



THE ACCREDITATION COMMITTEE OF THE NATIONAL CENTER FOR PROFESSIONAL
EDUCATION QUALITY ASSURANCE FOUNDATION

DECISION

No. 36-L of February 10, 2025

ANQA-2025/36

ON THE APPROVAL OF THE REVISED DECISION-MAKING POLICY ON AWARDING
INSTITUTIONAL ACCREDITATION BY ACCREDITATION COMMITTEE OF THE
NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE
FOUNDATION

Pursuant to Subclause 1 of Clause 24 of the Procedure for the Formation and Operation of the Accreditation Committee of the “National Center for Professional Education Quality Assurance” foundation, the Accreditation Committee of the National Center for Professional Education Quality Assurance foundation hereby decides:

1. To approve the revised version of the Decision-Making Policy on Awarding Institutional Accreditation by Accreditation Committee of “National Center for Professional Education Quality Assurance” foundation, as set out in Annex 1.
2. This Decision shall enter into force on February 10, 2025.

Chair of the Accreditation Committee of the
National Center for Professional Education
Quality Assurance foundation

VACHE GABRIELIAN

February 10, 2025
Yerevan

DECISION-MAKING POLICY
ON AWARDING INSTITUTIONAL ACCREDITATION BY ACCREDITATION COMMITTEE
OF “NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE”
FOUNDATION
/with new edits/

1. Policy goal

The Decision-Making Policy on Awarding Institutional Accreditation by the Accreditation Committee (hereinafter referred to as the “Committee”) outlines the key principles guiding the Committee’s activities and the overall evaluation framework.

2. Key principles of decision-making

- 1) Independence of decisions and system development: to ensure the independent evaluation of the institutional capacities of all Tertiary Level Institutions (TLIs) through the application of approaches that promote the sustainability of the education system of the Republic of Armenia.
- 2) Equality: to ensure equal approaches to the evaluation of stakeholders in the tertiary education sector, regardless of their organisational-legal form.
- 3) Transparency and trust: to ensure transparency in processes and outcomes and foster mutual trust among stakeholders, with a view to developing the institutional capacities of the education system and promoting its international recognition.
- 4) Relevance: to take into consideration the context of tertiary education (the credible award of qualifications in line with the National Qualifications Framework (NQF)) and the institutional development of TLIs in the decision-making process.

3. The Committee’s expectations

The Accreditation Committee expects the following from the TLIs:

- 1) A strategy for the continuous quality enhancement of all academic programmes (APs) delivered, ensuring the credible award of qualifications:
 - a) Do the APs, academic staff and material-technical resources ensure the preparation of graduates equipped with up-to-date practical skills and competences aligned with the requirements of the NQF and employers?
- 2) Results-based governance that ensures sustainability, enhancement and development:
 - a) To what extent is strategic management guided by KPIs?
 - b) Are sustainable data collection mechanisms and systems in place to support planning

- and monitoring processes?
- c) Do the heads of TLIs follow the approved strategic plans and remain accountable to stakeholders for their implementation?
- d) Does the governance system prioritise the QA system and its development?
- 3) Institutional governance's trust in the internal quality assurance system to ensure continuous independent evaluation and monitoring of enhancements.
- a) Do the research and creative environment, internationalisation, external relations and mechanisms for stakeholder feedback provide opportunities for the TLIS' development and progress?

4. Evaluation guidelines

The ten criteria for the evaluation of institutional capacities are grouped into the following three areas and domains:

- 1) The following three criteria are considered from the perspective of the credible award of qualifications:
 - a) Academic Programmes;
 - b) Faculty and Staff;
 - c) Infrastructure and Resources.
- 2) The following three criteria are considered from the perspective of risk management and opportunities for enhancement and development:
 - a) Mission and Purpose;
 - b) Governance and Administration;
 - c) Internal Quality Assurance System.
- 3) The following four criteria are considered from the perspective of long-term institutional development:
 - a) Students;
 - b) Research and Development;
 - c) Societal Responsibility;
 - d) External Relations and Internationalization.

The credible award of qualifications is the focus of the evaluation process and forms the basis for the Committee's decision. Based on the evaluation results, the Committee may conclude that a TLI fully, generally or partially meets the expectations set out in this Policy, particularly in terms of the credible award of qualifications, as outlined in Table 1.

Accreditation granted for six years	Accreditation granted for four years	Accreditation granted for four years with conditions	Accreditation rejected
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1.Meets the expectations established in this Policy	2.Generally meets the expectations set out in this Policy	2. Partially meets the expectations set out in this Policy	3. Does not meet the expectations established in this Policy
1.1 Ensures the credible award of qualifications	2.1 Generally ensures the credible award of qualifications	3.1 There are fundamental issues and risks in terms of the credible award of qualifications. However, there are development trends and examples	4.1 Qualifications are not awarded credibly
1.2 The governance and quality assurance systems ensure sustainability and development	2.2 The governance and quality assurance system generally support the enhancement of the credible award of qualifications	3.2 The governance and quality assurance system are in the stage of formation. However, there are development trends and the governance is aimed at quality enhancement and credible award of qualifications	4.2 The governance and quality assurance systems do not create progress opportunities
1.3 Internationalisation and research/creative activities support the credible award of qualifications	2.3 Internationalisation and research/creative activities have development trends and support the credible award of qualifications	3.3 Internationalisation and research/creative activities do not yet support the credible award of qualifications	4.3 Internationalisation and research/creative activities do not support the credible award of qualifications. There are no prerequisites for development
1.4 There are examples of progress, and the governance system supports change	2.4 There are only minor shortcomings that do not have a significant impact on the credible award of qualifications. Grounds have been laid for enhancement	3.3 There are significant shortcomings in terms of the credible award of qualifications. However, there are also development trends	4.3 There are significant shortcomings in terms of the credible award of qualifications

4. Basis for accreditation decision-making

- 1) When making an accreditation decision, the Committee reviews an education institution's package of documents, which includes:
 - a) the institution's self-evaluation;
 - b) the expert panel report, outlining the institution's strengths and enhancement areas;
 - c) the institution's comments and recommendations on the expert panel report;
 - d) the follow-up plan and schedule outlined in the expert panel report;
 - e) the expert panel's conclusion on the follow-up plan;
 - f) the scrutiny report prepared by three members of the Scrutiny Group, following a thorough examination of the documents, meeting with the coordinator, the expert panel and the education institution and the finalisation of their positions and objections.

The Scrutiny Group's summary conclusion includes justifications for its position on the criteria evaluation, their re-evaluation, as well as a substantiated recommendation regarding the granting of accreditation and the accreditation decision.

During the Committee meeting, each member of the Scrutiny Group presents their summary conclusion, which is subsequently discussed, and a final decision is adopted by open voting.

5. List of relevant documents

- 1) Accreditation Criteria for Tertiary Education of RA, approved by the RA Government Decree No. 959-N of June 30, 2011.
- 2) Statute on State Accreditation of Tertiary Level Institutions and their Academic Programmes in the Republic of Armenia, approved by the RA Government Decree No. 978-N of June 30, 2011.
- 3) Procedure on the Formation and Operation of the Accreditation Committee of the "National Center for Professional Education Quality Assurance" foundation, approved by ANQA's Board of Trustees, Decision No. 1-L of May 8, 2020.

Chair of National Center for Professional
Education Quality Assurance foundation

VACHE GABRIELYAN

February 10, 2025
Yerevan