



National Center For Professional
Education Quality Assurance
Foundation

ACCREDITATION COMMITTEE

ANQA-2024/105

DECREE N 105

April 27, 2024

ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF ARARAT STATE MEDICAL COLLEGE

General Information about the Institution

Full name of the Institution: Ararat State Medical College SNCO
Official Address: 3 Khanjyan St., Ararat province, Ararat, 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 June 30, 2011, the RA Government Decree N 959-N as of June 30, 2011 on the Approval of 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’s Expert Panel, ANQA’s Accreditation Committee (hereinafter referred to as the “Committee”) discussed the issue on accreditation of institutional capacities of the Ararat State Medical College (hereinafter referred to as “ASMC”, “TLI”) in the session of the Accreditation Committee held on April 27, 2024.

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

Submission of application: January 13, 2023
Submission of the self-evaluation: May 10, 2023
Site visit by the expert panel: October 31 – November 3, 2023
Submission of the expert panel report: December 1, 2023

The external review of the ASMC'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 June 30, 2011.

Among 10 criteria of the institutional accreditation, "**Governance and Administration**", "**Research and Development**" and "**Internal Quality Assurance**" were evaluated as unsatisfactory.

Having examined the ASMC's self-evaluation of institutional capacities, 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 ASMC's representatives; as well the comments and suggestions made by the Accreditation Committee members, the Committee stated the following:

1. The ASMC generally ensures the credible award of qualifications.

The ASMC's academic programmes (APs) meet the needs of the regional labour market and align with its mission, state academic standards and the National Qualifications Frameworks (NQF). During the implementation of secondary vocational education, the TLI follows the RA state academic standards and exemplary modular programmes. As the only regional provider of medical education, the institution ensures the availability of qualified staff. Most students work in their profession. The GSMC does not have AP outcomes. The institution is guided by the intended outcomes of the modules.

The ASMC's teaching and learning methods contribute to the development of students' knowledge, practical skills and competencies. Student assignments cultivate analytical and research skills. An importance is attached to the formation of students' professional clinical thinking. Teaching and learning methods are selected by teachers, based on a personalised approach.

The ASMC attaches importance to the formation of practical skills. Most practical classes, some lectures and all internships are conducted at employer premises.

The key mechanisms for monitoring and evaluating the effectiveness of the APs are class observations and surveys conducted by the QA and Career managers.

The ASMC has a teaching staff with necessary qualifications for the implementation of the academic programmes. The TLI has a policy for the selection of teachers, which is implemented on a competitive basis. The ASMC identifies needs and emphasises the recruitment of young specialists. The ASMC attracts highly qualified teachers with practical experience, creating a link between theory and practice.

Continuous enhancement of infrastructure and resources is one of the strategic priorities. The TLI has taken a number of progressive steps in this direction, including upgrading building conditions and replenishing educational resources.

A conducive and safe learning environment has been created to cater to stakeholders with special need.

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.

The ASMC has reviewed and refined the strategy's mission, ensuring its alignment with the stakeholder expectations and the NQF Level 5.

The ASMC's mission, goals and objectives align with the governance system, available resources, capabilities and market demands.

The ASMC's organisational structure is unclear. The TLI does not ensure horizontal cooperation between the divisions. The role of the chairs is very weak and not clarified at the institutional level. The planning documents and reports are generally disconnected from the action plan of the Strategic Plan (SP).

The AMMC's documentation is not conducted based on the principle of quality assurance.

The reports and evaluation mechanisms do not fully support the data-driven decision-making process. There are no mechanisms to assess the effectiveness of the evaluation tool. The PDCA cycle is not evident in all processes.

The TLI's revenues are limited to tuition fees only. There are no mechanisms for the connection between financial resources and strategic goals.

Since 2020, the ASMC has been attempting to embed quality assurance system. The TLI has a position for quality assurance manager. The ASMC has developed and introduced certain documents regulating QA processes such as policy for internal quality assurance policy and procedures. However, the role of the Quality Assurance Centre is not well-defined. A complete quality assurance system is not yet established. The implemented tasks and reports generally do not align with the activities outlined in the QA work plan. There are no grounds for evaluating the effectiveness of the implemented processes. The TLI does not regularly collect comprehensive data related to its core areas for the identification of issues.

The stakeholders' awareness and engagement in quality assurance processes is still low.

3. Internationalisation and research activities have development trends and support the credible award of qualifications.

The ASMC has clear mechanisms for the admission, selection and recruitment of students. The TLI has ensured a steady growth in the number of applicants over the past five years.

The ASMC regularly conducts surveys to identify student needs and satisfaction with resources.

The students are welcome to contact the administrative staff. There are certain career support services. The students receive proper counseling.

The ASMC's Student Council, a body for the protection of students' rights, has its own established charter.

The ASMC has no vision or policy for the development of research direction. Research is not considered a priority for development. The TLI's research capabilities have not been evaluated. The teachers not involved in research activities. The research/analytical component in the student assignments is weak.

The ASMC has certain accountability mechanisms and is accountable to state agencies and stakeholders. The TLI ensures the sharing and transparency of information on its activities. However, it is necessary to ensure that the reports are linked to the strategic plan and have an analytical focus. The ASMC has platforms that provide access to information and ensure

transparency. However, the official website is not functioning properly. The TLI carries out measures to transfer knowledge and values to society.

The ASMC lacks a policy and defined procedures for promoting external relations, as well as a coordinating division or a responsible person. The steps towards internationalisation remain limited. However, the ASMC actively cooperates with local organisations. A collaborative environment has been created. The TLI has signed agreements with regional medical facilities, dental and cosmetology centres, pharmacies, VET institutions, HEIs and non-governmental organisations.

The ASMC has applied to the "Erasmus+" programme funded by the European Union. For the enhancement of foreign language proficiency, it is planned to increase foreign language hours at the expense of reserve hours.

4. There are shortcomings that do not have crucial impact in terms of the credible award of qualifications. Grounds are laid for enhancement.
5. The follow-up plan in the expert panel report is realistic and its implementation will lead to qualitative enhancements.

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

DECIDED

1. **To award institutional accreditation to the Ararat State Medical College SNCO for 4 /four/ years.**
2. 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”, “Research and Development” and “Internal Quality Assurance”**.
3. To pay special attention to:
 - a) the review of the strategic plan and schedule;

- b) the need to define realistic and measurable quantitative and qualitative KPIs for evaluating the outcomes aligned with the SP goals;
 - c) the ensurance of unified approaches to the selection of teaching, learning and assessment methods;
 - d) the need to develop policies and procedures for the monitoring, evaluation and enhancement of the Aps;
 - e) the enhancement of internship programmes and assessment grids;
 - f) the introduction of practical mechanisms to involve students in research activities;
 - g) the continuous enhancement of internal stakeholders' language proficiency;
 - h) the contribution to the evaluation of the effectiveness of the TLI's processes, data collection and analysis mechanisms based on the PDCA cycle.
4. 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 2 /two/ years to submit a written report to the ANQA on the results of carried out activities by ensuring the evaluation of enhancement of the TLI's activity, innovations and achievements.
5. To assign the ANQA to carry out mandatory monitoring of effectiveness of the TLI's activities in accordance with the KPIs.

Chair of the Accreditation Committee:

A. Saghyan

April 27, 2024

Yerevan