

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



**EXPERT PANEL REPORT  
INSTITUTIONAL ACCREDITATION OF  
ABOVYAN STATE COLLEGE OF POWER ENGINEERING**

**Yerevan – 2022**

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## INTRODUCTION

The institutional accreditation of Abovyan State College of Power Engineering (hereinafter referred to as ASCPE or college) is carried out based on the application submitted by ASCPE.

The process of institutional accreditation is organized 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 carried out by the independent expert panel formed in accordance with the requirements set by the “National Centre for Professional Education Quality Assurance” foundation in regulation on “Formation of the Expert Panel”. The Panel is formed of 4 local experts.

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

The institutional accreditation is aimed not only at external evaluation of quality assurance but also at continuous improvement of the quality of management and academic programmes at the institution. Special emphasis was paid to the cooperation of the institution and employers and its impact on the content of education.

The hereby report comprises the results of the evaluation of the institutional capacities of the ASCPE in accordance with the State Accreditation Criteria and Standards.

## SUMMARY OF EVALUATION

The expertise of ASCPE institutional capacities was carried out by the independent expert panel formed in accordance with the requirements of “Regulation on the Formation of the Expert Panel”, “National Centre for Professional Education Quality Assurance” Foundation. The evaluation was conducted according to 10 institutional accreditation criteria set by the RA Government Decree N 959-Ն, dated June 30, 2011.

While carrying out the assessment, the expert panel considered that ASCPE is an exclusive and unique institution specializing in the field of energy in RA, state VET educational institution, which operates mainly in Kotayk region. The expert panel also considered the fact that ASCPE is going through the accreditation process for the first time. Some of the professions offered by ASCPE are derived from the needs of the energy sector, while others are the most demanded and up-to-date professions. The content of the educational programmes of the offered professions is largely based on the relevant state educational standards. The choice of teaching, learning and assessment methods in the college is not regulated, and there are no mechanisms to ensure their compliance with expected outcomes.

Thus, there are risks of consistency of actual achieved outcomes and non-compliance with planned results, whose neutralization mechanisms do not exist either, particularly due to the lack of application of assessment criteria. Although the practical skills component is still under-implemented, employers participate in the implementation of educational programmes through teaching. In this way, the risk of programme inconsistency with the requirements of the labor market is partially lightened, however, it does not disappear in the case of a lack of programme evaluation and review mechanisms. ASCPE emphasizes the provision of laboratory facilities and adequate resources, but equipment provision is generally not in line with labor market requirements.

In terms of strategic development, ASCPE has not yet formed a clear unified vision, although there is an awareness of possible pathways. Management processes in ASCPE are more operational than strategic in nature. Although there is a strategic development plan, the highest collegial governing body, the Governing Council, does not generally deal with strategic issues. The effectiveness of the management system has not yet been evaluated, but the internal QA system and the relevant infrastructure are relatively new and show positive development trends. QA policies and procedures are gradually implemented, and a constructive self-criticism approach is adopted.

ASCPE strives to make a certain contribution to the development of its students and graduates, as well as the city and the region. ASCPE closely cooperates with a certain circle of employers, processes related to external relations are not regulated, as well as the scope of external relations and their approval and the expectations of the ASCPE are not specified. The same applies to the expectations of the ASCPE’s research sphere.

**Strengths of the Institution:**

1. Provision of services to students, in particular, organization of additional classes,
2. Activities aimed at ensuring students' careers,
3. Professional and pedagogical abilities of the teaching staff,
4. Efforts to improve and enrich resources,
5. Availability of professional laboratories,
6. Development trends of internal QA system, gradual implementation of QA policies and procedures,
7. Self-critical attitude.

**Weaknesses of the Institution:**

1. The lack of analysis on the basis of managerial decisions, as well as the lack of analyzes evaluating the effectiveness of the management system,
2. Lack of mechanisms to link teaching, learning and assessment methods with expected outcomes,
3. Lack of mechanisms for monitoring the implementation of educational programmes,
4. Lack of mechanisms aimed at improving programmes,
5. The scarcity and limited nature of external connections, the lack of coordination and regulation of processes,
6. Passivity towards internationalization.

**Main recommendations:****Mission and Purposes**

1. Clarify the College's mission and development vision, focusing especially on the range of specialties. In addition to sectoral focus and on-demand expansion, consider other options, particularly expansion into energy-related sectors.
2. Clarify the scope of stakeholders by reflecting their interests in the College's mission or purposes.
3. Be consistent in directing activities toward long-term goals. Establish and implement

mechanisms for monitoring the implementation of objectives.

### **Governance and Administration**

4. Ensure the role of the management board as a body representing the interests of stakeholders and carrying out strategic management.
5. Ensure the derivation of mid-term and short-term goals from the strategic goals, which will direct the activities of the College's departments.
6. Carry out regular studies of the external environment, putting their results at the basis of managerial decision-making.
7. Periodically evaluate the effectiveness of the management system and its individual parts, justifying and implementing appropriate improvements.

### **Academic programmes**

8. Develop academic programmes, clarify the meaning of each component of the programs and the implementation approaches.
9. Plan teaching, learning and assessment methods according to expected outcomes, guiding lecturers and conducting monitoring.
10. Introduce mechanisms to guarantee competitiveness and continuous improvement of programmes.

### **Students**

11. Consider the possibility of implementing projects within the framework of the internship, when the intern will do a little research for the employer.
12. Involve more students as well as alumni in the career center activities.

### **Faculty and staff**

13. Regularly assessing the abilities and needs of the teaching staff to ensure their professional development through regularly implemented mechanisms.

### **Research and Development**

14. Clarify the goals and approaches of the College regarding research, students' creativity and research abilities.
15. Consider the possibilities of implementing joint projects with employers, involving

students and professors.

### **Infrastructure and Resources**

16. Studying the applicability of existing resources and the resource requirements of academic programmes, to introduce mechanisms that ensure targeted improvement of resources.

### **Societal Responsibility**

17. Increase transparency of procedures and processes while encouraging feedback from the public that can be helpful in improving various processes.

### **External Relations and Internationalization**

18. Coordinate the goals and tasks of the College in the direction of external relations and clarify the functions of different circles based on this.
19. Expand the scope of external relations both in terms of partners and the nature of cooperation, not limited to the organization of experiential practices.

### **Internal Quality Assurance System**

20. Considering that QA procedures are under development, to carry out benchmarking of internal QA systems, thereby introducing the most effective mechanisms.
21. Develop and introduce mechanisms for evaluating the effectiveness of the internal QA system. Apply the same mechanisms whenever possible when selecting a QA toolkit.

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**Tigran Mnatsakanyan, Chair of Expert Panel**

**30.12.2021**

## DESCRIPTION OF EXTERNAL REVIEW

### COMPOSITION OF EXPERT PANEL

External evaluation of the institutional capacities of Abovyan State College of Power Engineering was carried out by the following expert panel<sup>1</sup>.

1. **Tigran Mnatsakanyan** -ASUE, candidate of economics, senior UN expert, Head of the expert panel.
2. **Kristina Martirosyan**- Lecturer at Gegharkunik Regional State College, Expert panel member.
3. **Stepan Hovhannisyan**-ASPU, lecturer of the electrical power department of the Institute of Energy and Electrical Engineering, director of "AREV ENERGY" LLC, Expert panel member.
4. **Seda Grigoryan**- Student at Ararat regional state college, Expert panel member, student-expert.

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

The works of the expert panel were coordinated by L. Ghazaryan, specialist of the ANQA Secretariat.

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 to ANQA (09.02.2021) filled the application form, presented the copies of the license, and respective appendices.

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

According to the decision on accepting the application request, a bilateral agreement was signed between ANQA and ASCPE. The timetable of activities was drawn up and approved.

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<sup>1</sup> Appendix 1. CVs of the Expert Panel



## **Self-evaluation**

As the ASCPE was in the process of institutional accreditation for the first time and the process was difficult for the college to implement, ANQA has done some work with the institution, preparing them for the process of self-evaluation and accreditation. In February, ASCPE conducted a SWOT analysis within two weeks in accordance with accreditation ten criteria. After presenting the SWOT analysis, the institution recommended two employees, together with the ANQA staff, they reviewed the SWOT analysis presented by the college for a month and identified the main issues. During that period, the employees have been directed on how to make a SWOT analysis, and what to pay special attention to while doing the self-evaluation within the criteria. After observing the SWOT analysis, the college employee, as experts, together with ANQA staff conducted online visit at ASCPE on March 12, 2021.

Institutional Capacity Self-Evaluation of ASCPE was presented on 06.06.2021. According to the procedure, the Self-evaluation was studied by an ANQA specialist and an opinion on the Self-evaluation was given, on the basis of which the ANQA Secretariat accepted the ASCPE Self-evaluation

## **Preparatory phase**

ANQA coordinator observed the report to reveal its correspondence to the technical and substantive requirements of ANQA. Then ANQA coordinator sent the self-evaluation report to the expert panel, the members of which were agreed upon with ASCPE.

The self-evaluation and attached documents were provided to the expert group for preliminary evaluation, which was agreed upon with the college and was confirmed by the order of the ANQA director.

To prepare the expert panel members and ensuring the effectiveness of the activities, training on the following topics were conducted:

- The main functions of the members of the expert panel,
- The ethics and techniques of holding meetings and doing inquiries,
- Defining the specifics of the VET sector and interpretation of accreditation criteria according to the VET sector
- Preliminary assessment as a stage of preparation of the expert report, the main requirements for the report.

Having reviewed the self-evaluation report and documents of the college, the expert panel conducted the preliminary evaluation. According to the format, the lists of questions and objectives

for different departments and target groups, as well as additional documents have been prepared.

Within the scheduled time, the expert panel summarized the results of the preliminary evaluation, and the Chair of an expert panel, together with the process coordinator, set the schedule of the site visit<sup>2</sup>. According to the ANQA manual, the intended close and open meetings with all the target groups, documents observation were included in the schedule, parallel meetings, study of documents, visits to departments of the institution, etc.

### **Preparatory visit**

A preliminary online meeting took place on September 25, 2021. ANQA coordinator and the head of the institutional-program accreditation department were present at the meeting. During the meeting, the schedule of the site visit was introduced and agreed with the college, the list of documents has been presented and peculiarities of organizing the online site visit in pandemic conditions (existence of the video, where the main resource base of the college can be seen: classrooms, laboratories, libraries, etc., provide an online version of the documents that were required by experts on time, provide technical rules for online site visit such as connected cameras, the ability to see the entire room with a single shared camera, excluding the presence of other people in the room than the target groups, etc.

### **Site visit**

The expert panel site visit took place from October 04-07, 2021. According to the schedule, the activities of the site visit were launched with a close meeting aimed at discussing the issues to be reviewed during the site visit, the strengths, and weaknesses of the institution according to the criteria, the procedure of focus groups, as well as further steps. The visit was attended by the entire expert panel, Anahit Terteryan, a specialist of the Institutional and Program Accreditation Department of ANQA was also present.

The site visit started and ended with meetings with the director of ASCPE. All the participants of the meetings were selected at random from a pre-provided list. All scheduled meetings were held, and the expert panel also carried out some class observations. During the visit, the expert panel conducted a study of documents and resource observation.

At the end of each working day, the expert panel closed meetings were held to discuss the results of the interim expert assessment, and at the end of the visit the main results were summarized. The expert evaluation was performed within the framework of the State Accreditation Standards and Standards and the procedures of ANQA, which envisages a two-level rating scale: satisfactory and unsatisfactory.

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<sup>2</sup> Appendix 2. Schedule of the Expert site visit

## **Expert panel report**

The expert group conducted the preliminary assessment based on the self-evaluation submitted by the college, the study of the attached documents, the review of resources, and the observations of the expert visit, as a result of regular discussions.

Based on the observations made after the discussions, the head of the expert panel and ANQA Coordinator prepared the preliminary version of the expert report, which was agreed with the experts on 26.11.2022.

The College sent its objections and observations regarding the preliminary version of the report on 10.12.2021, which were provided to experts for study. On 27.12.2021 ANQA organized an online meeting between the college and the expert panel, during which the expert panel discussed and clarified the observations presented by the college. The expert panel prepared the final version of the report, which was approved by the panel on 30.12.2021

**Lilit Ghazaryan**

**Coordinator of the Expert Panel**

30.12.2021

## BRIEF INFORMATION ABOUT THE EDUCATIONAL INSTITUTION

**History:** The college began its history in 1968 as the Abovyan branch of the Krasnodar "Electronic Equipment Engineering" technical school. In the same year, admission was made in the following specialities: "Manufacturing of radio parts and radio components", and "Manufacturing of semiconductor devices". In 1971 by order #2, the technical school was renamed to "Abovyan evening electronic devices" technical school. The first graduate was in 1972, with almost 60 graduates. In 1975 the technical school made an admission in the speciality "Manufacturing of microelectronic items". 1972-1976 the technical school has 285 graduates. In 1982 on July 17, by order No. 66, "Abovyan evening electronic devices" technical school was renamed as "Abovyan electronic devices technical school" and has more than 1000 graduates. In the 90s, the College made admissions in a number of specialities: "Installation of electrical equipment of power stations and substations", "Jurisprudence", "Construction and installation of electric transmission lines", "Commodity, organization of material and technical supply and sale", "Banking", "Management", "Automatic control of electrical systems". In 1996 on February 1, "Abovyan Electronic Devices Technical College" was renamed as "Abovyan technical school of Power Engineering". In 2000 On February 2, "Abovyan technical school of Power Engineering" was renamed "Abovyan state college of Power Engineering", and on 2002 By the decision of the RA Government on June 20, "Abovyan state college of Power Engineering" was renamed to "Abovyan state college of Power Engineering" SNOC. In 2005 An agreement is signed with the Armenian-Russian Gazard, which provides an opportunity to organize admissions for new professions: "Software for electrical computing and automated systems", "IT and PC software", "Economics and accounting and control", "Metrology", "Gas. assembly and operation of equipment and systems". In 2012 the college started organizing admissions based on basic education, because of which the number of students increased significantly. Most of the 5575 graduates of the college are successfully employed in various departments of the energy sector, accounting offices, etc.

**Education:** The college is a VET educational institution, the main mission of which is the training of qualified specialists in the field of energy with secondary professional educational programmes and the implementation of secondary professional educational programmes. According to the RA legislation, the College implements general education and preliminary professional educational programmes. Currently, about 252 students are studying in 6 majors of the secondary vocational education programmes of the College, and 17 students are studying in 1 major by distance learning. In the college's 2018-2023 SP, it is planned to solve a number of problems aimed at ensuring high-quality education, improving quality personnel potential, creating and improving quality infrastructure, providing quality services, targeted training of professionals with medium professional qualifications in the field of energy, expanding diverse access to admission.

The college offers the following specialties:

- Heat supply and thermomechanical equipment
- Power supply
- Installation and operation of power transmission lines
- Thermal power plants
- Accounting
- Computer hardware and software for automated systems
- Assembly and operation of gas supply equipment and systems /distance/

**Teaching Staff:** ASCPE aims to attract experienced, leading specialists in the field of education, highly qualified teaching staff, who are given the opportunity to improve by participating in various seminars and qualification courses, in order to effectively implement the educational programs of the professions in the college.

**Research:** The College's interests and ambitions in the field of research are fixed in the SP, according to which the College aims its activities and the solution of the set problem: to create prerequisites and supporting mechanisms for the growth of the scope of research and the expansion of the involvement of teaching staff and students in research projects.

**External Relations:** The college tries to create favourable and stimulating mechanisms for improving the external relations process. The main goals of the College's activities in this field are to constantly study the labor market, to obtain information about beneficiaries and employers, to discover one's own hidden opportunities, to improve the results of one's own activities, to increase the College's competitiveness.

**Quality Assurance:** The foundations of the quality assurance policy in the College were laid by the internal quality policy and charter of the College, where issues aimed at improving the quality of education are presented. They plan to prepare and carry out a self-evaluation of the activities of the academic programmes of the College and the departments implementing them within the framework of the internal quality assurance system, based on the results of the evaluation of internal quality results, plan and implement measures to increase the quality of teaching, provide favorable conditions and stimulating mechanisms for the continuous improvement of the quality and efficiency of teaching and learning.

**Source:** sources for the identification of facts in the above-mentioned fields are the documents provided by the TLI (e.g. self-evaluation report, strategic plan, action plan, plans of the departments, concept APers, etc.)

## EVALUATION ACCORDING TO ACCREDITATION CRITERIA

### CRITERION I. MISSION AND PURPOSES

**CRITERION: The Tertiary Level Institutions' (TLIs) policy and practices are in accordance with its mission, which is in accordance with the Armenian National Qualifications Framework (hereafter ANQF).**

#### **FINDINGS:**

The scope of ASCPE activities is defined by the charter. The mission is defined in 2018-2023 SP, including 4 points. During the site visit, it became clear that the College does not have a unified understanding of the mission among the stakeholders. In particular, it is unclear whether the College is focused on the energy sector or expanding the fields of specialization. At the same time, the scope and regional orientation of the College's activities in the field of education are clear.

Internal and external stakeholders are involved in the College Governing Council, which is the approving body of the SP. However, during the meetings with the stakeholders, it became clear that the external stakeholders are not familiar with the SP and did not participate in its development in any way. In addition, a clear understanding of who the College's stakeholders are is not yet established.

The College's SP and plan schedule have been provided to the structural units. The departments prepare their work plans at the beginning of each academic year and submit their activity report at the end of the year. The plan schedule, however, does not include deadlines, and the reports, as it became clear from the study of the documents, are not presented according to strategic goals. Indicators for evaluating the results of the college's activities have not been defined, but processes are underway to implement them. However, during the site visit, it became clear that the goals are formulated more according to the current requirement, and the College considers that long-term planning is ineffective.

#### **CONSIDERATIONS:**

Uncertainty about the mission and development vision leads to difficulties in making strategic decisions, for example when opening new specialities. The transferability of the College's development directions and goals is also at risk. At the same time, the alternatives for the development of the College are formed, and a clear choice between them is not yet made.

The expert panel considers positive the involvement of external and internal stakeholders in the body that sets strategic goals. At the same time, lack of awareness of the College's strategy among external stakeholders outside of the board can jeopardize the establishment of more important and targeted goals. It may also be crucial for the college to clarify the characteristics of the stakeholders, which has not yet been implemented; for which segments of society the College works, whose interests coincide with those of the College.

The wish of the College to bring the strategic plan to the departments is appreciated. However, the lack of deadlines in the plan-schedule and the indicators not being implemented yet hinder the direction of the activities of the departments towards strategic goals. As a result, reports do not reflect achievements or gaps in strategic goals. The expert panel considers it worrying that the short-term situational approach prevails in the College, which can lead to the reduction of resources in different directions year after year.

#### **SUMMARY:**

Considering the clear characteristics of the College's mission, such as the NQF-aligned scope of activities in the field of education, the alternatives formed by the mission and vision, and the work towards the implementation of indicators, the expert panel thinks that ASCPE meets the requirements of Criterion 1.

#### **CONCLUSION:**

The compliance of the institutional capacities of ASCPE to the requirements of CRITERION 1 is satisfactory.

### **CRITERION II. GOVERNANCE AND ADMINISTRATION**

**CRITERION: The TLIs' system of governance, administrative structures, and their practices are effective and intend to the accomplishment of its mission and purposes by keeping the governance code of ethics.**

#### **FINDINGS:**

The legal foundations of the management system are the provisions of the RA laws "On Education", "The primary vocational (handicraft) education". The Governing Council of the College, whose mandate is 5 years, and is its highest collegial governing body. The principles of the Council's work, its structure, formation procedure and working procedure are defined by the RA legislation, the College charter, and the regulation of the management board. The director manages the current activities of the college. The subject committees of the college are the main structural units that organize educational activities which unite lecturers teaching subjects and modules with professional commonality. The organization and planning of the work of the subject

committees, as well as the direct management, are carried out by the heads of the committees, and the general management and control of the activities of the committees are carried out by the deputy director for educational activities. The activities of subject commissions are regulated accordingly. The competences of the structural units of the College are also defined by their charters, regulations, and the College Charter. Internal disciplinary rules are also defined.

All employees included in the management system of the college are provided with appropriate offices and furniture, and computers connected to the Internet network. At the same time, as it became clear during the site visit, there is a need for a methodist and an additional assistant in the College. Those holding administrative positions combine their tenure with other activities (teaching, managing the College website, etc.). During the site visit, it became clear that the issues discussed in the Management Council are always accepted unanimously, and no issue has ever been rejected. External stakeholders on the Management Council see their role primarily as supporting the College (e.g. in the employment of graduates) rather than deciding the College's strategy.

All faculty members of the college are included in subject committees. According to the self-evaluation, the director and management regularly organize meetings with students and their Council, listening to their opinions and suggestions, which are considered when making decisions. However, during the site visit, it became clear from the meetings that such meetings are not being held consistently. The internal stakeholders of the college are informed about the decisions of the management board and the pedagogical board but do not participate in the decision-making process or discussion. According to the self-evaluation, a five-year strategic plan was developed, the schedule plan for the implementation of which planned the ways and means of achieving the goals with specific dates. The deadlines are not defined in the mentioned plan.

According to the self-evaluation, each department of the College draws up a work plan for the academic year which is based on the SP. Based on the expected results set in the work plan for the implementation of each goal and task of the RA. During the visit, however, it became clear that the divisions do not condition their activities on the SP, and the reports are not directly related to the strategic goals.

During the visit, the fact that external and internal environmental factors affecting the College's activity, according to self-analysis, are studied and analyzed in the educational department was denied. Examples of changes in the procedures regulating the activities of individual departments and their explanation were not presented during the expert visit. Mechanisms for evaluating the effectiveness of procedures are not implemented in the management system, and the effectiveness of the management system, in general, is not evaluated. The same applies to information management processes.



## **CONSIDERATIONS:**

The expert panel positively assess the presence of collegial management bodies in the College management system, as well as the regulation of activities of almost all bodies with relevant documents. At the same time, it is worrying that the Governing Board is not fulfilling its role as a collegial body for strategic management. Thus, the connection between the interests of the stakeholders and the actual management is at risk. Contacts with internal stakeholders in this sphere are mainly informational in nature, which also does not contribute to the management system being aware of the interests and needs of stakeholders.

It is also worrisome that the strategic plan has not been followed up by a time-bound action plan or in any other form, which creates a disconnect between goals and actions. Failure to conduct systematic and regular studies of factors affecting performance creates additional risks from a decision-making perspective. Not carrying out performance evaluation of the management system and its individual parts hinders fundamental improvement of the management system. As a result, management often becomes intuitive, and the effectiveness of the chosen methods is doubtful.

## **SUMMARY:**

Taking into account the passive role of stakeholders in the management system, the disconnect between their interests and actual activities, as well as goals and activities, the lack of sound analyzes of the basis of management, as well as the lack of analyzes evaluating the effectiveness of the management system, the expert panel thinks that ASCPE does not meet the requirements of Criterion 2.

## **CONCLUSION:**

The compliance of the institutional capacities of ASCPE to the requirements of CRITERION 2 is unsatisfactory.

## **CRITERION III. ACADEMIC PROGRAMMES**

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

## **FINDINGS:**

In the last 5 years, the list of professions has been supplemented with professions and specializations that are in demand. For example, the College received permission to conduct education in the specialty "IT and PC software". Course programmes are designed and available

in the form of module curricula or modular programs which are in line with state educational standards, however, they are not unified in the educational programmes. In 2016 the curriculum of the "Accounting" speciality was revised. The timetables of several subjects and modules have been changed. In this regard, because of monitoring, the College has applied to MKUZAK with a proposal to change the timetables of specific subjects. Corresponding changes have been made in the limits of mandatory and maximum hours of classroom classes attached to the standard. However, during the visit, it became clear that in some cases the College has objections to state educational standards but does not initiate appropriate changes.

The teaching of general education subjects in the college is carried out according to the timetables defined in the block "General education subjects" of the curriculum of the given speciality which is based on RA Ministry of Internal Affairs dated 20.04.2017 Sample curricula of general education subjects in educational institutions implementing primary (vocational) and secondary professional educational programs, approved by Order N471-A/2. Accordingly, general education subjects are passed in a condensed form in the College. According to the statement made during the visit, students take natural science subjects in a version adapted to the profession, but there are no specific examples of differentiation.

In modular programmes, it is assumed that methods are specified for achieving each result, but generally methods are not specified; it is only stated that theoretical and practical teaching methods will be used. An appendix is presented, in which the teaching and learning methods for the outcomes of the programmes are specified with a table, but this table is not part of any document and does not guarantee the use of the specified methods. The college has mechanisms for direct and indirect assessment of the effectiveness of teaching and learning methods student semester surveys and class observations. During the site visit, it was found that most of the lecturers prefer the lecturing method due to the lack of literature. As it became clear during the site visit, the practice has more the purpose of getting to know and seeing the practical field than of forming practical skills through experience.

An appendix is presented, in which the evaluation methods for the outcomes of the programmes are specified with a table, but this table is not part of any document and does not guarantee the application of the specified methods. In addition, these methods answer the question of "when" rather than "how". for example, "Evaluation of practical skills during seminars-classes".

A knowledge assessment regulation (2013) has been developed, which, however, does not contain principles for choosing an assessment method. The effectiveness of the implemented evaluation system was regularly discussed at the end of each semester in subject commissions, Pedagogical Council meetings and among students. As it turned out during the site visit, students do not have clear information about the assessment criteria. The absence of assessment criteria was also confirmed during the class observations.

To ensure its academic credibility, the college conducts final certifications of graduates

through relevant committees. Following the example of other organizations, the College did not conduct a comparative analysis (benchmarking) of the advanced experience of the educational programmes.

Student mobility was not demonstrated. The College does not have a policy or plan for monitoring, evaluating, or improving the academic programmes. The changes made in the programmes, as it became clear during the visit, are mainly a response to the updating of the techniques used in the organizations. At the same time, there were no offers from employers because of the experience.

### **CONSIDERATIONS:**

The expert panel positively assesses the compliance of the academic programmes with the state educational standards. At the same time, it is worrying that the College, as an institution specializing in the energy sector, does not have a proper influence on industry standards. Not having separately developed APs, the logic and validation of programmes implementation in the College is at risk. This problem is also demonstrated in the general education part, where the College does not have a clearly formulated approach to passing the subjects in a condensed form.

There is no planning, guidance and monitoring of the choice of teaching and learning methods, which risks the formation and uniformity of expected outcomes. The problem is compounded by the general absence of evaluation criteria, as well as a lack of planning and guidance regarding evaluation methods. Failures in the formation of practical skills are a separate problem, considering the incomplete use of experience for the purpose. The relevance and competitiveness of the programmes are conceded by the lack of benchmarking.

### **SUMMARY:**

Considering the lack of linking teaching, learning and assessment methods to expected outcomes and monitoring policies that put at risk the credibility of the qualifications awarded, deficiencies in skills development and the lack of mechanisms for program improvement, the expert panel thinks that ASCPE does not meet the requirements of Criterion 3.

### **CONCLUSION:**

The compliance of the institutional capacities of ASCPE to the requirements of CRITERION 3 is unsatisfactory.

## **CRITERION IV. STUDENTS**

**CRITERION: The TLI provides relevant student support services ensuring the effectiveness of the learning environment.**

## **FINDINGS:**

There are clear mechanisms for students' recruitment in ASCPE. The college informs and assists students in career guidance. ASCPE's Facebook page is one of the mechanisms for recruiting students, and there is also a website which is in the process of being updated and upgraded. From the site visit, it became clear that most of the students were informed and helped in professional orientation by their friends studying in ASCPE, which is an informal mechanism of student involvement for ASCPE. There are clear mechanisms for the selection and admission of students in ASCPE. Admission is carried out according to the admission of each academic year. The number of paid and free places allocated for each speciality is approved by the order of the Minister of Education and Culture and sport of the RA. Admission is based on the scores on the Certificate of Basic Education, Certificate of Secondary Education or Diploma tab. A career responsible offers career guidance services to applicants who are having trouble deciding on a professional orientation. It became clear from the site visit that the management of the college and the professional teaching staff also guide the students in professional orientation, having conversations with students and parents.

There are paid and free systems available in ASCPE, and a scholarship is also provided. Scholarships are awarded to students studying in the free system who have demonstrated good and excellent progress. In general, there are clear mechanisms for the recruitment, selection, and admission of students in ASCPE, but the college has not carried out an evaluation of the effectiveness of these mechanisms. In ASCPE there are formed incomplete mechanisms for addressing the educational needs of students. Surveys have been developed and organized by the Career Center, but they still need to be improved and finalized. It became clear from the site visit that the students are still not familiar with the results of the survey. Students are also involved in the college's Governing Council. The students' representative of the Governing Council is elected by the SC through voting. From the site visit and the conversation with the stakeholders, it became clear that the issues raised by the students in the Governing Council are not of an educational nature but mainly relate to the improvement of general needs. For e.g. the students raised the problem of college heating and got a positive solution. It should be noted that students partially understand their importance in the learning process in terms of making changes. It became clear from the site visit that the most reliable link for raising the needs of students is the course leader. Students can also raise their needs by contacting the administrative staff, but there is no schedule and clear regulation for contacting the administrative staff in the college, it is done through the student councils. However, students report that they can freely contact any of the administrative staff at any time with any questions they may have.

The college has a career center. The work of the center is regulated by a separate regulation. The main goal of the department is to contribute to increasing the competitiveness of students and graduates in the labor market through career information, counselling, guidance work, as well as the formation of career planning abilities, to support the identification of employment

opportunities in their profession. The center organizes excursions for students to employers, in the framework of which they have meetings with employers, also within the general skill module of work activities, they learn to write a CV accurately and learn how to appear for an interview (wearing the right clothes, conducting a conversation when presenting to the employer, etc.). The career department has one position. The unit also provides feedback to graduates, collects information on graduate employment. One of the functions of the careers department is to collect and notify students of job vacancies, but the site visit and meetings with various stakeholders confirmed that this process takes place on a more personal level, mediated by an individual lecturer or director. Feedback mechanisms with alumni are still not fully operational. The center has a data collection base, in which data integrity and data analysis work is still ongoing. The college has set itself the task of finding out how many graduates have been hired by the center in recent years.

The SC deals with the protection of students' rights in college. According to the charter of the College, the Student Council of the College is an elected representative body of self-governance, unification of students, and protecting their interests. It became clear from the site visit that for most of the students it is not considered a body created for the protection of students' rights, it is mainly engaged in the organization of various events. To solve problems related to education, students turn to the chair leader, if necessary, and also to the lecturer of the given programme or module. Students from all years of the college are involved in the composition of the SC. The SC factor is weak in the process of raising needs. The college creates opportunities for organizing additional trainings and providing advice. There are some processes which promote effective student learning, but they are presented as goodwill on the part of the faculty. There is still a need for regulation in college to develop clear mechanisms for evaluation and quality assurance of educational, counselling, and other services provided to students. Counselling services are not regulated in the college, and there is no clear schedule, but students state that, if necessary, lecturers are willing to help them. The provision of advice is supplementary in nature, it is not part of the lecturer's workload. It became clear from the visit that in the future they plan to conduct student surveys with improved questionnaires every semester to highlight needs.

## **CONSIDERATIONS:**

The expert panel considers it positive that there are various mechanisms for the recruitment of applicants at the College, but not all of them are implemented systematically. There is a need to evaluate the effectiveness of existing mechanisms, which will contribute to increasing the flow of applicants. The expert panel emphasizes the fact that students are admitted to the college mainly based on the satisfaction expressed by their friends, this proves the high ranking of the college. It is worthy that the selection and admission mechanisms in college are clear, which leads to maintaining the objectivity of the process. There are mechanisms for raising the needs of students, but those mechanisms need to be regulated. One of the mechanisms is QA surveys, which are still being implemented. The expert panel finds that there is a need to coordinate the mechanisms for raising students' needs, to modernize and develop the mechanisms for evaluating their

effectiveness in college. The expert panel positively assesses counselling services operating in the college, which need to be clarified by creating a single, coordinated, well-scheduled counselling service, where each field will have its own responsibility. It is positive that the students have a high level of trust in the course leaders. Most likely, due to the fact that students do not feel the need to contact the college's SC on educational issues.

The expert panel considers it positive that the college has a career center and that great work is being done to promote the careers of students. For example, certain role-playing games are organized to guide students in choosing a profession, which can contribute to the development of students' careers. It is also a positive fact that students can freely contact the administrative staff of the college with their concerns at any time, but this may contain a certain risk: ignorance of students in contacting administrative staff.

#### **SUMMARY:**

Considering the existing mechanisms for recruitment and admission, the organization of additional classes provided to students, the mechanisms for addressing educational and other needs, the activities aimed at ensuring students' careers, and student's trust in the college the expert panel thinks that ASCPE meets the requirements of Criterion 4.

#### **CONCLUSION:**

The compliance of the institutional capacities of ASCPE to the requirements of CRITERION 4 is satisfactory.

### **CRITERION V. FACULTY AND STAFF**

**CRITERION: The TLI has a highly qualified teaching and supporting staff to accomplish the institution's mission and to implement the goals set for academic programmes**

#### **FINDINGS:**

General requirements (education, work experience, etc.) are submitted to teachers at ASCPE and lecturers meet the specified requirements. The college has implemented job descriptions, which clearly describe the rights and duties of the lecturer. Newly hired lecturers go through a experimental period and then become regular employees. During the p experimental period, lecturers get acquainted with their job description, internal legal acts, and internal disciplinary rules of the college, as well as safety equipment, sanitary, fire prevention rules and working conditions. The college has a special procedure for supporting a lecturer on an experimental period. The teaching staff is hired on a competitive basis: the announcement of holding a competition for a college vacancy is published in the "Education weekly" or in the local press, and information websites, and applies to the regional employment center of Abovyan city. During the visit, however, it was found that only a small part of the lecturers applied to the College

with a vacancy announcement. Most often, lecturers directly addressed the college's Director.

The requirements and job duties for teaching positions are presented in the job description of the corresponding position. The college does not have a competition procedure for the administrative staff. When choosing a lecturer for each programme, basic education, work experience, competition and qualification results are taken as a basis, but the requirements for professional qualities according to individual educational programmes are not yet clearly defined. As necessary, the teaching staff is supplemented with lecturers with practical experience to increase the effectiveness of practical classes. At the same time, the college emphasizes the connection with its graduates, hiring them in the future. ASCPE emphasizes the need for teaching staff with the necessary qualities and pedagogical skills for the implementation of the goals of the APs in its SP. To regulate this process in the college, there is a regulation for evaluation, encouragement or accountability of management and pedagogical workers.

Class observations and anonymous surveys among students are being conducted in ASCPE. The class observations are carried out by the presidents of subject commissions and cycle commissions. The college also introduced the experience of mutual class observations, the results of which are discussed in the relevant committee but are not subjected to deep analysis. In order to evaluate the professional abilities and skills of the teaching staff, anonymous surveys are conducted among the students, as a result of which, there is no raised issue and no evaluation of the effectiveness of the given surveys. During the visit of the expert panel, it became clear from the meetings that the students are basically satisfied with the teaching staff.

One of the main tasks of ASCPE is the involvement of teaching staff with high professional abilities in the educational process, providing them with opportunities for continuous improvement. The lecturers participated in the methodical trainings organized by MKUZAK. During the visit, it became clear that the lecturers see the need for opportunities to improve the exchange of experience. The trainings are few, and trainings that form and develop professional skills are not carried out either with the support of the country or at the initiative of the college. There are no training plans. There are also no opportunities to exchange experience with other educational institutions and teaching staff.

To ensure the stability of the teaching staff, the internal working rules of ASCPE include mechanisms for encouraging lecturers, however, it became clear from the visit that the incentive mechanisms are not established, as an incentive they mostly receive the 13th salary, and there is no analysis of the work carried out in the teaching and administrative areas and the workload of the teaching staff. The analyzes of the internal and external fluidity of lecturers are missing. There are no mechanisms for ensuring professional progress in the college, there is only one teaching staff position: that is, a lecturer. No process of self-improvement leads to professional progress and there are no mechanisms to encourage them. The formation of the administrative staff list and the definition of work duties according to positions are regulated by the charter, regulations of

individual departments and job descriptions.

### **CONSIDERATIONS:**

The expert group positively assesses that there is a procedure for the selection of teaching staff in ASCPE and at the same time there is a willingness to involve both employers and graduates in the teaching staff. It is also positively evaluated that after passing the competition, the lecturer is given an experimental period, after which he can become a member of the teaching staff. The absence of a competitive procedure for the composition of the administrative staff may have a negative impact on the purposefulness of that process. The college does not have clear mechanisms that allow evaluating the teaching effectiveness of the teaching staff, the only method of verification are class observations. It became clear from the site visit that they are not regulated and do not have clearly formed goals and analyses. The expert panel emphasizes the desire of the teaching staff to develop their own abilities and to use the opportunities to exchange experience, but it is considered problematic that there are no clear mechanisms and evaluating the needs of the teaching staff in the college. There are no progress mechanisms for lecturers, which has a negative effect on professional improvement, which in turn, on the improvement of the teaching process. The expert panel also emphasizes the use of employers' opportunities in this direction, as the college mentions the lack of opportunities. The expert panel also positively evaluates the fact that the college provides generational change. The college does not carry out evaluations of the effectiveness of the administrative and teaching staff's activities, which may lead to inefficient distribution of the work carried out according to the SP and inefficient allocation of human resources according to responsibilities.

### **SUMMARY:**

Considering that there are procedures for the selection of teaching staff in ASCPE, certain mechanisms ensuring their evaluation, which emphasize their professional and pedagogical abilities and skills, years of experience and practical skills are important, the College also provides young and relevant professional recruitment of qualified personnel, the provision of human resources according to the main strategic goals is important, the expert panel thinks that ASCPE meets the requirements of Criterion 5.

### **CONCLUSION:**

The compliance of the institutional capacities of ASCPE to the requirements of CRITERION 5 is satisfactory.

## **CRITERION VI. RESEARCH AND DEVELOPMENT**

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



## **FINDINGS:**

One of the strategic goals of the college is assuming the role of a leader and promoter of educational reforms. Entry into the field of solar energy and other types of alternative energy is of particular importance. Policies and procedures for the implementation of the research activities of the teaching staff are not defined, there are no incentive mechanisms to involve the teaching staff in research activities. The results of research activities of the teaching staff do not affect their professional progress. The college attributes the lack of international cooperation in research projects to the teaching staff's lack of foreign language skills, however, the college does not provide information regarding such projects and opportunities to lecturers, and there are no mechanisms to encourage the involvement of students and new lecturers in such initiatives.

In 2019 the college lecturers and former graduates participated in the competition held in Beijing, China, took third place and received a bronze medal. This achievement, however, was not continued in the future, and it became clear from the visit that the participation in that competition was not initiated by the College. Thanks to some research conducted in ASCPE, certain educational programmes are being revised, and lecturers of certain specialities also participate in the process of drafting and developing the NQF. The college does not have a clear policy by which the lecturer would be obliged to study international or local experience in his speciality. There is no study of international experience at all, there are no examples of exchange of experience with local colleges in the same professions. An approach that ensures the implementation of research is the requirements presented to students within the framework of diploma works, which are not in the direction of all professions.

It became clear from the visit that the students do not write course works but write abstracts and independent works in separate specialities. The tasks are mainly given through tests, which may provide results, but do not develop research and analytical skills. The students at the College have the opportunity to do research during the internship, but this also does not generally happen. There were also cases when the student's showed activity during internships and then after graduation they went to work in that organization. In some majors, the college does not have employer partners, internships are organized in the college under classroom conditions, which creates a serious problem for students to engage in research work. Research work is generally not related to the requirements of employers.

## **CONSIDERATIONS:**

ASCPE has no clear ambitions in the field of research. The expert group believes that ASCPE can make assuming the role of a leader and promoter of educational reforms in the region, especially since there are individual cases and human potential to reform educational programmes, however, this circumstance hinders, firstly, the negative assessment of their importance by the college, as well as the lack of implementation mechanisms. The lack of policies, and procedures for the implementation of faculty research activities, as well as mechanisms to encourage the

implementation of research, endangers the activities aimed at the improvement of lecturers in that direction. At the same time, there are no mechanisms through which the teaching staff would be informed about research projects related to the college. As a result of all this, lecturers are not involved in research projects at all.

The expert panel also negatively assesses the fact that students do not regularly write course and diploma works, however, that gap can be filled during practices, although it should be noted that this process is also not regulated and analyzed. There is no best practice in this direction either, there are no institutional mechanisms to encourage this activity of students.

As the resource base of the College is not sufficient to carry out research and the financial resources are scarce in this regard, the expert panel emphasizes the clarification of the scope of cooperation with employers, its purpose and its correlation with strategic priorities. The lack of appropriate cooperation in the direction of different educational programmes also endangers the possibilities of analytical and research activities of students with these specialities. At the same time, it is necessary to emphasize the involvement of teaching staff in these processes, which will create opportunities for the improvement process of lecturers and will also affect the effectiveness of innovative, research activities of students.

#### **SUMMARY:**

Considering the fact that currently there are no ambitions in the field of research in ASCPE, there are no mid-term and short-term plans, there are no clear policies, procedures and incentive mechanisms for the implementation of research, the connection between research and learning is not clear, in this regard, the scope of cooperation with employers is not targeted, lecturers do not conduct studies of international and local best practices, the expert panel thinks that ASCPE does not meet the requirements of Criterion 6.

#### **CONCLUSION:**

The compliance of the institutional capacities of ASCPE to the requirements of CRITERION 6 is unsatisfactory.

### **CRITERION VII. INFRASTRUCTURE AND RESOURCES**

**CRITERION: The TLI has necessary resources to create learning environment and to effectively support the implementation of its stated mission and objectives.**

#### **FINDINGS:**

In its strategic plan, ASCPE has set the task of consistently implementing targeted measures aimed at ensuring and improving the material and technical resources of professions and academic programmes. In the college, classes are organized in 15 classrooms and 6 cabinets of the

educational building, 3 classrooms and 1 specialized cabinet of the administrative building. The college meet the licensing requirements issued by the Ministry of Education and Culture and Sport of the RA, that is, there are necessary conditions for satisfying the educational needs of students (educational training ground, professional cabinets, gymnasium, military science classroom). It became clear from the site visit that the college is self-sufficient in terms of resources. The professional cabinets are equipped with the necessary equipment for the organization of the course, the college has two computer classrooms with an Internet connection, the number of computers is small, but even with the available number, they are able to provide certain results. However, employers believe that the College lacks didactic materials.

The administrative building of the college has a library, a reading room, a gym, a movie theatre, classrooms, specialized offices, a canteen which is not used. There is also a medical center, which was also not working. The total number of books registered in the library is 7751, including 172 textbooks, 998 social and political literature, 42 natural science textbooks, 3750 technical-professional books, 2961 art books, 30 educational maps, there are also many educational manuals, and professional magazines, etc. The main part of technical professional literature is in Russian. Most of the literature on technical professions is quite old, during the visit it became clear that the students were mostly dissatisfied with that very fact. Being a non-profit organization, the college has no right to operate the canteen on its own, and has repeatedly applied to the ministry, and submitted written information for permission to rent a separate area for the canteen but was refused. The main financial income of the college is provided by the state, budgetary income is also formed from fees paid by students. In order to carry out basic management and control of financial flows in the college, an annual plan of budgetary inputs and outputs is drawn up. Tuition fees are used to pay the salaries of college employees, lecturers involved in the teaching process, building renovations, purchase of educational materials and literature, utility bills, etc. The college needs income diversification, which is also considered one of the college's strategic goals. In ASCPE, there is no policy for the distribution and management of financial resources aimed at the implementation of academic programmes. The College's annual budget is approved by the Board of Governors, and expenditure planning considers the needs of all ASCPE departments. At the end of each academic year, the chairs present to the college management the academic workload of the lecturers for the next year.

A resource allocation mechanism is a policy of purchasing products based on the requests of individual departments. There are no mechanisms to check the purposefulness of the use of financial resources in the college. The planning of the necessary resources for the implementation of the educational process in ASCPE is carried out in accordance with the requirements of the Law of the RA "On Purchases". At the beginning of each year, the college prepares a procurement plan that includes the resources required for the upcoming academic year and the procurement process. The two APs studied by the expert panel are generally provided with a necessary resource base.

The internal and external documentation is carried out in accordance with clerical needs.

Since 2011, the college has been operating the Mulberry 1 external document circulation system, and since 2020, the Mulberry 2 system, college has an official e-mail, Facebook page and website which is still under development. Archiving of documents reflecting the activities of different departments of ASCPE is done by the archivist. ASCPE carries out a number of activities in the direction of creating a safe environment for its stakeholders, maintaining their safety, as a result of which the security level of the college has been increased. The college has a fire-fighting system, and various evacuation entrances, there are evacuation schemes implemented in different parts of the building, although not in all necessary places, there are fire-fighting extinguishers, which are regularly updated according to the EMS. During the visit, it became clear that there are no ramps in the college. In the college, anonymous surveys are conducted among the students regarding the provision of resources, because of which it was found that the students are mostly satisfied with the resource provision of the college, the main dissatisfaction is related to the lack of a canteen, the students are also dissatisfied with the level of heating in the college. Such surveys are not carried out among lecturers. There are no mechanisms to check the applicability, availability, and efficiency of resources in ASCPE.

#### **CONSIDERATIONS:**

The expert group positively assess the ASCPE's efforts aimed at providing the necessary resource base for the educational process of the college, providing resources for the implementation of its mission and strategic goals. Despite the fact that financial resources are limited, the material and technical base of the college is quite complete, the college building is in a good condition, most of the classrooms are renovated and have adequate furniture for the educational process. The fact that the College allocates certain amounts for the classroom, laboratory conditions, library fund and other sub-structures is also positively evaluated. The college does not have a clear policy for the distribution of financial resources according to the main strategic direction, which can hinder the implementation of strategic goals. Lack of funds allows for solving only urgent problems. The budget of the college is mainly formed from the fees of students, which can cause a problem in terms of the stability of financial income. The lack of analysis of the efficiency of the distribution of financial resources does not allow to evaluate and analyze the indicators of the college's financial stability and development opportunities. It is positive that the college has a system for managing the external documentation, but the internal documentation is done in paper form, and it is not regulated. There are still no favorable conditions for students with disabilities in the college. The only way to evaluate the applicability, availability and effectiveness of the resources provided in the college is through surveys, the scope of which is not specified, and the results of the survey cannot be definite either. A lack of resource satisfaction mechanisms can jeopardize proper planning and acquisition of finance allocation and resource acquisition.

#### **SUMMARY:**

Considering ASCPE's efforts to improve and enrich resources, provide the necessary environment for the implementation of educational programs, provide health and safety maintenance services for internal stakeholders, have an external document circulation system, the expert panel thinks that ASCPE meets the requirements of Criterion 7.

#### **CONCLUSION:**

The compliance of the institutional capacities of ASCPE to the requirements of CRITERION 7 is satisfactory.

### **CRITERION VIII. SOCIETAL RESPONSIBILITY**

**CRITERION: The TLI 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:**

There is a certain formalized system of accountability in ASCPE. The structural units of the college present their reports according to their structural subordination: cycles - educational part, Career center to the director, etc. According to the self-analysis presented by the College, the main reporting document of ASCPE is the annual report, which includes the main areas and issues of the College's activity. The director of the college submits a financial report twice a year on the performance of the college's fund, financial income, and expenditures. The report contains information on the contents of the departments' work.

There is no clear form of external accountability in the college, and the reports submitted to the governing board are not published anywhere. The college also submits a report to the authorized body, The Ministry of Education, Science, Culture and Sport of the Republic of Armenia. The reports include financial indicators, movement of students and teaching staff, information on their qualifications, information about seniority and the course conducted, as well as admission results. To ensure transparency and accessibility of procedures, and processes in ASCPE, the following tools are in place: the ASCPE Facebook page, mass media and also the college website, which is still under development. The College is trying to provide a toolkit for forming feedback with the public, currently, this is done through the Facebook page. It became clear from the visit that the Facebook page is considered an effective means of feedback by the College. ASCPE has also established ties with various schools and non-governmental organizations and organized open days at the college for parents and students, which is also a feedback mechanism with the College. There are mechanisms of communication with the society that are subject to analysis.

#### **CONSIDERATIONS:**

In the issue of external accountability of the college, the Ministry of Education, Science, Culture and Sport of RA has an important role, in the approach of external accountability, which is carried out in a systematic way. Although the college has a certain internal accountability system, it does not allow to get a complete picture of the college, because the work of the departments is not shown in a complete form in the college report: they are seen slightly in the reports submitted by the cycles. The reports are not published by the college, which damages the transparency of the process. Besides, it became clear from the study of the documents that the analytical component is missing in the reports. Planning the work of all departments and preparing reports according to the objectives of the SP of ASCPE will enable all stakeholders to continuously evaluate the implementation of the tasks defined in the SP of the College. Activating the official website of the College and providing as much information as possible to the public about the College and its academic programmes will enable the College to increase its ranking, as a result, gain more confidence among applicants and other stakeholders. The expert panel considers it positive that the college attaches great importance to providing feedback to society and tries to expand the current toolkit.

#### **SUMMARY:**

Considering that ASCPE has a well-formed system of internal and external accountability, information access mechanisms and information transfer mechanisms to the public, the expert panel thinks that ASCPE meets the requirements of Criterion 8.

#### **CONCLUSION:**

The compliance of the institutional capacities of ASCPE to the requirements of CRITERION 8 is satisfactory.

### **CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALISATION**

**CRITERION: The TLI promotes experience exchange and enhancement through its sound external relations practices, thus promoting internationalization of the institution.**

#### **FINDINGS:**

Policies and procedures to boost external relations are not yet established at the College. Various links are responsible for external relations: director, QA officer, career center officer and informatics lecturer. The expansion of the external relations of the college, conducting negotiations with other educational institutions, concluding contracts is entrusted to the

director. The internship manager is entrusted with the function of organizing and supervising the educational internship of the students of the College. Providing information on mobility, further continuing education opportunities, providing feedback to students and graduates, collaborating with employers to obtain information on existing and projected vacancies, inviting professionals, reputable individuals, and employers to hold meetings with students and open classes reserved for careers responsible. The scope of cooperation includes local structures, with which agreements on conducting internships are concluded; this is the priority direction of cooperation. Measures aimed at improving knowledge of foreign languages, except for those included in educational programmes, are not applied.

#### **CONSIDERATIONS:**

At the current stage of its development, the College does not really emphasize its internationalization, and the main interest of the College in establishing external connections in the local environment is the organization of experiences.

Having no big ambitions and plans, it is logical that the College does not even form a separate infrastructure dealing with external relations and does not take measures to improve the level of knowledge of foreign languages. However, external relations and internationalization can be vital for an educational institution that is unique in its profile in the country. From this perspective, external relations and internationalization are the only way to manage the threat of stagnation.

External relations can also be extremely important for the College given that the number of local employers is limited, but there is a large regional labor market that graduates can tap into as the College's visibility increases.

#### **SUMMARY:**

Considering the scarcity of external connections, the limited nature, the lack of coordination and regulation of the processes, the passivity of the College in the direction of internationalization, the expert panel thinks that ASCPE does not meet the requirements of criterion 9.

#### **CONCLUSION:**

The compliance of the institutional capacities of ASCPE to the requirements of CRITERION 9 is unsatisfactory.

## **CRITERION X. INTERNAL QUALITY ASSURANCE**

**CRITERION:** The TLI has an internal quality assurance system for promoting establishment of a quality culture and continuous improvement of all the processes of TLI.

### **FINDINGS:**

Since 2021 February, the quality assurance center has been operating in the College, with only one full-time employee. According to the self-evaluation, the general control of quality assurance was previously carried out by the vice director for educational works and the chairmen of the subject committees. However, during the visit, it became clear that prior to the QA activity, no systematic QA activity was carried out in the College.

The QA Center was operating from 2021 according to the approved charter, based on which the code of internal quality assurance of the college was developed. QA procedures are generally not yet established or are under development. For the organization of the work of the QA, the College provided a separate room where meetings, discussions and meetings are held. However, according to the self-evaluation, the quality assurance structure is still insufficiently resourced.

Almost all sections of the college cooperate with the QA department. The QA responsible is assisted in various processes by a self-evaluation group. The involvement of external stakeholders in QA processes is currently limited to the passive involvement of Governing Board members. The effectiveness of the internal QA system has not yet been evaluated and no reviews have taken place as the QA toolkit is still under development and implementation. During the visit, however, it was found that the College has not yet analyzed the effectiveness of the conducted surveys, although the self-evaluation mentions the positive and negative aspects of the surveys.

To carry out the self-evaluation process at an appropriate level, the College used the guideline and manual on the quality assurance processes provided by the ANQA. A self-critical and sincere self-evaluation was carried out, but the analysis is lacking, for example, based on career center data, graduate employment indicators, problems and their causes were not analysed, and no conclusions were drawn from the analysis.

### **CONSIDERATIONS:**

The internal QA system in the College is still in the stage of establishment, but positive trends are evident for the expert group, such as the formation of the QA center, the development and implementation of QA policies and procedures, a critical attitude towards the mechanisms used, and a self-critical approach. At the same time, the internal QA system still does not collect enough information to form a complete picture of the quality of the processes and does not carry out analysis in sufficient depth, as a result of which the benefits and impact of the internal QA system on the College are not yet fully tangible, although they are already visible.



The expert panel evaluates the College's self-critical approach in self-evaluation and other QA processes, considering it also some assurance that the internal QA system will ensure transparency of process quality information whenever it generates such information.

**SUMMARY:**

Considering the development trends of the internal QA system, the gradual implementation of QA policies and procedures, the involvement of internal stakeholders in the QA processes, the self-critical attitude of the College, the expert panel thinks that ASCPE meets the requirements of the criterion 10.

**CONCLUSION:**

The compliance of the institutional capacities of ASCPE to the requirements of CRITERION 10 is satisfactory.

## EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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

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**Tigran Mnatdsakanyan**

**Chair of Expert Panel**

**30.12.2021**

## APPENDICES

### APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

**Tigran Mnatsakanyan** – in 2008 graduated from Armenian State Economic University (ASEU) in the specialty of Management. In 2011 he was awarded the scientific degree of Candidate of Economic Sciences. Since 2011 T. Mnatsakanyan is a teacher and assistant at the ASEU Chair of Management. In April-September 2019 he was the Vice-Rector of Science at the same university. Tigran Mnatsakanyan has published a number of scientific articles relating to the spheres of management theory, history of public administration, methodology and enhancement of evaluation of the efficiency of current problems in public administration, issues of local self-governance, etc. Participated in international conferences dedicated to issues of improving the quality of higher education.

**Kristina Martirosyan**- In 2014 graduated from the "Applied Mathematics and Informatics" department of State pedagogical university with a bachelor's degree in teacher pedagogy. From 2014-2015, then from 2018 until today, he works at "Gegharkunik Regional State College" as a lecturer in "Computing techniques and automated systems". Since 2020, she has also been working as a teacher of mathematics and informatics in primary school No. 1 named after M. Melik Shahumyants in Martuni. Since 2020, he has been included in the ANQA expert base and participates in the accreditation processes conducted by the ANQA as an expert programmer. From 2021, she was also involved in the creation, evaluation and testing of textbooks as a teacher-expert.

**Stepan Hovhannisyan** - In 2009, he graduated from the Faculty of Energy of ASPU /polytechnic, as a candidate in technical sciences. From 2016 until now, he is an assistant professor at the Chair of Electrical Energy of the Institute of Energy and Electrical Engineering of the ASPU Polytechnic Foundation. ASPU, lecturer of the electrical power department of the Institute of Energy and Electrical Engineering, director of "AREV ENERGY" LLC.

**Seda Grigoryan**-Ararat Regional State College, 3<sup>rd</sup>-year student of "Accounting" speciality. Participated in the trainings for the preparation of student experts conducted by the Student Voice program of the ANQA.

## APPENDIX 2. SCHEDULE OF SITE VISIT

<b>04.10.2021</b>		<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Head of the College	10:00	11:00	60 min.
2	Meeting with deputy directors	11:10	12:10	60 min.
3	Meeting with the members of the Management Board	12:20	13:10	50 min.
4	Break, expert panel discussions	13:20	14:20	60 min.
5	Meeting with graduates	14:30	15:30	60 min.
6	Meeting with employers	15:40	16:40	60 min.
7	Meeting with heads of departments / head of career centre, librarian, accountant, HR department/	16:50	18:00	70 min.
7	Document review and closed meeting of the expert panel	18:10	19:00	50 min.

<b>05.10.2021</b>		<i>Start</i>	<i>End</i>	<i>Duration</i>	
1	Meeting with the members of the educational department, professional subject commissions, including General Education, programme Head of Department	10:00	11:00	60 min.	
2	Meeting with representatives of the teaching staff (10-12 people).	11:10	12:00	50 min.	
3	Class observations	12:10	13:30	80 min.	
4	Break, expert panel discussions	13:40	14:40	60 min.	
5	Meeting with students (10-12 people).	14:50	15:50	60 min.	
6	Meeting with members of the self-evaluation group	16:00	16:40	40 min.	
7	Document review and closed meeting of the expert panel	17:20	19:00	70 min.	
<b>06.10.2021<sup>p</sup>.</b>		<i>Start</i>	<i>End</i>	<i>Duration</i>	
1	Meeting with the responsible of the AP "Thermal power station"	Meeting with the responsible of the AP "Computer hardware" and "Automated systems software"	10:00	11:00	<b>60</b> min.

2	Meeting with the Faculty of the AP "Thermal power station"	Meeting with the Faculty of the AP "Computer hardware" and "Automated systems software"	11:10	12:20	60 min.
3	Resource observation		12:30	13:30	60 min.
4	Break, expert panel discussions		13:40	14:40	60 min.
5	Meeting with the students of the AP "Thermal power station"	Meeting with the students of the AP "Computer hardware" and "Automated systems software"	14:50	15:50	60 min.
6	Open meeting		16:00	16:40	40 min.
7	Document review and closed meeting of the expert panel		16:50	19:50	120 min.
07.10. 2021 p.			<i>Start</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the QA responsible		10:00	10:50	50 min.
2	Meeting with the member(s) selected by the expert panel		11:00	11:50	50 min.
3	Closed meeting of the expert panel		12:00	12:50	50 min.
4	Break, expert panel discussions		13:00	14:00	60 min.
5	Closed meeting of the expert panel		14:10	17:50	220 min.
6	Meeting with the Head of the College		18:00	18:20	20 min.

### APPENDIX 3. LIST OF DOCUMENTS OBSERVED

N	Name of the document	Criterion
1.	Schedule-plan for the implementation of the strategic plan(approved by the minutes of the College Management Board, 30.03.2018, No. 47)	1
2.	Annual plans and reports of departments	1,2
3.	Minutes of meetings of the Board of Management, discussion of the director's annual reports	1
4.	2020-2021 annual report on the activities of the college	2
5.	Present any document on the dissemination of exemplary practice, /as a result of monitoring/	2
6.	Annual plans of departments	2
7.	The composition of academic advisers, the topics of advice and the schedule of meetings, the registration book / for chairs /	2
8.	Chair position list	2
9.	Normatives of educational load	2
10.	Lecturers' training schedule -/ for chairs/	2
11.	Lists of scientific and educational-methodical works of chair lecturers	2
12.	Study part reports plan-timetables	2
13.	Budget expenditure document	2,7
14.	VET System Reforms Assessment Report by MUZAK	2
15.	Training packages-/for selected chairs/	2
16.	Example of an evaluation questionnaire	3
17.	Annual plans of faculties, chairs, divisions Reports /chairs and all faculties/	3
18.	Minutes of sessions / chairs and all faculties for the last three years, one from each quarter/	3
19	Study plans	3
20.	Class schedules /for this academic year/	3
21.	Logs, practice logs /for programs, one from each blind/	3
22.	Class observation books / one from each chair /	3
23.	Final works	3
24.	Completed practice diaries, analytical transcripts	3
25.	Presenting modules in the field of science and technology	3
26.	SC protocols	4
27.	Lecturers' portfolios, lecturer's plans (if any, five from each department)	5

28.	Young staff training plan	5,2
29.	Activity plans of subject commissions	6
30.	Activity plans of subject commissions	7
31.	A document on which additional training is now approved	7
32.	Example of a resource questionnaire	7,10
33.	Cooperation agreements, contracts	9
34.	Survey analyses, improvement plans for the last two years	10
35.	Diploma sample	3.1

#### **APPENDIX 4. RESOURCES OBSERVED**

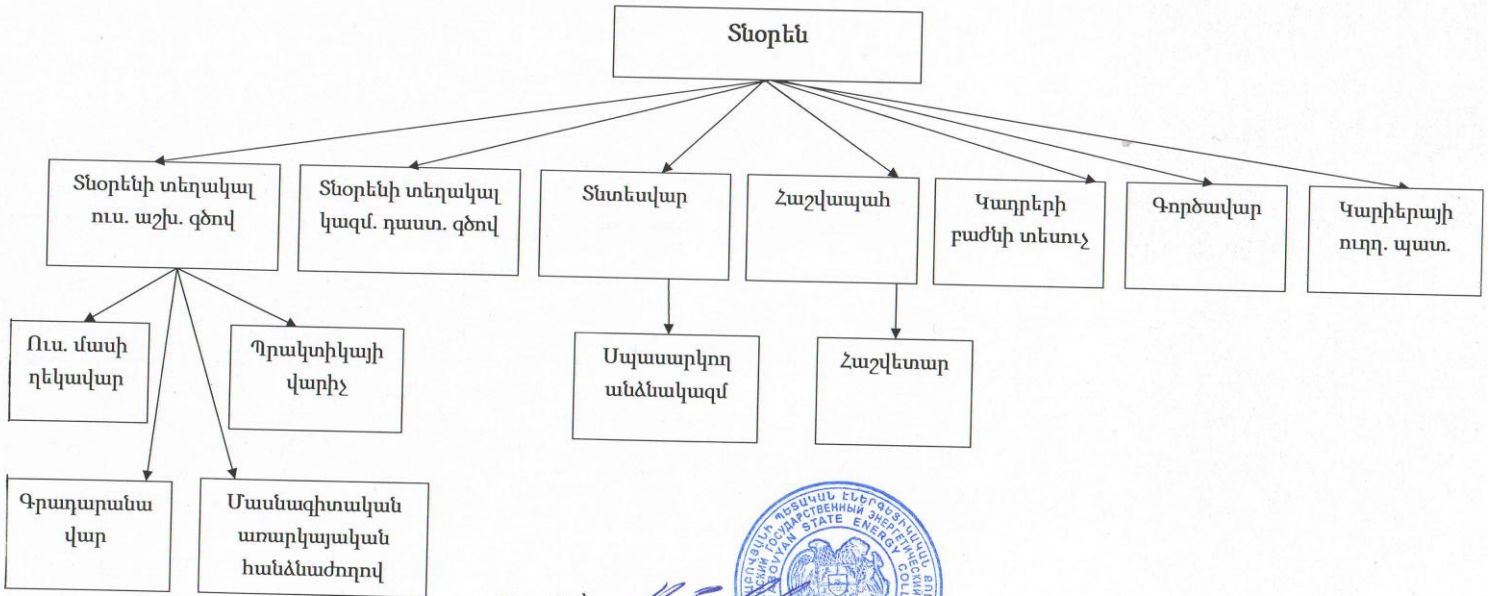
- Auditoriums
- Subject cabinets
- School of military science
- Chairs
- Computer classroom
- Laboratories /professional/
- Gym
- Library
- Reading room
- Hall of events



## APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION

Հաստատում եմ՝  
 «Արմվյանի պետական էներգետիկական քոլեջ» ՊՈԱԿ-ի  
 կառավարման խորհրդի նախագահ  
 ----- Է. Գրիգորյան  
 24.07.2020թ.

«Արմվյանի պետական էներգետիկական քոլեջ» ՊՈԱԿ-ի կազմակերպական կառուցվածքը



Տնօրեն՝   
 Գ. Մեհրաբյան



## **APPENDIX 6. LIST OF ABBREVIATIONS**

- ASCPE- Abovyan State College of Power Engineering
- SP- Strategic plan
- AP- Academic programme
- MP- Modular programme
- SES- State educational standard
- NQF-National Framework of Qualifications
- SC-Student Council
- NQA-Quality Assurance Center
- QA- Quality assurance
- ANQA- National Center for Quality Assurance