



National Center For Professional  
Education Quality Assurance  
Foundation

**ACCREDITATION COMMITTEE**

**ANQA-2024/107**

**DECREE N 107**

April 27, 2024

**ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF  
FRENCH-ARMENIAN VOCATIONAL EDUCATION CENTER FOUNDATION**

**General Information about the Institution**

Full name of the Institution: French-Armenian Vocational Education Center  
Foundation

Official Address: 38 Tigran Metsi Ave., Yerevan, 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 French-Armenian Vocational Education Center Foundation (hereinafter referred to as “CEPFA”, “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: February 9, 2023

Submission of the self-evaluation: May 25, 2023

Site visit by the expert panel: October 16–19, 2023

Submission of the expert panel report: January 11, 2024

Submission of the preliminary follow-up plan February 15, 2024

The external review of the CEPFA'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, "**Research and Development**" was evaluated as unsatisfactory.

The French-Armenian Vocational Education Center Foundation was established as part of the agreement on culture, science and technical cooperation between the governments of Armenia and France. It was founded by the RA Ministry of Education, Science, Culture and Sports, the municipalities of Yerevan and Lyon, the "Rhone-Armenia-Education-Exchange" Association (RAFE) and the Rhone Vocational Training Center (SEPR) with the support of the Embassy of the French Republic in Armenia.

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

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

The CEPFA's academic programmes (APs) align with its mission and National Qualifications Frameworks (NQF), while also reflecting international practice and meeting modern requirements. The CEPFA closely collaborates with the SEPR, with its activities guided by the latter's best practices.

The CEPFA has studied the latest educational developments in the European VET sector and carried out benchmarking against France's academic programmes. As a result, the APs have been adapted, incorporating the local peculiarities. Elective subjects have been integrated into all academic programmes.

New APs are introduced based on the labour market studies carried out at the SEPR's initiative.

The CEPFA has developed and introduced a regulation for the APs' monitoring, review, evaluation and enhancement. Student-centred methods of teaching, learning and assessment are used. There are opportunities and cases of mobility. The CEPFA cooperates with employers to organise internships.

The CEPFA has a clear procedure and policy for the selection of the teaching staff. The requirements for teachers are set based on the APs. In addition to relevant professional qualifications, importance is attached to the pedagogical experience and mastery of modern teaching methods and the latest technologies. Most teachers work in professional fields.

There are teacher-developed educational manuals that are used in the study process. The mechanisms for the teaching staff evaluation are in place. The novice teachers' work is organised under the guidance of an experienced specialist, a mentor.

Based on the need evaluation, French partners carry out training, practice exchanges and familiarisation with international innovative projects.

For the implementation of the APs, the CEPFA has appropriate infrastructures and laboratory equipment that are constantly replenished.

The CEPFA has a Resource Centre that provides internal stakeholders with necessary resources, including literature, computers and tablets. The laboratories are fully replenished with the latest equipment relevant to the implemented APs. The needs identification facilitates replenishment and modernisation of resources. The CEPFA provides students with all necessary materials and tools for their studies. A safe environment is established for students and teachers. Life insurance is provided as well.

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

The CEPFA carries out education aligned with the NQF levels 4-5 and has an established mission, goals, and an ambitious vision that correspond with them, supported by a strategic plan to guarantee their fulfilment.

The CEPFA's management staff follows an established strategic plan that highlights the identification of stakeholders' needs and their involvement in strategic processes, while also being accountable to stakeholders, including international partners. A mechanism for the strategic plan's monitoring has been introduced.

The CEPFA has sufficient financial-material resources for the realisation of strategic goals and works towards the diversification of financial sources. The CEPFA's governance bodies and structural subdivisions have clearly regulated functions. A manager is appointed for each profession to organise field-related activities. The managers also carry out the AP monitoring, as a result of which the outcomes are clarified.

The CEPFA has sustainable mechanisms and systems for data collection to conduct planning and monitoring processes.

The CEPFA's management system attaches importance to the quality assurance system and its development, supported by the study and localisation of the European practice.

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

The CEPFA has clear regulations and mechanisms for the selection, admission and recruitment of students. The CEPFA's administrative and teaching staffs work closely with students, which leads to identifying students' issues and responding accordingly. The body that ensures the rights of students is the Students' Council.

The strategic plan does not consider research as a goal or priority, lacks defined research ambitions, and does not include a developed strategy or policy. There are no guidelines or regulations for conducting research. The CEPFA has not developed clear rubrics for the evaluation of research works. Students' works lack an analytical component and independence. The research component is not considered in the process of teacher evaluation. The steps towards a research and creative environment have only just started. There are facts on the CEPFA's participation in some international research projects.

The CEPFA is accountable to the state, internal stakeholders and society for the education it offers and the resources it uses.

The CEPFA has an active policy and a well-defined regulation on accountability for stakeholders. All active regulations, procedures, documents and reports, along with their analyses and summaries are available on the website. Social platforms are used as well. The CEPFA reviews are published in different languages.

The CEPFA's strategic plan has defined internationalisation as a priority. The CEPFA, in cooperation with SEPR, participates in exchange programmes. The TLI's alumni are involved in European companies operating in Armenia. The CEPFA provides the alumni with training opportunities in France.

During the last five years, the CEPFA has concluded new cooperation agreements and has been included in a number of international organisations. The TLI has a well-established practice in internationalisation, external relations and stakeholder feedback, which opens up opportunities for development and advancement.

5. The follow-up plan in the expert panel report is realistic and does not contain any risks. The plan's reforms demonstrate the TLI's realisation and potential to undertake enhancement activities, which will likely lead to qualitative changes.

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

#### **DECIDED**

1. **To award institutional accreditation to the French-Armenian Vocational Education Center 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 **“Research and Development”**.
3. To pay special attention to:
  - a) the clear definition of the KPIs for mid-term and effective evaluation of strategic plan's goals, the enhancement of the monitoring mechanisms;

- b) the introduction of mechanisms for evaluating the effectiveness of various processes and documents based on multifaceted analyses;
  - c) the enhancement of mechanisms for strategic management, refining planning and evaluation processes
  - d) the diversification of student assignments that form analytical, critical and research skills;
  - e) the ensurance of the appropriate level of proficiency in foreign languages among internal stakeholders.
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 the effectiveness of the TLI's activities in accordance with the KPIs.

**Chair of the Accreditation Committee:**

**A. Saghyan**

**April 27, 2024**

**Yerevan**