



CONCLUSION

on

Accreditation of Institutional Capacities of Crises Management State Academy of MES RA General Information about the Institution

Full name of the Institution:	" Crises Management State Academy of MES RA" State Institution
Short name:	MES RA CMSA
Official address:	Acharyan St., 1 Building, Yerevan, Armenia
Previous accreditation decree and date:	Not available

LEGAL BASIS

Guided by the regulation on “State Accreditation of RA Institutions and Their Educational Programs” approved by the RA Government decree N 978-N as of 30 June 2011; by RA Government decree N 959-N as of 30 June 2011 on “Approval of RA Accreditation Standards for Professional Education” as well as by the Procedure on the Formation of expert panel of “National Center for Professional Education Quality Assurance” (ANQA) foundation, ANQA discussed the ANQA's draft conclusion on the institutional capacities of Crises Management State Academy of MES RA (hereinafter: CMSA or Academy) on the basis of self-evaluation presented by CMSA , expert panel report, CMSA Action Plan on the elimination of shortcomings mentioned in the expert panel report as well as expert panel opinion on the CMSA 's Action Plan with the participation of the ANQA representatives, expert panel, and ANQA coordinator of the accreditation procedure.

As a result of the discussion the following was registered:

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

Submission of application	12 December 2016
Submission of self-evaluation report	27 February 2017

expert panel site-visit	15-18 May 2017
Submission of expert panel report	26 August 2017
Submission of action plan on elimination of shortcomings	15 September 2017

RESULTS OF PEER REVIEW

The expertise was carried out by an independent expert panel¹ formed in compliance with the requirements set by the ANQA regulation on "Formation of expert panel". The evaluation was carried out according to the 10 criteria² of institutional accreditation approved by the RA Government decree N 959-N as of 30 June 2011.

BRIEF SUMMARY

While carrying out the expertise the expert panel took into consideration that "CMSA has an important role and responsibility for personnel training, retraining and qualification upgrading for existing units of MES RA, as well as in the development of civil protection and emergency education policy in the RA education system ". The mission of the Academy is "the preparation of specialists (6th and 7th levels of National Qualifications Framework: bachelor and master qualifications) meeting the requirements of spheres of the departments under RA Ministry of Emergency Situations; the implementation of educational, scientific, methodical and practical activities in the sphere of protection of population in emergency situations; as well as the implementation of postgraduate academic programs, additional and continuing education, scientific and applied research"

The Academy has not undergone accreditation according to the previous standards and regulation of accreditation that were operating until 2011. In this current process of accreditation the Academy is participating based on its own application.

The Academy provides 7 full-time and part-time BA (Crisis Management, Management, Fire Protection, Defense in Emergency Situations (Pedagogy), Civil Defense, Rescue Services, Exploitation and Service of Transport and Fire Rescue Special Equipment) and 2 MA (part-time) programs (Crisis Management, Rescue Services). Full-time Bachelor education in the professions of Fire Protection and Rescue Services is free of charge. The programs are formed on a credit base. There are no set standards for those programs. The outcomes based description of academic programs and courses was carried out in 2016. Teaching/learning and assessment methodology are not described in the program descriptions. A positive fact is that together with traditional teaching methods of new methods of student-centered learning are also applied and the students are satisfied with those methods. In the

¹ Appendix 1: Expert panel composition and ANQA support staff

² Appendix 2: Evaluation according to accreditation criteria

operational level the academic programs are not yet implemented based on the learning outcomes.

Student-lecturer (full time) ratio in 2012-2013 was 13.0 now it has reduced to 11.6. Until 2016-2017 academic year the average age of the teaching staff was about 50. During the recent years the number of teaching staff members has increased and the average age is 49. The Academy was able to recruit its teaching staff with specialists of different spheres (academic, practical, servant and civic specialists) however mechanisms evaluating professional qualities of the teaching staff does not yet have the necessary effect: in some cases because of the unsatisfactory results of evaluation a reduction of hours for lecturers was applied, in rare cases also fire from work. Students and alumni of the Academy highly evaluate professional and personal qualities of the teaching staff members. It's worth mentioning about the involvement of quality rescue workers from the Ministry of Emergency Situations in the activities of the teaching staff. Steps are taken towards stabilization and rejuvenation of the staff of the Academy by involving graduates as teaching and support staff members and by sending them to other universities as PhD applicants. The expert panel highly evaluated the active participation of the teaching staff members in training within international projects.

The current infrastructure and resources of the Academy form an effective learning environment and are sufficient for the implementation of professional education. However, in terms of continuous improvement of education quality, there is still need to enrich laboratory base and the training ground of the Academy in Lusakert as well as to enlarge the use of ICT in the education process. Financial incomes are formed from state budget, students' fees and other sources. Main part of the budget allocation goes to the salaries. The small number of students and student-lecturer low ratio make the Academy pursue such a policy to save recourses. The current mechanisms of student recruitment and admission gave an opportunity to the Academy to ensure stable number of students for the recent years. The abrupt increase of the rate of dismissal and recovery is bothersome and the Academy has not yet created mechanisms towards their control. Surveys revealing students' educational needs have recently been introduced and wasn't sufficiently operation yet. The expert panel positively assesses current mechanisms of providing additional consultancy and support to students as well as the availability of the staff for students. Generally, the students are satisfied with the environment of Academy, and they appreciate the Academy's desire for the students' centered learning however student bodies need more attention and necessary resources. The fact that for the last 5 years 40-46% of graduates are unemployed and 5-10% graduates continue their education after graduation is troublesome.

The research interests of the Academy have clear field directions. However, the defined research goals are rather ambitious: there are no clear plans for the institution that desires to be involved in European research area. Research activities are generally not regulated. Outcomes of internationalization in the research sphere are not tangible. Financial resources

are allocated only for the publications in the scientific journals of the Academy and the carried out research does not ensure any kind of financial inflows.

Students' participation in the research activities is rather low conditioned also by the small number of research activities carried out at the Academy. Bachelor students are not involved in scientific-research activities. Research activities of Master students should be expressed through master theses however there are repetitions of thesis topics for the last three years and in some cases the works are fully repeated. In 2012-2016 only 1 scientific article with a student as co-author was published and in the leading scientific-research activities of the Academy 3 master students were involved. The overwhelming majority of students present at the meeting with the expert panel was not aware of the activities of Students' Scientific Union. The Academy gives importance to the expansion and diversification of international relations in educational and scientific spheres. International partnership agreements fostered the implementation of trainings for the teaching and administrative staff and the creation of educational cabinets. The impact of international cooperation on the academic programs and educational process is not yet significant, exchange programs for students and teaching staff are still in perspective however there are agreements fostering it. One of the main reasons hindering the internationalization of activities is the low level of English language proficiency.

The current management system is the one typical to universities. It is acceptable and is in line with the Academy's strategic goals and objectives. The absence of some necessary structural units in the structure of the Academy for the implementation of certain strategic objectives affects the efficiency of those activities. Transparency and accountability of the management system are ensured through the availability of documents, through the internal information system and website. The management system allows both teaching staff and students to express their benefits in management activities. The lack of financial planning in accordance with strategic directions breaks the ties between financial policy of the Academy and strategic development as well as effects on the effectiveness of the development of the Academy. In terms of investment of the principle of full quality management in the activities of administration currently only planning and partially implementation phases are in place. QA system of the Academy is still in the phase of investment and does not fully fulfill its functions. QA Center does not yet collect sufficient data for the evaluation of the effectiveness of academic programs and other services. Factually, implemented QA activities do not ensure the implementation of the policy set by the Academy. Some stakeholders participate in different surveys however they are not aware of the further results and impact of the survey results. To establish a functional team QA staff of the Academy strongly needs further professional development. The center is provided with necessary material-technical resource base, which was purchased within the World Bank grant project.

QA Center has little commitment in forming trust towards the Academy among the stakeholders.

Strength of the University:

1. Developed strategic plan with its time-schedule.
2. Acceptable management system with operating clear mechanisms of accountability.
3. Students' involvement in governing bodies.
4. Teaching staff with high professional practical skills.
5. Active involvement of teaching and administrative staffs in trainings within the framework of international cooperation.
6. Existence of mechanisms evaluating the teaching staff through class observations, students' surveys and rating scales.
7. Organization of international conferences and publication of research results in scientific and methodical journals approved by RA Supreme Certifying Committee.
8. Existence of classroom, professional cabinets, library, technical, software and other necessary conditions for the organization of educational process.
9. Desire to ensure transparency and publicity of the activities and application of different mechanisms for this purpose.
10. Great commitment and practical actions taken towards the transfer of knowledge and service to society.
11. Existence of set QA policy and concept.

Weakness of the University:

1. Insufficient participation of external stakeholders (including the Ministry of Emergency Situations) in the definition and implementation of strategic goals and objectives of the Academy.
2. Lack of mid-term and short-term plans derived from the strategic plan, lack of application of key performance indicators defined in the strategic plan.
3. Absence of some structural units necessary for the implementation of strategic goals and partial implementation of those activities by other staff members on a voluntary basis.
4. Absence of exchange and mobility of students and teaching staff within the framework of similar programs in RA and other countries.
5. Lack of outcome-based teaching/learning and assessment methodology in the academic programs.
6. Insufficient involvement of teaching staff and students in research activities, lack of tangible achievements in the research sphere.
7. Absence of research component in the cooperation with other universities.
8. Absence of financial planning according to research goals.

9. Absence of environment fostering internationalization of education processes, lack of impact of international cooperation in the academic programs.
10. Incomplete application of QA system and mechanisms, lack of the further impact of results, insufficient level of professionalism of QA staff, lack of involvement of internal and external stakeholders in QA activities.

EXPERT PANEL RECOMMENDATIONS:

Mission and Goals

1. To define the strategic goals based on the analysis of external factors and opportunities influencing the activities of the Academy and also include external stakeholders.
2. To review time-schedule of the strategic plan aligning it with the strategic plan and do clear resource allocation.
3. To reasonably define key performance indicators of the strategic plan. To make analysis on the effectiveness of the implementation of strategic goals applying those indicators.
4. Develop mechanisms and procedures for the evaluation and improvement of mission and goals and the evaluation of the results of the latter.

Governance and Administration

5. To clarify organizational structure of the Academy and to replenish with structural units necessary for the fulfillment of strategic goals.
6. To carry out financial planning according to strategic directions and to link the budget with strategic goals and objectives to prevent failure of the implementation of strategic plan.
7. To develop mid-term and short-term clear plans derived from the strategic plan and corresponding reports for the structural units.
8. To review the administration of the Academy by introducing PDCA principle of quality management in all the activities.
9. To create necessary information data of the Academy for the evaluation of effectiveness and analysis of academic programs and other processes, make these data available for the stakeholders.
10. To develop mechanisms evaluating awareness of the stakeholders and provide information not only about the content of the academic programs but also about their quality.

Academic Programs

11. To clarify the mapping of academic programs and course learning outcomes, as well as to clarify the academic program and course descriptions in accordance with the Methodical Guideline for the development of Academic programs at the Academy.

12. To describe teaching, learning and assessment methodology in the course descriptions and to substantiate their alignment to the learning outcomes.
13. To review the methodology of practical lessons in order to ensure the creating of necessary skills among the students to achieve the learning outcomes.
14. To introduce mechanism preventing plagiarism, to clarify the policy of peer-review of master theses in order to enhance the objectiveness of assessment.
15. To develop policy and procedure of benchmarking, to carry out benchmarking with partner universities in order to ensure contextual alignment of academic programs and to foster mobility.
16. To carry out monitoring of academic programs according to the set regulation and to clarify the corresponding mechanisms.

Students

17. To make qualitative studies of admission and recruitment mechanisms in order to evaluate the effectiveness of the applied policy. To develop mechanisms regulating students' dismissal and readmission indicators as well as clear criteria for the MA admission.
18. To develop policy and procedures for the further development of the Academy based on the results of students' needs assessment. To make analysis of the effectiveness of students' needs assessment mechanisms.
19. To establish a unit fostering career development of graduates and to allocate additional resources in order to enhance the quality of educational services and to promote students' career development. To align the activities aimed at ensuring employability and competitiveness of graduates in the labor market with strategic plan.
20. To develop clear mechanism of involving students in scientific research activities. To develop promotion mechanisms for students involved in the scientific research activities.
21. To make the activities of Students' Council and Students' Scientific Union more active and clear by appointing coordinators of the activities.
22. To make analysis on the evaluation of the services provided to students in order to record about their reliability and impact of the results.

Teaching and Support Staffs

23. To clarify the requirements of recruiting support staff by defining professional qualities relevant for the teaching staff of the current academic program.
24. To interconnect the current mechanisms of evaluating the teaching staff, to carry out general quality analysis and to develop improvement policy based on the results of the analysis.

25. To make the results of internal and external evaluation the basis for the trainings of the teaching staff and to carry out evaluation of the effectiveness of the trainings.
26. To develop criteria for the professional attestation of the teaching and administrative staffs as well as to develop improvement mechanisms.

Research and Development

27. To develop separate strategy for the organization of scientific research activities of the Academy by defining more clear goals.
28. To carry out joint research with chairs and to interconnect research projects.
29. To develop joint research projects with international partner institutions, to make the implementation of applied research more active to foster inflow of financial income.
30. To develop clear mechanisms of interconnecting research and educational processes by involving students in research activities.

Infrastructure and Resources

31. To describe resources necessary for the implementation of each academic program.
32. To develop mechanisms of decision making concerning financial resource allocation.
33. To enrich laboratory and library base in line with the requirements of the academic program.
34. To carry out evaluation of the resources and services provided to students in the Academy in accordance to the requirements of academic programs and the strategic plan.

Social Responsibility

35. To review the format of Rector's reports by linking it with strategic objectives and by viewing it as mechanism of evaluating the performance of the strategic goals.
36. To update the web-site of the Academy with necessary information.
37. To develop policy and procedures of public relations and needs assessment.
38. To develop mechanisms means for the evaluation of the effectiveness of mechanisms applied by the Academy towards the formation of public relations.
39. To develop separate policy promoting internationalization which will be basis for the work plans of the structural units dealing with internationalization.
40. To establish separate infrastructure or to appoint a staff member responsible for the enhancement of the effectiveness of the activities towards internationalization.
41. To develop mechanisms ensuring and evaluating the link between external relations and education process.
42. To develop exchange programs for students and teaching staff within the framework of international cooperation, to ensure sufficient level of foreign

language proficiency among the students and teaching staff, to update information in a foreign language on the official web-site of the Academy about the academic programs and the activities of the Academy.

Internal Quality Assurance System

43. To carry out evaluation of the effectiveness of QA policy and procedures.
44. To involve internal and external stakeholders in QA activities.
45. To carry out qualitative analysis of the results of stakeholders' needs assessment.
46. To carry out analysis of the effectiveness of QA system of the Academy, to review the system and to align it with the needs of the Academy.
47. To introduce mechanisms ensuring the transparency of QA procedures for the internal and external stakeholders.

PEER-REVIEW FROM THE PERSPECTIVE OF EDUCATION INSTITUTION'S INTEGRATION INTO EUROPEAN HIGHER EDUCATION AREA

The international expert ascertains that this part of the general expert panel report will be useful for the Academy and its stakeholders from the perspective of internationalization and continuous development of the activities of the Academy.

OBSERVATIONS

I. Mission and Goals

Undoubtedly it is an advantage that mission, goals and the Charter of the Academy are in concord with one another. The Academy provides specialized programs and prepares demanded specialists. However, it should be mentioned that there is an absence of the culture of internal and external circulation of documentation as well as there is a semi-developed system of planning and reporting. There is an infrastructure in place however systematic approach to planning and reporting is currently missing

II. Governance and Administration

One of the strong points of the Academy is the system of interaction among the administration of the Academy, the teaching staff and students, the system operates effectively. Students' Union expresses its opinion, the teaching staff makes highlights in the educational process and as a result they have the opportunity to influence on the decisions and policy of the administrative staff of the Academy.

III. Academic Programs

The academic programs are in line with the mission of the Academy. Individual approach is ensured. However, the meetings with the administrative and teaching staffs showed that monitoring, evaluation of the effectiveness and development are poorly developed in terms of

labor market demands and academic programs. There are no external peer-reviews, there are no joint academic programs with the Academy which could serve as a basis for the preparation of specialists.

IV. Students

There are clear mechanisms of students' admission, selection and education in the Academy. The Academy provides students with the opportunities of getting additional lessons and consultancy as well as ensures the protection of students' rights. The mechanisms evaluating the quality of consultancy 11 services are missing, and the mechanism for supporting students in the research sphere is weakly presented.

V. Teaching and support staffs

It is undoubtedly an advantage that the Academy is recruited with professional teaching staff and most of them have practical working skills in the projects being implemented at the Academy. Except for the profession of Rescue Services the selection policy and procedures of the teaching staff of which is approved by the order of the Minister, selection policy and procedures are not defined for the teaching staff of the rest of the professions. There are no clear requirements for the professional qualities of the teaching staff, there is no developed procedure for the support and evaluation of the teaching staff.

VI. Research and Development

Implementation of scientific-research activities is highlighted in the strategic plan of the Academy. The strategic objective is set. Currently the implementation of the current objective is missing first of all because of the absence of necessary material (technical), financial and promotional resources for the scientific-research activities. The mechanisms of interaction of scientific research activity and lecturer on the one hand and lecturer and student, on the other hand is not defined. That's why the investment of scientific research activities in the educational process of the Academy is missing.

VII. Infrastructure and Resources

There is a learning environment formed in the Academy. Infrastructure and resources partially cover the minimum necessary needs for the implementation of the specialties. However limited financial resources and policy of the allocation of financial resources do not allow to fully ensure the effective implementation of practical and laboratory works within the framework of the courses of specialties. The meetings with students and the teaching staff showed that the Academy mainly has sufficient material technical base but in some cases there is lack of necessary equipment. For example, the Academy does not have a chemical laboratory, during the practical works within the framework of Rescue on Water Objects a group of 25 people is given one aqualung and one hydra costume. Currently the means are not sufficient for the strategic development.

VIII. Social Responsibility

The Academy has a clear policy of reporting. However reports are neither transparent nor available to the public for the external evaluation, i.e. only one mechanism of internal evaluation is developed- surveys among staff and students. The web-site of the Academy is in the phase of development. Forums and simultaneous and timely communication are missing.

IX. External Relations and Internationalization

External relations and internationalization perfectly work in the Academy only through the training programs and programs of enhancement of qualification. Exchange of BA and MA students has not yet been implemented. The system of international cooperation is not established in the Academy. Documents for the planning are not developed hence the assessment system is not presented. In order to establish external relations and foster internationalization proficiency in a foreign language is needed. It is already two years since foreign language courses are officially organized for the teaching staff. However entry checkup is missing, the analysis of the dynamics of teaching a foreign language is not presented, there is no final control and motivation among both the learners of a foreign language and the trainers.

X. Internal Quality Assurance System

I think that currently internal quality assurance system of the Academy is in the phase of investment. There is a unit in the Academy that is responsible for the quality assurance of the education process, it is QA Center. A number of documents have been developed: manual, concept paper, regulations among others which have not been operated yet, unified approach to the formation of documents is missing. The Center does not provide methodical assistance to the chairs. Analysis of the implementation of education process is lacking, monitoring are not conducted, and there is no systematic approach to assessment criteria and assessment of internal quality assurance system.

Analysis of education plans of the following courses “Crisis Management”, “Rescue Operations” (bachelors’ and masters’ degrees), “Fire Protection”, “Civil Defense” (bachelors’ degree) showed that:

1. The ratio of lecture, seminar and practical hours is sufficient for the preparation of quality specialists.
2. Material-technical base for the educational process in the Academy is troublesome. Particularly, the laboratory base is weak that’s why additional agreements were signed with other universities to provide laboratories for the implementation of practical courses. Moreover, the number of equipment does not correspond to the number of students. Accordingly, the students won’t get education and skills necessary for the specialists of RA Ministry of Emergency Situations
3. First internship of BA students is organized in their third year of study, as for MA students- in the final year of their study.

I think that in order to prepare quality specialists the Academy should increase the number of practical courses and initiate internship for students from the very first year of study.

For example:

1 st year of study- 2 weeks' educational internship

2 nd year of study-4 weeks' internship

3 rd year of study- 4 weeks' internship

4 th year of study- 4 weeks' pre-diploma internship

The documents concerning the organization of internship as well as methodical guides are not sufficiently developed. For example, concerning "Fire protection" course there is no plan for internship. An attention should be paid on the fact that the schedule of lessons does not correspond to the plan of internship. For example concerning the course on "Fire protection" the following places for internship are missing in the plan: airport, scientific library, hydroelectric power plants, underground, and rescue service. But in the schedule of internship those places are mentioned.

For the course on "Rescue Operations" national gallery is mentioned in the internship diary, but it is not mentioned in the time schedule. For example in the internship reports of students as of 11.03.2017 the place of internship is mentioned national gallery however it is missing in the schedule. The opposite situation is mentioned as of 31.03.2017: both in the report and in the schedule the place for internship is hydroelectric power plant, but it is not mentioned in the internship plan. I would like to bring your attention to the fact that the deadlines mentioned in the time-schedule for the implementation of internship should be followed. The study of internship diaries as well as meetings with students and teaching staff showed that within the mentioned period one-time visits are organized to different places and the rest of the time the students describe what they have seen. Practical skills and competences are not properly developed among the learners, so this can have a negative impact on the quality of preparing specialists for the sphere of RA Ministry of Emergency Situations.

CMSA' S COMMENTS AND SUGGESTIONS ON DRAFT REPORT OF EXPERT PANEL

The academy sent its remarks and comments on the report to ANQA on 07.07.2017. . In 14 July 2017 ANQA organized a meeting for the representatives of the University and the expert panel during which the expert panel gave its feedback. Taking into consideration the University's comments, the expert panel compiled the final version of the report. In the text of the final report the footnotes include the changes made by the group.

ACTION PLAN ON THE ELIMINATION OF SHORTCOMINGS MENTIONED IN THE EXPERT PANEL REPORT

Academy accepts that the recommendations provided by the expert panel are within the scope of the University's strategy, and it has submitted the action plan and time-schedule on the elimination of shortcomings, which was discussed at the Academy's Board meeting and approved by the Director on 15.09.2017.

Having examined the University's action plan, the expert panel comes to the following conclusion:

- According to the plan, the Academy would undertake the improvements requiring urgent changes based on the recommendation of the experts.. The panel considers that all recommendations are included in the plan, and according to the plan necessary resources will be allocated for implementation of the plan in the coming years, until 2021.
- The university presented its activities and the steps for their implementation as expected by the panel. The outcomes and appropriate indicators are presented for each action. However, there are some outcomes (eg, embedment of PDCA in the processes of the university, improved cooperation mechanisms) that are not clearly measurable. The outcomes are aimed at achieving the goal of the action, however the outcomes do not indicate what qualitative changes can be expected at the end of the action. No measurement indicator is used to assess the impact.
- Responsible persons or working groups are listed for all actions. Resources are provided to address most of the issues, but in some cases, the human, material and technical resources do not clearly indicate the extent to which the resource is appropriate.
- Most steps involve realistic deadlines. However, the number of planned actions is quite many for some years. (e.g., 108 operations in 2018, 40 of which were in the 2nd quarter). Taking into consideration the fact that the academy staff is small and the individual persons have many responsibilities (such as the rector of the academy, vice-rector for academic affairs), it can be concluded that some difficulties may arise in the implementation of actions.

The study of the Academy's action plan on the elimination of shortcomings mentioned in expert panel report has shown that the academy has mainly taken into consideration the expert panel's recommendations and pointed out shortcomings, and it has the readiness to emend them. The implementation of the major part of the University's action plan does not contain risks. The actions and respective steps directed to the improvement are mainly presented in compliance with the expert panel's suggestions.

Based on the aforementioned, ANQA suggests the Accreditation Committee to draw MES RA CMSA's attention to the implementation of the following activities:

1. To give urgent solutions to the problems existing in the "Research and Development", "External Relations and Internationalization", as well as "Internal Quality Assurance System".

2. According to the requirements of the Clause 12 of the Regulation on "State Accreditation of RA Educational Institutions and their Educational Programs" or according to the deadlines set by the Accreditation Committee, to regularly present a written report to ANQA on the results of the implemented activities. .
3. To review the action plan on the elimination of the shortcomings mentioned in the expert panel report taking into account the remarks about the action plan mentioned in the conclusion made by the expert panel.

ANQA considers that the proposed reforms will contribute to the realization of the ambitions of the MES RA CMSA presented in the self-assessment report and will serve as a basis for subsequent evaluation.

Head of ANQA Institutional and
Programme Accreditation Division

Chair of the Expert Panel

ANQA Coordinator

COMPOSITION OF THE EXPERT PANEL

The external evaluation of the Academy's self-evaluation was carried out by the expert panel with the following members:

1. **Gagik Ktryan**- Head of the Department of Quality and Analysis at the Military Aviation University after A. Khanperyants, candidate of physics-mathematical sciences, Head of the expert panel
2. **Sona Sargsyan**- Lecturer at the Chair of ENT Diseases at Yerevan State Medical University, candidate of medical sciences, associate professor
3. **Suren Danielyan** - Associate professor at the chair of applied sports at Armenian Institute of Physical Training, senior specialist of rescue preparation
4. **Yulia Dubrovskaya**- Deputy Head of Educational-methodical Department at St. Petersburg University of Fire Service of Russian Federation, Certified Expert at the Federal Service of Control over Education and Science at the Ministry of Education of Russian Federation, candidate of pedagogical sciences, associate professor
5. **Misha Tadevosyan**-4th year student of the faculty of Education, Psychology and Sociology at Armenian State Pedagogical University

The works of the expert panel were coordinated by:

Anushavan Makaryan – Head of ANQA Department of Institutional and Program Accreditation.

Ani Mazmanyanyan- the Coordinator of the QA Center of Yerevan Brusov State University of Languages and Social Sciences

Arpine Hakhverdyan- alumnus of Armenian-Russian Slavonic University.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

The Expert Panel presented its evaluation per accreditation criterion by using the “unsatisfactory” and “satisfactory” evaluation scale³. The evaluation is presented in the following table:

CRITERION	CONCLUSION
1. Mission and Goals	Satisfactory
2. Governance and Administration	Satisfactory
3. Academic Programs	Satisfactory
4. Students	Satisfactory
5. Teaching and Support Staffs	Satisfactory
6. Research and development	Unsatisfactory
7. Infrastructure and Resources	Satisfactory
8. Social Responsibility	Satisfactory
9. External Relations and Internationalization	Unsatisfactory
10. Internal Quality Assurance System	Unsatisfactory

³ The expert panel was guided by the following principles while carrying out the evaluation:
 -unsatisfactory - if the University does not meet the requirements of the criterion and it is not allowed to continue the activities that way and urgent improvements are needed;
 -satisfactory - if the University meets the requirements of the criterion yet there might be need for improvements.