"NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE"
FOUNDATION

EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
ARMENIAN STATE INSTITUTE OF PHYSICAL CULTURE AND SPORT

Yerevan 2022

INTRODUCTION

The institutional reaccreditation of Armenian State Institute of Physical Culture (hereinafter "ASIPCS") is carried out based on the application of the education institution.

The process of institutional accreditation was organised and coordinated by the "National Center for Professional Education Quality Assurance" Foundation (hereinafter "ANQA"). ANQA was guided by the Regulation on "State Accreditation of RA Education Institutions and Their Academic Programmes" set by the RA Government Decree N978-N, dated June 30, 2011, as well as the Decree N959-N, dated June 30, 2011, on "Approval of RA Standards for Professional Education Accreditation".

The expertise was carried out by the independent expert panel formed in accordance with the requirements set by the ANQA Regulation on "Formation of the Expert Panel". The expert panel consisted of 4 local experts and 1 international expert.

Institutional accreditation is aimed not only at external quality assurance but also at the continuous improvement of the quality of management and study programmes. Therefore, local and international experts had two tasks.

1. To carry out institutional capacity assessment in accordance with RA state accreditation criteria;
2. In order to improve the quality, to carry out an expert assessment in terms of compliance with international developments and integration into the European Higher Education Area (EHEA).

The Report contains the results of the ASIPCS institutional capacity assessment according to the RA tertiary education accreditation criteria and international expert's peer review for EHEA integration.

CONTENTS

INTRODUCTION 2
SUMMARY OF EVALUATION
EXPERT EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO RA PROFESSIONAL EDUCATION ACCREDITATION CRITERIA 4
PEER-REVIEW FROM THE PERSPECTIVE OF EDUCATION INSTITUTION'S INTEGRATION INTO EUROPEAN HIGHER EDUCATION AREA.....14
DESCRIPTION OF EXTERNAL REVIEW
COMPOSITION OF EXPERT PANEL..... ..18
PROCESS OF THE EXTERNAL REVIEW 18
EVALUATION ACCORDING TO ACCREDITATION CRITERIA
BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION 21
CRITERION I: MISSION AND PURPOSES..... ..23
CRITERION II: GOVERNANCE AND ADMINISTRATION 27
CRITERION III: ACADEMIC PROGRAMMES 36
CRITERION IV: STUDENTS 48
CRITERION V: FACULTY AND STAFF..... ..54
CRITERION VI: RESEARCH AND DEVELOPMENT 60
CRITERION VII: INFRASTRUCTURE AND RESOURCES 65
CRITERION VIII: SOCIETAL RESPONSIBILITY..... ..72
CRITERION IX: EXTERNAL RELATIONS AND INTERNATIONALISATION..... .76
CRITERION X: INTERNAL QUALITY ASSURANCE SYSTEM 83
EVALUATION ACCORDING TO ACCREDITATION CRITERIA..... 91
APPENDICES
APPENDIX 1. CVS OF EXPERT PANEL MEMBERS ……..…92
APPENDIX 2. SCHEDULE OF SITE VISIT.....94
APPENDIX 3. LIST OF DOCUMENTS OBSERVED.....97
APPENDIX 4. RESOURCES OBSERVED.....101
APPENDIX 5. ORGANISATIONAL STRUCTURE OF THE EDUCATION INSTITUTION.....102
APPENDIX 6.LIST OF ABBREVIATIONS.....103

SUMMARY OF EVALUATION

EXPERT EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO RA PROFESSIONAL EDUCATION ACCREDITATION CRITERIA

The expert evaluation of ASIPCS was carried out by the independent expert panel[1] formed in accordance with the requirements set by the ANQA Regulation on "Formation of the Expert Panel". The evaluation was carried out according to 10 accreditation criteria set by the RA Government Decree N959-N, dated June 30, 2011.

In carrying out the assessment, the expert panel considered that the "Armenian State Institute of Physical Culture and Sports" Foundation is an educational, research and sports higher education institution, the activity of which is aimed at training high-quality specialists in accordance with national and international experience of physical education, creating, preserving and disseminating (in the public sphere) knowledge and values in the fields of pedagogy, physical culture and sports by implementing higher and postgraduate study programmes, and providing a student-centered environment.

The expert panel also considered the fact that ASIPCS is going through the accreditation process for the second time, and the TLI is the only specialised education institution that has a dominant position in the labour market.

Taking into account the observations and consultations presented by the previous accreditation expert panel, ASIPCS has carried out a number of improvement works, which have contributed to the progress of almost all areas. However, the expert panel considers that the work done is still fragmentary and needs to be institutionalised.

The expert panel welcomes the fact that the TLI has tried to implement structural and content reforms of study programmes, aimed at clarifying and separating the outcomes of the bachelor's and master's academic programmes. Attempts have been made to study the needs of the national labour market at the local level while introducing and / or reviewing the academic programmes. The TLI has also made efforts to involve external stakeholders in the development of academic curricula, creating opportunities to improve the study programmes to meet the labour market needs.

The expert panel considers that the TLI still needs to align academic programme outcomes with the appropriate RA NQF level descriptors, review the mapping of academic programme outcomes, correcting many inaccuracies in subject names, outcome definitions, rearranging the sequence of subjects (prerequisite subjects are taught in parallel or in the same semester), recalculate the credits given to the subjects, etc. The expert panel considers that the issues presented below may impede the credibility of the qualifications awarded to students.

Course study programmes are mainly implemented by a qualified TS. Recently, the TLI has been able to attract practicing teachers, which contributes to the acquisition of practical skills by students. The TLI

[1] APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

also focuses on the TS training and professional development, but sometimes the trainings were not aimed at meeting the needs of the teachers. Vocational training is scarce at the TLI, which can also hinder professional advancement.

ASIPCS is taking tangible steps to equip itself with resources to create a learning environment for students. Professional classrooms are mostly equipped, but there are study programmes, for the full implementation of which there is a need to upgrade the resources. The TLI has recently paid more attention to stakeholders with special needs, making efforts to provide them with a conducive learning environment.

Although there are some issues related to the academic programmes, TS, and resources, it should be mentioned that the TLI is trying to provide credible qualifications, and a number of issues and risks in this area can be overcome with time, given the recent efforts and work done by the TLI.

The ASIPCS mission should also address the development needs of the RA regions, as the latter are one of the most important structures for solving regional problems in accordance with the requirements of the labour market.

Since the previous accreditation, the TLI has redefined its mission; now it is clearer; it defines the scope of academic interests and reflects the areas of educational activities. The lack of a toolkit for measuring the achievement of the mission and purposes, the lack of a direct connection between the submitted reports and separated areas and directions do not allow to prove the achievement of the set goals. In recent years, the TLI has changed its structure several times in an attempt to align with the objectives of its SP, however, the responsibilities and functions of the subdivisions are not yet clearly defined. Data collection processes at the TLI are mostly unrelated to strategic management and operational processes. Information and data collection processes are predominantly situational in nature and are not regulated by pre-designed procedures.

Thus, it can be concluded that the management and quality assurance systems are not yet fully interconnected, which will allow to assess the ongoing improvement of all the processes of the institution, which may jeopardise the process of the TLI reforms, monitoring their results and effectiveness.

ASIPCS generally provides support to students in addressing current issues in the educational environment. The TLI has a number of mechanisms for identifying student needs: surveys, focus discussions, meetings with the rector, etc. Students are generally satisfied with the support provided by the TLI.

Research is strongly emphasised by the TLI, the main directions of the research are defined, but those directions are quite wide and not so clear. Due to the expert panel, the TLI with its current resources will not be able to achieve great success in those areas.

The TLI is accountable to the public for its work through a number of mechanisms, as well as provides support to the public through its short-term programmes and initiatives. ASIPCS wants to be transparent and accessible to the public.

The TLI has a policy of international relations, internationalisation. ASIPCS has developed for itself the issues and the steps to solve them, through which it will be able to achieve success in this area,

but the TLI mobility rates are low for both students and TS. Student exchange processes do not take place because there are incompatibilities of academic programmes with the academic programmes of other countries. In this regard, the TLI has tried to benchmark with the TLIs in the Soviet Union and European and American countries, but the problem is not only in the names of the subjects, but also in the content, which is an obstacle to the process. In terms of external relations, ASIPCS has recently taken steps to clarify and deepen relationships with employers, which have resulted in the involvement of employers in the monitoring of academic programmes, as well as support from partners in the use of shared resources.

Thus, it can be concluded that ASIPCS wants to establish itself in local, regional and international markets, but the above-mentioned institutional issues still do not allow the TLI to get fully integrated into the internationalisation process. Due to the expert panel, there are preconditions for progress in these processes, it is just necessary to show a strategic approach to the problems.

The strengths of the TLI are the following:

1. A clearer revised mission that defines the scope of academic interests and reflects the areas of educational activity
2. A clear range of stakeholders who are interested in carrying out the mission of the Institute;
3. Increasing of the role of the quality assurance system in management processes;
4. Existence of modern and in-demand professions in the field;
5. Conduct of anonymous, cryptographic, written examinations newly introduced in the TLI and their control by independent observers;
6. Introduction of the responsibles for academic programmes;
7. The variety of mechanisms for identifying student needs and providing support,
8. The policy of involving practicing specialists,
9. Implementation of improved internal accountability mechanisms,
10. Variety of knowledge transfer mechanisms to the public,
11. The TLI's efforts to expand the scope of cooperation with local and international partners,
12. Active involvement of internal stakeholders in quality assurance processes.

The weaknesses of the TLI are the following:

1. Imperfection of clear qualitative and quantitative indicators and evaluation mechanisms for the evaluation of the strategic plan;
2. Limited involvement of external stakeholders in management processes,
3. Weak correlation between the TLI budget and strategic goals and priorities,
4. Imperfection of the mechanisms for maintaining academic integrity, imperfection of the clear institutional policy and mechanisms of credit distribution,
5. Incomplete correlation between the teaching and learning methods and academic programme outcomes,

6. Absence of a trilingual official website,
7. Lack of experimental research, lack of research skills among students and teachers, imperfection of the methodology,
8. Lack of modern infrastructure and appropriate materials for some academic programmes,
9. Low level of foreign language proficiency among students and teachers, almost no internal and external mobility,
10. Uncertainty in defining clear directions of internationalisation,
11. Incomplete application of the PDCA quality management cycle in various TLI processes.

Main recommendations:

Mission and Purposes

1. To clarify the mission of ASIPCS based on the TLI priorities and activity specifications, competitive advantage and study of state priorities and target perceptions, focusing primarily on the TLI's important role in sports education and research, as well as existing and planned resources;
2. To increase the weight of the research-based TLI goals in the TLI SP by outlining the TLI research priorities and defining appropriate measurable actions and evaluation indicators;
3. To develop the TLI SP for the forthcoming strategic period and set strategic directions and priorities by introducing long-term, mid-term and short-term planning systems for various TLI processes at institutional and decentralised levels, as well as linking their strategic goals, objectives and actions to their implementation, monitoring and evaluation mechanisms.
4. To develop measurable outcomes for the implementation of strategic objectives to assess and monitor the development of the TLI, which will be interconnected with the resources, terms and responsible persons.
5. To regularly evaluate the effectiveness of stakeholder engagement mechanisms in the TLI development processes by improving external and internal stakeholder needs identification tools, as well as to diversify stakeholder engagement through sustainable feedback.
6. To establish a permanent TLI committee on the SP to monitor and evaluate the implementation of the SP, inform about risks and obstacles, identify ways to overcome them, and make recommendations for reviewing problems.
7. To (re)develop the TLI's internal policies (for example, in the areas of human resource management, financial management, quality assurance, etc), aligning them with the TLI SP, and linking them to equitable resource allocation processes.
8. To (re)develop the methodology and procedures for the preparation of the rector's annual reports, clearly defining indicators of the effectiveness of the implementation of the goals and objectives of the SP.

Governance and Administration

9. To review the current governance system to increase the effectiveness of the TLI activity and

governance efficiency by reviewing the TLI's organisational structure and operational framework, ensuring the effectiveness and consistency of strategic objectives and the governance system, clarifying the interconnection of functions of all departments and operational relationships, as well as to develop the responsibilities, functions, and position passports of all subdivisions' staff, excluding their functional repetitions.

10. To reform the ASIPCS data collection system, make more decisions based on the results of a reliable data collection and analysis system.
11. To improve the strategic performance and TLI performance reporting mechanisms and performance indicators.
12. To establish and operate a risk management system by improving the mechanisms for influencing external factors, monitoring, evaluating and reviewing the SP by conducting regular reviews of factors and risks affecting the TLI operations.
13. To review the TLI ethics and regulations, relevant procedures, as well as the functions of the ethics committee, focusing on ethical decision-making principles, and specifics of the TLI's activities.
14. To review and reaffirm the mechanisms ensuring the transparency and efficiency of the decision-making process, basing the management efficiency on the qualitative and quantitative data.
15. To develop and implement a clear human resource management policy and competitive processes aimed at staffing, rejuvenation, and prevention of the flow of young staff, as well as satisfaction of professional and societal needs.
16. To introduce mechanisms for evaluating the effectiveness of administrative structures, their activities, as well as identifying and disseminating best practices in the chair and faculty activities.
17. To provide trainings for the administrative staff to develop skills that will contribute to the development of policies and procedures necessary for effective management, as well as their implementation and continuous improvement.
18. To review the administration of the TLI policies and procedures at all levels of management of academic programmes by introducing quality management mechanisms and procedures operating on the principle of the PDCA cycle.
19. To clarify and strengthen the functions of the Board of Trustees in setting, prioritising, overseeing, and effectively evaluating the development directions of ASIPCS.
20. To review and clarify financial management, as well as resource collection and allocation policies according to strategic priorities, promoting the interconnectedness between the strategic objectives and the actions taken.

Academic Programmes

21. To clearly articulate the learning outcomes of the ASIPCS academic programmes in line with the descriptors of the relevant RA NQF level, ensuring their mapping, measurability, and select

assessment methods based on them, matching with RA NQF professional skills.

22. To review, update and modernise topics in subject descriptions, professional literature and assignments, linking them to learning outcomes, as well as curriculum hours and credit distribution.
23. To develop at the institutional level and apply clear benchmarking methodologies, procedures and processes to align all the TLI academic programmes with other similar programmes in terms of content (justifying the choice of compared TLIs, reflecting on learning outcomes, as well as methods of comparing the content of subjects, teaching and learning).
24. To increase the involvement of ASIPCS stakeholders and participation in regular monitoring, implementation, evaluation of academic programmes, making them in line with labour market requirements.
25. To introduce identification and discussion mechanisms of content issues through lesson observations, using interchair lesson observations and best practice discussion procedures.
26. To improve the policy of choosing teaching, learning and assessment methods in line with the outcomes of academic programmes; to review teaching, learning and assessment methods and align with expected learning outcomes by ensuring the application of student-centered learning principles and introduction of a research component.
27. To clarify the policy of calculation, distribution and accumulation of credits, the procedures and methodology, correlating them with the results of learning outcomes and student workload; to review the workload of master's and part-time students.
28. To clarify and (re)develop the requirements for term papers, individual, graduation theses, master's theses, and clear criteria for evaluating relevant components, improving the mechanisms of academic integrity and external review.
29. To improve student-centered approaches to teaching, learning and assessment methods and processes at ASIPCS, ensuring the link between the outcomes of the academic programmes and these methods, and promoting formative assessment.
30. To diversify the internship forms and expand the scope of practical training by developing appropriate procedures, monitoring and evaluation provisions.
31. To introduce the institute of responsibles for academic programmers in order to make the content and methodological developments in academic programmes more targeted and to apply the quality assurance mechanisms in a targeted way.

Students

32. To improve the processes and mechanisms of student and SSS involvement in research, promoting the development of analytical and creative thinking, and introducing clear mechanisms to encourage participation in research.
33. To activate the Career Center by developing effective mechanisms for ASIPCS student career support services, as well as involving more students and alumni in events and courses organised by the Center.

34. To revise the student guide to bring it into line with the reforms made by the TLI, to clarify the mechanisms and requirements for student admission, mobility, and educational processes.
35. To (re)develop and improve effective procedures and mechanisms for identifying and assessing student needs by improving survey methodology and optimising the frequency.
36. To develop rules and procedures for applying to the students which will clarify the implementation of the process, define the responsibilities and their exact deadlines.
37. To improve the SC work to engage a wider range of students, protect student rights and identify student needs.

Faculty and staff

38. To (re)develop and implement a comprehensive TS development programme, as well as pocedures for improving the professional qualities of the TS, ensuring the mobility of the TS, securing financial and other resources to achieve these goals, emphasising the acquisition of research abilities and skills.
39. To (re)develop and introduce a TS performance appraisal system by improving the TS performance appraisal mechanisms, methods and tools, as well as promoting professional development of teachers and improving the quality of teaching.
40. To improve the criteria, policies, and procedures for selecting the TS and SS, paying attention to competition rules, and developing clear TS professional quality requirements for relevant academic programmes that take into account the direction, specifics, and competencies of the academic programmes.
41. To improve and (re)develop the procedure for involving young professionals and researchers in teaching activities, develop mechanisms for identifying the needs of the TS, support the improvement of the professional qualities of the TS, increase the number of teachers with academic degrees in the field.
42. To improve the TS differentiated remuneration system, as well as financial and other clear mechanisms to encourage engagement in research, emphasising the components of professional practice, mobility, research and introduction of best teaching experience.
43. To improve the balanced distribution of the TS functions and responsibilities, making them more commensurate with staff and institutional categories.

Research and Development

44. To develop and implement a clear research development policy and strategy reflecting the TLI's ambitions with quantitative and qualitative indicators that will be pre-planned, realistic, as well as interconnected with the TLI resources, and will have a marketing perspective.
45. To operate effective, reliable tools for research and quality control, using resource capabilities, expanding collaboration, ensuring clear mapping of those aspirations, and assess the competitiveness of scientific outcomes, their being innovative and up-to-date with the help of experts and scientific centers independent from the TLI.

46. To transform the science management system to make it more efficient, develop and implement new mechanisms to introduce the relevance of research topics and results for students and postgraduate students, review the content of essays and graduation theses, their requirements, introduce effective mechanisms to prevent plagiarism in order to create new knowledge and ensure quality research, clarifying the consequences of breaches of academic integrity.
47. To diversify the opportunities for international recognition of research results by realistically assessing one's own capabilities and involving relevant partners and partner institutions; to continue activities to win new international grants, involving international partners, using their experience and opportunities, in order to make the process more efficient and increase the chances of a positive outcome.
48. To develop and implement a strategy for the internationalisation of research activities, expanding the targeted cooperation with international organisations and institutions, which will be based on the goals of integrating the TLI into the primary scientific-educational and research areas.
49. To develop and implement incentives for being published in international scientific journals, promoting the internationalisation of science, increasing the number of publications in internationally recognised journals, while improving the quality of the TLI visibility.
50. To clarify and improve the mechanisms for linking research activities to the learning process by linking the research done during the study to the TLI research policy.
51. To supplement the staff of the research, innovative programmes and postgraduate professional education system with key members (including researchers), creating favourable conditions for them to develop scientific activities, while at the same time demanding concrete results.
52. To introduce the process of commercialisation of research results in the TLI, take steps considering business activities.
53. To increase funding for research by prioritising the TLI priorities, as well as focusing on establishing centers of excellence.

Infrastructure and Resources

54. To improve the mechanisms for allocating funds for the implementation of ASIPCS educational goals, ensure budget allocation according to the TLI priorities and specifics of academic programmes, as well as SP goals.
55. To ensure diversification of external funding sources for continuous provision of the TLI resources, financial independence, sustainability, increase the number of grant programmes, take steps to ensure a steady flow of alternative financial income to tuition fees, and define the TLI's policies during the reduction of financial inflows, considering the expected risks.
56. To implement financial management with a strategic approach, introducing mechanisms for long-term financial planning, cost-effectiveness assessment, and financial risk management.
57. To carry out internal financial and economic audit and regularly conduct the assessment of cost-effectiveness and expediency of use of material and technical resources, as well as efficiency.

58. To consistently improve the components of the inclusive education environment for the learning of students and teaching of the TS with special needs, as well as to make the educational environment fully accessible.
59. To introduce and implement a complete electronic document management system at the level of all departments, aligning information management policies with procedures, as well as ensure integrated approaches to paperwork, document preparation and storage; and increase the efficiency of information flow management by performing data, document inventory and optimisation, taking into account the accessibility and comprehensibility of stakeholders.
60. To improve and modernise the infrastructure and resources necessary for the implementation of academic programmes, provide a modern learning environment, in particular the renovation of gyms and modernisation of sports equipment, equipment of training laboratories and professional classrooms, as well as continuous improvement of the equipment.
61. To improve and upgrade library infrastructure and resources, in particular to provide a sufficient supply of professional literature in a foreign language based on student and TS requirements, as well as to ensure membership in international digital library funds and databases.
62. To develop a range of IT services that will support the TLI management system, the introduction of distance learning and other areas.

Societal Responsibility

63. To update the official TLI website by providing a trilingual version of the website and post comprehensive information emphasising the provision of the TLI information to foreign applicants and students in foreign languages.
64. To (re)develop the TLI's societal responsibility, target development policy and sectoral principles, emphasising the TLI's continuing education and training improvement targets.
65. To improve the mechanisms and processes of providing feedback to the general public by receiving feedback on all aspects of activities through continuous and consistent communication with the public, introducing clear mechanisms and tools for assessing the effectiveness of knowledge (values) transfer and needs analysis.
66. To evaluate the effectiveness of the existing accountability system at the TLI and review reporting formats for all departments by developing and introducing integrated mechanisms for evaluating the effectiveness of accountability analysis; develop a sample format of the rector's annual report, which will include clear mechanisms for combining the TLI priorities with SP objectives, effective methods chosen to address priority issues, performance appraisal, as well as transmit chair and other session minutes electronically to the session participants.
67. To make full use of the TLI foundation's organisational and legal form and business opportunities in order to expand the range of services for the society and to organise sectoral events.
68. To improve the volume and quality of information on the TLI activities provided on social networks.

External Relations and Internationalisation

69. To clearly define the directions of the TLI's internationalisation; reflect them in the TLI SP by expanding cooperation with educational institutions in similar educational areas in the area.
70. To activate the awareness and participation of internal stakeholders in international programmes and events, as well as develop advertising and information materials for attracting foreign students by making the trilingual website accessible, as well as to provide clear and complete information on internationalisation initiatives.
71. To activate and expand local, international cooperation and concluded agreements by evaluating the effectiveness of ongoing cooperation, developing specific areas of joint activity and action plans with clear schedules and measurable results.
72. To provide strategic management of external relations and internationalisation, clarifying processes in the field, as well as institutionalising the scope of cooperation and conditioning it on the TLI priorities and needs, as well as attracting possible sources of funding.
73. To develop and implement effective incentive mechanisms for encouraging the involvement of the TS and students in the TLI's external relations and internationalisation, enhancing mobility opportunities.
74. To expand students' additional learning opportunities in English and other foreign languages.
75. To expand the scope of cooperation with employers, expand the role of the TLI in the development of state (public) policies, emphasising the uniqueness of the TLI and competitive advantage in RA and in the labour market.
76. To involve international students from the target educational areas by creating flexible study programmes (for example, modules and programmes, mobility windows).

Internal Quality Assurance System

77. To (re)develop a quality assurance policy and comprehensive methodology for assessing the effectiveness of the internal quality assurance system and carry out an internal audit of the IQA system.
78. To evaluate and improve the TLI performance, conduct an internal evaluation of the involvement and participation effectiveness of all parties to the TLI activities included in the QA guidelines, ensuring that all activities are viewed in terms of the PDCA cycle.
79. To develop and apply the ASIPCS QA performance and quality indicators for all processes and periodically analyse process efficiency to facilitate best practices and their dissemination.
80. To improve mechanisms and processes of ASIPCS data collection and analyses by improving survey methodology in the TLI and increasing data reliability.
81. To increase the involvement of internal and external stakeholders in the TLI’s IQA processes.
82. To provide financial resources to manage the TLI's IQA processes.
83. To improve the cooperation and professional skills framework among the QAD, quality officers and departments through professional training, promoting a general understanding and awareness of QA processes, as well as the continuity of professional development.

84. To develop and implement a new ASIPCS QA manual that will promote the new IQA system processes and procedures.

PEER-REVIEW FROM THE PERSPECTIVE OF EDUCATION INSTITUTION'S INTEGRATION INTO EUROPEAN HIGHER EDUCATION AREA

Higher education institutions in the European Higher Education Area (EHEA) have a threefold mission consisting of education, research and service to society. Although ASIPCS has the ambition to grow into a research institution, the people and resources to achieve that are currently lacking. If there are research ambitions, it is important that managerial staff sets priorities and develops a very limited number of well-chosen lines of research that are in line with the expertise available in the institution.

In order to connect with the labour market, in many cases, practicing teachers are called upon to provide education, some of whom are part-time employees. This is a strength but at the same time a vulnerability. Teachers who only perform part-time work for the institution will not find the time, in addition to their teaching duties and administrative obligations, to make a substantial contribution to the research of the institution. The incentives provided for teachers who produce scientific publications can have a motivating effect, but care must be taken that this does not lead to "easy" publications, based on superficial research that does not enable the institution to develop into a center of excellence in a particular niche.

The fact that ASIPCS is unique in its kind within Armenia means that the institution can be a real niche player, can bind partners and weigh in on policy, without having to fear competition. Attracting the right partners within Armenia and learning from international partners with whom collaborations or memoranda of understanding are concluded is crucial for the institution to grow.

Good research and strong research expertise in certain domains can also strengthen the institution in the field of education. The education-research nexus assumes that research results are incorporated into education and students are involved in ongoing research to sharpen their research skills. This strengthens the reputation of ASIPCS and has a positive impact on attracting potential students, including foreign degree students or incoming exchange students.

While research is currently not a strength of the institution, ASIPCS clearly plays a societal role. It responds to the needs within Armenian society, for example by contributing to rescue operations during the war, by paying attention to war victims and their recovery or treatment in courses such as kinesiology or in collaborations with non-profit organisations, by making the infrastructure more accessible for students with disabilities, e.g. reduced mobility, by promoting the importance of sport, exercise and a healthy lifestyle and by promoting the Olympic spirit.

At present, ASIPCS is primarily an educational institution, with various courses related to sports, sports management, sports pedagogy and psychology, sports journalism, kinesiology, and health.

The academic programmes have defined learning outcomes that meet the needs of the professional field and that enable students to be trained to become competent professionals. When the curricula are created, the skeleton of the curriculum is sent to stakeholders from the professional field and these stakeholders are questioned through surveys and focus groups. Students can also provide input in this way, but the active contribution of students and alumni can be further stimulated by the institution. Alumni are an important target group, because they can test what they have learned against the needs of

the labour market.By focusing on the alumni policy and the alumni database, the institution can provide valuable information regarding the achievement of learning outcomes, employment opportunities, and the compatibility of education with education systems within the EHEA. This information can again be used to further shape the affiliation with the EHEA and to significantly increase the opportunities for international cooperation, student and staff exchange, and attracting foreign degree students. It allows the institution to grow and pursue new ambitious goals.

ASIPCS has a benchmarking procedure in which learning outcomes, programmes and curricula are compared with study programmes from abroad. This has only happened for a few programmes and can be extended to other programmes. At the moment, the programmes are not so compatible with programmes from other countries that alumni can enter the foreign market with their diploma; diploma recognition and the equivalence of diplomas are not self-evident. Within the benchmarking framework, the programme does not have to limit itself to a superficial comparison of the elements that are covered in the curriculum, but it is possible to examine in more depth whether the programme still sufficiently meets the most recent developments in the field, the needs of the professional field and the requirements for certain professions. In this way, efforts can be made to achieve equivalence and compatibility with foreign programmes and students can continue on to further study programmes abroad, outgoing student mobility can be promoted, and alumni can also enter the international labour market.

Within the framework of the Bologna Process, there is a very important tool to be used: the European Credit Transfer System (ECTS). ASIPCS uses credits, but allocates them based on the relative importance of courses and not based on the student's study load. The expert panel spoke with the teachers and students and established that only several teachers were familiar with the term “ECTS”, but that students were not at all familiar with the credit system. It is clearly not a tool they use when compiling their study programme, when estimating their workload or when planning a possible exchange.

Students in ASIPCS, but also the professional field, indicate that the internships within their courses should be expanded, both in number of days and in terms of content. They are now often too short to be meaningful for both parties. Students need these internships to gain practical experience, but in most cases this is not possible. They are therefore obliged to practice their practical skills on their own, e.g. through voluntary work or by following paid trainings. Students do not complain about this and consider it their own responsibility to gain practical experience when they are provided with the basics and theory from the study programme. Students then have to look for opportunities to practice in their own time (e.g. massage techniques) because the facilities for this (e.g. exercise rooms) are lacking in the institution. However, this approach is not in line with current practices in the EHEA. An internship offers the opportunity to gain practical experience if it is sufficiently extensive. The internships have already been extended from 8 to 12 weeks, but the question is whether this is counted in full-time weeks or a number of hours per week. For example, an internship of 12 ECTS would require 300 to 360 hours of work from the students (including preparation, processing, reporting, and evaluation). That equates to the equivalent of 38-45 full working days or more than 8 working weeks.

In order to connect with the EHEA, the use of ECTS sheets is a necessity, which provide a transparent overview of the intended learning outcomes, the learning contents, the teaching methods used and the assumed learning activities, the study load expressed in European credits, the teaching language, information about the teacher, the course material used (both compulsory course material and recommended literature), and the format of the evaluation (permanent evaluation or exam, oral or written, multiple choice questions, open or closed questions, etc). The institution can also actively and publicly share information about the quality of the programme. It is important here to highlight the strengths and emphases of the programmes without doing too much public relations or recruitment. Challenges and current work points can also be named so that students (and their parents) can make a well-considered choice about their study career. Offering information on a multilingual website is a working point for foreign degree students and student and staff exchange.

The Quality Assurance Department (QAD) within ASIPCS has been thoroughly reformed in recent years and is responsible for strengthening quality assurance and promoting a quality culture within the institution. These are important aspects to ensure affiliation with the EHEA and the institution must continue on the path it has taken. The QAD is in contact with the students via emails, surveys at the end of semesters, and focus groups; it also organises workshops and training courses and conducts surveys with internal and external stakeholders. The institution dares to question itself critically and employees communicate openly and honestly about challenges they are confronted with. All faculties, chairs and departments submit an annual report to the higher level to reflect the academic, scientific and pedagogical progress. However, the PDCA cycle can be rolled out more emphatically at all levels. While various policies and action plans have been developed, the connection with what is happening in practice is often still too limited. Plans (PLAN) do not contain clear objectives that are defined according to the SMART-principle: Specific, Measurable, Attainable, Realistic, and Timely. Objectives are not always realistic and do not match the current situation of the institution or the future in the short or medium term.

Clear KPIs that can help with the timely implementation and follow-up of objectives are also often lacking. In daily practice, the various faculties, chairs, courses, departments or employees implement all kinds of things (DO) and they are generally committed to allowing the institution to evolve in a positive way. However, the efficiency of the functioning of departments (overlapping functions), the result orientation of the actions taken, and the alignment with the objectives of the institution's strategic plan are hardly monitored (CHECK). A lot of data is collected and surveys are carried out with different groups of internal and external stakeholders, but without really knowing which data is collected for what purpose and how it should be analysed. The institution's remediation policy (ACT) could be a lot more efficient if the check phase is rolled out in an adequate manner and (improvement) actions are evaluated. Nevertheless, remedial action is being taken. The institution listens to the views of internal and external stakeholders, as reflected in the surveys, and in particular takes students' needs and suggestions very seriously. Students are satisfied with their teachers and the support they receive from the institution.



Robert Khachatryan
Chair of Expert Panel

14.01.2022

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The ASIPCS institutional capacity assessment was performed by the following expert panel:

1. **Robert Khachatryan** - Candidate of Philological Sciences, Associate Professor, Brusov State University, head of Quality Assurance Center, head of Chair of Education Management and Planning, RA,
2. **Pieter Caris** - Doctor of Biological Sciences, Accreditation Organisation of the Netherlands and Flanders, Senior Policy Advisor, Kingdom of the Netherlands,
3. **Asya Simonyan** - Candidate of Pedagogical Sciences, Shirak State University after M. Nalbandyan, teacher at the Chair of Theory and Methodology of Physical Education, artistic gymnastics coach, RA,
4. **Karen Dilbaryan** - Candidate of Pharmaceutical Sciences, Yerevan State Medical University after Mkhitar Heratsi, senior teacher at the Chair of Pharmacology, RA,
5. **Shushanna Sahakyan** - Shirak State University after M. Nalbandyan, 4th-year student at the Chair of Psychology, RA.

The composition of the expert panel was agreed with the educational institution.

The works of the expert panel were coordinated by Anahit Terteryan, ANQA Institutional and Programme Division specialist.

Kristine Ohanyan, senior executive assistant to the Chair of Translation Studies, Yerevan State University, provided the translation.

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

PROCESS OF THE EXTERNAL REVIEW

Application for State Accreditation

To undergo state institutional accreditation, on June 22, 2020, ASIPCS submitted an application according to the set format together with the copies of the license and its appendices.

The ANQA Secretariat examined the information provided in the application and the accompanying documents.

Following the decision on the application (July 22, 2020), a bilateral agreement was signed between ASIPCS and ANQA. A work schedule has been drawn up and approved.

Self-evaluation

Within the time frame set by ANQA, the institution submitted a package of documents accompanying the institutional capacity self-evaluation report in Armenian and English. The ASIPCS self-evaluation was carried out by a special working group formed by the TLI rector for this purpose.

The group included representatives from the TLI's administrative, teaching, educational, and student bodies.

The ANQA coordinator reviewed the report to technically verify the compliance with ANQA requirements. The self-evaluation report presented by ASIPCS did not comply with the defined common format, there were technical, format and content issues. The self-evaluation was returned to the TLI, the TLI corrected the deficiencies within the set time frame, and complied it with the ANQA's format. The self-evaluation was submitted to ANQA on May 27, 2021. Then, the self-evaluation report, the attached documents, and the electronic IQA questionnaire completed by the TLI were provided to the expert panel, the composition of which was agreed in advance with ASIPCS.

Preparatory Phase

In order to prepare the expert panel for the work, to ensure the efficiency of the process, ANQA conducted 4 trainings on the following topics:

1. Main functions of expert panel members,
2. Preliminary assessment as a stage of preparation of the expert report, the main requirements for the report,
3. Document and resource study methodology,
4. Ethics and techniques of the meetings and inquiries.

Examining the ASIPCS self-evaluation and accompanying documentation package, the expert panel conducted a preliminary evaluation according to the format, preparing a list of required documents for further review, as well as a list of issues and questions, indicating the relevant departments or target groups. During the preliminary evaluation, the expert panel observed the practical and theoretical classes.

Within the stipulated time, the expert panel summarised the results of the preliminary evaluation, made a plan-schedule for the expert visit[2]. Guided by the ANQA Accreditation Manual, the schedule includes expert meetings with all groups, open and closed meetings, document reviews, visits to the depratments of institution, etc.

During the site visit, the expert panel held three parallel meetings within the framework of 3 study programmes proposed by ASIPCS: "Journalism", "Healthy Physical Culture - Kinesiology", "Physical Education and Sports Training". During the parallel meetings, the expert panel was divided, each expert according to his / her professional orientation. Each expert (except for the student and the foreign expert, they joined the other experts) had the opportunity to have three separate professional meetings with the responsible persons, teachers and students of the study programme presented by the university. Prior to the professional meetings, the experts examined the assignments given to the students within the subject programmes within their speciality, in order to understand to what extent those instructions are aimed at achieving outcomes defined in the programme.

[2] APPENDIX 2. SCHEDULE OF SITE VISIT

Preliminary Visit

On September 16, 2021, a meeting with the ASIPCS managerial staff took place. During the meeting, the schedule of the site visit was discussed with the university, the list of additional documents to be studied was presented, discussions were made, and mutually agreed decisions were made on the organisational, technical, informational issues, ethics and norms of the participants' behaviour. The conditions for focus group and expert panel meetings were discussed, the rules for conducting meetings in the online environment were clarified.

Site Visit

The site visit took place from September 27-30, 2021. According to the schedule, the work of the site visit started with a closed meeting, the purpose of which was to have a discussion with the international expert and agree on the scope of expert assessment, the issues to be examined during the visit, the strengths and weaknesses of ASIPCS according to the criteria, the focus group procedure, and clarification of further steps.

The whole expert panel, the ANQA coordinator and the translator were present at the visit. The site visit started with a meeting with the rector of ASIPCS and ended with a meeting with the managerial staff of the university. In order to clarify the questions, focus group members – teachers and student participants, deans, heads of departments, employers and alumni - were selected from a list provided in advance by the institution. All scheduled meetings were held, including the open meeting and the meeting with the staff selected by the expert panel. Expert panel conducted documentation review[3] and observation of resources in different subdivisions[4].

Expert Report

Expert panel representatives and ANQA coordinator prepared the preliminary version of the expert report. The international expert also prepared a separate opinion on the peer review, which was included in the text of the report. The preliminary report was submitted to the Institute on December 20, 2021. The TLI did not have comments on the preliminary report. The expert panel finalised the report, which was approved by the group on January 14, 2022.



Anahit Terteryan
Expert Panel Coordinator

14.01.2022

[3] APPENDIX 3. LIST OF DOCUMENTS OBSERVED

[4] APPENDIX 4. RESOURCES OBSERVED

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION

History. Armenian State Institute of Physical Culture and Sports was founded on July 21, 1945, by the decision of the Council of People's Commissars of Armenia. In the foundation year, the lessons launched on October 1. The classes were held at the only pedagogical faculty at that time, in the building of the Sports Committee of the republic. There were 26 teachers in 13 chairs, mainly alumni of Moscow, Leningrad and Transcaucasian institutes of physical culture. The university had 114 students.

In 1948, 42 physical education teachers were already released to the Armenian labour market.

In 2016, ASIPCS changed its organisational and legal form from ASIPCS SNCO to ASIPCS Foundation to ensure the academic autonomy and economic freedom of the education institution.

Throughout its 76-year history, the Institute has trained physical education pedagogues, sports coaches, sports organisers, teachers, researchers, scientists, who have made an invaluable contribution to the development of physical culture, sports, and the promotion of a healthy lifestyle.

The mission of ASIPCS is: training of high-quality specialists in accordance with the national and international experience of physical education, creation, preservation, dissemination of knowledge and values in the public sphere in the fields of pedagogy, physical education, and sports through the implementation of higher postgraduate study programmes, providing a student-centered environment.

Education. ASIPCS has 2 faculties, 14 general and professional chairs. As of February 1, 2021, the number of students at the university was 2544 (2402 in the bachelor's programme, 142 in the master's programme and 15 in the postgraduate programme). There are 12 study programmes implemented at the university, 4 of which are for bachelor's degree, 8 for master's degree, and 1 for postgraduate studies.

ASIPCS has 397 employees, of which 239 are teaching staff, 22 are support staff, and 136 are administrative staff.

The task of educating future specialists in the field of sports is entrusted to the RA physical culture and honoured sports figures, masters of sports and grandmasters. Many of the teachers participate in the work of various republican scientific and methodological, educational, sports, non-governmental organisations and commissions. Many teachers and staff members have been awarded various orders and medals for their scientific and pedagogical work.

In line with its strategic goals, ASIPCS regularly reviews its study programmes, updates the range and content of study programmes, applies up-to-date teaching and learning methods, and provides supportive additional educational services to students.

Research. With the aim of building a competitive scientific and innovative potential, ASIPCS seeks to: 1.Contribute to the efficiency of scientific research at the Institute, 2. Contribute to the efficiency of scientific publishing, 3. Promote the internationalisation of research activities at the Institute (SP goal 2, objective 2.1-2.3).

In the field of research, the university has three main directions expressing its interests:

1. Psychological and pedagogical problems of physical education and sports training;
2. Socio-societal, historical-cultural, and management issues of physical culture and sports,

3. Medical and biological problems of physical education and sports training.

Within the framework of the SP for the development of research activities, in 2016-2020, the Institute conducted research on 61 topics, 17 of which were related to chairs. The results of the research at the TLI are presented to the scientific community through scientific collections, journals, monographs, the official website, and other means of disseminating information. The Institute organises annual scientific sessions, national and international conferences, scientific seminars, during which the priorities of the ASIPCS research potential development and the preconditions for creating an innovative research environment are re-evaluated.

In order to evaluate the research activity in the 2020-2021 academic year, a system of bonuses for the evaluation of the scientific activity progress of the TS has been introduced, which aims to promote the ASIPCS scientific reputation. There is also a growing trend in the number of publications of university teachers in international journals with an impact factor (Web of Science, Scopus).

Internationalisation. ASIPCS considers its mission to expand and diversify the Institute's international relations, to promote the internationalisation process with the European and CIS physical culture and sports education institutions at institutional and programme levels; to expand the international scientific cooperation of the Institute, to strive to involve the Institute in the international research area, promoting the increase of the number of foreign students and alumni.

ASIPCS is a full member of the World Association of Leading Sports Universities. Students and teachers of the university participate in the annual sessions of the International Olympic Academy (IOC). Now, the Institute, as a National Olympic Academy, is a member of the European Olympic Academy, spreading its Olympic ideas and values through its activities. In 2019-2020, the geography of partner countries has expanded including the United States (International Federation of Athletic Therapy, Armenian-American Coalition for Sports Medicine), India (SPAA India, Amity University). During the same period, significant work was done to be involved in the international "Erasmus +" grant programme, to develop and implement joint international study programmes with a double diploma.

Quality assurance. The purpose of the ASIPCS Quality Assurance (QA) policy is to assist the Institute in fulfilling its mission and strategic objectives in line with national and international standards. It is implemented according to the strategic plan of the Institute, aimed at increasing the efficiency of quality processes in all spheres of the university, with the participation of internal and external stakeholders, increasing the efficiency of their involvement.

The 2016-2020 ASIPCS Strategic Development Plan sets out as a value that the TLI seeks to strengthen its internal quality assurance culture for its vision and mission.

QA process and policy implementation is coordinated by the Quality Assurance Department (QAD), which has been operating for about ten years at the Institute, through the ASIPCS SDP, ASIPCS QA policy, QA charter, QA internal and stakeholder involvement policy, as well as other TLI procedures, mechanisms and tools.

Source: the sources of evidence in the above areas are the documents provided by the TLI (e.g. self-evaluation, strategic plan, schedule, department plans, concepts, etc).

I.MISSION AND PURPOSES

CRITERION: The policies and procedures of the institution are in accordance with the institution's mission which is in line with ANQF.

Findings

1.1. The institution has a clear, well-articulated mission that represents the Institution's purposes and goals and is in accordance with National Qualifications Framework (hereafter NQF).

In 2016, "State Institute of Physical Culture and Sports of Armenia" Foundation (hereinafter referred to as the Institute (ASIPCS) changed its organisational and legal form from ASIPCS SNCO to ASIPCS Foundation to ensure its academic autonomy, financial and economic freedom. ASIPCS is an autonomous education, research and higher education institution, which has a mission that reflects its goals and objectives, defined by the ASIPCS charter, as well as with the 2016-2020 SDP.

According to the new charter, the TLI aims to expand its activities, has ambitions to develop in a new direction, to become a research TLI, develop its scientific potential, create additional study programmes, offer consulting and research services to the professional field.

The mission of the TLI is based on the core values of ASIPCS: student success, accessible education, traditions of physical culture and sports, high quality teaching staff, academic integrity and honesty, social partnership and internationalisation of tertiary education.

Fulfilling the mission and vision of the Institute is based on the 8 strategic goals set in the SP. The 3 supporting goals (quality staff potential, quality infrastructure, quality services) represent what the TLI needs to achieve its strategic goals, and the current 3 priorities (diversified admission opportunities, financial stability, good governance, strategic partnership and internationalisation) guide the approaches to achieving strategic goals.

Following its mission, the Institute implements study programmes with competencies corresponding to the characteristics of the NQF Level 6, 7 and 8 (researcher), with bachelor's, master's and researcher qualifications. The analysis of the relevant documents revealed that the TLI charter, mission and strategic plan are in line with one another. Although there is no direct reference to the NQF levels in the TLI mission statement, it should be noted that there is no contradiction in terms of the NQF integration.

In terms of providing RA tertiary education services, the TLI is an independent organisation with its mission and strategy. The TLI's activities are largely in line with its mission. ASIPCS is a significant participant in the Armenian market of educational services, occupying a leading position in the fields of physical culture, sports, adaptive sports, kinesiology, sports journalism, sports management and marketing.

Since its previous accreditation, the Institute has revised its mission, vision and strategic plan, as well as it has set out in its SP some indicators for the assessment of strategic objectives, but the assessment indicators are not clearly defined and measurable; at this stage, the results of the SP mid-term goals were not assessed with these indicators.

1.2. The mission statement, goals and objectives of the Institution reflect the needs of the internal and external stakeholders.

The involvement of the TLI internal and external stakeholders in actions aimed at solving strategic problems and achieving goals is coordinated by relevant regulations and procedures.

The involvement of representatives of both internal and external stakeholders is ensured in all collegial governing bodies of the Institute, as well as in its subdivisions. Although the committee developing the 2016-2020 ASIPCS SP included external stakeholders (for example, some employers, alumni), the expert meetings with various stakeholders revealed that the latter had not been actively involved in the development of the SP, particularly in the development of strategic goals and discussions. They were not familiar with the final version of the SP. Most of the stakeholders who participated in the site visit meetings considered the TLI's changed mission and strategic goals acceptable, regardless of their involvement in the development process.

The TLI internal and external stakeholders are to some extent involved in needs identification, analysis, and improvement processes. For example, to provide high-quality study programmes in line with current labour market requirements, as well as to increase student satisfaction with ASIPCS education, it is planned to involve stakeholders in the process of developing academic programmes, monitoring, evaluating the effectiveness of their implementation, and identifying labour market requirements.

According to the TLI self-evaluation report, mechanisms for identifying the needs of internal and external stakeholders have been developed to define the mission, goals, and objectives. Meetings with different stakeholders showed that the mechanisms mentioned by the TLI were not used regularly. It should be noted that the involvement of external stakeholders is described in the internal Quality Assurance processes, but so far the TLI has not been able to effectively implement various mechanisms for the involvement of external stakeholders in the implementation of the SP objectives and to ensure the regular participation of stakeholders. In fact, the participation of external stakeholders in the ASIPCS mission discussion and the SP development processes has not been ensured.

Needs identification and assessment among ASIPCS stakeholders is expressed at different levels by different stakeholders, so evaluation methods are also different. Evaluation is based on surveys, discussions, focus groups, document research and analysis.

Internal stakeholders (teachers and students) are free to present their concerns to the TLI managerial staff, faculty deans, chair heads, and advisors during meetings and sessions. Although the TLI is able to meet the needs of internal and external stakeholders, there is a lack of targeted and coordinated cooperation activities. It should also be noted that the needs of the local market are not analysed and assessed in a systematic way, it happens mostly naturally.

1.3. The Institution has set mechanisms and procedures to evaluate the achievement of its mission and purposes and further improve them.

The TLI mission and the evaluation of the implementation of the steps involved in the strategic areas is mainly done through the reports of the subdivision and the annual report of the rector. These

reports, being part of the Institute's performance appraisal mechanisms, are not directly related to the strategic goals adopted by the TLI and are not grouped according to separate SP targets. According to the reports of the last three years, the Institute has been able to successfully increase the number of its students (628 students were admitted to ASIPCS, in 2020-2021), which testifies to the successful policy of the TLI.

One of the evaluation mechanisms of the TLI SP implementation process is the "ASIPCS 2016-2020 DSP Implementation Schedule". The issues mentioned in the previous institutional accreditation expert report were taken as a basis when amending the ASIPCS SP (2016-2020). For example, as a result of the "Governance and Administration" criterion evaluation, the expert panel suggested reviewing the organisational structure of the TLI, clarifying the interconnectedness of all structural units, operating relationships, and fixing the functions of all employees.

The TLI does not operate its strategic performance appraisal system in a fully targeted manner. Mechanisms for strategic plan implementation, progress evaluation, further improvement and procedures are not clearly defined in the TLI documents. At the same time, the link between the TLI important planning document - the annual budget - with the strategic goals and priorities is weak.

Based on the recommendations provided in the previous expert report, the TLI has set strategic goal evaluation indicators in its SP, but the evaluation indicators set are generally not measurable and do not follow on from key strategic priorities. The SP monitoring plan presents some evaluation indicators, which are generally not clearly defined in terms of qualitative and quantitative indicators, as well as the principles of the SP monitoring, data collection and analysis, as well as risk management mechanisms.

One of the mechanisms contributing to the continuous improvement of the quality of education at ASIPCS is the regular student, faculty and TLI alumni surveys conducted from the 2019-2020 academic year, in which attempts were made to assess the needs of the TS and student satisfaction with the content of academic programmes and learning methods, learning resources, educational and consultation services provided to students, organisation of the internship process, general educational environment, in order to improve the academic programmes. The results of the surveys were analysed by the Quality Assurance Department (QAD), discussed with the representatives of the relevant department, and based on them, improvement measures were planned. These surveys and similar processes indicate that the TLI is evaluating the results of the implementation of the strategic objectives, but these results are not currently being implemented in the SP improvement mechanisms.

Considerations: The expert panel welcomes the fact that as a result of previous accreditation and based on expert panel consultations, the TLI's reformulated mission is clearer. It defines the scope of academic interests and reflects the areas of educational activity. The mission focuses on the TLI's educational and social responsibility and training of professionals competitive in the international labour market.

The expert panel welcomes the fact that the TLI's mission is set out in the Institute's strategic plan, but the latter should be targeted, reflecting the specifics of the education and professional areas in line with the degrees at the TLI. Due to the expert panel, the ASIPCS mission should also address the development needs of the RA regions, as the Institute is also one of the most important structures for

solving regional problems.

The expert panel appreciates the motivation of the staff of the Institute to carry out the adopted mission and set goals. However, the lack of a toolkit to measure the achievement of the objectives, the lack of direct links to the reports submitted and the areas identified by the SP do not allow to prove that the objectives have been achieved. At the same time, it should be noted that although there is a problem of linking the reports submitted by the departments to the institution's strategy, the reporting mechanism can contribute to the relevant improvements in the TLI.

The expert panel welcomes the fact that the TLI is able to meet the needs of its internal and external stakeholders, to express them in strategic goals, but it should be noted that there is a lack of targeted and coordinated cooperation measures. The TLI cites the involvement of internal and external stakeholders in ASIPCS collegial governing bodies, various committees, and working groups as a strength. It should be noted that while acting and serving the physical culture, sports and related areas of a specific region, the Institute has a clear circle of stakeholders, who, as the site visit showed, are interested in carrying out the mission of the Institute, but their involvement mechanisms are weakly applied in the TLI. On the positive side, the TLI is taking steps to increase the involvement of external stakeholders, but the process is still inefficient due to the TLI's lack of targeted processes and the segmented use of stakeholder management mechanisms. Labour market needs analysis in order to engage external stakeholders is not performed as such.

The TLI emphasises the need to improve and continuously review the measures or actions based on strategic goals in priority areas, but lacks the SWOT and/or similar analysis needed to plan them, continuously updated data and expected results. It is also worrying that the SP is nearing completion, but a number of defined goals have not yet been achieved or their effectiveness has not been assessed. Lack of clear quantitative and qualitative indicators or non-target definitions for assessing the TLI's strategic objectives can make it difficult for the TLI to assess its progress and impede continuous improvement.

It should be noted that the lack of analysis of internal and external environmental factors may hinder the implementation of activities planned in the SP. This is especially important at this stage of the TLI development, as it coincides with the development of a new SP. Due to the expert panel, even though deadlines have been set for the implementation of each goal of the strategic plan, however, no measurable expected results and their evaluation methodology have been developed, as well as there has been no appropriate financial planning according to the TLI priorities and strategic objectives.

The expert panel welcomes the TLI's efforts to develop performance indicators for strategic goals, as the rector's annual reports should not be the only way to assess the effectiveness of the mission and objectives. The lack of a comprehensive evaluation and improvement approach and lack of reliable mechanisms jeopardises the identification of the TLI's performance, achievements and shortcomings, as well as further effective planning processes. The expert panel considers that the main emphases are the following:

- Opportunities to attract additional resources in different circles are not evaluated.
- It is necessary to define issues, needs and goals, as well as ensure efficient and targeted allocation

of resources.

- Reliable, multi-component data collection toolkit for quality assurance and evaluation is partially operational.
- There is a need to develop professional knowledge and skills for effective evaluation of the Board of Trustees.

Strategic plan measurability mechanisms, analysis of the implementation of the existing strategic plan and the new strategic plan were not presented to the expert panel. The presence of the latter would allow to find out the main achievements and causes of the unsolved problems that have taken place in the new SP as well - as a basic document ensuring the development of the Institute.

The expert panel considers that the TLI managerial staff has provided sufficient evidence to ensure that it will increase the governance effectiveness of the Institute during the next phase. At the same time, the development of strategic directions and long-term plans must be viewed in terms of ensuring the dynamics of development, therefore, it is necessary for the TLI to clearly define the priorities and development directions, emphasising the commitment to be research-based. The TLI needs to evaluate the effectiveness of the organisational structure and the functional distribution by effectively measuring and evaluating the efficiency of the use of related resources. Targeting these processes will enable the TLI to increase the effectiveness of strategic management. In this regard, it is necessary to increase the involvement of the TLI Board of Trustees and the commitment to the TLI development, strengthening the mechanisms for evaluating the effectiveness of the strategy, developing and implementing the KPIs.

Summary: Given that the TLI has a mission, the TLI's activities are largely in line with the latter, internal and partly external stakeholders are involved in the development and review of the SP, the expert panel considers that the TLI meets the requirements of the Criterion 1.

Conclusion: The expert panel evaluates the compliance of ASIPCS institutional capacities with the requirements of the Criterion 1 as **satisfactory**.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: The institution's system of governance, administrative structures and their activities are efficient and are aimed at the accomplishment of mission and purposes of the institution preserving ethical norms of governance.

Findings

2.1 The Institution's system of governance ensures structured decision-making process, in accordance with defined ethical rules and has efficient provision of human, material and financial resources to accomplish its educational and other purposes.

ASIPCS is governed by RA legislation in accordance with the Institute's charter, in combination with the principles of autonomous and collegial governance. The highest governing body is the Board of

Trustees. The collegial governing body is the Academic Council, which discusses and approves reports and recommendations on the activities of department heads, training of scientific staff, scientific research, international scientific cooperation, strategy plan, guarantees the publication of staff monographs, collections, etc. The current activities of the TLI are managed by the executive Body of the Institute, the rector, to whom the rectorate is attached.

In 2016, ASIPCS changed its organisational form: it was reorganised from SNCO to a state foundation, and the TLI governance system was adapted to that change. In recent years, the organisational structure of the TLI has changed three times, trying to make the functions and communication more efficient. Despite the changes made, during the site visit, it became clear that effective cooperation between the structural subdivisions is not yet ensured. The examination of departmental regulations and functions presented by the employees showed that the responsibilities of the employees of the subdivisions and the functions are not clearly separated and defined. The subordinations are not clearly separated as well, just as the horizontal management links are not clear, leading to duplication of subdivision functions and inefficient cooperation.

The TLI has developed an organisational structure, a document base regulating the activities of the bodies mentioned in the latter. The activities of subdivisions, commissions, and governing bodies are mainly regulated by developed regulations, procedures, and other legal acts. The above-mentioned regulations are available on the TLI official website.

The recommendations made in the lower governing levels are discussed from the bottom up: chair meeting, faculty council, rectorate, Academic Council (hereinafter referred to as AC), observing the rules of ethics. Disagreements are discussed separately with each subdivision, then submitted to the AC for discussion and approval.

Analytical data on governance transparency and efficiency assessment are missing.

Decision-making processes at the TLI are regulated by relevant documents. Decisions at the Institute are made in accordance with the established rules of ethics ("Rules of Work Ethic and Conduct", "Internal Disciplinary Rules": an ethics committee has been set up at the Institute, which is not active; the committee members are not aware of their functions). All vacancies are filled with relevant staff, a format is developed for position passports, but not all positions have passports.

However, it should be noted that the analysis of the human, material and financial resources available for the achievement of its ambitious goals is limited in the TLI, and the site visit revealed that the resources available in the TLI are very limited. The ethics committee at the Institute does not operate functionally.

2.2 The Institution's system of governance gives an opportunity to students and the teaching staff to take part in decision-making procedures.

The TLI governance system and current regulations allow faculty and students to formally join various governing bodies to participate directly or indirectly in the TLI governance processes, but the TLI has not analysed their involvement. According to the ASIPCS Board, Academic and Faculty Council regulations, TS and student representatives are represented at all levels of the TLI governing body,

including the Board of Trustees, the Academic Council, and the Faculty Council, with 25% each. Governing bodies include high-achieving students who may or may not be members of the Student Council (SC).

The principle of collegiality prevailing in the TLI governance system creates the conditions for the participation of internal stakeholders in multilateral discussions and facilitating sound decision-making. It became clear from the site visit that both the teachers and the students included in the Board of the Institute do not take an active part in the meetings of the Board.

The TS of the chairs, headed by the chairperson, participates in the educational and organisational activity of the chair. According to the charters of ASIPCS faculties, the chair includes professors, associate professors, assistants, and teachers, who participate in the discussion of educational and scientific issues of the chair under the guidance of the elected head of the chair. The dean, the researchers of the chair, the post-graduate students, the SS and other employees can participate in the sessions of the chair with the right of consultative vote.

In addition to the formal mechanisms in place at the Institute, informal meetings (such as meetings with students, discussions with various stakeholders) are quite active, allowing the TS and students to submit their concerns to the Institute's managerial staff and receive feedback.

In all the TLI governing bodies, the SC representatives (full-time and part-time students) are involved on a participatory basis, but the students enrolled in the postgraduate education system are not included. According to its statutory powers, the SC protects the interests of students, promotes their educational, scientific, creative, physical, moral and spiritual development.

As a student self-government and rights protection body at the Institute, the SC in turn ensures student participation in the Institute's governance by submitting student-related issues to the relevant bodies. However, the student meetings showed that their initiative and interest in the decision-making processes of the governing bodies is weak. The level of awareness among students about the managerial unit decisions and projects is low, moreover, with the exception of some members of the SC and the SC chairperson, students are quite passive and unmotivated in terms of participation in the governancet of TLI and even in student life. Surveys conducted at the TLI also confirm the indifference of the vast majority of students to their involvement in the governance of the institution, but no follow-up plan or steps have been taken yet to increase student engagement, and to ensure their active involvement in the governance of the Institute.

2.3 The Institution formulates and carries out short-term, mid-term and long term planning consistent with its mission and purposes, as well as has appropriate mechanisms for the implementation and monitoring of those plans.

Educational activity planning is carried out at long-term, annual and current levels. At the operational planning level, the Institute uses tools such as curricula and subject courses, schedules and time-tables. The current planning of educational activities includes time-tables and exam schedules. At the beginning of each semester, the schedule of the educational process is approved, which clearly defines the terms of training, tests, exams, debt repayment, the beginning of the semester, the end, etc.

Each ASIPCS subdivision, based on the TLI DSP, develops a work plan for the academic year, but there are no long-term planning documents related to the TLI SP (its own strategic plan) based on which the work plan should be developed. It should be noted that the performance of the chairs is evaluated in a report, but it is not based on the expected results set for the implementation of each SP goal and objective. The TLI does not carry out self-evaluations of the implementation and evaluation of the strategic plans of the chairs and faculties, and as a result do not express the correlation between the action planning of the departments and the long-term strategic plan.

The TLI has two levels of planning: strategic long-term and short-term. The analysis of the documents revealed that the short-term plans are largely unrelated to the Institute's strategic plan and do not follow on from the TLI priorities. The TLI has not defined implementation and monitoring mechanisms for short-term and long-term goals, and does not use them systematically and regularly. Mid-term plans have not been developed.

The TLI considers the planning and implementation of two-year activities for the ASIPCS previous accreditation mid-term evaluation as an example of mid-term planning. Short-term planning is carried out for one year in all the TLI subdivisions. It is noteworthy that in different faculties, chairs there are different dimensions of annual planning, they are not always directly related to the SP of the institution.

Taking into account the previous accreditation recommendations, the short-term action planning format has been significantly changed in 2020, setting clear deadlines for the implementation of verifiable and measurable steps, identifying expected outcomes, responsibilities and some outcome evaluation indicators, including the range of necessary human and material resources.

The institute plans financial resources in two dimensions: for the academic and calendar years. During the site visit, it became clear that the internal stakeholders are satisfied with the human resources provided to the governance system for educational and other purposes, but, according to the stakeholders, the material and financial resources need to be improved and replenished. It should be noted that the effectiveness of the work of the TLI administrative structures is not yet assessed, as the governing bodies, administrative subdivisions and the structure of the institution in general have recently been reorganised.

2.4 The Institution carried out examination of facts affecting its activities and draws on reliable findings during the decision-making process.

The main mechanisms currently used in the TLI to identify factors influencing educational activities are stakeholder surveys and examination of the legislative field. However, the reliability of the surveys conducted has not always been studied. There is a lack of analysis of the labour market, employer needs and demographic data of the region. Regular visits are made to schools to find out the number of potential TLI applicants.

The process of data collection at the institute is not always linked to the development or review of strategic plans. The review of various processes is often not analytical. The efficiency of the data collection processes has not been evaluated. During the site visit and meetings with different

stakeholders, it was found out that the results of different surveys are not used in institutional decision-making. The data is also not categorised into such features that subdivisions can be used when needed. The process of studying external factors and information collection is mostly situational in nature and is not regulated by a pre-designed procedure. During the meetings, it was found out that the list of necessary documents kept in all structural subdivisions was not specified at the TLI.

Based on previous accreditation recommendations, the TLI conducts a segmental review of factors influencing the ASIPCS performance, identifying and assessing potential risks. Some research is being done among employers and other external stakeholders, in particular, meetings are held with former alumni who are currently employers, analysis of information received from internships is carried out based on which academic programmes are reviewed, etc, but it should be noted that not all of these processes are regular yet.

ASIPCS plans to conduct regular studies of external factors and assessing their results in terms of the TLI strategic importance.

2.5 The management of the policies and the processes is based on the quality management principle (plan-do-check-act /PDCA/).

A preliminary assessment of the ASIPCS planning and monitoring mechanisms shows that the TLI has not yet defined the mechanisms for evaluating the effectiveness of regulations and procedures related to the governance system, and lacks financial management procedures. In addition, the results of independent audit assessments performed to assess the effectiveness of financial asset management were not used to develop financial risk management policy, financial allocation or monitoring control issues.

The internal quality assurance procedure is being developed to identify and study the factors influencing the TLI's activities, criteria for evaluating different areas of the TLI's activities are being developed, which will enable comprehensive analysis of strengths and weaknesses of the internal environment, examination of strategic plan goals, objectives and practice of individual actions, as well as the use of the collected data to assess ASIPCS internal and environmental factors.

At the TLI, the administration of policies and procedures is partly based on the PDCA principle of quality management. The TLI has been mostly in the process of planning and doing, partly in the checking phase, but the act phase is not yet complete. At the same time, from the point of view of the PDCA cycle, it should be noted that the analysis of the evaluation results of the implementation of the TLI processes is not always clear, and the subsequent improvements are not so visible. In other words, the processes implemented at the TLI are often reviewed, but the reviews are mainly on a case-by-case basis with a vaguely defined frequency, and the need for change is not always justified by the results of the process evaluation.

At the TLI, planning is done at two levels: strategic five-year and ongoing, annual planning, but they are not based on a preliminary identification of needs. On the other hand, the effectiveness of the planning process is not evaluated. Improvements to the Institute’s plans and processes are largely not based on evaluation results.

As a result of the site visit, it became clear that the ASIPCS subdivisions are not evenly developed

in terms of quality assurance, in particular, in some departments, the procedures are developed and implemented according to quality management principles, but in some newly established departments the PDCA cycle implementation is still weak. At the same time, it should be noted that based on the recommendations of the previous accreditation expert panel, the TLI is implementing a number of governance improvement measures, but has not yet been able to disseminate the Institute's best practices fully and effectively, as recommended in the previous accreditation report.

2.6 **The Institution has evaluation mechanisms in place ensuring data collection, analyses and application of the data on the effectiveness of the academic programmes and other processes.**

ASIPCS collects information from internal stakeholders on the evaluation of the effectiveness of academic programmes, as well as the effectiveness of other processes. The internal documentation system of information collection, dissemination and management has not been developed yet.

The mechanism of information collection is considered to be the lesson observations, the annual reports of the heads of the chairs, the results of which are discussed in the chair sessions, but the examinations showed that they are not always analysed, anr the results are not always applied purposefully. The methodology of conducting surveys and data analysis is not standardised. There is also no analytical data on the reliability of the data collection process. Analysis of decisions made based on the data collected is lacking.

During the site visit, it became clear that, based on previous accreditation recommendations, the TLI has introduced some mechanisms for evaluating information on the effectiveness of academic programmes and processes implemented at the institute: for example, monitoring of the applicability of surveys and self-evaluation formats is carried out. However, it should be noted that they are still mainly of a situational nature; they are not carried out with a clear frequency.

To evaluate the effectiveness of the mechanisms implemented in the quality assurance processes of education at the TLI, in 2020, the mechanisms for involving external stakeholders were analysed, in particular, the application of the opinions and recommendations of the final attestation committees, supervisors of professional/pedagogical internships in the process of improving study programmes. According to the analysis, the recommendations and consultations have not been discussed in general and no improvement has been made.

The collection and processing of information on the effectiveness of the implementation of academic programmes and other processes is mainly carried out through the monitoring of the meetings with employers, feedback from internships, meetings with students, rector, deans, heads of departments, student feedback on social media and meetings with other stakeholders, that is, through monitoring the feedback on the activities of the Institute. The effectiveness of these processes is not evaluated. At the same time, it should be noted that there are no effective mechanisms for evaluating the effectiveness of academic programmes and providing feedback to external stakeholders and regular analysis of their opinions.

Although the TLI attempts to conduct surveys and focus group discussions among internal stakeholders to assess the effectiveness of academic programmes, as well as other processes, the

methodology for conducting these surveys and data analysis methodology are unclear. Representation of participants is not always ensured, and the effectiveness of mechanisms and tools is not evaluated, which makes the available information incomplete or not very reliable.

2.7 There are objective mechanisms in place evaluating the quality of quantitative and qualitative information on the academic programmes and qualification awarded.

The publicity of the Institute's activities is ensured mainly through the official website, where materials about the Institute, educational and scientific processes, some documents and cooperation, as well as information provided to the applicants are posted. Qualitative and quantitative data on the effective implementation of academic programmes and other educational processes are missing.

The TLI carries out some analysis of the evaluation of quantitive and qualitative information publications on the quality of qualifications awarded and existing study programmes. For example, the TLI representatives try to analyse the impact of their publications on the change in the number of applicants. If the recruitment rates for any specialisation are low, appropriate measures are taken based on this information. However, it should be noted that the TLI has not yet conducted a comprehensive analysis of this domain.

It is a positive fact that in getting education students attach more importance to the required knowledge, and not just having a diploma. It is noteworthy that ASIPCS low tuition was not considered by students as a primary factor in choosing the TLI. These provisions state that the TLI has mechanisms for collecting quantitative and qualitative data on the quality of qualifications awarded and study programmes. However, the tools of efficiency and/or objectivity of mechanisms evaluating the publication of information are not used at the institutional level.

Considerations: The expert panel welcomes the fact that the TLI governance system is generally in line with the strategic objectives, but there are visible problems in ensuring effective cooperation among structural subidivisons. Even though the TLI has tried to strengthen horizontal management links, they are not clear, the subordinations are not distinguished, which can negatively affect the effectiveness of the Institute's governance and performance.

It is encouraging that teachers and students have the opportunity to participate in the decision-making, but the lack of evaluation of the effectiveness of stakeholder engagement mechanisms can lead to the involvement of people with inadequate competencies, jeopardising trust in the decisions made. And the limited involvement of external stakeholders can lead to a decrease in awareness of external requirements and developments.

The ASIPCS SP is considered a long-term plan but it lacks planning for the mid-term goals and plans. Their presence will enable more efficient organisation of all processes and short-term actions, ensuring their monitoring, as well as clear distribution and management of resources, achieving clear, measurable indicators for each stage. Therefore, the differentiation and follow-up of the mid-term and short-term action plans at the Institute, as well as the development of clear monitoring mechanisms and tools, will strengthen the link between the Institute's mission and goals, reduce the TLI risks due to

external factors, and clarify the benefits.

The expert panel considers that the sole management of the TLI (rector, deans) provides an opportunity for rapid and operational response and decision-making. Self-governing bodies are selective, term, responsible, and accountable to collegial bodies, which is a counterbalance mechanism supposed to prevent unilateral arbitrary decisions.

On the positive side, the TLI governing system allows the teachers and students to participate in decision-making related to them, but the disproportionate involvement of master's, part-time and post-graduate students in the SC and/or other TLI governing bodies does not ensure equal opportunities in terms of raising their concerns.

The expert panel also welcomes the existence of planning and accountability systems, which indicates that the Institute is committed to the planning process and its subsequent implementation, but the different dimensions used by different departments in the planning process do not provide a common approach to planning.

According to the annual budget presented by the TLI, financial planning is not clearly implemented according to the strategic plan priorities or strategic goals. The financial resources are first allocated to the salary fund, and then to other spheres with some shares. Although the basics of the TLI's financial resource management policy and some financial management methods are applied, financial management is presented only with cash inflows and outflows, as well as procurement processes.

It should be noted that the effectiveness of the work of the TLI administrative departments is not yet assessed, as the governing bodies, administrative subdivisions and the structure of the institution in general have recently been reorganised.

On the positive side, the TLI relies heavily on the results of surveys and focus group discussions to identify stakeholder needs. However, the scarcity of research on external factors influencing its performance limits the degree of reliability of the survey data, the ability to respond quickly and flexibly to changes in the labour market. The expert panel considers that data collection processes are largely unrelated to strategic management and operational processes, for example, data is not a basis for evaluating and changing the implementation of mid-term and short-term goals, making operational decisions. Information and data collection processes are predominantly situational in nature and are not regulated by pre-designed procedures.

The expert panel welcomes the existence of a document base regulating the activities of the structural subdivisions, but the responsibilities and functions of the subdivision staff are not clearly separated, which would allow evaluating the performance of the subdivision staff. Having well-defined functions for each employee makes it possible to avoid duplication of functions, to centralise services provided by the TLI or a departmenr, and to increase increasing cost and human resource management efficiency.

Although many units and administrative departments of the TLI governing system have just been reorganised, it is too early to assess the effectiveness of their activities, however, the introduction of new approaches in the governance of the institution has already provided tangible results, which may lead to more targeted implementation of the TLI strategic goals. The TLI needs to (re)develop position passports,

excluding duplicate positions, and ensuring the effectiveness of cross-sectoral cooperation.

It is worrying that the quality management principle (PDCA), as a management culture, has not taken root at the institutional and various other levels of the TLI, nor is it underlying the implementation of policies and systematic administration, which may jeopardise the efficiency of the governing system.

The lack of up-to-date, objective, quantitative, and qualitative information on the quality assurance of the academic programmes is a sign of the imperfection of the quality control processes at the Institute, as the Institute has no task of assessing their effectiveness. Meanwhile, the Institute itself should be interested in organising that process and including those processes in different strategic processes and stages.

At present, the main mechanism used to identify the factors influencing educational activities is surveys, the purpose, frequency and methodology of which, as well as the scope of representation of respondents, do not allow surveys to be considered as an effective tool for identifying the needs of internal and external stakeholders. In general, the incompleteness of various process evaluations and monitoring mechanisms implemented by the TLI may jeopardise the effectiveness of the management system.

It should be noted that the fragmented nature of TLI examination of factors influencing its performance, as well as the evaluation of information on the effectiveness of processes of vocational education programmes at the Institute, can lead to inaccurate data collection, which in turn can reduce the effectiveness of decision-making processes. Due to the expert panel, the regular collection, targeted analysis and publication of data on the employment of the TLI alumni will help to provide the public with quantitative and qualitative information on the quality of the qualifications awarded.

The development of mechanisms for coordinating, analysing, and evaluating the effectiveness of academic programmes and the processes being implemented, as well as development of evaluation mechanisms will further enhance the effectiveness of vocational education and ensure accountability to the public.

The expert panel considers that in the absence of analyses on the effectiveness of the Institute's human, material, and financial resources, the effectiveness of the governing system in this area can not be assessed. Therefore, further clarification and simplification of the ASIPCS governance system, as well as the development of administrative departments and their efficiency, process impact factors, data collection procedures and evaluation mechanisms, will increase the awareness of the TLI structural units and ensure reliable decisions.

Summary: Due to the fact that at the TLI, the governance and decision-making processes are not regulated, the participation of teachers and students in the decision-making is not sufficient and targeted, the financial strategy is lacking, the planning and accountability mechanisms are weak, the administration of policies and procedures is carried out by incomplete application of the principle of quality management, there are no TLI KPIs, data collection in the governance process is fragmented and effective evaluation mechanisms are weak, development vector is not targeted and does not follow from

processes, there is little experience in evaluating the effectiveness of the Board of Trustees and performance evaluation, strategy evaluation is not correlated with effective resource planning and allocation, management mechanisms and tools for involvement in decision-making are too limited, and financial monitoring mechanisms are also insufficient, the expert panel concludes that ASIPCS does not meet the requirements of the Criterion 2.

Conclusion: The expert panel evaluates the compliance of ASIPCS institutional capacities with the requirements of the Criterion 2 as **unsatisfactory**.

III. ACADEMIC PROGRAMMES

CRITERION: The programmes are in concord with the Institution's mission, form part of institutional planning and promote mobility and internationalisation.

Findings

3.1 The academic programmes are in line with Institution's mission, they correspond to the state academic standards and are thoroughly described according to the intended learning outcomes of the qualification awarded.

The ASIPCS 2016-2020 Strategic Development Plan aims to carry out structural and content transformation of study programmes in accordance with the requirements of the modern labour market in the field of physical culture (SP goal 1, objective 1.1). ASIPCS implements bachelor's and master's degree programmes in sports and related areas. The TLI offers a total of 12 study programmes: 4 bachelor's and 8 master's programmes. Educational activities are also carried out at the level of postgraduate education.

The TLI offers the following academic programmes for the bachelor's degree: "Physical Education and Sports Training", "Adaptive Physical Culture", "Healthy Physical Culture - Kinesiology", "Journalism"; and for the master's degree: "Theory of Physical Education and Technologies, Physical Education and Sports Training", "Adaptive Physical Culture", "Journalism", "Healthy Physical Culture - Kinesiology", "Adaptive Sports", "Psychology", "Marketing".

ASIPCS is the only higher education institution implementing sports education programmes in RA. The TLI trains coaches, physical education teachers, sports journalists, kinesiologists, etc. The TLI alumni occupy major market jobs in the sports industry.

At ASIPCS, the process of developing and approving the structure and content of bachelor's and master's programmes has recently launched.

According to the self-evaluation, until 2018, the TLI academic programmes had the issue of distinguishing the outcomes, as well as there were no responsible persons for academic programmes in the chairs and faculties. There was also the lack of correlation between the learning outcomes and assessment methods.

When reviewing academic programmes and comparing them with the NQF, the TLI noticed some

incompatibility. For that purpose, several courses have been introduced in the general structure of bachelor's academic programmes: "Basics of Using IT", "Statistical Methods in Research", "Foreign Language", "Russian Language", etc, which contribute to the development of students' ICT and communication skills. The following courses have been introduced in the target master's programmes for the development of research skills: "Academic Seminar", "Professional Practice", "Scientific Research Methods", etc.

It became clear from the site visit and full review of the documentation that the academic programmes are still being improved as a result of the monitoring and recommendations. In particular, when reviewing academic programmes and introducing new ones, the TLI was guided by different participatory process principles and procedures, also taking into account the requirements of the labour market, increasing the component of practical and independent tasks in the revised academic programmes. During the site visit, it became clear that the study of labour market requirements was carried out through meetings with limited number of partner employers (internship centers). Such studies are not applied at the institutional level. At the institutional level, the external expert evaluations of academic programmes, as well as monitoring and improvement in other formats, mainly involve students through student surveys, focus group research, and benchmarking. The use of these tools and procedures has partially altered the outcomes of academic programmes and other structural components.

Based on the results of the previous accreditation, all ASIPCS bachelor's and master's academic programmes have TLI-defined dimensional specifications with descriptions of relevant components; the main resources of learning, internship and career opportunities are presented, as well as the methods of teaching, learning and assessment are mapped, they have been correlated with the expected outcomes. The compliance of academic programmes with the NQF is also mapped, and new subject descriptions are available. Although there is a set of common academic programmes and subject descriptions, the study of the documents revealed that the format is not used in the same way at the institutional level by all chairs during the monitoring of these processes also by other departments.

The examination of the descriptors revealed that in the "Professional Pedagogy: Physical Education and Sports Training" academic programme, the descriptors and curriculum map do not fully present the internal branching of the education programme according to sports, but admission places are distributed for paid and state-funded (tuition free) places in the following directions: freestyle wrestling, Greco-Roman wrestling, judo, sambo, karate, boxing, weightlifting, fencing, gymnastics, chess, figure skating, football, volleyball, basketball, handball, tennis, table tennis, skiing, shooting, athletics, swimming, rescue work, physical education and adaptive physical culture. The groups are formed separately according to the directions, as the responsible chairs. In the end, students in all the above-listed areas receive the same sample diploma: bacherlor's degree in pedagogy, specialisation – "Physical Education and Sports Training".

After the previous accreditation process, the curriculum revision was launched at the TLI, in particular, the educational structures were rebuilt, the credits of the subjects were recalculated, as a result of which the curriculum reflected the students' extracurricular hours in addition to the classroom hours. Meetings with target groups during the site visit showed that despite the work done, the issue of

the measurability of credits given to individual subjects and the provisions on the time required to achieve the results are not yet fully correlated, as well as the various discussions and document examinations during the visit provide grounds to prove that the TLI lacks a universal approach to credit distribution and calculation.

The credit policy for academic programmes at the institutional level is not based on a set of specific principles. The expert panel was not presented a methodology according to which the credits allocated to the specific parts of academic programmes are determined, which will be based on the range of skills and abilities acquired at the end of the given course. In the curriculum, the distribution of subject credits and weekly load according to the academic years and terms is not presented methodologically soundly, which was confirmed by internal stakeholders and the results of document analysis by the expert panel.

The curriculum includes mid-term exams, essays, tests, and checking test columns, but no notes are given on the assessment ways.

Document examinations have shown that at the level of educational outcomes the consistency of the modules/courses with the programme objectives cannot be clearly observed due to mapping inaccuracies. In particular, most of the academic curriculum outcomes and subject descriptions mapped in the academic programme packages presented to the expert panel did not correspond to each other. During the site visit, it became clear that there were no persons responsible for the monitoring of deficiencies from the working groups developing/reviewing the academic programmes.

According to the mapping, there are course titles in many subject descriptions that do not correspond to the curriculum. There are general subjects that provide all the outcomes defined in the academic programmes, such as "Profession" (taught for 8 semesters), "Improving Coaching and Pedagogical Skills" (taught for 5 semesters). The presentation format of these subjects was also problematic, in particular, as a result of the examination, it became clear that these subjects, as already mentioned above on the example of the “Vocational Pedagogy: Physical Education and Sports Training” academic programme, have an internal branching according to the listed sports, but with their formative educational outcomes, such as football and athletics: according to the academic semesters and years, they are not compatible with each other (the expert panel compared all the listed sports for the "Profession" and "Improving Coaching and Pedagogical Skills" subjects, despite the fact that in order to see the place of the subjects in the curriculum, it was necessary to check credits and hours, as the subject descriptions were incomplete and the titles were not on the curriculum map). Among the shortcomings observed in the subject descriptions, the inconsistency of the description of the outcomes of academic programmes with the results described in the original academic programmes should be noted, for example A1 does not correspond to the A1 of academic programmes, for example: “Boxing Theory and Methodology”, “Philosophy” and “Political Science” subjects.

There was no compulsory literature in some subject descriptions, most of the list of required literature is quite large, it is in foreign languages, and mainly does not include articles on recent achievements, and other research and methodological literature. The same problem is observed in the academic programme on “Journalism”, but the processes of developing and publishing Armenian

language literature in this educational programme have recently intensified.

In academic programmes, the content sequence of subjects is generally maintained, broken down by structure (subject interrelationships), but expert panel studies have shown that in a number of subjects the prerequisite subjects are taught in parallel in the same semester, for example, for “General and Sports Physiology” (3rd and 4th semester) the prerequisite subject is “Biomechanics” (4th semester) or “Theory of Physical Education and Methodolody” for “Sports Medicine”; for “Political Science” (3rd semester), the prerequisite is “Sports Sociology” (6th semester), which is taught during senior years.

Repetitions of subject names are observed in the bachelor’s and master’s academic programmes, for example, within the "Journalism" academic programme, the "Stress Management" subject is studied in both bachelor’s and master’s programmes, forming different educational outcomes.

3.2 The Institution has a policy that promotes alignment between teaching and learning approaches and the intended learning outcomes of academic programmes, which ensures student-centred learning.

ASIPCS has enshrined in its Strategic Development Plan (2016-2020) the link between teaching and learning methods and learning outcomes and assessment methods by introducing student-centered approaches. In the next phase of improving academic programme, the TLI has set itself the task of reviewing the traditional teaching and learning practices of the institute and introducing innovative methods that will ensure that students achieve the expected educational outcomes effectively.

The TLI has undertaken the modernisation of teaching and learning methods based on student surveys, focus group discussions, external consulting expertise, and issues identified as a result of monitoring of academic programmes (including student-centered learning).

Teaching and learning methods are formulated in academic programmes according to individual outcomes, methods are differentiated according to knowledge, ability, and skill. Also, since 2020, the TLI has demanded to introduce in subject descriptions teaching, learning and assessment methods related to course outcomes. Despite the work done, observations of academic programme packages and academic programmes external reviews /2020/ showed that the chosen teaching and learning methods do not fully reflect the link with both individual courses and academic programme outcomes.

The self-evaluation states that in the revised study programmes, the classical and traditional methods of teaching and learning have been replaced by interactive, research-based and critical teaching methods, such as interactive lectures, lectures in the form of a press conference or master class, flipped classroom, execution of practical projects - individually or in groups, specific situation analysis (case study), independent research work, comparison of research results and interpretation, team work (elevator pitch), verbal presentation of individual/team project, inter-assessment and other methods. The lesson observations conducted by the expert panel showed that the dictation component of lectures is still preserved to some extent at the TLI, as evidenced by the teachers themselves. As a result of the lesson observations, the expert panel was also present at interactive lectures and practical classes, during which projectors and computers were used.

From the expert meetings and the meetings with the stakeholders, it became clear that the teaching staff has a problem with the choice of teaching, learning and assessment methods in accordance

with the outcomes. The TLI does not yet have a procedure for selecting teaching and learning methods. The practice of organising student-centered learning at the institution still needs to be formally improved. The policy of choosing teaching and learning methods in accordance with the educational outcomes has not been developed, the unified institutional approaches to the choice of teaching methods have not been coordinated, as evidenced by the TLI.

3.3 The Institution has policy on students' assessment according to the learning outcomes and promotes academic integrity.

At ASIPCS, student knowledge checking and assessment are done in accordance with the procedure on "Student Knowledge Assessment" (2014). It should be noted that the institute has a multi-factor system of assessment, where the lowest passing grade is 60 points from 100, and the results are also expressed on a letter scale. The final inspections are organised by both examinations and tests, but it is not specified on what principle the objects are differentiated: the TLI stated about this problem also during the site visit.

The multi-factor system of assessment was introduced during the final attestation of the bachelor's and master's degree, the relevant procedures were revised, the criteria for the evaluation of the bachelor's and master's theses were developed, and the differentiated approaches to the evaluation of research works were defined.

Examinations of the multi-factor system studies have shown that the student attendance rate has increased from 10 points to 20 in the last academic year, so the TLI plans to improve student attendance. Assessment components also include student activity, independent work, mid-term and final exams, with each subject defining its own assessment components. In some cases, there are elaborate rubrics in the subject descriptions (for example, rubrics for the individual work and test assessment).

The review of the mid-term exam questionnaires showed that there are generally no weights (points) defined for the assessment of the questions, the terms are not clearly used: mid-term tests and mid-term checkings are used, the data of the teacher(s), profession and course, full-time or part-time format are not mentioned in the questionnaire.

Tests are an integral part of knowledge testing. During the meetings with the administrative and teaching staffs, it became clear that the test versions are developed by the teacher, and if the subject is taught by several teachers, it is developed jointly. The test bank includes 30-40 tests for each subject, as was stated during the site visit, and the tests have not changed frequently over the years. The tests are used for the current activity, as well as mid-term and final tests. The effectiveness of the tests as a means and method of assessment is not assessed by the TLI. In fact, there is no test bank yet, but ASIPCS plans to work in this direction to have up to 500 test samples, differentiating the complexity of the questions.

During the 2020-2021 academic year, the possibilities of conducting internships with employers and conducting research projects within the framework of master's theses together with specialists invited from the labour market have been expanded as an additional means of communicating with the employer continuously and conveying the labour market demand to the student.

At the present stage, there is a mismatch between the result-based assessment requirement and

the TLI assessment system (within the framework of the reform of the academic programmes). In essence, the assessment ways are regulated, but the methods and criteria of result-based assessment are not yet applied in all departments. In some cases, there is a mismatch between assessment methods and learning methods, such as assessing practical skills through verbal questions. In this context, the link of academic programme outcomes to descriptors and expected skills at the appropriate RA NQF level is weak. The formative assessment is relatively weak, the final assessments are predominant.

The "Academic Integrity Regulation" introduced in the TLI in 2017 defines the behavioural manifestations of academic honesty and dishonesty, the mechanisms for preventing plagiarism are set out, but the practical steps to combat plagiarism are not clear yet. The TLI states that the practical application of the rules of academic integrity is rather weak; since the introduction of the regulation, no analysis of specific cases of misconduct has been carried out, the effectiveness of the mechanisms of prevention of plagiarism, pan-university struggle against it, as well as penalties for plagiarism have not been studied.

In distance-learning conditions (2019-2020 academic year), the TLI has developed an online procedure for theses defense, and particular attention has been paid to ensuring the objectivity and transparency of the process, appeals have been in a written form, but no serious violations have been reported.

The expert panel review of the documents of the bachelor's and master's theses of the last three years showed that the topics of the theses are repeated in the chairs according to the years and during the same year for the full-time and part-time departments. In fact, cases of plagiarism and academic dishonesty were discovered in bachelor's works, and the repetition of topics was observed among teachers overloaded with graduation papers.

In practice, the main tool in the fight against plagiarism is to give creative tasks to students, but mechanisms to measure the effectiveness of this tool have not yet been developed by the TLI.

The TLI has taken active steps to ensure academic integrity in the examination and evaluation process, and has introduced an anonymous, cryptographic written examination procedure. In 2019, the "Procedure for Organising the Exam" was developed, which guarantees direct control of the examination process by independent observers. The grievance mechanisms are also set out in the procedure, students can also be involved in the grievance process, but during the site visit, the internal stakeholders were not aware of the procedure or procedural provisions.

The TLI has also introduced a written registration procedure for semester exam and final attestation violations.

During the site visit, it became clear that the changes made were generally acceptable to internal stakeholders. The TLI did not analyse the percentage of written exams in the overall exam process. The data provided by the TLI show that this approach to assessment has led to a reduction in student excellence scores by about 15%.

3.4 The programmes of the Institution are contextually coherent with other relevant programmes and promote mobility of students and staff.

At ASIPCS, the ECTS credit system and pan-European diploma supplement is compatible with the European Credit Transfer and Accumulation System, compliant with the UNESCO-CEPES format.

The ASIPCS 2016-2020 SP aims to 'separate the outcomes of the bachelor's and master's degree programmes in all academic programmes by incorporating international benchmarking best practices.

Taking into account the previous accreditation expert panel recommendations, the TLI has been implementing academic programme reforms since 2019-2020 to bring them into line with the National Qualifications Framework descriptors, as well as has carried out international benchmarking with other foreign study programmes for the "Journalism" master's degree programme. However, no benchmarking was carried out with academic programmes in line with local TLIs.

In 2020, the TLI conducted an external evaluation of the quality assurance of study programmes (employers and representatives of other TLIs were involved) for three bachelor's ("Vocational Pedagogy: Physical Education and Sports Training", "Sports: Healthy Physical Culture: Kinesiology", "Journalism") and four master's ("Sports: Healthy Physical Culture: Kinesiology", Psychology, "Management", "Marketing") programmes. As a result of the external expert evaluation, recommendations were given to improve the above-mentioned programmes, for example, to increase the volume of practical training in some subjects.

Benchmarking of similar leading TLIs was carried out and their experience was taken into account when developing and reviewing the study programmes. Similar study programmes of the Liberty University (USA), the Northern Arizona University of Physical Education (USA), the German Sport University, Charles University (Czech Republic), as well as the Russian State University of Physical Education, Sport, Youth and Tourism, were taken into account when developing the bachelor's programme on "Physical Education and Sports Training".

The TLI has piloted changes to the "Management" and "Marketing" academic programmes, considering the best practice of the University of Michigan (USA, MU), the Swiss International Academy of Sports Science and Technology (Switzerland, AISTS), Birkbeck, University of London (UK, BU).

ASIPCS benchmarked the master's programme on "Sports Journalism" and Thomas More University study programme on "Journalism". Benchmarking identified the strengths and weaknesses of the academic programmes, and a diagnostic comparison was made, the results of which were incorporated into a revised curriculum that allows students to participate in inbound and outbound mobility programmes, but there has been no mobility as a result of benchmarking. As a result of benchmarking, the TLI has come to the conclusion that subjects with the same content have different names in different countries, as well as different credits, which also complicates mobility processes.

The Chair of Sports Journalism, which implements academic programmes to promote mobility, has recruited local media journalists who are fluent in foreign languages, and the internship has been moved from the 3rd to the 4th year, creating a mobility window. It became clear from the site visit that the TLI generally does not have an analysis of foreign markets to substantiate benchmarking targets.

To promote student mobility, the TLI has increased the share of foreign languages, making it 12 credits, with English being taught for four semesters and Russian for three.

At present, ASIPCS TS mobility and internationalisation programmes are limited to international business trips and international professional training programmes. In order to promote student mobility, the share of elective modules in undergraduate courses has been increased to 9-12%, and in master's programmes - to 12-36%. The proportion of elective modules is different for different study programmes, there is no clear common approach in this regard. Examination of the documents revealed that the electives on the curriculum map in some cases did not provide similar measurable outcomes.

In order to develop and introduce methods and approaches comparable to European advanced educational experience, methods and approaches to evaluating result-based learning were studied, as well as the European experience in the fight against plagiarism, which makes extensive use of online plagiarism detection programmes and tools. ASIPCS initiates the introduction and testing of such programmes. ASIPCS has developed a cryptographic examination system to combat plagiarism.

3.5 The Institution adopts policies in place ensuring academic programme monitoring, evaluation of effectiveness and enhancement.

The TLI has developed and established a number of procedures that have served as a basis for the development/review and approval of academic programmes, including the "Procedure for Development and Approval of ASIPCS Academic Programmes", "Procedure for Ongoing Monitoring and Review of ASIPCS Study Programmes". In order to ensure the participation of external stakeholders, the procedure on the "External Evaluation of ASIPCS Academic Programmes" was developed and approved.

According to the self-evaluation, the selection and review process of the responsible persons for academic programmes started in 2019 together with the QAD, before that no effective steps had been taken in this direction. The reform works were carried out directly by the professional chairs, as a result of which new formats of academic programmes were developed. In contrast to the previous time frame, since 2020, the academic programmes have been approved by the Academic Council. According to the self-evaluation provided by the TLI, the potential external stakeholders - the employers - were involved in the external evaluation processes of the academic programmes to varying degrees. During the site visit, it became clear that external stakeholders did not always have a continuous, active and targeted participation.

The TLI emphasises the liason with employers, conducts a needs assessment process, and there have been a number of suggestions from employers that have been taken into account during the development of academic programmes, such as admission norms and test processing. QAD also reviewed the reports of the Final Attestation Committees to understand student progress and employer requirements. The survey showed that year-on-year improvements were not expressed based on the opinions of the chairpersons of the Final Attestation Committees.

Focus group discussions with students and teachers (2019-2020 academic year) were a new experience for the TLI within the framework of programme quality assurance and monitoring, the effectiveness of online learning was assessed, and quality assurance issues and barriers were identified. Students involved in various specialities mentioned the inefficiency of distance learning practices, the difficulty of obtaining modern literature, the impossibility of organising practical classes in sports chairs

with online training, the lack of necessary sports equipment, modern educational conditions and resources.

In 2021, internship effectiveness assessment surveys were reviewed and regulated, which are conducted through differentiated questionnaires. Within the framework of an independent expert grant programme on the academic programmes implemented in the 2019-2020 academic year, the educational environment of academic integrity and ethics developed in the TLI was comprehensively studied, surveys were conducted with students, teachers and employers, and suggestions for improvements were made, which were taken into account in the revised study programme by introducing rubric-based assessment methodology into assessment approaches. Based on the results of the observations, a system of coded exams was also formed.

One of the mechanisms for evaluating the effectiveness of academic programmes is various surveys. There are newly introduced feedback tools whose effectiveness has not yet been evaluated by the TLI. The TLI conducts lesson observations to evaluate the TLA methods used by the teachers, but it should be noted that the TLI does not have a clear set of tools to measure the effectiveness of lesson observations; comparative analyses of previous years' lesson observations have not been carried out, as it is also impossible to see the effectiveness of the implemented reforms. TLI has a practice of teaching, but the effects of the changes made by the teacher are not controllable.

The TLI has an academic programme autonomy and responsibility for planning, but no risk assessment for academic programmes has taken place.

The TLI surveyed alumni satisfaction with the education they received, with the majority rating it excellent. Meetings with stakeholders during the site visit showed that the alumni face a number of difficulties in the job market that were not included in the survey, which indicates the imperfection of the research tool. This is evidenced by the fact that most of the alumni did not work according to their profession. The alumni employment database is currently under development.

Considerations: The expert panel highly appreciates the fact that in line with the strategic plan, the TLI has tried to carry out structural and content reforms of study programmes, aimed at clarifying and separating the results of the bachelor's and master's academic programmes. At the same time, the TLI is the only higher education institution in the field of physical culture and sports, which has a dominant position in the labour market.

The expert panel welcomes the fact that the TLI has attempted to study the needs of the national labour market at the local level when introducing new academic programmes and/or reviewing the existing ones, but the studies have not been translated into comprehensive analysis. The expert panel also appreciates the TLI's attempts to involve external stakeholders in the process of revising academic programmes, as well as the fact that there is definitely a dialogue between the TLI and the employer, which provides opportunities for improving the study programmes, have alumni in accordance with the needs of the labour market and increase the number of applicants. However, on the one hand, there is a need to implement clear formal mechanisms for the coordination, strengthening and sustainable continuity of the relationship between the TLI and the employer, on the other hand, to provide

mechanisms for rapid response of study programmes to the current demands of the labour market.

Although the TLI has developed a credit system, there is no clear institutional policy for allocating credits, procedures are lacking, there is a weak link between credit calculation, teaching and learning methodologies in subject descriptions, which can lead to student overload and underload during the semester or within the course.

The expert panel appreciates that the TLI has worked to align the subject outcomes and academic programme outcomes, but the TLI still has the task of corrseponding the academic programme outcomes with the appropriate RA NQF level descriptors. Examinations of documents have shown that there are many inaccuracies in the mapping of outcomes, subject names, and definitions of outcomes. Prerequisites for a number of subjects are taught in parallel or in the same semester, which jeopardises the maintenance of interdisciplinary links and the student's full mastery of the subjects. The list of literature presented in the subject descriptions is also troubling, which is not always aimed at obtaining the final outcomes for the given subject, taking into account that it is out of date. The panel believes that the imperfection of academic programmes and curricula can jeopardise the credible award of qualifications and the outcomes achieved by students within them. These documents still need clarification and analysis.

On the other hand, it is worrying that there are criteria for assessing learning outcomes at the institutional level, but in practice they are poorly applied, leading to inconsistencies between the RA NQF descriptors and academic programme outcomes.

The expert panel welcomes and encourages the fact the TLI pays much attention to building a student-centered learning environment, with the aim of reviewing the Institute's teaching methods and learning practices in the study programmes by introducing innovative methods that will ensure the effective achievement of the educational outcomes expected by the students. However, during the site visit, it became clear that the transition is not yet complete, and the methods used by the TLI are not always correlated with the expected outcomes, with no clear link between teaching methods, learning outcomes, and assessment tools.

Due to the expert panel, the lack of universal approach to the choice of teaching and learning methods related to the learning outcomes can reduce the role of students and teachers in creating a student-centered learning environment. The application of student-centered learning processes and mechanisms at the institutional level can contribute to the formation of a student-centered culture, which in turn will help students to learn independently by developing their continuing education skills.

The expert panel appreciates the steps the TLI has taken to increase the objectivity of its knowledge and skills assessment at the Insitute over the past two years. In particular, during the meeting with the stakeholders, it became clear that the current written examinations are carried out in a centralised manner in the presence of a representative of the administration and under supervision. Steps have been taken to increase academic integrity. In order to promote academic integrity in the exam and assessment process, an anonymous, coded written exam procedure was introduced at the TLI in the 2019-2020 academic year, but the content of the process needs to be improved: the questions asked to students during exams and tests are weakly related to the outcomes, they are more general, less

targeted. At the same time, the expert panel does not consider the objectivity of the test fully justified, it mainly consists of 10 tasks, as well as the degree of reliability of the tests is not ensured. On the other hand, the small size of the test bank does not allow for an objective assessment, knowledge testing, there is a need to enrich the test bank. The expert panel welcomes the fact that the TLI plans to provide training for teachers on test assignments, as well as to differentiate the weight of questions in the tests according to complexity, which will further improve the process.

Closed format of conducting tests have had some effect on the TLI excellence rate by about 15 percent, indicating the positive dynamics of academic integrity. However, it is not clear what the percentage of written exams is compared to other exam forms, which would make the impact of the changes measurable.

In general, the level of objectivity of assessment methods is low, there is still a need to improve the process of assessment of verbal and practical subjects. The methodology of assessing students' practical abilities and skills and rubrics, objective combination of theoretical and practical components, compliance with normative checkings (practical subjects), obtaining the final outcomes of the subject are problematic. It is not clear how the assessment of the activity and participation during the practical class (within the sports subjects) is appealed, although during the site visit, the internal stakeholders mentioned that there had been no precedent for such an appeal.

Essay papers are considered research work, and at first glace they develop students' individual working skills, but given the high risk of plagiarism and the resources required to do quality work, it is necessary to review the assessment criteria for such work.

Mechanisms for maintaining academic integrity are not available in the TLI or are ineffective. The TLI tries to combat plagiarism through individual assignments given to students, but there is no established mechanism for plagiarism checking. Institutional mechanisms to ensure academic integrity do not work in the TLI, for example, there are cases where the same bachelor's or master's thesis is repeated with the same content, including the opinions of external reviewers. The expert panel considers that the TLI should take urgent steps in this direction, as the requirements for the bachelor's and master's thesis are in fact related to organising students' current work and the technical requirements for the preparation of theses. The lack of clarity on the content requirements of theses and the assessment scale indicates that the latter are not given sufficient attention at the TLI. Content review by the expert panel suggests that the work methodology and assessment criteria are not sufficiently designed to assess the outcomes required for the study programme or qualification award.

The expert panel considers that the TS has a problem with the selection of teaching, learning and assessment methods in accordance with the outcomes, which may hinder the achievement of students' learning outcomes. It is obvious that there is a need to develop institutional approaches according to subject credit hours, assessment components and weight definitions, which should be correlated with the credit hours of the subjects, the weights of the classroom and extracurricular activities.

The fact that the tendency of teaching and learning methods to achieve the outcomes is not clear at the TLI, and the connection with assessment methods is not visible, can lead to inefficient implementation of the educational process.

Although ASIPCS has a procedure for assessing students' knowledge, it became clear from the site visit that it currently needs to be revised and adapted to the academic programmes developed with the new methodology. Most of the teachers act within the given order, but are not fully aware of it. While assessing, teachers rely mainly on their experience, and not on criteria previously described and presented to students in advance.

It should be noted that in terms of the internationalisation of academic programmes, the TLI has the task of determining which educational area is preferred for it or is a priority, as, for example, there are differences in content and professional emphasis in the programmes of different educational areas, differences in the crediting of modules/subjects in the study programmes. It was found out from the site visit that substantive studies of similar study programmes from other universities were conducted for different academic programmes, but no studies of the targeted educational areas were conducted. Due to the expert panel, the selection of foreign TLI study programmes is very wide: Russia, USA, Belgium, Poland, etc. The choice of educational areas should be targeted. The expert panel considers that the lack of student and TS mobility at the TLI, as well as the lack of mechanisms and procedures for benchmarking analyses, is of great concern. However, the steps taken by ASIPCS in this direction can be in terms of both expanding the scope of cooperation and reforming the study programmes, which can provide great opportunities for the TS and student mobility.

The expert panel appreciates the documentation bases and mechanisms introduced by the TLI in the process of improving, reviewing and monitoring academic programmes, but in practice the documented processes are not yet applied in a unified methodology.

There are no clear mechanisms in place at the TLI to evaluate the effectiveness of the teaching of subjects, choice of assessment methods, with the exception of surveys conducted and informal discussions of omissions discovered during lesson observations (which are verbally discussed between the lesson observer and the teacher). The expert panel welcomes the fact that the TLI also considers regular student surveys a tool for improving the assessment system, the proper analysis of which will allow them to prepare a follow-up plan, redesign the assessment system, and assist teachers in selecting appropriate teaching and assessment methods. It is worrying that the quantitative involvement of the respondents is not ensured, the effectiveness of the survey tools has not been assessed yet, which may directly affect the objectivity of the survey results.

At the TLI, the evaluation of the effectiveness of academic programmes is mostly based on the reports of the chairperson of the final examination committees, the discussions in the chairs, and the non-systemic dialogues with the employers. However, systematic monitoring processes of study programmes are not implemented at the TLI: among the mechanisms for evaluating the effectiveness of academic programmes are segmental surveys conducted among alumni and other stakeholders; other methods and indicators for evaluating the effectiveness of academic programmes, as such, do not exist.

Summary: Considering the need to optimise the outcomes of academic programmes, the inefficient use of academic programme's credit calculation and distribution methodology and universal application processes, unplanned and methodically uncoordinated activities of the persons responsible for the

development of content and reviews of academic programmes, institutional problems of assessing the measurability of academic programme outcomes, inconsistencies between the mapping of academic outcomes and RA NQF descriptors and course outcomes, insufficient level of research in individual work, incomplete relationship among teaching, learning and assessment methods to achieve the outcomes of academic programmes, low level of investment in student-centered approach, non-methodical integrated use of benchmarking, inconsistency in comparing comprehensive analytical results for academic programme monitoring processes and reviews, ineffective and non-targeted application of academic integrity assurance mechanisms, the expert panel considers that the TLI does not meet the requirements of the Criterion 3.

Conclusion: The expert panel evaluates the compliance of ASIPCS institutional capacities with the requirements of the Criterion 3 as **unsatisfactory**.

IV. STUDENTS

CRITERION: The Institution provides support services to students ensuring productive learning environment.

Findings

4.1. The Institution has set mechanisms for promoting students' recruitment, selection and admission procedures.

Admission to the ASIPCS full-time bachelor's education system is based on in-house professional exams (for example, football, gymnastics, anatomy). Admission to the bachelor's part-time learning system is carried out in accordance with the rules on the"RA State HEI Part-Time Learning Admission". The number of students in the part-time learning system is about 53% of the total number of undergraduate students.

Admission to the full-time and part-time learning system of the master's programme is carried out on a competitive basis: since the 2020-2021 academic year, based on the results of the written test exams, and on the average qualification grade of academic performance of the bachelor's study programe.

Admission to the full-time and part-time postgraduate programme at ASIPCS is carried out in accordance with the current procedure on the "Postgraduate Admission in the Republic of Armenia". The PhD application is carried out on a paid basis for a period of 5 years. It should be noted that in the last year, the TLI had a certain increase in the number of applications.

Admission of foreign citizens is carried out according to a joint procedure adopted by the RA MoESCS.

The required information about the admission procedures and required documents for ASIPCS applicants is published in the "Applicant" section of the TLI website. From the 2020-2021 academic year, TLI has improved the transparency of the admissions process by introducing video recording of the admissions exams. ASIPCS ensures that exam results are made public through official and Facebook

pages.

ASIPCS has a number of student involvement and applicant recruitment mechanisms. The TLI conducts informational meetings with high school pupils, presents informative and directive information materials and videos, which are also posted on the TLI's social media sites. ASIPCS conducts preparatory admission courses for high school graduates to prepare the latter for the admission to the TLI. In 2021–2022, in order to arouse interest in the "Sport Tourism" master's programme, the TLI organised trips to various tourist places of the republic. Admission information is spread through the official website, Facebook page, TV and radio.

The ASIPCS QAD evaluated the effectiveness of applicant recruitment mechanisms in the form of surveys. The results showed that the students already studying at ASIPCS, who guarantee the TLI to their friends (37.6%), played a major role in choosing the TLI. Information campaigns and visits to the institution also had a certain impact: 17.3%. It should be noted that the number of applicants has increased by 36.9% in the last year.

During the site visit, it became clear that the TLI is working on the establishment of the college, and admission to the college is scheduled for the 2022-2023 academic year. The TLI expects that the existence of the college will also contribute to the increase in the number of applicants.

4.2 The Institution has policies and procedures for assessing student educational needs.

ASIPCS has a number of mechanisms for identifying student needs. Students voice their needs, discuss with heads of chairs, deans, and opinions and suggestions can be discussed at chair sessions. Educational needs are also identified during meetings with the TLI rector. The institute of educational consultants (curators) has been introduced in the TLI to identify the needs of students and support them. It became clear from the site visit that curators are not considered a primary source of providing consultation to students. Thus, the institute of educational consultants is not fully functioning yet, in case of problems the students mainly turn to the teachers, the heads of the chairs and the deans.

From the 2019-2020 academic year, the Quality Assurance Department has started focus group research to identify the needs of students, within the framework of which the current needs of students are identified. As presented in the TLI self-evaluation, based on research, combined teaching training was planned and conducted, teaching approaches have been reviewed, and active combined teaching methods have been introduced.

4.3 The Institution provides opportunities for extra-curricular activities and advising services aimed at supporting student effective learning.

Students at ASIPCS are generally provided with consultation prior to mid-term, semester exams and final attestation. The consultations are provided both according to the schedule and according to the preliminary agreement. Students receive ongoing consultation support from deans, heads of chairs, and teachers. During the site visit, the students stated that they are free to contact the teachers at any time, receiving the necessary clarifications or additional training opportunities.

It became clear from the site visit that students need consultation and information on international programmes (including exchange programmes), and the TLI does not take active steps in

this direction.

The TLI has and uses the “Student Guide”. Starting from the 2019–2020 academic year, the effectiveness of the additional training and consultations provided at ASIPCS has been assessed by the Quality Assurance Department. 76% of the respondents mentioned that they were provided with information in particular about the subject programmes, course objectives and outcomes. Students generally find the consultation provided helpful.

From the 2019-2020 academic year, the SC has organised non-formal courses, conducted master classes, debates and discussions.

4.4 There are precise regulation and schedule set for students to turn to the administrative staff for additional support and guidance.

ASIPCS does not have a clear regulation and schedule for applying to the administrative staff, but as students noted, they can apply to relevant departments during business hours. At the TLI, the Department of Education and Science is one of the most important units to apply to the administrative staff, students apply here with most of their questions, either verbally or in writing. The responsibility of providing consultation to students is enshrined in the functions of the administrative staff. In order to evaluate the effectiveness of the services provided by the administrative staff, the QAD conducted surveys (2019-2020 academic year), the results of which showed that the students highly assessed the support provided by the administrative staff.

Students also have the opportunity to apply to administrative departments online through the "Questions and Answers" section of the TLI's official website. According to a study conducted by QAD, students mainly apply for tuition discounts, transfers, restoration of educational rights.

4.5 The Institution has student career support services.

TLI has set a goal in its SP to introduce integrated career, professional orientation and quality assurance structures. The Internship and Career Department at the TLI is under the supervision of the vice rector for external relations and strategic programmes. Students' career support activities have been carried out by the department since 2016. The activities of the department are aimed at studying the needs of the labour market, the employment of alumni and maintaining consistent feedback. At present, the TLI does not provide sufficient assistance to the alumni for recruitment, as evidenced by internal and external stakeholders.

During the visit, it became clear that the cooperation with the employers takes place mainly within the internships, and the students who have shown their best during the internship have the opportunity to work in those institutions in the future. The Internship and Career Department does not yet have clear communication mechanisms with alumni but plans to use student email addresses as the primary communication mechanism. The TLI Internship and Career Department currently provides support to students by posting regular vacancy announcements on the TLI social platform. The TLI builds an alumni database, but it is not regularly updated and does not serve as an employment data analysis tool.

According to the surveys conducted by the QAD (2019-2020), 15.7% of students are satisfied, 51.8% are generally satisfied with the services provided by the Internship and Career Department, and 13% assessed as unsatisfactory the work done by the department.

4.6 The Institution promotes student involvement in research activities.

The TLI has a Student Scientific Society, which ensures the involvement of students in research work. The body operates in all faculties, the members of which are nominated by the chairs. The TLI provides funding for the SSS activities.

The TLI encourages student participation in research by holding regular in-house student conferences, just as it encourages participation in international conferences: for example, the TLI students and teachers participating in the Sport India 2019 international conference and sports festival. It should be noted that the participation of students and teachers in international conferences is carried out through the TLI means. According to the self-evaluation, the budget of ASIPCS for student business trips, allocations for student participation in various conferences does not allow to ensure a wide involvement of the students in research work.

At the TLI, the involvement of students in research is ensured through research within the framework of bachelor's and master's theses, the results of which are published in the form of scientific articles together with the teachers. It became clear from the site visit that in 2021, the TLI for the first time published a collection of student scientific articles, which should be of a continuous nature and will be included in the journals approved by the SCC (Supreme Certifying Committee).

It became clear from the site visit that the TLI is going to provide internal grants to students and teachers in order to encourage research work, it is planned to involve 1 bachelor's and 1 master's student in teacher's grant programme, and also 1 young teacher in the student grant.

4.7 The Institution has a special body, which is responsible for the protection of students' rights.

At ASIPCS, the relationship between the student and the TLI is governed by a contract between the parties. At the TLI, the student advocacy body is the SC. The SC activities are regulated by the RA legislation, ASIPCS charter and Student Council charter. There is a TLI SC social media site, which, according to expert panel observations, mainly publishes the same information as the official TLI page (including few events organised by the SC).

It became clear from the site visit that the SC is somewhat involved in the TLI student advocacy process, a particular example of which was the proposal to reduce lesson duration hours from 80 minutes to 70 minutes, which was accepted. During the site visit, it became clear that for the SC, the mechanism for identifying the needs of students is the cooperation with the head boys/girls, organising regular meetings with them.

The SC has a work room, a computer, a telephone, and other items needed, all provided by the TLI.

4.8 The Institution has set mechanisms for the evaluating and ensuring the quality of educational,

consultancy and other services provided to students.

The main evaluation mechanism of the services provided to students at the TLI is the surveys conducted by the QAD. As it is mentioned in the self-evaluation report, starting from the 2019-2020 academic year, feedback surveys with internal stakeholders have been carried out regularly, previously data collection had been carried out in a non-systematic way.

At present, data are collected through student surveys on course quality assurance, student satisfaction with resources and services. During the site visit, it became clear that the TLI has a problem with low student attendance, which has had a negative impact on the objectivity of the surveys, as few students participated in the surveys. For distance learning, the TLI has started using an online survey mechanism – a questionnaire, which is sent to the students' official e-mail address. The QAD has also conducted focus group meetings to assess the satisfaction of educational, consultation and resource services provided to students during online learning.

Considerations: The expert panel welcomes the steps taken by the TLI to attract potential applicants, which has led to an increase in the influx of students. In the 2020-2021 academic year, 628 students were admitted to the TLI, which was the highest rate for the last five years.

The expert panel welcomes the fact that the mechanisms for providing information about the TLI to potential applicants have been clarified to some extent, however, the TLI does not yet have a fully operational trilingual website which could prevent international students from applying.

The fact that the TLI is fully able to organise the in-house entrance examinations is welcomed, and the QAD continuously evaluates the effectiveness of the admission mechanisms, which will lead to the continuous improvement of the processes.

The expert panel considers that the predominance of part-time students once again emphasises the TLI's commitment to strengthening their feedback.

The expert panel appreciates the fact that the TLI, on behalf of the rector, the administrative and teaching staffs, pursues a student-centered policy, as evidenced by the positive feedback from students that they are able to address any questions to various TLI units (staff) and receive appropriate support. However, the expert panel stresses the importance of having a set of rules at the TLI, a clear schedule for applying to the administrative staff, which will make the communication between students and administrative staff more systematic. At the TLI, the institute of consultants is also a tool for identifying the needs of students, but students prefer to turn to the teachers, the heads of chairs and the deans with their questions. The expert panel considers that there is a need to clarify the scope of curators' responsibilities and consultations, which will increase and clarify their role.

The expert panel notes that the TLI has an Internship and Career Department, which has started to operate actively, but still has a lot of work to do, especially in terms of strengthening alumni liaison and studying the alumni trajectory from the point of review of study programmes. The provision of students with university e-mails is a positive step in this direction, but there is still a need to make an active effort to make them fully used by both students and alumni.

The TLI has a "Student Guide", and there is a low awareness about it among newly admitted

students, and the guide itself needs to be improved as the information on student-related important issues is very limited.

The TLI has created favourable conditions for the SC to operate by providing a work room, the necessary inventory, and appropriate budget allocations, according to the SC chairperson's reports. Although the SC is a student rights advocacy body at the TLI, the body does not take effective steps to address student needs, and mechanisms need to be put in place to activate the communication between the SC and students.

The expert panel stresses the importance that students, along with other consultations, receive systematic information on international programmes (international conferences, exchange programmes, etc), which will facilitate student mobility and their study of foreign languages.

The TLI's steps to engage students in research work are welcome, student involvement in the SSS research and grant programmes announced by the TLI can provide a good basis for the TLI to become a research-based institution. In this direction, the TLI should focus more on acquiring research skills for students.

On the positive side, students at the TLI are involved in governance units, SC and SSS bodies, which provide the basis for student-centered education. At the same time, the students do not yet play an active role in identifying or voicing their needs in the bodies. As an example of response to the SC's active work, the students suggested a reduction in lesson duration hours from 80 minutes to 70, but it was not clear to the expert panel how much the change had been conducive to achieving educational outcomes.

The expert panel praises the QAD's regular and diverse surveys to identify student needs and improve the learning environment, but the mechanisms for assessing changes based on survey results are still weak. The TLI, on the other hand, has a problem with low student attendance, which negatively affects student participation in surveys. The TLI has additional training courses and consultations with absent students. The TLI is trying to pursue a student-centered policy.

Summary: Given that ASIPCS has clear mechanisms for student recruitment and admission, students receive support from both TS and administrative staff, there is an opportunity to provide consultation and additional training, the TLI has mechanisms in place to identify student needs, students are involved in various areas of the TLI governance, the Internship and Career Department works in favour of students' careers, the TLI creates a sufficient environment for successful student learning, the expert panel considers that ASIPCS meets the requirements of the Criterion 4.

Conclusion: The expert panel evaluates the compliance of ASIPCS institutional capacities with the requirements of the Criterion 4 as **satisfactory**.

V. FACULTY AND STAFF

CRITERION: The Institution has a highly qualified faculty and staff to achieve the set goals for academic programmes and institution's mission.

Findings

5.1 The Institution has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff for the provision of academic programme.

The ASIPCS SP stipulates having a qualified teaching staff for the implementation of vocational study programmes, attracting and retaining the best specialists in the field, as well as smooth generation change.

TLI has a set of qualifications and procedures for the teaching (TS) and support staffs (SS) for implementing study programmes.

In the 2020-2021 academic year, the staff of the Institute includes 397 employees, of which the teaching staff is 239 (60%), the support staff is 22 (6%) and the administrative staff is 136 people (34%). At the TLI, 80% of the TS are key employees according to the requirement of the main TS set by the Government.

The regulation on the "ASIPCS Faculty Formation" defines the categories: professor, associate professor, assistant, teacher, as well as placement criteria, competition and selection procedures. The defined categories are basically identical, almost indistinguishable, which the TLI intends to review in the newly developed regulation.

The TS is recruited on a competitive and non-competitive basis, in accordance with the established procedure. It should be noted that employees with 0.25 and 0.5 amolument and hourly pay can be hired on a non-competitive basis, based on the rector's decision. During the site visit, it became clear that the selection of teachers for teaching English language was conducted in a very competitive environment, but there are also cases when there are no applicants for the vacancy competition for teaching a professional subject. Non-competitive teachers were mainly selected and invited from professional fields and from employers, with the aim of increasing the number of practising professionals in the TS.

In the 2019-2020 academic year, the procedures on the “Election of the Dean of the Faculty” and “Election of the Head of the Chair” were amended, the criteria for the positions were set, for example, having a PhD degree has become a mandatory condition, the results of research activities are taken into account, which were absent in the previous procedure.

5.2 The requirements for qualifications of teaching staff per academic programme are comprehensively stated.

In 2016, based on the recommendations of the institutional accreditation expert panel, the TLI defined and documented the general and professional competencies of the teaching staff in accordance with the requirements of the study programme, presenting them to some extent in the academic programme specifications, but no follow-up work has been done to assess the adequacy of the TS qualifications and competencies set out by the study programme.

According to the TS formation regulations, for the implementation of academic programmes, the chairs and faculties participate in the process of recruiting people to the relevant TS.

Despite the lack of professional qualification requirements for the TS at the TLI level, the TLI

takes into account the candidates' basic vocational education, work (teaching) and practical experience in the field when selecting teachers. There is also a system of guest teachers, which aims to attract specialists with narrow specialisation, having practical skills.

In 2020, the employment contracts were revised, different types of contracts were envisaged: main, internal and external combination, the functions of the teachers were revised, the employer is obliged to ensure the participation of the teachers in business trips, training and qualification improvement programnes. The contract also stipulates the allocation of bonuses for the assessment of scientific progress.

5.3 The Institution has well established policies and procedures for the periodic evaluation of the teaching staff.

A number of procedures have been established at the TLI for the regular evaluation of ASIPCS faculty: the TS performance appraisal procedure, which sets out a self-evaluation mechanism, and the involvement of internal and external stakeholders in the evaluation process. Accordingly, the TLI conducted a TS assessment survey through the QAD, student satisfaction surveys on the work of teachers and courses, focus group research on distance learning

The process of the TS self-evaluation surveys has not been effectively coordinated and the results have not yet been fully analysed. The mechanisms for comparing the results of various surveys, which form the mechanisms for evaluating the effectiveness of TS activities, are partially operational. According to the changes in the ASIPCS TS competitive selection and position requirements, student survey results will be taken into account when promoting faculty, promoting, setting differentiated salaries, and awarding academic titles. Based on the discussion of the results of the TS assessment, the teaching and methodological materials are reviewed, as a result of which more interactive and combined teaching methods have started to be used.

The work done by the teaching staff is also evaluated by the Department of Education and Science through the verification of the performance of the course programmes and the registrations made in the electronic databases.

Lesson observations are an effective mechanism for evaluating the TS, which, although regularly conducted by the chairs, do not make it possible to evaluate the effectiveness of the mechanism due to the lack of appropriate analysis. In order to improve the lesson observation mechanism, the TLI regulated and revised (in 2020) the lesson observation sheet. It should be noted that under the new regulation, lesson observations may also involve external stakeholders. The current procedure for organising, conducting, and using the results and the evaluation criteria have been significantly changed, but the evaluation of the results of the lesson observations has not been done yet.

5.4 The Institution promotes professional development for the teaching staff in accordance to the needs outlined during regular evaluations (both internal and external).

The ASIPCS TS training procedure provides for mandatory training (once every five years) to improve foreign language knowledge and computer skills, as well as to explore the experience of new teaching methods.

According to the TS training procedure and the described mechanism, a training programme was last organised at the TLI in 2016, involving a total of 51 teachers. The results of the surveys conducted among the participants show that the teachers are mainly unaware of the reforms and developments taking place in the education system, it also became clear that the teachers do not show the necessary interest to study the needs and problems of the new educational environment.

The issues identified as a result of the training evaluation and the identified needs study were largely unrelated to the selection of further training topics and formation of a target audience.

In the 2016-2018 academic year, the TLI conducted training courses for young teachers, but no analysis of the purposefulness and effectiveness of the TS training courses was conducted.

The needs for trainings and seminars are mainly identified, assessed at the chair and faculty levels, as well as at the TS individual initiative.

The Human Resource Management Policy introduced in 2019 envisages the regular (at least once every 3 years) attestation of the Institute's employees, some components of which were used in particular in 2020. Assessment of computer skills of the teaching staff was conducted, the results of which were assessed as satisfactory, and according to which phased training courses were conducted, contributing to the acquisition of new technical skills of the TLI employees.

The TLI has been actively conducting online training courses and experience exchange webinars since 2020.

Priorities for the TS methodological training are currently being developed, taking into account the results of the TS needs assessment analysis conducted by the QAD. During the site visit, it became clear that such a recent training was due to the distance learning at the TLI, so the teachers were trained on the use of effective teaching, learning and assessment methods during distance learning.

5.5 The Institution ensures that there is a permanent staff for the stable provision of the academic programmes.

The TLI has a relatively consistent number of TS and SS, but a policy to ensure the TS stability has not yet been developed at the TLI. In recent years, the TLI has been pursuing a policy of staff rejuvenation, and in the 2020-2021 academic year, about 40 young teachers were involved, as a result of which the average age increased from 70 to 50.4. The number of teachers with degrees is 24-31%, but this number is decreasing, as the number of the TS with degrees or titles has decreased by 6% in the last 5 years. Expert panel examinations have shown that the majority of the TS are former ASIPCS alumni.

The TS salary payment system has been reformed: starting from the 2020-2021 academic year, the TS is paid on an hourly basis, there is also a system of differentiated bonuses for teachers, which is defined in the provisions of the procedures on the calculation and payment of bonuses for the performance of certain types of TS work. After the transition to the new payment system, a 25% average increase in TS salaries was registered.

In order to maintain the high-quality staff potential, the working environment of the teachers is regularly improved, the resources and services necessary for their activities are modernised. The site visit showed that the TS is generally satisfied with the new system of salaries and bonuses.

5.6 There are set policies and procedures for the staff promotion.

The ASIPCS TS professional development and incentive policy is enshrined in the TS training procedure, in internal disciplinary rules, which set out incentives in the form of certificates of appreciation, certificates and monetary awards.

The policy of ensuring the professional advancement of the TLI TS includes organising international business trips, publication of scientific, as well as teaching and methodological works of teachers.

It should be noted that during the implementation of the 2016-2020 SP, the TLI did not have the experience of distance learning, which caused significant difficulties in the process of organising online learning during the pandemic. The TLI has successfully identified problems in this area, and in 2020, as a solution, a training on distance learning skills was provided for the TS of all chairs of the two faculties.

Teachers continue to emphasise the importance of continuing training programmes, adding that the TLI still has limited opportunities to train faculty in the leading TLIs and to hire specialists from the leading TLIs.

In order to improve the ongoing procedures of professional development of the ASIPCS TS, it is planned to systematically carry out continuous work on the development of skills of novice teachers, to introduce and encourage the institute of mentoring, paying special attention to the preparation of the teaching work.

The TLI has adopted the procedure on the "AS, TS, and SS Employee Performance Evaluation and Encouragement" (2017), which has not been used as such. The TLI intends to include in the incentive mechanisms also the performance indicators of the teachers, such as the results of student surveys, lesson observations, foreign language proficiency, implementation of research grant programmes.

The following incentives are provided to employees for performing their duties well and ensuring high performance: awarding honorary titles, thanking them, one-time monetary award, ASIPCS commemorative medal award, valuable gift and diploma award.

The TLI has developed work ethic and internal disciplinary rules, as well as a work ethics committee, the activities and functions of which are defined in the regulations approved in 2016. During the site visit, it became clear that the newly formed ethics committee has not discussed any case of breach of working and internal regulations at the TLI.

5.7 The Institution has necessary administrative and support staffs to achieve the strategic goals.

ASIPCS has the necessary administrative and support staffs to achieve its strategic goals. Formation of the position list of administrative and support staffs and the definition of job – the responsibilities according to the selection and promotion of positions and attestation, is regulated by the ASIPCS charter and by the charters/regulations of separate structural subdivisions.

In the 2019-2020 academic year, the new SS list was formed and approved, and the salaries of SS employees were increased. The TLI has a regulation on "Identifying the Professional Development

Needs, Improvement of Qualification, and Training of Administrative, Scientific, and Support Staffs" (adopted in 2017), but a systematic approach to the training of the SS has not yet been implemented. Meetings with internal stakeholders during the site visit showed that the development, implementation, and improvement of the quality assurance processes and mechanisms for the AS and SS continue to be on the agenda at the TLI.

In 2019, the ASIPCS Academic Council adopted the "Administrative Staff Recruitment and Contract Termination Procedure", which sets out the principles for hiring administrative staff, the basic job description provisions, the scope of employee competencies, and other provisions.

Administrative and support staff attestation and training activities are defined in the ASIPCS SP. In 2020, clear criteria were developed for the attestation of the ASIPCS library staff, an employee attestation was conducted, which served as a basis for the recruitment of new and qualified staff.

AS and SS mainly supported the educational process and were minimally involved in the strategic plan. In order to improve the SS performance, the TLI plans to conduct regular attestation of all types of employees, as a result of which capacity building trainings will be organised.

Considerations: The expert panel positively assesses the fact that the TLI employs highly qualified faculty, the TLI tries to attract qualified staff from practical field through invited teachers in various academic programmes, with the aim of increasing the number of practicing professionals in the TS. The expert panel considers that the process of the TS recruitment is essentially spontaneous, it is necessary to improve the TS and SS selection policy and procedures, pay attention to the terms of the competition, establishing equal admission for all and further re-election regulations. All this will contribute to the involvement of qualified staff in various academic programmes.

The expert panel welcomes the fact that the TLI plans to introduce incentive mechanisms based on faculty performance, including student surveys, lesson observation results, foreign language proficiency assessment, and research grant programmes. The expert panel considers that performance indicators should be developed and implemented by the TLI, including tools for evaluating the effectiveness of those indicators, such as improving the quantitative and qualitative aspects of surveys, lesson observation analysis, providing feedback, foreign language proficiency assessment (particularly English), as well the TS attestation and implementation of trainings.

Despite the lack of professional qualification requirements for the TS at the TLI level, the expert panel welcomes the fact that when selecting teachers, the TLI takes into account information on candidates' basic vocational education, work (teaching) and practical experience in the field. The expert panel appreciates the TLI's awareness that the regulations and mechanisms set out in the TLI have vulnerabilities that necessitate a review of the documents developed.

The expert panel welcomes the TLI's continued efforts to improve the TS competitive selection and position requirements. According to the planned changes, the results of the student survey will also be taken into account when promoting the faculty, encouraging them, setting differentiated salaries, as well as awarding academic degrees.

The expert panel positively assesses that the TLI has a TS training procedure. During the site visit,

it was found out that TS trainings were conducted in different years, but mainly they were not aimed at developing the professional and general skills of teachers due to the needs of academic programmes.

The expert panel also welcomes the fact that the TLI is currently ready to prioritise the methodological training of teachers based on the results of the TS needs assessment analysis carried out by the Quality Assurance Department, a positive example of which is the TS training to acquire the necessary skills for organising and conducting distance learning. At the same time, the TLI conducts numerous trainings, seminars, workshops, the need for which is identified at the level of chairs, faculties, as well as on the individual initiative of the TS. Due to the expert panel, the coordination of the results of the TS evaluation and professional training can create positive preconditions for the continuous improvement of the professional qualities of the TS.

The expert panel welcomes the fact that the TLI has a relatively consistent number of TS and SS, but consider that the lack of a policy in this area creates risks for staff turnover.

For years, the TLI has been successfully recruiting the TS with its own alumni, providing some generational change, while also providing a system of discounts for PhD students/applicants, which can stimulate TS qualifications and degrees. The use of differentiated salary and bonus systems on the other hand makes working at the TLI more attractive for professionals.

The expert panel also positively assesses the staff rejuvenation policy applied by the TLI, but it is considered that in parallel with the increase in the number of the TS members with academic degrees and titles, the TLI should develop a clear policy and mechanisms in this regard.

The expert panel appreciates the TLI's initiatives for the professional advancement of the TS, as well as the willingness to address specific situational issues and the TLI's successful experience. However, it should be noted that the effectiveness of the steps taken has not yet been assessed by the TLI, and we believe that there is a need to develop mechanisms for identifying the TS needs, which will be directed to promoting the professional development of staff by linking it to mechanisms for promoting research.

The expert panel positively assesses the existence of regulations and procedures necessary for the operation of the administrative and support staffs in the TLI, the increase in the SS salaries and the establishment of higher standards of professional qualification as a result of the planned reforms. The panel considers it positive that the TLI has established the principles of staffing, the main provisions of the administrative job description, the scope of competencies of employees, but the site visit showed that the heads of different departments and employees still have recurring functions. The panel believes that work in this area should be seen in terms of continuous improvement and should be in line with the ongoing reforms in the TLI, with a particular emphasis on increasing the efficiency of human resource management

Summary: Given that the TLI has policies (procedures) for selecting qualified teaching (TS) and support (SS) staffs necessary for conducting the study programmes, the TLI has the necessary administrative and support staffs to pursue strategic goals, seeks to involve highly qualified professionals with practical skills, contributes to the modernisation and improvement of the working environment, pursues a policy

of staff rejuvenation, supports the professional development of TS and SS, has a relatively consistent TS, has introduced a differentiated bonus system and TS attestation, evaluation and self-evaluation mechanisms, the expert panel considers that the TLI meets the requirements of the Criterion 5.

Conclusion: The expert panel evaluates the compliance of ASIPCS institutional capacities with the requirements of the Criterion 5 as **satisfactory.**

VI. RESEARCH AND DEVELOPMENT

CRITERION: The Institution ensures the implementation of research activity and the link of the research with teaching and learning.

Findings

6.1. The Institution has a clear strategy promoting its research interests and ambitions.

ASIPCS has set a goal in its SP "to expand the involvement of the TS and students in research work, to promote the expansion of academic cooperation, and the internationalisation of research work." Together with the SP, the policy on the "Research Activity of ASIPCS" has been developed, where the main research goals and objectives to reach them are defined. It should be stated that there are key indicators for evaluating the effectiveness of the defined objectives, but they do not fully allow the evaluation of the result. For example: to contribute to the increase of the efficiency of scientific publishing activities, the following effectiveness evaluation index is defined for the objective: to establish jointly published periodicals with foreign education institutions, but it is not defined how many periodicals or volumes are meant, what educational institutions are targeted for the TLI.

To achieve the SP goal, the TLI has set the following 3 tasks:

1. To contribute to the increase of the efficiency of scientific research works in the institute.
2. To contribute to increasing the efficiency of scientific publishing activities.
3. To promote the internationalisation of research activities at the institute.

The TLI has also defined its main research directions, which are as follows: 1. Psychological and pedagogical issues of physical education and sports training, 2. Social-societal, historical-cultural and management issues of physical culture and sports, 3. Medical and biological issues of physical education and sports training. It should be noted that the defined research scope is quite wide. The TLI has not fully assessed the relevance of its resources to the research objectives of the SP, as evidenced by the fact that some of the identified problems have not yet been resolved, although the SP is nearing its end, for example, to develop social impact assessment tools of research works.

The TLI has not yet systematically analysed which of the defined tasks were fully implemented.

In the TLI strategy, the goals and objectives of the research component do not address the targets for the development and empowerment of research activities, as well as the human capital to achieve those goals.

In the self-evaluation, the TLI states that the "Policy on Research Activities" is currently under

review, it is planned to define the mechanisms for assessing the urgency and effectiveness of the work carried out in the field of research, to strengthen the toolkit of research monitoring and accountability analysis.

6.2. The Institution has a long-term strategy and mid-term and short-term programmes that address its research interests and ambitions.

The TLI has developed the 2017-2021 SP implementation plan-schedule, which describes the necessary actions within the research, as well as the schedule, responsible unit, resource, expected outcome and result evaluation indicator. Moreover, it can be stated that there are outcomes that are measurable, and there are results that are difficult to assess, for example, as a result of the action to promote the publication of scientific materials of the Institute's teachers and PhD applicants in high-ranking journals, the following is mentioned: a list of scholarly materials published by faculty and PhD applicants, but it is not clear how many such scholarly publications are considered sufficient for the TLI, as well as the number of journals that are considered target for the TLI.

The 2015-2020 list of all-university scientific and research topics (61 ones), where the research topics are defined according to the chairs, developed by the TLI is considered as a short-term and long-term planning. According to the TLI, in the absence of a direct correlation between mid-term and short-term plans and strategic scientific aspirations, it is difficult to assess the urgency and effectiveness of the work carried out in recent years.

In order to improve the quality of research work, the TLI has introduced the Scientific Coordinating Council in the new organisational structure of ASIPCS, approved by the Board of Trustees Decision N. 2 of June 29, 2020. According to the self-evaluation, the activities of this council are aimed at monitoring and guaranteeing the quality and effectiveness of short-term and mid-term research activities at the TLI, but the site visit showed that the council does not clearly understand the scope of its functions, as well as the mechanisms and tools, by which the processes will be implemented.

6.3. The Institution ensures the implementation of research and its development through sound policies and procedures.

The TLI developed the policy on the "Research Activity of ASIPCS" in 2019. The TLI wants to gradually move to the status of a research institute. The policy highlights the three main objectives of the TLI SP: to enhance the involvement of faculty and students in research, to promote academic collaboration and internationalisation of research, as well as the key indicators for assessing progress in addressing these objectives.

In 2019, the TLI developed the document on the "Methodological Guidelines for Research Activities", which presents the main research directions of the institution and the main requirements that the TLI sets for the researcher - relevance, scientific, theoretical, and practical novelty. The TLI focuses mainly on experimental research, which will be related to the educational process of the Institute. It should be noted that there are not many such studies at the TLI.

Since 2020, ASIPCS has introduced a differentiated payroll system, which is also a research incentive mechanism: the TLI provides the TS with additional payments for the publication of

monographs, manuals, and scholarly articles, as well as in Scopus and other prestigious international journals. It became clear from the site visit that the TLI is going to announce internal grants for both teachers and students to encourage research work.

In 2015-2020, 47 textbooks were published by the teaching staff of the TLI. The TLI TS has published 264 publications in RA scientific journals in the last 5 years, but it is not estimated how competitive and applied these studies are. The TLI publishes the "Science in Sport: Current Issues" journal, where both ASIPCS and other TLI teachers have the opportunity to publish their articles. The journal is included in the SCC list.

A survey conducted by the QAD found that non-research activities for the TS were mainly due to lack of necessary financial resources (50%) and lack of relevant research equipment (22%). No tangible steps are being taken to find funding sources for research.

6.4. The Institution emphasises internationalisation of its research.

The TLI has set an objective in its SP to develop and implement appropriate mechanisms to encourage the publication of articles in local and international journals, and in this regard the TLI has introduced a differentiated salary system (see more detailed: 6.3). In 2016–2020, the TLI published about 10 research studies in foreign peer-reviewed journals, 2 of which were published in 2016-2018, and 8 - in 2019-2020. It should be noted that at the TLI, there has been some increase in research published in foreign journals in the last year. However, ASIPCS has not assessed the scientific value of these journals for itself and for the international community. The TLI publications in international scientific journals are generally sparse, related to both the content of the research and the issue of the TS knowledge of a foreign language (English).

The TLI teachers also participate in a number of seminars and conferences in different countries: Georgia, Bulgaria, Belarus, etc. The TLI does not assess the extent to which such measures can contribute to the internationalisation of research activities.

In 2018, the "Sport CAB" research center was established in the TLI, and it became clear from the site visit and the meetings with stakeholders that the TS has additional opportunities for scientific and research works and publications in international journals. In the articles published in the international journals presented to the expert panel, the successes registered through the "Sport CAB" laboratory are not yet visible.

6.5. The Institution has well established mechanisms for linking research with teaching.

At ASIPCS, the interconnectedness of research and the learning process is manifested in two main ways: the localisation of research conducted by faculty in the learning materials provided to students and the implementation and evaluation of research work done by students during their studies. The TLI teaching staff writes textbooks and articles that are taught in academic programmes.

The TLI students carry out research activities in accordance with the requirements of the mandatory components defined in the study programmes and in accordance with their research interests. Students start writing research work during their bachelor studies (essays, term papers,

bachelor's theses), then develop skills in master (master's thesis) and postgraduate studies (research accounts for about 70% of 180 credits).

Considerations: The expert panel welcomes the fact that the TLI's research interests are set out in the form of tasks and steps set out in the strategic plan, but the fact that they do not take into account the existing TLI resources may jeopardise the complete implementation of the SP's defined goal and objectives. The TLI has set research priorities, but their comprehensiveness in the presence of available resources will not allow the expected results to be achieved. In addition, due to the expert panel, the financial resources provided by the TLI are not enough to achieve tangible success in these areas. The choice of narrower research topics will allow the TLI to achieve greater results with its limited resources (both human and material).

The expert panel welcomes the fact that the TLI is going to announce grants from its internal resources to encourage research, which will contribute to the development of research skills of the TLI TS and students. The toolkit proposed by the TLI in the SP document and the sequence of steps will provide some positive shifts in research, but the extent of those shifts, as well as clear quantitative and qualitative indicators are lacking, which may stress the TLI's ambitions, by making it more substantive. Such an analysis will also make it possible to allocate responsibilities, assess available resources, and set clear tasks and implementation period for responsible departments.

The expert panel pays much importance to the fact that the TLI seeks to monitor and assess the quality, applicability and reliability of research and scientific work by establishing a Scientific Coordinating Council, but the lack of appropriate tools may impede the effective oversight and achievement of tangible results. On the other hand, the value of any research work at the TLI is not sufficient to be assessed by internally localised departments alone. Due to the expert panel, internationally recognised journals with a high scientific ranking, accepted by the scientific community in the field, can complement the steps taken by the TLI by offering clearly defined mechanisms for assessing the "value" of any scientific work.

Due to the expert panel, the TLI should pay special attention to the acquisition of research, communication and empowerment skills of the TS, which will enable them to achieve the goals and objectives set out in the research component. The TLI regularly emphasises the quantitative increase in the number of research papers in its SP and Research Policy, but due to the expert panel, it is advisable to have articles in limited but highly rated journals that would increase the TLI impact factor (number of citations and links to scientific works), making the TLI comprehensible as a research institute. The TLI should be aware that initially, if the requirements for scientific work are tightened, it is likely that there will be a decrease in the number of publications, which does not contradict the research-based policy.

It is positive that the TLI has defined all-chair research topics, but the lack of clearly defined indicators does not make it possible to assess the responsibility of each chair to conduct an appropriate amount of quality research. Due to the expert panel, the clarification and refinement and of the TLI's long-term strategy and mid-term and short-term plans in the field of research, as well as making them more targeted will enable the TLI to build more effective interchair and outchair research links by

increasing the research component efficiency in the master programme. The lack of interchair research and exchange of experience accumulated between the chairs does not contribute to the balanced development of research and the dissemination of achievements.

The expert panel also highlights the fact that the TS participates in various conferences and seminars, which can become a platform for the internationalisation of the TLI research. On the positive side, the TLI encourages research, which has led to an increase in the number of articles published in foreign journals in recent years, but there is a need to assess the "scientific value" of those journals in terms of avoiding "easy print" and inefficient use of TLI resources.

The TLI should take clear steps to improve the quality of the research component, strictly prevent and apply disciplinary action in cases of plagiarism, and review the purpose of essay work to make it more targeted. It is necessary to develop mechanisms to increase the objectivity of the evaluations of independent research works. It is necessary to clarify the participation and responsibility of the teachers in the research work, from consultant to supervisor.

Drawbacks in the management of research activities at the TLI, and the above-mentioned deficiencies in policies and procedures hinder the targeted and effective implementation of research activities at the TLI. In this regard, the proper organisation, management, development, and identification of those responsible for scientific and research work may be necessary (having one person in charge of science and education - vice-rector for science and education - is not the best example of the distribution of responsibilities). The Department of International Cooperation and Development is also engaged in obtaining scientific grants and providing scientific information. This indicates that the TLI is not yet ready to devote a separate section to science and pay for it. If the TLI has chosen to be an internationally recognised research institute, it will initially need to provide additional resources by increasing funding for research activities, giving preference to the priorities set by the TLI, as well as focusing on the establishment of centers of excellence.

Summary: Given the fact that the SP of research activities, policies, procedures arising from the latter do not contain specific indicators of volumetric and qualitative growth, research priorities are not interrelated with institutional human and financial resources, management of research activities does not meet the requirements of the research institute, the value of most research results is not internationally perceived and estimated, it is localised, the cooperation with scientific centers is very small-scale, the financial inflow from scientific and research grant programmes is small, research and educational activities are not interconnected, they are not implemented systematically, the expert panel considers that ASIPCS does not meet the requirements of the Criterion 6.

Conclusion: The expert panel evaluates the compliance of ASIPCS institutional capacities with the requirements of the Criterion 6 as **unsatisfactory**.

VII. INFRASTRUCTURE AND RESOURCES

CRITERION: The Institution has necessary resources to create learning environment and to effectively

support the implementation of its stated mission and purposes.

Findings

7.1 The Institution has an appropriate learning environment for the implementation of current academic programmes.

Creation of quality infrastructure is the 6th goal of the TLI 2016-2020 SDP, for the implementation of which the need for infrastructure development, logistics and information technology modernisation is mentioned.

The TLI has 2 buildings, 9 gyms. Study programmes are implemented for 2544 students in 2 buildings with 63 classrooms.

All the ASIPCS structural units are equipped with the necessary technical means. All the TLI computers are connected to the internal local area network using separations and they have the required bandwidth internet connection. During the site visit, it became clear that the internet connection is provided through 2 different servers, thus ensuring the connection is uninterrupted.

All chairs have a computer base, equipped classrooms, which generally do not have the possibility of organising interactive, practical training (fixed projectors and interactive whiteboards). The two computer classrooms at the TLI are equipped with computers as part of external investment, there are two discussion halls, which in addition to computers include a projector, interactive whiteboard, and laptop: such conditions are created still in a small number of classrooms. During the site visit, it was mentioned that 14 chairs were also equipped with portable projectors. The use of classrooms is distributed according to the time-table. The maintenance of computers is provided by the IT Department of the institute.

Computers were also provided to students during distance learning if they did not have the personal resources.

Resource observations during the site visit showed that the TLI has the necessary building infrastructure for the implementation of study programmes, a classroom fund, some specialised classrooms (kinesiology, chess, anatomy, etc), and gyms: the gyms are generally not well maintained, there are no well-maintained restrooms or showers. Some sports do not have the necessary conditions or the property is worn out, for example, for gymnastics and sports dances. The TLI is well aware of the issues of resource modernisation, and plans ongoing steps, attracting also foreign external investment.

One of the key resource achievements of the TLI is the opening of the “Sport CAB” research center in 2018 (within the framework of the "Education Improvement" loan programme implemented by the "Educational Programmes Center" PIU, with the grant of the Competitive Innovation Fund). The center has state-of-the-art research equipment: a biomechanical research center and cardiorespiratory assessment system. The center is currently working on a grant programme, conducting individual research on a private basis, such as assessing the functional status of top athletes in the pre-competition period. The experts noted that the center needs to be fully equipped with other equipment for complete research.

The TLI has set in its SP the goal of modernising and digitising the reading hall and the library

stack, as well as updating with the latest information technologies. The TLI has one library, the services of which are used by the TLI internal and external stakeholders. According to the 2019-2020 data, there are 2858 reading cards in the library, of which 277 belong to the employees and 2581 to the students. There is also a shortage of professional literature in a foreign language, and this was also mentioned by internal stakeholders. The fund of professional literature and electronic literature related to the scientific priorities of the institute is also small. At present, an agreement has been signed with the RA e-Library association, the TLI also envisages the creation of a card index. The observation of the reading hall showed that it is equipped with computer desks, which, however, are not enough to meet the needs of students. Examples of library books are presented in the reading hall, there is professional literature in Armenian according to sections and sports. Library conditions are inadequate for book storage, the area needs renovation.

7.2 The Institution provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and purposes.

The objectives of the 6th goal of the TLI 2016-2020 Strategic Plan are to develop and modernise the necessary classroom educational and research laboratory base in accordance with the needs of the institute's educational and research programmes, as well as to develop the process of replenishing the institute's information potential, ensure their availability and effective use in line with the development of educational and research needs.

Taking into account the results of surveys with internal stakeholders, as well as considering the continuous improvement of the educational environment as a strategic issue, in the 2019-2020 academic year, about 32 million drams were allocated from the ASIPCS budget to technologically improve the classrooms and training laboratories.

The TLI's main financial income is provided by student tuition fees, and it should be noted that in the 2020-2021 academic year, the TLI had the highest admission rate for the last five years - 628 students. The TLI has maintained a stable salary payment during the pandemic and the war, with financial difficulties due to irregular tuition fee payments.

According to the self-evaluation report, the expenses of acquiring property at the TLI has increased from 0.6 to 5% in the last 2 years, and the expenses of overhaul has increased by 3% in the last year, but the research expenses has not changed significantly. The main expense (90%) is related to the payment of salaries.

In 2019-2020, about 30 million drams were spent on repair and construction works carried out in different buildings of ASIPCS. The 4th floor of the 2nd building has been completely renovated, as well as the restrooms of the administrative building, which were previously in a very bad condition. It is planned to renovate the 8th floor in the TLI.

In recent years, the TLI has been actively working to modernise its resource base, purchasing computer equipment, printing and video surveillance equipment, upgrading its internal Internet connection, and channels, in general, to technologically equip classrooms and training laboratories for about 46 million drams. During the site visit, it became clear that 14 chairs have recently been equipped

with portable projectors, and the necessary equipment has been acquired for organising fitness classes.

During the site visit, it was revealed that the renovation of the judo and sambo gym is in the process of being approved, which will be carried out with a grant from the Embassy of Japan. Internal construction transformation works are planned, it is planned to renovate the hall, to build the internal restroom and the bathroom, to furnish the cloakrooms, and to acquire modern sports equipment.

According to the internal stakeholders, the renovation of the library will start in the near future, the draft estimate of the tender has been approved.

The TLI plans to set up two laboratories in the field of journalism and psychology with its own resources.

The TLI Board of Trustees has discussed and approved the objective of including and establishing the college in the 2022-2023 new structural changes, it is planned to operate on the territory of the Institute due to the modernisation and operation of the buildings in need of renovation.

7.3 The Institution has policy on financial distribution and capacity to sustain and ensure the integrity and continuity of the programmes offered at the Institution.

The TLI's financial activities are based on the Institute's charter, the RA Laws on “Accounting” and “Funds”, as well as international accounting standards (IFRSs).

Funds at ASIPCS are allocated based on previous years' performance, activities for the planned year, expected revenues and expenditures, and the draft budget is prepared and approved by the rector, vice-rector for finance and administration and the head accountant. The basis for the TLI financial planning is also the annual plans of the departments, the packages of the academic programmes, the resource requirement presented by the faculties and chairs.

Development of the ASIPCS resource base and its effective use is fixed in the 2016-2020 Strategic Development Plan, where the task is to harmonise and target the financial planning of the Institute's strategic goals and the realisation of the tasks. The time distribution of the resources is envisaged and carried out on an annual basis. The acquisition of resources is carried out in a centralised manner, distributed according to the resource needs of individual programmes, according to which the procurement plan for the next year is drawn up. It should be noted that the official website of the Institute is being upgraded, the posted information is still being updated. Clear mechanisms for allocating funds, as well as attracting additional financial resources, a policy that correlates with the implementation of the long-term goals set out in the TLI SP are not yet available.

The TLI is working to prioritise the diversification of financial inflows. In order to expand the range and volume of paid services, to increase the profitability of those services, training courses for fitness trainers, massage courses, preparatory courses for applicants are conducted. During the site visit, it became clear that the TLI is taking active steps to commercialise the services and programmes it provides, such as leasing property, functional examinations of high-class athletes at the "Sport CAB" research center commissioned by various sports federations and sports clubs. The TLI plans to make the built climbing wall accessible to the public, both on a public basis and for commercial purposes, it is planned to conduct training courses for football commentators.

Cash influxes are also planned through the activation of the TLI's participation in local and international grant programmes in the fields of education, research, public services. As it was mentioned, during its 75-year history, it was unprecedented for the TLI to apply for 12 grant programmes at the same time and succeed in one of them. It also became clear that the TLI is currently conducting mandatory physical education teacher training within the framework of the MoESCS grant programme.

The TLI sees the new structural unit, the college, as a source of additional cash inflows, where the tuition fee will be both state-funded and on a paid basis.

The audit of the ASPICS financial statements and financial and economic activities is carried out every year in accordance with the RA legislation and in accordance with the relevant legal acts. One of the mechanisms for controlling and auditing financial activities is the implementation of an independent audit guaranteed by the ASIPCS charter, which stipulates that an unsheduled audit may be performed at the request of one third of the members of the Board of Trustees of the Institute. During the site visit, it was found out that the financial activity tax audits revealed that the students were given excessive discounts in 2015-2019, but the tax obligations were not fulfilled, so now the TLI has to pay those obligations. This may also reduce some of the expenses of the TLI budget.

7.4 The Institution's resource base supports the implementation of Institution's academic programmes and strategic plan, which promotes sustainability and continuous improvement of quality.

According to the TLI 2019-2020 financial report, the number of students is considered the most important variable in terms of resource planning, acquisition and distribution. Admission to the TLI is organised according to the planned places, and, as a rule, there have been no drastic increases or decreases in resource needs.

As the number of students increases, the institute is able to provide the required educational resources, for example, to increase the workload of teachers or to hire new teachers. During the site visit, it became clear that in addition to increasing the number of students, in recent years, the TLI has increased tuition fees according to the study programmes, which took into account the expenses required for the implementation of the given study programme.

The TLI has been carrying out extensive renovation work since 2019, and resources are provided for technological re-equipment. During the site visit, it became clear that the modernisation of resources has a positive impact on the quality of education, the ability of teachers to use new, interactive methods, as evidenced by the many interactive methods described in academic programmes. With their use, lessons were observed during lesson observation, but internal stakeholders singled out the priority of renovating gyms, acquiring modern sports equipment and other educational items as a precondition for ensuring quality education.

It should be noted that in the absence of its own resources, the TLI seeks to provide the best conditions for the implementation of separate courses and internships of academic programmes on a contractual basis with external stakeholders, involving employers. For example, academic programmes on journalism are widely used by employers to provide professional training and internships.

Examination of academic programmes needs, and survey data showed that there is a need for continuous improvement of learning conditions, sports infrastructure, library, laboratories, training and technical facilities at the TLI, which was also noted during the site visit.

As already mentioned, the TLI is taking visible steps for ongoing improvement, taking into account the identified needs.

7.5 The Institution has a sound policy and procedure to manage information and documentation.

The introduction of information resources, their effective use and accessibility is one of the strategic tasks of the TLI, for the solution of which the TLI has taken a number of steps. At present, the Institute's document processing is managed by the General and Human Resources Management Department. The Mulberry-2 electronic document management system has been introduced, the internal network has been implemented for the rapid transfer of documents among the departments, and the dissemination of information among internal stakeholders is via e-mail. It should be noted that the TLI provides the employees and students with official email addresses. During the site visit, it was found out that the emails provided were not yet fully used by the TS and students.

The ASIPCS 2016-2020 SP has set a task to launch the IT potential and secure information system, and it should be noted that the TLI has started to take active steps in this direction since 2019, creating a department responsible for the implementation of consistent and uninterrupted channels of internal information transmission, technical equipment and re-equipment activities. The Wi-Fi network has been expanded, the old equipment has been replaced by the new generation equipment, and the speed of the spread internet has been improved. A multifunctional network information management system *G Suite for Education* has been developed since 2019, which aims to digitise information on all stages of the educational process and ensure its security, as well as to create an electronic database of students' academic data and educational progress.

The TLI has the position of Public Relations officer with the aim of timely dissemination of information to internal and external stakeholders, but as noted, dissemination tools are poorly used yet. Although the TLI self-evaluation report states that the documents, announcements, decisions and protocols to be published are available to all stakeholders on the TLI website, the examination of the website has shown that the required documents have not yet been fully downloaded.

7.6 The Institution creates safe and secure environment through health and safety mechanisms taking into account the students with special needs.

The health and safety services at the institute are provided in accordance with the ambulatory care unit and internal security department. The ambulatory care unit has its own charter and is financed from the budget of the Institute. The examination of the ambulatory care unit showed that it had the necessary medical equipment, supplies and first-aid medications. During the site visit, it became clear that the internal stakeholders of the institute are free to use the services of the unit, apply with various complaints, sports injuries, which are fixed in the register.

The TLI is also working to include employees in social packages.

The TLI plans to create an appropriate environment for the education of students with special

needs in its SP, according to which ramps have been built in the main building of the TLI, sections for students with special needs have been set aside in the restrooms, and in order to create preconditions for inclusive education, an inclusive classroom was opened. The TLI has also recently hired employees with special needs.

The buildings of the institute are provided with a fire alarm system, the building is video-monitored, evacuation schemes in case of emergency are posted in all the buildings. Civil protection of students and staff in emergencies is provided by the ASIPCS Civil Defense Headquarters.

In order to maintain the health of ASIPCS staff and to promote a generally healthy lifestyle, training courses are conducted for the TLI stakeholders, with the active participation of the TS.

7.7 The Institution has special mechanisms in place for the evaluation of the effectiveness, applicability and availability of resources given to the teaching staff and learners.

Since 2019, the Institute has been conducting regular surveys among students and faculty (starting from 2020, also among the administrative staff), within the framework of which the usefulness, availability and efficiency of the resources and services provided to internal stakeholders are evaluated.

Starting from the 2020-2021 academic year, the revised versions of the academic programmes have also included the results of academic programme outcomes and resource mapping, through which the assessment of the resource environment has been carried out for each individual study programme.

The results of the surveys are regularly presented to the managerial staff of the Institute, relevant proposals are made, and as a result of the measures taken to implement them, the material and technical base of the administrative and support staffs has been significantly improved at the Institute.

Considerations: The expert panel appreciates the TLI's efforts to improve the learning environment and the steps taken, the conditions have been created for people with special needs, the level of technical equipment of TLI departments in line with the modern needs, but it should be noted that the issue of renovating and equipping gyms (which are crucial for the implementation of the TLI academic programmes) with modern equipment remains urgent. The meetings with students and TS showed that even though they have an understanding approach to the teaching of sports subjects and the development of skills in poor conditions, however, they consider the solution of the problem as a priority in terms of improving their work and educational environment. During the site visit, another fact was confirmed: the lack of modern equipment, technical means and property is a possible obstacle to the influx of international students and training of competitive staff. The expert panel welcomes the fact that TLI's financial planning is based also on the annual plans of the departments, academic programme packages, and the resource requirement presented by the faculties and chairs, but the planning is carried out on an annual basis. Analyses show that they are not always correlated with the implementation and planning of the goals set by the TLI SP.

The expert panel welcomes the increase in admissions, which will provide additional cash inflows for the TLI, but at the same time, the dependence of financial resources on the number of students is negative, which creates unforeseen risks for the TLI. Due to the expert panel, for financial independence and sustainability, the TLI has the potential to provide a variety of external sources of funding, with

external stakeholders playing a more important role in taking longer-term measures to ensure a steady flow of alternative financial income to tuition fees, as well as regularly evaluate cost-effectiveness and expediency of using material and technical resources, which will result in further realistic planning. On the positive side, diversifying cash inflows is one of the TLI SP's top priorities. Due to the expert panel, monitoring the resource allocation efficiency and deciding on the priorities of study programmes can make the TLI more cost-effective.

The expert panel appreciates that the TLI provides the minimum sufficient conditions for the implementation of study programmes within its resources, as well as the fact that in the future, at the end of the resource modernisation work, it can be a leader in the country not only in the kind of educational services but also in quality indicators. It can become competitive in international platforms as well, for which it has not only material but also potential human resources. However, the expert panel is concerned that the TLI does not regularly evaluate the effectiveness of resource satisfaction, accessibility and efficiency, as well as service usefullness surveys.

The availability of modern professional literature in foreign languages in the library can contribute to the knowledge of a foreign language among both teachers and students. At present, the library has mainly Armenian textbooks, manuals, and sometimes accessible foreign language sources are used in some courses.

The expert panel appreciates the significant changes made in TLI in the direction of modernising the use of information technologies and document management after the previous accreditation phase, which serve both the modernisation of organising the education and creating a modern student-centered environment.

It is positive that all the TLI staff and students are currently provided with email addresses as a means of disseminating information and feedback, but internal stakeholders – students - do not actively pursue the information received by their mails. Due to the expert panel, the TLI should introduce additional mechanisms for students to actively pursue and use the official email, which will also help increase the effectiveness of the TLI's various needs and evaluation surveys conducted through it. It is noteworthy that in the context of the pandemic, groups created on social media and platforms have also been used as a means of communication between the TLI and students.

The TLI has taken tangible steps to create a safe, secure environment, focusing on stakeholders with special needs, as well as their health care delivery. Highly appreciating the steps taken in this direction, the expert panel considers that the ambulatory care unit's work and services provided still need to be coordinated, paying special attention to the high level of professional training of the staff.

The expert panel welcomes the fact that the TLI seeks to provide feedback on internal resource satisfaction and resource needs through surveys among the students, TS, and, starting from 2020, the administrative staff as well, but there is a need to ensure an objective involvement of respondents. On the other hand, the results obtained should serve as a basis for analysing needs and setting priorities.

Highly appreciating the changes made by the TLI, the expert panel considers that in general the existing infrastructure and resources are still very limited and need timely improvement, therefore it is necessary to continuously improve and ensure logistics, replenish the TLI library, improve the document

management system and financial management, which will increase the TLI's attractiveness in both local and international markets.

Summary: Given that the TLI has recently taken targeted steps to replenish logistics and resource bases, there are resources to organise the educational process and implement academic programmes, as well as there are processes and services at the TLI aimed at ensuring the security of the educational environment, health and safety, there is a policy of allocation of funds, the expert panel considers that the TLI meets the requirements of the Criterion 7.

Conclusion: The expert panel evaluates the compliance of ASIPCS institutional capacities with the requirements of the Criterion 7 as **satisfactory**.

VIII. SOCIETAL RESPONSIBILITY

CRITERION: The Institution is accountable to the government and society for the education it offers and the resources it uses as well as for the research it conducts.

Findings

8.1 The Institution has clear policy on accountability.

The ASIPCS accountability process is governed by the RA Law on Education, the RA Law on Higher and Postgraduate Professional Education, the RA Law on Foundations, and a number of RA Government decisions, as well as the ASIPCS Charter.

In its SP, the TLI aims to support the transparency of accountability and feedback processes.

The rector submits a report to the Board of Trustees on the work of the subdivisions according to the goals of the strategic plan. The rector's reports are posted on the ASIPCS official website in Armenian.

The schedule for submitting reports, according to the subdivisions, is regulated by the rector's instruction. In recent years, accountability mechanisms have been reviewed at the TLI, and new formats have been introduced. The plans of administrative and educational subdivisions set mandatory requirements: to define the expected measurable outcomes and clarify the key and target indicators of the performance evaluation. Mechanisms for evaluating the effectiveness of these reports do not exist at the institutional level.

8.2 The Institution ensures transparency of its procedures and processes and makes them publicly available.

To raise awareness about the events taking place at the TLI, in 2019, ASIPCS developed and introduced the concept of public relations. In 2020, the institute of public relations was officially introduced in the TLI (according to the rector's report), and there is a person in charge of public relations. The TLI has information platforms providing access to information: the official website of the

TLI, the Facebook page, the official newspaper of the institute. The official website of the TLI is being upgraded, an attempt has been made to provide more accessible and systematic information to internal and external stakeholders. Observations of the website showed that the website is intended to be trilingual - Armenian, Russian, English, but the pages in foreign languages are still poorly developed. It should be noted that Facebook is the most actively used social networking site for disseminating information. Public relations are provided in cooperation with various media, and regular coverage of the TLI activity is published.

To provide communication with internal stakeholders, the TLI has introduced an individual e-mail system, which, however, does not have high applicability rates among students. During the meetings with the target groups, it turned out that the stakeholders are more actively following the Facebook page than the website, and also that the stakeholders created in Whatsapp, Viber, Messenger applications during the pandemic are used more effectively for the dissemination of information and educational materials in the faculties and chairs.

The QAD conducted surveys on the availability of information on the activities of the institute, as a result of which it became clear that the internal stakeholders are satisfied with the mechanisms of dissemination of information.

Vacancy announcements and competition results are also published on the TLI's official page on social media platforms, as well as on paid job search platforms.

8.3 The Institution has sustainable feedback mechanisms for establishing contacts with society.

ASIPCS has set the following objective in its SP: "To maintain the further development of public relations and the maximum involvement of the institute in public programmes." One of the mechanisms for providing feedback in ASIPCS is the Facebook page, through which the TLI is able to respond quickly to questions from stakeholders.

The TLI has mechanisms in place to ensure a university-employer-alumni relationship, with periodic meetings, surveys, and discussions to clarify the position of associations, employers, scholars, government bodies, and other departments. Employers have also made suggestions, such as increasing English teaching hours. In recent years, such meetings have become quite frequent, but as a result, the experience gained by the TLI and the changes made are not yet measurable. Meetings with employers and alumni during the site visit revealed that they were partially involved in the TLI governance or other decision-making processes but were poorly motivated in terms of giving/getting feedback.

Since 2020, the TLI has been conducting a public opinion survey, which is enshrined in the concept. It became clear from the site visit that the TLI aims to change public perception and public opinion of the TLI as a "non-strict" institution.

In 2020, the rebranding process started at the TLI, as a result of which the new ASIPCS logo has been developed, with 37 brand attributes that will make the TLI more attractive.

It should be noted that according to the 2018 MoESCS and Mediamax's MaxMonitor system, effectiveness of cooperation between the TLI and the media, as well as the attractiveness and demand of ASIPCS publications in the media are not so high (17 publications in 3 months, not exceeding 1%).

The TLI, as noted in the self-assesment, plans to implement monitoring of the published and broadcast materials on the TLI and its activities, with the help of which it will be able to keep track of the materials related to the Institute in the Armenian print media, websites and news websites.

8.4 The Institution has mechanisms that ensure knowledge /value/ transfer to the society.

ASIPCS carries out research and publishing activities, provides consulting and expert services, organises sports, cultural, military and patriotic events, etc, in order to transfer knowledge to the public.

The TLI organises trainings for coach-pedagogues, providing methodological and professional consultation, in which, according to self-evaluation data, 500 coaches-pedagogues from 21 different sports have already participated. During the site visit, it became clear that the TLI is working to spread key values, not only among internal stakeholders, but also among individuals of different age groups, by organising summer schools, teacher training, and sports training for the elderly. The TLI organises vocational guidance courses, as well as lectures. In order to promote a healthy lifestyle, the TLI also organises sports trainings for the elderly, which are attended by 50 beneficiaries.

ASIPCS organises public lectures and flash mobs to transfer knowledge. During the pandemic, the TLI TS prepared and provided other TLIs with video lectures to teach a variety of practical subjects, such as athletics, and provided physical health consultation.

Considerations: The expert panel welcomes the fact that the TLI has a bottom-up and top-down reporting system, which is summarised in the rector's year-end report. On the positive side, targeted outcomes are often measurable, and reports are submitted according to a schedule, which includes data on tasks set, their performance, and not implemented processes.

According to the expert panel, despite the format of the reporting at different levels, it is not yet final to have such a single interconnected reporting system, which will make it possible to identify in a short period of time where, how and when the deviation occurred, which department is responsible for the deviation, and what steps the TLI is going to take to eliminate these deviations and to prevent their occurrence in the future.

The rector's annual report is quite extensive and gives an idea of the TLI's activities, as it includes various key indicators: professions, students, academic TS, financial activities, but according to the expert panel, it is necessary to pay more attention to the justification of the changes in accountability, the indicators for evaluating the effectiveness of those changes, and not to the facts or actions taken.

Thus, the expert panel appreciates the TLI's efforts to improve accountability mechanisms, but the effectiveness has not yet been assessed by the TLI, which makes it difficult to fully understand the impact of change.

The expert panel welcomes the TLI's steps towards accountability, which is carried out through the official website and dissemination of information on various areas of the TLI activity through the media. However, the expert panel considers it necessary to have a full trilingual website, which is important for the TLI especially in the context of internationalisation, in particular, trilingual publications on information about the TLI’s activity, reports and admission will increase the interest of

external stakeholders, and trust in the TLI. The development of foreign-language advertising and information materials by the TLI can also increase the influx of international students and increase inbound mobility. The English version of the site should be supplemented with information on international programmes, exchanges and international activities.

The expert panel considers it positive that the TLI can provide feedback via the email and the Facebook page. It is also positive that in recent years the TLI has been actively cooperating with alumni and employers within the framework of various events and discussions aimed at improving their feedback mechanisms, which should primarily be aimed at improving the academic programmes and eliminating shortcomings. In general, there is a need to evaluate the effectiveness of feedback mechanisms to enable the TLI to clearly target its activities.

It is positive that the TLI is working to raise the public profile of ASIPCS, has done rebranding, has tried to study the opinions formed in the society, and the degree of visibility of publications in the press. Due to the expert panel, the work in this direction should be continuous, as it is necessary to increase the involvement of foreign athletes, coaches, professionals in the ongoing processes, using their connections and opportunities for the development of the TLI.

The expert panel welcomes the active involvement of the TLI in the process of tranfering various knowledge to the public through publications, trainings, exchange of experience, consultations and other means. The expert panel also stresses the importance of the TLI's efforts to provide public health advice, physical education, and physical health during pandemic-induced constraints. However, the public capacity and importance would have been more convincing if the TLI had provided relevant quantitative data on the frequency of events, the number of participants or the effectiveness of the events.

Summary: Given that the TLI has developed reporting mechanisms, provides access to external and internal stakeholders, provides reporting to the RA MoESCS, the TLI has feedback mechanisms in place, ensures document access at the TLI, facilitates the transfer of important values, provides additional services, due to the expert panel, ASIPCS meets the requirements of the Criterion 8.

Conclusion: The expert panel evaluates the compliance of ASIPCS institutional capacities with the requirements of the Criterion 8 as **satisfactory**.

IX. EXTERNAL RELATIONS AND INTERNATIONALISATION

CRITERION: The Institution promotes experience exchange and enhancement through its sound external relations practices, thus promoting internationalisation of the Institution.

Findings

9.1 The Institution promotes its external relations through sound policies and procedures aimed at creating an environment conducive to experience exchange and enhancement and internationalisation.

ASPICS has an internationalisation policy that is aligned with the institution’s SDP. ASPICS is

committed to promoting internationalisation and diversifying its international relationships with sister institutions within Europe and CIS countries. The aim is on the one hand scientific cooperation and on the other hand an increase in the number of foreign students, both degree and exchange students.

Promoting internationalisation and prioritising external relations is the responsibility of the Department of International Cooperation and Development Programmes (ICDP), which is headed by the vice rector for external relations and strategic programmes. The policy mainly focuses on attracting foreign degree students, exchange programmes and joining a network of more advanced universities. This is pursued through internationalisation of educational programmes and research-based activities, inbound and outbound mobility of students and staff, and (new) international collaborations.

With regard to attracting foreign students, the institution indicates that the numbers have increased in recent years, although the numbers remain limited. There is hardly any influx from Europe, China or the US. During the site visit, the expert panel was able to establish that it mainly concerns Armenian students who live abroad and that there is only one student with a foreign nationality, from Ghana. However, that student has not sufficiently attended the lessons and will be expelled. This means that in fact no foreign degree students study at the institution. In order to attract students, the institution also focuses on broader specialisations such as sports management, psychology and journalism.

During the site visit, it became clear that there is difference of opinions in the institution as to which educational area should be focused on, so the expert panel heard different opinions, for example, from the rector, vice-rector for foreign relations, strategic programmes, and heads of different departments. There was an opinion that in the short term, alignment with the Russian standards appears to be the easiest to achieve. There is currently a postgraduate degree that is being set up in collaboration with Russian partners and a project is underway with Kazan Federal University (Russia) to set up clinical/sports medical research together. Yet, the institution also wants to take steps to focus on Europe and America, and they want to train competent professionals who can be deployed in multiple markets.

Incoming and outgoing mobility is limited, although ways are being sought to increase mobility, for example by creating mobility windows. However, there are certain barriers to mobility: language proficiency, comparability of study programmes, subject credits, recognition of the TLI.

The TLI implements international cooperation at the institutional level by concluding memoranda of cooperation, as well as encouraging cooperation at the individual level with other stakeholders and individuals. At the faculty level, the institution cooperates with local sports federations within the framework of the academic programmes, such as shooting, football, mountaineering, and other federations. However, the cooperation is rather passive in the context of students and staff exhange, organising joint programmes and events, or benchmarking.

During the site visit, it became clear that at the local level, the TLI has some effective cooperation with employers, for example, students studying in the Kinesiology study programme develop their professional skills through cooperation with employers. Sometimes students who perform the best are already employed in their third year and they combine work and study. Employers are involved as an external jury member in final attestation committees and so on.

Talks with external stakeholders have shown that they expect the institution to provide high quality educational services in terms of specialist training and continuing education. They also make suggestions referring to (re)training referees for various sports, disability sports coaches, etc.

The institution indicates that it is always on the lookout for new opportunities in which cooperation is established through agreements and memoranda of understanding. Inter-university meetings raise the awareness of different institutions about ASIPCS and allow students from different universities to get in touch with each other during inter-university events.

Since the 2019-2020 academic year, ASIPCS has been working with international partner institutions to develop new educational programmes with double diplomas. A memorandum has been signed with the SPAA INDIA Academy of India for the implementation of the joint academic programme on "Sports Management and Marketing", which will further enable the teaching staff members to participate in academic mobility programmes, which are planned to implement with MIET Business School and Amity University Noida (India)

In addition, ASIPCS tries to organise (international) scientific events (seminars, workshops, conferences) on a regular basis, and ASIPCS specialists participate in (international) webinars as presenters. The COVID-19 pandemic has caused a number of collaborative projects to be postponed or continued in an online format.

9.2 The Institution's external relations infrastructure ensures regulated process.

The Department of ICDP works on the basis of the charter of ASIPCS and the charter of the International and Scientific Informational Center which defines the structure and responsibilities of the department. In the past, tasks and responsibilities were spread over different departments, but everything has been brought together within the reorganised department. The results of the evaluation of the effectiveness of this reorganiuation were not presented to the expert panel. For the selection and admission of foreign students and for exchange programmes, there is cooperation with the Ministry of Education, Science, Culture and Sport of the Republic of Armenia, as well as cooperation with sports academies and organisations abroad.

In 2019-2020 and 2020-2021, 55 international students were admitted to the TLI, which is twice as many as in the previous three years. During the visit, it was clarified that they were mainly Armenian students from the Diaspora studying in programmes taught in Armenian. During this period, one foreign student from the Republic of Ghana studied at the insitution, but is subject to be expelled due to academic and financial debts. This also proves that the institution does not organise targeted work in terms of the internationalisation of educational services.

The ICDP Department is responsible for drawing up and overseeing the realisation of cooperation plans and agreements. It prepares the arrival of foreign experts and guest teachers, and organises exchanges and business trips for students and staff of the institution. For benchmarking purposes, a procedure has been developed for the comparative analysis of programmes and curricula. The master's study programme on "Sports Journalism" has conducted a benchmarking exercise. Comparisons are made with study programmes of the institutions, for example in Russia, USA, Poland, etc.

Facilitating the teachers to participate in international conferences and meetings, and encouraging students to participate in international study programmes has been an area of increased focus since 2020. Students can also participate in international internships and summer schools. In addition to the work carried out by the ICDP Department, there are also initiatives by faculties, chairs and individual employees that are part of internationalisation and collaboration with external parties. This is encouraged within ASIPCS.

9.3 The Institution effectively collaborates with local and international counterparts.

ASIPCS has cooperation agreements with dozens of universities, institutions and organisations, including in India, Russia, Ukraine, Georgia, China, and Belgium. There is cooperation with national and international educational and sports institutions and confederations and ASIPCS is a member of relevant associations of institutions for sports and physical culture and of the European Olympic Academy. Among the alumni, there are several Olympic champions and world champions. ASIPCS would like to organise the weightlifting championship, but unfortunately it does not have the appropriate infrastructure and equipment.

Collaborative agreements lead to joint education, sports, physical culture and health programmes and validation of research results. In a number of cases, the agreements remain a dead letter or are obsolete and with regard to the activities that are carried out, there is no analysis of the results achieved. The institution is trying to bring about a change here by focusing more on quality than on quantity. It wants to achieve this by including more clearly how the collaboration fits in with the intended objectives, what the mutual obligations are and how the follow-up can take place. The list of all memoranda and agreements is maintained by the Legal Department.

During the COVID pandemic, the institution has been experimenting with alternative formats for implementing international activities: webinars, online master classes and conferences, seminars and training. Participation in online events can also be stimulated in the future and contribute to further strengthening internationalisation within the institution.

With regard to research, the international scientific community can be involved more to help set up research initiatives or to evaluate research results. This also presupposes access to international literature and electronic resources in the library.

The institution is the main supplier for physical education teachers in schools and coaches for professional sports clubs. ASIPCS involves external parties in the management and policy of the institution, for example representatives from the government or the management of secondary schools, although, according to the professional field representatives who spoke to the expert panel, communication with external stakeholders could be intensified. Because ASIPCS has no competition within Armenia, this implies that one has to look all the more at foreign partners. The position of similar institutions abroad, in countries such as Denmark and France, was examined.

9.4 The Institution ensures internal stakeholders' appropriate level of a foreign language to enhance efficiency of internationalisation.

A significant obstacle in the internationalisation process is the language proficiency of students and teachers. At present, more time has been made available for language training courses, which the expert panel considers a positive point. In addition, more attention is paid to knowledge of foreign languages when recruiting teachers and staff. Moreover, ASIPCS wants to invest in educational programmes and courses with a different teaching language.

The institution wants to focus on mechanisms that increase language skills. It does this by offering language courses in the curricula of the study programmes and through a training offer for the staff. The knowledge of Russian is decent among the staff, but the level of English is rather low, especially when it comes to professional communication skills. The students have also pointed out in the past the importance of improving foreign language teaching quality. The needs of the staff were identified through surveys, and the results showed that the faculty and staff need foreign language (English) training. The institution set up a five-year compulsory training programme for the teaching staff, but the offer was limited and unstructured and the results achieved were not analysed.

Knowledge of foreign languages is included in competency requirements for newly recruited personnel and financial incentives are provided for the teaching staff who teach in a foreign language or publish in international peer-reviewed journals or participate in international activities.

No targeted studies have been conducted on students' foreign language proficiency at the TLI. In order to strengthen their knowledge of foreign languages, the share of language teaching was significantly increased, in 4 instead of 2 semesters, starting from the first year. In the bachelor's programme, the focus is on a general knowledge of English, in the master's programme - more specific terminology is covered. The content of the English language course has also been changed, the teachers have been involved through a competition, and since the beginning of the current academic year (2021-2022), the students have already been divided into groups according to the level of language proficiency. Students will be divided into appropriate groups based on a language proficiency test, and different ways of assessing their progress can be in line with the scales of the Common European Framework of Reference for Languages, and learning outcomes, curricula, educational and evaluation methods are aligned with this. Alumni consider this a very positive evolution. Students are also encouraged to participate in international activities and thus further invest in their language skills.

Considerations: The international policy of the ASIPCS Foundation is set out in the document of the same name, which was approved in 2019, in the Academic Council. The policy is generally in line with the TLI's strategic plan, which is to promote ongoing internationalisation processes at the institutional and programme levels. The European and CIS countries are selected as educational areas in the SP, and other European, CIS, and EEU countries are selected as a vector of internationalisation in the policy. This means that the TLI has adopted a policy of multi-vector cooperation, trying to diversify its internationalisation. On the one hand, this is positive, because it does not limit the opportunities for cooperation, on the other hand, it is negative, because in the context of academic programmes, linguistics, professional literature, and educational outcomes, there is incompatibility among different areas, both in terms of content and format. It is clear from the content of the document on

internationalisation that the TLI pursues at least two of the following important goals:

- to attract more foreign applicants through academic programmes in foreign languages;
- to provide local students with study programmes that will enable them to work also abroad.

The expert panel considers that in order to achieve the set goals, the TLI should be able to ensure the competitiveness of alumni in the international educational area established by it, on the other hand, it should analyse and evaluate how realistic the prospects of the ASIPCS alumni working in the given educational area are. The effectiveness of attracting international students depends on whether foreign alumni will be able to work in their home country (also with additional examinations) with the ASIPCS speciality, and work in this area may increase the attractiveness of studying at ASIPCS.

The expert panel considers that from the point of view of internationalisation, it is negative that the TLI has not yet studied, evaluated, analysed and identified the markets that have great potential. Thus, according to the expert panel, the policy of internationalisation and the procedures attached to it, need to be concretised. It is necessary to determine at this level the vector by which the TLI moves; that decision must be based on various analyses, taking into account educational, geographical, professional, political and other factors.

Organising international scientific events by the TLI, as well as participation from internal stakeholders promotes information exchange and helps address current challenges and developments in areas where ASIPCS is active. The TLI seeks to provide training to the TS to make internationalisation concepts more visible. The close working relationship between the chairs may provide opportunities for joint interdisciplinary initiatives of the chairs to seek cooperation with foreign partners, but such a culture has not yet been established. It should be noted that a large number of objectives are still in the planning stage, but more attention should be paid to internationalisation initiatives (based on qualitative and quantitative indicators) in order to monitor their effectiveness.

The expert panel considers that initiatives existing at the TLI need to be recruited and mapped to assess their potential impact, such as overseeing interdisciplinary collaboration between faculties and developing a common mindset of international competitiveness at the TLI (for example, through the exchange of good practice). This may lead to the implementation or improvement of a limited number of targeted strategic partnerships at the institutional level.

On the positive side, the TLI is actively working to create new opportunities for cooperation, which are established through relevant contracts, agreements and memoranda of understanding. At present, various departments of the TLI are involved in this process, which is decentralised in nature, there are no clearly defined responsibilities, so the monitoring of the implementation of agreements is weak. The expert panel considers that there is a need to create a database of all agreements and contracts, the existence of the latter will allow the TLI to clarify the responsibilities of managing agreements and contracts, including responsibilities to follow up on implementation, defining clear responsibilities for overseeing the effective implementation of agreements.

It is also positive that the TLI's multi-vector cooperation with the regions raises awareness of the institution and can encourage applicants to study at ASIPCS. The expert panel considers that the TLI's renowned alumni, including Olympic, World and European champions and winners can be the

ambassadors of the TLI, thus making the institution more visible to the outside world, as well as on international platforms.

The expert panel welcomes the TLI's efforts to promote mobility by concluding cooperation agreements with international and local partners, while noting that the TLI's inbound and outbound mobility remains limited, and the proportion of international students is also low. In this context, it is important to emphasise the need for the TS and students to be fluent in a foreign language, as well as the compatibility of study programmes and subjects, the necessity to conduct foreign language courses and study programmes, so that exchange students (applicants from other countries) can receive part of their education at ASIPCS. Although this compatibility is currently lacking, the TLI still has clear capabilities, which are evident in the results of benchmarking at the programe level.

ASIPCS should take more targeted steps in the process of developing and disseminating a culture of internationalisation. Faculties and chairs can focus more on internationalising their study programmes and collaborating with international partners, such as benchmarking with equivalent programmes, adapting to foreign programmes, providing mobility windows to facilitate exchanges, or engaging international (guest) teachers.

The expert panel welcomes the fact that the TLI expects international cooperation not only at the institutional level, but also on the individual partner level. It is commendable that the TLI encourages staff collaboration and use of personal connections with foreign partners through joint projects. It should be noted that in the context of student and staff exchange, benchmarking or co-organisation of events and programmes, the further development of external relations by the chairs and faculties can also have positive results. It is necessary to promote local cooperation for further strengthening of education and research at the TLI.

The expert panel appreciates the TLI's local partnerships with gyms, sports federations, rehabilitation centers, clinics, medical insitutions (such as a diabetes center), or media companies, which can help develop research ambitions and seek funding for research activities, as well as lead to agreements on new internships or create other ways to engage students in the professional field. The first steps in this direction are already being taken, but the TLI has not yet fully identified these possibilities, for which it is necessary to carry out in-depth quantitative and qualitative analyses. It should be noted that physical distance with colleagues is a problem: in this case, the positive experience of conducting distance education during COVID-19 and new opportunities for collaboration can be used in the interests of the TLI, for example, for organising online (learning) events.

As already mentioned, strengthening internationalisation is one of the strategic goals of the TLI, and strengthening the knowledge of foreign languages is a necessary condition for that. Given the opportunities for current local and international, interdisciplinary collaboration and research, an appropriate level of foreign language proficiency is required for both students and faculty. This provides an opportunity to participate in joint programmes, to involve foreign guest teachers and students, as well as to promote staff and student mobility.

The expert panel appreciates the TLI's steps to increase students' knowledge of a foreign language, with changes in both academic curricula and the competitive selection of foreign language teachers. Due

to the expert panel, raising the level of language proficiency will be facilitated by supplementing the library with foreign language literature and studying within the framework of student assignments, thus creating opportunities for alumni to work in multicultural teams, and enhancing language proficiency will undoubtedly improve the alumni's ability to work in the international market.

Due to the expert panel, the TLI's more targeted participation in numerous Armenian and international educational grants provides an opportunity for further growth and development. Cooperation, both with universities in Armenia and abroad, can lead to a number of strategic partnerships at the institutional level, which will allow internationalisation opportunities in order to move to the next level while further enhancing the quality of education. Focusing on the TLI's strengths and emphasised advantages, collaboration can lead to the implementation and/or expansion of joint international programmes with target partners that lead to joint or simultaneous qualifications. Moreover, the TLI can raise awareness of mobility, exchange opportunities, grants and scholarship offers by providing clear, transparent information, as well as encouraging its faculty and students to participate in international initiatives.

Summary: Due to the small number of foreign students, low rates of student and staff mobility rates, as well as the lack of enrollment policy, limited numbers of programmes taught in English and lack of clear information for both inbound and outbound students, insufficient foreign language skills among the TS, staff and students, non-definite direction of development (Russian, European or even American market), which leads to limited opportunities for internationalisation, the expert panel concludes that ASIPCS does not meet the requirements of Criterion 9.

Conclusion: The expert panel evaluates the compliance of ASIPCS institutional capacities with the requirements of the Criterion 9 as **unsatisfactory**.

X. INTERNAL QUALITY ASSURANCE SYSTEM

CRITERION: The Institution has an internal quality assurance system, which promotes establishment of a quality culture and continuous improvement of all the processes of the Institution.

Findings

10.1 The Institution has quality assurance policies and procedures.

The Quality Assurance Department at the TLI has been operating for about ten years. Quality Assurance (QA) processes and policy implementation are coordinated through the ASIPCS Strategic Development Plan, ASIPCS IQA Policy, QA Division Charter, Policy on Internal and External Stakeholder Involvement in QA Processes, as well as other procedures, mechanisms, and tools implemented at the Institute.

In 2017, the TLI revised the IQA policy, which was approved by the AC. It should be noted that the TLI still uses the Internal Quality Assurance System Guide, which was developed and approved in

2014, and which is currently under review. The guide defines the internal processes and mechanisms of quality assurance, describing the concept of quality in the higher education system, the principles of quality culture development at the TLI, the QA system structures, teaching staff assessment approaches, etc.

In 2018, the QAD conducted an IQA policy effectiveness assessment based on the recommendations outlined in the accreditation expert report. According to this analysis, IQA policy mechanisms such as quality assurance of teaching and learning (external evaluation of academic programmes, monitoring of academic programmes, monitoring of student knowledge assessment), quality assurance of research activities, examination of alumni employment and professional trajectory, TS performance monitoring, stakeholder feedback, labour market research were not conducted through the PDCA cycle. Some processes were either not carried out or were carried out irregularly.

In line with the goals and objectives set out in the QA policy, the organisational structure of the QA system has been transformed, in particular, the level of QAD autonomy has been raised, and procedures for developing, approving, reviewing and improving study programmes were introduced (2017, 2019). At present, ASIPCS already has (or will operate from 2021) a number of QA mechanisms and procedures aimed at continuously improving the quality of study programmes, TS and learning resources. The bachelor's and master's educational programmes (2019-2020 academic year) have been revised, which has contributed to a significant increase in the quality of programme development.

In 2019, the procedure of external evaluation of study programmes was implemented, followed by external independent expert evaluations of academic programmes. Monitoring groups were formed for each of the programmes, involving external experts (at least two), mainly from the employer sector, including alumni of the study programme, with some use of feedback mechanisms on the programme effectiveness and alumni professional capacities and skills. Since 2019, internal stakeholder feedback surveys have been conducted regularly, based on the results of which internal quality improvement measures have been taken. The recommendations made as a result of the survey and focus group discussion enable the relevant departments and responsible bodies to draw up their own programmes for regular review, monitoring and development of the process, but it should be noted that the effectiveness of these tools has not yet been assessed.

10.2 The Institution allocates sufficient material, human and financial resources to manage internal quality assurance processes.

The ASIPCS IQA system is methodologically based on the "Quality Assurance Manual" approved by the Academic Council of the Institute, which reflects the general provisions of quality assurance, the current state of the quality assurance system at ASIPCS, the basics of quality assurance, the bodies involved in the quality assurance system of education and their functions, the basics of quality assurance of the activities of the structural subdivisions of the Institute and the structural diagram of the main subdivisions involved in the internal quality assurance system.

According to the recommendations of the previous accreditation expert panel, the QAD was provided with the necessary material and financial resources. The department has a workroom, which is

equipped with the necessary equipment and logistical resources.

In January 2020, the QAD staff list was revised and positions were added in a targeted way. The QA department has a separate workroom, equipped with the necessary office furniture and modern equipment, the acquisition of which was made possible by the TLI. As a result of the project, the department was replenished with new resources, comfortable working conditions were created for the activities of various working groups, meetings with internal and external stakeholders, discussions.

In 2020, the new regulations of the department were significantly clarified, according to which the tasks, goals and functions of the department were clarified, the functions and responsibilities of the employees were separated and expanded, the structure and management of the department were coordinated, the mechanisms for managing the micro and macro levels of the quality assurance process were introduced. It is planned to define job descriptions for the employees of the department with the position passports.

In accordance with the study programmes' external evaluation procedure approved by the ASIPCS at the AC meeting on March 12, 2020, at the initiative of the QAD and the TLI managerial staff, a working group of 19 experts was set up to carry out a number of activities (trainings, programme updates, assessments, conslutations, implementation of the follow-up plan), for which the TLI provided the necessary resources.

10.3 The internal and external stakeholders are involved in quality assurance processes.

Internal and external stakeholders are involved in quality assurance processes. The policy of involvement of internal and external stakeholders in the quality assurance processes, developed and approved in 2019, defines the main principles, approaches and ways by which the TLI is guided in the process of stakeholder involvement and identifying their needs. In 2020, the effectiveness of the mechanisms for the involvement of internal and external stakeholders in QA processes was monitored.

According to the monitoring, the TLI has not yet identified the appropriate levels of stakeholder participation at all stages of the IQA, from planning and documentation to implementation, evaluation and improvement. The involvement of internal and external stakeholders in the ASIPCS QA process is enshrined in a number of other documents, in particular the procedure on Monitoring and Review of ASIPCS Study Programmes (2019), the procedure on External Evaluation of ASIPCS Academic Programmes (2020), regulation on the use of the results of the student survey on the effectiveness of teaching and quality (2020), regulation on identifying the needs of internal stakeholders, conducting evaluation surveys, and using the results (2020), regulation for assessing internships organised by ASIPCS, etc.

The TLI has conducted:

- Evaluations of the course and study programmes,
- Teacher evaluation by students,
- Periodic surveys on student satisfaction with the TLI resources, information system and learning environment
- TS needs identification and assessment.

The following surveys were conducted among external stakeholders:

- Surveys among employers (TLI-Employer Workshop, 2018),
- Assessment surveys on alumni satisfaction with ASIPCS education (2018, 2019),
- Bachelor's and Master's Alumni Career Support Surveys (2019),
- In order to assess the effectiveness of the involvement of external stakeholders in quality assurance processes, the QAD collected and analysed the reports of the final attestation commissions and related improvements (2020),
- Cooperation with the Internship and Career Department and external stakeholders.

The TLI "Internal Quality Assurance" manual describes how internal and external stakeholders are involved in QA processes. Based on recommendations from the previous accreditation expert panel, ASIPCS seeks to involve its stakeholders in quality assurance processes through a variety of mechanisms. As a result of the site visit and analysis of the documents, it became clear that different stakeholders were involved in the TLI self-evaluation working group. Students raise their issues through surveys, by applying to the chairs, faculties. The teaching staff is involved in the annual self-evaluation working groups of the chair, surveys, and lesson observations. Employers are involved mainly through faculty councils, focus group discussions organised by the Career Center, by inviting representatives of the relevant field during the benchmarking performed by the chairs, through supervising the internships, and involvement in final attestation committees. From the alumni, mainly the members of the alumni union are involved in the QA processes (academic programme review), which is still small in number, and the feedback from most of the alumni is rather weak.

ASIPCS seeks to involve its stakeholders in quality assurance processes in a variety of ways. The Institute does not fully enable key stakeholders to participate in the QAD processes. Surveys are the main mechanism for ensuring the participation of internal stakeholders in internal quality assurance processes. However, surveys are not always systematic, they do not cover all areas of the TLI's operations. Both internal and external stakeholders are mainly involved as respondents. There are no grounds for involvement in the preparation of the QA questionnaires, the organisation and conduct of surveys, and the analysis of surveys. Stakeholder involvement (especially external stakeholders) in quality assurance processes is weak. External stakeholders are mainly involved in the QA processes in the form of proposals for improvement at the level of academic programmes or separate courses. However, the communication with them is not regulated in a formal way.

During the site visit, it was difficult for the survey respondents to bring examples of their impact on the improvement of the Institute's performance. In general, it should be noted that internal stakeholders are more involved in quality assurance processes. The effectiveness of the mechanisms for stakeholder engagement in quality assurance processes has not yet been assessed by ASIPCS.

10.4 The internal quality assurance system is periodically reviewed.

One of the strategic objectives of the ASIPCS QAD is the regular review of the Institute's IQA policy and procedures, providing consultation at all levels. Based on the 2016 and 2019 changes in the organisational and legal structure of the Institute, as well as taking into account the recommendations of

the institutional accreditation expert panel in terms of clarifying the functions of the departments, in 2019-2020, the regulations and working functions of the subdivisions were revised. In this regard, the ASIPCS institutional accreditation process can be seen as an important tool for reviewing the Institute's internal quality assurance system.

The QAD has continuously improved its QA functions through various trainings and business trips, but there has been no quality assurance system benchmarking with local and leading TLIs, the results of which would serve as a basis for regular quality assurance system review, as outlined in the ASIPCS expert report.

ASIPCS strives for quality assurance through the PDCA cycle, but it should be noted that some of the actions taken to address the issues identified during accreditation are still practically planned and implemented.

The internal quality assurance system of the institute has been operating for six years, but the approved system review policy and procedure have not been developed yet. The monitoring and evaluation system of the current quality assurance system has not yet been introduced, so there are no effectiveness analyses. The PDCA cycle is not completely closed yet. The various processes of the institute are mainly in the planning and implementation stages, some evaluations are carried out, and the improvements do not contain an analytical basis. Although the various processes at the TLI are often reviewed, the need for change is not justified. Often the review is not based on the results of the evaluation, and it is not conditioned by the analysis of the strengths/weaknesses. Quality system benchmarking has not been performed. It is still too early to assess the quality culture formation.

10.5 The internal quality assurance system provides valid and sufficient grounds for the external quality assurance processes.

The implementation of the QA internal formal mechanisms and credible information systems (for improving the quality of ASIPCS internal evaluation and quality improvement) for the development and implementation of in-university activities is weak and not yet complete. During the SP implementation period, the evaluation of the self-evaluation and performance of the SP activities for the given year was not regularly carried out.

In this context, there are no clear and reliable mechanisms for evaluating the effectiveness of the mission and purposes set by the SP, as well as the overall approach to improvement.

Each year, the chairs conduct a self-evaluation of their performance in accordance with the TLI-developed format in order to provide a sound basis for the external evaluation process. Institutional capacity self-evaluation was conducted to organise the external evaluation process. It should be noted, however, that the self-evaluation presented was more descriptive than analytical, given that the TLI conducted it for the second round of accreditation.

There are no performance indicators for different QA processes. At present, the TLI considers surveys as the main QA mechanism, which are not carried out in a systematic way (with feedback), as well as the reliability and effectiveness of their toolkit is not evaluated. And there is no comprehensive analysis of the conducted surveys. At the level of analysis, there is no analysis of causes, results or

consequences. The impact of the surveys conducted on education quality assurance issues has not been assessed or analysed. The survey methodology is not described as well. There are no grounds for how the problems revealed through the surveys are processed. And the reforms carried out in the Institute are not always based on analytical data.

QA-related mechanisms for other services are not yet in place. Expert panel examinations of academic programmes have shown that QA processes are used in programme development and review processes, but systematic QA processes for all programmes have not yet been implemented at the TLI.

Faculties have quality assurance officers. According to the self-evaluation, ASIPCS rector approves the university and faculty working groups for organising the annual self-evaluation process, which includes students, teachers, heads of chairs, deans, vice-deans, and support staff. According to the structural diagram of the main departments involved in the internal quality assurance system, there are faculty quality assurance councils, but the role of the latter is not defined, there are no job descriptions.

10.6 The internal quality assurance system ensures the transparency of the processes at the Institution providing valid and up to date information on their quality to the internal and external stakeholders.

The TLI uses a number of stakeholder awareness and accountability mechanisms:

- Annual reports on the activities of the Institute;
- Sociological surveys conducted by the QAD among internal and external stakeholders;
- Surveys on the TLI external and internal image conducted by the ASIPCS Public Relations Officer in the last year;
- Learning guides, reference videos, which are made available electronically to students, other internal and external stakeholders;
- For the evaluation of the effectiveness of ASIPCS study programmes, reports on the results of the external monitoring and independent expert evaluations carried out since 2019, as well as reports, which also present the follow-up plans aimed at increasing the effectiveness of study programmes;
- Information posted on the new official ASIPCS page (sportedu.am), which allows students, future applicants and other external stakeholders to get acquainted with the educational and research services provided by the Institute.
- Media coverage and interviews of events organised by all the TLI departments since 2016, as well as student news and announcements on the official ASIPCS online platforms;
- Financial and economic reports submitted to various state bodies in the manner prescribed by law are also a means of transparency and information on the activities of the Institute.

The TLI does not yet have a single centralised information system with a common database for data collection and analysis. In 2016, the “Flow” e-programme was introduced, with the help of which the e-mail correspondence between the subdivisions was provided, and then in 2020, through the efforts of the IT Department, the G Suite for Education system was introduced with the aim of automating and modernising the flow of internal information exchange.

ASIPCS seeks to provide process quality information to internal and external stakeholders. To this

end, the TLI uses the following mechanisms: presence of representatives in collegial governing bodies, posting of relevant information in the section provided on the TLI website, annual reports of the rector, information leaflets, published guidelines, manuals.

The QA manual, as well as the TLI's and chairs' self-evaluations are available to the TLI stakeholders, but the site visit revealed that these documents and follow-up plans (as a result of surveys) are not available, and neither internal, nor external stakeholders are aware of them.

The main source of information for the TLI external stakeholders is the official website, which publishes information on various ASIPCS processes. There is a "Quality Assurance" section on the site, but it does not yet provide information on the quality of the various TLI processes, nor does it provide information on the results of surveys or analyses of stakeholder satisfaction from different TLI processes or the quality of academic programmes. The effectiveness of transparency mechanisms has not been assessed.

Considerations: The expert panel appreciates the TLI's efforts to implement and operate the IQA system. At ASIPCS, the quality assurance system and quality culture are still in the formation level. The steps taken to make the system work effectively have not yet yielded the necessary results. Although the TLI has developed a quality assurance manual, the mechanisms that would enable it to assess the ongoing improvement of all the institution's processes are not specified. Lack of analysis, as well as incompleteness of mechanisms and tools for evaluating the effectiveness of various processes do not allow to assess the impact of the QA processes on the improvement of the academic programmes and the improvement of Institute's performance. Although the documentation base has been developed, a relevant department has been set up, however, the quality assurance system is not yet fully integrated into the TLI processes, which are mainly the result of the Institute's governance. The development of a quality culture is still in its development stage, and the TLI's activities are not entirely focused on the development of a quality culture. The PDCA cycle has not yet been fully implemented. The main processes are in the stages of planning, implementation, and partly evaluation, and the improvement is carried out in rare cases.

The expert panel also appreciates the TLI's efforts to raise awareness of quality assurance processes among stakeholders, but steps to be taken to ensure more targeted, effective action need to be improved. In particular, the TLI is still in the process of covering information on the quality of its processes, which will enhance the TLI's rating and ensure process transparency.

The expert panel noted that the TLI provides financial and human resources to manage internal quality assurance processes, however, the responsibilities and functions of quality assurance officers need to be clarified. This fact is worrying in the sense that the latter can be a serious obstacle in terms of quality assurance management processes and further development.

The QAD attaches great importance to the involvement of faculty, students, and employers in quality assurance processes, both in the development and approval of study programmes and in the monitoring of their quality.

On the positive side, the Institute is trying to increase the involvement of external stakeholders as

much as possible, which will increase confidence in the Institute's activities. The institute can also use the experience of stakeholders who are involved in quality assurance processes in their organisations.

The expert panel sees the need to regularly evaluate the effectiveness of the internal quality assurance system. The lack of a systematic process of quality assurance system review at the Institute is still explained by the fact that the internal quality assurance system is still in its development stage.

The lack of regularity of quality assurance processes through the PDCA cycle, the passive involvement of external stakeholders in those processes, the incompleteness of the information management system (including quantitative and qualitative data collection and analysis processes, etc) can hinder the continued improvement of the TLI performance.

The TLI provides sufficient human resources to manage internal quality assurance processes, and QAD staff are highly professional and motivated. In terms of human resources, it should be noted that the TLI has no guarantee that the existing staff can be replaced with new equivalent staff once they leave.

The expert panel welcomes the involvement of internal stakeholders in the QA processes, but the increased involvement of external stakeholders, particularly alumni and employers, in these processes could have contributed to a more targeted review of study programmes in particular. The lack of regulated processes of quality assurance system evaluation and improvement may impede the objective assessment of the actual impact of the QA processes on study programmes and the Institute's improvement.

It should be noted that there are no quality assurance procedures and policy at the Institute, the developed toolkit is fragmentary and does not cover the entire scope of the Institute's activities. Surveys are currently considered at the Institute as the main quality assurance mechanism conducted among students, partly employers, but their impact on improving the Institute's performance is not yet tangible.

The issue of access to documents by the Quality Assurance Department is not regulated by legal regulations. Representation of the levels of surveys conducted by the Quality Assurance Department and data collection methods are not reliable.

The quality assurance system is being developed, and it has not been monitored and evaluated yet. The first attempt to gather information at the institutional level for external evaluation was made during the institutional capacity self-evaluation. The presented self-evaluation is purely descriptive, there is no analytical approach.

In general, the Institute still has work to do to disseminate information about the quality of its processes, which will ensure the transparency of the Institute's processes and contribute to raising the Institute's rating. The PDCA quality management cycle is not completely applied in the IQA processes.

The bases for such a conclusion are visible in the analysis of a number of monitorings conducted by the Quality Assurance Department (2019-2020), which assessed the effectiveness of the involvement of internal and external stakeholders in the internal quality assurance processes. In addition, regular quality surveys, focus group surveys were conducted, feedback was provided through collected information, and reports on improvements were made.

There are no clear requirements for professional qualities (for example, quality management

experience) in the QAD staff recruitment process. It can be stated that the TLI provides the necessary human and material resources to manage quality assurance processes. Currently, the department has 4 employees, whose functions are fixed in the passports of the respective positions. The QAD employees often participate in professional trainings and disseminate their experience among the TLI employees. The staff of the department also performs other responsibilities, such as teaching or chairing. The institute still lacks the mechanisms for evaluating the effectiveness of the administrative and Quality Assurance Department staffs, therefore the performance evaluation of the QAD staff is not carried out. Analysis of the effectiveness of quality assurance processes is generally lacking.

The ASIPCS Quality Assurance Manual does not clearly define how the TLI perceives quality assurance. The QA manual does not reflect the relationship between the QA mechanisms and the goals set in the SP. As such, quality assurance procedures have not been developed as well. Procedures for conducting surveys on certain processes have been developed. Thus, the development of the quality assurance process has recently led to the development of a quality culture, but it does not provide fundamental, reliable data for targeting decision-making at the institutional level.

Summary: Given that the TLI has an internal quality assurance system in development, which creates an environment for continuous improvement of the institution, dissemination and strengthening of quality culture, the necessary package of documents regulating quality assurance processes has been developed, necessary resources are provided for quality assurance processes, the QAD staff are highly motivated, the rector and other staff are aware of the quality assurance work, appropriate improvements have been made as a result of the previous accreditation, the expert panel concludes that ASIPCS meets the requirements of the Criterion 10.

Conclusion: The expert panel evaluates the compliance of ASIPCS institutional capacities with the requirements of the Criterion 10 as **satisfactory**.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
1. Mission and Purposes	**Satisfactory**
2. Governance and Administration	**Unsatisfactory**
3. Academic Programmes	**Unsatisfactory**
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 Internationalisation	**Unsatisfactory**
10. Internal Quality Assurance System	**Satisfactory**



Robert Khachatryan
Chair of Expert Panel

14.01.2022

APPENDICES

APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

Robert Khachatryan: In 2003-2004, studied at Kennesaw State University, USA. In 2005, he graduated from Yerevan V. Brusov State Linguistic University (YSLU) majoring in “English Language and Geology”. In 2005-2008 pursued PhD and graduated from YSLU with a degree in "German Languages". In 2010, graduated from Kansas University with a degree in “Public Administration”. He is a Candidate of Philological Sciences. In 2011-2021, worked at Yerevan V. Brusov State University of Linguistics and Social Sciences as the head of the Chair of "Education Management and Planning". Since 2012 year, he has been the head of the Quality Assurance and Reform Center at the same university. Since 2014, he has been an invited teacher at the Department of Public Administration, Yerevan State University. Has participated in many international seminars and conferences. Has been the coordinator and manager of a number of grant programmes. Author of more than 50 research works, 3 manuals and 1 monograph. He is a member of a number of professional organisations.

Pieter Caris: In 1998, he graduated from the KU Leuven with a master's degree in biology. In 2013, he obtained a PhD in Biological Sciences. In 2010-2015, he worked as the cell coordinator of the education and student administration office at the Faculty of Science of the University of Antwerp. Senior Advisor at the Accreditation Organisation of the Netherlands and Flanders (NVAO) in the Netherlands. Was involved in the Institutional Monitoring Implementation Project of Flanders as the responsible person for developing the TLI assessment methodology. He is the Secretary of the Stakeholder Council of the Higher Education Community of Flanders and has contributed to the development of a new quality assurance system there. In 2018, participated in the ENQA Leadership Development Programme, which includes work on quality assurance policy developments in higher education.

Asya Simonyan: In 2013, she graduated from Gyumri State Pedagogical University (GSPU) with a master's degree in "Physical Culture and Sports". In 2013-2017, she was a postgraduate student majoring in Teaching Methodology at GSPU. She is a Candidate of Pedagogical Sciences. Sine 2017, she has been a teachers at the Chair of Physical Education and Theory, Shirak State University. Since 2017, she has been a coach and pedagogue of artistic gymnastics at Gyumri Higher Sports Master School. In 2017-2021 was an international referee of individual and group gymnastics in the Olympic cycle. She is a member of the Artistic Gymnastics Refereeing Board of the RA Gymnastics Federation. She is a RA master of artistic gymnastics. Participated in a number of professional trainings. Author of 11 academic articles.

Karen Dilbaryan: In 2007-2010, he was a post-graduate student at the Department of Pharmacology of YSMU. He is a Candidate of Pharmaceutical Sciences. In 2016-2017, was the director of YSMU College. Since 2010, he has been a senior teacher at the YSMU Chair of Pharmacology. Since 2017, he has been the coordinator of the YSMU "GLOB-US" study programme. Since 2018, he has been the head of the pharmacy of Sisian Military Hospital. He is an author of 13 academic works. Has received a number of

certificates of appreciation during his work.

Shushanna Sahakyan: 4th year student at the Chair of Psychology, Shirak State University after M. Nalbandyan. She is involved in the “Nor Luys” NGO mentoring center for youth as a mentor. Participated in the training of student-experts of the ANQA "Student Voice" project.

APPENDIX 2. SCHEDULE OF SITE VISIT

27.09.2021–30.09.2021

	27.09.2021	*Start*	*End*	*Duration*
1.	Observation of the resources	10:00	11:50	110 min
2.	Meeting with the ASIPCS Rector	12:00	13:00	60 min
3.	Break, expert panel discussions	13:10	14:10	60 min
4.	Meeting with the representatives of the Board of Trustees	14:20	15:20	60 min
5.	Meeting with the vice-rectors for education, finance-administration and external relations, strategic programmes	15:30	16:30	60 min
6.	Meeting with the deans	16:40	17:25	45 min
7.	Review of documents and closed session of the expert panel	17:35	19:00	85 min

	28.09.2021	*Start*	*End*	*Duration*
1.	Meeting with the self-evaluation group members	09:30	10:10	40 min
2.	Meeting with the representatives of the main and part-time teaching staff (10-12 people)	10:20	11:20	60 min
3.	Meeting with the heads of chairs (10-12 people)	11:30	12:30	60 min
4.	Break, expert panel discussions	12:40	13:40	60 min
5.	Meeting with the Student Council representatives	13:50	14:30	40 min
6.	Meeting with full-time and part-time undergraduate and Master's students (12-14 people)	14:40	15:40	60 min
7.	Meeting with employers	15:50	16:50	60 min
8.	Review of documents and closed session of the expert panel	17:00	19:00	120 min

	29.09.2021			*Start*	*End*	*Duration*
1.	Meeting with the member(s) responsible for the academic programme on "Professional Pedagogy"	Meeting with the member(s) responsible for the academic programme on "Sports"	Meeting with the member(s) responsible for the academic programme on "Journalism"	09:30	10:30	60 min
2.	Meeting with teachers of the academic programme on "Professional Pedagogy"	Meeting with teachers of the academic programme on "Sports"	Meeting with teachers of the academic programme on "Journalism"	10:45	11:45	60 min
3.	Meeting with students of the academic programme on "Professional Pedagogy"	Meeting with students of the academic programme on "Sports"	Meeting with students of the academic programme on "Journalism"	12:00	13:00	60 min
4.	Break, expert panel discussions			13:10	14:10	60 min
5.	Meeting with alumni			14:20	15:20	60 min
6.	Meeting with the heads of Departments (HR Department, Information Services Department, Accounting and Procurement Department, International Cooperation and Development Programmes Department, Institutional Relations Department, Internship and Career Department, Library, Special Department, Legal Department, “FIMA” Sports Club, “Sport CAB" Research Center)			15:30	17:00	90 min
7.	Review of documents and closed session of the expert panel			17:10	19:00	100 min

	30.09.2021	*Start*	*End*	*Duration*
1.	Meeting with the representatives of the Quality Assurance Department	09:30	10:30	60 min
2.	Open meeting	10:40	11:30	50 min
3.	Meeting with the staff selected by the expert panel	11:40	12:40	60 min
4.	Break, expert panel discussions	12:50	13:50	60 min
5.	Review of documnets and closed session of the expert panel	14:00	17:20	210 min
6.	Meeting with the Rector and managerial staff of ASIPCS, summary of the visit	17:30	18:00	30 min

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

N.	Name of the Document	Criterion
1.	The court decision on the change of the objectives of the Charter and beneficiaries	1
2.	List of persons awarded with honorary titles, awards, nominal scholarships, medals (or) certificates of recognition of the Institute	1
3.	Focus group protocols involving external stakeholders	1
4.	Audit findings on financial statements	2
5.	Work plans of chairs and faculties	2
6.	Charters of the faculties (regulations)	2
7.	Lists of faculty council members	2
8.	Passports for the position of vice-rectors	2
9.	Staff list for the last 3 years, where the amount of salaries will be defined	2
10.	Protocols confirming stakeholder participation in academic programmes	2
11.	External expert evaluations of academic programmes /reports, observations, focus groups or protocols/	2
12.	Orders confirming the participation of stakeholders in academic programmes	2
13.	Minutes of the meeting of the Ethics Committee/of the previous committee	2
14.	Functions of the Departments of Institutional Relations, Internship and Career, International Relations and Development Programmes, and Special Department	2
15.	Annual report for 2019-2020	2
16.	Annexes to employment contracts	2
17.	Annual report for 2019-2020	2
18.	Decisions of the Academic Council, during which the development and approval processes of the structure and content of the bachelor's and master's degree study programmes were launched	3
19.	Curricula for revised, approved and previous study programmes, course programmes, internship programmes, etc	3
20.	External evaluations of 3 academic programmes	3
21.	Topics and student grades of Master's theses defended during the past 3 years	3
22.	Minutes or decisions of meetings of working groups for the development of academic programmes	3
23.	Decisions of the Master's Programme Admission Committee for the past year	3
24.	Descriptions of the "Management" specialisation	3
25.	List of all study programmes of the university	3
26.	Benchmarking agreement	3

N.	Name of the Document	Criterion
27.	Descriptions of "Statistical Methods in Research", "Scientific Seminar", "Professional Practice", "Methods of Scientific Research", "Statistical Methods in the Field of Healthcare", "Media Project", "Media Promotion Strategy", "Project Management", "Communication Psychology", "Media Critical Analysis" courses	3
28.	Descriptions of "Healthy Physical Culture: Kinesiology" bachelor's degree, "Journalism" master's degree, "Professional Pedagogy" bachelor's degree programmes	3
29.	Calendar thematic plans of "Healthy Physical Culture: Kinesiology" bachelor's degree, "Journalism" master's degree, "Professional Pedagogy" bachelor's degree programmes	3
30.	Assignments given within the framework of "Healthy Physical Culture: Kinesiology" bachelor's degree, "Journalism" master's degree, "Professional Pedagogy" bachelor's degree programmes	3
31.	The composition of the student groups in the courses and the norms of their formation	3
32.	Diploma samples	3
33.	Methodological course guide, Methodological guide for students, Student guide	3
34.	Specifications of academic programmes taught in a foreign language	3
35.	Minutes of the Academic Council of the Departments, where the ways of testing the knowledge and abilities of the students, the assessment system, the issues of academic integrity and impartiality were discussed	3
36.	Number of in-university mobility in the last 2 years in the master's programme	3
37.	Analysis of the number of cases of academic dishonesty / for the last 3 years /	3
38.	Updated list of internship places	3
39.	Schedule of scientific seminars, where there was supervision over the Master's thesis (description)	3
40.	Minutes or completion sheet of the lesson observation, during which an external expert was present	3
41.	Opinions of the chairpersons of the final attestation committee / of the last 3 years	3
42.	Number of working groups developing academic programmes and involvement by positions / orders /	3
43.	Curriculum descriptions	3
44.	Examples of bachelor's and master's theses	3
45.	Academic programmes / Management, Marketing /	3
46.	Calculation of the development of academic programmes	3
47.	List of external reviewers	3
48.	Licenses by number of students	3
49.	Lists of essays	3
50.	Academic programme working group orders, external reviewer's agreements and opinions / in the evaluation report /	3
51.	Composition of the final attestation committee	3

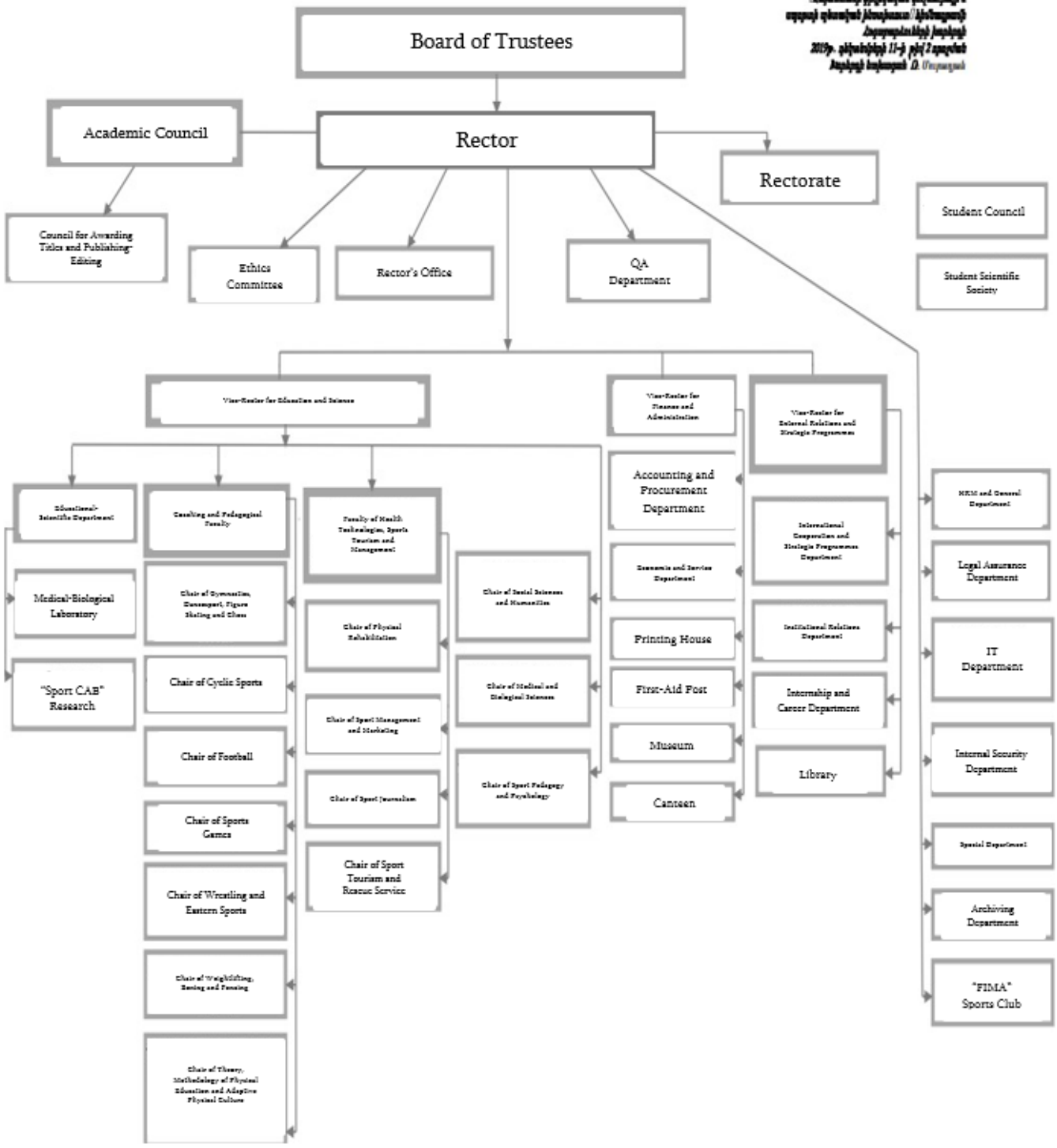
N.	Name of the Document	Criterion
52.	Manuals / Psychology /	3
53.	Internship diaries / 1 completed example	3
54.	Assignments for international students	3
55.	PEST descriptions	3
56.	Master's admission requirements for "Management" and "Marketing" academic programmes, decision of the admissions committee for the last year	3
57.	Analysis of student surveys conducted at the end of the autumn semester of the 2019/2020 academic year	4
58.	BT protocol on scholarship and last session	4
59.	SC reports	4
60.	Admission places for 2019-2020 academic year	4
61.	Distribution sheet of tuition-free places by sports	4
62.	Payments for internship places for the previous academic year	4
63.	Decision on the approval of nominal scholarships	4
64.	List of defendants in the professional council for the "Teaching and Training (Physical Culture)" specialisation	5
65.	Cases when the teacher was fired or reprimanded for not fulfilling his/her job responsibilities (orders or protocols)	5
66.	Evaluation of teaching and training methods embedded by the 2020 lesson observation sheet	5
67.	Minutes of chairs on lesson observations during COVID-19	5
68.	Protocols of the Educational part on lesson observations	5
69.	Lecture packages	5
70.	Format of the TS load	
71.	Chair calculation of hours	5
72.	New Strategic Plan under development	5
73.	IT training programme	5
74.	List of scientific officers of the chairs and minutes of the sessions	6
75.	Amount of money for printing	7
76.	DOI payment sheet	7
77.	Expenses for the diploma supplement	7
78.	Rebranding expense acount certificate and contract	7
79.	List of investors	7
80.	Library development vision, annual plan	7
81.	Decision on determining the amount of tuition fees	7
82.	The vision of ASIPCS for sports improvement and suggestions to the Ministry	8
83.	Guide for distance learning physical education classes in universities	8

N.	Name of the Document	Criterion
84.	Memoranda of cooperation and agreements with international and national federations	9
85.	2019-2020 business trip orders	9
86.	Alumni satisfaction survey report	10
87.	Job descriptions of the QAD staff	10
88.	Quality assurance regulations	10
89.	Pilot evaluation report for "Management" and "Marketing" master's degree programmes	10
99.	Assessing the effectiveness of training courses for teachers subject to compulsory attestation at ASIPCS	10

APPENDIX 4. RESOURCES OBSERVED

1. Shooting range
2. Halls (judo and sambo, gymnastics and dancesport, wrestling, weightlifting and boxing)
3. Classrooms (computer, interactive, kinesiology, chess, anatomy, inclusive)
4. “Sport CAB" laboratory
5. Museum
6. Library
7. Reading hall
8. Canteen
9. First-aid post
10. Bathrooms
11. Changing rooms

APPENDIX 5. ORGANISATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 6.LIST OF ABBREVIATIONS

1. AC – Academic Council
2. ANQA – National Center for Professional Education Quality Assurance
3. AP – academic programme
4. ASIPCS– Armenian State Institute of Physical Culture and Sport
5. DSP - development strategic plan
6. EHEA – European Higher Education Area
7. ICDP – International Cooperation and Development Programmes Division
8. IFRS – International Financial Reporting Standards
9. IT – information technologies
10. KPI – Key performance indicators
11. MM – mass media
12. NQF – National Qualifications Frameworks
13. PDCA – plan-do-check-act
14. PIU – Project Implementation Unit
15. QA – quality assurance
16. QAD – Quality assurance department
17. RA – Republic of Armenia
18. SC – Student Council
19. SNCO - State Non-Commercial Organisation
20. SSS – Student Scientific Society
21. SS – support staff
22. TLA – teaching, learning and assessment
23. TLI – Tertiary Level Institution
24. TS – teaching staff
25. UNESCO-CEPES – The Bucharest Declaration concerning Ethical Values and Principles for Higher Education in the Europe Region