

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



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
PATRICK DEVEDJIAN REGIONAL COLLEGE OF TAVUSH**

Yerevan – 2026

INTRODUCTION

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

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

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

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

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

Context of the Evaluation of the VET Institution's Activities

Background and History of the Institution

The institution was established in 1967 as a branch of the Yerevan Technical School of Light Industry. Over the years, the institution underwent several name changes. In 1968, the Ijevan Technical School was established and operated until 1972. In 1972, the technical school was renamed the Ijevan Industrial-Technological Technical School. In 1996, by decisions of the Ijevan City and Regional Councils, the institution was named after Academician Z. G. Ghazumyan. In 1999, the technical school was renamed “Ijevan State College” SNCO. In 2001, the College merged with Ijevan Vocational Technical School No. 69 and with the Ijevan branch of the Yerevan Hydromeliorative Base State College. On April 15, 2011, the “Ijevan State College” SNCO was renamed “Tavush Regional State College” SNCO.

By the RA Government Decision No. 1086-A, dated 14 July 2022, the “Tavush Regional State College” State Non-Commercial Organization of the Ministry of Education, Science, Culture and Sport of the Republic of Armenia was reorganised into the “Patrick Devedjian Regional College of Tavush” Foundation.

The “Patrick Devedjian Regional College of Tavush” Foundation is the legal successor to the “Tavush Regional State College” SNCO.

The registered address of the institution is 5 Nalbandyan Street, Ijevan, Tavush Marz, Republic of Armenia.

Development Directions and Educational Programmes

According to the “Development Strategy of Tavush Region of the Republic of Armenia for 2017–2025,” regional development is focused on three key priorities:

- industrial development based on natural resources and agricultural product processing,
- sustainable tourism development,
- development of modern agriculture and improvement of rural areas.

The vision for the Tavush Region for 2017–2025 is to become a region with a competitive industry and agriculture, developed tourism infrastructure, and balanced, sustainable development across all territories.

The institution provides primary and secondary vocational education in the following specialisations:

Primary Vocational Education Programs

1. “Culinary Arts”

2. “Maintenance, Installation and Repair of Renewable Energy Power Systems”
3. “Organisation of Peasant (Farmer) Economy”
4. “Technical Support for Agricultural Works”
5. “Operation of Electrical Equipment”

Secondary Vocational Education Programs

6. “Tourism”
7. “Technical Maintenance and Repair of Automobile Transport”
8. “Finance”
9. “Organisation and Management of Transportation in Transport”
10. “Software for Computing Equipment and Automated Systems”

The College employs 45 full-time lecturers and 3 part-time lecturers, 2 of whom are internal part-time staff. The academic staff includes 5 employer-representative lecturers and 2 lecturers who are College graduates.

In the 2025–2026 academic year, 354 students are enrolled at the College. Studies of graduate trajectories indicate that during the 2024–2025 academic year, 23 graduates continued their education, 14 were employed in their field of specialisation, 5 were employed outside their field of specialisation, and 47 were unemployed.

SUMMARY OF EVALUATION

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

The College's mission is to implement educational and research programs aligned with the needs of the region's education, culture, tourism, legal, and service sectors, while preparing specialists in line with labour market demands. At the same time, the institution seeks to foster a culture of cooperation and accountability, develop international relations, and ensure compliance with established quality requirements in education through reforms and innovations.

In 2022, the College was reorganised and granted foundation status. Following this, the 2023–2026 Strategic Plan was developed and implemented with clearly defined objectives. Recent initiatives, including the introduction of new specializations and the expansion of practical training, have been directed towards developing applied education aligned with regional labor market needs. At the same time, mechanisms for the measurable assessment of the impact of strategic objectives have not yet been fully established, limiting the comprehensive evaluation of their effectiveness.

The College operates under a foundation governance model, in which the Board of Trustees is the primary body responsible for strategic governance, while the Executive Director manages current operations. Within this governance system, the external governance body's influence is predominant, limiting internal autonomy and initiative, and decision-making processes are largely conditioned by the Board's positions. At the structural and functional levels, there are ambiguities in the distribution of subordination and responsibilities, as well as weak mechanisms for horizontal cooperation. At the same time, the incomplete application of the PDCA cycle, short-term planning not aligned with strategic objectives, and issues with the transparency of financial policy limit the effectiveness of governance.

The College has established an internal quality assurance policy and a corresponding regulatory and documentation framework. Stakeholder surveys are conducted, and in certain cases their results inform managerial decision-making. However, the system does not yet ensure comprehensive analysis of results or data-driven decision-making, and the quality culture has not yet been fully institutionalized.

The College's academic programs are generally aligned with the institution's mission and aim to prepare specialists for the region's priority sectors. Practical components are emphasised in academic programs, and dual-education formats are employed, contributing to students' preparedness for the labor market. At the same time, the sustainable development of the programs is undermined by admission-related issues and limited employer involvement, particularly in internship assessment. Program monitoring

mechanisms are in place. However, tools for comparative analysis and outcome-based evaluation are used to a limited extent.

The College is generally staffed by academic personnel with relevant qualifications and sectoral experience, including employer-representative lecturers. Lecturer selection is conducted through a competitive procedure that considers both professional and transferable competencies. Mechanisms for class observations, student surveys, and mentorship are in place, and professional development training is provided. At the same time, there are issues related to lecturers' heavy workloads, the absence of clearly defined program-based requirements, the limited use of modern teaching methods, and an incentive system that does not function effectively in practice.

The College is generally provided with the necessary educational facilities and material-technical resources, and infrastructure improvements have been recorded in recent years with support from external partners. At the same time, there are issues related to the underutilization of resources, limitations in the library and digital environment, as well as the absence of long-term planning mechanisms for the maintenance and modernisation of resources.

The College provides students with a range of support services, from professional orientation to career support. However, gaps remain in evaluating the effectiveness of these services, systematically analysing data, institutionalising graduate tracking, and clarifying the role of student structures, thereby limiting the overall impact of the system.

In recent years, the College has made some progress in integrating research and project-based components. However, research activities remain largely unsystematic and insufficiently integrated into the educational process. As a result, the link between research and learning remains limited, and the criteria's requirements are not fully met.

The College has introduced accountability mechanisms and unified reporting formats, and information is disseminated through various platforms. However, the reports are predominantly descriptive, the analytical components are limited, and communication and dialogue mechanisms require further development.

The College actively develops external and international relations through cooperation with educational institutions and employers, and through participation in international programs. Appropriate governance mechanisms have been established, contributing to the expansion of the partnership network. At the same time, the objectives of external relations lack clearly measurable indicators, and a systematic policy for developing foreign language competencies is insufficiently developed, which limits the assessment of the impact of international cooperation.

Strengths of the Institution:

1. A clear link between the mission and strategic goals and the demands of the regional labor market.
2. The active involvement of the Board of Trustees, established within the foundation governance model, in strategic and financial decision-making.
3. The established quality assurance policy and documentation framework, including a range of mechanisms for identifying stakeholder needs.
4. The high proportion of practical components and the application of educational formats close to dual education.
5. The availability of academic staff with relevant professional qualifications and sectoral experience, including employer-representative lecturers.
6. The material-technical base has been established and continuously enhanced through the support of external partners.
7. The introduction of project-based assignments within academic programs and the development of methodological guidelines for research activities.
8. The College's active, multi-layered cooperation with local and international partners and its involvement in various international programmes.

Weaknesses of the Institution:

1. The incomplete application of a measurable evaluation system for assessing the implementation outcomes of strategic objectives.
2. The limited level of internal autonomy and the incomplete application of the PDCA principle in governance processes.
3. The absence of systematic and standardized mechanisms for the assessment of internships and intended learning outcomes.
4. The absence of systematic and financial support mechanisms for the professional development and incentivization of lecturers.
5. The insufficient institutionalization of student support processes, including the lack of a systematic and data-driven approach to feedback and the evaluation of service effectiveness.
6. The incomplete institutionalization of student support processes, as well as the absence of a systematic, data-driven approach to evaluating the effectiveness of feedback mechanisms.
7. The absence of mechanisms for the systematic evaluation, incentivization, and continuity of research activities, as well as the limited integration of research components within professional modules.
8. The lack of sufficient analytical data and clear performance evaluation indicators in reports.
9. The lack of clearly measurable outcomes for the strategic objectives related to external relations.

Main recommendations:

Data-Driven Management

- Clarify the measurable indicators for the mission and objectives defined in the strategic plan to ensure their consistent implementation, impact measurement, and effectiveness evaluation.
- Introduce financial planning mechanisms aligned with strategic priorities, including long-term investments to develop academic staff capacity, promote research activities, and modernise infrastructure.
- Analyse regional labor market demands to introduce new specialisations and modernise academic programs.
- Improve the College's internal autonomy by promoting the initiative and active participation of structural units in decision-making.
- Review work plans by incorporating actions aligned with strategic objectives, responsible individuals, measurable indicators, and mechanisms for evaluating effectiveness.
- Apply the PDCA cycle methodology across all processes, including the establishment of a system for document review and monitoring, to ensure continuous quality improvement.
- Clarify the functions of the person responsible for quality assurance by considering the best practices of similar educational institutions.
- Review the questionnaires used for needs assessment by broadening the scope of open-ended questions, thereby creating opportunities for more comprehensive and detailed analysis of stakeholders' opinions and recommendations.
- Promote the quality culture within the College by encouraging the involvement of all staff members in the processes of improving and developing the quality assurance system.

Credible Awarding of Qualifications

- Introduce modern teaching and learning methods that, when applied systematically, will enhance student participation and engagement.
- Introduce a unified approach to the organization and supervision of internships, which will contribute to the consistency of the internship implementation process and ensure its effective evaluation.
- Implement a monitoring system for academic programs by regularly analysing program performance, enabling the establishment of effective feedback mechanisms and the continuous improvement of programs.
- Conduct comparative analysis of academic programs with a focus on practical application, which will contribute to increasing program alignment with local and international educational standards.

- Conduct mutual class observations, aligned with an annual schedule, to facilitate the exchange of experience and ensure the dissemination of best practices and the improvement of teaching methods.
- Introduce incentive mechanisms for lecturers, considering the results of various lecturer evaluation methods.
- Conduct a comprehensive analysis of class observation results by tracking changes over the years, identifying recurring issues, and evaluating the effectiveness of implemented solutions to improve teaching processes.
- Implement professional development training based on the results of needs assessments, ensuring the development of lecturers' competencies necessary for the improvement of the educational process.
- Develop and implement a long-term plan for the maintenance and modernisation of the College's infrastructure and resources, aligned with the College's strategic objectives and the needs of academic programs, to ensure their sustainability and effective utilization.
- Ensure targeted funding for the library, particularly through the regular replenishment of literature, the acquisition of new professional and foreign-language sources, and the creation of a digital database of up-to-date literature.
- Enhance efforts to attract additional financial resources to ensure the continuous improvement of the material-technical base and the modernisation of academic programs.
- Develop and implement a strategy to attract alternative funding sources by expanding cooperation with foundations, employers, and international programs, and by supporting the activation of entrepreneurial activities.
- Conduct a comprehensive inventory of existing resources to ensure the purposeful and effective integration of unused or underutilized resources into the educational process, thereby improving the efficiency of resource utilization.

Long-Term Development

- Conduct an analysis of graduate trajectories by specialisation, assessing their employment outcomes, continuation of education, and alignment with labor market demands.
- Enhance student participation in Student Council activities by organising information sessions and discussions.
- Introduce comprehensive incentive mechanisms, including both financial and non-financial incentives, for the research activities of lecturers and students.

- Systematically integrate research activities across all academic programs and develop clear assessment criteria for research work to ensure consistency and transparency in evaluation.
- Integrate a research component into professional modules to foster students' analytical and research competencies.
- Establish student research clubs to support students' research.
- Create and regularly update the College's official website, which will serve as the primary platform for transparency and public accountability.
- Review the College's reports by transforming them into analytical documents to support monitoring plans and decision-making.
- Restore and further develop the implementation of short-term courses by planning them in line with regional socio-economic demands and labor market needs.
- Improve the level of foreign-language proficiency among students, academic staff, and administrative personnel to enhance the effectiveness of participation in international projects.
- Expand cooperation platforms by establishing and strengthening local and international partnerships across all specializations.

Gayane Avetisyan, Chair of Expert Panel / 20.04.2026

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The following expert panel conducted an external evaluation of the Patrick Devedjian Regional College of Tavush's institutional capacity.

- **Gayane Avetisyan**, Candidate of Geographical Sciences, Head of the Quality Assurance Division at Shirak State University, Member of the Expert Panel.
- **Bella Abrahamyan**, Lecturer at the Mkhitar Sebastatsi Educational Complex and Quality Assurance Specialist, Member of the Expert Panel.
- **Elena Martirosyan**, Deputy Director for Academic Affairs at the French Armenian Vocational Education Center, Member of the Expert Panel.
- **Tatevik Hakhnazaryan**, Student at Yerevan State University, Student Expert.

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

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

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

PROCESS OF THE EXTERNAL REVIEW

The College applied for state institutional accreditation by submitting an ANQA application that included the application form, copies of the license, and the relevant appendices.

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

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

Self-evaluation

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

The self-evaluation of Patrick Devedjian Regional College of Tavush was submitted to ANQA. The self-evaluation was conducted by the college's staff, including administrative, teaching, and support staff.

Preparatory phase

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

Preparatory visit

Before the site visit, a preparatory online visit to the college was carried out on 16.11.2025. The ANQA coordinator, the head of the institutional program accreditation department and the head of the expert panel were present at the meeting. During the meeting, the site visit schedule was introduced and agreed upon with the college. Additionally, the meeting participants discussed and agreed on decisions regarding the technical, organisational, and informational aspects of the site visit, as well as the participants' behaviour and ethical norms.

Site visit

The expert panel site visit took place from 03.12.2025 to 05.12.2025. During the week preceding the site visit, the expert panel members and the coordinator visited the college, observed its infrastructure and resources, conducted class observations, and observed exams. Then the experts and the coordinator had a closed meeting. The purpose of the meeting was to identify the college's strengths and weaknesses against the standards, clarify the questions to be asked of the target groups, and discuss the meeting procedures and next steps.

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

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

Expert panel report

With the ANQA coordinator, the expert panel members prepared a preliminary version of the expert report, which the experts reviewed and agreed to. The preliminary report was provided to the college on March 25, 2026. The College submitted its response to the ANQA regarding the preliminary version

of the report. The Quality Assurance Center provided the institution's observations to the experts. On April 20, 2026, the ANQA organized a meeting between the institution and the Expert Panel, during which the observations submitted regarding the preliminary expert report were discussed. Considering the institution's observations, the Expert Panel prepared the final version of the expert report.

Liana Alaverdyan

Coordinator of the Expert Panel

20.04.2026

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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