



National Center For Professional  
Education Quality Assurance  
Foundation

## ACCREDITATION COMMITTEE

ANQA-2024/111

DECREE N 111

May 10, 2024

### ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF "KHACHATUR ABOVYAN ARMENIAN STATE PEDAGOGICAL UNIVERSITY " FOUNDATION

#### General Information about the Institution

Full name of the Institution: Khachatur Abovyan Armenian State Pedagogical  
University Foundation

Official Address: 17 Tigran Metsi Ave., Yerevan, RA

Previous Accreditation **Institutional accreditation for a period of 4 years:**  
decision and date: **01.04.2020-01.04.2024**

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 "Khachatur Abovyan Armenian State Pedagogical University" Foundation (hereinafter referred to as “ASPU”, “TLI”) in the session of the Accreditation Committee held on May 10, 2024.

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

Submission of application: April 28, 2023

Submission of the self-evaluation: November 7, 2023

Site visit by the expert panel: December 11–14, 2023

Submission of the expert panel report: March 27, 2024

Submission of the preliminary follow-up plan April 26, 2024

The external review of the ASPU'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, "**Internal Quality Assurance**" was evaluated as unsatisfactory.

Having examined the ASPU'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 ASPU's representatives; as well the comments and suggestions made by the Accreditation Committee members, the Committee stated the following:

***1. The ASPU ensures the credible award of qualifications.***

Following the previous accreditation, the ASPU has revised the academic programmes (APs) in line with the requirements of National Qualifications Frameworks (NQF) and the Sectoral Qualifications Framework (NQF), as well as the related policy, regulations and procedures. The APs are aligned with the ASPU's mission and detailed according to the outcomes of the awarded qualifications.

Following the previous accreditation, the ASPU has also developed and approved procedures for the educational process, knowledge assessment, internship, as well as preparation and evaluation of theses.

Currently, all bachelor's and master's programmes include relevant specifications. The ASPU attaches importance to the new conditions set by the labour market. The TLI has introduced bachelor's programmes with double majors. Starting in 2024, a psychological component is set to be included in the pedagogical field.

The interdisciplinary connections are evident in the APs. However, the cooperation between different chairs is weak. The ASPU has introduced principle of continuous practice.

The classrooms are equipped with necessary technical resources. The ASPU has an assessment policy based on learning outcomes and ensures academic integrity.

Surveys are conducted to evaluate the effectiveness of the new assessment system and identify issues.

In terms of content, the APs are consistent with other recognised comparable APs and foster the mobility and internationalisation of students and teachers.

The strategic plan attaches importance to the revision and enhancement of the regulations for the teaching staff's selection.

The ASPU has policies and procedures for the selection of the teaching and supporting staffs with necessary qualifications to implement the APs. Each AP includes clearly set requirements for the professional qualities of the teaching staff.

One of the mechanisms for evaluating the teaching staff are student surveys and class observations. Trainings for teachers are also conducted.

The ASPU has enhanced the academic resources in recent years. Due to the participation in international programmes, the ASPU's laboratories and resources required for the APs are regularly updated. The use of digital technologies in teaching has significantly increased. The diversification of financial sources is one of the issues.

The ASPU has services for the safe, healthy and secure educational environment, in addition to the processes aimed at resource modernisation

## ***2. Governance and quality assurance systems generally ensure sustainability and development.***

Following the previous accreditation, the ASPU has improved strategic management processes and refined the mission and vision, which reflect the institution's importance and role in the preparation of educators in the RA.

The pedagogic-psychological perspective has been mostly highlighted through the development of universal inclusion principles and new pedagogical education strategies. The ASPU attaches importance to the preparation of teachers equipped with a wide range of the 21st-century skills,

aiming to produce research-driven, critical-thinking educators who can apply digital technologies and are ready to engage with the new generation.

It is also important to instill in students the skill of "teaching to learn".

The internal stakeholders' needs are reflected in the ASPU's strategic directions. The TLI carries out short-term, mid-term and long-term planning. There are some mechanisms for the evaluation of the strategic plan.

Following the previous accreditation, the ASPU has successfully implemented an anti-crisis policy. The TLI has made some enhancements to its organisational structure. The stakeholder participation in decision-making processes has been expanded.

The ASPU's management system provides a regulated decision-making process aligned with ethical principles and is supported by necessary human, material and financial resources.

As part of the strategic plan 2020-2025, the quality assurance policy has been reviewed, and the directions for the QA development have been set. The QA system is supported by human, material and financial resources. The ASPU has improved the document base regulating the QA system. However, it does not provide a clear understanding of the system's development. The feedback mechanisms partially work. Data collection does not include all processes. The PDCA cycle is not fully implemented for the continuous quality enhancement of all the processes. External stakeholders are not yet actively engaged in quality assurance processes. The QA department's subordinate role in the organisational structure hinders its autonomy. The quality culture is still in the stage of formation.

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

The ASPU has a separate structural unit, the Division of Student Engagement, responsible for student recruitment. The TLI has clear mechanisms for admissions.

The ASPU has policies and procedures for the identification of the students' educational needs. The TLI creates opportunities to organise additional courses and offer recommendations.

The ASPU also provides additional courses beyond the curriculum, driven by the issues and suggestions that arise at the moment. The TLI has a University-Employer Cooperation Center, which is mainly responsible for collecting and updating databases of alumni and employers. However, a comprehensive analysis on the alumni employment has not yet been carried out. The ASPU has an Internship Centre as well. The TLI supports student involvement in scientific research activities through the Student Scientific Society (SSS). The TLI has a Student Council, which is a body responsible for the protection of student rights. Surveys are conducted among students and alumni.

According to the strategic plan, research is one of the ASPU's key priorities. The ASPU has emphasised and considered the recommendations from the previous accreditation and clarified its priorities and goals in the scientific research field. The strategic plan defines scientific directions arising from the mission, including pedagogy, psychology, teaching methodologies, Armenian studies. The chairs also have established scientific research directions. Graduation papers, master's theses, as well as the topics for the organised conferences and scientific seminars are drawn from these directions. The range of research pertaining to public school issues has been expanded.

The ASPU has mid-term scientific research grant programmes, which are carried out through relevant centres.

The ASPU funds the publication of eight periodicals. The free publishing of scientific works serves as an incentive mechanism. Due to the promotion of research activities, the number of articles co-authored by teachers and students has increased. The ASPU's efforts to strengthen the connection between the educational process and scientific research, as well as the internationalisation of research processes, are evident. The WINSDOM journal's indexing in the Scopus and Web of Science scientific databases represents an important achievement.

The ASPU has a multi-level accountability system for stakeholders, which ensures a bottom-up approach to accountability. Reports follow a relevant template, are discussed within units, and are publicly available. The TLI has a great experience in imparting pedagogic-psychological knowledge to different layers of society. Following the previous accreditation, the ASPU has carried out

processes aimed at the expansion of external relations and internationalisation, which are part of strategic planning. The visible expansion of partnership relations with both local and international organisations facilitates the internationalisation of science, research and education, as well as the study of best practices and localisation.

5. The follow-up plan in the expert panel report is realistic and does not contain any risks. 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 Khachatur Abovyan Armenian State Pedagogical University Foundation for 6 /six/ 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 field of **“Internal Quality Assurance”**.
3. To pay special attention to:
  - a) the peer review, taking into consideration the identified issues;
  - b) the clarification of the strategic priorities in the newly developed Strategic Plan, evaluating the TLI's human and financial resources;
  - c) the definition of the qualities of the 21st century teacher, their inclusion in the mission;
  - d) the revision of the strategic plan's KPIs to make them more realistic and measurable;
  - e) the revision of the TLI's organisational structure to ensure the autonomy of the QA department;
  - f) the need to review the evaluation procedure in response to the new realities within the TLI;
  - g) the need to analyse the alumni employment in the labour market and the issues that hinder their resolution, the use of the results in the AP enhancement;

- h) the introduction of a long-term planning for the training of the teaching and administrative staffs;
  - i) the introduction of institutional mechanisms to ensure alumni feedback;
  - j) the continuous improvement of the internal stakeholders' language proficiency.
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**

**May 10, 2024**

**Yerevan**