



NATIONAL CENTER FOR
PROFESSIONAL EDUCATION
QUALITY ASSURANCE FOUNDATION

ACCREDITATION COMMITTEE

ANQA-2026/154

DECISION No. 154

April 10, 2026

ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF GAVAR STATE COLLEGE OF ARTS

General Information about the Institution

Full name of the Institution: Gavar State College of Arts (SNCO)
Official Address: 25 Buniatyan St., Gavar, Gegharkunik region, RA
Previous Accreditation **Not available**
decision and date:

Guided by the Statute on State Accreditation of Tertiary Level Institutions and their Academic Programmes approved by the RA Government Decree No. 978-N as of June 30, 2011, the RA Government Decree No. 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 Gavar State College of Arts (hereinafter referred to as “GSCA”, “TLI”) in the session of the Accreditation Committee held on April 10, 2026.

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

Submission of application: November 25, 2024
Submission of self-evaluation: May 20, 2025
Site visit by the expert panel: September 22-24, 2025
Submission of the expert panel report: December 4, 2025

The external review of the GSCA's institutional capacities was carried out by the following expert panel:

- **Gayane Avetisyan**, head of the Quality Assurance Department of the M. Nalbandyan State University of Shirak, Candidate of Geographical Sciences, Associate Professor, chair of the expert panel.
- **Yelena Movsesyan**, deputy director for Organisational and Educational Activities at the Yerevan State College of Fine Arts named after Panos Terlemezian.
- **Anna Manaseryan**, teacher at the Yerevan Music School Named After T. Chukhajyan and Ararat Specialized Secondary Art School After Ghazaros Saryan.
- **Vova Arzumanyan**, first-year master's student at the Yerevan State Theatre and Film Institute.

The evaluation was conducted according to the 10 criteria of institutional accreditation approved by the RA Government Decree No. 959-N as of June 30, 2011. Evaluation against accreditation criteria:

Evaluation	Conclusion
1. Mission and Purpose	Satisfactory
2. Governance and Administration	Unsatisfactory
3. Academic Programmes	Satisfactory
4. Students	Satisfactory
5. Faculty and Staff	Satisfactory
6. Research and Development	Satisfactory
7. Infrastructure and Resources	Satisfactory
8. Societal Responsibility	Satisfactory
9. External Relations and Internationalization	Unsatisfactory
10. Internal Quality Assurance System	Unsatisfactory

Having examined the institution's self-evaluation of institutional capacities and comments on the preliminary version of the expert panel report, the expert panel report, the preliminary follow-up plan; having heard the conclusions on the expert panel evaluation, which were made by the two 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 institution's representatives; as well the comments and suggestions made by the Accreditation Committee members, the Committee stated the following:

1. The GSCA delivers three academic programmes (APs) in arts: "Instrumental Performance", "Singing" and "Painting". It has the teaching staff necessary for the AP delivery, including experienced specialists, practitioners and the institution's graduates. The GSCA also has the basic resources required for the organisation of the educational process, including music classrooms, a painting studio and musical instruments. Meanwhile, there are challenges from the perspective of the **credible award of qualifications**. The APs are generally grounded in the state academic standards. However, their learning outcomes, teaching methods and assessment approaches are not sufficiently adapted to the specific context of arts education. The assessment process does not clearly define the criteria for the evaluation of students' performance technique, creative approach, analytical ability, professional progress and the quality of their graduation work. The teaching staff ensures the implementation of the educational process. However, staff development and exchange of practice should be more closely targeted at the solution of specific issues, including the staged assessment of students' progress, the development of shared rubrics for auditions, exhibitions, creative activities and graduation works, and the enhancement of teaching methods and assignments based on assessment results.

2. The GSCA has established certain structural foundations for governance, including the Governing Council, Pedagogical and Management Councils. Internal regulatory documents have been developed, and the organisational structure has been revised. However, the governance system does not yet ensure **results-based** and **data-driven** governance of institutional development. The prolonged vacancy of the director's position, the non-operation of certain structural units and staff positions and the absence of clearly assigned responsibility for the development and revision of APs limit the stability of the governance system. A clear link between objectives, actions and results is not sufficiently ensured across the strategic plan, annual plans and improvement plans. The work plans of structural units are largely repetitive and short-term, while reporting does not yet serve as a basis for process evaluation and enhancement. As a result, the GSCA's governance often continues to operate with a focus on the solution on ongoing issues rather than on measurable results and

development priorities. The QA system is still at an early stage of development and has not yet been integrated into governance processes.

3. At the next stage of development, the GSCA is recommended to focus on the effectiveness of its governance model, the functioning of the QA system and realistic steps for the AP enhancement, considering that a number of the identified issues can be addressed without significant additional financial resources. To this end, the institution should:

- discuss the effectiveness of the current governance model at the Governing Council, addressing the filling of the Director's position, the clarification of the functions of structural units, the assignment of responsibility for APs and the use of data to inform governance decision-making;
- ensure that the Governing Council regularly reviews the implementation of the strategic plan and annual plans, progress of the improvement plan, the AP outcomes, staff development, the functioning of the QA system and the development of external relations;
- revise the alignment between the strategic and annual plans, specifying, for each action, the expected outcomes, responsible persons, timeframe and evaluation methods;
- make use of internal resources for trainings, facilitating exchange of practice among full-time and adjunct teachers, practitioners, heads of departments and QA staff;
- link teachers' professional development to specific needs, including the development of assessment rubrics, documentation of students' progress, analysis of QA data, and the use of analytical approaches to planning and reporting.

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

DECIDED

- 1. To award institutional accreditation to the Gavar State College of Arts for 4 /four/ years with conditions, subject to an external review after two 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. The plan should be approved by the institution's Governing Council and consider the need to give urgent solution to the issues identified in Points **1, 2** and **3**, ensuring relevant mechanisms for the prevention and management of potential risks.
3. Particular emphasis should be placed on the credible award of qualifications across the APs, organising a self-audit of all APs prior to the next accreditation.
4. In accordance with the requirements set by point 12 of the Statute on State Accreditation of Tertiary Level Institutions and their Academic Programmes, 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. The evaluation results should be discussed at the institution's Governing Council.
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:

V. Gabrielyan

April 10, 2026

Yerevan