



National Center For Professional  
Education Quality Assurance  
Foundation

**ACCREDITATION COMMITTEE**

**ANQA-2023/84**

**DECREE N 84**

April 14, 2023

**ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF  
YEREVAN STATE COLLEGE OF HUMANITIES**

**General Information about the Institution**

Full name of the Institution: Yerevan State College of Humanities SNCO

Official Address: 1 Hovsep Arghutyan Str., 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 30 June 2011, the RA Government Decree N 959-N as of 30 June 2011 on approval of Establishing 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 Expert Panel, ANQA’s Accreditation Committee (hereinafter referred to as the Committee) discussed the issue on accreditation of institutional capacities of the Yerevan State College of Humanities (hereinafter referred to as “YSCH”, “TLI”) in the session of the Accreditation Committee held on April 14, 2023.

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

Submission of application: March 2, 2022

Submission of the self-evaluation: June 17, 2022

Site visit by the expert panel: October 31 – November 3, 2022

Submission of expert panel report: January 11, 2023

Submission of the preliminary follow-up plan March 1, 2023

The external review of the YSCH'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 30 June 2011.

Among 10 criteria of the institutional accreditation, 2 of them — **“Governance and Administration”**, **“Internal Quality Assurance”** were evaluated as unsatisfactory.

Having examined the YSCH's self-evaluation of institutional capacities, remarks and suggestions on the preliminary version of the expert panel report, 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 YSCH's representatives; as well the comments and suggestions made by the Accreditation Committee members, the Committee stated the following:

***1. The YSCH generally ensures the credible award of qualifications.***

The YSCH's implements highly demanded academic programmes (APs) that align with its mission and demonstrate outcomes consistent with the NQF Level 5.

Employers' proposals are the basis for the APs' enhancement. Dual APs are effectively implemented. There are examples of students' mobility. The list of optional subjects is comprehensive. An importance is attached to foreign language proficiency.

There are assignments that develop students' independent thinking and research skills. The assignments mainly include comparative analyses, case studies, practical exercises and roleplays, which contribute to the students' achievement of the defined outcomes.

The YSCH does not have a unified approach to the selection of teaching and learning methods in accordance with the expected learning outcomes. However, most teachers prioritize the use of interactive and student-centred methods.

The YSCH takes steps towards the dissemination and institutionalization of dual APs' practice, which is particularly positive.

YSCH has a policy on the selection of the teaching staff. The TLI generally has stable teaching and supporting staff, a positive practice of providing teachers with incentives, as well as a policy for young staff support. The TLI also has practical-oriented teachers and professional potential.

The YSCH provides regular support to novice teachers by assigning them mentors and emphasizes measures aimed at the teachers' enhancement. The 2022 cost estimates include financial allocations for these processes.

The YSCH has the appropriate infrastructure and necessary resources for the APs' implementation. The TLI has provided a favourable learning environment. It has included several improvements in its development plan and implemented them in a short period of time. The YSCH has also updated the resource base.

*The YSCH's APs, teaching staff and material-technical equipment generally ensure the preparation of alumni with up-to-date, practical skills in accordance with the employers' requirements.*

***2. Governance and quality assurance systems generally support the enhancement of the credible award of qualifications.***

The goals set forth in the development plan's schedule arise from the TLI's mission, which primarily focuses on the preparation of high-quality staff in the field of secondary vocational education.

Some administrative-structural changes have been made to increase the management staff's effectiveness. However, there is no analysis of the governmental system's effectiveness. Decision-making is not data-driven as well.

The primary focus of governance is primarily centered around the solution of day-to-day problems rather than strategic management. Problems that lead to development are not raised.

The quality assurance system is still in the stage of formation. The QA manager's functions are not specified. There are no mechanisms for the evaluation of the effectiveness of processes, analyses,

identification of problems. The analyses' impact on decision-making is limited. Quality assurance still has no influence on general management, betterment of the education quality and research, as well quality enhancement.

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

There are certain mechanisms for the recruitment of applicants, leading to the increase in the number of applicants. To meet the students' needs, the YSCH employs various initiatives such as use course supervisors, free foreign language learning groups, and the career center, the activities of which give students a certain opportunity to get acquainted with the labour market and access continuous education. However, the career center's activity does not have a systematic nature.

For most professions, the assignments given to students encompass elements that develop analytical and creative thinking. An attempt is made to connect research and learning processes. Certain financial resources are allocated for the development of the research direction.

The YSCH cooperates with a number of foreign and four dozen local organizations, which has a positive impact on the APs' quality and the development of their practical component. The TLI has successful experience of implementing international student exchange programmes, where the teaching of foreign languages is given high priority and is effectively carried out.

*The research, creative environment, internationalization, external relations and feedback with stakeholders create opportunities for development and progress. Both internationalization and research activities contribute to the APs' enhancement and the credible award of qualifications.*

4. There are shortcomings that do not have a crucial impact in terms of the credible award of qualifications. Grounds are laid for enhancement.

5. The follow-up plan is realistic and in case of implementation, will lead to qualitative positive 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 Yerevan State College of Humanities 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”** **and “Internal Quality Assurance”**.
3. To pay special attention to:
  - a) the need to have clear and measurable qualitative and quantitative indicators for evaluating the effectiveness of the implemented processes;
  - b) the decision-making based on the previously collected and analysed data;
  - c) the use of a comprehensive toolset for the teachers’ evaluation;
  - d) the development and implementation of a comprehensive plan for professional training of teachers based on needs assessment;
  - e) the increase in the number of assignments contributing to the development of all APs’ research component, taking into consideration the requirements of the labour market;
  - f) the improvement of the accountability system for internal stakeholders;
  - g) the formation and continuous development of quality culture, and implementation of the PDCA cycle in all the processes.
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 activities of the TLI in accordance with the KPIs.

**Chair of the Accreditation Committee:**

**A. Saghyan**

**April 28, 2023**

**Yerevan**