

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



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
MEGHRI STATE COLLEGE (SNCO)**

Yerevan – 2025

INTRODUCTION

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

The expert examination was 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 the regulation on “Formation of the Expert Panel”. The Panel is composed of 4 local experts.

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

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

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

Context of the Evaluation of the VET Institution's Activities

Background and History of the Institution

Meghri State College, operating under the authority of the Ministry of Education, Science, Culture and Sport of the Republic of Armenia, is a secondary vocational education institution with a 24-year history. The College was established pursuant to Government Decision No. 863 of 17 September 2001 and Order No. 405-M of the Minister of Education and Science of the Republic of Armenia, dated 19 September 2001, under the name Meghri State College. In 2003, it was reorganised as the State Non-Commercial Organisation (SNCO) "Meghri State College." Throughout its years of operation, the College has prepared a considerable number of qualified specialists, many of whom are employed in public institutions and private enterprises across the Meghri region and Syunik Province.

Meghri State College plays a significant role in the educational component of Syunik Province's development strategy. As the only secondary vocational education institution in the region, it prepares specialists to meet the needs of the local labor market. Through its academic programs, the College contributes to the development of the region's key economic sectors, particularly mining, services, and preschool education, while supporting workforce development, increasing youth employment, and helping to reduce outward migration.

Institutional Development Priorities and Academic Programs

Currently, Meghri State College delivers secondary vocational education programs in the following specialisations:

1. 1.1041.01.5 – Organisation and Management of Transportation (by Mode of Transport)
2. 0411.01.5 – Accounting (by Sector)
3. 0413.02.5 – Service Management
4. 0726.01.5 – Surface Mining Operations
5. 0112.01.5 – Preschool Education
6. 1015.01.5 – Tourism (by Sector)

The College admits students based on either basic general education (Grade 9) or upper secondary education (Grade 12), depending on the specific admission requirements of each program. Student enrolment has shown a positive trend in recent years. At present, the College serves approximately 190 students, of whom 70–80% study under the state-funded tuition scheme.

Graduates with good or excellent academic performance are eligible to continue their studies at higher education institutions and, in accordance with the receiving institutions' admission regulations, may be admitted directly to the second year of part-time (extramural) bachelor's programs.

The College has established the essential infrastructure and resources required to support the effective implementation of its academic programs. Its facilities include renovated classrooms, modern computer laboratories, science laboratories, specialised teaching rooms, a library, and an assembly hall, providing an appropriate learning environment.

The Academic Programmes are delivered by academically qualified staff, including experienced practitioners and College graduates. Overall, the qualifications and professional backgrounds of the academic staff are generally aligned with the subjects they teach. The College has adopted a policy to gradually rejuvenate its academic staff while expanding the involvement of employers and industry professionals in the educational process.

Students are regularly engaged in community service, civic engagement, and charitable initiatives, which contribute to the development of their social responsibility and civic competencies. The College also maintains close cooperation with regional employers, ensuring the organisation of students' industrial placements through formal cooperation agreements and providing opportunities to gain practical professional experience.

SUMMARY OF EVALUATION

The expertise of the Meghri State College 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 in accordance with 10 institutional accreditation criteria outlined in the RA Government Decree N 959-Ն, dated June 30, 2011.

When conducting the evaluation, the expert panel considered that the College is a vocational education institution with a defined mission and is undergoing its first institutional accreditation.

The College's mission and strategic objectives are set out in its 2024–2029 Strategic Plan. The mission focuses on preparing qualified professionals in line with the region's socio-economic needs and labor market demands, while ensuring the flexibility of educational services. The Strategic Plan sets out priorities for governance, the quality of education, the development of material and technical resources, and international cooperation. It also includes an action plan and an implementation timeline. The College's internal and external stakeholders recognise and share the importance of the institution's role, and its governance structure is generally aligned with the overall strategic objectives.

At the same time, it was noted that the development and implementation of strategic documents lack active stakeholder involvement, clear mechanisms for evaluating the achievement of strategic objectives, and KPIs. No analysis has been conducted on the implementation of previous Strategic Plans, and some objectives in the new Strategic Plan repeat those of the previous one without evaluating the outcomes achieved. Monitoring tools and evaluation processes are still in development.

The College has established a functional and well-structured governance system, with organisational units and regulatory documents in place. Institutional mechanisms have been established to promote participatory governance. However, the effectiveness of governance is constrained by inconsistencies in internal regulations, overlapping functions, and an unclear distribution of responsibilities.

The College has taken positive steps towards strategic planning and the establishment of a quality assurance system. A quality management infrastructure has been established, and certain planning mechanisms have been introduced. However, these processes are still in the developmental stage. Planning documents are largely formal, evaluation and analytical mechanisms remain insufficient, and data-driven decision-making is applied only to a limited extent.

Overall, the College's governance system shows positive development trends. However, significant reforms are still needed. The main areas for further development should include strengthening a participatory and evidence-based governance culture, reinforcing the link between strategic and financial planning, diversifying financial resources, and introducing effective institutional mechanisms for evaluation and accountability to ensure continuous improvement.

The College has laid the foundations of its IQA system. A basic documentation framework has been developed, quality assurance objectives and areas of responsibility have been defined, and a Quality Assurance Centre has been established. These developments are an important prerequisite for fostering a culture of quality within the institution. At the same time, the system remains in its developmental stage. Although the College has established the necessary structural and organisational foundations for internal quality assurance, further practical consolidation is needed to ensure systematic processes, active stakeholder engagement, the effective use of analytical findings, and clear mechanisms for evaluating the effectiveness of quality assurance activities.

Based on the above, the expert panel concludes that the College has taken steps to strengthen its strategic management system and to foster a culture of quality assurance. However, significant foundational work remains in these areas, as well as in establishing a research-informed institutional management culture.

The College's academic programs have been developed in line with national educational standards, ensuring the structural integrity and methodological soundness of the educational process. Teaching is delivered through interactive, student-centred methods that enhance the quality of learning and increase student engagement. In recent years, the College has demonstrated initiative by expanding its educational portfolio and introducing new programmes that are important and in demand within the region, reflecting its responsiveness to labor market needs. The academic staff's methodological activities, together with internal consultation and mentoring practices, contribute to the gradual improvement of teaching quality.

At the same time, the absence of unified mechanisms for program monitoring, benchmarking, and evaluation limits opportunities for the continuous improvement of educational programmes. The assessment process does not yet fully measure the development of students' practical and analytical competencies, and employer involvement and feedback mechanisms require further systematic strengthening. Overall, the College has laid the foundations for the effective implementation of its educational programmes. However, further development requires adopting data-driven, systematic, and continuous improvement approaches.

The College has taken measures to ensure the quality, professional development, and stability of its academic and support staff in line with the objectives set out in its Strategic Plan. The processes for recruiting and appointing academic staff are generally well regulated, and several mechanisms to improve teaching quality are in place, including classroom observations, methodological consultations, and professional development training. The academic staff are generally well qualified in their subjects, and there is a positive trend towards rejuvenating the teaching workforce. In recent years, the College has also sought to increase employers' involvement in the educational process.

At the same time, systems for professional advancement, motivation, and the continuous development of academic staff have not yet been fully established. Employers' resources and expertise are used only

to a limited extent, while academic staff's research and creative activities are virtually absent. Classroom observations and teaching evaluation processes are not implemented systematically enough, and their outcomes do not provide an in-depth analysis of teaching quality. Consequently, although the College has favourable conditions for maintaining and developing a stable academic staff, it is necessary to establish an outcome-oriented system of continuous improvement to strengthen faculty competencies and enhance the quality of education.

The College has ensured the basic infrastructure and material-technical conditions required to organise the educational process. Renovated classrooms, computer and science laboratories, a library, and a staff room are available and generally meet the minimum requirements for delivering academic programs. Certain improvements and upgrades to material and technical resources have also been carried out. The College uses several digital tools for external document management and communication, including the Mulberry system. Financially, both revenues and expenditures have increased proportionally, primarily due to the growing number of students and the corresponding increase in state funding.

At the same time, the College faces several challenges related to infrastructure and financial sustainability. Financial resources remain heavily dependent on state funding, and no significant measures have yet been undertaken to diversify income sources or develop entrepreneurial activities. A unified electronic document management system is lacking, as are regular mechanisms for evaluating the adequacy and efficiency of institutional resources. Certain limitations related to campus infrastructure and accessibility also remain. Overall, although the College provides the fundamental conditions necessary for the educational environment, there is a need to strengthen its systems for resource management, financial planning, and technological modernisation at the strategic level.

Taking the above into account, the expert panel concludes that the College generally ensures the credible award of qualifications.

The College has established the basic mechanisms for student recruitment, identification of educational needs, and career support. Each year, a range of activities is organised to attract prospective students, and student enrolment has steadily increased. Student needs are identified primarily by academic advisers through individual consultations and direct communication. A Career Services Unit operates within the College, organising Career Hour sessions and maintaining cooperation with employers.

At the same time, student support services have not yet adopted a systematic, results-oriented approach. Counselling and support activities are delivered irregularly, and there are no documented mechanisms to analyse students' needs or collect feedback. Graduate employment rates remain relatively low, and the graduate database is neither regularly updated nor enriched with analytical information. The Student Council organises cultural and social initiatives. However, its role in protecting students' rights and participating in institutional governance remains limited.

Overall, although the College has established the basic mechanisms for student engagement, it is necessary to develop more systematic approaches to strengthen student support services, promote graduate employability, and expand student participation in institutional governance processes.

Meghri State College has identified the promotion of research activity as one of its strategic development priorities, emphasising the importance of involving both academic staff and students in research processes. However, research activities are not currently implemented at the College and do not form an integral part of the Academic Programs. Although the College has approved a procedure governing students' research and independent study activities, it has not yet been effectively implemented. While practical assignments and individual tasks are incorporated into the teaching process, they generally lack research orientation and omit essential components such as problem formulation, data analysis, evidence-based conclusions, and the use of scholarly literature.

Academic staff generally lack institutionally developed methodological guidelines or teaching manuals to support research-based learning, and the integration of good international practices into teaching and learning remains limited. Furthermore, the College has not established institutional policies, support mechanisms, or funding arrangements to promote research activity. Consequently, the research component remains in its early stages, lacking a well-defined institutional framework or methodological foundation.

The College has established a bottom-up accountability system in which annual reports from academic and administrative units inform institutional monitoring and accountability. The Director's annual report is presented to the Governing Board and the Ministry of Education, Science, Culture and Sport of the Republic of Armenia, summarising the principal outcomes of the College's activities. Although these reports are predominantly descriptive and contain limited analytical evaluation, the existing reporting framework generally supports institutional accountability.

The College maintains an institutional presence through its official website, Facebook page, and YouTube channel. However, the information on these platforms is not updated regularly, limiting public awareness of the College's activities and achievements. Communication with external stakeholders is conducted primarily through informal, individual interactions rather than through systematic institutional communication mechanisms.

The College implements several public engagement initiatives, including community support activities, volunteer programmes, and educational events. Nevertheless, these initiatives have not yet been institutionalised within a comprehensive community engagement framework, and the development and delivery of short-term academic programs remain unrealised.

The College's strategic documents identify external relations and internationalisation as priority areas for institutional development, emphasising the importance of cooperation, experience-sharing, and transparency. Members of the senior management team and designated staff are engaged in developing

partnerships with external stakeholders, laying a foundation for further institutional development. The College has concluded memorandums of understanding and cooperation agreements with 17 local partner organisations, which offer opportunities for student internships, practical training, and professional visits. In addition, several noteworthy initiatives have been implemented, including the introduction of Persian language instruction and cooperation with the regional Social Services Centre.

Nevertheless, external relations and internationalisation have not yet reached a systematic institutional level. These activities are carried out without clearly defined responsibilities, performance indicators, or strategic mechanisms to monitor outcomes. The College has not adopted a dedicated internationalisation policy, has not participated in Erasmus+ or other international mobility programmes, and has not established systematic measures to strengthen foreign-language proficiency, promote the use of foreign-language academic resources, or enhance staff capacity for international engagement.

These limitations constrain the expansion of international cooperation, institutional visibility, and the College's competitiveness in the international higher and vocational education environment. Furthermore, the effectiveness of external partnerships will be critical to advancing several strategic priorities, including the development of short-term academic programs, diversifying financial resources, continuously enhancing Academic Programs in response to changing labor market needs, modernising institutional resources, and the professional development of academic and administrative staff.

Based on the above analysis, the Expert Panel concludes that, although Meghri State College has initiated several activities aimed at institutional development across various areas, these initiatives have not yet developed into a coherent, systematic, and evidence-based framework capable of ensuring sustainable institutional development and continuous quality enhancement.

Strengths of the Institution:

- The College's significant role and contribution to the socio-economic and educational development of the region.
- The availability of suitable governance structures and management units aligned with the objectives set out in the Strategic Plan.
- A hierarchical accountability system and established mechanisms for collaborative institutional activities.
- Implementation of academic programs that are, to a certain extent, aligned with the needs of the regional labor market.
- The structural integrity and coherence of the educational process.
- Application of interactive teaching and learning methods to increase student engagement, including the effective use of technological tools and educational resources.
- The presence of a stable core academic staff.

- The availability of internal knowledge and mechanisms for experience-sharing, including mentoring and methodological support.
- Continuous improvement and accessibility of institutional resources that support the educational process.
- Effective mechanisms for identifying and addressing students' needs through close collaboration between administrative staff and course supervisors.

Weaknesses of the Institution:

- Lack of clarity about the institutional mission and insufficient flexibility in cooperation with the labour market.
- Absence of clearly defined strategic planning indicators, implementation mechanisms, and diversified sources of funding.
- Lack of a data-informed, research-based management culture, as well as insufficient implementation of processes based on the PDCA cycle.
- Absence of a comprehensive quality assurance system and clearly defined quality assurance mechanisms.
- Lack of systematic mechanisms for monitoring, evaluating, and continuously enhancing Academic Programmes.
- Limited emphasis on assignments designed to develop practical competencies and analytical and research skills, as well as insufficient involvement of practitioners in the teaching process.
- Underdeveloped mechanisms for the professional development, advancement, and career progression of academic staff.
- Regional constraints that pose challenges for the implementation of planned institutional development processes.
- Limited effectiveness of student career guidance and career-oriented development.
- Absence of a research component in the educational process.
- Limited involvement of academic staff in research activities and the lack of an institutional policy to support research development.
- Insufficient initiatives for knowledge transfer and community engagement.
- Limited visibility of the College on online and digital platforms.
- Absence of clearly defined and implementable objectives and mechanisms for international cooperation and for internationalisation.
- Limited scope of cooperation with employers and insufficient stakeholder dialogue on Academic Programme enhancement, practical training organisation, effective utilisation of employer resources, quality assurance processes, institutional development, and other areas of strategic importance.

Main recommendations:

Data-Driven Management

- Clarify the College's mission and objectives by ensuring the meaningful involvement of internal and external stakeholders, taking their needs and expectations into account, and basing the formulation of institutional priorities on comprehensive data analysis to ensure feasibility and sustainability.
- Define Key Performance Indicators for the objectives outlined in the Strategic Plan and establish systematic monitoring mechanisms with measurable process and outcome indicators.
- Develop an integrated, data-informed strategic planning system that enhances the monitoring, predictability, and accountability of strategic objectives' implementation, while ensuring a continuous process of reviewing and adjusting planned actions.
- Clarify the roles, responsibilities, and accountability boundaries of administrative units within the governance structure by eliminating functional overlaps and ensuring more efficient, coordinated management processes.
- Develop a clear methodology for financial risk assessment and introduce diversified funding mechanisms, including partnership projects, competitive grants, and donor-supported initiatives, to ensure the sustainability of strategic priorities and strengthen financial resilience.
- Ensure meaningful engagement of students and academic staff in discussions on educational and institutional management issues, thereby promoting inclusiveness, transparency, and participatory decision-making.
- Enhance the functions of the quality management system by moving beyond procedural and documentary compliance towards the analysis of process effectiveness, impact, and outcomes.
- Establish a culture of continuous improvement grounded in systematic data collection, research, evidence-based analysis, and the effective use of improvement mechanisms.
- Clarify the functions, responsibilities, authority, and cooperation mechanisms of the Quality Assurance Centre with other institutional units to prevent duplication of responsibilities and ensure the coordinated implementation of quality assurance activities.
- Ensure the professional development of quality assurance staff by strengthening their capacity in quality assurance systems, institutional analysis, data analysis methodologies, and the development of measurable indicators, and by fostering a culture of continuous improvement.
- Establish comprehensive, research-based quality-assurance mechanisms, including surveys, consultations, focus group discussions, and systematic data collection, to identify actual institutional challenges and improvement needs.
- Ensure comprehensive, comparative, and trend-based analysis of collected data and results, linking findings to the College's strategic objectives and improvement plans. Ensure that analysed results are communicated to stakeholders to enhance transparency, accountability, and feedback mechanisms.

- Establish regular participatory platforms for internal and external stakeholders (including discussions, working groups, focus groups, surveys, and other engagement mechanisms) to ensure their active involvement in quality assurance processes.

Credible Awarding of Qualifications

- Establish clear and regular mechanisms for monitoring and evaluating Academic Programs, using student progression data, graduate and employer feedback, comprehensive institutional evidence, labor market analysis, and benchmarking activities, to ensure continuous program relevance and enhancement.
- Ensure the clear definition of student assessment criteria and tools by distinguishing between the assessment of knowledge, skills, and competencies, establishing explicit outcome-based assessment standards, and incorporating continuous assessment throughout the learning process.
- Incorporate assignments, project-based activities, and other learning tasks within Academic Programs that require data analysis, argumentation, and evidence-based conclusions, thereby fostering students' critical thinking and research skills. At the same time, strengthen approaches to the balanced development of practical competencies by improving relevant assignments and internship/practical training processes.
- Develop and implement a continuous professional development policy and the corresponding mechanisms for academic staff, including training, performance evaluation, and recognition systems to support ongoing professional growth.
- Establish clear criteria for academic staff recognition and career advancement linked to teaching quality, professional engagement, and methodological innovation.
- Involve employers and sectoral professionals in the teaching and learning process and effectively utilise employer resources to promote knowledge exchange and strengthen the practical component of education.
- Revise the classroom observation system to make it analytical and feedback-oriented. Ensure that observation results are regularly analysed within the College Methodological Council and used as a basis for improvement decisions.
- Enhance the learning environment by modernising the material and technical infrastructure, digitising library resources, and establishing a comprehensive electronic learning resource base.
- Introduce a unified electronic document management system to improve institutional efficiency, transparency, and information accessibility.
- Establish regular mechanisms for evaluating resources and monitoring stakeholder satisfaction to ensure the effective utilisation of resources and their continuous enhancement in line with educational needs.
- Take necessary measures to strengthen safety and inclusiveness by improving accessibility for people with special needs and enhancing fire safety systems and procedures.

Long-Term Development

- Strengthen the connection between the College Career Centre and the labor market by establishing effective cooperation mechanisms with employers, ensuring students' professional preparation aligns with labor market requirements, and providing relevant career development and training opportunities.
- Define clear mandates, responsibilities, and participation mechanisms for the Student Council to ensure its meaningful involvement in decision-making on student life and institutional activities.
- Develop and implement a comprehensive research development policy that clearly defines research objectives, formats, responsible parties, and principles for student involvement, in line with the requirements of Level 5 of the National Qualifications Framework (NQF).
- Ensure the development of academic staff capacity in research and analytical methodologies, data analysis, and academic writing.
- Integrate a research component into Academic Programs by incorporating research-oriented and analytical assignments into the curricula of each professional field.
- Implement the procedure for conducting student research activities, including mechanisms for topic selection, data collection, analysis, and the formulation of evidence-based conclusions.
- Establish a system to encourage research activity by supporting the development of methodological guidelines, applied research initiatives, and collaborative projects with employers and other stakeholders.
- Develop and implement an integrated institutional reporting system to ensure the regular publication and public accessibility of relevant institutional reports.
- Review and regulate the processes for updating and publishing institutional information by establishing clear timelines and formats, ensuring that official College platforms provide timely, complete, and accessible information for stakeholders and the wider public.
- Establish clear communication channels with stakeholders, ensuring regular information exchange and effective two-way feedback.
- Introduce short-term academic programs with clearly defined structures and implementation schedules to enhance the College's responsiveness to evolving community and labor market needs and to contribute to the diversification of institutional financial resources.
- Develop a clear internationalisation strategy for the College, outlining objectives, action plans, implementation mechanisms, and measurable outcomes.
- Establish clear procedures for developing and maintaining cooperation with external partners, ensuring the College's active participation in international programmes, including Erasmus+.
- Integrate employer engagement into the educational process by involving employers in curriculum development, quality assurance, and the continuous enhancement of vocational education.

- Develop a foreign-language development program that includes professional development opportunities, incentive mechanisms, and language proficiency assessment tools. Ensure access to professional resources in foreign languages to facilitate the integration of international knowledge and practices into the educational environment.
- Promote the College's participation in international grant- and donor-funded initiatives, building sustainable foundations to strengthen and expand internationalisation processes.

Armenuhi Sargsyan, Chair of Expert Panel / 26.12.2025

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The following expert panel conducted an external evaluation of Meghri State College's institutional capacities.

- **Armenuhi Sargsyan** – Candidate of Physical and Mathematical Sciences, Head of the Expert Panel.
- **Syuzanna Hovsepyan** – Lecturer at V. Hamazaspyan State College of Echmiadzin, Member of the Expert Panel.
- **Bella Abrahamyan** – Lecturer at the Mkhitar Sebastatsi Educational Complex, Member of the Expert Panel.
- **Harutyun Chilingaryan** – Student at Kotayk Regional State College, Member of the Expert Panel (Student Expert).

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

The work of the Expert Panel was coordinated by Lilit Ghazaryan, Specialist at the Secretariat Department of ANQA.

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

PROCESS OF THE EXTERNAL REVIEW

The College applied for state institutional accreditation (11.11.2024) by submitting an ANQA application that included the application form, copies of the license, and the relevant appendices.

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

After deciding to accept the application (17.01.2025), ANQA and the College signed an agreement. The timetable of activities was prepared and approved.

Self-evaluation

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

implementation of the self-evaluation, current discussions were organized by the ANQA to clarify the issues.

The revised self-evaluation of Meghri State College's institutional capacities was submitted on 29.04.2025. Representatives of the institution's administrative and educational staff, lecturers, and students participated in the self-evaluation process.

Preparatory phase

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

Preparatory visit

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

Site visit

The expert panel site visit took place from September 23-26, 2025. During the week preceding the site visit, the expert panel members and the coordinator visited the college, observed its infrastructure and resources, conducted class observations, and observed exams. Then the experts and the coordinator had a closed meeting. The purpose of the meeting was to identify the college's strengths and weaknesses against the standards, clarify the questions to be asked of the target groups, and discuss the meeting procedures and next steps.

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

At the end of each working day, the expert panel held closed meetings to discuss the interim expert assessment results, and at the end of the visit, the main results were summarised.

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

Expert panel report

The expert panel members and the ANQA coordinator prepared the preliminary version of the expert report, which, following the panel's approval on December 10, 2025, was provided to the College.

On December 16, 2025, the ANQA received the College's confirmation regarding the preliminary expert report. Subsequently, the expert panel prepared the final version of the expert report, which was approved by the panel on December 26, 2025, and submitted to the College.

Lilit Ghazaryan

Coordinator of the Expert Panel

26.12.2025

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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