approving RA Standards for Professional Education Accreditation, the ANQA Regulation on the Formation of Expert Panel, with the participation of ANQA representatives, expert panel, and the coordinator of the ANQA procedures discussed the draft of ANQA conclusion on ASIPC institutional capacities based on the ASIPC SER, expert report, follow-up plan of the ASIPC and the opinion of the expert on the latter.

As an outcome, the following has been highlighted:

The main phases of accreditation procedure have been carried out following in the below-given time-frame:

ASIPC application

August 25th, 2015

Presentation of the SER	November 5 th , 2015
Site-visit	21-24 th March, 2016
Expert panel report	June 8 th , 2016
ASIPC follow-up plan	June 8 th , 2016

OUTCOMES OF EXPERT PANEL ASSESSMENT

The expertise was carried out by an independent expert panel¹ formed according to the articles of ANQA Regulation on the Formation of the Expert Panel. The assessment has been carried out by 10 criteria² established by N959-Ն (30 June, 2011) decree on approving RA Standards for Professional Education Accreditation.

BRIEF DESCRIPTION

While carrying out the expertise the expert panel took into consideration the fact that the ASIPC is the only state specialized HEI in the Republic of Armenia (hereinafter RA) and is aimed at becoming a student-centred, academic environment, which prepares its alumni for the active, social life and for the role of educating young generation, for professional career and continuous education in line with the requirements of globalized society and modern demands of the labour-market.

In the 2016-2020 Strategic Plan (hereinafter SP) the ASIPC has made the mission statement precise by targeting the latter at preparing professionals in the field, further development of sport and physical culture in the country, establishment of healthy lifestyle, creation and dissemination of sport knowledge, rendering quality academic, scientific-research and consultation services satisfying the needs of the modern labour-market.

It's positive that the ASIPC has elaborated an SP on Development with the aim of implementing its mission. Moreover, it has elaborated a timetable for the realization of strategic

¹ APPENDIX 1: Expert panel composition

² APPENDIX 2: Assessment

aims which includes the planned operations to be undertaken with the aim of implementing strategic objectives, the deadlines of implementation and the people responsible.

With the aim of defining its mission, aims and objectives, the ASIPC has a framework aimed at involving internal and partially external stakeholders. However, the Institute lacks a holistic approach aimed at assessing and improving the outcomes of mission and aim implementation. This, in its turn, hinders the targeted assessment of the outcomes and based on the latter the improvement procedures.

The ASIPC lacks an organization structure reflecting the SP. Notwithstanding the fact that throughout 2014-2015 the Institute has undertaken structural reforms, the organizational structure is not flexible, different infrastructures have overlaps of some functions, horizontal ties are incomplete. The scope of responsibilities of different organizational infrastructures and the ties between the latter are not obvious. The administrative apparatus is characterised by the practice of having one and the same person responsible for different positions.

The ASIPC is guided with its 5-year long-term planning. However, there are no mid and short-term operational plans. As far as the annual operational plan is concerned, the latter corresponds more to the planning of on-going operations of the Institute.

The Institute tries to involve internal stakeholders into the procedures of decision-making; however, the communication with external stakeholders is not regulated. At all levels and in all infrastructures of the Institute there is the system of accountability, however, there are no critical analyses on the effectiveness of its assessment tools and operations. De facto, the Institute lacks data-collection procedures and those for examination of external and internal factors. The PDCA cycle does not thoroughly function at the ASIPC. The Institute lacks qualitative and quantitative publications on degrees awarded and the mechanisms of their assessment.

The Academic Programmes (hereinafter AP) of the ASIPC are elaborated in line with its mission, moreover, the said consistency is especially visible as far as the mission embedded in 2016-2020 SP is concerned. The intended outcomes of the APs are generally speaking in line with the NQF; however, they still need precision and amendment. De facto the institution lacks a precise mapping of its teaching methods and intended learning outcomes. Generally speaking, the methods of assessment of students are in line with the intended learning outcomes (hereinafter ILO).

The ASIPC is preoccupied with the effective organization of academic studies of students. The number of entrants is guaranteed through orientation works carried out among high-school pupils, college graduates and army soldiers who are about to be demobilized. The Institute is

trying to implement surveys – one of the tools of revealing the needs of the students, however, the operations targeted at satisfying the needs revealed are not yet regulated. The ASIPC renders assistance and guidance to students. Generally speaking, the students are contented with the academic environment and the organization of academic process.

The expert panel evaluates positively the fact that the ASIPC has a policy and procedures of teaching and support staff recruitment and assessment. The fact that more than 90% of the teaching staff is a permanent one, has qualifications and sport awards in line with AP requirements allows to conclude that the ASIPC takes into account teaching qualities and direction and guarantees the sustainability of the staff. The intention of the Institute to formulate its teaching potential from the existing data-base (66%) is praiseworthy. This is done by the involvement of their PhD young specialists. The ASIPC carries out training aimed at retraining of the teaching staff; however, the expert panel is preoccupied with professional trainings from the perspective of continuous development of the teaching staff and mobility. The fact that the TLI has elaborated a procedure on ensuring promotion and progression of the employees is praiseworthy, however, it has been implemented quite recently and its effectiveness is not yet analyzed.

The ASIPC has the research field and strategic aims reflecting its interests. Research is not limited within the borders of the Institute but rather involves the interests of Olympic and Sport Committees of the RA and this is how the ASIPC grounds its inclination of becoming a scientific-research centre. The expert panel concludes that the TLI has long-term strategy and short and mid-term programmes expressing its interests in this domain. The TLI encourages the involvement of teachers and students into research and implements mechanisms aimed at linking research and academic operations. The TLI has certain steps to be undertaken as far as internationalization of research is concerned, since the number of publications in international reviewed journals are but a few, there are no international research exchange programmes and joint research projects.

The ASIPC infrastructures and resources are enough for carrying out professional education. Throughout the site visit the expert panel found enough evidence of the fact that the operations aimed at expanding academic environment, improvement of infrastructures and reconstructions are in process. However, the vast majority of premises, material-resource base still is in need of modernization.

The financial flow of the ASIPC is carried out via 2 directions: 1. budgetary and 2. extra-budgetary, which is mainly allocated from tuition fees. It can be ascertained that the TLI has limited financial resources which are not enough for the thorough implementation of objectives adopted in the SP. Having said all this, the expert panel evaluates positively the fact that the ASIPC is trying to lead a policy of saving resources on the one hand and has initiated the

procedure of expanding financial flows on the other hand. The latter is partially being realized via applying to grant projects and beneficiaries.

The Institute has an elaborated system of internal and external accountability. The transparency and availability of its operations and regulations to the public are ensured via its official web-site, newspaper and through the information provided by its structural infrastructures. However, the expert panel is of the opinion that the amount of information posted in the webs-site needs augmentation. The expert panel evaluates the fact that the ASIPC successfully implements the function of knowledge transfer to the society by rendering additional academic, consultation and benevolent services. With the aim of establishing feedback with the society the ASIPC has certain mechanisms and infrastructures; however, it is impossible to make considerations referring to their effectiveness since there are no corresponding analyses.

With the aim of establishing environment conductive to internationalization, the ASIPC has determined a strategic aim and formulated a corresponding department (with its own charter) in charge of its realization. However, the operations of the said Department are mainly limited with admission procedures of learners and PhD students from the Diaspora, which is the token of the fact that the Institute lacks a holistic and regulated policy on internationalization. The ASIPC undertakes certain steps aimed at internationalization; however, it still lacks environment conductive to experience exchange, development and internationalization. The ASIPC cooperates with local establishments; however, the facts of effective cooperation are but a few.

The ASIPC underlines the importance of quality education and quality assurance; however, the Institute still lacks a systematic approach and a holistic perception of quality culture. Certain human, material and financial resources are allocated for the organization of QA operations, series of documents have been elaborated; however, as far as operation planning is concerned, there is still a need for making the latter equitable. The internal system of QA is still in its formation. Certain operations are being carried out; however, the involvement of external stakeholders is quite loose. The lack of mechanisms and toolkit aimed at regulating QA operations of the Institute does not allow to assess the influence of QA procedures on the improvement of Institute operations as a whole.

STRENGTHS OF THE ASIPC

- 1.** Reformulated mission precisely indicating the inclination of the TLI.
- 2.** Consistent strategic planning of the mission and objectives.
- 3.** Decent level of participation of internal stakeholders in decision-making directed at them.
- 4.** Elaboration of APs in line with TLI mission.

5. Outcome-driven approach to student assessment.
6. Rendering corresponding support to students aimed at satisfying their academic needs.
7. Provision and sustainability of teaching and support staff having necessary professional qualifications.
8. Existence of research priorities special to the field. Research operations carried out not solely inside the TLI but also within the framework of interests of Sport and Olympic Committees of the RA.
9. Existence of mechanisms linking research and academic operations.
- 10. Existence of QA policy and ratified procedures.**

WEAKNESSES OF THE ASIPC

1. Lack of mid and short-term planning emerging from the SP.
2. Lack of procedures of PDCA assessment and improvement as far as management and quality assurance is concerned.
3. Low level of involvement of external stakeholders in the operations of the Institute.
4. Lack of a Policy on teaching-learning method selection conductive to learning and in line with intended learning outcomes.
5. Lack of holistic approach and methodology of benchmarking (international).
6. Lack of prediction of the number of entrants (applicants).
7. Low level of international research operations of the Institute.
8. Lacks of regulated policy on establishing environment conductive to internationalization, experience exchange and development.
9. Low level of cooperation with international organizations and foreign language acquisition.
- 10. Lack of the culture of QA.**

RECOMMENDATIONS

Mission and Purpose

1. To reformulate the Mission of the TLI with the aim of making it more comprehensive for the stakeholders.
2. To expand external stakeholder involvement in SP elaboration and implementation procedures.
3. To regularly assess the effectiveness of mechanisms of stakeholder involvement by improving the mechanisms aimed at revealing the needs of internal and external stakeholders.

4. To render indicators of assessing the outcomes of aim and objective implementation measurable.

Governance and administration

5. To review the organizational structure of the Institute by making the link between all the infrastructures and functional relations precise, to determine the functions of all the employees of the Institute.
6. To elaborate a policy on HR Management aimed at provision of necessary human resources.
7. To examine and analyze external factors influencing the operation of the TLI, to implement measurable tools of examination, to elaborate procedures and assessment mechanisms on necessary data collection aimed at examining the factors influencing the operations of the TLI.
8. To elaborate short and mid-term operational plans aimed at SP timetable implementation. To elaborate precise mechanisms and toolkit aimed at implementation, monitoring and assessment of short, mid and long-term plans.
9. To improve the mechanisms of involving external stakeholders in decision making.
10. To improve the system of mechanisms aimed at data-collection, analyses and assessment of implementation of current APs and the effectiveness of ongoing operations.
11. To make the policy on financial resource allocation more precise in line with strategic priorities.
12. To establish a system of risk management.

Academic Programmes

13. To separate the intended learning outcomes of all APs at BA and MA levels.
14. To ensure the link of teaching, learning methods with the intended learning outcomes and assessment methods through the insertion of student-centered approaches.
15. To elaborate criteria on knowledge assessment based on peculiarities of every single discipline.
16. To elaborate tools ensuring academic honesty.
17. To implement the best practice of international benchmarking of APs.

18. To foster the culture of AP elaboration, regular monitoring, assessment of effectiveness of implementation and improvement of operations in the Institute through involving stakeholders and revealing the needs of the labour market.
19. To disseminate the best practice of AP elaboration and review, modernization and improvement existent in the Institute.
20. To implement interdisciplinary approaches of AP elaboration.

Students

21. To elaborate a Student Guide of the ASIPC
22. To reformulate the operations of the Career Centre by directing the latter at examining the needs of the labour market, employability of the alumni and the provision of stable feedback with the latter.
23. To improve the procedures and mechanisms of revealing and assessing the academic needs of the students by involving the latter.

Teaching and support staff

24. To determine and document the competences of the teaching staff in line with AP requirements.
25. To elaborate mechanisms of revealing the needs of the teachers, to support the improvement of professional qualities of the teaching staff, to encourage professional development of the teaching staff having scientific ranks and degrees.
26. To elaborate job descriptions of teaching and support staff.
27. To determine normative acts on administrative staff formulation.
28. To carry out performance assessment of the support staff.

Research and development

29. To determine progress indicators of research field in the SP.
30. To encourage interdisciplinary approach of research and to determine new priorities of intra-institute research in line with the latter.
31. To take into consideration the need of merging infrastructures in charge of scientific-research and scientific-informative operations.
32. To undertake certain operations aimed at international research cooperation and creation of research network.

33. To augment the number of publications in international reviewed and renowned journals.
34. To elaborate tools aimed at assessing the social influence of scientific-research works.

Infrastructures and resources

35. To expand financial allocations aimed at refreshing the material-technical base and provision of new equipment.
36. To allocate financial resources in accordance with the SP.
37. To carry out financial-economic audit.
38. To assess the effectiveness of tools evaluating the applicability, availability and effectiveness of academic resources.
39. To assess the annual usage of auditoriums and to optimize resource allocation (savings on heating and else).
40. To establish corresponding environment for organizing the academic process of students with special needs.

Societal responsibility

41. To assess the effectiveness of the system of accountability.
42. To elaborate and implement formal mechanisms of feedback with external stakeholders.
43. To analyze the effectiveness of current mechanisms aimed at feedback with the society.
44. To elaborate life-long programmes in the fields of sport and physical training for the society. These APs can expand financial flows of the Institute.

External Relations and Internationalization

45. To elaborate a regulated and holistic policy and strategy aimed at experience exchange, development and internationalization.
46. To elaborate measurable indicators aimed at assessing international operations.
47. To expand the scope of cooperation with employers.
48. To carry out international exchange programmes conductive to teacher and student mobility.
49. To activate and expand the cooperation and its scope with international establishments and organizations.
50. To improve the level of English of both the teachers and students, to review programmes of the courses and the methodology.

IQA

51. To carry out assessment of the policy and procedures of QA.
52. To elaborate precise mechanisms of assessing human, material and financial resources allocated for the management of QA operations.
53. To determine the functions of the QA Department.
54. To expand the involvement of internal and external stakeholders of QA operations and to assess the effectiveness of the latter.
55. To elaborate mechanisms assessing the effectiveness of organizational and contextual reforms aimed at QA of education.
56. To determine and implement mechanisms of data-collection, which will formulate necessary grounds for internal and external assessment of QA.
57. To carry out analyses on the effectiveness of mechanisms used for disseminating information about the quality of operations.

PEER REVIEW ACCORDING TO THE ESG

A peer review in line with international criteria has also been carried out. The said review is targeted at raising the competitiveness of the Institute at an international scale and integration of the latter into EHEA.

Observations

- **The TLI includes the Bologna process in its strategic plan**

The implementation of the Bologna reforms are partly achieved and the university acts now on managing and improving the implementation of the QA processes and student- centred learning. The strategic plan puts focus on the effectiveness of Quality management through training of administrative staff, integrated operation of the governing bodies and the implementation of a system for decision making.

Also the improvement the intra- institutional basis for reforms is on the agenda.

In the field of student centred learning improvement of participation of students in decision making, the Role of the Student Council and the ties with external student organisations is intended.

- **ASIPC implemented the Bachelor – Master structure and a credit system**

According to the Bologna process, a 4+1 Bachelor- Master structure was implemented in line with the Armenian legislation. The credit system is still based on a year system with rather strict conditions to pass to another study year. This is not really in line with the Bologna process, but still the situation in many EHEA countries.

In the credit system the curricula have the structure of a traditional year system, which is not really favourable for flexibility of individual learning paths/tracks and a good balance between majors and minors.

The ASIPC has clear requirements and procedures on access.

- **Curriculum development at ASIPC**

The ASIP has two faculties. One is centred on Pedagogical programmes and the other one on Sports and Health Recovery. I could not control the rationale of the Faculty structure and the coherence of the programmes in the faculties.

Curricula are based on defined learning outcomes, but no model for the definition of learning outcomes is available in the institution. Some of the academic programmes are generic and based on traditional disciplines (e.g. social sciences), while others are rather specialised (e.g. chess)

There is no systematic review of curricula, based on a developed method, involving external stakeholders. The ILT gives no prove of linking the level of its curricula, learning outcomes and diplomas to the EQF, which is crucial for international cooperation and the transparency of the level and quality of academic programmes

There is no systematic external and international validation process of the learning outcomes. AISPC organizes postgraduate courses and courses on correspondence. These courses were out of scope during the visit.

Graduates receive a diploma supplement.

The institution has no policy and procedures on the recognition of prior learning.

The mission and functioning of the department of Academic affairs in curriculum development and educational development in general was not made clear during the visit.

- **Research at ASIPC**

The TLI has a well-established strategy, structure and methodology in the field of research. The priorities and the decision making processes are defined.

Research policy and the implementation of its different elements are the responsibility of the Vice- Rector for Research and the Scientific Department. Decision making is the responsibility of the Scientific Council. All programmes are involved.

As far as the Strategic plan concerns there are 4 priorities. The output of research is

defined in different categories of outcomes: publications and Scientific Conferences are considered as the most important outcomes of the research activities. There is no scientific output in English. Abstracts of articles are published in Russian and English. A strategy for knowledge transfer does not exist.

The ILT has a restricted equipment in research laboratories and the support of research by appropriate ICT is almost nonexistent. The TLI has no scientific databases available.

Laboratories have small seminar library, not connected to the ILT Library.

Students are involved in the organisation of Scientific Conferences. It is not clear what the policy is towards doctoral students.

The ILT has a museum on the history of Sports in Armenia. The scientific, didactical and public potential of the museum is not fully exploited.

- **ASIPC implemented a system of QA, still under construction**

The institution has done a considerable effort in acquiring knowledge on the concepts and methods in QA, through the publication of a QA manual.

The institution set up a central unit for Quality Management and a structure for Quality management (Quality Management committee in which all programmes participate).

The main issue in QA is that the university has no profiled mission. This has a consequence the vision on quality and a true basis for an institutional strategy is missing.

Students and staff are involved in QA through reviews, but external stakeholders are not consulted in a systematic way.

The TLI has a developed policy on the evaluation of staff, through student reviews and class hearings. Staff are provided with feedback and the retraining of staff members is one of the developed actions of QA management.

Students are involved in the governance of the university;

- **Student numbers are declining**

This is a major challenge for ASIPC as the financial sustainability is under pressure. This phenomenon has also a consequence on the critical mass of students and staff in academic programmes and could affect the quality of the academic programmes and research.

University management is aware of the tendency and takes action.

- **Major lack of internationalisation**

The international relations of the TLI are limited to the access and integration of students

of the Armenian diaspora. While sports are international par excellence, the University is not involved in international activities as intended in the Bologna process. There are no active cooperation agreements with universities from abroad. There is no systematic and intensive student and staff mobility with partner institutions abroad. The TLI has an international office in charge of the international students. It is also the international office that organises English courses.

- **Student centred learning, social inclusion**

Students are involved in all governing bodies of the ASIPC and the Student Council has his own office and library.

Student centred learning in education is inherent in sports, as there are many practical courses. These courses require a personalized approach and the involvement of the students in the day- to- day activities of education is essential. Students and alumni asked for more practical training and better equipment during the visit.

Students are enthusiast about their study period at the University and where the participants in the visit with the most ‘to the point answers’ to the questions of the panel.

The ASIPC has a policy for including students with financial problems.

- **Stakeholder involvement**

At ASIPC, stakeholder cooperation is based on a long tradition and not on an explicit strategy. The TLI has many contacts with the Ministry of sports, sports federations, sports clubs and schools. Consultancy is provided on request of the stakeholders.

Stakeholders endorsed the cooperation with and the quality of ASIPC during the visit.

- **Infrastructure and resources**

Renovation of infrastructure was the top priority of ASIPC during the last decades. After the collapse of the Soviet Union buildings were in a very bad condition and over the last twenty years a huge investment programme was instigated and is still going on.

In the coming years a new swimming pool and a tennis court will be built. Improvement of laboratory equipment for biochemistry, anatomy, sport medicine and physiology is planned.

The IT equipment, including computers, network and wifi is available in a minimal way.

The equipment of sports halls is completely outdated and modern electronic equipment for coaching and monitoring sportsmen is not available.

The TLI has a medical centre acting as a prevention agency for illness, accidents and the overall fitness of students. Students are well supervised as far as their physical condition concerns.

i. Recommendations

- 1) The university is confronted with the decline of students and with the issue of financial sustainability as a consequence. ASIPC has to develop a profiled mission and vision and a strategic plan in cooperation with the stakeholders. This can be realised through valid knowledge of the origins of this decline. As the attractiveness of the ASIPC for candidate students is an issue, only an evidence- based strategy can be an answer to the decline.

The outreach, transparency and strategic communication of the university based on a modern educational concept/approach and research quality are critical in this.

There is no evidence available that the existing strategic plan can an answer to this major challenge of the university.

- 2) The university needs an explicit vision on teaching and learning and its consequences for curriculum development. The university needs structural involvement of stakeholders, mainly of the world of work, in the design and delivery of academic programmes. The focus on employability of graduates in the academic programmes is urgently needed.

The ASIPC has to make a paradigm shift in the structure of curricula, which is now still based on a year system and not on a modern concept of a credit system making a flexible learning path possible, a logical, multi-disciplinary learning track available and recognition of prior learning effective.

Flexibility is not possible without the use of distance learning as a part of a blended learning model. The use of e-learning needs equipment but also training of staff in the concepts and the use of e- teaching.

- 3) The implementation of the Bologna tools is under construction. Expanding and deepening the use of the tools in the different fields is needed, especially in defining(internationally) validated learning outcomes and defining and validating the learning outcomes and programmes in terms of the EQF level will are critical.

- 4) The institution has to develop the full design of quality management and tools as they are to partial today. External stakeholders involvement in an systemic way is critical for the relevance of programmes.

The implementation of QA, needs to provide the university with an instrument for strategy development and not only with procedures of control. The quality culture in terms of a PDCA-approach is still not installed at all levels of the university.

- 5) The university has to develop its vision on research and knowledge management and knowledge transfer and translate this in a concrete research policy.

An explicit functional relation between the library and research/education has to be developed. The introduction of ‘anywhere, anytime learning’ and information broking and disclosing has to be part of the libraries mission.

The research agenda can be inspired and developed in cooperation with relevant sectors. The scientific output has to be relevant for the region and the Armenia. The ASIPC has to elaborate(international) strategic alliances for knowledge development. For the acquisition of scientific electronic databases, the development of an institutional repository cooperation with other universities is urgently needed.

- 6) ASIPC has to develop a set of paid services based on valid market needs. Consulting in sports, renting sports facilities, development of the campus as an international conference centre could be possible options.

- 7) The University has to invest in the attractiveness and modernisation of sports facilities, sports equipment and up- to- date laboratories. Cooperation with(sports) business and universities abroad is needed.

Expanding basic IT- facilities and widening the use of the learning platform for staff and students has to be acquired.

The investment plan has to be in line with the strategic options in education and research.

- 8) If ASIPC wants to participate in the EHEA, internationalisation is the condition sine qua non. Cooperation agreements with relevant international partner institutions is more than urgent. Mobility of staff and students, alignment of programmes and qualifications.

- 9) The development of a professional electronic and integrated administrative is critical for the support of education and research, service to students and the availability of indicators in a management dashboard based on the KPI’s of the

strategic plan can support the monitoring of processes and decision making at the university.

THE FOLLOW-UP PLAN OF THE ASIPC

The ASIPC acknowledges the fact that recommendation of the expert panel are within the framework of the SP of the TLI and hence, has presented a follow-up plan and corresponding timetable to overcome the issues mentioned in the expert panel report.

The expert panel, having studied the follow-up plan of the ASPICS and the corresponding timetable to overcome the issues mentioned in the expert panel report, concludes:

- ✓ Plan-timetable includes all 10 directions and involves the steps foreseen for the implementation of every activity, the current state-of-arts, necessary resources, people responsible, deadlines, intended outcomes and performance indicators.
- ✓ Expert panel recommendations have mostly been taken into account with their whole volume.
- ✓ The sequence of plan-timetable activities and their steps are in the majority of cases logical. Yet, certain steps need detailing which will facilitate both the organization of implementation of the steps mentioned above and their logical comprehension.
- ✓ Corresponding resources are mentioned for the implementation of corresponding activities and steps. However, as far as resources are concerned, mostly human resources are regarded. Material-technical resources are missing and there are only occasional indications on financial resources. The expert panel is of the opinion that solely human resources are not satisfactory and this, in its turn, makes the assessment of realistic nature of the plan-timetable complicated.
- ✓ All activities have people responsible for their realization, and from this perspective the follow-up plan aimed at operation improvement is not risky.
- ✓ Mainly all the steps have fixed deadlines; however, the TLI has stretched the deadlines only throughout two years which is quite tough and can hinder their thorough realization.
- ✓ The majority of outcomes of steps to be undertaken is targeted at implementation of the aims of operations, certain steps need detailing and as an outcome the link between steps and outcomes will be visible.
- ✓ There are outcome assessment indicators, however the majority of the latter just ascertains the fact of reaching the outcome and not the influence of the latter of improving Institute operations.

Conclusion: the expert panel states that the follow-up plan-timetable is a step forward, realistic and precise and the implementation of the programme mainly does not contain risks. Successful implementation of foreseen operations will considerably enhance the process of overcoming the issues present in the ASIPC and the progression of the latter.

Taking the aforesaid information into consideration, the ANQA suggests that Accreditation Committee includes the below-given points into its decision, thus drawing the attention of the Institute of the following:

- To give priority to solving the issues present in the domains of **Governance and Administration, External Relations and Internationalization, Internal Quality Assurance System**.
- Being guided by article 12 of “State Accreditation of RA Institutions and their Educational Programs” regulation or within the deadlines determined by Accreditation Committee to regularly present a written report to the ANQA as far as the outcomes of implemented operations are concerned.
- Taking into consideration the ambitions of the Institute to be integrated into EHEA, to review the planning of operations in line with observations and recommendations of the peer review compiled in accordance with international criteria.

Mkrtich Avagyan

Expert Panel Chair

Lilit Pipoyan

Coordinator

Expert Panel Composition

Mkrtich Avagyan – candidate of philosophical sciences, associate professor. Armenian State University of Pedagogy after Kh. Abovyan, Head of the Department of Education Reforms and Quality. Expert Panel Head.

Johan CLOET - Secretary General of EURASHE (European association of Institutions in Higher Education), Belgium. Member of the expert panel.

Gayane Marmaryan – doctor of biological sciences, associate professor. Armenian State Agrarian University. Member of the expert panel.

Sona Sargsyan – candidate of medical sciences, associate professor. Yerevan State Medical University. Member of the expert panel.

Davit Petrosyan – French University in Armenia, Faculty of Management, 3rd year student. Member of the expert panel.

ANQA Support Staff

Lilit Pipoyan – a specialist at ANQA Institutional and Program Accreditation Department, ASIPC institutional accreditation coordinator.

Zaruhi Soghomonyan – ASIPC institutional accreditation process translator.

Appendix 2

ASSESSMENT

The expert panel assessment is summarized in the below-given table:

CRITERIA	CONCLUSION
I. Mission and Goals	Satisfactory
II. Governance and Administration	Unsatisfactory
III. Academic Programs	Satisfactory
IV. Students	Satisfactory
V. Teaching and Support Staffs	Satisfactory
VI. Research and Development	Satisfactory
VII. Infrastructure and Resources	Satisfactory
VIII. Social Responsibility	Satisfactory
IX. External Relations and Internationalization	Unsatisfactory
X. Internal Quality Assurance System	Unsatisfactory