



NATIONAL CENTER FOR
PROFESSIONAL EDUCATION
QUALITY ASSURANCE FOUNDATION

ACCREDITATION COMMITTEE

ANQA-2026/153

DECISION No. 153

April 10, 2026

ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF MEGHRI STATE COLLEGE

General Information about the Institution

Full name of the Institution: Meghri State College (SNCO)
Official Address: 10 Z. Andraniki St., Megri, Syunik 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 Meghri State College (hereinafter referred to as “MSC”, “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 the revised self-evaluation: April 29, 2025
Site visit by the expert panel: September 23-26, 2025
Submission of the expert panel report: December 26, 2026

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

- **Armenuhi Sargsyan**, Candidate of Physical and Mathematical Sciences, Associate Professor, chair of the expert panel.
- **Syuzanna Hovsepyan**, teacher at the Echmiadzin State College named after Vardges Hamazaspyan.
- **Bella Abrahamyan**, teacher at the Mkhitar Sebastatsi Educational Complex.
- **Harutyun Chilingaryan**, student at the Kotayk Regional State College.

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	Unsatisfactory
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 MSC's academic programmes (APs) and teaching staff generally ensure the **credible award of qualifications**. However, the practical dimension of this process still requires strengthening. The AP effectiveness is not evaluated on the basis of graduates' employment data and transition into relevant occupations, while the labour market input is not yet systematically integrated into AP revision. A number of APs include learning materials that are generally theoretical and are not sufficiently connected to the actual working environments of the Meghri region, particularly in services, transportation, accounting, preschool education and open-pit mining. The development of students' independent analytical and practical skills is also limited, as the educational process makes insufficient use of real-life assignments, small-scale projects, practical problem-solving activities and tasks requiring students to propose professional solutions. The teachers' limited research and creative activities also restrict opportunities for updating the APs. Employers are involved mainly through internships and separate classes. However, their professional experience is not yet systematically incorporated into the design of learning assignments, the organisation of practical classes based on real workplace situations, or the assessment of students' practical skills.

2. The MSC has the basic structural foundations for governance, including governing bodies, internal regulatory documents and certain planning processes. However, these have not yet developed into a fully functioning results-based and data-driven governance mechanism. Decision-making remains largely centralised at the governance level, while the involvement of the Governing Council, structural units, teachers, students and employers is limited. The link between the strategic and annual planning is not sufficiently clear and reports are mainly descriptive, with no measurable KPIs defined. As a result, the MSC is not able to systematically evaluate the effectiveness of its APs, staff development, student support, cooperation with employers and utilisation of resources. The QA system is not yet integrated into governance processes, while the data collected are not systematically used to inform planning, decision-making or enhancement. The MSC needs to strengthen the substantive role of the Governing Council, ensuring that its meetings address the implementation of strategic objectives, progress in the follow-up plan, the AP outcomes, stakeholder feedback and identified risks. The Council minutes should clearly reflect the issues discussed, the grounds for decisions, responsible persons, deadlines and oversight process.

3. The MSC is recommended to focus on the institutional strengthening of results-based governance and the credible award of qualifications, considering the specific regional context of Meghri and its role as the community's only VET institution:

- regularly include in the Governing Council agendas not only current administrative matters, but also discussions on THE AP effectiveness, trends in student enrolment, graduate employment, cooperation with employers, staff development, resource utilisation and QA outcomes;
- strengthen cooperation with the Meghri Municipality, the Syunik Regional Administration, relevant sectoral public authorities and international and donor organisations to support the AP modernisation, the implementation of students' practical projects, teachers' training and mobilisation of additional resources;
- establish a graduate database and conduct, at least annually, an analysis of graduate employment and occupational relevance, using the findings to inform AP revision and admission planning;
- incorporate into each AP practical assignments related to the economic and community-level challenges of the Meghri region;
- align teachers' professional development with the AP needs and the regional development priorities, using hybrid or online formats where appropriate to engage relevant specialists, employers and sector experts;
- evaluate the demand for new specialists in agriculture, tourism, logistics and entrepreneurship in the Meghri region and consider the introduction of new APs, modules or short-term courses in these areas, linking them to employer needs and graduates' employment prospects;
- move IQA processes beyond the documentary level towards implementation, ensuring the regular collection and analysis of data on APs, students, graduates, employers, teachers and resources and using these findings to inform governance decisions.

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

DECIDED

1. **To award institutional accreditation to the Meghri State College 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

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