



National Center For Professional
Education Quality Assurance
Foundation

ACCREDITATION COMMITTEE

ANQA-2021/50

DECREE N 50

02 June 2021

ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF LORI STATE REGIONAL COLLEGE

General Information about the Institution

Full name of the Institution:	Lori State Regional College
Official Address:	11 Mkhitar Heratsi St, Vanadzor
Previous Accreditation decision and date:	Not available

Guided by the regulation on the “State Accreditation of RA Education Institutions and their Academic Programs” approved by the RA Government Decree N 978-N as of 30 June 2011; by the RA Government Decree N 959-N as of 30 June 2011 on the “Approval of RA Standards for Professional Education Accreditation”; by the procedure on the “Formation and Functioning of the Accreditation Committee of the ‘National Center for Professional Education Quality Assurance’ Foundation (hereinafter referred to as ANQA)” as well as by the regulation on the “Formation of the Expert Panel of ANQA”, the ANQA Accreditation Committee (hereinafter referred to as the Committee) discussed the issue of accreditation of institutional capacities of the Lori State Regional College (hereinafter referred to as LRSC) in the session of the Accreditation Committee held on 02 June 2021.

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

Submission of application:	17 July 2020
Submission of self-evaluation report:	28 October 2020
Site visit:	30 November- 03 December 2020
Submission of expert panel report:	01 February 2021
Submission of the follow-up plan:	12 February 2021

The college’s expertise was carried out by an independent expert panel formed in compliance with the requirements set by the regulation on the “Formation of the Expert Panel of the ANQA”. The evaluation was carried out according to the 10 criteria of institutional accreditation approved by the RA Government Decree N 959-N as of 30 June 2011.

Among 10 criteria of the institutional accreditation, five of them – “**Governance and Administration**”, “**Academic Programmes**”, “**Research and Development**”, “**External**

Relations and Internationalization” and **“Internal Quality Assurance System”** were evaluated as unsatisfactory.

After reviewing the Institutional Capacity Self-Evaluation presented by the College, college remarks and recommendations on the preliminary report, the expert report, the follow-up plan, considering the conclusion of the three members elected by the Chairman of the Committee, which were formed as a result of meetings of the members of the expert panel and the representatives of the educational institution, as well as the observations and suggestions of the members of the Committee, the Committee fixed the following:

1. There are issues and risks in terms of credible qualifications, but progress trends and examples are available.

The academic programmes of the college in terms of structure and content are in line with its mission and correspond to the state educational standards, the modular input requirements are provided. Considering the needs of the region and labor market, the APs have not been localized, are not reviewed, and improved: there is a lack of practical component, the requirements mentioned in the programme mainly repeat the requirements of state standards, the organization of theoretical part of APs is carried out with non-modern materials. There are no methods for effective implementation of Aps and no clear mechanisms and policy for teaching process: the teaching process is carried out according to the individual approach of the lecturers. A liberalized approach to method selection does not guarantee the complete formation of the outcomes.

The college is provided with a teaching and administrative staff with the necessary professional qualities and have clear mechanisms for replenishment and generational change. Professional trainings are provided, assessments are made, however, these processes are not yet complete and need to be improved.

The college is provided with the appropriate material and technical base and building conditions for the organization of the educational process, and the directorate provides appropriate resources.

2. Management and quality assurance systems are in the process of development, however, there are development trends, and management is aimed at quality improvement, credible awarding of qualifications.

The board of the institution, which is the only body aimed to raise strategic issues does not seem to be consistent in performing such a function. Management system resources are focused on daily operations because of the absence of clearly defined, measurable purposes. The desire to implement strategic management in LRSC is not clear.

The institution implements clear mechanisms for student recruitment and sustainability processes, but there are no mechanisms to identify the students' needs. The student participation in decision making processes is missing.

The institution has a quality assurance system, policies, and procedures, but they are not yet implemented. The college staff does not consider a separate QA system as a tool for process improvement, and the processes are not implemented in a PDCA cycle. A culture of quality management is not yet implemented, and it seriously endangers the functioning of the system. The implementation of the QA system is still in its initial stage, and it practically does not work. The activity of which is not yet emphasized, and usefulness is not realized.

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

The institution has a lot to do in terms of internal relations and internationalization, particularly in the implementation of benchmarking. There is a need to assess their own needs in this area, emphasizing the international connections, which will make the college more modern and required in the labor market.

The college has a lot to do in the research field: this direction is practically missing. There are no components for the applicability of research work, that, if properly organized, would be beneficial to both the institution and external stakeholders.

The College does not have a research strategy that reflects its interests and ambitions. The faculty and students are not involved in research / creative works, there are no processes aimed at developing analytical and research skills, as well as mechanisms of interconnection of research activities with the educational process.

There are no internationalization processes in the college yet, and there is no evaluation of the effectiveness of external relations, which hinders the development and progress, and the processes done in the field of external relations is very weak.

4. The shortcomings mentioned in the expert report are crucial in terms of credible awarding of qualifications, at the same time there are grounds for improvement.

5. The recommendations mentioned in the expert report have been edited by the college by means of content change. Thus, most of the expected results defined by the follow-up plan are not in line with the results expected by the expert panel. There are no realistic resources and deadlines for achieving results. The follow-up of LRSC contains risks and needed to be reviewed.

Taking into consideration the above mentioned, as a result of an open voting, the Accreditation Committee:

DECIDED

1. **To award conditional institutional accreditation to the Lori State Regional College for 2/two/ years.**
2. After the publication of the decision on accreditation award, to submit the reviewed action plan on the elimination of shortcomings mentioned in the expert panel report and respective time-schedule to ANQA within two months taking into account:
 - a) the urgent need to give solutions primarily to the problems existing in the fields of “**Governance and Administration**”, “**Academic Programmes**”, “**Research and Development**”, “**External Relations and Internationalization**” and “**Internal Quality Assurance System**”.
 - b) the requirement of having regular evaluation and improvement mechanisms for management system and procedures;
 - c) the formation of analytical, critical, self-critical thinking in college;
 - d) the need to review and localize the Aps and to contribute to the college's involvement in various international programs in the process of implementing the APs;

- e) the need to have a clear policy for the selection of teaching, learning, and assessment methods;
 - f) to carry out the processes organized by the college on a more regulated and collegial basis.
3. To pay special attention to:
- a) the Introduction of research component in Aps;
 - b) the full operation of the internal quality assurance system, which will address the gaps that exist in almost all areas;
 - c) the organization of teaching aim at developing students' analytical, creative and critical skills;
 - d) the continuous development of quality culture formation.
4. In accordance with the requirements set by the Clause 12 of the regulation on the “State Accreditation of RA Education Institutions and their Academic Programs”, every 6 /six/ months to submit a written report to the ANQA on the results of carried out activities by ensuring the evaluation of improvement of the College’s activity, innovations and achievements.
5. To assign the ANQA to carry out mandatory monitoring of efficiency of the LRSC's activity in accordance with the KPIs.

Chairman of the Accreditation Committee:

A. Saghyan

02 June 2021

Yerevan