

**“NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE”
FOUNDATION**



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
KAPAN STATE COLLEGE OF ARTS**

Yerevan – 2026

INTRODUCTION

The institutional accreditation of Kapan State College of Arts (hereinafter referred to as TLI or College) is carried out based on the application submitted by the College. The process of institutional accreditation is organised and coordinated by “National Centre for Professional Education Quality Assurance” Foundation (hereinafter ANQA), guided by regulation on “State Accreditation of Higher Education Institutions and Academic Programmes in RA” set by RA Government Decree N 978-Ն (dated June 30, 2011) and by Decree N 959-Ն on “Approval of RA Standards for Professional Education Accreditation” (dated June 30, 2011).

The expert examination was conducted by the independent expert panel established in accordance with the requirements set by the “National Centre for Professional Education Quality Assurance” foundation under the regulation on “Formation of the Expert Panel”. The Panel comprises 4 local experts.

The accreditation process was funded by the Ministry of Education, Science, Culture and Sports of the Republic of Armenia.

The institutional accreditation is aimed not only at external quality assurance but also at the continuous improvement of the quality of management and academic programmes at the institution. Special emphasis was placed on cooperation between the institution and employers, as well as on the impact of this cooperation on educational content.

The report presents the results of the evaluation of the TLI's institutional capacities against the State Accreditation Criteria and Standards.

Context of the Evaluation of the VET Institution's Activities

Background and History of the Institution

The institution was founded in 1965 as a branch of the Yerevan R. Melikyan Music College. In 1966, it was reorganised as the Ghapan Music College. Over the years, the institution has undergone several name changes.

Pursuant to Order No. 423-M of the RA Minister of Education and Science dated September 9, 2002, the “Ghapan Music College” was reorganised into the “Kapan State Music College” SNCO. Subsequently, by Government Decision No. 2074-N dated November 3, 2005, the “Kapan State Music College” SNCO was renamed the “Kapan State College of Arts” SNCO.

The College's registered address is: 2 Romanos Melikyan Street, Kapan, Syunik Region, Republic of Armenia.

Development Directions and Academic Programs

Kapan State College of Arts is the only educational institution in the Syunik Region that preserves and promotes classical music and fine arts, folk music and singing traditions, and choral art, while actively contributing to the region's cultural life.

To deliver its academic programs, the College employs 49 lecturers, one of whom is currently on maternity leave. Of the academic staff, 3 are employer-representative lecturers, and 18 are practitioners actively engaged in professional work across various cultural institutions. Thirty-six members of the academic staff hold higher education qualifications, while 13 have secondary vocational qualifications.

In the 2024–2025 academic year, student enrolment was 113, increasing to 122 in the 2025–2026 academic year.

The institution holds a state licence to deliver 11 academic programs in the following specialities: Instrumental Performance, Vocal Performance, Choral Conducting, Music Theory, Pop Art, Acting, Design, Painting, Sculpture, Applied Decorative Arts and Folk Crafts, and Choreography.

SUMMARY OF EVALUATION

The expertise of the Kapan State College of Arts and its institutional capacities were assessed by an independent expert panel formed in accordance with the requirements of the “Regulation on the Formation of the Expert Panel” of the «National Centre for Professional Education Quality Assurance» Foundation. The evaluation was conducted in accordance with 10 institutional accreditation criteria outlined in the RA Government Decree N 959-Ն, dated June 30, 2011.

In alignment with Level 5 of the National Qualifications Framework of the Republic of Armenia, the College delivers secondary vocational education programmes.

During the evaluation, the expert panel noted that Kapan State College of Arts is the only institution in the Syunik region that provides secondary vocational education in the arts. Its mission is to address regional educational and socio-cultural needs and to preserve regional and national cultural values. The expert panel also noted that the College is undergoing institutional accreditation for the first time and remains at an early stage in developing its quality assurance culture.

The expert panel notes that the College’s Development Program has not been transformed into a comprehensive roadmap guiding institutional progress and development. The Program lacks clearly defined, measurable outcomes, resulting in poorly articulated objectives and a lack of accountability across the governance structure. Consequently, neither the Director, the structural units, nor the collegial governance bodies have clearly formulated commitments regarding the specific results to be achieved and the corresponding timelines. As a result, governance processes are primarily focused on addressing current operational and organisational matters rather than on long-term strategic development and continuous improvement.

The governance system remains highly centralised around the Director. Internal governance bodies, including the Pedagogical Council, the Academic and Methodological Council, and the Subject Commissions, do not function effectively as platforms for program enhancement or data-driven decision-making. Discussions and decisions predominantly focus on operational issues, with limited analytical consideration of learning outcomes, teaching methodologies, student achievement, or graduate competitiveness.

Given limited financial resources, the College does not undertake systematic, targeted efforts to attract new partners, expand its collaborative network, or seek grant funding or alternative financial sources. This constraint limits not only the development of academic programs but also the enhancement of material and technical resources and professional capacity.

Regarding the Quality Assurance (QA) system, it is formulated predominantly at the documentary level and does not yet perform a clearly defined operational role within the governance framework. The system lacks clearly articulated objectives, a unified data-collection methodology, and stable mechanisms for data-driven decision-making. Consequently, the data collected are not consistently

translated into evidence-based improvements in academic programs, enhanced teaching quality, or increased managerial effectiveness.

Academic programs largely replicate state educational standards without sufficient contextualization or systematic analysis of labor market needs. Internships are limited in scope, and employer cooperation is not institutionalized. As a result, students have limited opportunities to gain professional experience and become familiar with real-world working conditions in the field, which adversely affects their competitiveness and employability.

Teaching is primarily based on lecturers' individual experiences and personal methodologies; however, there is a lack of clearly structured course syllabi that transparently outline the pathway to achieving intended learning outcomes. Without such structured documentation, ensuring continuity of instruction and the effective transfer of teaching practice to newly recruited staff becomes challenging. Furthermore, combining students from different year cohorts within the same specialisation into joint classes limits lecturers' ability to provide effective feedback and to plan individual students' progression, thereby adversely affecting the achievement of program learning outcomes.

Regarding the academic staff, it should be emphasised that the teaching staff constitute one of the College's key strengths. Many lecturers have long-standing professional experience and remain actively engaged in their respective fields, enabling them to contribute effectively to the development of students' competencies. Students' achievements are largely attributable to lecturers' individual approaches, professional expertise, and personal sense of responsibility.

At the same time, the teaching process is insufficiently grounded in unified methodological principles. There are no systematically developed and consistently applied methodological guidelines; peer observation practices are not institutionalised; and there is no structured environment in which lecturers can exchange experience in a planned manner, harmonise approaches, and collaboratively develop coherent methods to achieve intended learning outcomes.

Regarding resources, the conditions for music-related specialisations are generally adequate, with quality instruments, a concert hall, and opportunities for creative expression. However, for non-music specialisations, material and methodological resources remain limited. Library holdings and digital resources do not fully support the development of an independent, research-oriented learning culture.

Regarding research, the College has articulated approaches to integrating students' creative and analytical work; however, these have not yet evolved into a stable, systematically integrated component of the educational process. The research dimension within academic programs is unevenly developed and largely dependent on individual lecturers' initiative. The research and methodological activities of academic staff are not formally encouraged, although strengthening this dimension could significantly contribute to both the enhancement of teaching quality and the development of the professional environment.

The College has established a degree of cooperation with local cultural and educational institutions, primarily to organise student internships. However, the development of external relations lacks strategic direction, is not systematically managed, and is largely driven by the Director's personal initiatives. The partnership network remains largely confined to the local community, limiting opportunities for comparative analysis of academic programmes, the exchange of best practices, and the formation of a dynamic professional environment. Steps towards international cooperation and interregional partnership development remain limited, and the absence of programmes to enhance foreign-language proficiency further constrains prospects for internationalisation.

A modest increase in the overall number of students is observed at the College. However, this growth is largely driven by a single academic program, namely "Design," while several other specialisations continue to see a steady decline in enrolment. Although there are some positive indicators of student satisfaction with the teaching process, the rate of graduate employment in their respective fields has decreased significantly over the years, reaching as low as 4–5%.

The existing mechanisms for identifying and addressing students' needs do not lead to systemic improvements. Furthermore, activities related to professional orientation, career support, and employer collaboration have no sustained impact on graduates' employment outcomes.

The College has established accountability procedures; however, these are predominantly descriptive and not linked to development objectives. As a result, they do not adequately ensure the analytical evaluation of performance or the informed planning for improvement. The absence of an official website further limits transparency and accessibility.

Strengths of the Institution:

1. The College's role in the Syunik Region in ensuring the continuity and accessibility of secondary vocational education in the arts.
2. The availability of an educational environment fosters the identification and self-expression of students' creative abilities.
3. An academic staff with practical professional experience in the field of culture.
4. A faculty with extensive professional experience, as well as the recent implementation of a smooth generational transition.
5. Students' regular achievements in concert performances, competitions, and exhibitions.
6. The renovated concert hall and exhibition space.
7. The availability of sufficient quantities and qualities of musical instruments to support the practical components of the academic programmes.

8. Ongoing student assessment through the provision of individualised feedback.

Weaknesses of the Institution:

1. A centralised management model that limits collegial and participatory decision-making.
2. The predominantly organisational focus of councils and subject commissions, with a weakly articulated component aimed at enhancing academic programs.
3. Insufficient interdepartmental collaboration.
4. The absence of clearly defined and measurable performance indicators for the Director and structural units.
5. Academic programs are not being fully localised to the needs of the labor market and the regional context.
6. Risks in the teaching model and content structure of certain academic programs, from the perspective of fully ensuring the intended learning outcomes.
7. Limited opportunities for faculty professional development and experience exchange.
8. Limited professional library and digital resources, particularly in non-music disciplines.
9. The absence of an official website.
10. The lack of collaborative links with sectoral educational institutions in other regions or the capital, and limited local partnerships.
11. Limited cooperation with employers and partner organisations.
12. An underdeveloped Quality Assurance system, limiting improvement decisions based on comprehensive and analytically processed data.

Main recommendations:

Data-Driven Management

1. Develop a unified strategic document defining responsible persons, timelines, and measurable KPIs (GACs) for each objective, with a strong focus on graduate employability and competitiveness.
2. Introduce a unified planning and reporting system for all structural units, clearly linked to the strategic goals and KPI indicators.
3. Establish clear and measurable KPIs for structural units and staff members, making them the basis for performance evaluation and continuous improvement.
4. Introduce a regulation stipulating that the Director's annual reports shall be approved only upon demonstrated fulfilment of KPIs and evidence of tangible progress.
5. Expand partnership cooperation by strengthening links with employers, governmental, local, and international organisations to ensure curriculum modernisation, increased resources, and improved graduate competitiveness.

6. Ensure that at least 10% of the College's annual budget is generated from non-state sources, including donor-funded projects, international grants, or co-financing from partner organisations.
7. Establish a more horizontal governance structure, clearly defining the responsibilities and decision-making authority of structural units.
8. Clarify the responsibilities of the Quality Assurance (QA) Officer, emphasising data collection and analysis functions, and defining structured collaboration mechanisms with key management bodies to ensure effective information flow and feedback.
9. Develop a unified methodology for data collection and analysis, covering programme relevance, teaching effectiveness, student performance, and graduate employment outcomes.
10. Diversify data collection tools by applying surveys, focus groups, observations, individual interviews, and joint analytical discussions.
11. Organise targeted professional development for the QA Officer, focusing on programme management, evaluation methodologies, and data analysis competencies.

Credible Awarding of Qualifications

12. Conduct periodic reviews of academic programs by analysing feedback from employers, graduates, and students, and benchmarking against best practices at other VET institutions. Ensure that the results of these reviews are a mandatory agenda item for subject commissions.
13. Establish minimum and maximum student enrolment thresholds for general education subjects, considering the specific nature of each subject to ensure effective class organisation and active student engagement in the learning process.
14. Discontinue the practice of delivering different professional modules to students across year groups at the same time, ensuring that each cohort receives level-appropriate, structured, and progressively designed instruction aligned with program requirements.
15. Introduce unified requirements for developing thematic syllabi aligned with modular programs, clearly outlining the learning pathway and ensuring the integrity and coherence of the teaching content.
16. Ensure the reinstatement of professional internships within the curricula by identifying and securing suitable partner organisations for their effective implementation.
17. Ensure that the assessment of academic programs and final qualification works is based on clearly defined criteria, guaranteeing fairness, consistency, and comparability across specialisations.
18. Develop methodological guidelines for the preparation and submission of diploma projects, clearly defining their structure, content requirements, and assessment criteria.
19. Organise professional development training sessions and masterclasses for academic staff by establishing cooperation with other profile sectoral educational institutions and employers.

20. Within the “Dance” academic program, allocate specific dance specialisations among instructors, assigning each a clearly defined professional focus to enable deeper methodological specialisation and improved teaching quality.
21. Diversify academic staff evaluation mechanisms by institutionalising peer observation practices, including formal documentation and analytical review of classroom observations, thereby promoting professional development, experience exchange, and teaching quality.
22. Undertake measures to renovate the academic building, including through cooperation with private companies, to create a favourable educational and cultural environment and atmosphere.
23. Ensure the safe and targeted use of existing infrastructure, thereby improving the overall learning environment.
24. Strengthen cooperation with various cultural institutions (including those in Yerevan) to create real opportunities for professional experience exchange among academic staff.
25. Update the library collection not only through donations but also through allocated funding and ensure students across all specialisations have access to digital and electronic library resources.

Long-Term Development

26. Organise periodic reviews of academic programs based on the analysis of feedback from employers, graduates, and students, as well as the study of sectoral best practice, ensuring that the results become a mandatory component of discussions within subject commissions.
27. Establish minimum and maximum enrolment thresholds for general education subjects to ensure effective class organisation and active student participation.
28. Discontinue the simultaneous delivery of different professional modules to students across year groups, ensuring level-appropriate, sequential, and individualised instruction for each cohort.
29. Develop unified requirements for thematic syllabi aligned with modular programs, ensuring the integrity and logical sequencing of the learning content.
30. Reinstate professional internships within the curricula by engaging appropriate partner institutions to organise and implement them.
31. Develop methodological guidelines for the preparation and formatting of diploma projects, clearly defining their structure, content requirements, and assessment criteria.
32. Organise professional development training and masterclasses for academic staff in cooperation with other profile sectoral educational institutions and employers.
33. Within the “Dance” academic program, allocate specific dance specialisations among instructors, assigning each a clearly defined professional focus to enable deeper methodological specialisation and improved teaching quality.

34. Diversify academic staff evaluation mechanisms by emphasising peer observation practices, including proper documentation and analysis of classroom observations, thereby fostering professional development, experience exchange, and the enhancement of teaching quality.
35. Undertake measures to renovate the academic building, including through cooperation with private companies, to create a favourable educational and cultural environment and atmosphere.
36. Ensure the safe and targeted use of existing infrastructure to improve the overall learning environment.
37. Cooperate with various cultural institutions to ensure authentic professional practice opportunities by organising internships envisaged in the academic programs within partner organisations.
38. Update the library collection not only through donations but also through allocated funding, and ensure students across all specialisations have access to digital and electronic library resources.
39. Establish partnerships with secondary vocational and higher education institutions operating in the relevant field.
40. Develop and implement a research policy aligned with the institution's sectoral profile, emphasising incentive mechanisms to encourage engagement from both students and academic staff in research activities.
41. Develop an internationalisation policy commensurate with the institution's existing capacity and potential.
42. Expand the College's presence on digital platforms by creating an official website to ensure transparency, public access to information, and a structured feedback mechanism for stakeholders.
43. Develop a policy for the systematic and attractive dissemination of information about the College's activities and admissions, utilising digital platforms and conducting targeted outreach visits to art schools to increase applicant numbers and institutional visibility.
44. Create opportunities for students to participate in volunteer and project-based activities with employers, thereby facilitating the acquisition of practical professional experience and the development of sectoral networks.
45. Activate and systematise career-oriented activities for students, including masterclasses, meetings with leading professionals in the field, and other formats, ensuring their regular implementation (at least 10 events per academic year).
46. Collect and analyse program-specific graduate tracer data on their professional career trajectories (covering at least a five-year period following graduation).

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The following expert panel conducted an external evaluation of Kapan State College of Arts' institutional capacity.

- **Armen Harutyunyan** – Vice-Rector of the Yerevan State Institute of Theatre and Cinematography, Candidate of Art History, Associate Professor, Head of the Expert Panel.
- **Olya Avetisyan** – Head of the Chair of Specialised Subjects at the Yerevan State College of Light Industry, Member of the Expert Panel.
- **Ashkhen Boyajyan** – Folk Dance Instructor at the Yerevan State College of Choreography, Member of the Expert Panel.
- **Meri Hovsepyan** – Student at the Yerevan State Institute of Theatre and Cinematography, Student Member of the Expert Panel.

The composition of the expert panel was agreed upon with the Institution.

The work of the Expert Panel was coordinated by Anahit Terteryan, Specialist at the Institutional and Program Accreditation Department of the ANQA.

All the members of the expert panel and the coordinator have signed independence and confidentiality agreements.

PROCESS OF THE EXTERNAL REVIEW

The College applied for state institutional accreditation by submitting an ANQA application on 12.12.2024, including the application form, copies of the license, and the respective appendices.

The ANQA Secretariat checked the data presented in the application form and the appendices in the application package.

After deciding to accept the application, ANQA and the College signed an agreement. The activity timetable was prepared and approved.

Self-evaluation

Given that the educational institution is undergoing its first accreditation process and is in the initial stages of establishing a culture of quality assurance, ANQA has conducted online workshops with accredited VET institutions. The workshops aimed to prepare colleges for the organisational stages of the accreditation process. During the workshops, the interpretations of the institutional accreditation criteria and standards, the electronic questionnaire to be completed for institutional accreditation, and the features of self-evaluation and SWOT analysis were presented. The educational institution

conducted a SWOT analysis and discussed it with ANQA employees. During the implementation of the self-evaluation, current discussions were organized by the ANQA to clarify the issues.

The Institutional Self-Evaluation of Kapan State College of Arts was submitted to the ANQA for the first time on May 8, 2025. Due to certain technical and content-related issues, it was returned to the College for revision.

The Institution introduced the necessary amendments and resubmitted the Self-Evaluation Report to ANQA on July 14, 2025. The revised Self-Evaluation was accepted in accordance with the established procedure.

The Self-Evaluation was conducted by the institution's staff, including management, administrative, academic, and support personnel.

Preparatory phase

The Expert Panel, having reviewed the VET's self-evaluation report and the accompanying documentation, conducted a preliminary evaluation in accordance with the prescribed format. As part of this process, the Panel prepared a list of additional documents requiring further examination and identified key issues and questions, indicating the respective structural units or target groups to be addressed. Subsequently, the Expert Panel consolidated the preliminary assessment results and developed a detailed plan and schedule for the site visit.

Preparatory visit

Before the site visit, a preparatory online visit to the college was carried out on 11.09.2025. The ANQA coordinator, the head of the institutional program accreditation department and the head of the expert panel were present at the meeting. During the meeting, the site visit schedule was introduced and agreed upon with the college. Additionally, the meeting participants discussed and mutually agreed on decisions regarding the technical, organisational, and information aspects of the site visit, as well as the behaviour and ethical norms of the participants.

Site visit

The expert panel site visit took place from September 22-24, 2025. During the week preceding the site visit, the expert panel members and the coordinator visited the college, observed its infrastructure and resources, conducted class observations, and observed exams. Then the experts and the coordinator had a closed meeting. The purpose of the meeting was to identify the college's strengths and weaknesses against the standards, clarify the questions to be asked of the target groups, and discuss the meeting procedures and next steps.

The site visit began and ended with meetings with the College's director. All participants in the meetings were randomly selected from a pre-provided list. All scheduled meetings were held. During the visit, the expert panel reviewed documents.

The expert panel reached its conclusion on the criteria through discussions and analyses by all members, always applying the principle of consensus.

Expert panel report

With the ANQA coordinator, the expert panel members prepared a preliminary version of the expert report, which the experts reviewed and agreed to. The preliminary report was provided to the college on December 02, 2025. The College submitted its observations on the preliminary report on December 29. These comments were discussed between the Institution and the expert panel on January 14, 2026.

The expert panel finalised the report and submitted the final version to the Institution on February 11, 2026.

Anahit Terteryan

Coordinator of the Expert Panel

11.02.2026

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
<i>I. Mission and Purposes</i>	Satisfactory
<i>II. Governance and Administration</i>	Unsatisfactory
<i>III. Academic Programmes</i>	Unsatisfactory
<i>IV. Students</i>	Satisfactory
<i>V. Faculty and Staff</i>	Satisfactory
<i>VI. Research and Development</i>	Unsatisfactory
<i>VII. Infrastructure and Resources</i>	Satisfactory
<i>VIII. Societal Responsibility</i>	Satisfactory
<i>IX. External Relations and Internationalization</i>	Unsatisfactory
<i>X. Internal Quality Assurance System</i>	Unsatisfactory