



National Center For Professional  
Education Quality Assurance  
Foundation

## ACCREDITATION COMMITTEE

ANQA-2022/69

### DECREE N 69

July 21, 2022

## ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF ABOVYAN STATE COLLEGE OF POWER ENGINEERING

### General Information about the Institution

Full name of the Institution: Abovyan State College of Power Engineering SNCO  
Official Address: Usanoghakan 4, city Abovyan, Kotayk province, RA  
Previous Accreditation **Not available**  
decision and date:

Guided by the Statute on the State Accreditation of RA Education Institutions and their Academic Programs approved by the RA Government Decree N 978-N as of 30 June 2011, the RA Government Decree N 959-N as of 30 June 2011 on approval of Establishing Accreditation Criteria for Tertiary Education of RA, the Procedure on the Formation and Operation of the Accreditation Committee of the National Center for Professional Education Quality Assurance foundation (hereinafter referred to as ANQA)” as well as by the Regulation on the Formation of ANQA Expert Panel, ANQA’s Accreditation Committee (hereinafter referred to as the Committee) discussed the issue on accreditation of institutional capacities of the State Academy of Fine Arts of Armenia (hereinafter referred to as “ASCPE,” “TLI”) in the session of the Accreditation Committee held on July 21, 2022.

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

Submission of application: February 9, 2021  
Submission of the self-evaluation: June 7, 2021  
Site visit by the expert panel: October 4-7, 2021  
Submission of expert panel report: December 30, 2021

The external review of the ASCPE's institutional capacities was carried out by an independent expert panel formed in compliance with the requirements set by the Regulation on the Formation of the Expert Panel. The evaluation was carried out according to the 10 criteria of institutional accreditation approved by the RA Government Decree N 959 as of 30 June 2011.

Among 10 criteria of the institutional accreditation, 4 of them — **“Governance and Administration”**, **“Academic Programmes”**, **“Research and Development”**, **“External Relations and Internationalization”**, were evaluated as unsatisfactory.

Having examined the ASCPE's self-evaluation of institutional capacities, remarks and suggestions on the preliminary version of the expert panel report, the expert panel report, the follow-up plan; having heard the conclusions on the expert panel evaluation, which were made by the three members selected by the Chair of the Accreditation Committee and were formed as a result of the meetings with the expert panel members and the ASCPE's representatives; as well the comments and suggestions made by the Accreditation Committee members, the Committee stated the following:

***1. There are some problems in terms of the credible award of qualifications. However, there are trends and examples of development.***

The ASCPE is Armenia's exclusive and only secondary vocational education institution specialized in power energetics. Some of the professions offered by the ASCPE arise from the needs of the power engineering sector, while others are the most demanded and modern ones. The content of the academic programmes (APs) is largely based on the relevant state academic standards.

Though the ASCPE has carried out a lot of work, there are still some problems. The choice of teaching, learning and assessment methods is not regulated and there are no mechanisms to ensure their relevance to the expected outcomes. Skills development is incomplete and mechanisms for programmes' improvement are scarce. The ASCPE has not carried out benchmarking of the APs' best practices.

Meanwhile, course programmes have been developed. There are curricula of modules that meet state academic standards. The ASCPE has direct and indirect evaluation mechanisms for the

effectiveness of teaching and learning methods. There are procedures for the selection of teaching staff. Certain mechanisms have been developed to ensure their preliminary evaluation, which emphasizes their professional and pedagogical capacities and skills. Preference is given to the teaching staff's experience and practical skills. The TLI has a recruitment system of young and suitably qualified staff and employers. Newly selected candidates are given a probationary period, only after which they can become members of the teaching staff. Generally, the ASCPE is well equipped with human resources.

The ASCPE's efforts are directed towards the organization of the educational process and provision of the resource base necessary for the implementation of its mission and strategic goals. Though the finances are limited, the ASCPE is provided with good building conditions. The classrooms are renovated and furnished. Efforts are made to replenish the library stock and other infrastructures.

***2. Governance and quality assurance systems are at the stage of formation. However, there are development trends and the governance is aimed at quality enhancement and the credible award of qualifications.***

Generally, the ASCPE's activities are in line with the mission set by the ASCPE, which is in line with the RA NQF. However, it is not yet clear whether the TLI focuses on power engineering professions or expansion of their scope.

The ASCPE's governance processes are more operational than strategic in nature. Though there is a strategic development plan, the highest collegial management body does not generally deal with strategic issues.

The ASCPE's strategic plan (SP) is only the focus of the governance system and is not relegated to the appropriate subdivisions below. As a result, the reports of separate subdivisions are almost not connected with the SP and do not arise from its conduct. The ASCPE's reports and activities are not transparent and particularly accessible to the public.

Though there are some mechanisms for data collection and activities have been carried out in that direction, in-depth and multifaceted evaluation of the collected data generally lacks. The effectiveness of the governance system has not yet been evaluated. The internal quality assurance system and the corresponding infrastructure have been formed relatively recently and positive

development trends have been recorded. QA policies and procedures are gradually introduced and a constructive, self-critical approach is adopted.

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

The ASCPE's ambitions related to the research field are not defined. There are no mid-term and short-term planings and a clear policy for the conduct of research. Procedures and incentive mechanisms also lack. The link between research and study does not work. The cooperation with employers in the research field is not targeted. The ASCPE does not have institutional mechanisms to encourage students' research activities. The TLI's insufficient resources for research works is noticeable. All this jeopardizes students' ability to carry out analytical research work.

The ASCPE has formed a system of internal and external accountability. Mechanisms for information access and their transfer are in place. Though the external accountability is carried out in a systematic way, the internal accountability system does not allow to get the TLI's complete picture as the reports do not contain the data representing the work of the subdivisions. The analytical component also lacks. The ASCPE's reports are not published, which harms the transparency of its activities.

The ASCPE, at the current stage of its development, does not really attach importance to internationalization. There are no great ambitions and plans, as well as infrastructure dealing with external relations. The level of proficiency of a foreign language is low and no measures are taken to increase it.

The ASCPE has effective mechanisms for students' recruitment and admission. The students are provided with the opportunity of additional classes. Mechanisms are established to address educational and other needs. The ASCPE has a career center. The high level of students' trust in the supervisors is significant. There are recommendation services, which, however, need to be clarified. Mechanisms for the identification of students' needs also should be modernized and developed.

4. The shortcomings mentioned in the expert panel report have crucial impact in terms of the credible award of qualifications. Meanwhile, grounds are laid for enhancement.

5. The follow-up plan is realistic and in case of implementation will lead to qualitative positive changes.

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

### DECIDED

1. **To award conditional institutional accreditation to Abovyan State College of Power Engineering SNCO for 2 /two/ years.**
  - a) After the publication of the decision on accreditation award, to submit a revised follow-up plan based on the expert panel report and respective time-schedule to ANQA within two months, taking into account the need to give urgent solution to the problems existing in the fields of **“Governance and Administration”, “Academic Programmes”, “Research and Development”, “External Relations and Internationalization”**.
2. To pay special attention to:
  - a) the clarification of the TLI’s mission and vision for development, especially focusing on the scope of professions;
  - b) the need to have clearly measurable qualitative and quantitative indicators for evaluating the effectiveness of the implemented processes;
  - c) the decision-making based on the previously collected and analyzed data;
  - d) the use of clear mechanisms for the evaluation of teaching effectiveness, professional progress and ensurance of the teaching staff’s stability;
  - e) the connection of research and educational processes, the acquisition of practical skills;
  - f) the organization of teaching aimed at the development of students' analytical, creative and critical skills;
  - g) the development of external relations and the design and implementation of a joint strategy with employers;
  - h) the formation and continuous development of quality culture, the implementation of PDCA cycle in all the processes;

3. In accordance with the requirements set by point 12 of the Statute 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 enhancement of the ASCPE's activity, innovations and achievements.
4. To assign the ANQA to carry out mandatory monitoring of effectiveness of the activities of the ASCPE in accordance with the KPIs.
5. The decision enters into force from the moment of registration in the State Accreditation Register.

**Chair of the Accreditation Committee:**

**A. Saghyan**

**August 19, 2022**

**Yerevan**