



National Center For Professional
Education Quality Assurance
Foundation

ACCREDITATION COMMITTEE

ANQA-2024/103

DECREE N 103

April 27, 2024

**ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF
SEVAN MULTIFUNCTIONAL STATE COLLEGE**

General Information about the Institution

Full name of the Institution: Sevan Multifunctional State College SNCO
Official Address: 162 Nairyan St., Sevan, Gegharkunik province, 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 Sevan Multifunctional State College (hereinafter referred to as “SMSC”, “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 13, 2023
Submission of the self-evaluation: May 5, 2023
Site visit by the expert panel: October 16–19, 2023
Submission of the expert panel report: February 20, 2024

The external review of the SMSC'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, "**Governance and Administration**", "**Infrastructure and Resources**" and "**Internal Quality Assurance**" were evaluated as unsatisfactory.

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

1. The SMSC generally ensures the credible award of qualifications.

The SMSC implements vocational academic programmes (APs) aligned with its mission and demanded in the labour market. For the effective implementation of the APs, an importance is attached to the regional peculiarities. All APs are designed in accordance with state academic standards. The outcomes are specified in the modular programmes. The TLI does not have a unified and established policy for the selection of teaching and learning methods. However, the teaching staff uses outcome-based and interactive methods, which are better received by students. The students are given assignments that develop skills, independence, and analytical thinking, sometimes based on the issues raised by employers. The SMSC has a best practice in the joint development of academic programmes with employers. Online platforms are also used to provide learning materials, allowing students to access new content and complete assignments at any time, anywhere. Continuous monitoring and enhancements of the APs are also carried out. The educational process is flexible and quickly responds to the market changes.

The SMSC has a teaching staff with relevant qualifications to implement the APs, and offers an effective competitive procedure for teacher selection.

Most of the SMSC's teachers are full-time staff members, and the institution has also recruited practical specialists in the field. The TLI has a staff reserve and is capable of managing turnover and ensuring the stability of the teaching staff. Mechanisms are in place to evaluate the effectiveness of the teaching staff. The introduction of the new profession has led to the addition of young staff members who are also specialists in the practical field and establish a direct link between the labour market and the APs.

The SMSC's resources are not entirely sufficient for the full implementation of the APs. The budget is mainly formed by the students' tuition fees. In recent years, the TLI's expenses have exceeded its income. The building conditions need fundamental enhancement. There is no local heating system. The laboratory materials are not effectively used as part of general education subjects. The library needs replenishment and modernisation. The SMSC is dealing with the issue of creating a safe environment.

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

The SMSC was established in 2018 through the merger of the Sevan State College and Sevan State Vocational School. However, the merger primarily affects overall governance, with a single director in charge. There have been no changes in content, structure, or processes.

The SCSC's governance remains situational, rather than outcome-oriented or data-driven. The Strategic Plan (SP) is descriptive and lacks KPIs. The long- and short-term plans are not fully comparable. The cooperation between the secondary vocational and primary vocational education processes is passive. The TLI does not have effective governance structure and alternative means of generating income. The PDCA cycle is not fully implemented at the governance level. The enhancements are not based on analysed and reliable data.

The quality assurance system is still at the stage of formation. The system objectives are not entirely reflected in the work plans. The TLI does not have a clear methodology for conducting surveys. The mechanisms for data collection are still inadequate and do not have a significant impact on the decision-making process. The quality assurance culture is not evenly distributed across the SMSC. The processes are not implemented through the PDCA cycle.

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

The SMSC has clear mechanisms for the recruitment and admission of students. The TLI has tools for the identification of student needs. The students can receive support with any concerns whenever needed. The student assignments focus on capacity building and skill development. The TLI offers educational counseling and career support services. The Student Council operates as well.

The SMSC has established a system of external and internal accountability based on hierarchical relationships. A unified reporting template is not introduced. The reports are not analytical and do not contribute to the identification of areas for enhancement. To ensure the visibility and transparency of the processes, the TLI has a Facebook page and some mechanisms for feedback and transfer of knowledge and values to society.

The SP 2024-2029 considers research a priority. The SMSC attaches importance to the implementation of research and analytical activities and their connection with the APs. The student assignments contribute to the preparation of specialists with analytical and research skills.

The SMSC has a wide range of cooperation with partner organisations, which fosters the enhancement of the APs and the smooth coordination of practical training and internships. The TLI has a best practice in implementing a joint AP with the employer. The SMSC has a practice in participating in international programmes. For the development of external relations and internationalisation processes, the TLI has cooperated with a number of international organisations, engaging in international business trips, trainings, and resource enhancements. Certain steps are taken towards the development of foreign language proficiency 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 generally 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 Sevan Multifunctional State College 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 fields of **“Governance and Administration”**, **“Infrastructure and Resources”** and **“Internal Quality Assurance”**.
3. To pay special attention to:
 - a) the need to define a clearer schedule, as well as qualitative and quantitative KPIs for evaluating the effectiveness of each objective in the next strategic plan;
 - b) the dissemination of best practices in the development of a joint AP in all academic programmes;
 - c) the need for an official website;
 - d) the enhancement of the foreign language proficiency among teachers and students;
 - e) the improvement of the mechanism for data collection;
 - f) the planning and ensurance of the teaching staff's professional development;
 - g) the introduction of mechanisms to promote research activities;
 - h) the need for mechanisms and tools to study international practice and establish cooperation.
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