

ACCREDITATION COMMITTEE

DECREE, N 19

October 19, 2016

ON ACCREDITATION OF 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
Acronym	ASIPC
Official address	Alex Manoogian 11, Yerevan, Armenia, 375070
Previous Accreditation decree and date	Nor available

The National Centre 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 Armenian State Institute of Physical Culture (hereinafter ASIPC), expert panel chair, the coordinator of the ANQA discussed accreditation of ASIPC institutional capacities throughout an open meeting dating to October 19th, 2016.

The Commission, having studied the ASIPC SER, observations and suggestions of the Institute on the draft of the expert report, expert report, follow-up plan of the Institute, the ANQA conclusion, has highlighted the following:

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

Submission of the application	August 25 th , 2015
Submission of the SER of the Institute	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

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 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 web-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 conducive 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 conducive 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.

It is recommended that the Institute undertakes the following recommendations within the framework of its strategy, since those are directed towards overcoming the issues highlighted by the expert panel and improving further operations of the Institute:

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 conducive 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.

Studying the package of documents presented, hearing the opinions of the expert panel chair and the representatives of the Institute, the accreditation Committee ascertains that the ASIPC sufficiently carries out the main objective it pursues in the meanwhile creating corresponding academic environment conducive to getting core professional education.

Throughout recent years the Institute has undertaken structural reforms, trying to avoid repetition of functions, however, the current organigram is not yet thoroughly targeted at implementation of the mission and aims of the establishment. It is necessary to follow the interconnection of long and short-term planning, to carry out administration following the PDCA principle by regularly organizing analyses of the effectiveness of management system.

The Institute has connections with local organizations, a big number of cooperation agreements with international TLIs, certain steps aimed at establishing international ties and fostering internationalization are carried out, however, there is no systematic operation in this domain. It is of utmost importance to undertake serious works targeted at thorough implementation of strategic aims targeted at internationalization and internal operations with the aim of raising the effectiveness of their impact.

Admitting that the ASIPC underlines the importance of quality of education and quality assurance, an array of policies and procedures of QA field have been elaborated, material and human resources are provided. However, the system is still in its formation, moreover, the main actors in corresponding infrastructures still face issues with awareness. Systematic steps, aimed at involving internal and external stakeholders, and implementing elaborated policies of QA and improving the operations of the institute with their participation are necessary.

The elimination of issues highlighted in the expert report and implementation of recommendations will ensure the student-centred nature of academic services and will ensure they are in line with modern labour market demands and comparable with international criteria which corresponds to the ambitions of the Institute.

The Institute, accepting the recommendations provided, has elaborated “A Programme of Overcoming the Issues Highlighted in the Expert Report of Armenian State Institute of Physical Culture”. The realization of the main part of the said programme does not contain risks and is targeted at further improvement of Institute operations.

Taking into consideration the fact that the Institute, methodically implementing its IQA mechanisms, can overcome the issues mentioned in the expert panel report within realistic deadlines and implement the recommendations, as an outcome of voting, the Committee

DECIDES

1. To grant Armenian State Institute of Physical Culture **Institutional Accreditation for a period of four /4/ years.**
2. Within two months after publishing the decision on accreditation to present to the ANQA a reviewed programme and corresponding timetable on overcoming the issues highlighted in the expert panel report taking into account:
 - a. the necessity to prioritize solving the issues present in the domains of **Governance and Administration, External Relations and Internationalization, Internal Quality Assurance System.**
 - a. observations and recommendations of the peer review from the perspective of the ambitions of the Institute to be integrated into European Higher Education Area.
3. Being guided with up-to-date demands, and with the aim of improving the operations of the establishment, to pay special attention to modernization of necessary material-technical base, fostering the link between research and learning, training of teaching staff, students and teacher mobility, internal quality assurance.
4. Being guided by article 12 of “State Accreditation of RA Institutions and their Educational Programs” regulation once in two years to present a written report to the ANQA as far as the outcomes of implemented operations are concerned.
5. Being guided by N 771-Ն decision of the RA Government (30 June, 2016) to award the certificate on Accreditation to “Armenian State Institute of Physical Culture and Sport” foundation which is the successor of “Armenian State Institute of Physical Culture” SNTO.

Chairman of the Accreditation Committee

V. Urutyun

October 19, 2016

Yerevan