



ACCREDITATION COMMITTEE

ANQA-2024/104

DECREE N 104

April 27, 2024

ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF GYUMRI STATE VOCATIONAL SCHOOL № 4

General Information about the Institution

Full name of the Institution: Gyumri State Vocational School № 4 SNCO
Official Address: 5/2, 11 St., Ani District, Shirak province, Gyumri, 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 Gyumri State Vocational School № 4 SNCO (hereinafter referred to as “VET School”, “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 10, 2023
Submission of the self-evaluation: July 28, 2023
Site visit by the expert panel: November 13–16, 2023
Submission of the expert panel report: February 27, 2024

The external review of the VET School'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 VET School'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 VET School's representatives; as well the comments and suggestions made by the Accreditation Committee members, the Committee stated the following:

1. The VET School generally ensures the credible award of qualifications.

The Gyumri State Vocational School № 4 implements academic programmes (APs) aligned with its mission and sought after in the region. To provide more market-driven APs, the VET School takes certain steps to localise the state academic standards and tailor them to the regional needs. While developing the APs, the VET School examines employer interests. The TLI highlights skills-based learning and employs innovative and effective teaching and learning methods. The introduction of the dual academic programme has contributed to the expansion and deepening of cooperation with the region's major employers and facilitated the rapid integration of students and alumni into the labour market. The VET School has developed an electronic database for learning materials. Student assignments develop practical, creative and analytical skills. The VET School implements evaluation mechanisms and attaches importance to practical skills. However, a consistent assessment procedure is not in place. Clear assessment criteria are not defined as well.

The VET School has not yet implemented systematic benchmarking of academic programmes. The procedure and clear mechanisms for the monitoring and benchmarking have not yet been established.

The VET School has teaching and supporting staffs with necessary professional qualities and practical experience. The selection of specialists with relevant qualifications is conducted on a competitive basis. The TLI tries to address the shortage of relevant specialists in the region and ensure the stability of the teaching staff leveraging its own resources, mainly alumni involvement and development in the educational process.

The VET School's resources are aligned with educational goals and ensure the implementation of the educational process. The TLI has a conducive learning environment. The VET School's activities are supported by necessary financial resources. Students, masters and teachers are satisfied with the availability of the provided educational resources. The TLI ensures the safety of students and teachers.

2. Governance and quality assurance systems are at the stage of formation, and the governance is aimed at quality enhancement.

The VET School plays an important role in the preparation of specialists with primary vocational qualifications in the city of Gyumri. Despite a challenging socio-economic situation, the TLI manages to achieve its goals. Aligned with the National Qualifications Framework (NQF), the VET School's mission reflects the stakeholders' needs, goals and objectives. The TLI implements activities consistent with the NQF levels 4 and 5. The TLI has a Strategic Plan (SP) and a schedule for its implementation. There are certain mechanisms for evaluating the SP effectiveness.

The VET School has human-material resources that ensure the effectiveness of governance processes. A collegial approach to decision-making is adopted. The stakeholders participate in the decision-making related to them. The TLI has mechanisms for allocating funds and seeking alternative financial resources. The VET School's processes are regulated and interconnected. The internal evaluation processes are carried out regularly.

Data collection mechanisms and systems are in place. However, there is a need to compare and thoroughly analyse the outcomes.

The VET School's QA system is still in the stage of formation. The QA manager position is not permanent, and their responsibilities are not defined. The QA processes are not clearly planned.

The stakeholders' roles in the QA processes are not distinguished. There are no mechanisms to guarantee the transparency of QA processes.

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

The VET School has clear mechanisms for student engagement. Students have the opportunity to receive counseling and take part in extracurricular courses that contribute to their overall development. The TLI's administrative staff actively collaborates with students to identify their needs and find solutions. The VET School has student social societies that not only cultivate research and creative thinking, but also develop students' entrepreneurial skills. There is a student-centered environment.

The VET School's research activities are based on the peculiarities of academic programmes and linked to practical problem-solving. The teaching staff has best practice in conducting research activities. The research outcomes are used in the educational processes.

The VET School has an accountability system, with mechanisms that ensure accountability to stakeholders, contributing to the increased transparency and publicity of its activities. The TLI has effective feedback mechanisms that support the strengthening of connections with stakeholders. The TLI has taken steps to share its best practices with student societies and public schools. The VET School organises short-term courses focused on the continuous development of the regional specialist's professional skills. The TLI is responsible for organising free courses for alumni who were drafted into the army and have returned, contributing to their rapid integration into the labour market.

The VET School has a wide scope of cooperation with partner organisations and best practice in taking part in international programmes. The TLI takes active steps towards the participation in Erasmus+ programme and the development of foreign language skills among internal stakeholders.

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 Gyumri State Vocational School № 4 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 field of **“Internal Quality Assurance”**.
3. To pay special attention to:
 - a) the revision of the development plan, setting more forward-looking and long-term goals for the TLI;
 - b) the introduction of clear procedure and criteria for student assessment, ensuring transparency of assessments;
 - c) the development and introduction of clear regulations for monitoring academic programmes;
 - d) the study and systematic analysis of the reasons behind the low employment rates among alumni;
 - e) the need for clear and measurable qualitative and quantitative KPIs to evaluate the effectiveness of the processes;
 - f) the enhancement of foreign language proficiency among teachers and students.
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