«NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE»
FOUNDATION

EXPERT PANEL REPORT
ON INSTITUTIONAL ACCREDITATION CARRIED OUT AT YEREVAN STATE COLLEGE OF
LIGHT INDUSTRY

Yerevan – 2022

INRODUCION

Institutional Accreditation of "Yerevan State College of Light Industry" (hereinafter YSCLI, College, institution) was carried out according to the application submitted by the institution. 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 one of them was a student-expert.

The accreditation process was funded by the Ministry of Education, Science, Culture and Sports RA /hereinafter MoESCS.

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 emphasis 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.

Contents

SUMMARY OF THE EVALUATION

PEER-REVIEW OF INSTITUTIONAL CAPACITIES ACCORDING TO STATE ACCREDITATION CRITERIA

The expertise of the College 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 evaluation process the expert panel took into consideration the fact that the College is Vocational education institution with the following mission: "The scope of activity of the College is aimed at training qualified specialists with primary professional (artisan) and secondary professional education and increasing their competitiveness in the labor market, adapting educational programs to the requirements of the socio-economic development of the country, comparability of the content of education to international standards and ensuring the transparency of the educational process, as well as accessibility and equality". The expert panel mentions that overall, the activities and the policy of the institution is corresponding to the mission of the College and in accordance with the 5th level of the NQF. However, taking into account that the activities and policies of the college in the field of education sometimes do not correspond to the mission of the college, therefore the expert group is concerned about the feasibility of solving some of the problems set by the College. The expert panel also emphasizes its concern about the fact that external and internal stakeholders did not have a tangible participation in the definition of the goals of the College. Moreover, there is a discrepancy between the goals of the SP and the expectations of external stakeholders from the College regarding the specialists the College produces: employers only need able craftsmen, while the College produces clothing designers and technologists. Active steps are not being taken in this matter and both sides are limited to consultative discussions.

YSCLI implements 10 Academic programs, 4 out them are directly related to the branch of light industry: "Clothing design and modeling", "Design (by branches)", "Clothing manufacturing technology", "Shoe production technology", and in recent years there have been no applicants in the specialty "Shoe production technology", and the College is not taking any steps to either close or restart the major. Other 6 are: "Insurance business", "Accounting", "Software of accounting equipment and automated systems", "Organization of service", "Clerkship with advanced knowledge of a foreign language" (no applicants for the last major), College prepares specialists these professional educational programs being from the light industry sector. In the case of the "Insurance business" specialty, perhaps only in countries with a developed industrial economy, it can serve light industry, due to the requirement to have narrow specialists in property and non-property insurance contracts in large

textile factories. At the current stage of industry development in RA, this profession cannot essentially serve the branch of light industry. Therefore, the expert panel finds that "Insurance business" is not an effective profession from the point of view of the College's mission and name. In this context, the expert panel emphasizes that, in recent years, the College has ensured an increase in the number of applicants with professional education programs related to light industry, so the claim that professions related to light industry are more beneficial for the institution.

The expert panel considers positive the fact that there are sufficient human, financial and material resources in the College. In terms of human resources, it is positive that in recent years the College has implemented clear processes aimed at attracting young personnel and promoting them. In particular, the teaching staff of the College has been replenished with around 13 professors and this trend is continuous, there are cases of professional progress in the College and the salaries of professors have been increased to a certain extent. The expert panel positively evaluates the approach of making a decision to hire the lecturers invited by the chairs "Computational techniques and automated systems software" and "Clothe modeling" by giving them a trial period, organizing lectures and discussions. In case of generating it, the possibility of attracting good specialists will increase. In this regard, perhaps the college fails to address the need for lecturers and their further professional improvement and does not allocate sufficient resources to organize professional trainings for lecturers. The expert panel claims that the teaching staff of the college has the potential to implement improvements in the educational activities of the College.

The College has large areas, sewing laboratories, computer classrooms, offices, that are not well-maintained, they are not provided with modern machines and equipment, materials, however the expert panel positively evaluates the efforts made by the College in the direction of improving resources and renewing them. In this context, it is of primary importance for the College to develop and implement a policy of joint property use with partners, which will strengthen partner collaborations and improve professional educational programs. As for financial resources, the expert panel emphasizes that, in addition to financing from the RA state budget, the College forms an extra-budget at the expense of students' tuition fees, which is directed to increasing the salaries of teachers, providing monthly supplements to the salaries of administrative and teaching staff. However, in this regard, the expert panel expresses its concern that there is no justification or logic behind the diversification of these supplements.

The expert panel emphasizes that strategic management and planning are not effectively implemented in the College. Since 2019, the College has developed and approved regulations and procedures that support management processes, but they were developed as needed and did not have clearly analyzed and summarized data as the basis for making managerial decisions. The expert panel negatively assesses that the long-term and short-term plans are not comparable in terms of goals and their implementation, there is no implementation of the SP. The reports prepared for their monitoring are mainly descriptive, they do not include quantitative and qualitative analyses, the director presents

the report of his activities to the Board orally. Therefore, both general positive reflections and problems for improvement were not identified. In addition, the expert panel expresses its concern that the directions of using budgetary and extra-budgetary funds of the College do not essentially express the priorities of the SP. So, the College with its long-term, short-term plans and their reports is unable to evaluate the effectiveness of the educational activity of the institution, completely endangering the effectiveness of the management system.

The experience of implementing the quality assurance system of the College with the appropriate QA center and policy is positively perceived by the expert panel. However, it is concerning that there is a gap between the processes defined by this policy and the actual quality assurance processes, besides, the lack of clear goals and vision can lead the quality assurance processes in the wrong planning direction. The expert panel highlights that the College should make efforts so that the need for a quality assurance system and clearly defined objectives is fully acceptable to both external and internal stakeholders. The absence of the data collection, analyzes and the logical chain of proposing adequate solutions to problems in the College is considered negative by the expert panel. Therefore, continuous improvement of educational processes of the institution is not realistic.

In general, students are satisfied with the educational environment provided by the College, mechanisms for identifying students' needs have been formed to a certain extent, but they need to be improved.

The College does not consider itself a research educational institution and the research directions that would contribute to the continuous development of creative and analytical skills of teachers and students are not defined. The expert panel mentions some works containing research elements carried out in the institution, but it has not yet turned into a clear policy for the College, as a result of which the development of creative, analytical skills in accordance with the requirements of the 5th level of the NQF may be under the risk. The expert panel negatively assesses that the teaching staff does not carry out works with a research component, as a result of which the development and provision of assignments in accordance with current professional requirements may not be considered effective. In general, it is disturbing that the College does not put much effort into the development of research activities, the necessary funds are not provided for the development of that direction, which has led to the neglect of the research component.

The expert panel positively assesses the fact that the College has some developed system of external accountability, but at the same time notes that internal accountability processes are not systematic and complete in the College, the lack of regulated reports of the director, deputy director may hinder the full implementation of the goals of the college's SP. As for the lack of an analytical component, summary evaluations in the existing reports, then in this case the institution does not have a direct opportunity to highlight the major problems in the educational process and propose their adequate solutions.

Although there is a partnership framework in the College, it is concerning that the College does not seem to have much interest in attracting new employer-partners. As a result, the generation of new opportunities and achievements can be excluded. It should be noted that the existing cooperation remains at the level of signed memorandums. The expert panel believes that professors and students need to increase the level of knowledge of a foreign language.

Strengths of the College:

- The existing demand for professions related to light industry, which is considered the leading branch of the economy.
- Existence of extra budget.
- The presence of effective AP programs ("Clothing design and modeling", "Software for computational techniques and automated systems").
- Increasing the number of paid students.
- Availability of the potential of the teaching staff.
- The policy of the College to attract young personnel and ensure their progress.
- The trend of raising salaries in the College.
- Availability of large spaces for educational activities.
- The College's desire to improve and renew resources.
- Access to the resource base for students and professors.

Weaknesses of the College:

- Few and passive involvement of external and internal stakeholders in strategic planning.
- Minority of professions related to light industry.
    - Inefficiency of the management system.
- The imperfection of operational planning.
- Lack of monitoring mechanisms in all processes.
- Absence of participation of external stakeholders in the process of management of the APs.
- Lack of professional training of lecturers.
- Passive participation of students and professors in research activities.
- The non-updated and lack of material and technical base for the implementation of the APs.
- Lack of mechanisms to raise educational needs.
- The imperfection of the accountability system.
- Absence of a policy of using joint property with employers.

- The narrow, fixed scope of cooperation.
- Not-planned and regulated QA processes.

Main Recommendations

Mission and Purposes

- Review the mission of the College, focusing more on the characteristics, competitive advantages and activities of the institution, emphasizing also the role of the College in the field of light industry.
- To involve the external and internal stakeholders of the College in the processes of development and implementation of the SP.
- Invest in the performance of the SP, having clearly defined quantitative and qualitative indicators for evaluating the performance of the SP.
- Revise academic programs with emphasis on the light industry sector.

Governance and Administration

- Review the regulations and procedures of the College, align them with processes of the institution
- Develop and implement an effective policy for the distribution of financial resources, deriving from the priorities of the SP.
- To make long-term and short-term plans and their reports comparable, also carrying out relevant analyses.
- To activate the involvement of internal and external stakeholders in managerial decision-making.
- To rely on reliable and analyzed data when making managerial decisions.

Academic programs

- Develop and implement a unified policy and procedures for the monitoring of APs, involving graduates and employer-partners in the process.
- Include creative, analytical tasks in the modules to provide the descriptors of 5th level of NQF
- Carry out comparison of the APs and modules of the State Colleges, ensuring the further continuous improvement of the APS.
- Improve and spread the existing effective methods of learning, teaching and assessment systems.

Students

- Develop and implement mechanisms to increase the role of the SC in the processes of students' needs assessment and protection of their rights.
- Develop and implement mechanisms for evaluating the effectiveness of educational services provided to students, ensuring the implementation of analyzes and providing feedback.
- Improve alumni feedback mechanisms by constantly updating information about the graduates.

Faculty and staff
- Develop clear requirements for teachers according to the specialties
- Improve the toolkit for evaluating teachers and highlighting needs.
- Allocate financial resources for professional training of teachers.
- Organization of regular professional trainings and evaluation of the results based on the identification of the need.

Research and Development
- Develop research policy according to the characteristics of the College separating certain research directions
- Review the tasks including the research component according to the demand of the 5th level of the NQF
- Encourage teachers to carry out research in their field, to increase the involvement of students in works containing research elements, ensuring the entry of innovations into the institution.

Infrastructure and Resources
- In financial planning, prioritize to equipping professional classrooms and laboratories with modern machine-equipment and materials (pieces of thread, other accessories).
- Develop and implement a resource joint utilization policy with employers.
- To improve the mechanisms of resource efficiency assessment.

Societal responsability
- Regulate the system of internal accountability and document flow, deriving from the Strategic goals of the College and providing an analytical part.
- Improve the mechanisms of public dissemination of the College, involving, if necessary, a capable specialist (PR specialist) and carrying out analyzes of the effectiveness of current works.
- Improve feedback mechanisms.

External relations and Internationalization

- Develop and implement external relations promotion policies and procedures, which will reflect the objectives of the College in the direction of strengthening external relations, clarifying the external relations officer and his functions.
- Expand the range of partnerships by involving employers as well.
- Develop and introduce mechanisms for evaluating the effectiveness of external relations activities.
- Develop and implement programs aimed at increasing the level of foreign language knowledge of students and professors.

Internal Qaulity Assurance system

- Revise the quality assurance policy, clearly defining the objectives of the College in the QA processes.
- Revise the documentation base of QA processes by studying and analyzing the priorities and features of the institution, as well as implement evaluation of effectiveness of QA mechanisms in the College.
- Plan the QA processes according to the priorities of the College, emphasizing the collection of data and the evaluation of the effectiveness of the processes implemented in the institution
- To ensure the implementation of the PDCA cycle in all processes of the institution, including QA processes.
- Develop and implement mechanisms for involving internal and external stakeholders in QA processes and raising needs, ensuring the inclusiveness, transparency and feedback of stakeholders in QA processes.
- Improve the survey implementation procedure, develop a methodology and make the questions included in the questionnaires more targeted and problem-solving.

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Armenuhi Mheryan
Head of the expert panel

January 21st, 2022

DESCRIPTION OF EXTERNAL REVIEW
PROCESS OF THE EXTERNAL REVIEW

The Institutional Accreditation process of the Yerevan State College of Light Industry was conducted by the following members of the expert panel:

1. **Armenuhi Mheryan** - Candidate of Economics, associate professor,
2. **Manush Arzumanyan** - Methodist of "Karhanyan" online school,
3. **Narine Sirakanyan** Candidate of Pedagogical Sciences, participant of the "iGorts" program of the Education Inspectorate,
4. **Avetiq Khosteghyan** - 3rd year student of the Accounting department of Gavar Agricultural College

The composition of the expert panel was agreed with the educational institution.

The work of the expert panel was coordinated by Anahit Terteryan, ANQA, specialist at Policy Development and Implementation Division.

All members of the panel, including the coordinator, have signed confidentiality agreements.

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 on 12.02. 2021.

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 an agreement was signed between ANQA and College. The timetable of activities was prepared and approved.

The self-analysis of the College was carried out by a working group formed by the order of the director of the institution.

Self-evaluation

As the College was in the process of institutional accreditation for the first time and the process was difficult for the college to implement, ANQA has done some work with the institution, preparing them for the process of self-evaluation and accreditation. In February, the College conducted a SWOT analysis within two weeks in accordance with accreditation ten criteria. After presenting the SWOT analysis, the institution recommended two employees, together with the ANQA staff, they reviewed the SWOT analysis presented by the college for a month and identified the main issues. During that period, the employees have been directed on how to make a SWOT

analysis, and what to pay special attention to while doing the self-evaluation within the criteria. After observing the SWOT analysis, the college employee, as experts, together with ANQA staff conducted online visit at the College on March 9, 2021.

The Institution submitted the self-evaluation on institutional capabilities and the package of accompanying documents in accordance with the format defined by the National Organization for Economic Cooperation and Development. The coordinator studied the report in order to verify the technical requirements of the ANQA. The self-analysis presented by the College did not comply with the defined unified format, there were technical, format and content deficiencies. The self-analysis was returned to the Ministry of Education and Culture, the Ministry of Education and Culture corrected the deficiencies within the specified time and brought the self-analysis into compliance with the format established by the National Committee of the Ministry of Education and Culture. The self-analysis was submitted to the ANQA on 20.09.2021.

The self-analysis was carried out by 15 employees of the institution: professors, teaching assistants and management staff. External stakeholders and internal stakeholders, students, did not participate in the self-analysis process.

The self-analysis report /hereinafter SER/ was mostly descriptive and general, which sometimes did not allow the experts to understand and correctly assess the real situation in the college during the initial assessment.

Preparatory phase

ANQA coordinator observed the report to reveal its correspondence to the technical and substantive requirements of ANQA. Then ANQA coordinator sent the self-evaluation report to the expert panel, the members of which were agreed upon with the College. The self-evaluation and attached documents were provided to the expert group for preliminary evaluation, which was agreed upon with the college and was confirmed by the order of the ANQA director.

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

- The main functions of the members of the expert panel,

- The ethics and techniques of holding meetings and doing inquiries,

- Defining the specifics of the VET sector and interpretation of accreditation criteria according to the VET sector

- Preliminary assessment as a stage of preparation of the expert report, the main requirements for the report.

The expert panel, studying the College's self-evaluation and the package of accompanying documents, carried out a preliminary evaluation according to the format, preparing a list of necessary documents to be further studied, as well as problems and questions, also indicating the relevant departments or target groups. Within the scheduled time, the expert panel summarized the results of the preliminary assessment, and the coordinator drew up the plan-schedule of the expert visit. Guided by the External Review Manual of Professional Education of RA, the schedule included the meetings planned by the experts with all groups, open and closed meetings, study of documents, parallel meetings, etc. During the expert panel site-visits of the College, the ANQA has added two parallel meetings as a novelty, during the parallel meetings the expert group is divided, each expert according to professional direction. Each expert (except for the student expert, he joined one of the other experts) had the opportunity to have two separate professional meetings with the professors teaching the educational program presented by the college, the person in charge of the educational program, and the students. Before the professional meetings, the experts within their profession studied the assignments given to the students within the modules to understand how these assignments are aimed at achieving the performance standards defined in the module.

Preliminary visit

On November 2, 2021 a meeting was held with the leadership of the College. The meeting was attended by the coordinator of ANQA, the head of the Department of Institutional and Program Expertise and the head of the expert panel. During the meeting, the plan-schedule of the expert site-visit was presented to the college and agreed with them, as well as discussed and mutually agreed decisions were made regarding the technical, organizational, informational issues of the expert visit, behavior and ethical norms of meeting participants.

Site-visit

The expert visit was planned for November 8-11, 2021, however, due to the widespread spread of the COVID-19 pandemic, the College applied to the ANQA to postpone the expert site-visit for 2 weeks. The expert site-visit took place between November 22-25. One day before the scheduled visit (21.11.2021), all members of the expert panel and the coordinator had a closed meeting. The purpose of the meeting was to bring out the strengths and weaknesses of the college according to the standards, clarify the questions to be asked to the target groups, discuss the procedure of the meetings and further steps.

The expert panel site-visit started and ended with meetings with the director of the College. The participants of the focus group meetings (faculty, students, graduates) organized in order to clarify the issues were selected from the list provided in advance, based on the principle of representativeness. All scheduled meetings were held, except for the open meeting. The expert panel also conducted in-class observations. During the site-visit, the expert panel conducted a document review, review of resources

and focus group meetings. At the closed meeting of the expert group held at the end of each working day of the expert visit, the intermediate results of the expert evaluation were brought out, and at the end of the site-visit, the main results of the visit were summarized in a closed discussion. The final conclusion on the criteria was reached by the expert group as a result of discussions and analyzes of all members, always applying the principle of consensus.

Expert panel report

Based on the observations made after the discussions, the head of the expert panel and ANQA Coordinator prepared the preliminary version of the expert report, which was agreed with the experts on 3.12.2021.

The College sent its objections and observations regarding the preliminary version of the report on 24.12.2021, which were provided to experts for study.

On 10. 01.2022 ANQA organized an online meeting between the college and the expert panel, during which the expert panel discussed and clarified the observations presented by the college. The expert panel prepared the final version of the report, which was approved by the panel on 21. 01.2021

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Anahit Terteryan
Coordinator of the expert panel

21 January 2022

BRIEF INFORMATION ABOUT THE COLLEGE

History: Yerevan State College of Light Industry was established in 1929. In Leninakan (currently Gyumri) in order to train personnel for the local textile factory. The first graduates were released in 1932: 12 people. Until the 1990s, the institution was the only secondary professional educational institution that trained personnel for the service of the light industry sector. Over the course of 91 years, the college has trained personnel in 22 specialties, meeting the demand of the industrial enterprises of the Republic of Armenia. 1951 the technical school is moving to the current educational building at 2 Glinka St. Gradually, new professions were opened.

In 2002 by the decision of the government, the technical school was renamed and became a State Non-Commercial Organization (NPO). During its existence, the institution has produced about 20,000 graduates. About 450 students are receiving education at the institution.

Education: The reform of educational programs is defined as a strategic priority by the College. It implies a gradual reform of educational programs in accordance with the requirements of the labor market, expansion and activation of cooperation with various organizations.

YSCLI currently implements the following pre-professional (craftsmanship) and secondary professional educational programs: "Accounting", "Service organization", "Clothing modeling and design", "Design" (by branches), "Insurance business", "Accounting" equipment and automated systems software", "Clothing production technology", "Sewing production technology". There are 60 employees at the College, of which 34 are teaching staff. Today, leading college professors play a major role in introducing modular programs into the system.

Research: The objectives of the College are the development of science, education and economy through the research and creative activities of educators and students, the use of the obtained results in the economy, research and educational process, the dissemination of knowledge among students, raising their educational and cultural level. One of the strategic goals of the College is to study the demand of employers and the training of professionals with knowledge that meets the current requirements.

External relations: In order to expand foreign relations, the College cooperates with RA universities, secondary professional educational institutions and employers. From the point of view of expanding external relations, the College emphasizes the mutual discussions of various projects with educational institutions and the introduction of new proposals, ensuring the mobility of profile professions, sharing experience, etc.

Quality Assurance: The strategic plan defines the full implementation of the system of internal assurance of the quality of education (with the increase of human, financial, material and information resource provision, the expansion of the involvement of stakeholders and the application of the logic of the PDCA cycle in all spheres of activity). Quality Assurance System of the College was established in 2021, the College has introduced a document base for the system's operation.

Source: *The source of facts in the above domains is the documents provided by the Ministry of Education and Culture (eg: self-analysis, strategic plan, schedule, plans of departments, concepts, etc.).*

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

I. MISSION AND PURPOSES

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

Findings

"Yerevan State College of Light Industry" SNCO formulated its mission for 2019-2024. In the strategic plan (hereafter, SP). The main mission of the College is the creation, transfer and dissemination of knowledge, the formation of the national mindset of students, the preparation of citizens 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 improving the quality of professional education in accordance with the requirements of the labor market and European standards, contributing to the training of personnel capacity building. The activity of the College is aimed at preparing qualified specialists with primary vocational (craft) and secondary vocational education and increasing their competitiveness in the labor market, adapting academic programs to the requirements of the socio-economic development of the country, comparability of the content of education with international standards and ensuring the transparency of the educational process, as well as accessibility and equality. According to the mission, the College develops its activities in accordance with the 3rd, 4th, 5th level of education of the National Framework of Qualifications and provides pre-professional and secondary professional education. The College implements a number of four professional educational programs, which are consistent with the name of the college and refer to the branch of light industry. The specialties are "Clothing design and modeling", "Design (with branches)", "Clothing production technology", "Shoe production technology" (there are no applicants in recent years). In addition, the College also implements a number of five professional educational programs, which are not essentially related to the branch of light industry, but can serve this sector, namely: "Accounting", "Computing equipment and automated systems software", "Management organization". , "Insurance business", "Clerical work with in-depth knowledge of a foreign language" (there are no applicants in recent years).

The College developed 7 strategic goals and for the achievements the necessary activities, in order to implement effectively the goals. The College aims to assure the high standards, promote and facilitate the cooperation and to create modern sewing workshops-laboratories with the support of employer-partner production organizations. There are fundamental values also fixed in the SP: accessibility, all-round development of the student, qualified teaching staff, student participation, interpersonal relations.

The College has SP for 2017-2022 the validity period has not yet ended, and the development of the SP for 2019-2024 was conducted by the change of the director of the institution. Those two SPs are identical, they have the same strategic goals and descriptions of actions necessary for their solution. The formulation of the only distinguishing objective is the renovation of the sports hall, which has already been implemented as a matter of priority.

The analyses of the expert panel is that the activities of primary and secondary professional educational taking place in the College are mainly in accordance with the goals and objectives of the SP. It should be noted that when formulating some of its goals, the College set a fairly high bar, in particular, to improve and strengthen the internal quality assurance system in accordance with European standards, to create a technologically equipped modern learning and working environment, to initiate and implement a self-evaluation process of the college's educational activities in accordance with with the publication of the report, with the help of partners, to create modern sewing workshops-laboratories.

The internal and external stakeholders of the College according to the SER are the employers, parents of the students, graduates, students, teaching and administrative staff of the College, the neends analyses of the stakeholders are mainly descovered by the questioneries, meetings, evaluations, etc. According to the SER of the College, in order to innovate the academic programs the study on satisfaction surveys, in particular, surveys of graduates' satisfaction with the education received are conducted. The expert panel site visit revealed that the surveys are not conducted in a coordinated and regular manner and are not problema raising. Besides of this, the internal and external stakeholders did not have a tangible participation in defining the goals of the SP. Relations with employers from external stakeholders are mainly consultative in nature. The expert panel site-visit revealed that in 2019-2024 The SP was developed by the deputy director for education, the participation of internal stakeholders in the SP development works is minimal (involvement of the head of the Department of Computing Technology who met with the expert panel). There is a discrepancy between the objectives of the SP and the expectations of the external stakeholders from the College regarding the professionals the College prepares, that the market and employers only need skilled craftsmen, while the College produces fashion designers and technologists.

The College has action plan of the SP for 2019-2024 where the activites of the objectives, responsable, expected results and deadlines are presented. 2017-2022թթ. ՌԾ-ի կատարողականի գնահատումներ lss առկա չեն: The expertise revealed that there are no reports on the achievement of the expected results defined by the plan-schedule, and also the deadlines for the implementation of the actions presented in the plan-schedule according to individual academic years and semesters are not specified. The College does not carry out an evaluation of the effectiveness of the implementation of the strategic issues defined by the SP. There are no indicators for evaluating the performance of the SP. The expert panel site-visit revealed that evaluations are carried out verbally. Performance evaluations of SP for 2017-2022 are also not available.

Considerations: The expert panel positively assesses the fact that the College has a well defined mission experssing the main activity of the institution. Taking into account that the activities and policies of the College in the field of education sometimes do not correspond to the mission of the College, therefore the expert panel is concerned about the feasibility of solving some of the problems set by the college. The Academic programs implemented in the College can be considered as light industry brunch programs of the RA, (Accounting, software for computing equipment and automated systems, organization of service, insurance business, clerkship with advanced knowledge of a foreign language) than programs related to the light industry itself (Clothing design and modeling, Design (by branches), Clothing manufacturing technology, Shoe production technology), so such a correlation of academic programs can hinder the effective implementation of the College's mission.

Although the internal and external stakeholders were involved in the governing board of the College, however, they do not have an active participation with their proposals based on the needs and labor market study in the development of the RS, setting goals and implementation. In this regard the expert panel finds that within the framework of the analysis of the labor market and the demand of professionals, the College organizes periodic discussions with employers, but they are more consultative in nature and are not reflected in the objectives and performance of the SP. As a result, the effectiveness of the SP is threatened.

The College has an action plan schedule which is in correspondance with the goals of the SP, the objectives have actions, reposnibles, however the lack of assessments regarding the achievement of the expected results and the lack of clarity of the dates for the implementation of actions do not allow to assess the effectiveness of the implementation of the strategic goals of the SP. It should be noted that both SPs of the College for 2017-2022 and 2019-2024 include overlapping periods (2019-2022), and in terms of some objectives, the identity is inevitable. Nevertheless, the evaluations of the already achieved results of the SP for 2017-2022 are not the basis for the SP for 2019-2024. The evaluations of the implementation of the SP for the 2019-2024 are missing with the same logic. The above-mentioned can also hinder to find out points that need improvement and the definition of the goals and priorities of the new SP.

Summary: Taking into account, that the activities of the College is in correspondence with the mission of the institution, the NQF of RA, the goals and objectives of the college generally reflect the needs of the stakeholders, there are no performance evaluation mechanisms for the implementation of the mission and goals of the College, however, the expert panel thinks that the College meets the requirements of Criterion 1.

Conclusion: The compliance of the institutional capacities of the College to the requirements of CRITERION 1 is satisfactory.

II. GOVERNANCE AND ADMINISTRATION

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

Findings

The YSCLI is a secondary professional educational institution with the status of a non-profit legal entity, the management of which is carried out in accordance with the RA laws "On Education", "On Primary Education and Secondary Vocational Education", "On State Non-Commercial Organizations" and the Charter of the Ministry of Education and Culture. The governing bodies of the College are the following: the Founder, the state management body authorized by the decision of the RA government, the collegial management body of the College is the College council, the executive body of the college is the director. The management processes in the College are regulated by legal acts (statutes, regulations, procedures) approved within the framework of the functions and powers of the management bodies of the institution. The document observation of the expert panel revealed that all the regulation documents of the College are developed according to the need of the college management board on 03.09.2019 with protocol No. 01.

The highest governing body of the College is the Board, the SP, organizational structure, anual reports, financial reports are approved by the Board. The Board decides the direction of the management of the generated profit, carries out the current control over the activity of the director, discusses and approves the latter's reports. The expertise revealed that the director of the College presents the anual reports of the College to the board only orally, and the board listenes to it and acknowledges this as the performance of its supervisory function. There is an Educational-methodological Council in the College, it has a role in coordinating the process of the educational affairs and assures the methodological aspects of the teaching and learning. There is a pedagogical council in the College, Council of the Director, Organizational Council.

The management system of the allows the teachers and students of the College participate in the decisión making process, they are involved in the councils. The expert panle site-visit revealed that thei participation of the teachers and students in the decision-making process of the questions connected to them is the very passive. At the same time, the raised needs and proposals they came up with are not visible. In addition, the highlighted needs of employers are not the basis of decision-making. There are some data on the employment of the graduates, however these are not in the basis of the decision-making.

20

The job descriptions were developed in the College, however the expertise revealed that e.g. that rights and responsibilities of the employee are not separated.

The management of the current activities of the College is carried out by the director of the college based on the relevant laws, decisions of the founder, orders of the authorized body and the powers assigned to him by the charter of the college. The educational, financial, economic, foreign and other activities of the college are under the direct management of the director.

The College is financed from the RA state budget, the extra-budget is formed from the fees of students studying on a paid basis, there are short-term programs, in the event of which financial resources can be formed. Moreover, in the last year, the external budget of the college has increased along with the increase in the number of paid students. The expert panel site-visit revealed that the distribution of budgetary and extra-budgetary funds of the college is not fully consistent with the priorities set by the strategic issues of the SP, in particular, to improve the material and technical conditions for the implementation of the educational process, to develop and modernize the educational laboratory base of the college, to ensure the expanded and effective use of information technologies, cabinet- improvement of laboratories, acquisition of necessary property, salary increase of employees, repair of sports hall. Moreover, in the last year, the external budget of the College has increased along with the increase in the number of paid students. The expertise revealed that the distribution of budgetary and extra-budgetary funds of the college is not fully consistent with the priorities set by the strategic issues of the SP, in particular, to improve the material and technical conditions for the implementation of the educational process, to develop and modernize the educational laboratory base of the College, to ensure the expanded and effective use of information technologies, cabinet-improvement of laboratories, acquisition of necessary property, salary increase of employees, repair of sports hall.

The College developed SP for 2019-2024, which is completely repeats the SP of the College for 2017-2022. The change of the SP was mainly connected to the new director of the College. The objective 8 of te SP was considered to increace the effectiveness of the management and the quality of the administrative services. In this regard, the evaluation mechanisms of the effectiveness of the management of the College are missing. There is a action plan-schedule which is completely express the all the objectives of the SP according to the actions, responsability, expected outcomes, deadlines of the implementation. The deadlines for the expected outcomes were the equal /2019-2024/ without concrete deadline of the achievements. As for the measurable records of the expected results, there are no performance reports on them either, according to the responsible persons identified by the plan-schedule. In the College, short-term operational plans are annual work plans (work plans of the management board, educational methodical board, organizational board, career center, chairs, work plans of laboratory assistants, etc.), which do not derive from the long-term plan. According to the expected results and schedule from the actions defined by the SP, there are no clear short-term plans

in terms of solving the problems that arose in the previous period. Mechanisms of operational planning are also not applied.

There are reports /annual reports of the educational councils, reports of the chairs, reports of the career center, etc./. The expertise revealed that those reports are mostly descriptive, include mainly informative nature, lack of qualitative and quantitative analyses and the main issues are not from the SP and action plan of the SP.

The expert panel site-visit revealed that, the activities of the College are mainly in the process of planning and acting phase. The evaluations and developments are absent, moreover the previous and the acting SP are mostly repeat each other.

The process of conducting the surveys in the College was regulated since 2019 by the document "Regulation of conducting polls", however there are no data collected and analyzed regarding the effectiveness of the academic programs of the College. At the same time, there are no effective mechanisms for collecting and evaluating the use of information on the effectiveness of other processes in the College. In general, there are only oral discussions regarding the effectiveness of different activities of the College. There are certain issues mentioned in the reports of the Final Attestation Committee of 2021, which were not discussed and analyzed and the results were not improved in the Academic programs for the 2021-2022 academic year. In particular, the reports mention the weak knowledge of some students of the "Insurance" specialty, the improvement of some works of the students of the "Clothing modeling and design" specialty, and the quality of opinions and reviews.

Through its official website, Facebook page, various exhibitions, competitions, Olympiads, the College makes public information about academic programs and awarded qualifications, regulations and procedures for teaching, learning and assessment. There is also no information about the graduates and their successes.

Considerations: The expert panel positively assesses the fact, that there are developed and act the regulations and procedures, however, the major part were approved as necessary, with the same date and protocol, causing inconsistency between the processes carried out in the College and the content of those regulations and procedures. As a result, the effectiveness of management processes is threatened.

The Board of the College makes decisions, the director works within his responsibility, however, the expert panel is concerned that there are no highlighted and analyzed justifications for making decisions and their subsequent implementation, in terms of how they are expressed by the Board of Directors. to the implementation of strategic priorities. Moreover, on the basis of the decisions made, the director presents the annual report of the work done to the Board orally. The Board, in its turn, is satisfied with an oral report, not requiring a written and argued report. As a result, the effectiveness of decision-making and implementation is jeopardized.

Although, te students and teachers are involved in all the governing councils and the Board of the College, there are no suggestions and active participation among them in the process of the decision

making that are connected to them. The same way the suggestions made by the employers and graduates are not taken into account and basis for the decisions made in the College. The above-mention fact hinders the collegial approach of the governance.

Positively considering the fact that in addition to funding from the RA state budget, additional financial resources are formed in the college, which has shown a growth trend in the last year, however, it is disturbing that the directions of using budgetary and extra-budgetary funds do not essentially express the College's SP priorities. Since the monthly salary increments of the administrative and economic staff have increased significantly, making up 20.6% of the entire wage fund, and the mechanisms for differentiating the monthly salary increments are not clearly justified, the efficiency of the distribution of financial resources is threatened. The expert panel appreciates the efforts made by the director of the College in the renovation of the sports hall.

The expert panel is concerned that the long-term and short-term plans of the College do not have quantitative and qualitative analyzes of the results of implementation, the short-term plans and their reports are not comparable, which directly hinders the raising of problems and proposing their adequate solutions and, more generally, the continuous characterization of the College's processes. to the formation of a culture of improvement. It is also concerning that short-term plans do not follow the long-term plan, negatively affecting operational planning and effective implementation of monitoring mechanisms.

Although the College developed teh policy for the QA center, the príncipe of the quaity control – planing, implementation, improvement, evaluation cycle do not have summaries, the issues to be improved and directions for improvement are not highlighted. The above-mentioned facts hinder the continuous improvement of the governance of the institution.

The expert panel mentions that the surveys were regulated in the College since 2019, however these are not conducted in a regular manner, and considerations and analyses are not implemented after the surveys, all the discussions are conducted in verbal manner, therefore, there are no clear mechanisms for collecting, analyzing, evaluating the application of information regarding the effectiveness of the College's processes. As a result, it hinders the effectiveness and evaluation of the management system. As in the reports of the president of State attestation Commission since 2021 were mentioned issues, which were not discussed, analyzed and the results were not improved in the Academic programs for 2021-2022, so in this regard it hinders the effective management of the Academic programs.

The expert panel considers it positive that the information about the current professions and awarded qualifications is available through the official website and Facebook page, contributing to the increase of awareness about the college and the increase of applicants. However, information about College graduates is not available on the online platform, as a result of which it is not possible to learn about the success of graduates, forming a clear idea about the results of the education provided by the College.

Summary: Taking into account, that there is a problem with the effectiveness of the management system in the College, in particular, strategic management and planning are incomplete, monitoring mechanisms for long-term and short-term planning do not work effectively, decision-making is not based on reliable data, in general, there is a lack of collection of the effectiveness of professional educational programs and other processes. the mechanisms for analyzing and subsequently evaluating the application, the implementation of processes according to the principle of the quality cycle are almost absent, , the expert panel considers that the College does not meet the requirements of Criterion 2.

Conclusion: The expert panel assesses the relevance of YSCLI institutional competencies to the requirements of CRITERION 2 insufficient.

III. ACADEMIC PROGRAMS

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

FINDINGS

The goal of the SP for 2019-2024 is to train qualified specialists with primary vocational (craft) and secondary vocational education. The secondary vocational academic programs operating in the College are: "Accounting", "Service organization" (manager's qualification), "Clothing modeling and design", "Design" (by branches), "Insurance business", "Computing equipment and automated systems software", "Bureaucracy with in-depth knowledge of a foreign language" (they do not have admission in this profession), "Clothing manufacturing technology". Vocational programs of initial vocational education are: "Sewing production technology", "Shoe production technology" (shoemaker qualification). No admission was recorded in the shoe production profession. The College has about 450 students in primary and secondary professional educational programs. There are mostly vocational academic programs serving the light industry branch in the institution rather than light industry related ones. Moreover, the academic program "Insurance Case" is not consistent with the mission and name of the college at the current stage of development of the RA economy.

The academic programs are developed according to the SES and have their modules in accordance with the framwork. The content of the modules generally fully complies with the state educational standards. The College has a regulation for the review and development of module subject programs, which includes the provisions for the preparation of curricula, the purpose, problems, and documents related to the current review, development and evaluation of modul programs. It should be

noted that the College has not yet reviewed the modul programs in accordance with that regulation. The expert panel site-visit that the modul and subject programs, which are a mandatory part of the academic program, are drawn up by teachers and approved at the chair meetings. Moreover, the "Application of Tax Legislation in Accounting" module of the "Accounting Accounting" academic program includes topics, for example, RA Law "On Profit Tax", RA Law "On Value Added Tax", "Income Tax", etc., which are outdated. , are recognized as invalid under the conditions of application of the RA Tax Code. In this regard, the expert panel confirms that applicable and most up-to-date materials were used during the lectures in the given profession.

The expert panel site-visit revealed that modules were included in the academic programs "Calculating techniques and automated systems software", "Accounting accounting" of the institution, which are mainly aimed at helping students admitted to the university to reduce the number of passing grades. In particular, the "Finances", "Higher Mathematics" and "Macroeconomics" modules were added to the "Accounting Accounting" educational program, and the "Higher Mathematics" module was added to the "Computing Techniques and Automated Systems Software" educational program.

The expert panel site-visit revealed that there is a difference of opinion among employers and internal stakeholders regarding the "Clothing Modeling and Designing" educational program. the employer perceives and wants to hire graduates as master tailors, and internal stakeholders view them as clothing designers.

The expert panel notes that some of the APs have taken into account the demands of the labor market and included modules that are modern and in demand of the employer, for example, the content of the "Higher Mathematics" module in the "Software of Computational Techniques and Automated Systems" curriculum has been revised and unloaded, emphasizing focusing on the solution of application problems, the contents of a number of modules have been updated; The "Using Web Technologies" module has been renamed to the "Designing Static Websites" module and has been updated. The topic "Javascript Language Study" included in the same module has been separated and a new "JavaScript Application" module has been created, and the "Cyber Security" module has been added. The number of hours of the "Materials Science" module of the "Clothing Modeling and Designing" specialty was increased by 36 hours, making it 72 hours. The proportion of theoretical and practical hours of the same module has changed, hours of practicals have been increased. It should be noted that the recorded positive experiences are still at the individual level, institutional mechanisms are not present.

There are training and production practices carried out in the College. Educational internships are carried out at the institution. There are partnerships with employers to organize production practices (more detailed criterion 8).

The expert panel site-visit, stakeholder and teacher meetings revealed that study materials are mostly provided to students in advance, but sometimes the dictation format is preserved. It should also be noted that sometimes university literature is offered to students, for example, within the framework

of the "Accounting" educational program. Within the "Clothing Modeling and Designing" MEC, the College also offers optional subjects, taking into account the students' preferences (eg "Batik"), this is a unique positive experience in the College.

The expertise revealed that there is some inconsistency between the T-shaped and M-shaped teaching methods presented in the SER and the methods used in the educational process. The lecturers also stated that the mentioned methods are not appropriate for studying all topics. The site-visit revealed that in fact the choice of teaching and learning methods corresponds to the expected results of the programs. The College has a good experience of modern methods of teaching and learning in accordance with the expected learning outcomes, developing independent thinking and analytical thinking, which is not shared in other educational institutions. For example, "Clothing Modeling and Design" lecturers use the "Flipped Classroom" method, in which the lecturers provide the learning materials to the students in advance, and then discuss and analyze the unlearned parts during the class, students develop practical skills.

There is a procedure for the evaluation, monitoring and appeal of student knowledge in the institution, which is published on the college website and is available to students. Assessment tools are presented in the modules, which generally reflect the learning outcomes. Students' knowledge is checked by current tests during and at the end of the semester, and final assessment is done at the end of the semester by passing summative tests or exams. "Accounting" educational program ends with a state exam, final works are carried out in "Clothing modeling and design", "Computing equipment and automated systems software" educational programs.

During 2019-2021 due to the pandemic, the College switched to distance learning. Current and final exams were not conducted according to the decision of the Ministry of Education and Culture of the Republic of Armenia. The expert panel found out that the process was filmed by the lecturer and sent to the students during the distance learning practice. The students filmed the results and sent them to the professors.

The study of the assignments of the professional educational programs showed that the assignments in the modules of the "Accounting Accounting" AP are in the form of problems, and in some cases, tests. The tests do not include more comprehensive questions and do not fully provide the expected results. There are such assignment-problems that have several requirements and can generally provide the end result. It became clear from the expert visit that the grades they received for the students are clarified by the professors and the unexplained questions are filled in.

There are a number of individual, independent and creative assignments in the modules of the "Clothing Modeling and Designing" program that form independent and creative thinking: designing and making patterns, varying the size and height of patterns, making various calculations for designs, making sketches, etc. In some general and non-professional subjects and modules, students submit essays, which are mostly copied from the Internet and books.

The knowledge gained during the internship is also evaluated in the College. Internship reports mainly reflect the results of the internship. However, the practice diaries of some modules of the "Accounting Accounting" AP are not approved and signed, the specification sections are empty, the supervisor's opinion, the student's note and signature are missing in the diaries. The same cannot be said about the "Software of computer equipment and automated systems" internship diaries. Here are the characteristics, conclusions and signatures presented by the lecturer. During the "Clothing Modeling and Designing" internship, each student performs individual work, performs calculations and acquires practical skills.

All the specialties of the College are developed according to the State education standards, as in the rest of the state Colleges in Armenia, all the professional academic programs of the College are comparable to the same professional academic programs implemented in other state Colleges. From the site-visit of the expert panel revealed that the College of the State University of Economics of Armenia tried to make certain comparisons with the College in relation to the experience of distributing theoretical and practical lessons of the "Accounting Accounting" AP. The process was consultative in nature and has no documentary basis. It became clear from the expert panel site-visit that the College wants to implement a mobility program with the industrial colleges of Lyon, France, and works are underway to sign a memorandum. The process is still at the negotiation stage, concrete results are not yet available.

The monitoring of the academic programs of the professions in the College is not systematic in nature. The expert panel site-visit revealed that there are improved modules in the "Clothing Modeling and Designing" AP, the needs of students and external stakeholders have been highlighted and appropriate changes have been made. They are situational, not periodic in nature, and the needs of the labor market are not systematically analyzed. Improvements of some modules were carried out within the framework of discussions of the chair's sessions on the specialty "Software support of computing equipment and automated systems". The above-mentioned good practice is not applicable to other APs.

Considerations: The expert panel considers positive the fact that there are academic programs regarding the light industry in the College, however, the number is greater of the academic programs with other /not light industry/ sphere. At the same time, the lack of systematic analyzes of the labor market, cooperation with employers at a consultative level, led to the fact that applicants with both APs could not be recruited. As a result, the efficiency and relevance of the APs to the mission of the College may be under the risk.

The expert panel considers positive th fact that in some of the APs the needs of the labor market were taken into account: modern modules were involved in the APs in accordance with the employers. In addition, in the modules of "Clothing Modeling and Design" and "Software of Computing Techniques and Automated Systems" modules, there are independent creative tasks that can form creative thinking in the student. If this approach is made applicable to other APs, their effectiveness will be significantly

improved. However, at the same time, it is concerningg that the essays and tasks in the "Accounting Accounting" AP are descriptive, do not contain analysis, there are repetitions of topics, which can hinder the compliance with the complete achievements of the 5th level characteristic of the NQF.

Teh expert panel postively assesses the fact that there is a good experience in the development of the tasks in some of the Aps, that enhence the achievement of the corresponding learning outcomes among students, however the practice is not spread among other Aps. Modern methods are also implemented among some APs that enhance the achievement of the practical skills among students, however, in this case as well the letter is not spread among other APs. As a result, the spread of best practices among the APs of the College may lead to the increase of the effectiveness of the teaching and assessment among overall the College.

It should be noted that, within the framework of the "Clothing Modeling and Designing" academic program of the College, employers want to hire master tailors, while the college student in the given profession receives the qualification of a clothing designer. The resulting disagreement causes a gap between the demands of the labor market and the orientation of the specialists trained by the College.

It is positive that in the bases of all the specialties are the SESs in correspondence with the same APs of other colleges. Besides, have a verbal cooperation with the College of ANUE on the comparison of APs, which can be strengthened, at the same time, the steps taken by the College to sign a memorandum with the industrial Colleges of Lyon, France are welcome, so there are grounds for benchmarking of APs.

Although there are no coordinated mechanisms for the monitoring of the APs, the expert panel positively assesses the fact that there are improved modules in the APs, though the practice is not spread among other modules of the APs. In the case of systematizing the improvements of the APs, all the professional educational programs of the College will be significantly improved. Although the self-analysis presents some learning methods that are not effective when learning the topics, it is still welcomed that the College has a good practice of modern teaching and learning methods in line with the expected learning outcomes. If it is made widely available, the effectiveness of learning will increase.

Summary: Taking into account that the College implements professional educational programs to a certain extent related to light industry, the expected results are mostly consistent with the choice of teaching, learning and assessment methods, there are examples of improvement of APs, the expert panel considers that the YSCLI meets the requirements of criterion 3.

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

IV. STUDENTS

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

Findings

Since 2021, the admission process of the College is organized online through the dimord.emis.am website, with applications from persons with at least basic education. The College informs about the admission through the official website, Facebook page and Instagram page. According to the SER of the institution the admission is made without exams, in a competitive manner, except for "Clothing modeling and design" and "Design by branch (clothing)" specialties, whose applicants pass an exam in the "drawing" subject.

The College cooperaes with the schools for the purpose of recruiting applicants. There are flyers which present the information needed for the potential applicant.

On the official website of the College there is the "applicant" section, where the professions, the basis of education required for them and the necessary documents are presented. In recent years, the number of students in the "Clothing modeling and design" /108,125,123/, "Computing equipment and automated systems software" /93,110,119/ academic programs has been increasing in the number of students in the "Accounting" specialty, which is due to the unlimited places provided by MoESCS of RA. As a result of the 2021 admission of the YSCLI, there is an increase in the number of students studying in the paid system.

In order to provide counsultation and guidance to students, the institute of course heads (educational advisors) operates in the 1st and 2nd years of the College, who, if necessary, provide support students in current educational issues. The expert panel site-visit revealed that the students consider the chairs to be the primary important link for solving their problems. Heads of the courses are generally selected from experienced teaching staff.

The expert panel site-visit revealed that the additional recommentdations and support the studenst mainly get as needed. Students basically feel the need for counsultation when writing final theses or in period of preparing for the exam. In the case of the latter, there is a schedule for providing consultations at the College. There is also a position of pedagogue-psychologist in YSCLI, there is no job-description for the position, so the scope of activities of a pedagogue-psychologist and the competencies presented for the position are not defined, it became clear from the expert panel site-visit that, if necessary, the responsible has conversations with conflict students, but the effectiveness of the work carried out is not evaluated by the College.

In the College there is no clear regulation and schedule for applying to the administrative staff, it became clear from the expert panel site-visit that students can present their suggestions or problems to the College management at any time. As stated by the students, the problems presented by them

generally find their solutions, for example, one of the students approached the director with a problem related to his tuition fee and received the necessary solution.

Since 2018, a career center has been operating in YSCLI, which has established regulations and is guided by an annual work plan. The career center cooperates with a number of employers and organizations, refers graduates to regional employment centers, but there have been no cases in recent years. According to the SER, the person in charge of the career center initiates conversation-courses, as a result of which the students acquire the skills of writing a work curriculum vitae (CV), proper presentation at the workplace, and other work skills.

The expert panel site-visit revealed that at the initiative of the responsible of the career center, the students participated in a number of EXPOs, job fairs held in RA, had visits to RA universities and got acquainted with their Academic programs, as well as visited leading organizations in the field. Exhibitions and demonstrations are regularly organized at YSCLI, where students show their works. From the expert visit, it became clear that the feedback relationship with the graduates is weak, and the contact is mainly kept at the initiative of the graduates.

The research and analytical works of students of the College are manifested in the form of diploma theses, individual works, essays, and current assignments.

Diploma works are planned in the graduation courses of "Clothing modeling and design" and "Software support of computing equipment and automated systems". Diploma works are supervised by supervisors who provide students with appropriate support during the work. Diploma works are not planned in the "Accounting" specialty.

1st-year students write essays and individual works, and 2nd and 3rd-year students are given assignments that contain research-analytical elements, the expertise revealed that there is a lack of individual and analytical works in "Accounting in the profession.

 As a separate responsible implementing the protection of students' rights, there is a "Student Council" in YSCLI, which has a set charter. A total of 10 students are involved in the "Student Council", 6 of them are students of the "Computing Techniques and Automated Systems Software" specialty, and 4 are students of the "Clothing Modeling and Design" specialty, the majority of the staff are 3rd and 4th- grade students.

The vice-director responsable for the educational-pedagogical affairs supports Students' Council /SC/ and always participates in all discussions. The expert panel site-visit revealed that the activities of the "Student Council" do not reflect any measures aimed at the protection of students' rights, because the "Student Council" deals with the organization of cultural, sports and entertainment events, and the work plan does not envisage anything regarding the protection of students' rights.

There are no clear mechanisms for evaluating the effectiveness of provided consultations, additional training and other services, but the expert visit also made it clear that the criteria for evaluating the effectiveness of the college's leadership and educational support are the students' opinions, which are expressed verbally. During the expert panel site-visit, it was found that a survey

was conducted among the students of the College regarding the satisfaction of the students with the resources, but the analyzes of the surveys are missing.

Considerations: The expert panel considers positive that the institution cooperates with schools to recruit new applicants, open days are organized, flyers are available, and the official website and social media pages are used to disseminate information about admission, but there is a need to evaluate the effectiveness of the mechanisms that will allow the institution to further target the effectiveness of the mechanisms used. It is considered positive that in recent years there has been an increase in the number of students, which allows us to conclude that the mechanisms for recruiting applicants are effective. It is also considered positive that in 2021 the number of applicants in the field of IT professions has exceeded the number of admissions, which means that there is competition in the mentioned professions, which enables the College to select students with high progress.

The expert panel highlights the fact that there is a body protecting students' rights at the institution, the Student Council, but the mechanisms for raising the needs of students do not work effectively enough, which may lead to the fact that students do not accept the SC as promoting students' rights and protecting structure, it is necessary to emphasize not only creative and entertainment events, but also human rights and information events in the work of the SC.

In the process of highlighting students' needs, the role of the chairpersons as the primary link is significant. It is also positive that there are resource satisfaction surveys on the satisfaction of students' needs, but the lack of results evaluation, analysis and feedback can make the mechanism ineffective.

The activity of the pedagogue-psychologist is considered positively, however, the expert panel believes that it is necessary to develop mechanisms that will allow to evaluate the effectiveness of the given service, which will also contribute to the continuous improvement of the work carried out.

The expert panel positively assesses that the students receive the necessary advice from the College and have the opportunity for additional training. It is appreciated that graduate students are provided with the necessary assistance at the start of the exam period. Students also receive some counseling from the Career Center, with talks about the job market, employment opportunities, etc., which allows students to understand, already in the student environment, what skills they will need when applying to and working for an employer.

The expert panel considers positive that students can approach the administrative staff with their problems and suggestions at any time, however, the expert panel believes that the established regulations and schedule will make the processes more systematic.

The activity of the Career Center, the cooperation with employers, cases are considered positively, however, the cooperation is limited only by the presence of existing partners, it is necessary to look for new partners, which will contribute to the increase of opportunities for students to find a job and to expand the vector of communication with employers.

The expert panel believes that the mechanisms for providing feedback to the graduates are not complete, which can hinder understanding the trajectory of the graduate.

The expert panel positively evaluates the assignments given to students, diploma works, abstracts, individual works, which are given to students studying in "Clothing modeling and design" and "Computing techniques and automated systems software", as they develop the research and analytical skills of students. , but it is necessary to institutionalize the positive experience of these professions.

There are almost no clear mechanisms for evaluating the educational, counseling and other services provided to students, which can hinder the continuous improvement of quality assurance.

Summary: Taking into account, that the College has mechanisms of student recruitment, selection and admission have been introduced, the number of applicants and students has increased in recent years, students can contact the administrative staff at any time, certain services that promote students' careers are available, students receive appropriate counsulting, expert panel concludes that the YSCLI meets the requirement of the Criteria 4.

Conclusion: The expert panel assesses the relevance of YSCLI institutional competencies to the requirements of CRITERION 4 sufficient.

V. FACULTY AND STAFF

CRITERION: The Institution provides for a highly qualified teaching and supporting staff to achieve the set goals for academic programs and institution's mission.

Findings

According to strategic objective 3 of the SP for 2019-2024 of the College, it is planned to supplement and improve the teaching staff of the college in accordance with the required standards of quality certification. In order to solve the above-mentioned problem, it is expected to attract high-quality pedagogues-lecturers, to develop periodic trainings of lecturers, to encourage self-education of lecturers, to introduce a mechanism for differentiating the remuneration of teaching staff. In order to ensure the activity of the teaching staff and the goal-setting defined by the RA, regulations and procedures were developed and approved at the institution. It should be mentioned that, that the dates of approval of the regulations and the numbers of the protocols are identical. The expert panel site-visit revealed that the procedure for organizing and conducting the competition for the position of lecturer and master of production training of MoESCS of the RA has not yet been applied in the College, so far the lecturers have been hired on the basis of interviews conducted by the director and deputy director. Some professors were also invited to work by the director, including their best two graduates in the fields of "Computer engineering and automated systems software", "Clothing modeling and

design". Some teachers were also invited to work by the director, including their best two graduates in the fields of "Computer engineering and automated systems software", "Clothing modeling and design". From the expert visit, it became clear that the newly recruited specialists in the college go through a trial period with certain class hours, after which a work contract is signed with them. It should be noted that before attracting new specialists, professors from other colleges were invited to teach in the educational program "Software of Computing Techniques and Automated Systems", but as a result of lectures and discussions, the chair concluded that the invitees did not meet their requirements. According to the Regulation of the MoESCS of RA of the evaluation regulations of the lecturer and the course conducted by him, surveys have not yet been conducted among students and there are no corresponding evaluations, despite the fact that surveys are a component of the order. As regarding the fact that the in-class observations are carried out in accordance with the provisions of the "Regulations of Lectures and Discussions of the Chair of the Armenian National Academy of Medical Sciences of the Republic of Armenia", mainly in the format of mutual lectures, open classes. analyses, protocols, discussions of chair meetings. Studying the transcripts of the lessons showed that they mainly include positive observations from the lesson process. There are some comments and recommendations in several analyses. Among the observations are: dictating the material (class), asking students few questions, group work of students due to the lack of computers, not including passive students in the class, not fully discussing homework assignments, devoting little time to a new topic. In general, as a result of conducting the examinations, no general and programmatic problems were brought out, and there are no examples of changes implemented based on them. Moreover, there is no case of dissemination of any good practices obtained as a result of the lectures.

The main requirements for the professional qualities of the teaching staff in the college are formulated in the APs equivalent to the given SESs, according to which the teachers teaching at the College have the appropriate basic education and experience. During the visit, it became clear that the college does not present clear professional requirements to the lecturers, based on the requirements of the APs. The rights and responsibilities of the teaching staff are presented in the professors' employment contracts.

Professional improvement of the teaching staff in the College are mainly distinguished the trainings organized by MKUZAK. The College does not provide separate financial resources to organize remedial professional training as needed. There are a few lecturers from the Departments of Computer Engineering and Automated Systems Software and Clothing Modeling who have participated in professional training courses on their own initiative and funds. In the conditions of the pandemic, the lecturers of the Department of Computing and Automated Systems have trained the teaching staff of the college in order to effectively organize online courses. 2 lecturers of the college participated in the online trainings organized by ANQA.

In the 2021-2022 school year, 41 lecturers work, of which 34 are full-time, 6 part-time (currently, the college has a vacancy for 3 lecturers: mathematics, clothing technologist, and Armenian

language specialists). In recent years, the age composition of institution lecturers has become younger, around 13 new lecturers have been hired. It was also evident from the expert panel site-visit that the College has adopted a clear policy for the rejuvenation of professors. Employment contracts with the teaching staff of the College are concluded for each academic year. During the expert visit, it became clear that there are cases of professional progress of the teaching staff in the college, for example, the head of the Economics Department became the head of the educational department, the lecturer became the head of the department.

According to the College job list of 2020-2021, there are 26 administrative and economic positions and 6 teaching assistant and service positions. Administrative and teaching staff are hired by the principal of the college, there is no special procedure for staff selection. Job descriptions were developed by the institution, but it became clear from the study that they are not complete, for example, the rights and responsibilities of the employee are not separated. It should be noted that the College provides monthly supplements to the salaries of administrative and educational staff from the extra budget, and the logic of diversification of these supplements is not clear. According to the College's "Principal and Educators Reward and Incentive Regulations", there are no cases of lecturers' rewards and incentives, but extra-budgetary expenses will be paid in 2021. Since October 1, teachers' salaries have been increased, from 1,250 dinars to 1,360 dinars per lesson.

Considerations: The expert panel considers positive that the College according to the SP for 2019-2024 has a goal to improve and supplement the teaching staff of the College, to develop periodic trainings of the lecturers, to encourage the self-education of the lecturers, to introduce a mechanism for differentiating the salary of the teaching staff. The expert panel positively highlights that the institutions to ensure the implementation of the goals of SP and the activity of the teaching staff developed regulations and documents, however it is concerning that the documents were approved with the same date and minute, which directly indicates the behavior of having documents not by substance but by necessity.

Although, there is no developed policy for selection of the teaching staff, during the last 3 years the institution the teaching staff was replenished with around 13 professors. The College attracts and aims to attract young professors in the near future, which is evidence of the College's position to gradually rejuvenate the teaching staff. Although the teachers are hired by the decision of the director through an interview, in this context it is considered positive that lecturers will be involved in accordance with the "Procedure for the organization and holding of the competition for the vacant position of the lecturer and master of production training of the YSCLI of MoESCS of RA". As a result, the possibility of inviting the more prepared teachers to work will increase. Although the College does not present clear professional requirements for professors, the expert panel positively evaluates the approach of making a decision to hire professors invited by the "Computing techniques and automated

systems software" and "Clothing modeling" chairs by giving them a trial period, organizing lectures and discussions. If it is made applicable to all majors of the college, the possibility of attracting good specialists can increase. As a result, the College may have a clear policy for engaging professors.

The expert panel considers positive the open claseses are organized in the College, in-class observations, there are evaluations of the letter, however, these evaluations were implemented only in 2021, there are no issues and general problem discovered by the valuations, and this good practice was not spread among other APs. Besides, no surveys were conducted among students according to the "Regulation on the evaluation of the teacher and the conducted course of the YSCLI of MoESCS of the RA", there are no evaluations, so the needs assessment and the professional development of the teachers of the institution is hindered.

The expert panle positively assesses the fact that the teaching staff participate in the trainings organized by MKUZAK, there are few teachers in the College that participate in the trainings with their initiative. The mutual professional trainings implemented in the College are appreciative. The expert panel considers concerning the fact that separate financial resources are not allocated to increase the professional qualities of the teachers by participation in the trainings, which can hinder the professional increase of the teachers in long-term. In this context, it should be noted that there are cases of professional progress of the teaching staff in the College, in particular, the head of the chair of Economics became the head of the educational department, the lecturer became the head of the chair, as a result, the College provides an opportunity to ensure professional progress and this can be a good developed policy for the institution.

The expert panel considers positive the fact that the College having a stable lteaching, administrative and educational support staff provides supplements to the administrative and teaching staff's monthly salary from the extra-budget created from tuition fees, and has also increased the salaries of teachers to a certain extent. However, the logic of the distribution is not clear, as a result of which the efficiency of the mechanism for differentiating the salary of teaching staff defined by the SP may be risked. The contracts of the teaching staff members is signed for every academic year, so risks to ensure the future stability of the teaching staff may accure.

Summary: Taking into account, that "Yerevan State College of Light Industry" SNCO of MoESCS of RA has a stable teaching, administrative and educational support staff in order to achieve its goals, implements clear processes aimed at attracting young personnel and promoting them, the expert panel concludes that meets the requirements of Criterion 5.

Conclusion: The expert panel assesses the relevance of YSCLI institutional competencies to the requirements of CRITERION 5 sufficient.

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 College in its SP did not directly refer to the implementation of research activities, but the research objectives are expressed in the goals arising from the problems. The College has regulation for the research activities of teachers and students, in which the research is considered to be the mandatory part, defined the goals and objectives of the research works. However, the defined ways of the research have a high bar for secondary vocational education, especially regarding the organization of scientific research works and the involvement of students in them. For example, students' participation in scientific events: scientific seminars, conferences, forums, etc. The Institution defined types of activities for the organization fo the research processes: creative work, testing of original and variant programs, review of professors' works, participation in scientific-practical, theoretical, pedagogical conferences, seminars, development of textbooks, methodical manuals, dictionaries, thematic collections, publication of articles in scientific magazines and collections, author's seminars, classes, participation in the competition of the lecturer of the year, work qualification in committees. The expert panel site-visit revealed that the main part of the above mentioned activities were not implemented, moreover, the college budget does not provide for the corresponding expenses for the realization of these goals.

There are no mid-term and short-term plans for the research in the College. The research policy of the College is not defined and there is no unified approach in the management of the Academic programs. The research activities are somehow expressed in the teaching and learning process by the tasks for the students (abstracts, laboratory works in educational practices, projects, individual works, exhibitions, etc.) and using elements of research works in diploma works, which have a creative nature, but during the expert visit it became clear that this experience is noticeable only in the specialty "Clothing modeling and design" in the educational program, in the 2021-2022 school year, diploma works are also planned in the "Software support of computing equipment and automation systems" program, moreover, diploma works are planned for high-achieving students. Diploma work is not intended in the "Accounting" Academic program. The expert panel site-visit revealed that there are some activities among the teaching staff that contain research components, for instance, in the field of IT, the teaching staff has developed a manual that has not been published and is used as a study material. In the works of students of the same field, research elements are also noticeable, in particular, some of them have developed a professional technical dictionary, portfolios of the results of IT programs. It should be noted that the teachers. a manual published with the co-authorship of a college lecturer, "Sewing Production Technology" (2012), intended for the "Tailor" qualification, but this qualification is currently not implemented by the college. Also available are the "Drawing" (2017) training manual

and the "Drawing Reading Tasks" teacher's manual[1]. Such type of works are not organized at the institutional level, but are of a private nature. There are no mechanisms for encouraging research activities by the College. The expertise revealed that, in general, College teaching staff had not attempted to conduct research on the implementation of a research component in the same APs of other Institutions.

The research policy of the College is mainly expressed in the regulation of the research work for the teachers and students, in which and in the implemented research activities is not expressed the the unity of the policy. At the same time some of ways of the research activities among students and teachers mentioned in the regulation (participation in scientific events, implementation of scientific research activities) are unrealistic for college and they are not included as skills in NQF level 5. Research implementation procedures have not been developed. There are no mechanisms for discovering and disseminating positive experience of research activities.

Based on the characteristics of the "Clothing modeling and design" specialty, the department also studies the international experience in this field, but it is not systematic in nature.

The interrelationship between research activities and the educational process at the College is sometimes expressed through the use of educational manuals prepared by the teaching staff during the course of study.

Considerations: The institution has defined the goal, objectives, types of activities in the regulations, however, it is high level and does not fully express the characteristics of secondary professional educational institutions. Since the scope of possible researches of the institution is not defined, the directions that would contribute to the continuous development of the research skills of the teaching and student body are not clear. The College does not consider itself a research institution, but the policy it develops has a high level in some points, resulting in a disconnection between College´s goals and implemented processes.

Works conteining research component are implemented in the College, however, these are not turned into the research cycle of the institution, which can hinder the formation of the creative, analitic skills that are stated by the 5th level of the NQF.

The teaching staff has also lack of research activities, this also hinders the fact of developing and providing tasks with the modern dmenads among students. There are no encouragement mechanisms in the College /among students, teachers/, no efforts are implemented to develop the research activities, which could encourage the research component in all the chairs of the College.

The expenses of the research implemented in the College are not defined by the budget, also there is no mechanisms of encouraging teachers, so this hinders the continuous and stable development in the context of creation and spread of the knowledge of the mission of the institution. Mechanisms for raising problems, solving them, evaluating efficiency, and spreading good practices are missing in

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[1] The sentence was added based on the observations of the Institution

the research field, while these processes can fully contribute to the clarification of research goals of the College.

Summary: Taking into account that the institution has defined the a high level goals not corresponding to its characteristics, the strategy expressing the interests and ambitions of the College in the existing regulations is not realistic, the resources are not sufficient to carry out research activities, there are no mechanisms to encourage research activities, the connection between research activities and learning is weak, the expert panel concludes that does not meet the requirements of Criterion 6.

Conclusion: The expert panel assesses the relevance of YSCLI institutional competencies to the requirements of CRITERION 6 insufficient.

VII. INFRASTRUCTURE AND RESOURSES

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

Findings

The YSCLI of MoESCS of RA, NGSO has one 4-story building with an area of 3600 m2. The resource observations revealed that the building is in need of capital renovation, the College was included in the renovation work plan of the Ministry of Education, Culture, Sports, Science and Technology, and the overhaul works will begin in 2022.

The College has 35 classrooms, 3 well-equipped and equipped laboratories, 2 computer classrooms, an interactive classroom with one computer and an interactive whiteboard, subject cabinets, two fine arts studios, a renovated gymnasium, a stadium, a library equipped with 16,000 pieces of professional and fiction literature, a hall, a medical center. The college also has an electronic library where study materials are placed. There are 17 computers installed in two computer cabinets, some of which are not equipped with modern software. It became clear from the expert visit that the students of the "Accounting" specialty also need to study the didactic free program of the Accounting, and the corresponding program cannot be downloaded on the college computers due to the old computers. The existing computers are sufficient only for students of the "Computer engineering and automated systems software" specialty. 17 sewing machines and 2 other service machines are available in 2 workshops for clothing modeling and design. Art studios have enough easels for studying. There are no logistical resources for joint application with employers.

The College is financed from the RA state budget, it also has an extra-budget made up of tuition fees, which is mainly directed to employees' salary supplements. The college also has the opportunity to conduct short-term courses, which are also expected to attract additional financial resources. It

should also be noted that 1 short-term program was implemented before the period including the expert visit. In the 2021-2022 school year, the external budget of the Ministry of Education and Culture has increased due to the increase in the number of paid students. The annual budget of the college is planned based on the previous year's performance and approved by the authorized body. From the expert visit, it became clear that there are cases when the director allocated funds from the college budget to cover the professional needs of the lecturer, for example, the acquisition of professional literature and a computer.

The expert panel site-visit revealed that the financial resources available in the College are mainly directed to the salary fund and monthly salary supplements. The site-visit revealed that computers meeting modern requirements are not necessary for the profession of computer equipment and software for automated systems, and for the profession of clothing modeling and design, inappropriate materials (fabrics, threads, etc.) are needed. Moreover, the need for materials is filled at the expense of students and professors. It should also be stated that the internal stakeholders consider this circumstance acceptable.

The expert panel sit-visit revealed that the resource base in general corresponds to the implementation of the objectives of the APs and the strategic plan. The institution has sufficient financial, material and human resources.

The College has an internal document flow local network. Th College has an e-mail address and an official website, which was created in 2018 by the professors of the "Software of Computing Techniques and Automated Systems" department. Documents related to the activities of the college are posted and available on the website. The College also has the "Mulberry" system, which ensures external document circulation.

The College building is fenced only at the rear, including the stadium area. The building has a video surveillance system, the entrance is guarded 24/7 by security guards. There is a ramp at the entrance of the institution. Fire fighting devices are installed in the corridors of the building, there are no evacuation plans. There is a medical center with necessary supplies and medicines. It is located on the second floor. The medical worker carries out daily thermometers and control of co-infection preventive measures.

There are some resource satisfaction surveys and diagrams based on them, which generally do not give an opportunity to get an idea of the real picture. The expert panel site-visit revealed that these assessments are not periodic in nature. The expert group confirms that the resource base is available for the College students and teaching, administrative, educational support staff. Regarding the effectiveness and availability of resources at the institution, surveys were conducted among students, but the analyzes are not available.

Considerations: The expert panel considers it positive that the College carries out its educational activities in a spacious building, where there are generally appropriate classrooms, laboratories,

computer classrooms, workshops, a library, and a renovated gym. Although these classrooms and laboratories have the necessary and sufficient furniture, the expert group is concerned that there is a need for modern equipment and materials. In addition, they do not share resources with partners. As a result, the effective implementation of the study of the APs may be risked.

The mechanism for the distribution of financial resources is welcomed by the expert panel, which is based on the control of the preparation and implementation of the annual budget of the college. It is considered positive that the external budget has increased in the 2021-2022 school year, and the college can generate additional financial resources from short-term programs. Although the extrabudgetary funds are distributed in the form of monthly salary increments, and in some cases based on the professional needs of the professors, the expert group finds it disturbing that there is no clear policy for the distribution of additional financial resources. As a result, the priorities defined by the SP may be under the risk.

It is considered positive that there is a Mulberry system in the College, a local network of internal document circulation has been implemented. As a result of automation of documentation, the efficiency of educational processes can be improved.

From a safety perspective, the expert group positively assesses the availability of health and safety services, also taking into account students with special needs. Although there are fire fighting equipment on each floor, at the same time it is not considered positive from the safety point of view that there are no evacuation plans. In the conditions of the current epidemic, it is most welcome that the health center is equipped with necessary supplies and medicines, contributing to the implementation of the control of the preventive measures of the epidemic.

Although some resource satisfaction surveys have been conducted in the college and charts have been drawn up, it is a concern that these surveys are not fully analyzed and are not periodic in nature. And since, at the same time, there are no documentary bases for assessing the satisfaction with the resources, highlighting the real needs of internal and external stakeholders is hindered.

While positively evaluating the availability of the college's resource base for students and faculty, the expert group is concerned that the lack of clear mechanisms for evaluating the resource base's availability and effectiveness does not make visible resources for improvement.

Summary: Taking into account that the College provides the necessary and sufficient conditions for the implementation of educational programs, it makes efforts to improve resources and renew them, financial resources are distributed according to the established policy, a safe environment is generally formed for the organization of the educational process, the expert group believes that the College is educational has the necessary resources for the creation of the environment, the realization of the defined missions, goals and meets the requirements of criterion 7.

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

VIII. SOCIAL 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

The accountability process of the College is regulated by RA Laws "On State Non-Commercial Organizations" "On Education" and the Charter of YSCLI. The YSCLI has a formulated internal and external accountability system. The external accontability assures the career center of the institution, which presents to the MoESCE of RA, report every 3 month on vocational orientation and career guidance activities and data on graduate employment every year, also the College provides data on anual applicants number of the College according to the APs, as well as provide financial report. The internal accountability is limited among the reports of chairs, head of the courses, career center. The educattional council also presents roperts, the coucilc involves the vice=director of educational and pedagogical affairs, heads of the courses and Studenst Council, the report includes the information on the activities mutually implemented by them. It should be noted that there is no analitical component in the reports, and the reports do not according the goals or objectives of the SP f the College. The reports of the director were not found as they are mainly presented to the Board verballly. The accountability mechanism is also missing for the deputy director for educational affairs, and the accountability of the deputy director for educational/pedagogical affairs is expressed to a certain extent only in the report of the Pedagogical Council. One of the mechanisms of the acountability of the College is organized exhibitions, through which the College introduces the activities of the students.

The College has a Mulberry system for the external doc-flow, for the internal local net for the internal doc-flow.

The College has an official web-page (http://www.etapq.am/), the activities of the College are posted there, announcements, student and applicant information, etc. There is also a documentation section on the website, where the main procedures and regulations regarding the institution are presented. On the website, the sections for presenting the processes of the College are not complete, for example, the processes of the Career Center, Quality Assurance Center are not available on the website.

The College also has a Facebook page and an open Facebook group, where information about the College's activities is also regularly published. In order to find out the level of accessibility of the website, an electronic survey was conducted. The expert panel site-visit revealed that the analysis of survey results is missing. The College has a YouTube channel where videos of students' participation in events and visits to partner organizations are posted, and there are more than 5 pages on the Instagram platform, 2 of which are active. There is also a lack of studies and analyzes of activity on the College's website and social media pages.

It was mentioned by the external stakeholders that the College has the task of being more public to recruit as many applicants as the employer and the labor market need. For employers,

engaging a PR specialist is urgent from the point of view of public recognition of the College. a specialist is needed who will carry out this process in a targeted and professional manner.

According to the SER of the means of providing feedback in the College are considered to be Facebook page, college e-mail and internal phone number, and the mechanisms contributing to the formation of feedback are events, surveys institution. The latter is not periodic in nature. It should also be noted that the institution does not respond quickly to emails sent to the email address.

During the expert panel site-visit, it was revealed that the College makes and distributes leaflets representing the institution. Among the events regularly held in the College are: student participation in the "World Skills" international competition, annual demonstrations organized by the departments, exhibitions, student participation in EXPOs and job fairs organized by various organizations, sports tournaments with the participation of public school students and students of the College, military units visits, organization of intellectual game "What, where, when?". The expert panel site-visit revealed that the events are not held on regular basis because of the Pandemic.

One of the mechanisms for transferring public knowledge is the programs of short-term courses of the College, during the expert visit, it was revealed that a short-term course was organized at the institution on the topic "Service organization (tourism)" in 2016, to which 3 people applied. Exhibitions, expos and various events are also mechanisms of knowledge transfer for the College.

Considerations: The expert panel positively mentions the fact that YSCLI has a certain formed system of external accountability. The expert panel is concerned about the fact that the internal accountability processes are not systematic and complete in the College, the lack of systematic reports of the management subjects - the director, the deputy director, may risk the full implementation of the goals of the SP of the institution. And the lack of an analytical component in the existing reports may not allow the College to understand the gaps in the work done and to carry out ongoing monitoring.

The expert panel considers positive the organized ehibitions, with the help of which the College presents the results of the activities of the students.

It is appreciative that the College has an offical web page, pages in the social networks, with the help of these presents the activities implemented in the College, however, the lack of presentation of processes in some departments does not fully ensure the transparency of the site. The presence of several identical pages on social platforms may affect the credibility of information about the College. The absence of studies and analyzes of activities on the website and social networks on the pages of the College does not allow them to be used as means of continuous dissemination of the activities of the College.

The expert panel positively assesses the fact that there are internal and external doc-flow systems in the College, that help to provide the process of the document circulation.

The expert panel considers sufficient the existing mechanisms of ensuring feedback in the College, however, in the case of emails sent to the email address, the lack of quick responses can risk

the stability of the mechanisms. The existence of public dissemination mechanisms is urgent for the College at the moment, because it can become a guarantee of cooperation with employers and the implementation of the strategy of joint educational programs with them, otherwise, due to the number of existing students, the employer does not consider the cooperation effective.

It should be noted that the College also has short-term plans, however, the lack of implementation in the last 5 years reflects the modernity of the programs, which cannot ensure continuity. Meanwhile, the implementation of short-term programs will enable the College to impart professional knowledge and values to society. The expert panel also appreciates the organization of exhibitions and cooperation with schools for the purpose of professional orientation. However, their results are not summarized, the College will not have the opportunity to evaluate the effectiveness of the work done.

Summary: Taking into account, that external and internal accountability mechanisms have been formed to a certain extent, an external and internal document circulation system has been introduced, various mechanisms are in place to ensure the transparency and feedback of college processes, the expert panel concludes that the College meets the requirements of Criterion 8.

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

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

The College in its SP highlights the importance of the the continous develoment of external relations, with employers, strengthening partnership relations with employers and representatives of public institutions. There are no does not policies and procedures encouraging the establishment of external relations. The expert panel revealed that the director, the deputy director, the department of professional orientation and career work, the quality assurance center, and the internship manager in terms of organizing internships, but the work with external relations is still not carried out in a regulated manner have the main role in the development of the external relations. The College has a number of memorandums, contracts with various organizations, whose main activity is limited to conducting student internships. In order to organize internships, the College cooperates with a number of memorandums, contracts with various organizations, whose main activity is limited to conducting student internships. The College cooperates with a number of organizations to organize internships:

"Ingo Armenia", "Rosgostrakh Armenia", "Highpost" CJSC, "Nairi Insurance", "Armenia Insurance" LLC, "SASSTEX" LLC, "Voskekar" LLC, Yerevan educational center of the research institute of communication media, "Republican Palace of Culture and Sports of the Deaf" CJSC, "Vega Work" and others. It should be noted that the largest partner for the College is "Alex Textile" enterprise. During the expert panel site-visit partners of the institution stated that they are ready to re-equip the College resources with the appropriate material and technical base, if the College can provide students with the appropriate specialty (abilities) and quantity. The College does not take active steps in this direction yet.

The College has memorandums with the national HEIs /YSUE, YSU, ASUE, ASAU, ASAU, "Gladzor", "European University", "Eurasia international University"/, cooperation is mainly aimed at creating opportunities for high-achieving the College graduates to continue their studies in the second year of the university. Collaborations with universities and partner organizations are mostly expressed in practices, but evaluations and analyzes of their effectiveness are lacking.

The cooperation with the national Colleges is not active, the experience of the corresponding Academic programs is not analyzed. The College also cooperates with the employment center and school directors, but the expert panel site- visit revealed that there are no significant results in that direction either. Employers are involved in final examination attestation committees, but there are no analyzes of the opinions of the committees and contributions to their results.

The College also has a positive experience of participation in international 45th competition called "Skills of the World" where 3rd year student of the College of "Clothing modeling and design" AP participated and was recognized as the winner in the Fashion Technology category, winning an award. The expert panel site-visit revealed that the College students are prepared and going to take part in the next compotation. The expertise revealed that the College takes steps to cooperate with the Light Industry College of Lion, France, the current stage is negotiation.

The expert panel site-visit revealed that major part of the teachers know Russian language, however the knowledge level of English among teachers is quit low. In order to ensure the necessary level of knowledge of foreign languages, the College has not taken any steps and has not developed any mechanism for the future. The level of students' knowledge of foreign languages (Russian, English) is low. No clear steps are being taken in this direction either.

Considerations: The expert panel positively assesses the fact, that the deveopment of the external relations is of high importance for the College, however it is concerning that there are no policies, procedures that reflect the vision of the development of external relations, and does not implement a regulated process that would enable the College to clearly plan its actions in the direction of ensuring the vision. It is noteworthy, that the College cooperates with a number of local organizations, but still does not take steps to expand the scope of cooperation, which can later have a positive impact on the large-scale and effective implementation of practices in the College, as well as the exchange of

experience. It will also provide opportunities for the involvement of practical lecturers in the learning process, strengthening the connection between the College and the labor market, which will be more beneficial from the point of view of students' acquisition of practical knowledge.

Although several heads of departments deal with the development of external relations, but this process needs coordination by one person, which will make the development of external relations more targeted and controllable. The activity of the College from the point of view of the development of external relations will give the institution an opportunity to strengthen material resources in the form of the acquisition of laboratories or other necessary things, but the passivity of the College in this direction leads to the fact that the opportunities for cooperation in a number of cases remain only in contracts and are not implemented. The expert panel also believes that the College not only needs the expansion of partnership relations, but also active and effective cooperation and exchange of experience with local and international institutions implementing similar APs, which will contribute to the dissemination of its positive experience, continuous improvement and development. The above-mentioned can also have a positive impact on the recognition of the College.

The expert panel also highlights the fact that the College is trying to use the opportunities of the diaspora in terms of the development of foreign relations of the institution, but the incompatibility of the APs, as well as the low level of knowledge of foreign languages of the beneficiaries hinders the implementation of the processes.

Summary: Taking into account, that the cooperation among the employers and colleges is only limited to the organization of practices, there are no systematic processes to encourage external connections, the level of knowledge of foreign languages in the College is low and the processes contributing to its increase are absent, the expert panel concludes that the College does not meet the requirements of criterion 9.

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

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 the SP for 2019-2024 the College considered the quality assurance as one of the prior directions for the development, with the objective to improve and strengthen the internal quality

assurance system in accordance with European standards. Based on this goal, in 2021, the quality assurance center of the College was established, which has a defined policy, according to which the institution considers the definition of QA principles, approaches and directions as the goal of its quality assurance policy. The goals of the policy are not clearly defined, the procedures, mechanisms and tools for the implementation of the problems are not yet clearly developed. The Quality Assurance Center also has a Regulation in which the functions of the Center are defined. From the examination of the documents, it was found that there are inconsistencies between the QA policy of the center and the defined functions of the QA center in the Regulations, for example, the QA center is mentioned as the responsible for monitoring in the policy document of the quality assurance center, but the monitoring function is not even included in the Regulations IQA center. The expert panel site-visit revealed that this was implemented only for the self-evaluation activities, many of the activities have not yet been attempted to implement. Moreover, the activities of the College regarding the IQA are not yet planned, but many of the activities are planned to start after the accreditation process.

In the regulation the QA working groups and their fuctions were mentioned, as well as the group of students and their function regarding the quality assurance. The expert panel site-visit revealed that such working groups have not yet been formed, only temporary QA working group has been formed to implement the self-evaluation report, and students are generally not aware of quality assurance processes. The institution still does not have a clear vision in the direction of quality assurance.

The IQA center has one employee – responsible. The position was created in 2021. The center does not have with the necessary resources /office, desk, computer, etc./, however, the College plans to have in near future. The IQA center has planned its activities according to the accreditation process, the development of SER, all the necessary documents, etc. The need of the necessary recourses has not been found. There are no target costs are allocated for QA processes. The employees involved in the QA processes at the College are not sufficiently informed about the internal quality assurance processes, they did not participate in quality assurance trainings or courses.

According to the SER the College considers the students, teachers, and the administrative staff as internal stakeholders, and the State Governmental bodies of the RA, representatives of business sector and the graduates as external stakeholders. The administrative staff from the internal stakeholders were involved in the SER development process. The expert panel site-visit revealed that the students were not involved in the process, neither the head of the SC, nor the students were aware of the IQA activities. The teaching staff is not actively involved in the IQA activities, as well as were not involved in the SER development process, which was revealed during the expert panel site-visit. This was mentioned by the College as well in the SER as a weak point.

The external stakeholders are not involved in the IQA activities of the College as well. Their cooperation is limited only by the involvement of some them in the Governing Board of the College. The cooperation with the employers has weak base. It was mentioned in the SER that the employer representatives are involved in the process of evaluation and improvement of the APs, however the expert panel site-visit revealed that only one of the employers was involved in the review, development process of the AP, which was not the employer of the College, but the employer woriking with the MKUZAK. The invlovement of the graduate was onl once – participation in the quaestionerie by te IQA center, the new graduates participated that were not yet established in their careers.

The quality assurance system is still in the stage of new implementation and formation in the College. The quality assurance center has a work plan for the year 2020-2021, which includes only the general processes of conducting self-evaluation and ensuring the internal culture of quality, and the end result set for the latter is not measurable, and the work plan for the year 2021-2022 is missing. Reports are also missing. Evaluation of the effectiveness of processes, actions aimed at improvement are not carried out. The quality assurance center has not yet started to be guided by the PDCA cycle in carrying out its activities.

The quality assurance system, being in the investment phase, considered the implementation of self-evauation a priority. Moreover, the development of SER is the first experience of the College, it is more descriptive in nature, the analytical component is missing. In its SER, the College noted that surveys are regularly carried out among internal beneficiaries in order to highlight the needs. The examination of the documents revealed that there is an inquiry regulation which does not include a clear inquiry procedure, moreover, it also includes the subjects of College monitoring, the purpose of which is not clear. The expert panel site-visit revealed that no surveys were conducted among the teaching staff, some surveys were conducted among students regarding the satisfaction from the resources. Methodology of surveys, analysis results are missing, they are not periodic in nature. Questionnaires were prepared only by the person in responsible for the quality assurance center, where the questions did not clearly express the purpose of the survey. The process of data collection in the College is not systematic and comprehensive. In particular, the results of some conducted surveys are not summarized, improvements were not implemented based on them. The website of the College does not have an appropriate section covering the QA activities, the mechanisms for providing information to the beneficiaries about the processes have not yet been developed.

Considerations: The expert panel considers positve the fact that the College makes efforts to invest the IQA system, develope policy, créate the center that will conduct the QA activities, however, the fact that plans in the documents and the processes implemented in the College are not in correspondance with each other, the absence of the certain plan and visión can hinder the full implementation of the IQA activities. The IQA activities were not fully undersatndabel for the stakeholders, which can lead among the internal and eternal stakeholders to the situation in which

the need of quality assurance system is unacceptable. In this case, it is important for the QA responsable to be fully aware of the processes, one of the means of which can be trainings and experience sharing. The professional raise of the IQA responsible will increase the awareness and trust of the beneficiaries towards the QA system of the College. Otherwise, the passive involvement of the stakeholders will not allow include new ideas and create bases for the development of the College, and the lack of involvement of external stakeholders in the revision, improvement and other processes of APs can reflect the incomplete development of the institution-labor market connection. Meanwhile, the involvement of internal and external stakeholders in the QA processes of the College can contribute not only to the development of the institution, but also to the provision of feedback and the formation of a quality culture.

In the IQA system, the approaches of data collection, analysis and the dissemination of positive experience as a result are important, which is not yet on a stable basis in the institution. In this context, it is also important to have a systematic, complete nature of data collection, highlighting the needs of the beneficiaries, the presence of targeted survey methodology, comprehensive analysis of their results, the presence of efficiency evaluation mechanisms and improvement processes, which are absent in the College. Although the institution has survey regulations, developed questionnaires, they need to be reviewed, as the content of the surveys does not provide a complete elicitation of needs, while it serves as a basis for effective planning of QA processes. The College is not yet guided by the PDCA cycle when implementing QA processes, but it can significantly contribute to the correct and timely detection of defects and their rapid correction.

The absence of departmental materials on quality assurance processes on the website does not ensure transparency of processes.

Summary: Taking ito account, that The IQA system is still in the investment phase, the policy, regulation, the functions are not developed, the visión of the College is absent, the center still has no influence on the processes of the institution and does not ensure the continuous improvement of all processes of the college and the formation of a quality culture, the QA works are still in the planning stage, the mechanisms of efficiency assessment, information collection and analysis, survey methodology, internal and external stakeholders of the QA system are not provided providing awareness, the expert panel finds that the YSCLI does not meet the requirements of criterion 10.

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

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
1. Mission and Purposes	Satisfactory
2. Governance and Administration	Unsatisfactory
3. Academic Programs	Satisfactory
4. Students	Satisfactory
5. Faculty and 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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Armenuhi Mherya

21.01. 2022

APPENDIXES

APPENDIX 1. CVS OF THE EXPERT PANEL MEMBERS

Armenuhi Mheryan: 2000 graduated from the Faculty of Financial Accounting of the State University of Economics of Armenia (ASU), majoring in finance and credit, in 2004. was a graduate student of the "Finance and Credit" department of the same university. Candidate of economic sciences, associate professor. 2006-2021 worked as a lecturer at ASTU, "Finance" chair. Participated in a number of trainings: Data processing, statistical analysis and presentation using the SPSS statistical package, Training on capacity building for implementing bologna reforms, "Mastering and improving information systems", "Financial accounting, analysis and auditing", "Mastering economic methods and models" and application" and other topics.

Manush Arzumanyan - In 1991 graduated from Yerevan Polytechnic Institute (Vanadzor branch) majoring in "Electronic Calculators", and in 2011 from Vanadzor State Pedagogical Institute majoring in "Informatics". 1997-2004 worked as a teacher at N16 primary school in Vanadzor. 2007-2017 worked at the National Center for Educational Technologies (KTAK) as regional coordinator of Lori marz. 2017-2020 worked as a senior laboratory assistant at the National Polytechnic University of Armenia (Vanadzor branch), as well as an informatics teacher at the university's high school. 2020-2021 worked as a Methodist at the Vanadzor State Agricultural College, in charge of the quality of education, lecturer of informatics. Since 2021 works as a methodologist in "Karhanyan" online site. Participated in a number of trainings: training of ICT trainers by "Agence universitaire de la Francophonie (AUF)" /2020/, "Media Literacy" course organized by "Internews" organization /2012/ etc.

Narine SIrakanyan – In 2006 graduated the department of "Mathematics and Informatics" of the Armenian State Pedagogical University named after Abovyan (mathematics and informatics teacher qualification). She is a candidate of pedagogical sciences /2016/. 2006-2014 worked as a mathematics teacher at Gandzai Public School No. 1, Ninotsminda region, Georgia. 2014-2016 worked at the National Institute of Education of the RA Ministry of Education, Science and Research Department of Pedagogy as a specialist, then as a chief specialist. 2019-2020 He worked as the head of the Quality Assurance Department of the Northern University. From 2020 until now, he is a participant of the "iGorts" program of the RA Education Inspection Authority. He is the author of 18 and more scientific methodical articles.

Avetiq Khosteghyan - 2019 graduated from Gegharkunik Marz. Sarukhani N2 secondary school with excellent progress. From 2019 until now, he has been studying in Gegharkunik Marz. In the accounting department of Gavar State Agricultural College. In 2021, he participated in the summer school organized by the "Together" Foundation. In 2021, he participated in the training of student-experts of the "Student Voice" project.

APPENDIX2. SITE-VISIT OF EXPERT PANEL CONDUCTING INSTITUTIONAL ACCREDITATION

22.11.2021-25.11.2021

	22.11.2021	Start	End	Duration
1.	Meeting with the Director of the College	09:30	10:30	60 minutes
2.	Meeting with the vice-directors of the College	10:40	11:40	60 minutes
3.	Meeting with the working group of SER (10-12 people)	11:50	12:40	50 minutes
4.	Break, expert panel discussions	12:50	13:50	60 minutes
5.	Meeting with the members of the Board of the College	14:00	14:50	50 minutes
6.	Meeting of graduates of the College	15:00	16:00	60 minutes
7.	Meeting with the employer representatives (10-12 people)	16:10	17:10	60 minutes
	23.11.2021	Start	End	Duration
1.	Meeting with the heads of the chair	09:30	10:30	60 minutes
2.	Meeting with the representatives of the teaching staff (including the 3 APs) (10-12 people)	10:40	11:40	60 minutes
3.	Meeting with students (10-12 people)	11:50	12:50	60 minutes
4.	Break, expert panel discussions	13:00	14:00	60 minutes
5.	Meeting with the members of the Student Council (10-12 people)	14:10	14:50	40 minutes
6.	Meeting with heads of College departments and other employees (Personnel Inspector, Administrative Committee, Head of Internship, Laboratory Assistants, Librarian, Career Officer, Accountant, Pedagogist-Psychologist)	15:00	16:20	80 minutes
7.	Study of documents, closed meeting of the expert panel	16:30	18:30	120 minutes

	24.11.2021		Start	End	Duration
1.	Meeting with "Clothing Modeling and Designing" and "Accounting" Academic program managers and teaching staff (10-12 people)	Meeting with the responsible/s and teaching staff of the Academic program "Software of computing equipment and automated systems" (10-12 people)	09:30	11:00	90 minutes
2.	Meeting with students of "Clothing modeling and design" and "Accounting" Academic programs (10-12 people)	Meeting with the students of the Academic program "Software of computing equipment and automated systems". (10-12 people)	11:15	12:30	75 minutes
3.	Break, expert panel discussions		12:45	13:45	60 minutes
4.	Observation of resources, visit to units		13:55	15:30	95 minutes
5.	Study of documents, closed meeting of the expert panel		15:40	18:30	170 minutes

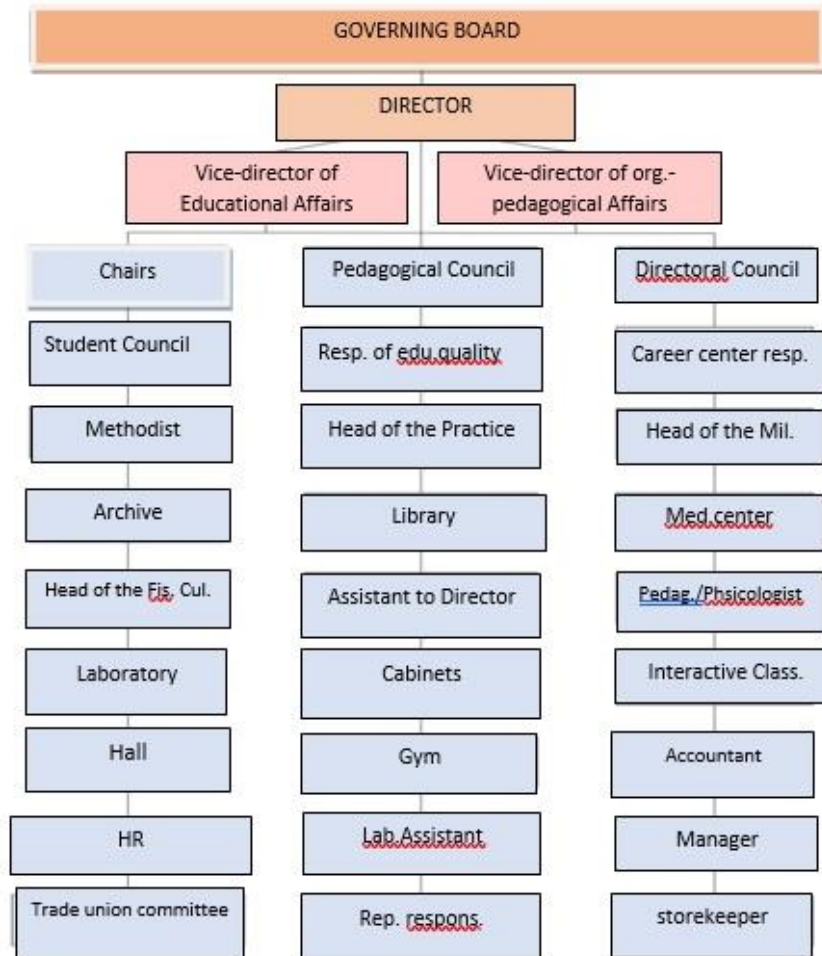|	25.11.2021	Start	End	Duration
1.	Meeting with the Quality Assurance responsible	09:30	10:30	60 minutes
2.	Open meeting with expert panel	10:40	11:30	50 minutes
3.	Meeting with the staff selected by the expert group	11:40	12:40	60 minutes
4.	Break, panel of experts	12:50	13:50	60 minutes
5.	Discussions, Document review and closed expert panel meetings	14:00	17:30	210 minutes
6.	Meeting with the management staff of the College and summary of the expert visit	17:40	18:00	20 minutes

APPENDIX 3. LIST OF DOCUMENTS FOR OBSERVATION

N	NAMEN OF THE DOCUMENT	CRITERION/STANDARD
1.	Action plan of SP	1
2.	Minutes of the chairs' meetings	2
3.	Work plans and reports of departments and chairs /for the last 3 years/	2
4.	Reports of Educational Council	2
5.	Work plans of deputy directors	2
6.	SC work plans, reports / of the last 3 years/	2
7.	Minutes of the meetings of the SC / of the last 3 years /	2
8.	Minutes of the Collegial Management Councils	2
9.	List of the employees /last 2 years/	2
10.	Protocols of the Administrative and Pedagogical council	2
11.	Employment contracts	2
12.	Opinions of attestation commissions	3
13.	Class lists	3
14.	Instructions, procedure for switching to distance learning	3
15.	Tasks given within the modules "Accounting", "Clothing modeling and design", "Calculating equipment and automated systems software"	3
16.	Practice plans and diaries / of 3 APs /	3
17.	Coursework/1 day of IT/, final works, abstracts, individual works /of the last 3 years/	3
18.	Writing procedure for diplomas of "Clothing modeling and design", "Software of computing equipment and automated systems" specialties	3
19.	A list showing the comparison of applicants and admissions/for the last 3 years/	4
20.	Career Center data on graduate employment	4
21.	List of students enrolled in the Collegiate Governing Council according to profession and course	4
22.	Consultation schedule for students	4
23.	Reports of the Course heads	4
24.	Protocols of the in-class observations	5
25.	Application to the Ministry for filling the vacancy of a teacher	5
26.	Manual developed by the teacher, professional-technical dictionary developed by the student	6
27.	Laboratory works of students	6

28.	List of resource acquisitions in the last 5 years	7
29.	Annual budget plan for the last 3 years	7
30.	Analysis of the results of the survey on the accessibility and quality of information of the website/survey conducted by IT/	8
31.	List of educational institutions that cooperate with the College	9
32.	Examples of survey questionnaires conducted in the College, analysis /partially/	10
33.	Work plan of IQA responsible	10
34.	Analyzes of needs assessment surveys, discussions	10

APPENDIX 4. RESOURCES OBSERVED

1. Art studios (art N1, N2)

2. Cabinets (Clothing modeling and art design style history, accounting, clothing manufacturing technology)

3. Auditoriums (modeling, computer, interactive)

4. Chairs (professional subjects, economics subjects)

5. Library

6. Archive

7. Halls (for events, physical education)

8. Aid station

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE COLLEGE

GOVERNING BOARD

DIRECTOR

Vice-director of Educational Affairs | Vice-director of org.-pedagogical Affairs

Chairs	Pedagogical Council	Directoral Council
Student Council	Resp. of edu.quality	Career center resp.
Methodist	Head of the Practice	Head of the Mil.
Archive	Library	Med.center
Head of the Fis. Cul.	Assistant to Director	Pedag./Phsicologist
Laboratory	Cabinets	Interactive Class.
Hall	Gym	Accountant
HR	Lab.Assistant	Manager
Trade union committee	Rep. respons.	storekeeper

APPENDIX 6: LIST OF ABBREVIATIONS

1. SNOC - State non-commercial organization
2. YSCLI – Yerevan State College of Light Industry
3. MoESCS of RA – Ministry of Education, Science, Culture and Sports of the Republic of Armenia
4. PEI – Professional educational institution
5. QA – Quality Assurance
6. NQF - National Qualifications Framework
7. IQA – Internal Quality Assurance
8. ANQA - National Center for professional education Quality Assurance
9. MKUZAK - Professional Education and Training Development Center
10. AP – Academic program
11. SES - State educational standard
12. SC-Student Council
13. CJSC – Closed joint-stock company
14. LLC – Limited liability company