NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE
FOUNDATION

EXPERT PANEL REPORT

ON INSTITUTIONAL ACCREDITATION CARRIED OUT AT YEREVAN STATE
COLLEGE OF INFORMATICS

Yerevan – 2021

Content

INRODUCION

The institutional accreditation of Yerevan State College of Informatics (hereinafter referred to as - YSCI, College or Insitution) was conducted according/due to the application of the YSCI.

The process of institutional accreditation is organized and coordinated by the National Center for Professional Education Quality Assurance Foundation (ANQA). ANQA is guided by the regulation on "State Accreditation of RA Institutions and their Educational Programs" set by the RA Government on 30 June, 2011 N978 decree as well as by N959-N (30 June, 2011) decree on approving RA Standards for Professional Education Accreditation.

The expertise was carried out by the expert panel formed according to the requirements of ANQA Regulation on the Formation of the Expert Panel. The expert panel consisted of 4 local experts.

The Accreditation process is financed by the Education, Science, Culture and Sport Ministry of RA (hereinafter ESCSM or authorised body).

Institutional accreditation aims not only at the external evaluation of quality assurance but also to the continuous improvement of the institution's management and quality of educational programs. Special emphasys was placed on the existing cooperation between the institution and the employers and the effect of the cooperation on the content of the education.

This report includes the results of the evaluation of the College's institutional capacities according to the state criteria and standards for accreditation.

SUMMARY OF THE EVALUATION

PEER-REVIEW OF INSTITUTIONAL CAPACITIES ACCORDING TO STATE ACCREDITATION CRITERIA

The expertise was carried out by the expert panel formed according to the requirements of ANQA Regulation on the Formation of the Expert Panel. The evaluation was carried out according to the 10 criteria set by the RA Government on 30 June, 2011 N 959 decree .The evaluation was carried out according to 10 accreditation criteria set by the RA Government decree N959 as of 30 June, 2011.

While carrying out the expertise the expert panel took into consideration that according to the Mission of the YSCI that is "The search for, transfer and dissemination of knowledge, the formation of learners' national mentality, the training of highly qualified specialists capable of adapting their own practices and decisions to national interests within the framework of the state education development strategy. The College plans to become a center of excellence for the development of the professional education system of the Republic of Armenia through the implementation of advanced educational concepts, the latest technologies, through the implementation of traditional, as well as experimental and innovative programs, ensuring the training of qualified IT specialists in accordance with labor market requirement".

According to the Charter of th College, the main subject of the activities is the implementation of the vocational academic programs /herein after APs/ in 4 directions - "Computing machines, complexes, systems and networks", "Software of computer equipment and automated systems ", "Computer art design "," Mechatronics ". The expert pannel positively assesses the efforts of the college aimed at modernizing the educational programs. In 2008, in cooperation with Bradford College in the United Kingdom, the Mechatronics program was introduced at the college, and since 2011 students have been admitted to the specialty. The institution is also trying to cooperate with the Rostov-on-Don College of Communication and Informatics in order to carry out certain joint educational activities. However, in this context, the college still does not consider it possible to combine the modules defined by the state educational standards (hereinafter referred to as the SES); are not available in College. Benchmarking of educational programs was carried out only within the framework of "Mechatronics" AP. The panel believes that the college should conduct regular labor market analyzes to identify labor

market needs and to modernize the College's APs. This will ensure the competitiveness of the graduates in the labor market.

The expert pannel positively assess the fact that "Modernity and Innovation" was defined in the Strategic Plan for 2018-2022 /herein after referred to as SP/ of the College as a goal, the College plans to encourage the mechanisms and demands for innovative and research approaches and innovative thoughts to achieve successfully the goal. The involvement of lecturers in research work, according to the college, is realized through the supervision of students' course and diploma works. There is no requirement for the faculty to conduct faculty research. Some members of the college faculty, however, have developed methodological manuals. In addition, the number of assignments given to students to develop analytical, research and creative thinking skills is small. As for the course-diploma projects, there are few examples of innovative works. The expert panel positively registers that in the diploma works and state final examinations of "Mechatronics" specialty, proceeding from the professional peculiarities, the innovative component is preserved, there are certain research-analytical tasks.

The panel believes that this good practice can be disseminated in other disciplines, which will enable the research component to be strengthened in APs.

The expert panel highlights the importance to develop a culture of diploma thesis and current assignments in College in cooperation with the employers, which is a prerequisite for emphasizing students' practical skills when assessing students. The expert panel notes that students strive to continue their education in higher education institutions (hereinafter referred to as universities) after graduating from university, and this view is substantiated by the presence of a higher education diploma for employment. On the other hand, not ignoring the need and necessity of continuing education, it should be emphasized that the mission of the institution is to produce a full-fledged specialist ready to enter the labor market.

The expert group finds that in the current conditions the resources of the college generally ensure the implementation of educational programs. It is positive that the college has theoretical-practical classrooms, laboratories for professional-general education modules to provide the main educational process, to conduct laboratory-practical classes. The computer classrooms, laboratories and workshop of the college are provided with the necessary devices and equipment. At the same time, in order to strengthen labor market links, the expert group is developing and implementing a joint resource management strategy with college employers. The expert group positively

assesses that renovation works are being carried out in the college, the students are using the electronic library.

There is a procedure for the distribution of financial resources at the institution, but there is no established policy for the distribution of financial resources as a priority according to the priorities of the SP. Due to this, the College starts looking for the necessary resources for the implementation of the goals of the APs in case of their need, providing situational solutions at the management level. In this context, the expert group is concerned that the college does not have the opportunity to constantly update resources for the full implementation of the goals of the APs. It is commendable that the institution has a certain system of document circulation, which in case of more regulation will improve the communication between all the circles of the college. It should be noted that the college creates a safe and secure environment for organizing the educational process.

The teaching staff of the College are specialists with work experience in the field of information technologies (hereinafter referred to as IT) as well as employers, also having scientific degree. It is positive that the college is making efforts to involve qualified specialists in the educational process. It is difficult to attract the best IT specialists due to low salaries. The expert group considers the use of alternative mechanisms for the involvement of practical specialists in this field, especially since the number of employers in the college is not so large. The expert group positively assesses that the college is working on involving graduates in the educational process, for which it uses certain incentive mechanisms. The classes and trainings organized in the college need to be improved. The flow of students in the institution is stable, it has a tendency of growth in recent years. The expert panel considers it necessary to carry out regular professional orientation work to maintain the stability, which will increase the attractiveness of the college.

There is a operating Strategic plan in th College for 2018-2022, besides this there was a Develpment Plan for 2016-2020 /herein after refers to DP/. The contents of these two strategic plans are basically identical, and expert panel is concerned that the development of the current SP is not based on the assessed results of the Development plan for 2016-2020. The college has not developed an action plan for the implementation of the current SP, a schedule that would be able to assess the effectiveness of the SP. It should be noted here that the short-term activities carried out at the institution are generally not in line with the objectives of the SP. It is not clear how the work plans of the subdivisions are made, how the scope of activities envisaged during the year is

determined. At the same time, there are no examples of evaluations of the implementation of annual work plans. There are no analyses of, for example, if the work defined by the plan is not carried out, what is the reason for it, what changes can be made, whether the unfulfilled activities should be included in next year's plan, etc. The position of Quality Assurance Responsible (hereinafter referred to as QA) is excluded from the organizational structure of the College, and the position of Career Center is not mentioned in the schematic diagram of the organizational structure. The expert group notes that evaluating the effectiveness of the organizational structure can improve the management and accountability of departments. The procedures in the college are currently in the planning-implementation phase of the quality management cycle, and monitoring activities are not planned. The steps by which the institution intends to introduce the planning, implementation, evaluation and improvement (hereinafter referred to as PDCA) cycle in all the processes of the college are not visible. At the same time, the efforts aimed at the efficiency of the college management and improving the quality of administrative services are positively assessed.

The "Policy of the Quality" is considered to be the bases of the Qualty assurance system of the Institution. The expert pannel positively notes that it is aligned with the directions and goals of the acting SP. However, at the same time it is concerning that the College does not plan certain actions to achieve the the goals and objectives. As a result, the actions of the responsible for QA become situational, mainly depending on the current situation. As for the inquiries and discussions carried out for the evaluation of QA processes, they are not regulated, they are not provided with documentary grounds, the results and conclusions of some of the inquiries and discussions are simply not noted or evaluated. In terms of the recorded ones, it should be noted that there are no quantitative-qualitative analyzes of the results, which can reveal the issues that need to be improved. From the point of view of ensuring QA processes, it is problematic that the college's external stakeholders are almost excluded from the process, which may have a negative impact on building trust in the college QA system. In this general context, the expert panel notes that the QA system and culture are not yet fully implemented in the institution, there is a need in the College to coordinate QA activities.

The expert pannel positively assess the acting hierarchical principe of accountability of the College, which ensures the accountability of all management levels. It is true that there are annual reports of the subdivisions, the director, but they are generally informative, do not contain assessments, there is no documentary basis for their analysis, which is no less important, they are not based on the implementation of the

objectives of the SP. The expert group finds it expedient to bring the report framework in line with the SP, at the same time, positively notes that the College plans to make this change from the 2020-2021 academic year.

The expert pannel mentions that in the College there is an experience of cooperation among the other educational instututions and partner organizations. The expert pannel mentions the importance of the analyses and the spread of the good practice as well as the contribution in the APs. There are signed contracts, but no plans are made based on them. It is positive that the college has created a basis for cooperation with employers, but these activities need to be coordinated. The institution lacks a common policy on internationalization and foreign relations, and the work carried out is not regulated, does not have appropriate planning. The expert panel considers it important to strengthen the knowledge of a foreign language in the college, which will provide an opportunity for students, faculty mobility, and the study of international experience. In fact, there is no mobility among lecturers and students in the college. As a result, the realization of the external relations and internationalization defined by the SP of the Institution as a separate development goal is endangered.

Strengths of the College:
- Awareness of the need to improve the strategic management and planning system by the College management
- Existence of academic programs in the professions that are demanded in the labor market
- Effective implementation of the research by the students in some professions
- Existence of teaching and support staff (hereinafter referred to as TSS) in accordance with the requirements of professional academic programs
- Awareness of the College's ability to engage employers as teaching staff
- Existence of the necessary material and technical base for the organization of the educational process
- Creating the preconditions for students´career support services.

Weaknesses of the College:
- Not proper implementation of the management and planning activities
- Not proper implementation of the planning and monitoring processes of the activities, the existence of not analitical reports
- The weakness of the data collection mechanisms existing in the College and lack of the culture of decision making based on collected data

- Lack of the assignments that develop analytical, research skills among students
- The poor engagement of the employers in the evaluation and data collection process of the academic programs
- The weak implementation of the teaching and assesment methods that dveleop practical skills
- The lack of implemented benchmarking among APs
- The absence of the professional trainings of the teaching staff
- Lack of evaluation of effectiveness of lecturers' work and study of the external good practice
- The absesnce of the joint strategy with employers
- Low level of the English language among College students and teachers
- The absene of the policy of international relations and internationalization
- The absence of the planned policy of the diversification of the Financial resources
- The embryonic /initial/ stage of internal quality assurance processes, imperfection of the survey system of the College.

Main Recommendations

Mission and Purposes

- Develop mechanisms to ensure the active involvement of internal and external stakeholders
- Develop qualitative and quantitative clear indicators to achieve the goals of the SP
- Develop and implement an action plan-schedule to achieve the objective of the SP
- Develop and implement effective mechanisms for ongoing SP assessment and monitoring.
- Introduce strategically effective management mechanisms in the College.

Governance and Administration

- Develop certain mechanisms to encourage the initiative of students and external stakeholders in the governing bodies of the College
- Develop mid-term and short-term planning and reporting mechanisms according to the College SP
- Assess the organizational structure of the college and improve according to the goals of the current SP

- Develop mechanisms for evaluating the effectiveness of management processes
- Develop mechanisms and procedures fo the effective assessment and analysis of external and internal environments of the College
- Improve the data collection mechanisms and use certein evaluated and analysed data as a base for the decision making process
- Establish quality management PDCA cycle effective implementation in the bases of the governing and administrative processes of the College

Academic programmes
- Develop and establish effective mechanisms of the monitoring and evalutaion of the APs
- Develop effective labor market research mechanisms (clear cooperation with external stakeholders) to bring the results in the APs
- Develop and implement a benchmarking policy and appropriate procedure
- Develop up-to-date teaching and assessment methods to ensure that defined outcomes are achieved
- Develop an effective assessment system, with a particular emphasis on practical skills assessment

Students
- Improve student career support services as well as take steps to strengthen the college-employer relationship
- Improve applicant engagement mechanisms by making the college website more attractive
- Improve the mechanisms of evaluation and quality assurance of students's other educational, counseling services, conduct surveys at regular intervals, and review the content of survey sheets
- Increase the cooperation of the Student Council with other departments
- Tighten the control of additional trainings and consultations and ensure their quality.
- To increase the number of innovation and research in the work of students

Teaching and support staff
- Clarify the process of identifying the needs of lecturers and its further monitoring process
- Increase the frequency of training according to professional needs

- Improve incentive mechanisms in the College addressed to the professional advancement and ensure their full implementation.
- Take steps to ensure the stability of the teaching staff in the college
- Take steps to engage more employers in the teaching process and professional trainings

Reserch and Development
- Develop and implement clear policy aimed at developing research skills and creative thinking among students and teachers also by involving employers
- Develop clear requirements of analytical tasks with research nature in the course and diploma works for all specialties of the College
- Establish and provide mechanisms for teachers 'and students' involvement in research assignments
- Take steps to study international experience in conducting research in existing (and potentially expected) professions at the College.
- Develop mechanism for teachers to analyze the results of their work, which will help improve the quality of teaching.

Infrastructer and Resources
- Carry out distribution of financial resources according to the acting strategic plan of the College, and take steps to diversify the financial flows
- Develop mechanisms to effectively evaluate the resources available in the College, which will include observations of all stakeholders
- Develop an electronic document management system that will ensure uninterrupted communication between external and internal stakeholders in the college.
- Regularly improve the College's resource base by building sustainable partnerships with employers to share resources

Societal resposability
- Improve the reports including the mechanism of qualitative analyses
- To improve the web page of the College making it more attractive for the sociaty, as well as provide transparency of the procedures and different activities.
- Develop and implement an effective stakeholder feedback policy

- Improve knowledge transfer mechanisms to the sociaty by assessing the college's capacity and offering additional engaging courses that will also provide additional financial flows.

External relations and Internationalization

- Develop and implement policy and procedures of external realtions and internationaliztion to achieve the goals of the SP
- Implement clear planning for the development of internationalization and external relations
- Clarify the responsibilities of the person in charge of internationalization processes and assess the scope of the college's capabilities and existing good practices
- Take steps to establish links with leading employers in the sector, as well as make clear plans based on existing contracts and memoranda
- Take effective steps to improve the level of foreign language (professional English) among teachers and students

Internal Qaulity Assurance system

- Develop effective mechanisms for implementing quality assurance policy
- Introduce clear mechanisms for annual planning of QA processes and measurable mechanisms for evaluating its results.
- Develop a policy ensuring the active participation of internal and external stakeholders in QA processes
- Develop effective survey mechanisms
- Develop alternative problem-solving mechanisms.
- Develop mechanisms for effective analysis of identified problems and collected data
- Introduce mechanisms for evaluating the effectiveness of QA policy in order to review it regularly
- Introduce mechanisms to ensure the transparency of QA processes

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Aram Baghiyan
Head f the expert pannel

02.03.2021

DESCRIPTION OF EXTERNAL REVIEW

PROCESS OF THE EXTERNAL REVIEW

Application for state accreditation

The College applied for institutional accreditation by submitting the application form, the copies of the license and respective appendices to ANQA (15.07.2020).

The ANQA Secretariat checked the data presented in the application form and attached documents as well as in the electronic survey of ANQA.

After making the decision on accepting the application (22.07.2020) an trilateral agreement was signed among ANQA, YSCI and RA MoESCS. The timetable of activities was prepared and approved.

Self-evaluation of the College

According to the COVID-19 pandemic and due to the war situation, the institution submitted the self-evaluation of institutional capacities (hereinafter referred to as SER) in the Armenian version with the package of accompanying documents, 2 weeks later than the scheduled dates, according to the ANQA's framework.

As YSCI was in the process of Institutional Accreditation for the first time, the process was difficult for the College to implement, so ANQA did some work with the institution, preparing the College for the self-evaluation and Accreditation process. In June 2020, YSCI implemented SWOT analyses according to the 10 Criterion of the Institutional Accreditation in two weeks. After the presentation of the above mentioned analyses the Insitution nominated two employees together with whom the ANQA specialist reviewed the SWOT analysis submitted by the College for a month, and identified the main issues. The employees were nstructed on how to perform the SWOT analysis, and on what college should pay particular attention to within the criteria during the self-analysis. After reviewing the SWOT analysis, the College employees as experts, together with the ANQA sepcialist conducted a monitoring process at YSCI on July 8, 2020.

YSCI presented the self-evaluation report on 16.11.2020. The self-evaluation was conducted by the employees of the Institution: teaching and supporting staff members, management representatives. The extenal stakeholders and students /internal stakeholders/ did not participate in the process. The self-evaluation report was mainly decripive and general which sometimes did not allow the expert pannel to understand and assess the real situation in the College during the prelemenary evaluation process.

Preparatory phase

ANQA coordinator observed the report to check its alignment with ANQA technical requirements. Then the coordinator sent the self-evaluation to the expert panel the composition of which was agreed upon with the YSCI.

The self-assesment report and all the attached documents were provided to the expert pannel for preliminary evaluation, the composition of which was previously agreed with the college and approved by the order of the ANQA Director.

In order to prepare the expert pannel for the work, to ensure the efficiency of the processes, trainings were conducted on the following topics:
- main fuctons of the expert pannel members
- the ethics and technique of conducting meetings, asking questions
- the specific features and pecularities of vocational education and training /VET/ and interpretation of accreditation criteria in accordance with the secondary professional field,
- Preliminary assessment /desk-review process/ as a stage of preparation for the expert report, the main requirements for the expert report.

Having observed the self-evaluation and documents of the College the expert panel conducted the initial evaluation according to the format preparing the list of questions for different target groups, departments and also list of additional documents needed for observation.

During the preliminary evaluation process, the expert pannel conducted online class-observations.

Within the scheduled time the expert panel summarized the results of the initial evaluation and formed a time schedule of the site-visit. According to the ANQA manual on the conduction of expertise the intended meetings with all the target groups, close and open meetings, document revision included in the time schedule, the resource observations was carried out through video recording.

After identifing the main issues and the documents to be observed the expert pannel clarified the issues discussed during the meetings. During the regular meetings, the questions on each criterion were discussed, the preliminary visit package of the expert pannel was drawn up. The package contained the schedule of the meetings, the issues and the questions to be studied that are clarified by the target groups, and the list of additional documents that needed to be observed during the expert online-visit. From the lists submitted by the institution - the representatives of the teaching, student staff, the graduates, the employers were selected, who were to participate in the meetings.

Preliminary visit

On 12th of November 2020 the prliminary online visit was held. The head of the Insitutional and Program Accreditation divison and the Coordinators of ANQA participated in the meeting. During the meeting the online site-visit schedule, the list of the additional documents, the peculiarities of organizing preparations for online expert visite-sits under the pandemic /provision of videos by the College, where the main resource base of the College will be seen: classrooms, laboratories, libraries, etc., the online provision of the additionally required documents at proper time, ensuring the technical rules of online expert site-visits in the online environment: turned on cameras, the cameras are connected, the ability to see the whole room in the case of one common camera, the exclusion of the presence of persons other than the target groups in the room, etc.). / were presented to College representatives.

Expert online site-visit

The expert online-site visit took place during 15-18 of December, 2020. The expert onine site-visit was planned to be witin 3 days, however, in the case of online conditions, the three-day online expert visit became a four-day one, maintaining the same workload of experts.

According to the timeline the expert online site-visit started with the close meeting of the expert pannel, the aim of the meeting is to discuss and coordinate the scope of the expert evaluation, the issues to be studied during the online visit, the strengths and weaknesses of the YSCI according to the criteria, the procedure of focus group meetings, clarify the further steps.

ANQA coordinator and all the experts of the pannel participated during the site-visit.

The expert pannel online site-visit started and ended up with the meetings with the management of the of teh YSCI. All the meetings are implemented according to the Schedule, besides the open meeting. According to the scheduled timeline, the expert pannel implemented meetings with all the representatives of the departments of the College.

During the close meetings of the panel at the end of each working day the interim results of peer review were discussed and at the end of the site visit the main outcomes of the site visit were summarized during the close discussion.

Peer review was carried out within the framework of state accreditation criteria and standards and ANQA procedures where two- level scale is applied: satisfactory and unsatisfactory.

Expert panel report

The expert panel has conducted preliminary evaluation according to the self-evaluation report of the College, the documents attached to it and the observations during the online site-visit as a result of regularly organized discussions. Based on the observations after the discussions the Head of the panel and ANQA coordinator prepared the draft expert panel report which was agreed upon with the panel members on 15th of January.

The College presented its their comments and sent its feedback on the draft report on 01.02.2021. The Institution presented its observations in Armenian, which were provided to the local experts and discussed with the international expert. ANQA organized a meeting for the representatives of the College and the expert panel, during which the expert panel's response was discussed. Taking into consideration the College's observations, the expert panel prepared the final report, which was approved by the panel on 02.03.2021.

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Gayane Ananyan
Coordinator of the process

02.03.2021

EVALUATION ACCORDING TO ACCREDITATION CRITERIA
BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION

History. The Yerevan State College of Informatics (formerly the Yerevan Computer Science School) was established in 1960 with the initial goal of training secondary professional staff for the Yerevan Mathematical Machines Research Institute (Mergelyan) for the Electron factory. 1969-1971 The two new buildings of the educational institution were designed and built. In 1992, the computer science technical college passed to the RA Ministry of Education. During those difficult years, the number

of students dropped dramatically (in 1994, there were only 150 students in the college), and later the number of students increased, and now the college has more than 1,000 students. In 1999 the technical school was reorganized into Yerevan State College of Informatics SNCO. Since then, the logistics and methodological bases of the college have been radically changed and modernized. Yerevan State College of Informatics is the only state educational institution operating in Armenia, to which in 2014 the international limited liability company "Global Group" (hereinafter referred to as GlobalGROUP) awarded the ISO 9001: 2008 certificate, certifying the college's compliance with international quality management standards.

Education. Students at Yerevan State College of Informatics receive education in the following 4 specialties:

· Computer and software for automated systems

· Computing machines, complexes, systems and networks

· Computer graphic design

· Mechatronics

Research/creative thinking. One of the main goals of the College's strategic plan is modernity and innovation.

· "Promote research-innovative approaches among college faculty and students.

· To base the course և diploma projects on requirements and mechanisms and to encourage students´ creative and innovative thinking "

External relations. The College emphasizes the role of international relations: internationalization in terms of continuous improvement and modernization of the quality of education. In the strategic plan, external relations and internationalization are formulated as a strategic goal.

Quality assurance. Quality assurance, as a separate function, has been implemented in the college since 2014, when the college passed the certification of compliance with ISO 9001: 2008 international standards. At that time, a quality management system was developed and introduced in the college. External quality assurance assessment processes were carried out during the external audit carried out in the framework of accreditation of compliance with ISO 9001: 2008 standards.

The basis for the external quality assurance assessment is the annual report of the college principal.

Source: The source of evidence in the above areas is the documents provided by the institution (for example, self-analysis, strategic plan, schedule, department plans, concepts, etc.).

I. MISSION AND PURPOSES

CRITERION: The policies and procedures of the institution are in accordance with the institution's mission which is in line with ANQF.

Findings of the criterion: The Institution has a formulated mission presented in the document "Strategic Development Plan (for 2018-2022) of the Yerevan State College of Informatics". The main mission of the College is the search, transfer and dissemination of knowledge, formation of students' national mentality, training of highly qualified specialists capable of adapting their own practices and decisions to national interests within the framework of the state strategy for the development of education. According to the Strategic development plan YSCI aspires to become a center of excellence for the development of the professional educational system of the Republic of Armenia through the implementation of advanced educational concepts and latest technologies through the implementation of traditional as well as experimental and innovative programs, ensuring the training of qualified IT specialists in accordance with the requirements of the labor market and the personal needs. According to the Charer of the College: the main subject of the activities if the Institusion is the implementation of the Vocational education programs.

During the examination process it became clear that before the current SP (2018-2022) there was a Development plan for 2016-2020. Expert/examination analysis revealed that these two programs have basically the same content.

The College has nine goals for the implementation of its mission ("Quality Education", "Modernity and Innovation", "Public Involvement and Services", "Quality Human Resources", "Quality Infrastructure", "Quality Services", "Admission", "Financial Stability, Effective governance", "External relations and internationalization") objectives/steps arising from them (actions). During the online-site visit it became clear that the goals and objectives of the College are not distributed according to the certain schedule and among responsibilities. There is no plan-schedule for the implementation of the Strategic goals.

According to the SER of the institution the needs of the College stakeholders are reflected in the overall formulations of the Mission and goals of the Institution. As well as there are a number of mechanisms for identifying and satisfying the needs of the

internal and external stakeholders of the College: there are representatives of the stakeholders in the Board of the College, there are QA questionaries and analyses that are aimed to detect stakeholder needs and requirements. However, it became clear from the expert-online site-visit that examples of the involvement of college stakeholders in the process of defining the goals of the SP are virtually non-existent.

According to the SER and the supporting documents of the Institution there is no certain separation between internal and external stakeholders of the College. According to the SWOT analyses presented in the SER of the Institution one of the weaknesses of the college is the weak recognition of the college among large IT companies. In this regard, the College plans to take steps to establish partnerships with major IT companies.

According to the SER of the College the approved mechanisms and procedures for evaluating and improving the results of the mission and goals of the college are the annual reports of the director that is presented during the College Board meetings, annual plans and reports of the structural departments. During the expert online site visit it became clear that the analysis of the annual plans and reports of the departments of the college are not actually available. There are no examples of the improvements done as a result of monitorings.

During expertise it became clear that there are no certain outcomes - key performance indicators (KPIs) (quantitative or qualitative) for the implementation of the goals of the current SP. It is not clear how the institution will assess the implementation of the set goals during or after the completion of the SP.   According to the objective 1.2 of the goal 1 of the SP of the College it is planned to carry out structural and substantive improvements in the Academic programs (AP) accoring to the current requirments of the labor market and aligned with National qualification framework (NQF). According to the 2.1 objective of the goal 2 it is planned to promote the reserch and innovative approaches among teaching staff anf students. In fact, there is no reflectaion about the above menioned objectives in the annual plans of the deartements of the college. It is not clear how the college actually intends to implement the SP and what results and objectives it will have by the end of it.

According to the SWOT analyses of the SER of the institution the several weak points are the followings - the absence of the tools and assessment mechanisms of the implementation of the SP, the incomplete assurance of the accountability of the implemenetation of SP. In this regard, the college plans to develop clear mechanisms to ensure the implementation of the strategic plan ᴨ accountability. However, an expert

online visit revealed that the college still did not have a clear plan for developing the above mechanisms.

During the expert online site visit it became clear that the assessment of the results of the development plan of the college for 2016-2020 was not carried out and the results were not used in the development of the current Strategic plan of the college.

Considerations: The epert pannel positively assesses that the college has an approved SP, a mission that describes its activities in general, defined goals and objectives. However, the clafication of the defined goals, alignment between goals and the capabilities of the institution, ensuring the realistic approach of the institution will contribute and strenghten the culture of strategic management of the College. It is concerning that there is no developed action plan in the College with certain timetable and responsibles to achieve its goals and abjectives. There are no certain qualitative and quantitaive indicators for the sucessful achievment of the stated goals and objectives, whih will contribute the monitoring process of the goals and more effective achievement of the overall Stratagic plan of the College.

It is postive that there are reresentatives of the stakeholders in the Governing Board of the College. The College makes efforts to identify the needs of the stakeholders, however, it is concerning that there are no clear examples of the needs of stakeholders analysed and introduced in the developed SP of the College identified by the above mentioned mechanisms. Among the stakholders of the College there is no separation between the internal and external, however, it is positive that the College realizes the importance of cooperation with leading companies in the field, and plans to take steps to establish contacts and active cooperation. That will contribute to bring out the objective situation about the inernal procedures of the College and will lead to its improvement.

It is positive that the College is aware of lack of the assessment mechanisms and tools for the evaluating the implementation of the planned actions of the SP and plans to develop them. However, it is concerning that the certain action regardin this is still missing. That is, in fact, hinders the instant evaluation of the SP and the identification of the issues in it.

The expert pannel is concerened by the fact that, there are no indicators for the implementation of goals and objectves - neither qualitative nor quantitative. This does not contribute to the college achieving measurable, clear results in its objectives and risks the effective evaluation by the end of the implementation of the SP. It is concerning that the Development plan of the College for 2016-2020 in fact was not assessed and the results were not used as a base for the Strategic plan for 2018-2022.

Summary: Taking into account that, the college has a mission covering its main field of activity and goals, some issues have been identified by the College to ensure the effective implementation of the SP, the Institution planns to enlarge and activate the involvement of the stakeholders and develop the mechanisms assessing the effectivness of the SP, the expert pannel finds that the State College of Infirmatics meets the requirements of the criterion 1.

Conclusion: The expert panel assesses the relevance of YSCI institutional competencies to the requirements of CRITERION 1 suficient.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: The institution's system of governance, administrative structures and their activities are efficient and are aimed at the accomplishment of mission and goals of the institution preserving ethical norms of governance.

Findings: The founder of the College is The Republic of Armenia, presented by the Government of The Republic of Armenia. According to the 8th point of the Charter of the College the governing bodies of the College are the followings: the founder, The public administration body authorized by the Government of the Republic of Armenia (hereinafter referred to as the authorized body), the collegial governing body of the college, the college council (hereinafter referred to as the council), the established mechanisms and procedures for evaluating and improving the results of the mission and objectives of the college are the annual activity planning and year-end reports by the structural subdivisions, as well as the annual report submitted by the principal/director to the college board.

The current activities of the college are managed and carried out by the director. He defines the structure of the college, the responsibilities/competences of the structural subdivisions.

There is also a board of directors in the college according to the regulations approved in 2018. According to the regulation, the board is a collegial advisory body, the decisions of which have an advisory nature, can be a basis for decisions made by the director. Meetings of the Board of Directors are convened at least once every 2 months.

According to the SER of the insitution, current issues related to the educational activities of the college are discussed in the Pedagogical council.

2018-2022 In the SP for 2018-2022 the college has defined the quality of governance and administration as a separate strategic goal. In this regard, the college intends to increase the efficiency of management and the quality of administrative

services, clarify the distribution of competences and responsibilities among different levels of government and develop students´ autonomy, enlarge and deepen students´ participation in college decision-making processes, increase the effectiveness of students´ involved participation in various governing bodies, ensure the development of the constructive cooperation among the Board of the College, the Board of the Director, Pedagogical Council and Students´Council. The above-mentioned goals and objectives were defined in the Development Plan for 2016-2020 of the College.

The organizational structure of the college presents the subdivisions of the institution according to the subordination and communication relations. However, the organizational structure and its appendix does not define the position of quality manager, and the schematic of the organizational structure does not separate the positions of career manager (or career department) and international relations manager. It is not clear in fact the subordination of these responsible persons, to which subdivision these responsible persons are accountable. As well as the scope of functions of the above-mentioned responsible persons is not specified. The expert online site-visit revealed that the college did not evaluate the effectiveness of the organizational structure. During the examination it became clear that there is no responsible for the processes aimed at the development of international cooperation in the college, however, the functions and its performance were in fact asigned to the Internal Quality Assurance responsible (IQA). It should be noted as well that there are no grounds or evidence for the implementation of the above mentioned funcions in the College (functiones for the international relations and development).

In 2015, the College approved the "Internal Disciplinary Rules" and the "Disciplinary Rules of Learning". Internal Disciplinary Rules regulate the procedure for hiring and dismissing college employees, the basic rights, duties and responsibilities of college staff, and other issues. And the Internal Disciplinary Rules of Learning regulate the legal relations between the college - as an organizer/manager of the education and students - the users of the educational services provided in the college, the requirements for the discipline of the students.

As a result of the examination, it became clear that the college has human resources for the implementation of academic programs and the educational process, however, there are goals in the SP for the implementation of which the college does not invest financial and human resources (for example, internationalization). Financial resources of the college mainly come from the state budget.

According to the charter of the college, the employee has the right to participate in the management of the college and to be involved in the relevant professional, subject-specific councils. As well as, according to the charter, students can be engaged in the the Board of the College, Student council, create clubs, participate in their work.

The Board of the College consist of 11 members. The Board confirms the SP and annual financial plan of the College. 3 of the members of the council are students, and 2 are lecturers, whose candidacy was nominated by the pedagogical council of the college from among the pedagogical staff.

The current staff of the directoral council include the director of the, 2 vice-directors, the IQA responsible, the head of the department of the internship, the heads of educational departments and heads of the chair: 12 members overall.

According to the SER of the institution, there are both student and teaching-staff representatives in the councils, and the management system forsees their participation in the decision making process of the questions related to them. After the online site-visit it became clear that the that the students' initiative and participation in the board meetings is not active, although the student members of the board also have the right to ask questions. There are no mechanisms generally used to identify the needs of the students. After the expertise it became clear that the decisions made by the councils of the College are not published in the we-site of the Institution.

During the expert analysis, it became clear that according to the results of a survey conducted among 264 students of 4 specialties of the college in the 2017-2018 academic year, 62% of the students surveyed during that academic year applied to the director with a question, 56% to the deputy director for education, 88% to the heads of the educational part, 58% to the heads of the department, 84% to the accounting, 78% to the library. According to the SER of the institution, the high percentage of the students that applied to the director is dues to the high trust towards him and high probability of solving the issue. Additional surveys were not conducted to determine whethter the questions raised by the students were resolved or to what extent.

According to the SER, the institution conductes planning and implements some planned activities connected to the annual regular activities. The long-term plan of the overall activites of the institution is the Development plan for 2018-2022 tht is approved by the Board. However, there is no certain activity plan of the SP developed with the schedule of actions, certain responsibles and performers, timtable and indicators. During the development of the SER, the need to develop an action plan-schedule for the

implementation of the Strategic Plan goals was registered in the college. However, there was no initial schedule developed by the college during the online expert site-visit.

Ըստ ԻՎ-ի՝ According to the SER, the College implements mid-term planning, which is done in the educational process through curriculum development, and in the financial and economic field through annual budget planning. It became clear from the expert online site-visit that the mid-term (two/three-year) planning for the implementation of the goals of the college is not actually implemented. It became clear from the expert online site-visit that the college carries out annual planning of structural subdivisions. It became clear from the expert online site-visit that these plans are being developed by the subdivisions to carry out their authorities and functions according to the regulations on an annual basis. Analyzes, however, showed that the annual plans were not in line with the goals of the college's current SP.

The annual work plans of the chairs, heads of departments, internships are approved by the Deputy Director for Academic Affairs, and the annual work plans of the Career Department, Quality responsibe, Deputy Director for Academic Affairs are approved by the College Director. The plans are developed in the same framework, indicating the name of the planned work (event or content), the executors (responsible persons) the date of execution.

The annual reports implemented by the departments are supposed to be the monitorng mechanisms. Examination of the submitted documents revealed that these reports, as a rule, are not of analytical nature. The reports include the work done during the year without any assessment or evaluation of the for instance why the planned work had not been done or what was the resason for that result. During the examination it urned out that the reports on the implemented work in fact are not analised. According to the SER of the institution, the College has registered the imperfection of the mechanisms of analysis and evaluation of the reports of the managment bodies, the mechanisms of evaluation of the economic activity, financial, material and human resource management effectiveness. However, there is no clear planning by the college in this regard.

According to the institution's self-analysis, the college conducts financial planning on an annual basis. However, financial planning is not based on the actual college SP. The reporting requirement is set out in departmental regulations and / or official staff instructions. Although such a reporting requirement is not specified in the case of some subdivisions և staff, relevant reports are available. During the examination, it became clear that the reports mainly contain descriptions of the work done. The reports

of the college principal briefly state the work done in the college during the year: logistics, teaching methods, staff, student staff, educational work, state final certification, employment of graduates, students in international competitions, innovative programs, additional short-term courses. These reports are purely informational in nature, without any analytical component. As there is no annual planning for the overall activities of the college, these reports are not evaluated as well.

According to the SER of the institution, the research and evaluation on the facts effecting the activities of the College has been conducted in non institutional level.

In 2017, a working group set up to develop an existing strategic plan conducted a study of internal and external impact factors, the results of which were summarized in the form of as a SWOT analises in the Strategic plan. According to the College SER, the Quality Assurance responsible conducted an internal analysis: current rules, regulations, procedures, faculty interviews with students, focus group results, results of social surveys conducted among students, and corruption risk assessment surveys. According to SER, the results of the analysis of the internal invironment of the college were discussed according to the subordination in the administrative-pedagogical councils. The results of the analysis were taken into account and relevant investigations were made. The need for work to assess and improve the current situation has been identified.It became clear from the online expert site-visit, however, that the SWOT analysis was not based on clear qualitative or quantitative data. Clearly outlined internal (weaknesses) and external (threats) actions are not planned. It should also be noted that the results of the SWOT analysis of the external environment (opportunities, especially hazards) are few or non-existent.

During the examination it became clear that one of the procedures that used to study the internal factors influencing the activities of the college is to conduct surveys among students and staff. The experts were introduced to the analysis of the results of a survey conducted among students in the 2017-2018 academic year and in the 2018-2019 academic year. As it turned out as a result of the expertise, the results and conclusions of the surveys, focus groups, meetings-discussions usually are not assigned, but are carried out orally. It became clear from the expert online visit that as a result of the surveys and discussions conducted to assess the factors of the internal environment, there is no change made or a decision made on their basis.

According to the self-analysis in the college, as a result of the analysis of the internal environment, the necessity of the work to be done in order to assess and improve

the current situation was registered. However, it became clear from the online visit that clear measures or procedures in this direction have not yet been planned or developed.

It became clear from the expert online site-visit that as a source of information on internal factors, the practice diaries and the reports of the state final attestation commissions are the basis. From the study of the diaries of pre-diploma internships, it became clear that the head of the internship appointed by the organization fills in the opinion-description, where he refers to the attendance of the student-intern, the discipline, the professional qualities աշխատանքը the work done. During the online expert visit, it was found that the internship diaries, including the opinion-description of the head appointed by the organization, are discussed by the head of the internship department and the head of the relevant chair, but no relevant analysis is carried out. It became clear from the expert online site-visit that there were no cases of changes or improvements in the APs as a result of the discussion of the internship diaries. There are no mechanisms in place in the final state attestation reports for the observations submitted by the chairmen of the commissions, the analysis of the proposals and the consequent changes. During the examination, it became clear that the inquiries for graduates from external stakeholders are aimed only at updating the statistical data of the electronic database of graduates. It became clear from the online site-visit that the "Graduate Questionnaire" developed for that purpose is filled in by the graduate students. In order to collect information about their further education or their job-position, further online or telephone surveys are organized. Other surveys of graduates, such as on auality of academic programs or services, teaching, learning, and assessment, are not conducted.

It also became clear that no other sound external factors analyzes were conducted, such as on the employment of graduates, the lack of skills, or the ever-changing demands of the labor market.

In the field of quality of education, part of the goals set by the College "Quality Policy" is aimed at planning, implementation, evaluation, improvement, implementation and dissemination of the cycle in the college. These objectives are: 1) to increase the efficiency of the internal quality assurance system structures, 2) to have a quality management system to ensure the continuous improvement of the quality of educational activities, 3) to plan, develop, implement and improve educational needs detection mechanisms; continuous improvement of services. According to the self-analysis, the basis for the organization of the college's activities on the principle of quality management was founded in 2018 with the approval of the strategic program. There is no statement in the document on the implementation of the processes according to the

PDCA cycle in the College. And the necessary changes in the procedures, the development and re-development of the relevant documents are still in progress.

According to SER, the first two components of the PDCA cycle are being implemented in proper manner, and the current problem is in the implementation of the assessment is in the stage of improvement. However, the review of the documents revealed that during the expert online site-visit, it was confirmed that a number of procedures planned by the quality policy under the strategic plan are still in the planning stage. In particular, the activities regarding the use and ensurance of the information technologies, such as the effectives and enlarged use in the educagtional affairs, the development of the deveolpments plan of the progress of the information system, the contribution and cration of the electronic learning virtual domain (E-Learning), ensuring the availability of external information resources for college students: pedagogical staff.

During the examination it became clear that a separate policy of monitoring and evaluation of academic programs in the college has not been developed. It became clear from the online site-visit that the conclusions of the final attestation commissions of the educational programs implemented by the college are not analyzed; their results are not a basis for changes in the APs. There are no clearly regulated procedures for collecting and studying information on the various components of the learning process, such as teaching, learning, and assessment effectiveness. There is no mechanism in the college to evaluate their use.

According to the SER of the College, the official website of the college is considered as the main tool for providing information on the qualifications awarded for academic programs. However, during the examination, it became clear that the website has information on the main occupations within the specialties that are in the college. During the examination, there was no information about the academic programs of the college or the success of the graduates of the institution. In fact, there are no appropriate mechanisms for evaluating the publication of information.

Considerations: The panel welcomes the fact that the college aims to improve governance in its strategic development plan and makes efforts to improve this area. In particular, documents regulating the field have been developed, and an attempt is being made to strategically plan and manage. Some basis has been laid for the regulation of these processes. At the same time, strategic planning and management are still in the stage of formation, this process has not been spread in the overall prcedures of the institution and as a culture is not strenthened. Effective strategic planning and the implementation of the college strategic plan at the core of management will contribute

to the balanced development of all college processes increase the efficiency of management processes.

It is positivec the the there are representatives of students, teaching staff, external stakeholders in the governing council of the institution and they have right to participate in the decision making processes of the decisions related to them, as well as there is an oportunity for them to represent their issues directly to the direcot of the institution. At the same time the expert pannel found out that actually the analyses are not conducted in the college to solve the problems that are being spoken about by different stakeholders of the college, at th same time nno mechanisms are used to increase the initiative of the students and teaching staff in the councils. The pubilsment and the announcment of the decisions made in the councils is an issue as well. This process is not regulated and coordinated. The increase of the participation of the stakholders during the decision makinng process will contribute to the response to a variety of issues and continuous improvement of the quality of various processes.

It is concerning that the organizational structure some positions of several managers and subdivisions have been left out of the organizational structure (QA manager, career manager). This risks the effective implementation of the goals of the PA, the effective management and accountability of the college departments.

Although the college has a long-term SP, it is concerning that the short-term processes at the institution do not meet the goals of the SP, and the college does not have medium-term plans that will clarify the long-term plan. This all risks the implementation of the effective strategic management. Clearly interconnected planning, which will become the cornerstone of the college's day-to-day management, will help increase efficiency.

It is concerning that the annual reports of the departments are not being analized, that risks the effectiveness of management in the process. It is concerning that the reports only include the processes that were carried out during the reporting period, and the problems and the reasons for the unfulfilled processes are not analyzed, which risks their further inclusion in the planning stage - further implementation.

The expert pannel positively assesses the fact that the SWOT analyses done by the Colllge is included as a base for the SP of the College. However, it is concerning that there are no qualitative or quantitative data which does not contribute to understand a clear picture of the different areas of the college. As well as it is concerning, that there are no analyses conducted for the external factors, that risks the effective planning of the internal activities, as well as defining the external risks and their effective resolutions.

Although the institution presents both in the SP and SER the fact of being in the level of planing and doing in the PDCA cycle as a weak, neverthless, it is concerning that there are actually no activities on the level of checking (evaluating) and acting (improving). It is concerning that the institution does not plan to invest the PDCA cycle in all the activities. This risks the implementation of all the planned activities. It is also concerning that all the activities regarding the assuring the extended and effective use of information technologies in the educational process, developing the concept of information systems development, creating a "student-college" virtual domain, introducing E-learning, providing access to external information resources for college students and pedagogical staff are still in the stage of planning and there are no certain activities in the College. It is concerning for the expert panel that the monitoring procdures and activities are not systematic and are not planned previosuly that risks finding out the issues during the procedures and the implementation of the corresponding changes.

It tuned out that the governence and administration are not implemented within PDCA cycle, there are some elements of planning and implementation, and evaluation and improvement are very natural, which risks the full implementation of the cycle, the perception of the idea by stakeholders.

Although the QA activities in the College and the conducted questioneries, it is concernin for the expert pannel that data collection, analysis and evaluation of data on teaching, assessment, achievement of results within the academic programs of the college is not carried out systematically, that may risk the indentifying the existing problems and good practice and the improvement of the academic programs.

Although in the web-site there is some information on the Academic programs implemented in the College, it is concerning that the whole content of the academic programs are not presented. This may risk the increase of the visibility of the college among different stakeholders

Summary: Taking into account that the strategic managment is still not implemented effectively in the College, there is no developed activity plan, timetable for the SP, the organzational structure is not analysed and evaluated, the structure does not contribute to the implementation of the college SP goals, the plans of the departments in the college are not in fact derived from the goals of the college SP, the implemented analyses of the internal and external factors are not based on certain data, as well as there is no data evaluated and analyzed and used during the decision-making process in the College, the college does not have mechanisms for evaluating the effectiveness of

educational programs, college management and other management processes, analysis and application, the college does not have mechanisms for evaluating the quality of qualifications and publications of academic programs, qualifications awarded, the expert pannel concluded that the Yerevan State College of Informatics does not meet the requirements of Criterion 2.

Conclusion. The expert panel assesses the relevance of YSCI institutional competencies to the requirements of CRITERION 2 insuficient.

III. ACADEMIC PROGRAMMES

CRITERION: The academic programs are in concord with the Institution's mission, form part of institutional planning and promote mobility and internationalization.

Findings

It is mentioned as a mission in the current SP of the Yerevan State College of Informatics, "The search for, transfer and dissemination of knowledge, the formation of students' national mentality, the training of highly qualified specialists capable of adapting their own practices and decisions to national interests within the framework of the state strategy for the development of education."

As well as the quality of education is stated as a strategic goal.

Yerevan State College of Informatics implements secondary professional educational programs in accordance with the charter. Academic programs are implemented in 4 specialties:

- Computing machines, complexes, systems and networks
- Computer and software for automated systems
- Computer graphic design
- Mechatronics.

As a result of the examination, it became clear that the college had not developed separate packages of APs (which would include the objectives of the APs, their specificity, and the list of literature to be studied). Academic programs at the college are implemented within the framework of established state educational standards. Some changes are made in the College's APs within the permissible limits of the changes required by the standards. In particular, due to the desire of the students, the college made a change in the curriculum of the specialty "Computer and software for automated systems", replacing some of the taught programming languages with newer ones. However, it became clear from the expert online visit that there was a case in the college

when, due to the lack of a lecturer with the necessary professional skills and problems with involving a new lecturer in the subject, it became impossible to introduce a new subject in the college.

As a result of the examination, it became clear that the APs implemented by the college generally correspond to the national qualifications framework (hereinafter referred to as the NQF). During the online site-visit, it was found out that the teaching staff (hereinafter referred to as the TS) of the institution participated in the development of state educational standards. During the expert group's online site-visits, it became clear that the college had adopted the relevant state education standard in the development of the "Computer and software for automated systems", with a major emphasis on training web-developers. There is no systematic analises of the demand in the labour market of the specialistes taught in the College.

During the expert pannel online site-visits, it became clear that the vast majority of students were going to continue their education at the university after graduation. During the online site-visit it turned out as well that the main reason for this approach according to the college, is the higher education diploma required for employment.

The modules of the professional educational programs implemented by the institution contain some general descriptions of assessment and teaching methods.

The programs of the modules are developed by the lecturers on the basis of the state educational standards of the specialties. The self-analysis states that the institution encourages teaching-learning methods that are aimed at developing skills and abilities.As a result of the examination, it became clear that the lecturers themselves choose the teaching methods. Teaching in the college is carried out by interactive methods (ensuring student involvement, discussion of problems, questions and answers). For example, students of a web programming education program acquire the necessary practical skills during their studies that enable them to develop a website. The analyses of the regular tasks given during the academic programs are mostly problem solving. The final tasks were practical problems regarding each subject of the academic program. The tasks mostly regard to the achievement of the Academic program learning outcomes.

During the examination, it became clear that when organizing the teaching process in the college online, the lecturers mainly send the teaching materials to the students or provide the relevant links (from the literature available in the electronic library). The material presented during the online lesson is presented by the lecturer in the method of his / her choice.

During the examination, it became clear that when assessing students, the emphasis is on the practical skills acquired by the students. The choice of outcome-oriented teaching-learning methods mainly depends on the approaches adopted by the lecturer or developed over time. During the expert pannel online site-visit it became clear that the policy of teaching, teaching and learning method-selection is not coordinated and depends on the experience of the lecturer.

In the SER of the Yerevan State College of Informatics, it is mentoned that College has policy and corresponding procedures of Student assessment. During the observation of the provided documents of the College it turned out that there is a document "The regulation on the testing, assessment, appeal and re-transfer of students' knowledge, approved by the college director on August 26, 2016. This reguation includes all the types of all the forms of students´knowledge test (current, intermidiat tests, sem-annual exams and tests, state final attestation) assessment, appeal, re-transfer prcesses.

During the examination it turned out that each lecturer prepares a relevant questionnaire and/or tests to assess the students´knowledge and skills, submits them to the relevant chair for dicussion at the begining of the semester. The head of the chair then approves and submits it to the deputy director for education.

Approved exam papers are kept by the heads of educational departments and are given only before the application exams, according to the schedule, according to the semesters.

It became clear from the expert online visit that the final state attestation in the college is mainly carried out in the form of state final exams, and high-achieving students get the opportunity to complete a diploma thesis at the end of the college.

During the online visits of the expert group, it became clear that the dissertation reviews are carried out outside the college, now only at the National Polytechnic University of Armenia (hereinafter referred to as ANAU) and Yerevan State University (hereinafter YSU), but they plan to send the dissertations to reviewing employers.

During the examination, it became clear that the college has established a methodological guide for the implementation of diploma projects for the qualification of the given specialty "Computer Engineering & Software Systems" and "Mechatronics". It is intended for the students, teachers/lecturers and the supervisors of the corresponding specialities. The guide includes the basic requirements for the implementation of diploma projects

As per the "Concept of Academic Honesty" document (approved by the board of directors of the college on April 12, 2010), it is stipulated that students should use links

in the research paper, essay or article, which indicate the author, the work, where the ideas are taken from. , as at the end of the work they must have a bibliography, where all the sources of information will be mentioned.

During the study of the diploma thesis presented by the college, it became clear that during their implementation the main emphasis is on the theoretical part of the topic, and references to the sources used are not always available.

After the examination it turned out that, according to the concept of academic honesty, in case of violation of academic honesty, responsibility is provided only for students

Internships are mainly conducted by employers' organizations, using the employer's resources. During the internships, students are involved in the real work of the organization, gaining practical skills. For example, mainly students of "Mechatronics" specialty in the National Engineering Laboratories of Armenia (hereinafter referred to as NELA) carry out their own projects under the guidance of local employees. In particular, they make prototypes of devices.

When the College develops new academi programs they are based on the State Educational Standards (SET).The existence of state educational standards mainly clearly defines the requirements of the content part. The programs in the RA institutions largely coincide in terms of content.

There is experience in the college when an educational program was developed in collaboration with Bradford College in the United Kingdom (2008 .), resulting in the first admission to the College of Mechatronics in 2011. The expert online visit revealed that the curriculum review procedure or mechanism was virtually non-existent. There are no examples of changes made to the modules after the implementation of the program.

It became clear from the online visit that the institution is trying to cooperate with the Rostov-on-Don College of Communication and Informatics, and plans to carry out some joint educational activities. However, according to the college, it is not yet possible to compare the modules defined by the state educational standards with the educational programs of the above-mentioned college.

There are no examples of mobility among faculty and students at the college. There are no studies of foreign programs carried out by lecturers or heads of departments, which would allow for the improvement of the programs.

It became clear from the online expert visit that the college is taking some steps to introduce new, promising new subjects (machine learning) and educational programs (robotics), but these are mostly individual initiatives of the teaching staff. As a result of

informal discussions between students and lecturers, some changes have been made to introduce C ++ և C # programming language courses.As a result of the cooperation with the employers, the internship schedule was changed, in order to transfer the necessary theoretical base for the internship to the students before its implementation. In this regard, the college plans to do internships until the fourth year. In fact, the above changes were made as a result of informal discussions - there are no analyzes in this regard.

As a result of the examination, it became clear that the college conducts passive observations of the classess, they have a class book, as a result of which the methodological problems of teaching the PD staff (especially the newly admitted ones) are mainly pointed out. However, it turned out that there are nor certain examples of

analyses on these observations or some changes as a resul of these observations in the curriculum or moduls. They are not primarily aimed at addressing the need for educational change.

During the online visit, it became clear that there is a need to increase the volume of practical work in the college's APs.

Considerations: The expert group welcomes the fact that the APs implemented by the Yerevan State College of Informatics are generally in line with the mission set by the college and the NQF. The College is working to modernize its curriculum.

Although one of the goals of the college SP is to train graduates with professions in demand in the job market, it is worrying that the college has not conducted a systematic analysis of the required specialists or professional skills in the field. Despite the fact that the college has informal information about labor market requirements, it is not implemented in a regulated manner with a clear schedule.

This may risk the implementation of effective, clear changes in the APs. However, according to the expert group, the general awareness of the labor market college is conditioned by the strict modernity of the profession in the given period.

The fact that the intended learning outcomes are mainly in accordance with corresponding   level of NQF. Only certain changes are made within the permissible limits. However, it is worrying that there is no clear analysis of the basis of these changes, as employers do not participate in these changes and their proposal. The involvement of employers in this process will ensure that the college achieves the goal set by the SP namely, the training of graduates with practical abilities and skills.

It is worrying that the policy of choosing teaching methods in accordance with the expected learning outcomes of educational programs is not coordinated, which, in

the opinion of the expert group, may contribute to the widespread use of lecture-centered approaches and resistance to modern teaching methods. This approach may hinder the achievement of defined outcomes.

On the positive side, the college has a student assessment policy and procedures. It is also commendable that the college has regulations for testing, assessing, appealing, and re-submitting students' knowledge, which sets out the procedures for a student to appeal the results of his or her assessment and to form a committee for that purpose. However, it is worrying that the above documents do not clearly state the evaluation criteria.

On the plus side, it puts a lot of emphasis on students' practical skills when assessing college students.

The collaboration with the college in 2008 with one of the British colleges in one specialty is positive . A comparison of educational programs was carried out. It is positive that the institution cooperates with the Rostov-on-Don College of Communication and Informatics and plans to carry out some joint educational activities. However, it is worrying that the implementation of the results of the above cooperation and the dissemination of experience within the other educational programs of the college have not actually taken place. Which may hinder the effective dissemination of best practices gained through cooperation.

It is worrying that no polls were conducted at the college. The need for changes in APs is based on the opinions of lecturers, which are oral and not systematic. On the positive side, the college has made some changes in the APs based on the opinions of its external and internal stakeholders (drawn from informal discussions). This may contribute to the achievement of the goals of the college SP. The coordination of this process and direct involvment of the employers will contribute the identifying the issues and lacks of the APs and the implementation of the certain improvments.

Summary: Taking into account that the APs in the college generally correspond to the mission of the college, the national qualifications framework, are made according to state educational standards, the college has an evaluation policy and procedures, general modules of teaching methods, an academic honesty concept is developed, are some examples of comparisons with foreign colleges, the exper pannel concluds that the Yerevan State College of Informatics meets the requirements of Criterion 3.

Conclusion: The expert panel assesses the relevance of YSCI institutional competencies to the requirements of CRITERION 3 suficient.

IV. STUDENTS

CRITERION: The Institution provides support services to students ensuring productive learning environment.

Findings

The ´Admition´ is statetd as a separate developing goal in the acting strategic plan of the College. To accomplish this goal there are stated actions for the development of clear mechanisms for recruitment, selection and admission process of the students. In this regard, the relevant information about the applicants is posted in the "Applicant" section of the college website, updates of advertising booklets, creation of campaign groups, organization of "Open Doors Day" and the "Informatics" subject city Olympiad.

Admission of students is carried out according to the procedure approved by the authorized body, according to the "Procedure for admission of educational institutions implementing preliminary professional (vocational) and secondary professional educational programs of the Republic of Armenia."

The "Applicant" section of the official website of the college presents the admission procedure and the list of necessary documents. Other information, such as available places, tuition fees, etc., is not posted. During the expert online visit, it turned out that the applicants learned about the college mainly from graduates or students already studying there, more rarely from social platforms (the college Facebook page and website

According to the college's self-analysis, since 2015, campaign groups set up to recruit students have met with high school graduates. During those meetings, the participants were provided with a college booklet, which provided information about the college professions, partners, main teaching directions and activities. However, as a result of the expert online ite visit it turned out that the mentioned process is not taking place at the moment. It became clear from the online expert visit that during the previous years the effectiveness of the college's campaign activities and the provision of feedback and analysis was not carried out. It became clear from the expert online visit that the organization and holding of "Open Doors Days" defined by the current strategic program of the college did not take place due to the epidemic.

As a result of the expert analysis, it became clear that during the last 5 academic years, a total of 42 students were transferred from other educational institutions to the college, and the outflow from the college to other educational institutions was 63 students.

Students are expelled from college due to low progress, insolvency, as well as due to conscription or on their own application. Students expelled from college have the right to resume their studies in accordance with the established procedure. During the last 5 academic years, 129 students were expelled from the college, and 106 students were reinstated. The expert online visit revealed that no analysis was made of the reasons for the students dropping out of college due to low leadership.

According to the charter of the college, students can join the board, student council, create groups, clubs and participate in their activities. 3 out of 11 current members of the board are students, whose candidacy was nominated by the student council of the college to the authorized body from among the students. During the expert online visit, it turned out that the students are mostly passive during the board meetings. In fact, there are no examples of identifying and discussing issues of concern to students. They mostly prefer to apply directly, informally to the representatives of the administrative or teaching staff of the college in order to get a faster solution to the problem.

During the examination, it became clear that there are several mechanisms in the college to directly voice the educational needs of students. It became clear from the expert online visit that in case of any problem, the students mainly apply to the lecturer, the course supervisor (hereinafter referred to as the course supervisor) or the head of the department. At the beginning of each academic year, the Deputy Director for Academic Affairs approves the annual work plan of the course supervisor, which envisages the work with the students of the group, defined by the official instruction of the course supervisor. During the expert online visit, it became clear that the following issue raised by the students had been resolved in such a way. Due to the significant difference in the level of language proficiency, the students complained about the organization of a joint course for students with different levels of foreign language skills. After contacting the foreign language teacher and their supervisor, students were tested to clarify the levels. According to the degree of mastery, two groups were formed, with which the course continued to be organized. It became clear from the expert online visit that the issue of language change among the students was raised, however, the solution has not been given yet due to the lack of a relevant specialist.

During the examination, it became clear that in case the problem arose through the course supervisor or the head of the chair, the students apply to the student council. In that case, the Student Council applies to the director of the college to get a solution to the existing problem. For example, when two courses had a problem using the lab during

internships, after the student council applied to the principal, the class schedule changed, and as a result, both courses were given the opportunity to use the necessary lab.

According to the SER, after the staff of the quality assurance officer is filled, starting from 2017, inquiries are made to identify the needs of students, meetings are organized, focus groups are organized. However, it became clear from the expert online visit that a separate policy for identifying and assessing the educational needs of students has not been developed yet, and the work being done is not systemic. In particular, the polls are not regular, and the results of the discussions are not always recorded and are mostly informal. It became clear from the online visit that the person in charge of quality assurance communicates with the students through the course leaders.

There is no separate policy for organizing additional classes and providing counseling in the college, but there are clear procedures in place. It became clear from the expert online visit that the counseling provided to the students in the college is of two types: current, according to the education. approved plan for the year. In order to organize the current consultations, the heads of the educational part of the college, in agreement with the teachers, compile the schedule of the lecturers' consultations, which is approved by the deputy director for education. According to the established schedule, each lecturer is in a fixed classroom at a set time during the week to assist students and answer their questions. The semi-annual consultations stipulated in the curricula are provided before the examination period to prepare for the examinations. It became clear from the online visit that, if necessary, the lecturers assist the students during the preparation of the term or graduation works, as well as before the final attestation.

It became clear from the online expert visit that in addition to the mandatory consultations, in case of additional questions for the students, additional classes are organized by the lecturers, if necessary. As it turned out during the expert online visit, in the conditions of distance learning, the number of additional classes and the individual work of the lecturers with the students has significantly increased due to the reduction of the duration of the lessons (40 minutes instead of the previous 70 minutes).

In the Questionnaire 1 (Consumer / Alumni) developed by the college contains questions related to counseling. However, no relevant documentary basis for the results of the analysis of the conducted surveys was provided. Both under the strategic program and the quality policy, the college intends to introduce a system of student support that will be aimed at fully meeting the educational, professional and social needs of students ("Quality Infrastructure" strategic goal).

There are no specific rules or procedures for applying to administrative staff in college. In order to get help or assistance with any issue, students usually apply directly to the course instructor, and through him, depending on the nature of the problem, to other administrative departments. One of the functions defined by the official instruction of the course supervisor is to ensure the connection of the course (group) students attached to it with the college administration.

According to the results of a survey conducted among 264 students of all specialties of the college in the 2017-2018 academic year, the majority of the students surveyed - more than 80% - who applied to the heads of the accounting department, 78% to the library, and the department heads to the department. 58% and 56%, respectively. Within the scope of their assigned responsibilities, students are assisted and mentored by all departments of the college.

In the College's Strategic Plan for ´Quality Infrastructure´, ´Quality Services´, the College has established a Career Center, Student Information, Counseling, Career Preparation, Job Search Support, Student Job Support, Job Support Teaching the preparation of documents, organizing meetings of students and future employers.

Student career support activities at the college were established on an institutional basis in 2015, when the Career Unit was established. It operates in accordance with the "Career Department Regulations" approved by the Board in 2018, according to which the department is responsible for the professional orientation of students´effective career guidance functions. The main goal of the career department is to contribute to the increase of competitiveness of college students and graduates in the labor market, to help them discover employment opportunities in their profession through the development of career information, counseling, career guidance, as well as career planning skills.

A study of the organizational structure of the college (approved in 2016) revealed that the position of career manager has been defined. However, the position of the person in charge in the organizational structure, from the point of view of subordination, does not actually exist. In the 2019-2020 academic year, at the suggestion of the college director, a change was made in the staff list and one post was added for the career department. The expert online visit revealed that due to the increase in the number of students, there was a need to increase the efficiency of the career department, so that one employee worked with the employers and the other with the students in their professional orientation.

As a result of the expert studies, it became clear that the annual work plans of the career department, ahead of the academic year, are approved by the director of the

college. Career reports from the expert ујg online expert visit revealed that it assists students with resumes, provides necessary advice, organizes meetings with employers and social partners, ensuring student participation in exhibitions and fairs.

The expert online visit revealed that the college graduate base is not yet fully integrated into the career department. The base still consists of sixty graduates. There are no analyzes in the college, clear data on what activities the college graduates do, what percentage goes to work by profession. The expert online visit revealed that college graduates continue their education in higher education institutions, mainly after graduating from college.

It became clear from the online expert visit that there is a student commission attached to the college career department, which assists in the performance of the department's functions and provides feedback with other college students.

It is stated inthe SER that the college is not engaged in research activities. It became clear from the online expert visit that the students are doing term-diploma works. In such works, however, research is not available as a clear requirement. It became clear from the online visit that the students of "Mechatronics" AP are involved in research work, due to the peculiarity of the given profession.

Only students with high grades are allowed to do diploma works.

The self-analysis states that the college allows to include the work done during the internship in the diploma thesis, but there is no example of such a case in the college (except for "Mechatronics" professional educational program). The expert group found out that the research component is missing in practice.

According to Article 57 of the College Charter, the student self-government body, which protects its interests, is the Student Council, which ensures the participation of students in the management of the college, submits issues related to students to the relevant bodies. The College Student Council is considered to be established and presenting the rights provided by the charter, from the moment of formally presenting its nominal staff to the Chairman of the Council.

According to its charter (adopted by the Student Council in 2012), the Student Council is the elected representative body of the college student, autonomy, self-government, representing its social interests. The Student Council expresses and protects the interests of students, promotes their educational, creative, moral and caring development.

The highest body of the Student Council is the Congress. In the intervening period, the work is chaired by the Student Council, whose members are elected by open

ballot by the delegates of the Assembly. Students whose average grade for the last two semesters is 4 և more (6 and more in a 10-point grading system) can be elected to the Student Council. In the case of freshmen, the results of only one semester are considered. The Student Council elects a chairman, deputy chairman, secretary, and chairmen of commissions for a term of two years. Convenes meetings at least once a month.

The purpose of the Student Council is to inform students about their rights and responsibilities and to protect the interests and rights of students. The rights and responsibilities of college students are defined by the college charter and internal discipline rules.The disciplinary rules govern the legal relationship between the college as the organizer of the education, the users of the educational services provided in the college, the requirements for the discipline of the students, define the mode of the learning process of the students, the procedure of disciplinary measures. A contract is signed with a college-admitted student (in the case of minors, his / her legal representative) in September of the first year of study, which defines the rights and responsibilities of the parties for the entire course of study. The expert online visit revealed that only high-achieving students can be involved in student council processes. It became clear from the online visit that they are mainly aware of the activities of the student council, the senior members of the courses are members. It became clear from the expert online visit that there were no examples of issues raised by the de facto student council.

According to the YSCI "Quality Policy", one of the goals of the college in the field of education is to identify the educational needs of students in order to provide quality educational services. This document also stipulates that the quality assurance policy is presented during the meetings with the students and the staff. During the examination it became clear that the quality manager of the college conducts surveys among students. It became clear from the online visit that the person in charge of quality organizes meetings, focus groups, cooperates with the student council to find out the problems of the students, but the evaluation of these processes is not carried out.

It became clear from the expert online site-visit that classes are held to evaluate educational services. It became clear from the online visit that the quality manager organizes meetings with the course elders. Such activities are carried out by the departments of career and internship. However, it became clear from the expert online visit that the results of the above-mentioned informal meetings were not recorded.

Considerations: The expert group positively assesses the campaign processes for the admission of students to the college. However, it is worrying that this process has not

been organized in the college during the last academic year due to the epidemic. This may prevent future students from entering the college. It is positive that there is an entrant section on the college website. It is worrying that no policy has been developed to effectively ensure the growth of college students. Which could have helped increase the number of college students in the years to come. It is worrying that the college does not evaluate the effectiveness of the above admission processes. Despite the advocacy efforts of the college faculty, the majority of college students actually learned about the college through the advice of college-educated or college-educated acquaintances.

It is concerning that the college did not conduct a systematic analysis of the reasons for the transfers of students to the college, as well as the reasons for the students who dropped out due to low progress. Which may prevent further outflow of students. As it does not contribute to the identification of learning difficulties among students, the implementation of appropriate changes.

It is positive that the college has mechanisms for identifying student needs: certain inquiries among students, informal conversations with classmates. On the positive side, the proposal to change the modular program among students has been heard by the college administration. On the positive side, the PD staff is available to college students, responding to students and providing advice if needed. The college does not have a separate regulation for applying to support staff, however, students are available to college departments, and this liaison is provided by course instructors.

It is positive that the college has a career manager who conducts student orientation work at the college, introduces students to CV writing skills, and engages students in a variety of activities. It is worrying that there is not a complete database of college graduates; there is no analysis of what professional activities they carry out. This hinders the communication between the college and the graduates, as well as the identification of the problems they face in the field of professional activity and the provision of appropriate solutions in the MCs. Regulating this process will help strengthen the college-employer relationship.

The panel welcomes the fact that there are some examples in the college where students do research during their studies, which helps to provide descriptors that meet the NQF level 5. At the same time, it should be noted that this good practice is not enshrined in all APs, which will hinder the development of students' full analytical skills and creative thinking, which is also enshrined in the NQF.

On the positive side, the college has a student body responsible for student protection, the Student Council, however, it is worrying that only high-achieving

students can be involved on that council. It is worrying that college students are not active in the student council. Involving more students in the work of the Student Council will contribute to the effective work of the institution.

Although surveys are conducted at the college to identify students 'needs and satisfaction with various processes, the mechanisms for evaluating and ensuring the quality of students' education, counseling and quality of services need to be improved and clearly planned to help identify the quality of various processes.

Summary: Considering that the college has student recruitment and selection mechanisms, there are a number of mechanisms that allow to identify students 'educational needs, there are examples of students' educational needs response, there is a mechanism for providing counseling services, students have the opportunity to voice their concerns. In all departments of the college, there are some examples of research activities, there is a student council in the college, bases for career support services have been established, surveys are conducted among college students, the expert group finds that Yerevan State College of Informatics meets the requirements of Criterion 4.

Conclusion: The expert group assesses the compliance of the institutional capacities of the Yerevan State College of Informatics with the requirements of CRITERION 4 as **satisfactory**.

CRITERION V. TEACHING AND SUPPORT STAFF
CRITERION: The Institution provides for a highly qualified teaching and supporting staff to achieve the set goals for academic programmes and institution's mission.

Findings: The policy of selecting the teaching-support staff of Yerjan State College of Informatics is based on the "Internal Disciplinary Rules" document defined by the RA Labor Code. The latter was approved on October 8, 2015 by the Chairman of the YIPC Council, based on the document "ISO 9001: 2008 6QP21" on hiring and dismissing a former employee of the college. During the online visit of the expert group, it became clear that the college has a certain competitive procedure for selecting the staff of the Teaching and Support staff. In the event of a vacancy, the college advertises it through social media, the college website, and then the applicants are interviewed by a committee set up by the college. The commission is composed of the heads of the respective chairs ṇ the employee of the college QA. Then, the documents are studied, and in case of their compliance with the professional requirements, the participants of the competition are given professional assignments. If the latter answer correctly, the participant passes an

interview with the director, after which the selected participant passes a probationary period, after which he / she successfully overcomes an employment contract. The size of the employment contract is attached to the documents provided by the college.

From revision of the documents provided by Yerevan State College of Informatics the online site-visit of the expert group, it became clear that the qualifications and professions of the college lecturers correspond to the subjects taught by them.

The requirements for the professional qualities of the Teaching staff in the college are based on the State education standards. As well as in college, there are formal guidelines outlining general requirements for all college staff, including faculty.

In particular, the official instruction of the lecturer presents the following features for the lecturer teaching in the college: pedagogical experience of teaching the subject, all types of training, the order of planning and organization of educational work, the principles of teaching, upbringing Mastery of methods, knowledge of the modern state of knowledge in the field of subjects taught, pedagogy, psychology and basics of education of the trainees, etc. The formal instruction includes the description of the functions of the lecturer (the latter is general չէ does not depend on the direction of the profession), the rights and responsibilities of the lecturer, the responsibility of the lecturer, the relations of the lecturer. The expert online site-visit revealed that the college did not specify the academic degree or level of education of the lecturer. However, the online visit revealed that the college emphasized that the relevant education in the professional field of the lecturer was mandatory. The expert pannel onine site visit revealed that the managemnet staff of the college has a will as well to involve in the teaching process the practical professionals and employers. However, as a result of the expertise it was revealed that here are issues in this regard and it is quite hard for the College to attract employers with Collegial processes and involve them as a lecturer.

In fact, the only acting mechanism of regular assesment is the class observations in Yerevan State College of Informatics.

According to the SER of the intitution the class observations are conducted according to the semi-annual schedule prepared in advance. The expert online site-visit revealed that actually the class observations are conducted among the new teachers by the chairperson.

As a result of the class observations the analyses are implemented in the special textbooks, analyes contain the positive and negative aspects of the classess as well as remarks, follow-ups and further suggestions are mentioned. The presented materials (textbooks) are facts for the above-mentioned claims.

The main purpose of the class observation is geting acuainted with the methods with which the classes are organised.

It became obvious during the online site-visit that whether there is need for teachers´ improvement according to the class observation (when some mistakes were obvious during the class observation) the chairperson give some recomandations to the teacher orally for further improvement.

There is an othermecahnism of the assessment of the teaching staff´My favourite teacher´ quetioneries that is conducted among students by the QA responsible, however those are not planned beforhand and implemented on regular bases. In fact, the above mentioned questionerie is actually the assessment of the students only with grades (numbers). The scale of grades and the what chrachteristics the teachers are being graded for by the students is not clear. According to the SER the teachers with lower grades are participating in the additional trainings conducted by the chairperson.

In the documentation presented by the College there is only one analyses implemented after the assessment of the teaching staff during 2017-2018.

In case of needs identified as a result of class observations at Yerevan State College of Informatics, additional oral and written advice, sometimes methodological trainings are organized by the heads of chairs at the college. According to the SER, trainings are conducted among the lecturers who, according to the students, were awarded the minimum grades. During the expert panel online site-visits, it became clear that such assessments are also not regularly conducted, as there are no examples of needs identification based on survey analysis.

From the documents provided by the college during the online site-visit of the expert pannel, it became clear that the trainings are mainly conducted according to the possibility and current resources available in the college, and not according to the demand. The lecturers mainly participated in the trainings organized by the National Center for the Development of Vocational Education (hereinafter referred to as NCDVE). As it became clear during the online site-visit of the expert group, the priority to participate in the trainings is given to those lecturers who have not been trained for a long time (3-5 years).

It became clear from the expert online site-visit that college faculty can take the initiative to participate in out-of-college training. The lecturers find trainings, inform the college administration about their participation and receive appropriate support. It became clear from the online visit of the expert group, however, that there are no clear mechanisms for identifying the needs of the lecturers in the college;

Recently, one training for online education was organized in the college - about 60 (75.9%) lecturers of the college were trained. According to the submitted documents, in the last four years the college lecturers have participated in 12 trainings held in the college and/ or outside it.

The number of lecturers teaching at the Yerevan State College of Informatics is 79, 73 of them (92.4%) are full-time employees. However, in recent years the number of employees leaving the college exceeds the number of newly hired employees. In particular, during the last four years, 123 lecturers were admitted to the college 117 were dismissed, 97 of which were due to the expiration of the contract (some of the contracts were renewed), and 26 - for other reasons.

During the online visit of the expert group, it became clear that there is no personnel reserve in the college as such. During the expert online visit, it became clear that in case a lecturer is fired, the lecturer's hours are redistributed to other lecturers before hiring a new lecturer, as a result of which the college schedule changes.

According to the College SER, in the last ten years the number of lecturers having a degree at the State College of Informatics has decreased almost three times. The reason for the decrease in the number of lecturers with academic degrees in the college is the age of the lecturers ŋ the amount of salary in the college IV. As a result of the examination, it became clear that the college does not have the necessary financial resources to attract young specialists in the field. The average age of the teaching staff in the college is 47.

According to the SER, the college is trying to take certain steps in this direction, in particular, to attract lecturers from employers' organizations. How the college tries to help rejuvenate the staff of the college by hiring graduates. During the expert group's online visit, it became clear that the college was staffed by employers.

Lecturer teaching professional subjects in college teaches two subjects on average, the subjectes are close to each other in terms of content. There are more than one lecturer in the college teaching the same subject.

In the document "Internal Disciplinary Rules" defined by the State College of Informatics, in case of conscientious performance of work duties to the college staff, the types of incentives are mentioned: thank reward, one-time monetary reward, souvenir reward, additional payment, taking the disciplinary penalty. According to him, as a possible incentive option, in cases provided by law, the opportunity to properly present employees with state awards is mentioned. The same document states that the incentives

of the college employees are appointed by the order of the principal upon the presentation of their immediate supervisor.

However, in addition to that, in the SER of the College the absence of the mechanisms of the financial encouregement and extra payments is mentioned as a weak point.

During the expert pannel online site visit it was revealed that the encouregement is sometimes adding the hours of the teachers with new subjects revealed.

The sample list of the administrative-support staff of the college is defined by the authorized body. According to the staff list of the college, the college has 31 administrative staff (vacancy 3). The official instructions of the college indicate the requirements for the administrative staff and the staff of the board. The head of the College QA conducted surveys among students (2017-2018,), through which the level of student satisfaction with the services of the main departments was assessed. However, no further corresponding steps have been taken according the needs analysis identified as a result of the surveys in the college:.

Considerations: The panel welcomes the fact that the college is making efforts to recruit qualified professionals. The fact that the college developed the Internal diciplinary rules and and uses it along side with the RA labour code for the reqruitment of the teacing and support staff and which provides a basis for improving the recruitment mechanism for teaching staff. It is positive that the professional demands of the teaching staff is based on the State Educational Standards and over all are according the misssion and vision of the College. At the same time, the expert apnnel reveals that during the expertise it was clear that the College has certain difficulies related to the involvment in the teaching process the professionals and representatives from the IT sphere due to the low salary of the teaching staff. At this point the expert pannel enhances the investment of the alternative additional mechanisms that will enable the practical professionals to be involvd in the teaching process.

The expert pannel welcomes the existance of the in class observations for evaluating the teaching staff members, that is mostly iplemeted among young teachers. It is positive the fact that the recomendations are implemented among teachers in oral way, which can facilitate the exchange of experience among college faculty. Spread of the exisiting culture among all the teachers and its development, as well as the increase of the frequency of the surveys among teachers will contribute to reveal the present issues in the teaching process and will help to plan actions for the ipmrovements according to the revealed demands.

Although some trainings are provided in the college, but they are not carried out regularly, they are not coordinated, in particular, they are not carried out based on the identified needs. There is no cooperation with employers in terms of professional training of lecturers. The certain planning of the professional training of the teachers and in this regard the start of the cooperation with employers will contribute to the regular improvement of the professional qualities of the lecturers, and the cooperation with employers will contribute the preparation of the specialist that meet the deand of the labour market

The expert annel welcomes the fact that there is a main teaching staff in the College. At the same time it is also concerning that if there is a vacancy in the College other classes are being redistributed to other teachers before the vacancy is filled, the college timetable is being changed in this regard as well. This is because of the absence of the reserve of the teachers. The expert pannel finds that this procedure includes unjustified risks (e.g. the change of the timetable, the time that can be demanded for the students to be adopted for the new timetable) and can risk the implementation of the learning process properly.

The pannel welcomes the fact that there are also employers among teachers of the College, this helps to share the employer´s experience imidiately to the students, however it should be mentioned that the umber of employers among teachers is not high. The increase of the number of the employers among teaching staff will help to increase the demands of the labour merket in the academic programs of the college, as well as the development of the practical skills among students, also this will help for the exchange of the experience. The pannel welcomes the fact that the College makes efforts to take its graduates as a teacher and with this increasing the number of young teachers in College.

It is positive that the college has established procedures for encouraging staff, but it is concerning that due to lack of funds they do not function fully. The full use of faculty incentive mechanisms will enhance the motivation and professional development of faculty members

It is positive that the College has responsibles and a staff that is generally sufficient to meet the college's strategic goals and basic requirements.

Summary: Taking into account, that there is a teaching and support staff in the College according to the goals of the academic programs, the staff having academic degree and experiance of the years, as well as employer-representatives involved in the teaching process, the College makes efforts to involve its graduates in the teaching process as well,

there are some encouragement mechanisms for the teachers, the College makes efferts rejuvenate the teaching staff, the expert pannel finds that the Yerevan State College of Informatics meets the requirements of Criterion 5.

Conclusion: The expert group assesses the compliance of the institutional capacities of the Yerevan State College of Informatics with the requirements of CRITERION 5 as **satisfactory**.

CRITERION VI. RESEARCH AND DEVELOPMENT

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

Findings

The strategic plan of Yerjan State College of Informatics (2018-2022 .) sets "Modernity and Innovation" as a goal, and to achieve this goal the college intends to 1) promote research and innovative approaches among college lecturers և students, 2) to set demands and mechanisms as bases of the course projects and diploma projects that promote inovative and creative thinking among students.

According to the SER of the institution the College did not developed long-term strategy and mid-term and short-term programs, that express the purpose set by the college in the field of research. It is also stated in the SER that College plans to include a research component in the curriculum, which according to the college should have a research component.

Examining some of the documents provided by the college's online visit (examples of diploma, current assignments, exams, dissertation topics, dissertation requirements, etc.), it became clear that the research component was not required as a requirement in college assignments. The only exception was the diploma theses of "Mechatronics" specialty - state final exams, in which, due to the peculiarity of the specialty, there are certain research-analytical tasks, as well as the innovative component is preserved.

During the online visits of the expert group, it became clear that innovation and modernity are sometimes included in the graduation works of other specialties, but the college does not set clear requirements for their implementation, but the student completes such graduation work in the form of high marks. For example, when completing a dissertation or exam assignment in academic program - ´Computer and

software for automated systems´, students sometimes provide non-standard, innovative solutions, in particular, there are individual cases where the student develops a new algorithm to solve the same problem. However, the above cases are exceptions and are not systematic.

As a result of the expert meetings, it became clear that the teaching staff of the Yerevan State College of Informatics is not involved in research work. During the online visit, it became clear that there is no analytical and research work done by the lecturers related to the improvement of educational programs and modules. There were no motivative mechanisms for such work.

According to the self-analysis of the Yerevan State College of Informatics, the only way to maintain the connection between the research activity and the educational process is the diploma thesis in the college. From the evaluated documents provided within the examination process from the online site-visit of the expert pannel it became clear that not all specialities contain a research component, and the extistence of this component depends on the specifics of the professions and as a requirement for completing tasks it is not fixed.

According to the SER of the college, in order to ensure the urgency of the students' research works, the professional chairs review the topics of the diploma works every year. However, it became clear from the online visit of the expert pannel that as a result of the review they are not always subject to change.

During the examination, it became clear that although the labor market analysis is not carried out in the college, the topics of the diploma thesis are mainly chosen jointly with the employers. However, constantly updating the topics of diploma theses is not always done. Employees of employers' organizations often supervise the diploma theses of college students. However, during the examination it became clear that the diploma thesis mainly does not contain a research component. It became clear from the online visit of the expert group that only students with high-grades complete their diploma theses, while the others pass the final exam.

During the examination, it became clear that after approving the topics of the diploma thesis, a cooperation agreement is mainly reached with the partner organizations of the college, whose field of interest includes the given topic. According to the agreement, the students mainly undergo a pre-diploma internship on the topic of their diploma thesis in a partner organization, and later the head of the diploma thesis is selected from the partner organization.

During the online visit of the expert group, it became clear, however, that no research work is carried out during the internships either.

The SER of the College states that the college plans to send the diploma thesis to the employers for review in the near future, which, according to the college, will ensure the modernity component of the diploma thesis.

It became clear that sometimes methodical manuals are compiled by the lecturers in the chairs, but their connection with the goals of the SP is mainly non-existent.

Considerations: The panel welcomes the college's efforts to develop research skills and creative thinking among both students and faculty. It is positive that modernity and innovation are among the goals mentioned in the strategic program of Yerevan State College of Informatics (2018-2022). At the same time, there is no clear planning in this direction at all levels of the college (chairs, departments). Lack of clear planning hinders the defined strategic goal, such as the implementation of coordinated work in this area and the involvement of faculty and students in research.

Considering the good experience of the college with the presence of an analytical-research component in some of the students' diploma theses, which in some cases is related to the results of the internships, however, this culture is not yet systematically spread throughout the college, especially diplomas, only high-achieving students work. It should be noted that the current assignments and questionnaires given to students also lack the component of research and analytical skills, which may risk the full achievment of the skills presented at the NQF level 5, which is the analytical-practical skills that are needed - to make judgments about the problems that have arisen and to propose solutions by showing a creative approach. The presence of these qualities in the educational process and in the current assignments given to the students will ensure the development of the necessary skills and abilities of the students. It is also important to take into account the implementation of current diploma work with employers and current assignments, which will ensure a response to labor market demands, as well as opportunities to engage lecturers in analytical work with employers. The scarcity of such cases in college does not contribute to the formation of analytical, critical thinking in all students. Because involvement in research is not regular.

The use of college literature is not particularly encouraged, but is based on information available on the Internet (literature, articles, videos). However, it is concerning that the level of foreign language proficiency in the college does not allow to use the full volume of information, which risks the development of analytical skills.

Despite the fact that the college publishes manuals from time to time, this culture is not common among all college faculty members, nor is the faculty tasked with regularly analyzing the results of their work, improving learning based on it, conducting foreign experience studies, and enrolling in programs. localization requirement. The implementation of this and this type of the work will contribute to the professional development of lecturers, will increase the attractiveness of educational programs.

The fact that diploma theses and the modernization of their topics are a way to maintain the connection between the research activity and the educational process in the college is to be welcomed. However, it is concerning that it is the only way to connect the research and learning processes, and the research component is not always present in the final examination questions and/or final thesis topics.

Summary: Taking into account the fact, that the college does not have a clear plan to achieve the goals set by the SP, there are few cases when faculty members have done research work, there are no requirements to do research set by the college, there are few assignments developing the analitycal, creative, resarch skills, there are few examples of the final innovative thesis, the internships does not include the research component, there is an absence of cases of joint research done with the employer repesentatives, the expert pannel conclude that Yerevan State College of Informatics does not meet the requirements of Criterion 6.

Coclusion: The expert panel assesses the relevance of YSCI institutional competencies to the requirements of CRITERION 6 insuficient.

CRITERION VII. INFRASTRUCTURE AND RESOURCES

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

Findings: Yerevan State College of Informatics has two buildings with a total area of 5305.5 square meters, of which 3386.9 square meters is the area of the first building, and 1918.4 square meters is the area of the second building. The territory of the college is provided by the state with the right of gratuitous management.

There is telephone and internet connection in the college (also Wi-Fi). The following departments have internet access in the college: directorate, reception, deputy directorate, educational units, departments of departments, department of educational

practice, accounting, personnel department, barracks, laboratory department, training laboratories, library, cabinet of the responsible of QA.

During the expertise it became clear that with the support of the German Society for International Cooperation (GIZ), a solar station assembly laboratory is being set up at the college, which is currently being developed.

In addition to the above, the college has theoretical and practical classrooms (11 for 25 or more students, 20 for up to 20 students), schematic equipment, microprocessor equipment 2, for basic educational activities, practical and laboratory classes. Mechatronics, robotics, electrical engineering, measuring and installation training laboratories, chemistry, physics, military training, engineering graphics, diploma design cabinets and mechatronics workshop.

According to the SER computer classrooms, laboratories and workshops are provided with the necessary equipment. Further video surveys provided by the college confirm the above assertion.

According to the SER of institution sufficient material and technical resources are available for the implementation of practical, theoretical and research activities envisaged by the academic programs of all specialties of the college. However, it became clear from the expert online site-visit that the College had not actually carried out any analysis. As no research work is carried out at the College, it is not clear how the college's material and technical resources were assessed as sufficient for research work.

According to the SER and the information provided during the expert online visit, there are fixed projectors in 7 classrooms of the college for the organization of screenings by students and lecturers, and in other classrooms there are mobile computers and projectors for organizing similar work.

Within the framework of cooperation with the Microsoft Innovation Center at the college, 2 computer classrooms were technically equipped in 2020.

According to the SER of the College, there is a unified computer network in the college. It became clear from the expert online visit that in 2019-2020 . The server system has been updated and strengthened.

According to the SER, the College has a library with a rich book fund, which contains most of the main textbooks for the courses in accordance with the curriculum. According to him, according to the documents provided by the college, the area of the college library is 52 square meters, there is about 5500 professional literature in the library, and the specialist serving the subscribers is the number one in the college, the librarian.

According to the SER of the College, the library fund is regularly updated based on the orders submitted by the departments. As a result of surveys and studies conducted at the College, it became clear that a part of the literature in the library is worn out. However, during the expert pannel online site-visits, it became clear that students do not generally use the professional literature available at Yerevan State College of Informatics, College students and faculty generally use the literature available on the Internet.

It became clear from the online site-visit that there is an electronic library on the college website, in which textbooks and teaching materials are especially digitized, the book versions of which are not available in the library or are scarce. During the expert pannel online site-visit, it became clear that students are using the college e-library, especially in the current context of online education. According to the SER institution, the college plans to develop a concept for the development of the library and reading room. However, the online expert visit made it clear that clear steps and planning in this regard are not yet available.

According to the documents provided by the College SER, from 2018 onwards, the Quality Assurance Officer conducted surveys among students, staff and employees about the satisfaction with the work of the departments and infrastructure, and their percentage analyzes are available. As a result of the internal audits of the latter, some improvements have been made, in particular, the classroom conditions and the condition of the bathrooms have been improved, completely renovating all the bathrooms of the first building. However, surveys were conducted only once, and later, after improvement work, no survey was conducted in the college about their satisfaction with their condition.

The college has a hall, a gym with an area of 340 square meters, a stadium with an area of 950 square meters, a reading hall with an area of 52.4 square meters, an aid station with an area of 15.1 square meters, bathrooms.

According to the SER of the Yerevan State College of Informatics, financial planning is carried out. According to the documents provided by the SER of the college (minutes of the 24-09-2020 remote session of the Yerevan State College of Informatics, the budget estimate of the Yerevan State College of Informatics for 2020 approved at the 07-02-2020 session of the council), the budget is discussed and approved by the council. from.

During the online visit of the expert group, it became clear that in case of current needs for small financial resources arising during the educational process (for example, the need to buy a computer mouse or keyboard or an additional projector, etc.), the

Deputy Director for Economic Affairs the given purchase. And when the need arises for larger, unforeseen expenses, a special meeting of the college board is convened, in which the necessary changes are discussed and approved.

According to the SER, the financial planning is based on the annual plans of the departments. However, the expert online sit-visit revealed that the annual plans of the subdivisions and their reports are not in fact based on and are not followed by the current SP.

It became clear from the experts´online site-visit that there is no policy of allocating financial resources in Yerevan State College of Informatics, which guarantees the implementation and continuity of the goals of the APs, as such. However, there is a procedure for allocating funds: The resources for the implementation of the goals of the APs are acquired if there is a need.

The resources needed to achieve the goals of the APs are mainly obtained through grant programs. Resources (for example, computers) are mostly updated based on the opportunity created. The college does not have the opportunity to continuously update resources in the desired period for the full implementation of the goals of the APs.

Apart from internships, there are no cases of joint use of resources with employers in the College.

In order to manage all the documents included in the quality system in Yerevan State College of Informatics, the "Quality System Document Management Procedure" of ISO 9001: 2008 standard 4QP21 was established and introduced. The purpose of this procedure is to establish a procedure for developing, approving, recording, identifying, distributing, applying, modifying, decommissioning, and recording records containing quality data.

However, this procedure only applies to the management of all documents included in the quality system; according to the College SER, all paperwork in the College is carried out in accordance with the standards. The expert online site-visit revealed that the college had not undergone ISO 9001: 2008 re-accreditation. Therefore, it is not necessary to be guided by it. Nevertheless, by virtue of "custom," some procedures continue to be performed in accordance with those standards. It became clear from the expert online visit and that the institution has started to refuse the use of the electronic system previously introduced for document circulation, mainly it is not used any more.

There is a guard service in the college. Video surveillance of the entrances and corridors of the buildings is carried out.

During the examination, it became clear that the college has appropriate conditions for the rapid evacuation of students and staff in emergencies.

The college has a nurse, there is an aid station. If necessary, the college's internal stakeholders are provided with first aid /free of charge/ medical advice. However, the possibilities of the medical center are limited, and the saturation is not sufficient. Only 50% of the survey participants in the college are satisfied with the college medical center.

There are certain mobility conditions (ramps) for students with special needs in the college, but they are not enough (for example, there are no specially adapted bathrooms) to organize the educational process for students with mobility problems there. The only exception is the laboratory built for students with disabilities in college. The latter is founded by YSCI, it aims to improve the living standards of people with disabilities by promoting employment, implemented by Save the Children Armenia's Save the Children Life program under USAID (hereinafter referred to as USAID) with funding. This laboratory is technically equipped, both courses and internships are held there.

In Yerevan State College of Informatics during 2017-2018 surveys were conducted among students, and based on those surveys, some improvements were later made in the College. However, the latter is the only survey conducted in college on resource evaluation. And after the implemented improvements, the satisfaction of the stakeholders was not assessed.

Consierations: The expert pannel welcomes the fact, that the College makes efforts for the improvement of the infrastructres of the and takes steps for this. This promotes the creation of the necessary learning enviorment. The expert pannel also welcomes that renovations are made from time to time. However, resource replenishment, improvements are not planned, which can risk the identification of needs and regular feedback. The panel considers the use of college employers' resources to be important, which will help strengthen the cooperation with labor market and develop a strategy with the employers for the joint use of the resources.

The positive fact is that the college has theoretical and practical classrooms, laboratories for professional-general subjects, technically equipped and interactive classrooms for conducting basic educational activities and conducting practical-laboratory classes. Ensuring the sustainability of all this will contribute to the continuous development of infrastructure.

It is positive that the college has some professional literature, but the faculty and students of the college prefer to use the Internet, which, according to the college, is due

to the rapid development of the field. In this regard, the development and application of methodological manuals by lecturers will be beneficial. On the plus side, it eliminates the hassle of having an online library, which is especially useful for online learning.

At Yerevan State College of Informatics the financial planning is based on the annual plans of the departments. The college budget is discussed and approved by the board. However, incomplete work was observed in various areas due to lack of financial resources (resource replenishment, professional training of lecturers, etc.). Raising additional funding will help address these issues and ensure stability.

However, during the expert group's online visits, it became clear that the available resources were the minimum that could be used to meet the college's professional orientation requirements and goals. In particular, several students use one computer at a time during a college class. This may risk the full achievement of the learning outcomes.

The resources for the implementation of the APs are mainly obteined through grant programs. And to ensure stability, there is a need to lay the groundwork for future ties.

It is positive that the college creates a safe and secure environment for learning, there are certain mobility conditions for students with special needs in the college, but the expert group finds that they are not enough to organize the educational process for students with mobility problems there. The only exception is the laboratory built for students with disabilities in college.

It is positive that the college has a system of document circulation that has been used in the past, but at the same time, the effectiveness of that system was not clear. Improving the document management system clarifications will help improve communication between all links in the college.

It is concerning that surveys at the college are not regular. Only one survey on resource satisfaction was conducted in the college. It is a positive fact that the results of the survey were subjected to a certain analysis, after which some identified problems were solved. However, after the improvements, no stakeholder satisfaction assessment was conducted. Regular surveys will help to identify problems and provide solutions.

Summary: Taking into account the building conditions of Yerevan State College of Informatics, the number of classrooms and laboratories, the level of adequate material and technical resources, the provision of a safe educational environment by the college, the expert group finds that Yerevan State College of Informatics meets the requirements of Criterion 7.

Conclusion: The expert panel assesses the relevance of YSCI institutional competencies to the requirements of CRITERION 7 suficient.

CRITERION VIII. SOCIETAL RESPONSIBILITY

CRITERION: The Institution 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 hierarchical principle of accountability within the College. The structural subdivisions submit reports on the results of their annual activities to the director of the College, ensuring the accountability of all management bodies. The reporting requirement is set out in departmental regulations and / or official staff instructions. Although such reporting requirements are not specified in the case of some subdivisions and staff, relevant reports are available.

Ensuring accountability to external stakeholders is limited to the submission of an annual report by the College Director to the Board, an authorized body. The annual and on-going reports of both director and subdivisions of the College are not published in the web-site of the College. According to the 26.5 and 26.22 points of the Charter of the College the reports the annual reports and the budget is being discussed and confirmed by the Board of the College and by this Board implements control on the current activities of the Director. The director submits a report once a year to the authorized body as well, which hears the reports on the activities of the College, examines the results of the audit of their activities (according to the Charter of the College). The director's reports summarize the work done in the college during the year: logistics, teaching staff and support staff, students, educational affairs, final state attestation, employment rate of the graduates, students in international competitions, innovative programs, additional short-term courses. These reports are generally informative.

A study of the College reports showed that they did not contain analytical data, as they were not based on the implementation of the goals of the strategic plan. As a result of the examination, it was found out that there is a need to bring the reporting format in line with the strategic plan was registered in the college, and it is planned to make those changes from the 2020-2021 academic year.

According to the Charter, one of the main goals of the College is to ensure transparency and openness in the organization of the educational process. To achieve this

goal, the college uses the website and Facebook page as a toolkit. On the official website, however, the general information and history about the College is presented quite briefly. The main activities of the college are mentioned on the College website about the specialties, the documents regulating the educational process are not posted, there is no information, for example, about the activities of the student council. The "Olympiads" section has not been updated after the 2014-2015 academic year, and the list of partners is not complete. An average of 2-3 news items are published annually on the website (2019 and 2020 – one news item each), 3 announcements were posted in the "Announcements" section in 2020, before which the previous publication was in 2016. The information available on the college website is available only in Armenian. On the Facebook page of the college during 2020, about 20 publications were made, in 2019 - 0, in 2017-2018 – 2-3, in 2014-2016 - up to 20. According to the results of a survey conducted among College students in the 2017-2018 academic year, an average of 1/3 (more than 30%) of respondents consider the structure of the site, the completeness of the information, the news coverage and the overall attractiveness unsatisfactory. As it turned out during the expert online site-visit, the students mainly visit the college website to use the electronic library. The self-analysis states that the college website and Facebook page have not been brought to the desired level by their resource base and operative activity.

In college, public relations is provided through structural units. According to groups of external stakeholders and information flows, the heads of departments, quality responsible, career and practice departments participate in that process. In the case of the Career Department and the Head of the Chair, the provision and organization of communication with stakeholders is stated in the relevant documents. For example, according to the official instruction of the head of the department, one of his functions is to organize regular contacts with college graduates, as well as enterprises and institutions. And the regulations of the career department define the provision of internal-external communication, including the department, the students, about the results of the work carried out by it for the general public. One of the functions of the career department is to develop feedback, notification, and effective communication mechanisms with college students, graduates. And the career plans of the career department define the creation of the database (base) of the graduates of that academic year, the collection, updating and entering of the database of the graduates of the previous academic years. According to the reports of the department, for that purpose the graduate students fill in the "Alumni Questionnaire" during the second semester. The collected information becomes the basis

for maintaining the electronic database of graduates. Online or telephone surveys are also organized for the purpose of monitoring the graduates' further education and work activities. The annual report of the director of the college presents these statistical data. In particular, out of 123 graduates of the 2018-2019 academic year, 35 continue their studies in universities, 62 have gone to work, 23 of which are by profession.

However, the work done in this direction is not systemic in nature, there is no established procedure in the college for providing feedback to different groups of stakeholders. The "Contact" section of the college's official website presents a map entitled "How to find us", the college address, telephone number, e-mail address and bus numbers. It is not possible to contact the college directly through the website.

According to the Charter of the College the spreading of the knowledge and increasing the cultural and educational level of population is of the main purposes of the College.

According to the current Strategic plan of the College in addition to the other spheres of development, the College wants to become an institution that is.

- available, provides a wide range of choices to different segments of society;
- provides additional continuing education and professional counseling services in line with public demand.

To solve the above-mentioned problems, a separate strategic direction of the college's development has been defined - "Public Involvement - Services". It envisages the development of new additional education programs in line with public demand, expanding partnerships with public and private organizations.

A review of the submitted documents showed that the college had offered an additional 10 short-term programs in recent years, ranging from 1 to 4 months. More than half of the programs have not been implemented during the last 2 years. The listeners of the additional programs offered by the college are mainly college students and the unemployed (according to the contract signed with the RA Ministry of Labor and Social Affairs). Only one entrant participated in the program. There is a "Additional Training" section on the college website, which lists the software programs, the line, and the cost. It is also mentioned that a state design certificate is issued at the end of the programs. There is no other information on the site, for example, about the implemented programs or participants.

As mentioned in the self-analysis, the establishment of an online Academy of Information Technologies within the college is considered as a promising opportunity to transfer knowledge to the public. It is planned to develop and implement online courses in Armenian in cooperation with leading international companies, in which not only college

students will participate. During the expert online site-visit, however, it turned out that there are certain issues related to the establishment of the academy that have not yet been resolved and do not depend on the college.

Consierations: The expert group considers positive the hierarchical system of internal accountability in the college. It provides accountability only to the principal, board of directors and board members, as these reports are not published or posted on the college website. In the absence of reporting, the transparency and accountability of the college to a wide range of internal and external stakeholders is virtually unenforceable. This can interfere with the transparency of college work.

It is conerning that the reports of the College are not analytical, which does not show the measurability of the planned and implemented works. As it does not allow to clearly identify the reasons for the imperfection of the planned actions, it does not contribute to the effective identification of the solutions to the problems that have arisen and the planning of improvements based on them. However, the expert group considers positive the fact that the college plans to present the reports prepared for the 2020-2021 academic year according to the goals and directions defined in the strategic plan, which will provide an opportunity to evaluate the implementation of both work plans and strategic plan for the year. It is concerning that the information on the procedure and activities of the College is not sufficiently available to the society through the web-site and facebook page. The analyses of the College web-site and the facebook page shows that there is no provided complete information about the activities of the College, the educational programs and services provided. Which risks the effective and transparent accountability of the college to the public and the state. However, the fact that the college is also aware of this problem and they plan to make improvements is to be welcomed.

Although the college has a feedback mechanism with its stakeholders, this process is not regulated, it is carried out situationally, mainly through the provision of purely information by the departments. No separate feedback policy has been developed or approved in the college. It negatively affects the formation and maintenance of stable, long-term active relations with the society. At the same time, as there is no coordinated work in this direction, the participation of representatives of different groups of stakeholders in the activities and procedures of the college is not ensured.

It is also positive that the college is taking actions to address the issues set out in its vision in the context of knowledge transfer to the public. However, it is necessary to evaluate the proposed short-term programs and study the demand in order to attract

larger groups of stakeholders. As such, there is a need to consider alternatives to setting up an online IT academy.

Summary: Taking into account that the college has a clear reporting system, it was decided to submit reports according to the directions of the strategic plan, the need to enrich the database, mechanisms for communication with stakeholders and short-term additional programs are implemented, the expert group concludes that the state college meets the requirements of Criterion 8.

Conclusion: The expert panel assesses the relevance of YSCI institutional competencies to the requirements of CRITERION 8 suficient.

CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

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

Findings

"External Relations and Internationalization" are defined in the current strategic program of the college as a separate development goal. The actions taken to achieve this goal are:

- Strengthening relations with international organizations cooperating with the college on various programs, educational institutions, working on the implementation of new joint programs;
- Strengthening the comprehensive development of the college's external relations, increasing the labor market, partnerships with the main employers and public institutions.

As a result of the examination, it became clear that in order to achieve the above-mentioned goal, the college, however, has not yet developed a policy of external relations and internationalization - clear procedures. There is no annual planning of actions in this strategic direction. The opportunities of the college in the field of foreign relations and internationalization, the existing problems and the ways of their solution have not been studied and revealed. Foreign language versions of the college's official website are also not available. The College does not have a separate department or staff for foreign relations and internationalization. Although the appendix to the organizational structure approved by the principal in 2016 provides for the post of International Relations

Manager, such a position is not defined in the staff list approved by the College Board for the 2020-2021 academic year.

In the context of establishing and maintaining external relations, some such functions are defined by the regulations of the subdivisions and the official instructions of certain posts. Examination of the documents and online expert site-visit revealed that the internship and career departments work with external stakeholders within the framework of their functions.

The Career Department, for example, implementes, among other activities, the involvement of social partners, such as employers, trade unions, and successful graduates, organizes student career counseling. According to the reports of the career department, according to the work plans, regular meetings are organized with local representatives of local and international IT organizations, employers and social companies. For the professional orientation and capacity building of students, cooperation is especially needed with the Methodological Center and regional employment centers in order to participate in state employment programs and find vacancies for graduates. During the expert online visit, it became clear that there was no involvement of college students through the above mentioned activities. The head of the internship department, according to the official instruction, is responsible for organizing production and pre-diploma internships, establishing contacts with enterprises, institutions and organizations and concluding contracts on time. In order to conduct internships, the college cooperates with about 60 state-private organizations through group-individual contracts or written agreement. In particular, "YerMGHI" CJSC, "Instigate" CJSC, "National Instruments" LLC, "VTB-Armenia Bank" CJSC, "Ardshinbank" CJSC, "VEON Armenia" CJSC, "Haypost" CJSC, "D-Link" LLC "KTAK" SNCO, "Kolibrilab" LLC, "Ac Trade Soft" LLC, "PicsArt" LLC, etc. During 2019, new internship agreements were signed with "Global IT" training center, "iTEAM" LLC, "Sis Men" LLC and "Efnet" LLC. The study of work plans and reports revealed that these works are carried out according to a previously approved plan.

According the passport of the position of the QA resposible, the quality assurance officer should support the cooperation of the college and foreign organizations, the development of international relations cooperation and their integration. During the examination, it turned out, however, that the works in this direction is not carried out in fact.

The College has some examples of foreign and local cooperation. In particular, as an important step towards internationalization, the college singles out the accreditation

of compliance with the international quality management standards ISO 9001: 2008 by GlobalGROUP in 2014, due to which the quality management of the college was carried out in accordance with international standards. The re-accreditation scheduled for 2017, however, did not pass the college.

The cooperation with the German company GIZ started in 2008 in the field of e-learning. In 2019, with the support of GIZ, the college carried out the process of testing a dual system on new specializations "Robotics", "Operation and maintenance of solar energy systems". In case of successful results of those short-term dual education courses, it was planned to develop new educational standards, to introduce new professions in the college. However, there is no information on the evaluation of the pilot program and its continuity. In 2019, memorandums of understanding for the implementation of a short-term dual training program were signed with Instigate Robotics and Sustainable Energy Development Foundation. During the expert online visit, it turned out that the lecturers were able to hold some of the lessons defined by the curriculum with the employers. And they consider the formation of a dual system as a way of effective cooperation with employers.

Since 2013, the college has been organizing computer training for people with disabilities. The project is funded by a grant from the international organization Save the Children, under which about 60 disabled people have already received computer training at the college. According to the Memorandum of Understanding signed with the college in 2018, with the support of Save the Children, the curriculum for "Computer Technology and Automated Systems Software" was revised with the aim of modernizing it to meet the needs of the modern labor market. Based on that, the educational standard of the profession was amended and approved by the authorized body. With the support of the above-mentioned organization, the college robotics laboratory was equipped, and with the support of the Microsoft Innovation Center, 2 computer classrooms were technically equipped.

The agreement signed with the Rostov-on-Don College of Informatics in 2016 envisages cooperation in the joint development and implementation of secondary vocational education programs, inter-library cooperation, e-learning, introduction of distance learning technologies, organization and holding of joint student events. So far, the actual result of the actions aimed at the implementation of the agreement is only the mutual visits of the delegations of the two colleges. The term of this cooperation agreement is 5 years.

In 2016, the college signed a memorandum of understanding on cooperation in the field of education with Softline International, the National Center for Educational Technology. According to the memorandum, the parties undertake to take measures aimed at improving the quality of information technology education in the educational institutions of the Republic of Armenia, creating and introducing electronic content in the educational environment. During the expert online visit, it turned out that no work had been done within the framework of this memorandum of understanding.

As it was confirmed as a result of the expertise, there are no clear mechanisms for evaluating the effectiveness of cooperation in the college. There are no reports on the implementation of existing treaties and agreements, as well as analyzes of expected changes in ICs within the framework of international cooperation.

During the examination it became clear that the programs aimed at raising the level of foreign language (English) knowledge in the college are not actually implemented. Despite the fact that in the college, according to the SWOT analysis, an insufficient level of foreign language proficiency of the staff և students was registered. Students learn a foreign language (English) within the framework of teaching foreign languages provided by the curriculum. These courses, however, are about general English. In addition, no additional classes are organized at the college. As for the teaching staff, after studying the submitted documents, it follows that 3 lecturers of the college participated in foreign language trainings. The training was on Russian language and literature, organized by the National Institute of Education.

During the expert online site-visit, it was found out that the college students and lecturers face problems while studying professional literature due to insufficient level of foreign language proficiency. It became clear from the expert online visit that the college did not conduct an analysis to determine the level of English proficiency of the Teaching staff. It became clear from the online visit that due to the low level of knowledge, the college does not consider the possibility of participating in international exchange programs or short-term courses in a foreign language.

Considerations: The expert pannel assesses that the strategic direction of the college's development has been defined to ensure external relations and internationalization. However, the fact that the college has not developed a separate policy or framework for international relations and internationalization is concerning. Moreover, there is no planning of works in this direction, there are also no relevant reports. Lack of targeted and coordinated actions risks the effective implementation of the goals set by the SP. At the same time, the existing opportunities in the field of foreign

relations and international cooperation have not been studied, which risks the formation of an environment conducive to internationalization in the college.

The activities aimed at establishing and maintaining external relations are to some extent carried out by the career and practice departments within the framework of their assigned functions. Which implies only work in the direction of organizing internships and professional orientation of students. According to the official instruction, the functions aimed at internationalization are under the authority of the person in charge of QA. During the expert online visit, however, it became clear that he was not doing that work. It is a matter of concern that in this respect there is no de facto oversight of the implementation of internationalization functions.

It is concerning that the procedures for foreign relations and internationalization of the College are not regulated. The lack of a common policy and the spontaneous nature of the actions taken have a negative impact on the efficiency of the implemented processes.

It is concerning that the current experience of cooperating with partner organizations and educational institutions in the college has been formed as a result of de facto traditional ties and not due to the mutual interests, and not a clear, targeted policy. As it is not defined who manages it and who is engaged in the implementation of actions envisaged by the memorandums of cooperation and agreements. It is concerning that there is no practical application of the memorandums, the results of international agreements in the college or an action plan for their implementation. That is, the college does not fully use the established external relations to improve the educational process. The lack of evidence on the results of the evaluation of cooperation, in some cases on implementation, does not contribute to the institutionalization and dissemination of internationalization processes within the college. The establishment of new connections and the continuity of existing ones is endangered due to the fact that the system of these processes is not implemented in the college.

It is concerning that there is an insuffiicent level of knowledge of foreign language /English/ among teahing staff and students for the internationalization of the College. The level of knowledge of professional English is especially concerning, which risks the possibility of using modern literature in the conditions of rapid development of information technologies. At the same time, it risks the participation and involvement of college students and faculty in international academic mobility programs. Which leads to lack of exchange of experience with other educational institutions.

It is concerning that the insufficient level of foreign language (English) knowledge among internal stakeholders is a problem identified by the college, but there are no procedures and processes developed or planned in the college to address this issue.

Summary: Taking into account the lack of a common policy on international relations in the college, the lack of regulation of the work carried out, the lack of responsible infrastructure, as a result the imperfection of the relevant goals of the RA, the low level of foreign language (English) in the college and the lack of lectures. The factual lack of mobility among students, the expert group finds that the Yerevan State College of Informatics does not meet the requirements of Criterion 9.

Conclusion: The expert panel assesses the relevance of YSCI institutional competencies to the requirements of CRITERION 9 insuficient.

CRITEIRON X. INTERNAL QUALITY ASSURANCE SYSTEM

CRITERION: The Institution has an internal quality assurance system, which promotes establishment of a quality culture and continual improvement of all the processes of the Institution.

Findings

In 2014, the College was accredited by GlobalGROUP for compliance with ISO 9001: 2008 international quality management standards. As a result, the quality management system of the college was formed, which is based on the "Quality Manual" developed and approved in 2014 (QM 9001: 2008). The manual defines and presents the main concepts and procedures of the quality management system. It became clear from the expert online visit that the college did not undergo the re-accreditation planned for 2017 and no external audit was carried out, so the observance of these procedures is no longer a mandatory requirement. However, the college continues to be guided by some of them and to ensure the relevant document circulation, to carry out some processes in accordance with those standards. It was decided to introduce և improve the quality management system of the college in accordance with the standards and guidelines of the National Center for Quality Assurance in Vocational Education (according to the goal set by the "Quality Policy").

After filling the position of quality responsible, the College's quality assurance policy was analyzed, reviewed and revised. And currently the activities of the college in

the field of quality assurance are regulated in accordance with the "Quality Policy" approved by the Board in 2018. The development directions of the strategic program "Quality Education", "Quality Human Resources", "Quality Infrastructure" and "Quality Services" reflect the general approach of the college in the field of quality assurance. And the goals of the college in the field of quality education, defined in accordance with the "Quality Policy", coincide with the goals mentioned in the strategic plan. The implementation of these goals through "quality policy" presupposes the satisfaction of students with the quality of educational services and the creation of necessary conditions for the introduction and effective use of new educational technologies and the results of scientific activities. It became clear from the expert online visit that no assessments, quantitative or qualitative analyzes were carried out after the approval of the current quality policy.

From the analyses of the SER and the provided documents, in particular, the work plans and reports of the quality manager, it became clear that, as a quality assurance mechanism, inquiries are mainly used in the college. There is no document regulating their conduct, which will define, for example, the schedule of surveys, methodology, periodicity, sampling, the procedure for analyzing the results. During the examination, it became clear that in the 2017-2018 academic year, surveys were conducted among students about the satisfaction of the college infrastructure and the work of various departments. The results of that student survey were analyzed by 3 college students and presented as a term paper. The results of the analysis were discussed at the meetings of the pedagogical and administrative councils, it was decided that there is an urgent need to renovate the bathrooms first, and to equip the laboratories with sufficient financial resources. As it turned out during the expert online site-visit, the survey participants were not presented with the survey results later. No changes or improvements were reported as a result of the employee survey. In the second half of the 2019-2020 academic year, a survey on online learning was also conducted. In the presented reports, the lecturers mentioned, in particular, what topics were discussed during the lessons, how many students were present, what were the reasons for their absence, what were the problems with the assessment. However, no further analysis or evaluation of the information collected about the online training was performed. In addition to inquiries, needs are often identified and identified during meetings or discussions without proper documentation. An expert online visit revealed that, for example, resource needs are identified mainly orally.

According to the "Quality Policy", quality assurance is the responsibility of all College staff.

The post of Internal quality assurance responsible of the College was filled in 2017. There is no quality assurance unit or position in the organizational structure approved by the director in 2016. According to the college staff list, the number of staff approved and used for the internal quality assurance officer is one. The quality manager has a separate office with the necessary equipment and computer equipment. Apart from his salary, separate allocations for quality assurance processes are not planned and provided in the college budget. According to the official instruction, the quality manager submits reports on his / her activities to the college director. The annual work plan prepared by the quality responsible is approved by the director at the beginning of the academic year. The work plan defines the envisaged actions, the terms of their implementation and the responsible person (executors). It is not clear how the work plans are developed, drawn up and the scope of measures implemented. The reports present the activities performed during the year without any assessment. And those reports, however, do not come from the work plans. At the same time, there is no analysis on the basis of which the works not included in the plan are carried out or due to which problems some of the activities defined by the plan are not implemented.

The Quality Officer is a member of the Board of Directors and the College other Boards to be able to discuss quality assurance issues at the highest level.

After the mock SER and monitoring implemented by ANQA it turned out that there was a lack of another responsible for the internal Quality processes to meet the goals and objectives set by the college in the field of quality assurance. It was decided to form a Quality Assurance Commission, which will assist the quality manager in carrying out his/her functions. The regulation of the Quality Management Committee was approved by the Board of Directors in September 2020. It became clear from the expert online site-visit, however, that the Commission has not been formed yet. According to the regulations, it will consist of members nominated by the candidates provided by the board of directors, commission representatives in the departments, who will be appointed by the college director, nominated by the head of the department, one student representative from each specialty, elected by the student council, external stakeholders. representatives of organizations, institutions and non-governmental organizations). It became clear from the online visit that there is no remuneration for the members of the commission, they will participate in quality assurance activities on a voluntary basis. The committee will report to the board of directors, reporting on the college's quality

assurance achievements by the end of the year. During the expert online site-visit, it was revealed that the quality commission should also support the implementation of the College's Strategic Plan. However, the functions assigned to the commission by the regulations presuppose work to increase the efficiency of the quality management system in the College.

According to the "Quality Policy", it covers all the functions performed by the college; it is addressed to all the beneficiaries of the college (students, lecturers, administrative staff, graduates, employers, etc.).

The involvement of internal and external stakeholders in quality assurance processes is considered at the college at different institutional levels. It became clear from the online expert site-visit that this is reflected in the involvement of stakeholder groups in the existing boards (governing, administrative, pedagogical-student), as it is carried out within the functions of different departments and staff. In particular, the involvement of internal stakeholders is mainly expressed through surveys and discussions. It became clear from the online visit that they are mainly done at unplanned times և informally. The strategic plan envisages the development of constructive cooperation between the college management, administration, pedagogical and student councils within the framework of the goal "Financial Stability, Effective Governance". It became clear from the online site-visit that it is not clear what works are planned and planned in this direction. In SER, the College noted that external stakeholders lack motivation to participate in various college processes. However, during the expert online site-visit, it became clear that the College had not taken clear steps to ensure the active participation of external stakeholders. During the online visit, it became clear that the reports of the state final attestation commissions are not studied in the college, their analysis is not discussed in the councils in the future. In addition, it was invisaged by the Strategic plan, that for the obtaining the purpose "Social services and engagement" it was considered to conduct survey among the graduates of the College, also among the main employers on the academic programs to analize the academic programs and to understand the setisfiacton level to make analises on modernisation pf the programs, to make improvements, to increase the level of the employment of the graduates. It became clear from the online expert site-visit that the College had developed questionnaires in this regard: "Survey Sheet 1 (consumers / graduates) և" Survey Sheet 2 (employers) ", however, there are no surveys conducted with them, analysis of their results and examples of changes made as a result.

According to the SP, the College aspires to become an institution that ensures continuous quality improvement in all areas of its activities through effective, efficient administration and management of the college. And after the approval of the SP, the College started to organize its activities through the PDCA cycle. Although it is mentioned in the SER that the main task is to ensure the last two components of the cycle, nevertheless, as a result of the expertise, it turned out that part of the processes defined by the SP ɩ "Quality Policy" is still being implemented. For example, the implementation of the goals in the field of quality, ie to respond through feedback to feedback received from stakeholders ɩ suggestions to improve the quality of educational services and processes, plan, develop, implement and improve the mechanisms for identifying educational needs, etc.

The "Quality policy" defines the frequency of quality policy reviews. According to the approved document, the effectiveness of quality policy implementation should be evaluated each year at the final meeting of the College Board, with policy considerations submitting recommendations for review (based on internal and / or external audit reports, qualitative research, analysis). According to the job description of the QA responsible, the QA resposible summarises the results of the analyses and suggestions of the responsibles of the QA of academic programs, evaluates and makes reports, and presentes for the further discussion i to the College Board with the suggestions that will lead to the improvement of the quality of the professionl educaion. Once the changes are approved, the policy should be reviewed and the approved version posted on the college network.

It became clear from the expert online visit that the quality policy has not been changed and / or reviewed since the establishment of the current quality assurance system. The creation of a quality assurance monitoring and improvement toolkit was envisaged by the Quality Policy. However, as it turned out during the expert online site-visit, no actual processes were carried out or planned. During the examination, it became clear that the college planned to evaluate the quality management system based on the results of the self-analysis and develop an action plan for improvement, reviewing the internal and external quality assurance processes. However, there was no clear planning or toolkit in this regard in college.

Among the tasks defined by the "Quality Policy" is the implementation of institutional analysis. The existence of a hierarchical reporting system in the college, in particular, the principal's annual reports, together with the submitted self-analysis, is considered by the college as the basis for an external quality assurance assessment.

During the preliminary expert pannel discussions, the college submitted an electronic questionnaire and SER with a package of attached documents. Their analysis revealed that the e-questionnaire was incomplete and that some of the criteria presented by the College were missing. However, during the expert online site-visit, it became clear that there were processes carried out by the College side that could have been analyzed and presented. Self evaluation report /SER/ of the College was generally a description of the processes. This is due to the lack of clear data collection and analysis mechanisms in the College. In some parts of the SER, instead of the criteria, reference was made to the "relevant" sections of other criteria, without any clarity or interpretation. In other words, it became clear from the expert online sit-visit that there is a lack of experience in conducting analysis in the College. The link between SWOT analysis and other parts of self-analysis is also unclear. The presented SWOT analysis is not based on factual data. The points presented in them sometimes do not refer to the criterion for which they are fulfilled. There are provisions in the self-analysis that do not follow from the SWOT analysis.

As a result of the examination, it turned out that some quality assurance processes in the college are carried out in an unregulated manner and without providing documentary grounds. For example, the results and conclusions of some surveys and discussions were simply not recorded. It became clear from the expert online visit that there are processes in the college that were not analyzed and presented in SER.

According to the "Quality Policy", one of the problems of quality assurance in the college is the promotion of the formation and rooting of quality culture. The policy stipulates that in order to ensure its dissemination, it is posted on the college network, on the official website, as it is presented during meetings, meetings with students and staff. The official website, however, does not publish the approved documents regulating the activities of the college. In addition, the Director´s annual reports, information on quality assurance processes, such as survey results, are not available.

As a result of the examination, it became clear that clear mechanisms for presenting information on quality assurance procedures to stakeholders have not been developed and envisaged in the college, the role of the quality manager in that process has not been determined.

Considerations: The panel welcomes the fact that the College's quality assurance system is based on a Quality Policy, which is broadly in line with the objectives and directions of the strategic plan. However, the approved policy defines only the general approach and priorities of the College in the field of quality assurance. It is a matter of

concern that there is no separate planning of the necessary works for the implementation of the defined goals and objectives of quality assurance. Which risks the clear implementation of the established policy. It is concerning that the actions carried out by the person responsible for QA are, as a rule, situational, without being pre-planned and planned. This is due to the fact that there are no clear quality assurance schedules and procedures yet. As the quality assurance processes are not regulated, this hinders the establishment of an effective quality assurance system in the college and the introduction of a quality culture in all areas. At the same time, the lack of evaluations of the effectiveness of Quality assurance processes is concerning, which does not allow us to assess the impact of quality policy on the activities of the college, in particular, academic programs. The College not only identified the need for additional human resources to work on quality assurance, but also decided to address the issue through the formation of a quality management commission. However, since September 2020, after the approval of the regulation of the quality management commission, it has not been implemented yet. Taking into account that the commission has a wide range of powers not only for the development of the quality management system, but also intends to involve it in the implementation of the strategic plan, the fact that the commission has not been established yet risks the implementation of strategic goals and quality policy.

It is a matter of concern that certain quality assurance processes are not defined and coordinated. Which hinders the participation of the stakeholders in those processes. It is worrying that with the involvement of stakeholders in councils and their participation in surveys and meetings, only in college do they consider that all groups of internal and external stakeholders are involved in quality assurance processes. A separate procedure for conducting surveys and analysis has not been developed, and the conducted surveys are not planned and targeted. As there is no clear idea about the involvement of stakeholders and its results, no other work is undertaken in this direction. And the actual external stakeholders are almost left out of this process, which has a negative impact not only on the implementation of the goals set by the strategic plan, but also on building trust in the quality assurance system in general.

Although the college has undertaken the process of bringing the procedures and administration in line with the PDCA cycle since 2018, some of the planned activities are not even under implementation. This circumstance has a negative impact on the realization of the goals of the SP and the establishment of overall quality culture in the College

Although the college has identified the need for self-assessment of the quality assurance system, it was the approved and acted for 2-years, policy has provided for the development of quality assurance assessment and review mechanisms. Moreover, every year an evaluation of the effectiveness of the quality policy should have been carried out and with those results amendments and / or changes. And due to the lack of monitoring and evaluation of quality assurance processes, the expected results and goals from the point of view of the development of the quality assurance system are not clearly defined in the college.

Quality assurance activities are not regulated in the college, and some procedures are performed without ensuring a proper level of documentation by simply recording the results orally. In addition, there is no separate mechanism for collecting the necessary data. Given the above, as well as the lack of an analytical component in self-analysis, the quality assurance system does not provide sufficient grounds to obtain a reliable picture of the college. That is, the available information for external evaluations is incomplete.

The level of publicity of the information related to the transparency of the general activities of the college, and in particular to the quality assurance, is insufficient. Failure to publish the principal's annual reports and survey results, or failure to present them to large groups of stakeholders, interferes with the transparency of college processes. The fact that the problem is not registered in the college, however, and the ways to solve it are not provided are worrying.

Summary: Taking into account that the College does not have clear, planned and regulated QA processes, QA processes are situational, the results of QA processes do not contein solid data, they are not basis for management system decisions, the participation of internal and especially external stakeholders in QA processes is not ensured, the QA system and culture are not yet fully invetsted in the college, there is no assessment and revision of the current QA tools and processes, the expert group finds that the Yerevan State College of Informatics does not meet the requirements of Criterion 10.

Conclusion: The expert panel assesses the relevance of YSCI institutional competencies to the requirements of CRITERION 10 insuficient.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
1. Mission and Purposes	Satisfactory
2. Governance and Administration	Unsatisfactory
3. Academic Programmes	Satisfactory
4. Students	Satisfactory
5. Teaching and Support Staff	Satisfactory
6. Research and development	Unsatisfactory
7. Infrastructure and Resources	Satisfactory
8. Societal Responsibility	Satisfactory
9. External Relations and Internationalization	Unsatisfactory
10. Internal Quality Assurance System	Unsatisfactory

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Aram Baghiyan
Head of the Expert Pannel

02.03.2021

Aram Baghiyan - In 2014 he graduated from the post-graduate course of the State Engineering University of Armenia with a degree in "Management, Management Systems - Their Elements". In 2014 he was awarded the degree of Candidate of Technical Sciences (thesis topic: "Development of a robotic system for tracking ground-based aircraft from aircraft"). 2012-2017 . He taught at the Armenak Khanperyants Military Aviation University of the RA Ministry of Defense. From 2017 until today he works as a scientific consultant in "Improvis" LLC, as well as in "Astromaps" LLC.

Ani Baghdasaryan - In 2015 she graduated from the Master's program of the Armenian State University of Economics with a degree in "Business Management", received a Master's degree in Management. 2015-2019 . Worked in the quality assurance department of the Armenian State University of Economics. He has participated in international trainings և workshops on internal and external quality assurance of education, has experience in coordinating and implementing the EU Tempus and Erasmus + programs.

Arpi Simonyan - In 2018 he graduated from the Master's program of the National Polytechnic University of Armenia, specializing in "Cybernetics / Electronics", received a master's degree in engineering. 2017-2018 . Worked in "ID ARM" company as a junior software specialist. Since 2019 he has been working at the National Polytechnic University of Armenia as a laboratory assistant. Since 2020 he has been working as a lecturer at Yerevan College of the National Polytechnic University of Armenia.

Arpine Aznauryan - 3rd year student of "Computer Engineering և Automated Systems Software" department of Yerjan College of the National Polytechnic University of Armenia. Participated in ANQA Student Voice's Student Expert Training Course.

APPENDIX2. SCHEDULE
SITE-VISIT OF EXPERT PANEL CONDUCTING INSTITUTIONAL ACCREDITATION
15.12.2020-18.12.2020

	15.12.2020	*Launch*	*End*	*Duration*	*ZOOM code*
1.	Meeting with the Director	9:30	10:30	60 minutes	Meeting ID: 841 0575 3989 Passcode: 601763
2.	Meeting with the Board representatives of the College	11:00	12:00	60 minutes	Meeting ID: 856 0676 4653 Passcode: 975556
3.	Meeting with the vice-directors	12:35	13: 35	60 minutes	Meeting ID: 870 5839 5177 Passcode: 787206
4.	Break, Close discussions of the Pannel	13:45	14:45	60 minutes	Meeting ID: 841 4119 0899 Passcode: 712935
5.	Meeting with the alumni repesentatives (8-10 representatives)	15:00	16:00	60 minutes	Meeting ID: 833 2147 6860 Passcode: 807698
6.	Document observations, Close meeting of the pannel	16:30	18:30	120 minutes	Meeting ID: 898 2984 4214 Passcode: 066021

	16.12.2020թ.	*Launch*	*End*	*Duration*	*Zoom code*
1.	Meeting with the Heads of the Chairs /including 3 represented APs/	9:30	10:30	60 minutes	Meeting ID: 851 6359 9690 Passcode: 571737
2.	Meeting with the employer representatives (8-10 representatives)	11:00	12:00	60 minutes	Meeting ID: 876 8898 3960 Passcode: 331038

3.	Break, close discusións of the expert pannel	12:30	13:30	60 minutes	Meeting ID: 876 4330 1975 Passcode: 492939
4.	Meeting with the teaching staff representaqtives (including 3 APs)	13:45	14:45	60 minutes	Meeting ID: 817 4240 7639 Passcode: 470354
5.	Meeting with the Student Council representatives	15:00	15:40	40 minutes	Meeting ID: 838 2067 2003 Passcode: 752570
6.	Meetig with the student representatves (10-12 representatives)	16:25	17:25	60 minutes	Meeting ID: 842 4337 4663 Passcode: 230186
7.	Document observations, closed discusión of the pannel	18:00	19:00	60 minutes	Meeting ID: 845 1752 2181 Passcode: 846486
	17.12.2020	*Launch*	*End*	*Duration*	*Zoom code*
1.	Simultaneous meetings with the teacher representatives of the 3 APs - "Software for computer equipment and automated systems", "Computer machines, complexes, systems andnetworks", "Computer graphic design" /12-15 participants/	9:30	11:00	90 minutes	Meeting ID: 816 5761 8930 Passcode: 760840
2.	Meeting with the Student representtives from "Software for computer equipment and automated systems", "Computer machines, complexes, systems andnetworks", "Computer graphic design" APs (12-15 participants)	12:00	13:00	60 minutes	Meeting ID: 838 5483 7469 Passcode: 968170
3.	Break, Close discussions of the expert pannel	13:15	14:15	60 minutes	Meeting ID: 870 3908 1009 Passcode: 939032
4.	Meeting with the representatives of the	14:30	15:30	60 minutes	Meeting ID: 828 1612 6098 Passcode: 061010

5.	departments of the institution /head of the HR department, head of the practice department, counter, responsible of the archive, responsable for the laboratory/ Closed meetings of the expert pannel, documnet observation	16:30	18:30	120 minutes	Meeting ID: 832 1481 8546 Passcode: 966551

	18.12.2020	*Launch*	*End*	*Duration*	*Zoom code*
1.	Meeting with the responsable of the Qaulty assurance	9:30	10:30	60 minutes	Meeting ID: 839 1035 5303 Passcode: 060928
2.	Open meeting with the expert pannel	11:00	11:40	40 minutes	Meeting ID: 838 6645 7536 Passcode: 146964
3.	Meeting with the selected represnetatives by the expert pannel	12:20	13:20	60 minutes	Meeting ID: 841 9736 6040 Passcode: 922546
4.	Break, close discussions of the pannel	13:30	14:30	60 minutes	Meeting ID: 853 2964 1044 Passcode: 485724
5.	Meeting with the selected represnetatives by the expert pannel	15:00	16:00	60 minutes	Meeting ID: 879 7673 4384 Passcode: 180021
6.	Close discussions of the expert pannel	15: 30	17: 00	90 minutes	Meeting ID: 882 8901 7997 Passcode: 792722
7.	Meeting with the management representatives	17:30	18:00	30 minutes	Meeting ID: 813 5507 7069 Passcode: 575791

APPENDIX 3. LIST OF DOCUMENTS FOR OBSERVATION

№	Name of the document	Criterion
1.	3 Academic programs packeges	3
2.	Monitoring results of the APs /analyses, monitoring packege/	3
3.	List of the cooperating employers	3
4.	Methodological manual	5
5.	Timetabel of the Class observations	5
6.	List of the trainings of the teaching staff	5
7.	Staff list of the Institution	2
8.	Booklet	8
9.	QA annual plans (for 2017-2018., 2019-2020)	2
10.	QA annual plans (2018-2019)	2
11.	Annual reports of the QA (2016-2017)	2
12.	Annual reports of the QA (2017-2018рр., 2018-2019, 2019-2020)	2
13.	Completed Student Internship Diary (submitted three APs)	4
14.	Conclusions of the final attestation commission (2018-2019, submitted three APs)	3
15.	ISO procedures available at the institution	10
16.	Minutes of the last three years of the Board meetings	2
17.	Minutes of the Board of Directors (2019 .)	2
18.	Minutes of the last three years of the meetings of the Pedagogical Council,	2
19.	Survey questionnaire among employers	10
20.	Entrepreneurship course modular program	3
21.	Robotics (NMS)	3
22.	Narrow professional subject (is in the list of optional subjects for programmers in curricula)	3
23.	Module "Design, production, operation, repair of computer equipment" MN1 "module	3
24.	Analysis of a survey of graduates	4
25.	Analysis of a survey of administrative staff (or their questionnaires)	2

26.	Survey on online learning among students	3	
27.	Thematic plans for operating systems, programming languages (C ++ / C #, Java / JavaScript)	3	
28.	Topics of the last three years of diploma theses of the chairs	3	
29.	Modules / subject plans / end results of modified programs (electronics, 3D modeling, networks)	3	
30.	Thematic plans of professional modules (three ICUs)	3	
31.	Requirements for term or diploma works	3	
32.	Composition of the Board of Directors	2	
33.	College Financial Estimate (2020 .)	7	
34.	Surveys of newly admitted students և graduates, analysis of their results	4	
35.	Career plan work plan	2	

APPENDIX 4. RESOURCES OBSERVED

- Classrooms
- Laboratories
- Library, Reading hall
- Medical center
- Offices for the Departments

APPENDIX 5. ORGANIZATIONAL STRUCTURE

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                              ┌──────────────┐
                              │    Board     │
                              └──────┬───────┘
                                     │
                              ┌──────▼───────┐
                              │   Director   │
                              └──┬───┬───┬───┘
          ┌──────────────────────┘   │   └──────────────────┐
          │              ┌───────────┘        ┌─────────────┴──────┐
┌─────────▼─────────┐ ┌──▼────────────────┐ ┌─▼──────────────┐ ┌───▼─────────────┐
│  Vice director    │ │  Vice director    │ │ Administrative │ │ Directors office│
│  for educational  │ │  for administrative│ │     dep.       │ │                 │
│     affairs       │ │  /economic affairs │ │                │ │                 │
└───────────────────┘ └────────────────────┘ └────────────────┘ └─────────────────┘
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Vice director for educational affairs	Vice director for administrative/economic affairs	Administrative dep.
Educational department	Support staff	Accounting dep.
Chairs	Warehouse	HR dep.
Labs	Medical point	Library
Practice dep.		Archive