



National Center For Professional
Education Quality Assurance
Foundation

ACCREDITATION COMMITTEE

ANQA-2019/33

DECREE N 33

December 18, 2019

ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF RA POLICE EDUCATIONAL COMPLEX SNCO

General Information about the Institution

Full name of the Institution:	RA Police Educational Complex SNCO
Official Address:	29 Admiral Isakov ave., Yerevan, RA
Previous Accreditation decision and date:	not available

Guided by the regulation 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; by the RA Government Decree N 959-N as of 30 June 2011 on the “Approval of RA Standards for Professional Education Accreditation”; by the procedure on the “Formation and Functioning 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 the Expert Panel of ANQA”, the ANQA Accreditation Committee (hereinafter referred to as the Committee) discussed the issue of accreditation of institutional capacities of RA Police Educational Complex (hereinafter referred to as Complex or Institution) in the open session of the Accreditation Committee held on December 18, 2019.

Having examined the Complex’s self-evaluation of institutional capacities, remarks and suggestions on the draft report of the expert panel, the expert panel report, the follow-up plan, ANQA’s conclusion, the Committee stated the following:

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

Submission of application:	December 21, 2018
Submission of the HEI’s self-evaluation:	May 10, 2019
Site-visit by the expert panel:	September 16-20, 2020
Submission of expert panel report:	October 31, 2019
Submission of the follow-up plan	November 29, 2019

The expertise was carried out by an independent expert panel¹ formed according to the requirements of ANQA Regulation on the Formation of the Expert Panel. The evaluation was made according to the 10 criteria of institutional accreditation approved by the RA Government Decree N 959-N as of 30 June 2011.

Since its establishment in 2011, this is the first accreditation in accordance with the current state criteria and standards for accreditation, and the Educational Complex did not undergo accreditation before. The Educational Complex participated in the current accreditation process according to its application.

While carrying out the expertise the expert panel took into consideration the fact that the Educational Complex has a key role and responsibility, being the only departmental educational institution that prepares police officers in the republic, in the process of preparing and training the staff for the divisions of the RA Police system, their capacity-building, and shaping of professional competition, required knowledge, skills and abilities of police officials. Educational Complex considers its mission “to deliver higher education (Bachelor’s and Master’s degrees (in judicial education), and post-graduate (training of specialists of the commanding staff with pedagogic education in the field of law), science-based solutions to the issues connected to the police activity, research in Law, as well as pre-vocational and middle-vocational education (training of specialists with police education) and further educational programmes; to create, transfer and deliver knowledge in the frames of strategic programmes conditioned to state and public needs”.

The Educational Complex awards with the following ranks: police officer (pre-vocational education), police lieutenant (middle-vocational education), Bachelor in Law and Master in Law (higher education).

In the 2017-2021 strategic plan (SP), the mission, vision, strategic directions, goals and objectives of the Educational Complex are formulated. The expert panel finds a large part of the SP goals ambitious, taking into account also the dynamics of the development of the Educational Complex so far. The TLI itself has come to this conclusion and launched the process of reviewing its strategy.

The Educational Complex implements professional education of Bachelor’s and Master’s degrees in “Law” paid and free of charge. They differ both in the content of education and in the benefits given to the students. Those professions do not have educational criteria approved by the state. The plan of the secondary education is based on the state educational criterion approved by the Minister of Education and Science. The curricula are designed under the credit system. The development of the academic programmes based on the learning outcomes was conducted in 2019, while the subject courses with the learning outcomes were already described in 2017. The APs of the Academy and College of the Educational Complex in fact differ only in the level of complexity and the number of hours per subject, as well as some non-specialized subjects added.

¹ **Appendix 1** Composition of expert panel and ANQA’s supporting staff

According to the expert panel, there is a need to differentiate the content of these programmes provided by the awarding of qualifications at different levels of the NQF. The expert panel evaluates positively the TLI's efforts directed at the student-centered education in sense of diversification of methods, implementation of IT in the learning process and creation of a friendly atmosphere that promotes learning. Meanwhile there is a need for clarification of the assessment policy and methodology of organizing hands-on trainings.

The student-teacher (full-time) ratio in 2018-2019 academic year was 21, the student administration ratio – 33. The average age of the teaching staff is 44. In addition to the main teachers that are policy servants, civilians are also invited to work on the contract basis. The expert panel highly evaluates the involvement of experienced police officers in the teaching staff, which gave them an opportunity to transfer their practical knowledge and experience to students. Besides, a high percentage of the Educational Complex alumni in the teaching staff promote the sustainability and rejuvenation of the staff. The incomplete and non-coordinated implementation of the professional and pedagogical assessment of the teaching staff does not allow to reveal the main issues and organize retrainings based on the assessment results. It endangers the purposefulness of the trainings and effectiveness of the costs. The students and alumni are satisfied with the teaching staff.

The infrastructures and resources available in the Educational Complex create a productive environment for learning and are sufficient for providing professional education. The resources of the police units are also indirectly used during the hands-on practice for the development of students' practical skills. Meanwhile, the professional classrooms, laboratories and auditoriums need to be reequipped with the newest technical means in order to ensure continuous quality improvement and sustainability. It is noteworthy that certain steps have already been taken to update and renovate the sports equipment and laboratory of criminology. The financial inflow mainly consists of state funding, as well as the students' fees and revenue from other sources. The centralized policy of financial allocations and control is implemented by the RA Police. In some directions (e.g., research, internationalization), the expert panel sees a strong need for financial investments in order to make the strategic goals realistic.

The current mechanisms of student recruitment and admission allowed the Educational Complex to ensure a stable quantity of students. The surveys conducted to reveal the educational needs of the students are newly introduced and do not function efficiently. On the other hand, the friendly relations of the teaching staff and governing staff of the Educational Complex with students, the willingness to listen to their questions and issues and to find solutions are noteworthy. The expert panel evaluates positively the operating mechanisms of providing additional advice and support to students, and the staff's availability. Probably the strongest point of the Educational Complex is the existing service for promoting the non-fee-paying students' career, which provides 100% employment after graduation. However, the absence of the processes of career support of the fee-paying graduates (except for a few excellent students selected) is alarming, since it negatively effects the future communication with them and the responsibility of awarding qualification.

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The Educational Complex clarified its research interests and priorities by the field topics. However, the scientific-research works of the Educational Complex were not based on them, and the results in these fields are not tangible. The absence of a realistic development policy and relevant procedures for realizing the established vision of the SR field does not secure the link between the goals and actual activity. In spite of the opportunity to publish in the scientific journal of the Educational Complex free of charge, there are no reward mechanisms that would enhance the scientific-research field. The student scientific clubs created for linking research and educational process in nature do not contribute to the development of students' research skills. The engagement of students in the research works of the teaching staff is rather weak.

Although the Educational Complex plans to expand the external relations and improve the processes of internationalization, according to its strategic documents, its actions are not aligned with the actions and timelines set by the plan-timetable. There is almost no influence of international collaboration on the academic programmes and educational process, the mobility programmes for students and teachers are still in perspective, in spite of the existence of agreements that provide such opportunity. The expert panel finds that the Educational Complex does not use the established external relations to enhance the efficiency of its academic process and develop the educational and research programmes. Low level of the foreign language proficiency is one of the main obstacles to the processes of internationalization.

The current system of governance with the established structure on the whole is in line with the strategic goals and objectives of the Educational Complex. The regulated state of the system of governance is provided also by the status of a police unit, which in turn secures a clear hierarchy of decision-making and subordination. The transparency of governance is ensured by the availability of documents, internal informational system and web page. The system of governance allows both teachers and students to represent their interests in the management processes. In sense of introduction of the PDCA principle, only the stages of planning and partially doing exist in the administrative processes.

The quality assurance (QA) system of the Educational Complex is newly introduced, it is not sufficiently integrated in the processes and does not operate in a coordinated way. The Education Quality Assurance Department (EQAD) does not collect enough data for evaluating the performance of programmes and other services, and reporting on their quality. The actual processes do not ensure the implementation of the QA policy and concept approved by the Educational Complex yet. The ongoing QA processes do not play a significant role in improving the APs and the activity of the Educational Complex.

The EQAD is secured with the necessary material-technical resources. However, in order to create an efficient team, the EQAD staff and the responsible for QA strongly need to undergo professional re-trainings. The department has not built a climate of confidence in the importance of the QA processes among the stakeholders yet.

Examining the package of submitted documents, listening to the opinion of the head of the expert group, the representatives of the university, taking into account that:

a) being the only higher education institution in the RA that prepares police officers of middle-vocational and higher education, trains, improves their qualifications for the divisions of the RA Police system, the Police Educational Complex solves a significant problem of providing the RA Police with the necessary staff.

b) to implement the academic programmes at a proper level, the Police Educational Complex has created a sufficient educational environment with the necessary material-technical resources and relevant professional qualifications of teaching staff.

c) some shortcomings were identified in the institutional capacity.

1) Shortcomings in **Research and Development** weaken one of the main directions of the higher education institutions' activity — the position of the Educational Complex from the perspective of scientific research, the link between research and educational processes; and can hinder the development of analytical skills.

2) The shortcomings in **External Relations and Internationalization** do not allow to achieve the goals of internationalization set by the Educational Complex i.e. deepening cooperation with similar educational institutions abroad, expanding the scope of integration into the RA higher education system, study of international experience and its introduction in the academic programmes of the Educational Complex.

3) The shortcomings in the **Internal Quality Assurance System** do not allow to collect the necessary information on the processes and academic programmes implemented in the Educational Complex, therefore do not provide sufficient grounds for decision-making of the governance and the improvement of education content and methodologies.

d) The shortcomings mentioned in the expert report do not affect the efficiency of the organization of educational processes, the credible award of qualifications for graduates;

e) the analysis of the institution's strengths, capabilities and existing problems shows that the follow-up plan of the institution in the conditions of the necessary support of the RA Police is realistic.

f) in case of implementation of the developed quality assurance concept and policy, the educational institution can manage the main risks of its activity.

As a result of an open voting, the Accreditation Committee:

DECIDED

1. **To award institutional accreditation to RA Police Educational Complex SNCO for 4 /four/ years.**
2. After the publication of the decision on accreditation award, to submit the revised follow-up plan and respective time-schedule to ANQA within two months taking into account:
 - a) the need to give urgent solution to the problems existing in the fields of **“Research and Development”, “External Relations and Internationalization”, “Internal Quality Assurance System”**.
 - b) the requirement to have key performance indicators (KPIs) for the effectiveness of the processes implemented by the Educational Complex;
 - c) Results and recommendations of an international expert's peer review in terms of University's aspirations to integrate into the European Higher Education Area.
3. to pay special attention to the strengthening of the link between education and research, the improvement of the governance system, the modernization of the necessary material-technical base, the training of the academic staff, the mobility of teachers and students, the internal quality assurance.
4. In accordance with the requirements set by the Clause 12 of the regulation 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 improvement of the Complex’s activity, innovations and achievements.
5. To assign the ANQA to carry out mandatory monitoring of effectiveness of the activities of the Complex in accordance with the KPIs.

Chairman of the Accreditation Committee:

S. Avetisyan

December 18, 2019

Yerevan