



National Center For Professional
Education Quality Assurance
Foundation

ACCREDITATION COMMITTEE

ANQA-2023/83

DECREE N 83

April 14, 2023

**ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF
YEREVAN STATE ARMENIAN-GREEK COLLEGE OF TOURISM, SERVICE AND FOOD
INDUSTRY**

General Information about the Institution

Full name of the Institution: Yerevan State Armenian-Greek College of Tourism,
Service and Food Industry SNCO

Official Address: 40 Arshakunyats Ave., Yerevan, RA

Previous Accreditation **Not available**

decision and date:

Guided by the Statute on the State Accreditation of RA Education Institutions and their Academic Programs approved by the RA Government Decree N 978-N as of 30 June 2011, the RA Government Decree N 959-N as of 30 June 2011 on approval of Establishing Accreditation Criteria for Tertiary Education of RA, the Procedure on the Formation and Operation of the Accreditation Committee of the National Center for Professional Education Quality Assurance foundation (hereinafter referred to as ANQA)” as well as by the Regulation on the Formation of ANQA Expert Panel, ANQA’s Accreditation Committee (hereinafter referred to as the Committee) discussed the issue on accreditation of institutional capacities of the Yerevan State Armenian-Greek College of Tourism, Service And Food Industry (hereinafter referred to as “TLI”) in the session of the Accreditation Committee held on April 14, 2023.

The main phases of the accreditation process were carried out within the following periods:

Submission of application: March 1, 2022

Submission of the self-evaluation: June 17, 2022

Site visit by the expert panel: September 12-15, 2022

Submission of expert panel report: December 5, 2022

Submission of the preliminary follow-up plan January 13, 2023

The external review of the TLI's institutional capacities was carried out by an independent expert panel formed in compliance with the requirements set by the Regulation on the Formation of the Expert Panel. The evaluation was carried out according to the 10 criteria of institutional accreditation approved by the RA Government Decree N 959 as of 30 June 2011.

Among 10 criteria of the institutional accreditation, 4 of them — **“Governance and Administration”**, **“Research and Development”**, **“Infrastructure and Resources”**, and **“Internal Quality Assurance”** were evaluated as unsatisfactory.

Having examined the TLI's self-evaluation of institutional capacities, remarks and suggestions on the preliminary version of the expert panel report, the expert panel report, the follow-up plan; having heard the conclusions on the expert panel evaluation, which were made by the three members selected by the Chair of the Accreditation Committee and were formed as a result of the meetings with the expert panel members and the TLI's representatives; as well the comments and suggestions made by the Accreditation Committee members, the Committee stated the following:

1. There are some problems in terms of the credible award of qualifications. However, there are also trends and examples of development.

The academic programmes (Aps) are in line with the TLI's name and adopted mission, as well as with the RA's trends of economic development and the labour market's demands. As a result, the number of students has increased year by year.

The TLI includes professions within the service and technology fields. The TLI also offers a dual profession, which involves employers. In parallel, there are professions that do not engage employers in their implementation. Moreover, some modules lack entry requirements or do not correspond to the achievement of the expected outcomes.

Despite the development and implementation of teaching and learning approaches, their effectiveness has not been evaluated. The TLI has implemented various enhancements in the APs,

including the introduction of optional subjects, an increase in practical hours, evaluation of internships with the participation of employers, and in certain cases, teachers.

The TLI selects and hires the necessary teaching staff on a competitive basis. Most of the teaching staff are stable employees. In recent years, there has been an increase in the number of young teachers. The TLI provides regular support to newly admitted teachers through the programme known as the Novice School.

The TLI offers four technological professions but lacks teachers with hands-on experience in the relevant fields. Only one out of 60 is an employer teacher.

There is insufficient classroom availability, inadequate furniture, lack of necessary equipment and devices in the laboratories. The scarcity of classrooms causes difficulties in the performance of additional activities, consultation and research. Practical trainings in technological professions are conducted in a single laboratory with scarce equipment and resources. Although the strategic plan (SP) 2017-2022 envisages re-equipment of the milk and dairy laboratory, wine cellar, and laboratories, the provision of necessary equipment and materials for the cabinet laboratories, and renovation of the gymnasium, these goals have not yet been realized at the stage of completion of the plan.

There are fundamental problems and risks in terms of the credible award of qualifications. However, there are trends and examples of development.

2. Governance and quality assurance systems are at the stage of formation. However, there are development trends and governance is aimed at the quality enhancement and the credible award of qualifications.

The TLI's mission is aligned with the NQF. The goals and objectives set generally reflect the stakeholders' needs.

The culture of strategic management does not operate. Most of the actions and the enhancement-led measures and mechanisms defined by the SP have not been carried out. The TLI does not carry out an evaluation of the SP's effectiveness. Thus, the cause-and-effect relationships of the non-fulfilment of the SP's goals are not analysed. Only financial reports are presented to the TLI's

governing council. The mid-term and short-term plans lack KPIs. Annual work plans and reports are available, but they also do not contain summaries of the KPIs.

The TLI has a risk prediction and management problem.

The TLI has documents regulating internal quality assurance processes. However, ongoing steps towards the internal quality assurance processes often remain in the planning stage. Although there are different packages of surveys in the internal quality assurance unit on a yearly basis, the big target issues raised as a result of survey analysis are not visible.

Other quality assurance mechanisms are not yet in place.

3. Internationalization and research/creative activities do not sufficiently support the credible award of qualifications.

The SP 2017-2022 outlines separate innovative, scientific research directions. There is also a strategic plan of research activities 2017-2022. However, these two strategic plans are not consistent with each other. Although some teachers have carried out activities that included a research component, the publication of a certain amount of academic manuals and scientific research works has been ensured until 2012. Throughout recent years, there have only been two publications, one in 2017 and another in 2021.

The TLI lacks the necessary material-technical resources for research work in the field of technological professions. The connection between research activity and educational process is not visible.

In its SP 2017-2022, the TLI attaches importance to the creation of an environment conducive to internationalization. However, having the experience of international cooperation, it has not been possible to generate the existing positive practice. In 2018, the TLI approved the policy for external relations and internationalization. There is a procedure for conducting internships in education institutions of foreign countries. Since 2022, the TLI has been trying to take active steps to seek out new ways for international cooperation. There are contracts with local institutions, most of which are related to internships.

In recent years, the TLI has ensured a dynamic increase in the number of students. There are effective mechanisms for students' recruitment. Certain mechanisms for the identification of students' needs and protection of their rights have been introduced. Students receive additional counseling and career guidance. The number of working students is also high.

4. The shortcomings mentioned in the expert panel report are crucial in terms of the credible award of qualifications. Grounds are laid for enhancement.

5. The follow-up plan is realistic and in case of implementation, will lead to qualitative positive enhancements.

Taking into consideration the above-mentioned, as a result of an open voting, the Accreditation Committee:

DECIDED

1. **To award conditional institutional accreditation to the Yerevan State Armenian-Greek College of Tourism, Service and Food Industry SNCO for 2 /two/ years.**
2. After the publication of the decision on accreditation award, to submit a revised follow-up plan based on the expert panel report and respective time schedule to ANQA within two months, taking into account the need to give urgent solution to the problems existing in the fields of **“Governance and Administration”, “Research and Development”, “Infrastructure and Resources” and “Internal Quality Assurance”**
3. To pay special attention to:
 - a) the need to have clear and measurable qualitative and quantitative indicators for evaluating the effectiveness of the implemented processes;
 - b) the decision-making based on the previously collected and analysed data;
 - c) the involvement of employer teachers in technological professions;
 - d) the use of clear mechanisms for the evaluation of the teaching staff's effectiveness;
 - e) the cooperation with employer partners to jointly use their resources for research purposes;
 - f) the connection between research and educational processes, formation of practical skills;

- g) the organization of teaching aimed at the development of students' analytical, creative and critical skills;
 - h) the improvement of the accountability system for stakeholders;
 - i) the formation and continuous development of quality culture, implementation of the PDCA cycle in all the processes.
4. In accordance with the requirements set by point 12 of the Statute on the State Accreditation of RA Education Institutions and their Academic Programs, every 6 /six/ months to submit a written report to the ANQA on the results of carried out activities by ensuring the evaluation of enhancement of the TLI's activity, innovations and achievements.
 5. To assign the ANQA to carry out mandatory monitoring of effectiveness of the activities of the TLI in accordance with the KPIs.

Chair of the Accreditation Committee:

A. Saghyan

April 28, 2023

Yerevan