

**«NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE
FOUNDATION**



**EXPERT PANEL REPORT
ON INSTITUTIONAL ACCREDITATION CARRIED OUT AT VAYOC DZOR
STATE REGIONAL COLLEGE**

Yerevan - 2021

INRODUCION

Institutional Accreditation of Vayoc Dzor State Regional College /hereinafter referred to as VDZRSC, College, institution/ was carried out in accordance with the application submitted by the institution. The institutional accreditation process is coordinated and carried out by the National Center for Quality Assurance of Professional Education (ANQA).

The institutional accreditation 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.

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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 creation, transfer and dissemination of knowledge, the formation of the national mentality 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.**

The expert panel have taken into account that the VDZSRC as a vocational education institution and its role in the region, as well as cooperations with MoESC /Ministry of education, science, sport and culture/ and MKUZAK /National Centre for Vocational Education and Training Development/. The expert panel have taken into account the fact that the institution is in the Accreditation process for the first time.

The role of the College is irreplaceable from the point of view of preparing the specialists for the labor market at the same time it is seen by the stakeholders as a link in ensuring continuing education in universities. However, the College has not yet been able to fully involve the stakeholders in the design and implementation of its "significance vector", "coordinates of priorities", as well as the developer of the ways and planner of the action to achieve them.

The expert panel highlights the strategic management, in this regard the positive impact of quality assurance mechanisms is noticeable in terms of taking steps and implementing mechanisms, but a clear accounting of resources and opportunities and planning based on them has not yet been achieved. At the same time, there is a disconnection between the planning and implementation processes. The College also considers collaborations and their scopes to be unpredictable, so it is not able to carry out clear long-term and medium-term planning based on this basis, it is mainly guided by the opportunities created at the moment. The College emphasizes quality assurance processes, has implemented several mechanisms, conducts surveys among various stakeholders. Although research methodology and the process of making decision-based research and data-based still needs to be done. At the same time, there is still a need to transform the principle of quality management into a culture for process management. The College values the views of stakeholders, and particularly employers, and takes into account the development trends of individual employers, but not involving a wide range of them may prevent the College from realizing its full potential. The lack of human resources for the

implementation of various strategic goals is a problem for the College, which the College has solved by creating various commissions and working groups, this mechanism has succeeded in individual cases as a result of the work done by dedicated employees in the management system, but the latter does not provide further institutionalized guarantees for the continuous implementation of the processes.

Taking into account all the above mentioned, the expert panel concludes, that there are a number of quality assurance and management mechanisms in place to ensure continuous improvement of the management system and ensure efficiency, but still the process and development planning is not based on a clearly analyzed measurements of opportunities, resources and risks, and there is a gap between planning and implementation processes.

The Academic programs /APs/ of the College are developed in accordance with the National Qualification Framework /NQF/ and State National Standards /SNS/, however the lack of the certain mechanisms and the procedures for the study of the labor market hinder the alignment of the needs of the employers as well as the rapid developments of the labor market. There is a policy for the selection of knowledge assessment, teaching and learning methods, as well as a detailed description of these methods, but the methods to guarantee practical and analytical abilities are still imperfect. The College also highlights the importance of evaluation of the implementation process of the APs and has implemented some mechanisms that are still not fully effective. The College emphasizes the involvement of employers in the processes of development, implementation and improvement of the APs, but it is still not possible to ensure it in a desirable and effective way.

The College use the main demands of the SES for the recruitment of the teaching staff. It is appreciated that the College makes efforts for the improvement, experience change, the spread of the good practice within the teaching staff of the College, however, still there are no regulated procedures of organizing events based on the needs. The expert panel considers that the cooperation with the employers can lead and effect positively on the improvement of the teaching staff. The issues regarding the human resources and the absence of the staff reserve can hinder the effective implementation of the APs and the goals of the SP. At the same time the expert panel considers a serious issue the fact that there is no improvement mechanism /this a widely spread issue in national colleges as well/, which hinders the motivation and further improvement. Considering all the above-mentioned facts, the expert panel finds that a number of the successes are due to the work of devotees in both the administrative and teaching staffs.

The College emphasizes the constant replenishment and renewal of resources and is able to successfully serve the opportunities provided by various national and international programs to meet these needs, both by using the opportunities presented due to the uniqueness of the region, and by going forward and attracting new successes as a result of one's own efforts and abilities. As a result, the College has replenished its resources, and at the same time successfully uses the resources of employers for some educational programs. However, there are also academic programs, within which the resources are not sufficient, besides, the lack of appropriate employers does not allow to

implement an effective solution to the problem. There is also a resource that, although it is part of the implementation of the strategic goals of the College, is not used due to the lack of adequate human resources. Although they have introduced mechanisms for highlighting resource needs, they are still not fully effective, and there are still no mechanisms for evaluating the effectiveness of resource use.

Despite some individual problems, the expert panel finds that the College generally ensures the reliable awarding of qualifications, at the same time it considers the problem of human resources to be particularly risky, which can hinder the continuity of the processes.

The College has a clear procedure for admission of students, also applies an appropriate mechanism for recruiting applicants, which they try to transform to ensure efficiency, although there are no clear mechanisms for evaluating their efficiency. There are various mechanisms for identifying the educational needs of students in the College, but the identification of needs is mainly ensured through a reliable student-counsel relationship. The involvement of students in research projects is still rather weak, the mechanisms for developing students' analytical abilities are absent.

The College has valued the field of research and has set goals, but no clear plans for research are yet in place. The involvement of both professors and students in research activities is weak, and such opportunities are also scarce. Conducting seminars in the college are considered as an important mechanism for disseminating good practice. Mechanisms for developing students' analytical abilities are quite imperfect, there are only isolated successful results. Issues in the field of research can also hinder the improvement of the teaching and learning process.

The expert panel emphasizes the introduction of such mechanisms in the College that will ensure the advancement of professors based on research results, in which the introduction of a national approach will also be important.

The cooperation with the employers still does not sufficiently contribute to supporting students' careers, conducting research, and developing students' analytical skills.

The College realizes its importance in the region as a result of this its social responsibility. There is a bottom-up accountability system in the College, that ensures accountability to internal and external stakeholders. the College implements activities towards the transfer of values and knowledge to the society. However, the reports are still imperfect from the analytical point of view, the same way as the mechanisms ensuring the transparency of the processes.

The College, not having a separate responsible administrative department and forming a responsible working group, carries out noticeable works in the direction of establishing external relations and ensuring the development of resources through them. The College is also able to get involved in international programs, which have also contributed to the development of the College, there are also precedents for the study of international experience due to this, as well as the introduction of new APs. However, the establishment of collaborative frameworks and related planning are not long-term and

clearly manageable for the institution, the College is able to fill this gap through flexible activities. At the same time, it should be mentioned, that the cooperation /especially with the employers/ is not fully covering the expectations and needs of the College, this can hinder the continuous development of the process. Meanwhile the College considers knowledge of foreign language problematic.

Taking into account all the above-mentioned, the expert panel concludes that, the College tends to have long term development, took and continuous to take steps regarding this, however, the current issues, especially in the field of research, may hinder the long-term development.

Strengths of the College:

- The special role of the College for the region and being the only institution providing secondary professional education.
- The presence of strategic management and accountability mechanisms as quality management mechanisms and the importance of quality assurance processes.
- The APs in accordance with SES and NQF.
- Existence of the policy of selection of knowledge assessment, teaching and learning methods.
- Internal mechanism and processes for exchange of experience and dissemination of best teaching practices.
- Availability of an appropriate educational and partnership environment and dedicated employees.
- Continuous replenishment of resources and as a result existing resource base.
- Existence of a clear procedure for the admission of students and various mechanisms for recruiting applicants.
- The emphasis of the College on the educational needs of students.
- Availability of a system of accountability to internal and external stakeholders.
- Availability of experience and resources for the implementation of short-term projects.
- Experience in implementing national and international programs.

Weaknesses of the College:

- Lack of mechanisms for monitoring, evaluating and improving processes (including labor market research, existing policies and procedures).
- Weak involvement of internal and external stakeholders (especially employers and alumni) in strategic planning, development of APs, monitoring and quality assurance processes.
- Lack of a systematic procedures of quality assurance system, resource utilization efficiency assessment and improvement.
- Lack of methods guaranteeing practical and analytical abilities.

- Absence of a regulated process for the improvement of the teaching staff based on the needs.
- Lack of human resources in accordance with the goals of the SP.
- Absence of advancement mechanisms of the teaching staff.
- Lack of suitable employers for some educational programs.
- Weak involvement of students in research and analytical work.
- Lack of mechanisms for encouraging and promoting research.
- Imperfection of analytical component in reports.
- Lack of long-term planning in the field of external cooperation.
- Insufficient level of foreign language knowledge among teachers and students.

Recommendations

Mission and Purposes

- Clarify the priorities and goals of the College, target the labor market and opportunities for graduates, based on the needs of a wide range of internal and external stakeholders and the reassessed capabilities of the college, expanding the scope of cooperation with employers.
- Improve ongoing and summative evaluation mechanisms for the implementation of the SP, while ensuring the feasibility and measurability of the activities defined in the SP.

Governance and Administration

- Study and evaluate the financial /including the finance of the projects/, human, material resource aligning them with the measurable outcomes of the SP.
- Clarify the functional scope of administrative employees.
- Promote the active and initiative involvement of teachers and students in the decision-making processes related to them, also by ensuring the effective and active participation of Collegial management bodies.
- Provide a process of monitoring and summative evaluation of the implementation of strategic goals, including the specification of planning according to responsible persons, timelines, resources, indicators and linking long-term, medium-term and short-term planning.
- Provide a comprehensive, multi-faceted study and analysis of factors affecting the activities of the College, conditioning the management and decision-making process with the results of the research.
- Provide evaluation of implemented policies and procedures, contributing to their improvement and operationalization.
- To ensure the improvement of information collection, its application and publication processes on various processes, based on studies and analyses.

Academic programs

- Ensure the process of development and monitoring of the APs, based on reliable, credible and clearly analyzed data.
- Introduce effective mechanisms for studying labor market (clear cooperation with external stakeholders) in order to include their results in the APs.
- Analyze the opportunities and prospects of the College and take active steps to achieve benchmarking and ensure mobility.
- Introduce effective mechanisms to prevent plagiarism and ensure academic integrity.
- Introduce modern teaching methods in all AP of the College, which will ensure not only the acquisition of required knowledge, but also the formation of abilities and skills.
- Develop a multi-factor assessment system and extend it to all AP outcomes, with particular emphasis on the assessment of practical skills.
- Introduce mechanisms that ensure the effectiveness of conducting internships.

Students

- Develop effective mechanisms for evaluating the effectiveness of applicant admission and recruitment processes, contributing to their improvement.
- To assess the effectiveness of the mechanisms for raising the educational needs of students and review the applicability of these mechanisms.
- Clarify the activities of the SC as a body for the protection of students' rights, promote the involvement of students in making decisions related to them.
- To involve students in research activities to develop their analytical thinking, to introduce mechanisms of connection between research activities and learning.
- Introduce effective mechanisms for providing feedback to graduates, improve mechanisms for collecting data on them.

Faculty and Staff

- Take steps towards the implementation of both the mechanisms already defined and other mechanisms aimed at encouraging employees and ensuring progress.
- Ensure a process of continuous improvement of teaching staff (also involving opportunities from employers) and encourage relevant activities by implementing appropriate feasible and transparent mechanisms.
- Develop and implement alternative additional mechanisms that will contribute to the involvement of practitioners in the teaching process.
- Based on the results of the needs assessment, ensure the necessary teaching staff for the implementation of the APs, creating also guarantees of risk management.
- Provide administrative and educational support staff conditioned by the need for the realization of the goals of the SP, creating guarantees for the realization of the goals of the SP.

Research and Development

- Define research interests and development directions, taking into account the needs of the region and the college.

- To introduce mechanisms of connection of educational and research processes in learning and practice processes, providing guarantees of development of analytical and creative abilities of students.
- Attract new budgetary and extra-budgetary funds for the implementation of research and practical work (including using employers' opportunities).
- Develop and introduce mechanisms for the promotion and encouragement of professors' research activities, contributing to the provision of privileged research results by professors (including those applicable in the educational process).

Infrastructure and Resources

- Evaluate the resource base and capabilities and implement a clear toolkit for its maintenance, modernization, and full utilization.
- Introduce mechanisms to attract new financial resources.
- Improve the existing learning environment with special attention to students with special needs.

Societal responsibility

- Introduce evaluation mechanisms of submitted reports, emphasizing the presence of an analytical component in them.
- To coordinate the tools for providing information, ensuring transparency and ensuring feedback with stakeholders, the work performed on the platforms used for providing information, taking into account the needs of stakeholders.

External relations and Internationalization

- Analyze and evaluate the existing cooperative experience in the College from the point of view of internationalization and external affairs.
- Develop effective mechanisms for establishing new partnerships (especially with employers) and ensuring long-term cooperation, taking into account the existing needs of the College and regional characteristics.
- Take steps in the direction of improving the documents regulating the field of foreign relations and internationalization developed in the college and the full implementation of the tools set in them.
- Increase foreign language proficiency among domestic stakeholders using both Peace Corps and other opportunities.

Internal Quality Assurance system

- Ensure clear planning, monitoring, evaluation of quality assurance processes, contributing to their continuous improvement.
- Ensure the improvement of human resources competencies aimed at the implementation of quality assurance processes.
- Improve and improve the methodology and means of conducting research and analysis, ensuring their reliability and applicability.
- Develop and implement clear mechanisms aimed at continuous active involvement of stakeholders.

- Ensure a systematic process of evaluating and improving the effectiveness of the quality assurance system, including the study of national and international experience, and the implementation of comparative analysis.
- Ensure access to information on the quality of college processes for internal and external stakeholders, improving accountability and publicity processes.

Armenuhi Sargsyan
Head of the expert panel

30 December 2021

DESCRIPTION OF EXTERNAL REVIEW

PROCESS OF THE EXTERNAL REVIEW

The Institutional Accreditation process of the Vayoc Dzor State Regional College was conducted by the following members of the expert panel:

- **Armenuhi Sargsyan** candidate of physical and mathematical sciences, associate professor, director of the Scientific Policy, Quality Assurance and Management Center of Shirak State University,
- **Ashot Avetisyan** Head of practice department of Yerevan State College of Informatics, lecturer,
- **Anna Parsyan** candidate of economics, lecturer of the Agribusiness Management Chair of the National Agrarian University of Armenia,
- **Lida Grigoryan** student of "Finance" specialty of Ararat State College of RA.

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

The work of the expert panel was coordinated by Meri Barseghyan, 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 10.02.2021.

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 of the College

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.

Institutional Capacity Self-Evaluation of the College was presented on 08.06.2021. The self-analysis was carried out by 10 employees of the institution: management, administrative, teaching and educational support staff. External stakeholders and internal stakeholders, students, did not participate in the self-analysis process.

The self-evaluation report /hereinafter SER/ was mostly descriptive and general, which sometimes did not allow the experts to get an idea of 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.

Having reviewed the self-evaluation report and documents of the college, the expert panel conducted the preliminary evaluation. According to the format, the lists of questions and objectives for different departments and target groups, as well as additional documents have been prepared.

Within the scheduled time, the expert panel summarized the results of the preliminary evaluation, and the Chair of an expert panel, together with the process coordinator, set the schedule of the site visit. According to the ANQA manual, the intended close and open meetings with all the target groups, documents observation

were included in the schedule, parallel meetings, study of documents, visits to departments of the institution, etc.

As new meeting, ANQA has added the possibility of professional meetings-discussions during expert panel site-visits in the College. The members of the expert panel had professional meetings with the academic programs responsible, teaching staff and students of the academic programs presented by the College. Before the professional meetings, the experts within their profession studied the assignments/tasks given to the students within the modules to understand how these assignments are aimed at achieving the performance outcomes defined in the module.

Preliminary visit

The preliminary online visit was held two weeks prior of the site visit. The head of the expert panel head of the Institutional and Program Accreditation division and the Coordinators of ANQA participated in the meeting. During the meeting, the plan-schedule of the expert visit was presented to the management staff of 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, the behavior and ethical norms of the meeting participants.

Site visit

The expert panel site visit took place from October 18-21, 2021. One day before the scheduled site-visit (17.10.2021), all members of the expert group and the coordinator visited the college, observed the infrastructure and resources of the two buildings of the college. Then the experts 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 the next steps.

The expert visit started and ended with meetings with the management staff of the college.

Participants of the focused groups / with faculty, students, and alumni/ were selected from a pre-provided list based on the principle of representativeness. All scheduled meetings were held, as planned, the expert panel also observed classes. During the visit, the expert panel conducted a document review and focus group meetings.

At the closed meeting of the expert panel 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 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 03.12.2022.

The College sent its objections and observations regarding the preliminary version of the report on 20.12.2021, which were provided to experts for study.

On 27.12.2021 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 30.12.2021

Meri Barseghyan
Coordinator of the process

30 December 2021

BRIEF INFORMATION ABOUT THE COLLEGE

History: Vayots Dzor State Regional College was founded based on the Yeghegnadzor branch of the Yerevan Electromechanical Technical College operating in Yeghegnadzor since 1971, which became the Yeghegnadzor branch of the Yerevan College of Finance and Economics in 1993, and on the basis of which in 2001 it was separated as a separate educational institution, named Yeghegnadzor State College, then in 2011 renamed as Vayots Dzor State Regional College.

In 2007 by the decision of the interdepartmental commission created by the decision of the RA Prime Minister, the college was competitively included in the list of 12 multi-functional colleges provided by the budget support program of the European Union.

Education: The multi-functional nature of the college has made it possible to focus its activities on the training of qualified specialists with primary vocational (technical) and secondary vocational education and increase their competitiveness in the labor market, align educational programs with the requirements of the socio-economic development of the region, ensure the comparability of international standards of educational content and the transparency and accessibility of the educational process. The following majors are currently taught at the college: Tourism, Accounting, Law, Computing and Automated Systems Software, Finance, Culinary Arts, Woodworking, Winery and Juice Production.

Research/ development of creative thinking: Within the framework of its strategic goals and mission, the College organizes and tries to promote research activities by developing such a policy that it will be possible to evaluate the effectiveness of the conducted research according to relevance and applicability, to encourage students and teaching staff and to increase their involvement in research works. Research works are carried out within the framework of production, educational and pre-graduate internships, diploma works, abstract works and development of tourist packages.

External affairs: The College participates in the international work-based learning (WBL) processes organized by the European Educational Foundation (ETF) as the Armenian side. Within the framework of the ETF initiative, with the participation of experts from various countries in the relevant field, the Center of Excellence concept development process, as the representative of Armenia, is participated by the College, presenting relevant information and experience, which will be the basis for the development of the concept applicable in the Republic of Armenia, as well as the experimental (dual) project's successful experience, on the basis of which a special work plan was developed for the development of winemaking and wine tourism. The possibilities of implementing a number of programs like the College in the entire region were also discussed.

Within the framework of cooperation agreements, various training and training programs are implemented together with employers, fixing the generality of professional training and the mission and goals of the college in line with the prospective development of the region.

Quality Assurance: The introduction and gradual development of the quality assurance system has formed a framework of reforms in the College, which contributes to the analysis of the educational institution's capabilities, evaluation, increasing efficiency, improving educational, administrative, and financial activities. Legal documents regulating all processes have been developed and implemented. One of the priority directions of the Strategic Plan of the College is the formation of a culture of quality assurance of educational services.

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

Findings

VDZSRC acts according to the Charter of the institution which was approved in a new edition in 2012, and changes and additions were made in 2019. The 8 main goals of the institution's activity, according to the goals the institution specifically plans to become excellence center and the regional resource center taking on the role of leading and disseminating the reforms.

The institution has strategic development plan, according to which the main mission of the institution is creation, transfer and dissemination of the knowledge, the formation of the national mindset among the students, the preparation of the citizens capable of adapting their actions and decisions within the framework of the state strategy for the development of education.

There are 4 goals identified as the priorities for the development:

- Continues improvement of education quality
- Expanding the international co-operation
- Provision of the favorable infrastructure for learning process
- Creating the environment promoting the spread of the quality culture.

The institution implements the education process for the 3rd and 5th/primary and secondary vocational education/ levels of the NQF.

The College is the only institution implementing primary and secondary vocational education in the region.

In 2014 the College developed and implemented the stakeholders' needs assessment procedure, the policy and document on the involvement of the internal and external stakeholders.

The College emphasizes the co-operation with the employers, takes steps to expand them, individual discussions on different issues are held on personal connections, however, the expert panel site visit revealed that the discussions are not implemented with overall involvement.

The surveys are conducted among the employers, however, it was done after the development of the above-mentioned Strategic Plan. The feedback of the employers are taken into account somehow directly and indirectly while development of the education programs. The employer representatives are also involved in the Board of the institution, however the site visit revealed that they were not been actively involved in the development process of the Strategic plan, also they were not aware of it. The expert panel site visit revealed that the employers' expectations from the college and its graduates are not expressed through mandatory continuing education and higher education

requirements, but directly and primarily through the importance of their practical abilities. Meanwhile the students and teaching staff consider the College as a convenient way to enter university, though the fact, that they give special importance to the knowledge given in the College.

The expert panel site visit revealed that the institution did not have certain studies on the future employment of the graduates – whether the graduates work by their profession and in what geographical part they are. A large number of the do not work in their profession and do not continue their education in the same specialty. The College has not clearly targeted the labor market for its graduates, but believes that it cannot be limited to the Vayots Dzor region, due to the very limited labor market there. It should be noted that no comprehensive labor market analysis was conducted. The graduates were not involved in the process of development of Strategic Plan of the College.

The representatives of the teaching staff and students are involved in the staff of Board, however expert panel site visit revealed that their participation is quit passive, at the same time the leadership of the College values different opinions and is willing to involve as wide a range of stakeholders as possible.

There is an action plan /schedule/ for the 2016-2021 strategic plan, in which the entire period of the strategic plan is generally indicated as the period of implementation of actions. The responsible persons and the expected outcomes are mentioned, the last, however, are not always measurable and perceptible (for example, a new organizational structure, availability of facts regarding the implementation of lists, measures, additional work by students, etc). Strategic plans of the divisions and annual plans are also developed.

The heads of the divisions and the director report to the Board of the College each academic year.

There is a report on the implementation of the strategic plan for 2016-2021, which was prepared by the quality assurance committee.

The College has defined some KIEMs (Key Indicators of Evaluation Mechanisms) and KPIs, but they have not been linked to the actions, tasks and objectives provided by the SP, and there are no reports according them.

The expert panel revealed that the stakeholders do not a clear understanding of the extent to which the strategic plan has been implemented, even from this point of view, the ideas are different: fully implemented or incompletely implemented.

Now the draft of the Strategic plan for the development of the College for 2021-2026 has been developed, in which a wide range of stakeholders did not directly participate. However, the management of the College used information obtained by various indirect impulses from employers, students, professors. At the same time, the development trends of the region are highlighted. From this point of view, the specialty "Winemaking" of primary vocational education has gained particular importance, with the development of wine production possibilities, they see prospects for specialties aimed at the development of agriculture.

Considerations: The main and continuous goals of the VDZSRC are expressed in the Charter of the institution. At the same time there is a SP of the activities of the institution where the mission and goals of the institution are stated, to achieve them there are objectives and actions. The mission and goals of the institution are aligned to the appropriate level of the NQF. VDZSRC certainly has a special and irreplaceable role for the region, thereby for the Republic of Armenia, and this is clear for all stakeholders.

Large number of internal and external stakeholders were not involved in the development process of the Strategic Plan of the College. It is positive, that the leadership of the institution is obliging and cooperative, and tries to use the information received from stakeholders with different impulses to serve the development and improvement of the college, including being guided by the perspectives of the city and region, taking into account the expectations of different employers.

It is also positive, that the College responds flexibly to individual impulses, which contributed to the establishment of various international connections aimed at the development of the college. However, the expert panel concludes, that the unclear scope of the labor market and the absence of its overall observation, the incomplete targeting of the opportunities of graduates may risk the precise definition of the goals and priorities aimed at the development of the College. From this point of view the expert panel also highlights the importance of involvement of the wider range of the stakeholders /including graduates, employers/ in general discussions, that can also contribute to the pointing out new opportunities.

The expert panel considers the lack of cooperation with employers in the direction of some professions to be problematic, that is, the scope of the cooperation with the employers does not formulate and cover the required practical skills of the students. Perhaps this also the result of the above-mentioned issue. The expert panel positively emphasizes the fact, that although there is a Strategic plan since 2016 and the evaluation report of it, the institution started the process of development of the new SP and this is the first experience of the Institutional Accreditation for the College. However, the expert panel finds that the unclear and not measurable formulation in the SP risks its transformation into a full operational document and ongoing evaluation. At the same time the mostly descriptive nature of the annual reports and the lack of clear correlation with the SP may risk the realization of the final goals provided by the SP. The lack of correlation between the KIEMs and KIPs with the SP, as well as the lack of reporting on them, risks the improvement of the process of SP implementation evaluation and ongoing monitoring.

Summary: Taking into account that the College has a specific mission for the region, has a strategic plan that articulates the college's main goals that are aligned with the NQF, has an accountability mechanism that strives for improvement to ensure the accountability of the RA, and also prioritizes the needs of internal and external stakeholders, the expert panel finds that VDZSRC meets the requirements of Criterion 1.

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

II. GOVERNANCE AND ADMINISTRATION

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

FINDINGS

VDZSRC is a state non-governmental organization that is governed in a collegial and sole manner. The founder of the college is the Government of the Republic of Armenia, the authorized body is the Ministry of Education and Culture of the Republic of Armenia. The collegial governing body of the college is the board of management, which hears and evaluates the reports of the principal and departments of the college, approves the RA, the annual budget, elects the director, etc. At the same time, there are Pedagogical, Methodological, Educational and Administrative Councils, the latter is the advisory body, operating in the College. The College is managed solely by the Director, who is elected by the specific charter of the institution. The functional frameworks of the collegial and sole governing bodies are defined by the College statutes and relevant work procedures. The director has two deputies, one in charge of educational affairs and the other in charge of organizational work. Moreover, the deputy in charge of educational affairs is simultaneously the person responsible for the quality of education and the chairman of the Quality Commission.

There is a Quality assurance department, Educational department, Archive, Library, 3 Chairs: Economics, Technical specialties, Craft specialties. There is one position in each department of the College, at the same time, legal adviser, accountant, HR department inspector, methodologist, clerk, laboratory assistant, operator, educational secretary and other posts. Moreover, the posts of quality assurance responsible, the responsible for the purchases and the post for the Methodist have been added recently. The expert panel revealed, that there is an issue regarding the human resources / in particular, laboratory assistant, a coordinator of research activities/. The organization of the internships are implemented by the chairs and the Educational department. There are no separate offices for the Chairs, all the documents are in the Educational department, the computers of the computer classrooms are used while working, and the meetings/sessions are held in the free classrooms. There no individual responsible persons for different activities, and these issues are solved by different working groups (information and analysis working group, working group dealing with ensuring a safe environment for students and employees of the college, KIEMs monitoring and analysis working group, working group responsible for external relations and internationalization under the leadership of the college director, etc.).

The document "Internal Disciplinary Rules of VZDSRC" approved in 2011 is valid in the College. In 2014, the document "Ethical rules, principles, norms" was approved.

The Mulberry electronic system was implemented and used in the college for some time from 2012 for internal document circulation, which, according to self-analysis, significantly increased the efficiency of work, but later it was no longer used, it was used only during external document circulation with MESCS of RA.

The College considers that the financials are not enough to acquire the necessary resources, at the same time the College invests all possible efforts to be included in various programs and thus replenish and renew the material resources.

There is a Students Council which has an approved statute, but the expert panel site visit revealed that the involvement and motivation of the SC in various processes and activities of the College is not fully expressed. The Student Council can raise the issues, however the expert panel revealed that these issues are mainly some technical problems. When organizing events, they try to organize such events that will not require additional financial expenses or the expenses are such that they will be able to cover them independently with their own funds. At the same time, it became clear from the expert panel site-visit that the processes carried out by the SC are mainly carried out based on the opportunities available in a short period of time, and it is difficult to plan for the academic year or semester.

There are representatives of teaching staff members and students /that are elected by the SC/ involved in the Board of the institution. However, the expert panel site visit revealed that the members of the Board do not act proactively, at the same time, teachers and students do not discuss the issues included in the management council in the relevant circles or inform those circles about the decisions. There is a lack of awareness and initiative among the members of the management board. The lecturers are also included in administrative, educational and other councils and, according to their duties, also in general processes, so they are mostly informed that way.

In the sessions of the chairs, the problems arising in the educational process are discussed, and they receive solutions. It was found out from the expert visit that the connection between the educational part and the chairs is close.

Surveys are conducted among professors and students, but their influence on decision-making is not noticeable.

The College has a Strategic plan for 2016-2021, for which an implementation schedule has been drawn up, but the timeframes for the implementation of actions in it are quite broad, the actions are not clear and measurable (for example, the organization of the educational process, reform of control, improvement, new means of enriching the material and technical base search and targeting for the improvement of the educational process, improvement of the concept of quality assessment, improvement of rating control of the quality of education, etc.). The KPIs for the SP for 2016-2021 was developed for each department, but they were not linked to planned activities of department. College departments have 2016-2021 separate SPs, which are structurally similar to the College overall SPs. Detailed work plans are drawn up for the departments, which are derived from

the operational frameworks of the department. The expert site visit revealed that short-term planning work-plans are mainly in operation.

The heads of the departments and the director report for each semester to the Board of the Institution. The presented reports are mainly general descriptions of different actions, and there is no alignment with the SP. The expert panel site visit revealed that there is no certain approach for the assessment of the reports in the Board, however, the working plans are partially taken into account. At the same time, it was revealed that, there no special decisions made during the Covid-19 pandemic situation or military situation /martial law conditions/, as well as implementation of the SP.

By the end of the SP, the Quality Commission developed a report, which, however, is descriptive, there is no certain evaluation on the level of implementation of the SP. The expert panel site visit revealed, that the Quality Commission pointed out that the report are descriptive and took steps in that direction.

The draft of the new SP for 2021-2026 was developed, however, the repetitive parts were obvious from the previous SP. There are no certain timeline and action regarding its implementation. There is also the list of KPIs.

The College had a SP for 2014-2016 on distance learning, and this was implemented within the international co-operation with German "Development of the private sector in the South Caucasus" project. The expert panel revealed this experience has helped in the organization of the distant learning during the Covid-19 pandemic.

Within the same project in 2018 the dual learning system was implemented according 2018-2019 SP, which planned the evaluation/monitoring process of the project. The College emphasizes the processes taking place in the region, mainly demographic changes. The expert panel revealed that there are separate discussions with employers, but there are no general discussions on a wide scale. Due to the results of separate discussions and the trends of the further development of the region, some professions have contributed (in particular, winemaking and juice production, tourism). However, comprehensive labor market studies are not available.

The surveys are conducted among employers, students, and teaching staff members, each of the surveys are conducted among the same 20 participants. At the same time the document revision and the expert panel site visit revealed that the results of the surveys did not impact on the decisions made. Only some of the issues of a technical nature have had an impact.

The progress of the students is evaluated with that base the double checking is done.

The expert panel revealed, that the stakeholders and board members of the institution consider that the mid-term and long-term planning is not achievable and consider flexible practices to be appropriate, also consider the issues of establishment and continuity of cooperation with national and international partners as unpredictable.

The financial planning is implemented mainly for one year, and the salary payment planning is carried out, as well as within the scope of planning duties carried out

by already existing programs. The replenishment of resources is mainly done due to the opportunities provided by various programs.

A number of documents were developed from 2011-2014, then a number policies and procedures were developed during different years /mainly during 2018-2020/. The expert panel revealed that the need of the document development was done while the development of the self-evaluation report according the framework for the institutional accreditation process. However, there are documents that have not been brought to operational life, namely the Faculty Professional Development Procedure document (which does not contain a procedural description), the Benchmarking Policy and Procedure document, etc. The review of the documents revealed that only a few documents were revised due to legal necessity (particularly the College Charter).

The surveys among students and teachers are conducted, the evaluation of the teachers, their courses and in class observations are carried out.

The main assessment mechanism of the processes, that are descriptive according to the content and they have not been changed, except for the fact that SWOT analyses component was invested. The mechanisms for the evaluation the effectiveness of the approaches is not used.

The College publishes the report of the departments, the director and Quality Commission. The information about the College for the stakeholders is available on the web-site of the institution, on Facebook page of the institution, however, the expert panel site-visit revealed that the students and teachers mainly do not get to know the documents, the students are informed about the various processes from the teachers and chairmen, and from the heads of the departments or the management staff. The information about the alumni of the institution is not published. The final attestation committee report is published in the web site in 2018. There are no clear mechanisms for evaluating the measures that ensure the publicity of information.

Considerations: The governing bodies and their functional framework are certainly separated in the College - collegial and role. At the same time the functional framework of the administrative departments according to the corresponding documents. All this allows to ensure a regulated process, which is positive.

The expert panel highlights that the institution in connection with the regulation of a number of processes, the college tried to solve the problem by forming working groups and using the potential of dedicated employees. However, the application of this model in the case of several processes and the absence of separate responsible persons leads to the implementation of condensed functions of the same employee and carrying out a number of different responsibilities, which can lead to inefficiency, especially since the works are carried out on a public basis. Although the expert panel positively assesses the efforts of the College regarding the regulations of the processes, the expert panel concludes that in this regard the College has also achieved success in individual cases (in particular, the Quality Assurance Committee, the Working Group responsible for External Relations and Internationalization). The lack of separate offices and appropriate technical means can risk the effective implementation of the work of the chairs.

It is positive, that there are "Internal Disciplinary Rules of VDZSRC" and "Codes of Ethics, Principles, Norms" documents, which clearly clarifies the requirements presented to employees.

Mulberry electronic system was a good practice for the management of internal document flow for the College, that is the expert panel emphasizes and concludes that the continuous use of it could be very favorable.

The College considered the lack of financial resources problematic, however there is no certain calculation for the implementation of the goals of the Strategic plan, there is no reflection on the financial means for separate actions. However, the expert panel assessed positively the efforts and achievements of the College aimed at replenishing and enriching the resources of the college through various programs.

The structure of the Board of institution gives opportunity to the involved students and teachers participate in the decision-making process, however the opportunities are not fully realized. Students are also not motivated to participate actively in the discussions of the questions regarding academic programs and educational process. The mostly passive position and lack of initiative of the Board members can hinder the full realization of the principle of management collegiality. At the same time, the expert panel positively assesses that the management staff values the employees' opinions. The expert panel positively assesses the experience of the institution on development of the SP within different international projects. At the same time, it should be note that the College has SP for 2016-2021 where the mission, goals and objectives are mentioned and the College developed long-term action plan according to it, however the actions are not clear, measurable, there are no indicators defining the degree of their implementation, and the plan has not been turned into an operational document. It is also important that the College has tried to develop SPs for the departments /departments have SPs for 2016-2021/, however the plans are not operational and full. The departments have short-term plans which are mainly determined by the operational frameworks arising from their activities and their interrelationship with the SP is not obvious, the gradual provision of the results provided by the SP is not visible. The expert panel considers problematic the fact that the institution 's consideration of impossibility of implementation of long-term plan, this also confirms that the college has failed to fully assess risks, opportunities and capabilities. The above-mentioned issues regarding the implantation of the SP hinder the monitoring process of the SP, therefore, the college has not been able to assess the extent to which the objectives have been achieved. However, taking into account all these facts, the expert panel mentions the college's experience in taking steps towards strategic management, improving accountability mechanisms, and this can further contribute to ensuring a coordinated and interconnected process in that area.

Although there is no financial planning in the SP, which prevents the annual financial planning from being derived from the Strategic plan, but when distributing the funds, the college is mainly guided by priorities, at the same time, due to the lack of financial resources, the finances are mainly directed to salary payment, and there are strategic goals for which it is not possible to allocate financial resources. The College is

making efforts to ensure the replenishment of various necessary resources through international programs and collaborations, which, however, are not reflected in the planning of the SP.

The College values the opinions of the stakeholders, the changes and regional trends of the region, however does not carry out a comprehensive, multi-faceted study and analysis of the factors affecting its activities, but only some elements are applied individually and in individual cases, that the decisions are based on the studies. At the same time, the expert panel highlights the college's efforts in this direction, including the many surveys implemented, which, perhaps, do not yet have a significant impact on decision-making. In particular, the expert panel considers positively the approach of conducting retests based on the study of students' progress, the effect of which still needs to be studied.

The study of the format of self-assessment reports the institutional accreditation was the basis for development of a number of document in the College, before the accreditation process. However, the evaluation of the effectiveness of the documents and the approaches and policies defined by them is not carried out, therefore, the culture of applying the quality management principle to the implementation of policies and procedures administration is not formed in a full cycle. The stages of planning and implementation are still only applied to a certain extent.

The expert panel considers positively the steps of the college aimed at diversifying the mechanisms of information collection regarding academic programs and some other processes, but the College does not have clear approaches to the evaluation of these mechanisms, as well as the mechanisms of analysis and application of the collected information. However, experienced employees, based on experience, are able to take steps to improve some mechanisms, in particular, improvement of questionnaires, partial improvement of reporting formats.

The College has not yet implemented clear mechanisms for evaluating the publication of quantitative and qualitative information about the quality of educational programs and qualifications awarded.

Summary: Taking into account that the College is still not able to fully provide the necessary resources for the implementation of strategic goals, the stakeholders do not show adequate motivation to participate in the decision-making related to them, there is a gap between strategic planning and implemented processes and the monitoring mechanisms of the SP, there are no such approaches of the institution on multi-faceted study of the factors affecting the College's activities, there are no clear mechanisms for collecting, analyzing and applying the effectiveness of processes, as well as evaluating the publications about the quality of educational programs and awarded qualifications, the expert panel considers that the VZSRC does not meet the requirements of criterion 2.

Conclusion: The expert panel assesses the relevance of VDZSRC 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 mission of the College according to the SP is the following, "the search, transfer and dissemination of knowledge, the formation of the national mindset of students, the preparation of high-quality professionals capable of adapting their own practices and decisions to national interests, within the framework of the state strategy for the development of education."

According to the Charter of the institution /03.02.2012/ the main goal of the institution is "Thanks to the introduction of advanced educational concepts and technologies, to become a full-fledged structure with the greatest potential for the development of the RA educational system, a center of excellence and a regional resource, assuming the role of a leader and promoter of reforms." This goal of the college for 2016-2021. It is established as a perspective landmark of the college in the Russian Academy of Sciences.

According to the SER of the College the institution makes efforts, in line with its mission and strategic goals, to carry out the work of preparing competitive specialists with professional skills and abilities necessary for the region and in accordance with the labor market requirements. The expertise revealed that there are no indicators developed for the objective evaluation of the effectiveness of the implementation of the planned activities of the SP and the Charter of the College.

According to the Charter the College prepares professionals with secondary and primary professional academic programs.

There are secondary professional academic programs in the College that are implemented in 5 specialties: "Tourism", "Accounting", "Software of computing equipment and automated systems", "Law", "Finance". In four of the mentioned full time academic programs are carried out on a paid and free basis. Distance learning is carried out only in the "Finance" specialty.

The College also implements preliminary professional academic programs in three specialties: "Cookery", "Woodworking", "Winemaking and juice production".

A dual educational program was developed and implemented in the "Winemaking and juice production" vocational specialty, some of the modules of which are implemented at employers, according to the KIEMs principle.

The expert panel site-visit revealed that most of the students and graduates of the College view the institution as an intermediate link with the prospect of continuing their education at the University. The representatives of the College's Board of Directors mostly agree with that opinion. At the same time, the knowledge acquired in the College is often seen as an advantage by students who continue their education at the university, because they already know what other students are yet to learn.

According to the surveys conducted in the College in 2020 the 26,2% of graduates only will continue their education in the Universities, 24,6% are unemployed, 31,1% do not work in their specialty, and only 18,1% of the graduates work in their specialty.

The AP are implemented according the state educational standards. Only some changes in the number of hours of theoretical and practical lessons of the modules are made, within the permissible limits of the changes provided by the standards. The structure of the subject curriculum includes the purpose, tasks and content of the given subject, corresponds to the curricula of specialties and state educational standards. The college is guided by the SESs when preparing the course (module) programs.

Development of academic programs of general education subjects is carried out on the basis of programs of high schools. Lecturers can also use other programs guaranteed by the RA MoESCS at their discretion.

While developing the programs of selective subjects, the College takes into account the fact that the given subject contributes to the development of students' skills and abilities. The lecturer, the chair and the educational council are the initiators for creating a program of a new subject (module). The expert panel site-visit revealed that no similar initiatives were registered by students and/or employers.

There are detailed descriptions of defined outcomes and awarded qualifications /with the SES/, which generally meet the requirements of the NQF.

The process of development, review, and approval of all subjects (modules) included in the APs is carried out in accordance with the "Development, Review, Evaluation, and Approval of Subject (Module) Programs" regulation.

The expert panel site-visit revealed that the programs of some modules of the "Accounting" specialty had content similarities with the "Entrepreneurship" module, due to which changes in the number of hours were made in the above programs. Similar changes were also made in the modular programs of the "Tourism" specialty. In addition, some modular programs of the "Tourism" profession tried to adapt to the requirements of the labor market and employers. For this purpose, some changes in results and topics have also been made.

The expert panel site-visit revealed there are no studies have been done among the employers and the labor market to understand their needs. The expectations of external stakeholders are not specified. The basis for the changes was the general understanding of the people involved in the process and the opinions expressed in informal meetings with some stakeholders.

Curricula are prepared by specialists teaching the subject (module). When preparing the programs, the lecturers are guided by the state educational standards, the curriculum of the given profession, the decisions and orders of the RA Ministry of Education and Culture. According to the SER of the College, the requirements and features of the labor market (optional subject, reserve hours) are also taken into account when drawing up the APs. The examination revealed that the involvement of employers in the processes of development and implementation of the APs is weakly expressed in the courses.

Continuous improvement of the quality and effectiveness of teaching and learning in accordance with the expected learning outcomes of academic programs, as well as the need to conduct policies that promote student-centered learning are fixed in the Strategic Plan of the College.

The examination revealed that the AP packages developed by the College include the objectives, methodology and resources and evaluation methods of the APs, but there is no list of literature for the study.

According to the SER of the College, the academic program approved at the chair's meeting is sent to the educational and management council for discussion. During the examination, it was found that the cases of discussions of academic programs in the management council are special.

There is a mapping of learning outcomes and modules in the college for APs, but sometimes there are cases of mapping of modules (subjects) in the matching of learning outcomes which are not founded. In particular, algebra is included in LO 2 of specialty 0411, physical education is included in LO of specialty 0613, and it is absent in LO of specialties 0411 or 1015.

The College makes efforts to review the traditional methods of teaching and learning and to introduce innovative approaches. During the expert panel site-visit, it was found that the selection of teaching methods is carried out by the professional chairs, taking into account the specifics of the given module or subject.

There are no clear criteria for choosing outcome-based teaching methods. According to the SER, teaching quality assessment methods are also still not sufficiently developed, and it is planned to fill that gap in the near future.

In the courses and the academic programs developed and implemented in the College and the subject courses that are a separate component of them, is stipulated that seminar classes are planned for the acquisition of professional knowledge, independent works (translations, elaborations) within the assigned literature under the guidance of the lecturer, and practical, professional skills are planned for the acquisition. are business games, group research works, mandatory individual works in certain professional or specialization subjects, organization of internships, preparation of final works and diploma projects, etc. For the acquisition of general abilities, group works, developments and their presentations are planned.

Teaching and learning methods are fixed for each learning outcome. Tests, business games, and situational analyzes are widely used during practical and seminar classes to strengthen theoretical knowledge, develop students' skills and abilities. It is planned to emphasize and apply the method of problem-based lectures.

The expert panel site-visit, expertise revealed that teachers use different methods in the teaching process, which has a positive effect and is expressed in the students' motivation and involvement in the teaching process. But at the same time, the instructions are mainly aimed at the formation of knowledge. Recommendations for the implementation of analyzes and studies are shown only in individual cases.

According to the SER of the College, the compliance of the educational program with the SES is controlled by the head of the chair, the results of which are discussed at the chair's session, it was found out from the expert site-visit that these discussions also take place with the involvement of the Educational Department. An internal evaluation of the effectiveness of the programs is carried out regularly. The results of the assessment are presented to the discussion of the chairs and the educational council meetings. During the examination, no facts certifying the implementation of control according to the described procedure were recorded.

The expertise revealed that the practices of "Accounting" and "Law" professions are organized in various state and private organizations of the region, which are provided by specialists with appropriate qualifications. It also turned out that there are almost no IT sector organizations in the region. For this reason, internships in the specialty "Software support of computing equipment and automated systems" are organized in non-professional places, which cannot ensure the effectiveness of internships due to the lack of employees with appropriate professional qualifications. The resulting gap is tried to be filled through frequent meetings with the head of the college practice. A significant part of the students of the "Tourism" profession spends their practice in hotels and guesthouses.

In the academic program "Finance", distance learning is carried out, during which the theoretical part is carried out in the amount of 30% of the modular program. Studies on the effectiveness of distance learning and the reliability of qualifications of graduates of that profession have not been done, taking into account the peculiarities of distance learning.

According to the SER, the quantitative and qualitative results of current, semester and annual progress of students by groups and courses are collected and analyzed in the chairs. From the examination of the documents, it became clear that the chairs carry out only quantitative data analysis. On that basis, qualitative analysis and recommendations for improvement are not available.

Since 2014, the document "Procedure of Student Knowledge Assessment, Monitoring and Complaint System" has been in circulation. This document includes all forms of checking students' knowledge (current and intermediate checks, mid-term tests and exams, state summative certification), as well as the process of assessment, appeal, re-submission.

According to the SER, academic freedom is given to the chairs in choosing the forms of students' knowledge verification. During the examination, it became clear that the chairs, based on the specifics of the modules they teach, independently choose the method of knowledge verification. According to the SER, the assessment of abilities is carried out by the teacher, the head of practice, the employer. During the examination, it became clear that the employer participates in the assessment process only by writing the student's profile in the practice diary. Internship evaluation is done by the internship supervisor on the basis of the internship diary and report, taking into account the relevant characteristics of the internship place about the student. Practice assessment criteria and separate assessment components are not defined.

According to the SER of the College, the evaluation is based on the results of the student's individual and group work, current and semi-annual summative tests, research-creative work, study trips, patriotic expeditions, participation in creative competitions, Olympiads, media exhibitions, festivals.

According to the study results, the evaluation is carried out by different methods. role-play, oral inquiry, practical task, skills test, individual task, making videos and presentations, learning research.

It should be noted that the college conducts multi-content APs, which implies a variety of assessment of learning outcomes. During the examination, it became clear that the current assessment methods do not guarantee the verification of all learning outcomes.

In the college, the document "Evaluation criteria of final works" is put into use, in which the weight of each criterion in the total 25-point system is fixed. And the components or criteria for evaluating the standard are not defined.

In 2014, the academic honesty procedure was introduced in the College. According to that order, in case of violation of academic honesty, responsibility is provided only for students. During the examination, it became clear that only the technical requirements for the implementation of the diploma projects are fixed in the requirements submitted to the diploma works, and the substantive requirements are absent. Diploma theses are often descriptive in nature.

The examination of the documents submitted to the examination revealed that the amount of independence in the works done by the students is very small, and references to the used sources are almost always missing. As a result of studies of the diploma theses presented by the college, it was found that during their execution, the main emphasis is on the theoretical part of the topic, sometimes they are just an essay of the theoretical material of this or that module. During the examination, it was also found that there were no cases of violation of academic integrity in the college. The document observations revealed that this is due to the absence of effective mechanisms for the detection and prevention of violations of academic integrity.

In 2014, the "Benchmarking Policy and Procedure" document, which describes the organizational basics of the benchmarking process, was put into circulation in the College. This document also states that it does not describe the processes that are carried out by the structural units of the college. During the examination, there were no examples of structural units being guided by this document found. The SER, study of documents and site-visit, it was found that there were contacts with representatives of some educational institutions both in RA and abroad, but they were of a purely cognitive nature. Some of the college's steps contain elements of benchmarking, but there are no clear policies and processes outlined in the document. The examination revealed that no comparative analysis of the same professions of the educational institutions of the RA was carried out in regard to the educational institutions.

The examination revealed that the mobility indicators of students and professors are zero. Targeted measures were not implemented to ensure the mobility of students and professors.

Since 2011, various documents to regulate educational processes have been created in the College. In particular, in 2011, "Procedure for Current Monitoring and Review of Educational Programs", in 2014, "Procedure for Assessment of Stakeholder Needs and Satisfaction" and "Policy and Procedure for Involvement and Feedback of Internal and External Stakeholders in the Quality Assurance Process", in 2020. "Policy and Procedure for Upgrading Teaching Materials and Resources" etc. During the examination, it was found that although some of these documents contain detailed descriptions of the processes subject to regulation, they are not always guided by these documents. In particular, the stages of the assessment are described in the procedure for assessing the needs of the beneficiaries, according to which it is planned: "processing of the results received from the stakeholders - systematization and analysis of the received data, provision of information among the beneficiaries of the College regarding the results of the assessed needs", but the fact of analyzing the data obtained during the examination was not found, and there was no information about the assessed needs among the stakeholders either. 2020 The adopted "Policy and Procedure for Upgrading Teaching Materials and Resources" document describes the ways of implementing the procedure. The procedure involves assessment of the current situation, creation of a review committee, compilation of protocols, assessment of resource efficiency, analysis of modernity, study of modernization opportunities, development of criteria for selection of modern resources by professions, etc. During the examination, no examples of the application of the mentioned procedure were found.

The positions of methodologist and quality assurance responsible have been added in the College staff, which are designed to support the maintenance of educational standards, quality assurance and continuous improvement of educational programs through systematic processes.

In-class observations by deputy directors and mutual lectures are used in the chairs. IQAC also conducts re-checks for the delivery of module results. As a result of the observations, shortcomings are highlighted, they are discussed in the chairs, positive experience and new approaches are publicized among other College professors, methodical reports are organized, novice professors are given support in issues of bibliography and effective implementation of the course. By using the mechanism of rechecking the results of the modules, the College aims to contribute to increasing the objectivity of the student evaluation process by teachers.

According to the SER of the College the collection and processing of information on the effectiveness of the implementation of APs and other processes is mainly carried out through meetings with employers, application of practical knowledge during internships, feedback received from them within the framework of experience, regularly conducted surveys among the employment of graduates, with students, the director and heads of departments. meetings, monitoring of the College activities by students and other stakeholders on social networks, student surveys, alumni network data, and other mechanisms. The expert panel site-visit revealed that some of the mentioned mechanisms are related to informal platforms and are not fixed in any document, there are no

substantive analyzes presented to the governing bodies, and the recommendations are specific.

According to the SER of the institution, the annual surveys of students' knowledge evaluation by employers, which are organized by IQAC, reveal the quality of the work carried out in the learning process, the requirements of employers, which are taken into account when making changes in the curriculum in the prescribed manner. The examination of the questionnaires revealed that no substantive recommendations were made during the surveys among employers, and there are no changes made in the APs as a result of the surveys.

Assessments, analyzes and recommendations of the performed works are not available in the report formats, which are the monitoring mechanism of the APs.

Considerations: The expert panel positively notes that the academic programs implemented by the College are generally aligned with NQF and the mission of the Institution.

While developing academic programs the College takes into account the charter 'The development, monitoring, establishment of the modules/courses' and makes efforts to take into account the regional realities, however, the comprehensive analyses are not carried out, only the personal opinion of the participants are taken into account. Some surveys are conducted in the College; however, the expert panel is concerned by the few participants of the surveys that do not assure the active involvement of the stakeholders in the development and implementation processes of the academic programs.

The small number of the graduates of the College working in their profession and the weak feedback mechanisms of the College are not enough to understand how far their expectations in the professional field have been realized and what changes need to be made in the Aps.

Lack of the analyses of the objective priorities and lack of the teachers for the specific subjects/modules with the necessary qualification are the reasons for all the spontaneous changes of the APs that are implemented only by the situational reasons or by the necessity, which according to the expert panel hinders also the development and implementation of new policy for the AP development.

The College makes efforts to implement the approach of the development of the APs according to the learning outcomes, both on the level of AP and on the level of the subjects and modules. There is a policy for the selection of the teaching and learning methods in accordance with learning outcomes, the teachers are free to choose and improve them. Innovative methods are implemented in the College, which have been contributed by the spread of the good practice as well as the strong connection between students and teachers. However, the separation of knowledge, abilities and skills are not done in the APs.

The assessment of the skills of the students are conducted by the teacher, employer and the head of the practice. However, the absence of the employers in some of the APs may hinder the development of the required capabilities among students.

The College highlights the necessity of the multicomponent assessment system and makes efforts to implement. It is positive that some components are already implemented: the individual work of the students, activities, presentations, electronic materials, if such provided by the modules. Double testing of the results is implemented by the IQAC, which can increase the objectivity of the assessment.

Different tasks provided students in some of the specialties, however, this experience is not implemented by all the specialties, and the task not always tend to create skills and abilities, so it is not possible to assess the skills of the students of that modules or the outcome.

The expert panel positively assesses that fact that the document is developed in the College to increase the academic freedom. However, the absence of the results is concerning in the point of view of its usage.

The importance of the benchmarking and the mobility for the further development is highly realized in the College, however, the opportunities and prospects of the College in this regard are not fully analyzed, no mechanisms are developed that would enhance the effective implementation of the exchange of experience with other institutions.

The College did not conduct the comparative analyses with other national institutions, however, all the national institutions implement the AP according to the 5th level of the NQF and develop Academic programs according to the State educational standards, which define the basic requirements for the given profession, so it can be a guarantee that the APs of the same professions are consistent with each other in terms of content. At the same time, the expert group considers positively the implementation of such programs by the college, within the framework of which they studied some experience of other colleges (for example, Germany).

A number of documents have been developed in the College to regulate the educational processes. However, the partial implementation of the developed documents, the partial usage of monitoring of the changes and the evaluation of the effectiveness may hinder their realistic implementation. At the same time, a number of documents, while partially functioning, though contributed to the regulation of individual processes of educational program implementation

There is still no general evaluation of the APs and the results, however the information and impulses obtained by different means in individual cases affect the improvement of the process of implementation of APs. The expert panel positively assesses the responsible for the organization of the APs present reports on regular bases, however, the involvement of evaluation of the assessments, analyses and suggestions could be the bases of the deep analyses and could contribute the identifying deficiencies and, due to this, implementing changes aimed at improvement.

Summary: Taking into account, that the APs of the College are mainly in accordance with the NQF, are developed according the state national standards, there are policy and procedures on the assessment of knowledge, detailed descriptions, there is a regulation on

the academic freedom, some comparative analyses are implemented with some international Colleges, the College tries to conduct monitoring of the APs, evaluation of the effectiveness and improvement policy, the expert panel considers that the VDZSRC meets the requirements of criterion 3.

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

IV. STUDENTS

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

Findings

The College regulates since 2012 by the regulation of admission for the institutions implementing primary vocational and secondary vocational educational programs was established by the Misnister. The admission is conducted in accordance with this regulation: the number of students of each specialty is approved by the order of the Ministry of MoSECS. There is a procedure for the admission approved in 2014 in the College. There are no sectorial specialties implemented in the College, so there is no need for the institution to organize separate admission. The admission of the specialties taught in the College is implemented in the competitive manner, taking into account the average of the final grades from the graduation document, the marks of the competitive subjects for the given profession. The results of the examinations are published in the Facebook page of the institution. According to the SER of the College the career center consultants conduct tests among the applicants who has not chosen their specialty, however, the expert panel site-visit revealed that this process is not coordinated /this was not used for all the applicants, some do not understand the necessity and purpose of the application/. There are different students' recruitment mechanisms in the College. During the semester especially from April-May period a number of visits are organized to schools of the region, during the visits the teachers present the specialties of the College and the opportunities. The career consultants also participate in the visits to schools, and also conduct the tests for the pupils for the choose of the specialties. The visits are organized for the pupils to the College so that they can get acquainted with the resources and the specialties implemented in the institution. The Career center and the Students 'Council /SC/ organize the open-door days, the members of the SC present the specialties /with the help of videos/, they also invite the graduates of the College to present their experience and talk about their achievements.

The College has a web page, Facebook page, where they publish the events taking place in the College, present the normative acts and etc. During the Covid-19 pandemic the admission process was conducted remotely, the representatives answered all the questions online. If there is a demand there are some short-term courses conducted in the

College. The expert panel site-visit revealed that there are students who had participated in these classes and were satisfied.

the number of the students of the College is quite stable. According to the SER the number of the students expelled from the College is decreasing, however, there are no analyses regarding this issue. There is also system for the discount of the students' fee. The expert panel site-visit revealed that the students knew about the College from their friends, during the open-door event of the College, with the help of their parents.

There is "Educational Needs Elevation Policy" document at the College. The College conducts surveys both electronically and on paper, but during the expert panel site-visit, no issue was identified that was resolved using this tool. The mentioned surveys started to be applied covering a larger circle, when the accreditation process started in the College. The institution has a complaint-suggestion box, which, as it turned out, is opened every 2-3 months, but the issues raised by the students in this way were not mentioned. Some of the students raise their concerns through the SC. The members of the SC are involved in the Board of College. However, the expert panel site-visit revealed that the students included in the Board are passive and do not perceive this circle as a body for voicing the issues that are raised by the students. The expert panel revealed that most of the students raise their educational needs through the head of their course.

According to the SER, the additional classes are organized according to the schedules made in the chairs, but during the expert panel site-visit, the existence and application of the schedules was not confirmed. It became clear from the expert panel site-visit that if the materials are difficult-to-understand and unclear, these are explained to students during the classes before moving on to new material. The expert panel site-visit revealed that during the year, consultations are held, especially before tests and exams, the most difficult questions of the questionnaires are clarified. Consulting classes are also organized before the final state certification. According to the SER, the College has defined the order and schedule of additional support of the administrative staff to the students. It became clear from the expert panel site-visit that without a schedule, students can contact the administrative staff at any time. The students apply to the course advisors, the legal advisor, the academic advisor with questions related to using the right of deferment, tuition discounts, receiving a scholarship, and the exam period. The College has a Career Center. During the semester, individual and group consultations, seminars, meetings with some employers are organized, career consultants conduct professional tests.

The College has a data base of the graduate, however, the expert panel site-visit revealed that the feedback mechanism from the graduates is not used regularly. During the expert panel site-visit it turned out that some of the graduates were registered at the employment center and they received a job offer.

Research work can be considered the creation of tourist packages and the observations made by students for the winemaking profession. Diploma theses were presented for the specialty "Software of computing equipment and automated systems", but the works mentioned are generally aimed at gathering information and lack an analytical component. The expert panel site-visit revealed that the diploma thesis will be

conducted in all the specialties of the institution started from the 2021-2022 academic year. The site-visit revealed that interdisciplinary project ("Market of New Opportunities") within the framework of "Accounting", "Woodworking", "Tourism" specialties. The expert panel site-visit also revealed that conducting internships for students is not combined with the performance of analytical work and connecting the practice with the performance of research and analytical work.

There are regulations and documents fixing the rights of students in the College. The College acts as a body for the protection of students' rights, but during the expert panel site-visit, it was found that the students do not perceive the College as such a body. Students mainly apply to the SC with organizational issues, they also applied for retaking the exam as an intermediary link. The expert panel site-visit revealed that the students proposed to organize day for the cleaning events the College, expeditions, build a bridge for the second part of the College, increase the scholarships, some of which were accepted through the Central Committee. At the recommendation of the students, the college acquired a minibus, necessary equipment for wine production, and new kitchen utensils. The College's SC does not have a separate budget and no financial means are provided, the students plan funds themselves (mainly related to event expenses), they prefer to limit themselves to the organization of such events, the expenses of which they can cover themselves. The members of the SC are elected from the courses together with the head of the Course /2-3 representatives from each course/. With the suggestion of the SC the candidates are elected to become Board members. The expert panel site-visit revealed that the students mainly prefer the head of the course for right defense and mainly the issues are solved by the head of the Course.

Since 2020 The College use the mechanism of "Procedure for submission of student proposals, appeals and their discussion", but students still do not use this mechanism as such, the issues get their solution in a situational version.

In order to evaluate the services provided to students in the college, surveys are conducted and discussions are regularly organized, however, during the expert visit, it was found that the mechanisms for evaluating the educational, counseling and other services provided to students are not always the basis for implementing changes and improving processes.

Considerations: The expert panel considers it positive that there are various mechanisms for recruiting applicants in the College, but no evaluations of the effectiveness of the applied mechanisms have been carried out in the College. It is important to note that the activities aimed at the recruitment of applicants are going on quite actively and systematically. A strong student-head of the course relationship is visible, there are separate channels through which the student can speak about his needs, but the expert panel finds that the mentioned means are not considered taken into account as such by the student, so the students do not raise their needs through this. However, the expert group notes that students' problems do not remain unanswered, and the College responds to them by providing appropriate solutions.

It is positive that surveys are conducted regularly, but they are not applicable in practice, which can prevent all educational needs of students from being identified. The expert panel believes that the mechanisms and tools for raising the needs of students operating in the College need to be reviewed and evaluated. The expert panel considers it positive that additional consulting classes are conducted in the College, however, the existing schedule for consulting classes and additional classes is not generally applied, however, the expertise revealed that students receive all the necessary support in this regard. It should be noted that regulation of the classes will enhance raising awareness and meeting the educational needs of students. The expert panel positively assesses the fact that students can apply to the administrative staff with any question any time, however, this action is not regulated. The Career center of the College implements some actions however, the expert panel finds that the relation between the center and the employers is partial, not coordinated. The feedback mechanisms with the graduates needs to be planned and reviewed. The expert panel finds that the activities of the Career center should be reviewed regarding the raised needs of the employers, its use and involve the employers in the teaching process, promoting the professional growth of the graduates.

The expert panel highlights the involvement of the analytical components in the tasks of all the academic programs, to contribute to the formation of students' analytical-critical thinking. The expert panel considers positive that there is a SC in the College, however, it does not serve as a body for the protection of students' rights. The College also needs to evaluate services provided to students to ensure continuous improvement of the process.

Summary: Taking into account that the College has student admission and recruitment mechanisms, students have the opportunity to speak about their educational needs, there is a strong student-counsel relationship, the College strives to introduce services that promote students' careers, it emphasizes the realization of students' rights: expert panel concludes that the VDZSRC meets the requirement of the Criteria 4.

Conclusion: The expert panel assesses the relevance of VDZSRC 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 the SP, the involvement of the professional teaching staff providing them the opportunities for the continuous development and the modern, favorable working environment is the goal of the College.

The document observation during the expertise and the site visit revealed that there are documents in which the fundamental principles of the selection of professorial

and teaching staff are fixed. The institution is guided by the College charter, which generally refers to the rights and responsibilities of employees. The "Internal Disciplinary Rules" developed by the college in 2011 also include the rights and responsibilities of the employer and employees. During the selection of the teaching staff, the College also takes into account the requirements for teachers described in the educational standards of the profession approved by the Ministry of Education. In addition to the requirements of the educational standard, the College has developed a "Lecturer's Job Description", in which the competences of the lecturer are indicated. Since 2018 the teaching staff is recruited on a competitive basis, however, the management of the college believes that the lack of hours and low salary due to the number of students sometimes hinders the involvement of professionals with the necessary qualifications in the educational process. The College makes efforts to involve specialists working together (2 specialists) from other educational institutions or employers. According to the self-analysis of the College, it is difficult to generate interest among employers in the college processes and involve them as lecturers in the teaching process.

According to the SER of the VDZSRC, within the framework of the policy of regular evaluation of the teaching staff in the College, the "Procedure for evaluating, encouraging or holding accountable the head and pedagogical staff of the College" (which is a model document developed in detail for educational institutions, regulating this issue) is guided by the College, as well as by the document "Procedure for evaluation of the lecturer and the course conducted by him". college. developed by the College. With the implementation of these documents, the College plans to carry out regular assessment of teaching staff and continuous improvement of the quality of education process. The expertise revealed that, that the institution is partially guided by the above-mentioned documents. In the document "Procedure for evaluation of the lecturer and the course conducted by him" the purpose of the evaluation is formulated, but the evaluation criteria are not clearly measurable. The evaluation of the teaching staff of the College in practice is implemented by the results of the surveys and the in-class observations. There are appropriate hours allocated for the in-class observations and schedule. The in-class observations are conducted by the chairpersons. The observations by the deputies are implemented of the chairperson, within the chair the mutual observations by the lecturers which are carried out according to the schedule established for each semester, the approach of retesting students' knowledge is also used. The main purpose of the in-class observations is to get acquainted with the method of organizing the lesson. It should be noted that there are no clear requirements and procedures for evaluating the effectiveness of lectures. There are minutes/notes of the observations, but the minutes do not refer to all the standards established in the established order. Decisions and changes made based on the results of the observations are not found in the College. The expert panel revealed that the heads of the departments and the educational department are constantly working with the teaching staff.

The opinion of the students is also important when evaluating the professional and the pedagogical qualities. The expert panel site visit revealed the students highly appreciate

the work done by the professors and the knowledge they received at the College. The surveys are conducted among students with the propose of evaluating the lecturer and the course conducted by him. The expert panel site-visit revealed that such evaluations are rather formal in nature, there are no examples of need assessment based on survey analysis and no processes implemented regarding this. No steps taken in the direction of improving the professional and pedagogical qualities were noted. According to the surveys the 60% of the students is content with the work of the teachers, however, there is no analyses to what extent the existing mechanisms allow to objectively evaluate the teaching staff.

In the College the effectiveness of the work done by the teachers is assessed mainly by quantitative analysis of the results of students' progress during exams. It is not specified what kind of exam results are considered good work of the lecturer. According to the SER of the institution the analyses of the results of the teaching quality assessment and the use of the results are carried out by the heads of the departments, the QA responsible and the deputy director for education affairs. Recommendations and guarantees are made by the latter. During the examination, no facts were found regarding the recommendations and guarantees made as a result of the assessment.

According to the SER of the institution the quality of teaching is also evaluated by external stakeholders. The assessment is carried out through surveys among employers' satisfaction of the theoretical knowledge and practical skills demonstrated by students and graduates. The number of survey participants is about two dozen, which are mostly employers. In the policy of evaluation of lecturers' work, it is mentioned not only about incentives, but also about surcharges: during the expertise, there were no cases of application of surcharge due to the evaluation results. In order to increase the motivation of employees and teaching staff in the college, the incentive mechanisms that do not require additional financial resources are mainly used.

In the Strategic plan of the College for 2016-2021 it is planned to improve the material situation of employees by applying a ranking incentive system, as well to improve the payment system implementing a differentiated policy of material promotion and forming a beneficial system for increasing the qualification of personnel. The operation of Strategic plan ends by 2021, however no steps have been taken in this direction.

The College highlights the work done with the young teachings staff. There is a document that states the requirements for the young teachers, which guides the heads of chairs during the planning and implementation of work with young teachers. There is no other mechanism for the professional advancement of teachers.

More than 92% of the teachers are from the main teaching staff. The 98% of the teachers has professional or related higher education in the given subject. There are also professors working together. Within the implementation of dual education, 2 employer lecturers are involved in the teaching process. Among the teachers are also former graduates of the college. In recent years, trends in the rejuvenation of the teaching staff have been noticeable.

In the SER of the College the turnover of the best employees and the decrease of the workload of the teachers because of the decreased number of students in some

specialties are presented as the main risks. The expertise revealed that these are challenges which can be of crucial importance in the absence of personnel reserve. In particular, the College had such problem in the past, when after the leave of the only specialist they had to close the specialty due to the lack of a suitable teacher, despite having a well-equipped mechanical engineering laboratory.

Some of the lecturers teach several narrow professional subjects in the institution. The expert panel site visit revealed that there was a case in the College when problems related to the quality of teaching were identified, but due to the lack of an alternative teacher, they could not provide a rational solution, they had to take steps to develop the teacher's professional qualities, which, however, due to the lack of targeted professional training, did not give the desired result. The College does not have more than one professor teaching the same professional subject in some specialties. The expertise revealed that in cases of temporary absence of these professors, they have to make changes in the class schedule.

Since 2014, the documents "Procedure for ensuring the professional advancement of teaching staff" and "Policy and procedures for encouraging research activities of young professors" have been put into circulation in the College. The first is a description of general provisions and requirements. It implies the creation of an attached toolkit, through which it is planned to study the demand for progress and solve the problems caused by it. However, the specific steps and actions by which the College can achieve its stated goal, namely to provide a favorable working environment for the continuous professional improvement and progress of the teaching staff, are not mentioned. During the examination, no evidence of the use of the second document was found. It contains no procedural provisions.

There is a document in the institution regulating the functions of the educational support staff, which defines the competences of the employees and the scope of their work.

According to the SER of the College, the procedures that are proceeding on a larger scale than the possibility of increasing the number of college infrastructures. In order to meet this need, various advisory bodies and working groups have been established in the college (information and analysis working group, working group dealing with issues of ensuring a safe environment for college students and employees, IQAC monitoring and analysis working group, working group responsible for external relations and internationalization, etc.) , which operate under the Quality assurance committee and assist in the work of existing infrastructures or carry out activities related to the functions of infrastructures that are not present in the College. The same responsible people are involved in different groups and have different functions. The expertise and the observation of the documents revealed that there is a need for the responsible for the research activities as well as problem of the need for laboratory assistants in the chairs.

Considerations: The expert panel finds that there is a serious challenge for the College the task of ensuring the relevance of the study material of narrow professional modules. It is especially noticeable in the case of "Software support of computing equipment and

automated systems" profession, due to the lack of qualified specialists in this field in the region and the peculiarities of the IT sector. Due to the lack of specialists in that and other professions in the province and limited financial resources, the management of the College is deprived of the opportunity to choose qualified staff. In the face of limited opportunities for choice, it is particularly important to highlight needs and implement policies aimed at continuous improvement of the professional qualities of the potential in the College.

However, through the ongoing monitoring and surveys among internal and external stakeholders, it was possible to identify some needs, for the satisfaction of which it is necessary to regularly conduct targeted trainings to improve and update the professional skills of the teaching staff. The lack of clear planning of professional trainings in the College and lack of cooperation with employers in this regard also risks the quality and relevance of the provided educational services. As a result, the connection "education-labor market needs" is violated, which is important for the regular improvement of the professional qualities of professors and the preparation of specialists corresponding to the needs of the labor market. The lack of the possibility of narrow professional trainings does not allow to ensure the effective implementation of the educational programs with the already small personnel base, creates additional risks for the continuity of some professions and hinders the development of the College. In this regard the expert panel highlights the importance of development of the alternative mechanisms, that will enable to involve the practical specialists to the teaching process. The development of certain schedule of the trainings and the cooperation with the employers will contribute to the regular improvement of teachers' professional qualities, and the expansion of cooperation with employers will contribute to the training of specialists in line with the needs of the labor market.

At the same time, the fact that there is no personnel reserve is concerning, in the case of a teacher's temporary absence, or when a teacher's vacancy occurs, until the lecturer's return or the involvement of a new specialist, the working rhythm of the College is disrupted, also decreases the effectiveness of teaching staff. In addition, such situations also contain risks (for example, frequent changes in the class schedule, access of only one or two lecturers to the same group during the day), which can disrupt the effectiveness of the organization of the educational process.

There is a serious risk in planning and implementing any academic program in the region with conditions of shortage of personnel and specialist with appropriate professional qualifications in some professions /one or two specialists in the whole region/. In this case it the continuation of the program is not guaranteed and this may lead to the closure of the program, which has a precedent in the College.

The increase of the involved employers in the teaching process will contribute the involvement of the needs of the labor market needs in the APs, the development of the practical skills among the students, as well as the exchange of the experience among teachers. The fact that the college tries to employ its graduates in the College, thus contributing to the rejuvenation of the teaching staff and solving personnel problems, is welcomed by the expert panel.

The expert panel positively mentions about the planning and implementation of mutual in-class observations and methodological reports by the teachers, which can contribute to the exchange of experience among the teachers of the College. The spread of this culture, the implementation of targeted lectures among all teachers, the improvement of the existing mechanisms, as well as the analysis of the results of surveys carried out for the evaluation of lecturers will allow to identify the existing problems in the teaching process and to plan the improvement activities of lecturers according to the identified needs and problems. The expert pane is also concerned by the fact that the management of the College does not have the ability to provide a rational solution to the problems of teaching quality raised as a result of the evaluation of the professors, because of the absence of an alternative and the scarcity of human resources.

The expert panel positively evaluates the verification of students' residual knowledge implemented by the College, using the re-verification mechanism, which contributes to increasing the objectivity of the evaluation, and at the same time can contribute to the improvement of the teaching process. However, the fact that considering the quantitative analysis of the results of the students' progress during the exams as an indicator of the effectiveness of the lecturer's work is concerning, no other mechanisms of re-examination or examination control is used, which may lead to the assignment of high marks in an unobjective manner.

It is positive that, the College has a staff that is concerned with the future developments, they generally strive to fulfill the College's strategic goals and overcome the challenges that the College faces.

At the same time the expert panel is concerned that not all the directions of the Strategic plan have the responsible infrastructures or specialists. The absence of the clear and certain responsibility can hinder the effective implementation of the Strategic goals. The expert panel evaluating the positive results recorded by some working groups, however, considers that the format of the implementation of works on a public basis, especially when the same persons are included in various working groups due to the lack of human resources, is vulnerable in terms of efficiency, because for the implementation of these works additional competencies and efforts are required, which hinders the effective implementation of the goals in some areas outlined in the SP

Summary: Taking into account, that the mechanisms invested for the financial encouragement of teachers are still not working, alternative additional mechanisms have not been created to solve the problem, the professional training of employees is situational in nature, there is no clear planning for increasing the professional qualities of the teaching staff, the mechanisms for involving specialists from the practical field in the teaching process are not working effectively, there is no reserve of personnel corresponding to the needs of the college, not all infrastructures necessary for the effective implementation of the objectives of the SP are available in the College, sufficient mechanisms for ensuring the stability of the teaching staff composition are not implemented, and in case of not taking urgent steps to solve personnel problems, the continuity of some professions may

be endangered the expert panel concludes that does not meet the requirements of Criterion 5.

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

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 institution has set the goal of conducting research in the region and ensuring cooperation with employers in the SP for 2016-2021 years. The College has the documents "Strategy of the Research Sector for 2016-2021 years", "Mechanisms of Validation of Research", where the research goal, tasks, and actions of the college are defined. However, the revision of the documents revealed that the college did not clearly define the research specifically for the institution, and the sequential steps to achieve the research goal were not separated and clearly defined. "Strategy of the Research Sector 2016-2021" the document is developed for a five-year period, but the activities are descriptive in nature and the schedule is not separated by individual years. Mechanisms for verification and assessment of this document are missing.

There are no policies, procedures for the implementation of research and scientific-methodological activities of the teaching staff (mainly referring to the publication of scientific-methodological articles, teaching-methodological works, manuals, etc. by professors based on their own teaching experience), and at the same time, there are no incentive mechanisms to involve professors in research works. There are no mechanisms in the VDZSRC that would ensure the professor's advancement based on research results.

It is mentioned in the self-assessment report of the institution that creative, research creative, research, experimental works are developed and implemented (diploma theses, abstracts, design works, stands, posters, models, booklets, etc.) within almost all professions according to the goals of strategy and Charter. However, the expert panel site visit revealed that the final thesis are written not in all academic programs, graduates of some specialties graduate with only final attestation, where the analytical component is missing. The reports of the internships do not contain analytical component. There no a special framework for the reports and practice diaries. There is no program for the practices /internships/ according to the demand of analytical and research component in the institution. The observations of the diploma thesis showed that the creative and research component is missing in them as well. Certain experimental and research activities are carried out within the framework of "Tourism" specialty through the preparation of graduation tourism packages and independent works of students during practice.

According to the SER and the documents observed in the institution the College considers the following - mutual in class observations (analysis of the classes and lessons), methodological reports (report schedule and evaluation sheets), through which new methods, shortcomings and their correction are identified according to the pre-defined schedule. The expert panel site-visit revealed that seminars are organized by the college, the best practices are shared among professors and students.

However, the projects of researches were missing in the chairs of the institution, in which the teaching staff members could take part. The teachers were not involved in the research activities, they do not have published articles and methodological works.

There is no cooperation between College and the employers, from the point of view of the use of the resources of the employers for the research objectives, however, field studies /surveys/ have been conducted among employers related to the change and implementation of Aps.

The college has not studied the activities carried out by other colleges of RA and international vocational educational institutions aimed at the development of students' creative abilities. At the same time, there is no established approach to studying the national and international experience of the modules taught by teaching staff representatives, and mechanisms to encourage and promote this activity.

The revision of the SER and the expert panel site visit revealed that by the end of each academic year the Quality commission conducts surveys among students, teachers and employers, that aim to evaluate the degree of satisfaction with the correlation between research activities and the learning process.

There are a number of resources in the College for the effective implementation of the research activities, however, in order to organize research works, it is not planned as a separate department in the budgets, because the budget of the college is quite small and meets the expenses to be allocated to the most necessary areas.

The institution has policies and procedures for encouraging the activities of young professors.

According to the revision of the SER of the institution and the observations of the expert panel there is no policy for the internationalization of the research activities of the institution, also there is no regulations encouraging student and faculty members involvement in international research initiatives.

The college has mechanisms for connecting research activities with the educational process and the practices implemented by the college. It should be noted that tourism packages were developed by students of the "Tourism" specialty, some of which were also tested during the study process. There is the educational experimental program "Entrepreneurial Skills Development" was implemented, which was implemented as a separate module in all specialties. A dual short-term program was also developed and successfully implemented within the "Winemaking and Juice Production" specialty, which enables students to use the knowledge they have acquired at work. The educational manual "Barrel Making" was published, which is the result of research work, where 10

college students participated in, however, the participating students are not represented as co-authors in the manual.

Considerations: The expert panel positively highlights that the research activities are emphasized by the College, and it was mentioned in the SP. However, the lack of the clear research planning hinders the systematic implementation of processes and the achievement of goals.

The strategy of the research for 2016-2021 ends by the schedule, but the College still does not have a new research strategy, has not evaluated the effectiveness of the implemented processes, which may hinder the further planning of the processes.

The expert panel emphasizes the research and methodological activities, including the study of national and international experience of content, teaching, learning and evaluation methods taught within the modules by them, and considers negative the absence of results of research, especially the lack of promoting and encouragement mechanisms, which can hinder the improvement of the teaching process, ensuring the development of students' analytical abilities and the motivation of teachers for self-improvement. Taking into account all the above mentioned, the expert panel mentions positively the established culture of dissemination of good practice, this is also great motivation for teachers, at the same time the expert panel considers that the results can also be turned into privileged research results. The expert panel also considers positively the experience of developing a teaching manual ("Barrel making") by professors, which can be the start of continuous development.

The expert panel is concerned that though there are resources in the College (laboratory, workshop, greenhouse, etc.), College students and teaching staff have serious budgetary limitations for acquiring research raw materials and material, which directly hinders the planning and implementation of research activities.

As an important opportunity for the implementation of the research by students and teachers, the expert panel considers the resource base of the employers and the formation of the appropriate partnership, which was not considered by the College itself. However, this can contribute the development of the research activities and the formation research projects.

According to the policies and procedures of the encouragement a of the young teachers, young teachers are motivated by non-material means: an honor letter, publication of an article, but there are no procedures and tools for financial gain. This existing circumstance however, has not been a sufficient condition for young specialists to engage in research activities.

The lack of the study of the international experience hinders the spread of the dissemination of innovation through international experience in the college.

The research activities of the students differ among specialties, there are different expressions – diploma thesis, practice, individual work, tourism packages. However, the lack of the clear requirements of the activities /including the requirements of the analytical component/ does not guarantee the development of analytical abilities, as well as the provision of research analytical results. This proves the fact that the above-mentioned in

these works the analytical component is missing. At the same time, the expert panel emphasizes and evaluates the presence of good experience in different cases (touristic packages, the result of diploma works, practice), which can be the basis for the formation of institutional mechanisms, the implementation of which will guarantee the formation of analytical abilities among students, and will also contribute their involvement in research, analytical activities.

Summary: Taken into account, that the research directions are not specified in the College, there is no long-term and short-term planning of research, the mechanisms of interrelationship of study and research work are weak, the encouragement and implementation mechanisms for the study of international experience and the implementation of research activities are not implemented and there are no noticeable research results, the expert panel concludes that does not meet the requirements of Criterion 6.

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

VII. INFRASTRUCTURE AND RESOURCES

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

Findings

According to the SER and the results of the expertise the College taking into account the goals and objectives of the Strategic plan, creates quality infrastructures, improves them and enriches the material and technical base for the implementation of educational programs and the formation of final results. The College implements a resource modernization policy, emphasizes the effective and purposeful use of infrastructure according to its Strategy.

In its SP for 2016-2021, the institution highlights the provision of favorable infrastructures for learning as the main direction of the development for the College.

The College has an educational institution building with an area of 950m² and a laboratory building with an area of 523.3m², located in the city of Yeghegnadzor. The learning process is organized in two buildings, there are 12 classrooms, 3 computer centers, 2 professional cabinets, 2 workshops and 5 laboratories, an event and discussion hall, a library, an experimental classroom, an aquaponic greenhouse. Being included in the budget support program of the European Union, 2007-2011. During this period, the building of the educational institution and the laboratory building were thoroughly repaired. All windows, doors, floor, bathrooms were changed, local heating system was

installed, walls and ceiling were painted, roof was overhauled. The property of the College was completely replaced with a new one, it received laboratories and workshops equipped with the latest equipment. The buildings are renovated, furnished and technically equipped, which create the most favorable conditions for the organization of the educational process.

In 2009 and 2011 two interactive learning classrooms with necessary electronic equipment (smart-board, projector, computers) were established, where classes, lectures, meetings, seminars, events are organized.

The college has 3 computer classrooms equipped with modern equipment and Internet connection, which are used to impart knowledge to students and develop skills in using informational computer resources during studies.

In 2007, with the financial support of the "Anushavan Abrahamyan Educational Foundation", the professional cabinet for the "Culinary" profession was established and later (2009 and 2020) was equipped with the appropriate equipment for the educational process.

In 2010, with the financial support of the European Union, the woodworking workshop for the specialty "Woodworking" was re-equipped and equipped, in 2012 it was equipped by the United Nations Development Program.

With the financial support of the same program, 2 more laboratories were completed: chemistry and winemaking.

In 2010, with the financial support of the above-mentioned program, the vehicle training laboratory was established, where the available modern equipment provides an opportunity to conduct practical training sessions.

In 2009, the winemaking and beer laboratory was established with the financial support of the European Union. In 2017 with the financial support of the sponsor of the college, "Anushavan Abrahamyan Educational Foundation", the winemaking and juice production specialty cabinet was established in the college, and in 2021, it was equipped with winemaking equipment with the support of GIZ. All the necessary equipment and conditions for the winemaking profession in a small-scale wine workshop provide an opportunity to organize professional classes and the entire winemaking process. With the help of the students (with the help of the representative-specialist of the German Federation), the basis of the small-scale production of wine was laid, which was also covered by the media department of the RA Government in the framework of the program "Hraparakum" and presented the successes of the dual experimental program implemented in the college. In 2017 with the support of "Anushavan Abrahamyan Educational Foundation", Vayots Dzor Regional State College operates the "Armat" engineering laboratory, where modern programs and equipment are used: 3D printer, CNC engraving machine, computers and other devices.

With the financial support of grant programs, laboratories in chemistry, physics, and biology were created in the college that correspond to the modern requirements of educational programs and professions.

Short-term courses in college provide additional income /2020. the actual indicator of the reporting period from the provision of services is 5774.8 thousand drams/. In order to implement short-term projects, a sewing workshop was established in 2007 with the financial support of the "Anushavan Abrahamyan Educational Foundation", which was supplemented in 2012 with the financial support of the European Union. With the financial support of the latter, in 2009 a gym with modern sports equipment was also created. The college-based entrepreneurship classroom was restructured in 2020 as an experimental classroom for work-based education under the ASU program. Each year, a certain amount is allocated from the college budget to cover the costs of building maintenance and to improve the material and technical equipment.

According to the of expenditure performance for 2016-2029 presented by the college, the part of "Other expenses" increased by 4845.0-5232.4 thousand drams, and in 2020, it was sharply reduced by 37.6 percent, amounting to 3263.0 thousand drams.

According to the SER of the College the resource allocation is implemented according to the Charter of the College, with internal legal acts, employment contracts, with the document "Mechanisms and procedures for the timely distribution of resources of Vayots Dzor Regional State College SNOC", which includes the processes of planning, implementation and evaluation of effectiveness. College expenses are planned based on financial ability. The need for providing or updating with appropriate means and equipment is mainly determined by the requests submitted by the units.

The planning, acquisition, replenishment and improvement of the material, labor and other necessary resources intended for the implementation of the educational process in the college is carried out in accordance with the RA Law "On Purchases". Time allocation of resources is planned and implemented on an annual basis. The budget of the College is formed from budgetary and extra-budgetary cash flows, as it is a state non-commercial organization. The budget of the institution consists of revenue and expenditure items.

According to the analyses of the SER and the observation of the documents the dynamic of the annual expenses has tendency to increase according to the incomes. The annual expenses for a student are also increased year by year, compared to 2016, the expenditure per student in 2020 has increased by 25 percent. 2020 the largest part of the expenditure per student goes to the educational sector, 58% - to the salaries of professors. Educational expenses have a large share - 28%, which includes repair, heating and other maintenance expenses.

The management of information and document circulation in the College is carried out according to the document "Regulations and mechanisms of management of information and document circulation of VDZSRC SNOC". This document regulates the organization of work related to documents: receipt, registration, accounting, processing, transfer, control, storage, coordination, preparation of documents for submission to archives, destruction. The Mulberry external document circulation system operates in the College, which has been in use since 2014-2015. introduced and applied also for the purpose of internal document flow.

There is an archive in the College, which is responsible for archiving certain types of documents. Each case has its own retention period, after which the case is transferred to the archive.

Transparency, dissemination of information and awareness of the stakeholders in the processes of the College is ensured through the official website of the college.

The College has material resources that are temporarily not used. Currently, the aquaponic greenhouse, sewing workshop, and some laboratories are not applicable. The aquaponics greenhouse is not used because the College does not yet have a license to open this specialty, the greenhouse has just been established. The sewing workshop was intended for the implementation of short-term projects, the College implemented them, completed them, but no such projects are planned in the near future. The car maintenance, re-equipment and repair laboratory are not used due to low demand among students in this profession, because as it turned out during the expert visit, young people find it more expedient to get the knowledge and skills of this field at private employers within a few months.

The observation of the departments of the College revealed that there is no medical station, sports hall, canteen.

Since 2015 there is a civil defense headquarters at the College, which ensures a safe environment for students and employees, and protects them in emergency situations. This working group is formed by the director, submits a report attached to the annual work plans. 2020-2021 the work program of this group's working group also includes a conversation on infectious diseases, which is extremely relevant today. In the College, civil defense measures are organized, the CD /civil defense/ plan is developed, approved and implemented, based on which the current works are carried out.

Safety conditions were maintained in the college laboratories. The College has cameras installed on all floors. The first floor of the college is adapted for beneficiaries with special needs. The entrance has a ramp adapted to the conditions ensuring safe movement of students with special educational needs.

The expertise revealed that during the internship, students are able to use the resources potential of employers to a certain extent: accounting computer programs, production capacity of equipment, production area of the organization.

The college has already formed contractual relations with a number of private and state institutions of the region, such as Yeghegnadzor City Sports School, Vayots Dzor Regional Library, Yeghegnadzor Medical Center. It tries to solve its specific professional resource gap by using the resource base of partner organizations.

The mechanisms for evaluating the applicability, availability, and effectiveness of resources provided to internal stakeholders in the College are surveys conducted on resource satisfaction among teachers and students, identification of needs by organizing analyzes and discussions. Surveys are anonymous. The College's internal quality assurance committee conducts annual surveys among students and teachers to assess satisfaction with learning spaces, resources and support services using a random selection method, which

provides an opportunity to identify existing needs (according to this annual surveys, 9 percent of survey respondents rated satisfactory, 25 percent good, 66 percent excellent).

Considerations: The expert panel positively assesses that the College in its SP for 2016-2021 identified the provision of favorable infrastructures for learning as a priority direction for the development of the College. The expert panel site-visit, the observation self-analysis and the material and technical base of the institution revealed that there is an educational environment necessary for the implementation of academic programs of professions. The presence of an interactive learning audience also contributes to a more effective organization of the classroom and the improvement of the educational process. However, having a large unused logistical base, it would be advisable to carry out short-term projects, using them and attracting additional financial resources of the College. The College also needs to carry out works in the direction of replenishment of electronic and printed professional literature.

The examining the 2018-2020 of the 2018-2020 budget items revealed that every year the College allocates funds (making up 7.6%, 6.7%, 3.9% of the operating expenses in 2018-2020, respectively) for the repair and re-equipment of the material and technical base, which creates guarantees for creating a favorable learning environment. However, the reduction of this fund from year to year will hinder the modernization of the logistic base.

The expert panel believes that despite the fact that the College does not have a medical center, a canteen, a sports hall, certain measures have been taken to fill that gap, because the institution cooperates with the regional library, sports school, and polyclinic. Students and faculty have access to these infrastructures.

The expert panel positively assesses that the institution has taken steps by creating a ramp on the first floor of the first building for students with special needs, however, the problem of free movement in the building still exists.

In order to increase the effectiveness of security services, internal video surveillance system has been implemented in the college, the presence of which ensures control and discipline in the College.

The expert panel considers positive that based on contractual relations with employers the College is able to partially use the resource potential of employers, which enables filling the gaps in the College's resource base, increases the efficiency of practice, but there is also a need to use practice control mechanisms to increase the efficiency of the evaluation process. purpose.

The expert panel notes that the College has a resource distribution mechanism, which is based on the preparation of the annual budget estimate and the control of the budget execution. However, the budget expenditures do not separate the individual items intended for the implementation of strategic goals of the College, which would provide an opportunity for resource planning, control, and performance evaluation.

The College ensures the transparency of the provision and dissemination of information among internal and external stakeholders, as evidenced by the high level of stakeholder satisfaction with the information received.

The expert panel positively assesses that some resource satisfaction mechanisms are in place in the College, but they also need to be improved to enable a wider range of stakeholders to be involved. The analysis of the results of the surveys will allow to highlight the existing problems and clarify the future processes of resource planning.

Summary: Taking into account, that the College takes steps to create the necessary environment for the implementation of APs, creates conditions to ensure a safe environment, regulates the documentation processes, introduces mechanisms of satisfaction with resources, the expert panel finds that the VDZSTRC meets the requirements of criterion 7.

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

VIII. SOCIETAL RESPONSIBILITY

CRITERION: The Institution is accountable to the government and society for the education it offers and the resources it uses as well as for the research it conducts.

Findings

The College in its SP for 2016-2021 "creating an environment conducive to the spread of Quality culture" defined as the priority direction of the College's development, for the implementation of this goal the objectives were stated, including contributing to the increase of the effectiveness of the mechanisms that implement the social responsibility of the College. To achieve the above-mentioned goal the institution planned to increase the transparency of the College's activities introducing the accountability mechanisms for the qualifications, research activities and developments, and services provided by the institution.

The accountability procedure of the College is regulated by the laws "On Education", "On Primary and Secondary Vocational Education of the Republic of Armenia", "State Non-Commercial Organizations", the decisions of the Government of the Republic of Armenia, as well as the Charter of the College.

In accordance with the procedures established by the law, The College submits reports to the RA Ministry of Education, Science, Culture and Sports, the State Revenue Committee, the National Statistical Committee and other state agencies. Reports are also submitted to the 'Anushavan and Ofik Abrahamyan Educational Foundation', RA Ministry of Labor and Social Affairs, etc.

The highest governing body of the Institution is the Board that in accordance with the Charter of the institution listens and assesses the annual plans and the reports of the Director. At the meeting of the Board members of the College the Director presents the

report on the past year's activities, the income and expenditure estimate for the financial year, and other documents. The main reporting document of the activity is the annual report, which reflects almost all areas and issues of the activity of the College. The second most important document is financial statements. Before the actual meetings of the Board members the implemented activities, issues discovered are discussed in the chairs, problems are raised, which are coordinated and presented to the study-methodological council for discussion, after which the problems and the prepared reports are discussed in the Board meeting. However, these reports are mostly descriptive, focusing on the presentation of actions taken. There are no reporting effectiveness evaluation mechanisms in the College.

The procedures, transparency and accessibility of processes of the College are fixed in the Law of the Republic of Armenia "On Primary and Secondary Vocational Education". The document "Mechanisms for Ensuring Transparency of College Activities" acts in the College.

The college publishes the results of its activities and the activities of various departments through the college website. The College also presents its activities on various social platforms (Facebook, Instagram). The official website of the college (<http://www.vayocdzorcollege.info>) contains the College's and individual department's regulations, SPs of the departments, contracts with employers, students and international institutions, and the list of partner Universities. The annual reports of the College posted from 2015-2020, the annual reports of the activities done in the direction of foreign relations and internationalization for the 2018-2020 academic years. The page also has a "Regulations, Procedures, and Procedures" section that lists the college's departmental regulations, procedures, and policies, along with their implementation schedules.

The expert panel site visit revealed that due to various technical problems, the Facebook and Instagram pages of the college do not fully cover the activities of the college, there is a problem with telecommunications, messages are answered late, mainly the entertainment activities of the College are published.

Open discussion-meetings with external and internal stakeholders are organized several times during the academic year. Open-door days are organized at the Institution, presenting the results of the college's activities, the specialties available at the College. Surveys are regularly conducted by the Quality and Career Centers to provide information and identify needs to stakeholders.

The College emphasizes the development of public relations, which is fixed in the documents "Procedure for Public Feedback" and "Policy for Public Feedback" developed by the Internal Quality Assurance Committee.

The College aims to transmit the knowledge and values additional educational courses and consulting services in various specialties. The College cooperates with the Microsoft Innovation Center Armenia organization, through which the organization conducts courses to teach computer programming JavaScript language, website creation and other skills. Since 2017, the "Armat" engineering laboratory has been operating in the

college, where students acquire knowledge and skills about programming, robotics, 3D modeling, printing, and laser engraving.

Many of the students are involved in different social services and do volunteer work, ranging from community service to cultural and civic issues. For the formation and development of public relations, the Career Center consultants organize visits to the College every week to provide information about the academic programs, opportunities, and activities of the College to the graduates of that year's schools pupils and parents within the framework of professional orientation.

Considerations: The expert panel assesses positively that there are accountability mechanisms in the College, that assures the accountability towards the internal and external stakeholders of the institution. It is of high importance the presence of regularly graded reports by the College. However, there is a need to make the reports more analytical, include measurable indicators, that will allow the College to discover the issues of the present activities, evaluate the current situation, and make decisions based on the reliable data.

The expert panel also highlights the transparency and availability for the society by publishing the documents and announcing activities on various social platforms. The systematic use of these tools and activation of feedback mechanisms with stakeholders will make it possible to involve a wider range of stakeholders in the College procedures, to ensure the raising of awareness about all ongoing processes. The expert panel highlights the existence of feedback mechanisms with employers, which enables them to be involved in learning processes (implementation of practical works and practices, involvement in the teaching process).

The expert panel positively assesses the fact that for years, the College has been carrying out events aimed at transferring knowledge and values to the society, which also gives the opportunity to provide information about the College to external stakeholders, to make the experience accumulated in the college applicable through the organization of various seminars and discussions

Summary: Taken into account, that the College has accountability mechanisms in place, takes steps to ensure the transparency of its processes for internal and external stakeholders, some mechanisms are in place to provide feedback to stakeholders and transfer knowledge to society, the expert panel concludes that the College meets the requirements of Criterion 8.

Conclusion: The expert panel assesses the relevance of VDZSRC 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 expansion of international cooperation of the College is the 4th priority direction according to the SP of the institution. In that direction, one general task has been set: to promote the increase of international educational and other cooperative programs at the College and two sub-goals: expanding participation in international programs and increasing the mobility of students and professors

As a result of the expertise, it was revealed that ways to achieve the stated goals, action plans, intermediate results or evaluation indicators necessary for monitoring the progress of implementation have not been developed. In the schedule attached to the SP, the implementation period is defined as 2016-2021. Annual planning of actions taken in this strategic direction is not carried out.

In order to regulate the processes of exchange of experience, development and internationalization, a number of documents have been put into work flow in the College. In particular, in 2014, the document "Policy, Procedures and Mechanisms Supporting Foreign Relations and Internationalization" was introduced, in which specific results with an international emphasis are also fixed: introduction of foreign language educational programs and modules, published publications in foreign language periodicals, academic mobility, etc. In 2020, they developed and introduced the "Concept of Foreign Relations and Internationalization" document, in which the planned results are the same as in the previous document. There are no visible results for the last 6 years. No failure analysis was done. There is separate SP of the External relations and internationalization for 2016-2021. This document has the same content as the same part of the SP of the College, it describes the principal goals and the expected results. For all the activities the whole period of the SP is mentioned. Indicators of monitoring and evaluation of the implementation process have not been defined. In the College, the document "Directions ensuring the possibility of mobility of students and teaching staff of the College" was developed and approved. The document presents the approaches and assumed formats for establishing contacts and connections with local and international organizations.

The expertise revealed that the opportunities of the College regarding the external relations and internationalization, the issues and the ways of solutions are not defined. The foreign language versions of the web-site are not developed.

Since 2014 the College set a task to create a separate infrastructure dealing with the development of foreign relations and internationalization issues, but during the examination it was found that the problem has not been solved yet. The Director of the College deals with internationalization issues. The functions of the infrastructure are implemented through the career division and the relevant working group. Every year, the

Director of the College creates a working group dealing with the development of external relations and internationalization issues, whose work is coordinated by him. The working group is guided by the document "Goals and functions of the working group responsible for external relations and internationalization" approved by the director and annually submits a report on the work done.

The expert panel site visit and the document observations revealed that the career department carries out work with external stakeholders within the scope of its functions. Among other activities, the latter engages social partners (employers, trade unions, successful graduates) in the organization of career counseling for students. According to the reports of the Career center department a number meetings are organized with representatives of international and national companies, as well as with local self-government bodies, employers and social companies. For professional orientation and capacity development of students, the college especially emphasizes the cooperation with the "Professional Orientation Methodological Center" and the "Territorial Employment Center" in order to participate in state employment programs and identify vacancies for graduates.

The expertise revealed that there a number of examples of contracts of cooperations with international and local levels. The observations of the documents revealed that the College signed cooperation agreements and memoranda with a number of local and international organizations among different projects, such projects of UNDP / 'Save the Children' Armenian office/, projects of GIZ and etc. On the basis of these agreements, there are examples of both one-time and targeted continuous cooperation. 2020 the College was selected as a member of the "Network of Excellence" by the MESCS of RA and the European Training Foundation. With the support of the European Training Foundation, the development of the concept of Work-Based Training and the transformation of the center of excellence have been started. As a result of cooperation with the "Microsoft Innovation Center" foundation, the programming course "Basics of Programming for Beginners with JavaScript" was implemented, as a result of which a new module was added to the "Software of Computing and Automated Systems" specialty.

Since 2011 the College cooperates with ANQA, and as a result the 'The Internal Quality Assurance center' was founded, preliminary self-analysis has been carried out, work is being done to establish the culture of internal quality assurance in the college.

The College also cooperates effectively with educational charity foundation named Anoushavan and Ofig Abrahamians', within the framework of which repair works were carried out, as well as some cabinets of the college were equipped with new devices and equipment. With the support of the AOA foundation the 'Armat' laboratory was established in the College and the small-scale of wine production of the College was founded.

The College also actively participates in a number of programs implemented by the "Business and Education Partnership" Foundation. Within the framework of the "Vocational Education and Training-Cooperation" program, memoranda of cooperation

were signed with institutions representing the VET sector in Poland. The college hosted students from Poland, but the return visit did not take place due to financial problems.

According to the SER of the College in 2018 the institution participated in the forum organized within the project 'Vocational Education and Training (VET) Cooperation', as a result of which prospects of cooperation with businessmen were developed. During the examination, no changes or new initiatives were made in the college based on the foundations developed within the framework of that program.

The College plans to use the unified platform of RA regional Colleges for the purpose of exchange of experience at the local level.

In order to be included in the development programs of the region, to perform effective work, the College strives to expand and deepen ties with local authorities and self-government bodies.

The examination revealed that based on the cooperation agreements with the employers of the region, the college implements the initial professional educational program "Winemaking and juice production" as a dual program. Some modules are taught at employers using their resources. During the expert visit, it was found out that the college emphasizes spending part of the lessons defined by the curriculum at the employers. The college, as a way of effective cooperation with employers, considers the formation and development of a dual system.

According to the SER of the College one of the main obstacles related to internationalization is the low level of foreign language knowledge of internal stakeholders. An attempt is being made to solve the problem by organizing English and Russian language courses for the teaching staff and employees. The document observation revealed that there is a schedule for the organization of these courses on an annual basis and a certain number of participants, but the college considers that it has not yet been possible to ensure a sufficient level of foreign language knowledge of the teaching staff and employees. It should be noted that, according to the results of surveys on foreign language knowledge, quite high indicators of satisfaction of internal and external stakeholders were recorded (more than 95% of students, around 60% of employees). The existing contradiction did not receive attention and did not become a topic of discussion. "Peace Corps" volunteers also regularly worked at the College, who conducted English development courses among students and professors.

The expertise revealed that College students and teachers also face problems and difficulties when studying professional literature due to the insufficient level of mastering a foreign language. The document observation and the expert site-visit, it was revealed that the rates of participation of the students and employees in international exchange programs or courses organized in a foreign language are low, which, according to the college, is due to the lack of teachers and students who know professional foreign languages.

Considerations: The expert panel positively assesses that the provision of foreign relations and internationalization has been defined as a strategic direction of the College's

development. However, it is concerning that the opportunities in the field of foreign relations and international cooperation have not been studied. As a result of cooperation, the College expects investments, but the proposals of the College are not specified, which will make the cooperation mutually beneficial, but this circumstance may hinder the establishment of the institutionalized framework of cooperation and the guarantees of their success due to the necessity of the needs of the college and the goals of the SP.

In the absence of a department dealing with internationalization processes, the works carried out in that direction are not of a systematic nature. The cooperations formed at the non-institutional level and the situational nature of the performed actions can negatively affect the effectiveness of the implemented processes. Abstraction can threaten the continuity of already existing connections. At the same time, the expert panel notices and positively evaluates both the replenishment of resources of the college and the results aimed at the development of the college due to various cooperation frameworks.

The expert panel considers positively the steps of the College, which are aimed at the involvement of employers and their resource base in educational processes using the dual education system. However, the fact that studies on the possibilities of involving employers have not been done is concerning: in particular, from the point of view of the expediency of implementing the dual system in the rest of the academic programs of the college. It is also concerning that the positive experience gained as a result of the participation of college representatives in various platforms is not always localized and applied in the College. The expert panel believes that in the case of limited human and financial resources, mutually beneficial and purposeful use of employers' resources (both human and material) can create a favorable environment for cooperation. The lack of external relations and internationalization infrastructure also hinders the planning and implementation of targeted programs with employers. As a result, the College does not fully utilize the potential of employers in order to solve the problems it faces and improve educational processes. The lack of facts about the analysis, evaluation, and sometimes the results of the cooperation potential also does not contribute to the implementation and dissemination of external relations and internationalization processes at the institutional level in the College.

The insufficient level of knowledge of a foreign language (especially English) of the teaching staff and students of the College to contribute to the internationalization processes is of concern. The level of knowledge of professional English of the teaching staff is of particular concern, which hinders the possibility of using modern literature in the conditions of the rapid development of information technologies. At the same time, it hinders the participation and involvement of college students and teachers in international academic mobility programs, which leads to a lack of exchange of experience with other educational institutions. It is also concerning that the insufficient level of knowledge of a foreign language (English) among the internal stakeholders is a problem raised by the College itself, however, the effectiveness of the activities carried out in the College in this direction is low.

With very limited human resources and labor market, due to the consistent efforts of the management of the College, the personal dedication of the staff and the monopoly of being the only College in the region, the institution has been regularly included in various local and international programs, as a result of which it has been able to improve its resource base as much as possible and mainly fulfill its mission.

Summary: Taken into account that, the College consistently takes steps in the direction of foreign relations and internationalization, develops and tries to implement a policy encouraging foreign relations and internationalization, works to document and regulate the activities of the College in this direction, carries out communication, comparison and experience exchange processes with some colleges in Armenia and abroad, ensuring internationalization tries to fill the lack of infrastructure through the appropriate working group, takes steps to expand and deepen the scope of cooperation with employers (especially within the framework of the dual education system), there are successful attempts to work with a number of international structures, signed and valid memoranda and contracts, in order to increase the effectiveness of internationalization creates an opportunity to improve the level of foreign language proficiency of internal stakeholders, the expert panel finds that the VDZSTRC meets the requirements of criterion 9.

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

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

Since 2011 the College the quality assurance procedure and the regulatory documents of the Quality Assurance Infrastructure of the College, according to the first, the quality assurance processes are described, the responsibilities of the quality management entities are specified, and according to the second, the functional scope of the infrastructure is separated and specified. In 2014 the QA policy and strategic document were developed which include the objectives of the internal QA, the principles of quality assurance are specified, the organizational structure of the quality assurance system is specified, and the quality assurance committee is identified with the center, and at the same time, monitoring and evaluation are separated, tools, quality assurance processes and quality assurance tools.

There is a SP for 2016-2021 of the Quality assurance center established at 07.07.2016, in which the goals, objectives and the plan are the same as the SP itself for the same time period, as for the new SP of the institution. A number of objectives are aimed at improvement of the quality of various processes, but the way of implementation of the problems is not clearly planned.

In 2018 the manual of the IQA was developed, which is again includes the policy, the system of the IQA of the institution and in which all the processes of the College according to the strategic plan are addressed.

The College considers the committee of the internal quality assurance CIQA as the manager and the responsible for the implementation of the QA activities of the College, which is managed by the Deputy for Academic Affairs It has control and review, monitoring and analysis, as well as technical, information working groups that carry out their respective functions. In particular, the control-revision working group develops quality assurance policies and procedures, implements quality assurance control-revision processes, the monitoring-analytical working group plans and, through surveys, implements the process of identifying the needs of internal stakeholders and assessing their satisfaction, the technical working group prepares questionnaires and conducts surveys, the information working group ensures access to information, coordinates research data, contributes to the effective management of the institutional capacity self-analysis process. The work of the commission and working groups is carried out on a public basis. The post of Quality Assurance responsible has recently been introduced in the college.

The quality assurance committee in the internal quality assurance system of education manages and controls the harmonious interaction of the departments involved in the process of ensuring the quality of education, ensures the management of the process of self-analysis of institutional capabilities. Administrative, faculty and student representatives are involved in the committee. The functions of the committee are defined according to the Quality Assurance Procedure document.

There are no funds allocated for quality assurance processes in the college's strategic plan and annual financial plans. There is no separate office for the Quality Assurance center yet. The College allocates some costs in arranging the inquiry process. Surveys are largely paper-based.

Employees involved in the committee and in the working groups of the committee strive to develop their knowledge to implement quality assurance processes. The expert panel site-visit revealed that employees need training.

The policy of involvement of the internal and external stakeholders was established since 2014. The IQAC conducts surveys among students, teachers, employers with the aim of evaluating the quality of the procedures in the College. 20 participants were involved in each survey. The students were involved in the organizational/technical part during the process of conducting surveys. The teachers and students were also involved in the councils and different committees. Some separate discussions are held with employers. Expert panel site-visit revealed that students and employers are mainly not aware of the quality assurance processes of the college, graduates are not involved in those

processes. There is an independent committee whose members are parents of the students: they are included in some processes of the College. There is also a box for raising problems in the College.

The group that implemented the SER of the Institution involve administrative staff members and teachers, as well as students in the working groups.

The seminars and the study of the subjects are organized in the Chairs the best practices are presented and discussed. The in-class observations are organized that reveal the issues related to professional training, applied methods.

The internal quality assurance system is presented in the Policy of the QA established in 2014 as well as in the Strategy and in the manual of the QA established in 2018. In 2020, the internal Quality Assurance System review policy and procedure document was introduced, which has not yet been implemented.

There is a lack of benchmarking aimed at implementing quality assurance mechanisms and procedures. The effectiveness of the quality assurance system depends on the effectiveness of all processes of the college. A general study and analysis of the effectiveness of the internal quality assurance system was not carried out in the college.

Quality assurance committee work plans and reports are available, the latter have undergone some improvement, including the college report. The Committee studied and developed the report of the SP of the College. The SWOT analyses was included in the report as a component, but are generally still descriptive in nature. At the same time, the document observation and the expert panel site-visit revealed that with the tendency to increase the efficiency of the processes, they formed the relevant working groups of the quality assurance committee. Also, they saw the need for a full-time employee.

In 2016 the college had the experience of pilot implementation of self-analysis within the framework of two criteria, after which the process was continued in 2017, carrying out self-analysis according to 10 criteria. The expert panel site-visit revealed that as a result of that internal experience of self-analysis, the questionnaires were somewhat revised and new questionnaires were introduced due to the need for new studies.

Although there was an experience, the evaluation of the presented SER of this expertise revealed that there is still a misunderstanding for some criteria. At the same time there is a certain disconnection between the Criteria and its SWOT analyses.

The reports are largely descriptive, also do not contain the information required by the self-analysis. The expert panel site-visit revealed that during the quite a lot of efforts were required to collect the required information.

At the same time, the self-analysis largely consists of general conclusions that support the requirements presented in the framework of the standard, but there is insufficient basis, information and analysis for such a conclusion.

The results of the conducted surveys are analyzed, discussed in chairs, councils, reports are discussed in the management council. Reports (including SP) are published on the official website of the college.

Considerations: The College has a quality assurance policy and has developed various procedures. The SP of the institution includes a number of issues aimed at quality assurance processes and the improvement of those processes. Although these documents do not contain a description of detailed procedural provisions, the expert panel highlights the documents introduced and considers them to be a rather interesting and successful start to the implementation and regulation of quality assurance processes. At the same time, the expert group appreciates the College's great attention and efforts towards quality assurance processes.

The expert panel does not consider it appropriate to simultaneously approve documents with the same content and different names (Strategic Plan of the Quality Assurance Department, Strategic Plan of the Quality Assurance Department), and at the same time considers that it is necessary to pay attention to ensuring clear and feasible planning of various processes, because the opposite may hinder to the realization of goals. At the same time, expert panel considers problematic that different documents aimed at the regulation of the same process in different periods, the part of their successive improvement is not expressed, but they continue to exist and operate in parallel.

The importance of quality assurance processes by the college is noticeable by the expert panel, the evidence of which is the involvement of considerable human resources in the relevant processes through commissions and working groups. Considering the lack of financial resources, the College has chosen such a quality assurance approach. The results are noticeable by the expert panel and consider that the dedicated work towards the college of individual persons has an undeniable importance in it. However, in general, the efficiency of work on a public basis, which also has no incentive mechanisms, may be endangered. From this point of view, the expert panel also emphasizes the contribution of the corresponding post. However, the expert panel believes that the College should also pay attention to the improvement of the competencies aimed at the implementation of the quality assurance processes of the employees involved in the quality assurance committee and working groups, which will contribute to the dissemination of the quality culture and the more effective implementation of the quality assurance processes.

The expert panel considers that there is a need to pay attention to the reliability and methodology of conducting surveys and studies, and at the same time to improve the means of conducting and analyzing.

The expert panel positively considers that the quality assurance committee has been able to influence the improvement of accountability mechanisms and continues to monitor this issue. However, the impact of survey results on processes is still not visible.

The expert panel emphasizes the existence and use of some measures and mechanisms aimed at highlighting the good practices implemented in the chairs, as well as increasing the quality of teaching, but the quality management cycle of the PDCA is not yet fully operational in relation to the management of processes. The college has managed to ensure the involvement of professors and administrative staff in quality assurance processes, but the involvement of students and external stakeholders is rather weak, and

in this regard, the expert group emphasizes the development and implementation of clear mechanisms aimed at their continuous active involvement.

The College emphasized the implementation of the quality assurance system and addressed this issue since 2014, at the same time they were able to adapt it more to the specifics of the college over time, with a tendency to increase efficiency, from this point of view, the experience of self-analysis and the realization of its importance were of great importance. Evaluating and emphasizing all this, the expert panel finds that it will be important to carry out a comparative analysis, to study national and international experience, as well as to carry out evaluation processes of the quality assurance system, which will become a clear guarantee for the improvement of the system.

The expert panel emphasizes the development of capacities for quality assurance processes also in the sense that it will contribute to a more effective implementation of self-analysis. The expert panel notes that external quality assurance evaluation processes are still difficult for the college, which is also due to the mainly descriptive nature of current evaluations and their lack of information.

The college's efforts to ensure the transparency of the College's activities are positive, but the reports still do not allow a full picture of the quality of the processes taking place in the college.

Summary: Taking into account, that the College has a quality assurance policy, some procedures and a quality assurance system, emphasizes quality assurance processes and strives to provide some resources, has been able to involve internal stakeholders to a certain extent in quality assurance processes and emphasizes the involvement of employers in them, there is at least a local quality assurance system improvement experience, has taken steps to improve processes for ensuring accountability and transparency of operations, the expert panel finds that the VDZSTRC meets the requirements of criterion 10.

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

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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

Armenuhi Sargsyan
Head of the expert panel

30 December, 2021

APPENDIXES

APPENDIX 1. CVS OF THE EXPERT PANEL MEMBERS

Armenuhi Sargsyan: 2006 graduated from Gyumri University State Pedagogical Institute named after M. Nalbandian, specialist in "Mathematics". in 2011 was awarded the scientific degree of candidate of physical sciences. 2007-2011 was a student at the "Math. analysis and diff. Equations" Chair Lecturer, 2011-2014: Assistant Professor of the same Chair, 2014-2017: Associate Professor of the "Higher Mathematics and Mathematics Teaching Methodology" Chair, 2017 to date: Associate Professor of the "Mathematics, Physics and IT" Chair. 2012-2016 was the head of Post-graduate and additional education department of GPMI. 2017-2018 was the director of the Center for Quality Assurance and Management of USU, and since 2018 she is the director of the Center for Scientific Policy, Quality Assurance and Management. She acted as a senior scientific worker or leader in a number of scientific projects. 2017 and 2019 delivered a lecture at the University of Keele, England, within the framework of the Erasmus + mobility program. Since 2018, she has been the deputy chairman of the editorial board of the Scientific Bulletin of the Academy of Sciences, before that (from the moment of its establishment) he was the responsible secretary. She is the author and co-author of 1 educational manual and more than 60 scientific articles.

Ashot Avetisyan: In 1989 graduated from the Faculty of Applied Mathematics of Yerevan State University. From 1989-1991 studied at the post-graduate course of the Siberian Department of the Academy of Sciences of the USSR. 1991-1996 worked at the eight-year school of Taratumb, Vayots Dzor region, as a vice-principal, 1996-1998. Karaglkh secondary school in Vayots Dzor marz as a vice director. From 2001 until now, he is the head of the practice department of the Yerevan State College of Informatics and the chairman of the quality management committee. He is a lecturer of higher mathematics. He is the author of two scientific articles. Co-authored manuals and guides.

Anna Parsyan: In 2007 graduated from the Faculty of Management of the State University of Economics of Armenia. 2016-2020 was a claimant of the Chair of Agribusiness Management and Organization of the National Agrarian University of Armenia. 2020 received the scientific degree of candidate of economics. From 2014 until now, she is a lecturer of the "Production Organization" and "Management" subjects at the Chair of Agribusiness Management of AAU. She also worked in several private sector organizations as an accountant. Participated in a number of trainings. He is the author of 8 scientific articles.

Lida Grigoryan: 2018-2021. studied at the Ararat State College, RA, specialty "Finance". In 2021, she was admitted to the National University of Architecture and Construction of Armenia, majoring in "Economics". She participated in the training course for student-experts of the "Students' Voice" project, as well as in subject Olympiads and received incentive awards.

APPENDIX2. SCHEDULE

SITE-VISIT OF EXPERT PANEL CONDUCTING INSTITUTIONAL ACCREDITATION

18.10.2021 - 21.10.2021

	17.10.2021	<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Departure from Yerevan to Yeghegnadzor	12:00	14:00	120 minutes
2	Observation of the Resources	16:00	17:30	90 minutes

	18.10.2021	<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the College Director	09:30	10:30	60 minutes
2	Meeting with the College Vice Directors	10:40	11:40	60 minutes
3	Meeting with the SER team	12:00	12:40	40 minutes
4	Break, Close discussions of the Panel	13:00	14:00	60 minutes
5	Meeting with the alumni representatives	14:10	15:10	60 minutes
6	Meeting with the employers	15:30	16:30	60 minutes
7	Document observations, Close meeting of the panel	16:40	18:00	80 minutes

	19.10.2021	<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Board members	09:30	10:30	60 minutes
2	Meeting the heads of the chairs, AP responsible, Methodist	10:40	11:40	60 minutes
3	In-class observations	11:50	12:50	60 minutes
4	Break, Close meeting of the panel	13:00	14:00	60 minutes
5	Meeting with the teaching staff representatives /10-12 representatives /	14:10	15:10	60 minutes
6	Meeting with the students /10-12 representatives /	15:20	16:20	60 minutes
7	Meeting with the heads of departments / Head of the educational department,	16:40	17:50	70 minutes

8	head of the career center, librarian, legal advisor, accountant, purchasing coordinator, HR department inspector/ Document observations, Close meeting of the pannel	18:00	19:00	60 minutes
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20.10.2021		<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the representatives of the academic programs "Calculating equipment and automated systems software", "Tourism", "Accounting"	09:30	10:30	60 minutes
2	Meeting with lecturers of "Calculating equipment and automated systems software", "Tourism", "Accounting" educational programs	10:45	11:45	60 minutes
3	Meeting with students of "Calculating equipment and automated systems software", "Tourism", "Accounting" educational programs	12:00	13:00	60 minutes
4	Document observations, Close meeting of the panel	13:10	14:10	60 minutes
5	Meeting with members of the Student Council	14:20	15:00	40 minutes
6	Open Meeting	15:10	16:20	70 minutes
7	Document observations, Close meeting of the pannel	16:30	19:00	150 minutes

21.10.2021		<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the responsible of the Quality assurance	09:30	10:30	60 minutes

2	Document observations, close meeting of the expert panel members	10:50	12:50	120 minutes
3	Break, close meeting of the expert panel members	13:00	14:00	60 minutes
4	Meeting with the selected representatives by the expert panel	14:10	16:10	120 minutes
5	Close meeting of the expert panel members	16:20	17:20	60 minutes
6	Meeting with the management representatives	17:30	18:00	30 minutes
7	Return from Yeghegnadzor to Yerevan	19:00	21:00	120 minutes

APPENDIX 3. LIST OF DOCUMENTS FOR OBSERVATION

N	NAMES OF THE DOCUMENT	CRITERION/STANDARD
•	Schedule of the timetable and the KPIs of the SP for 2016-2021	1
•	SP of the IQA department	1
•	Schedule of the IQA department for 2016-2021	1
•	Strategic plan of the library for 2016-2021.	1
•	Analyses of the issues of KIPs	1
•	Strategic plan for 2011-2016	1
•	SP of the research for 2016-2021	1
•	SP for the distant learning for 2014-2016	1
•	Comparative analyses of the questionnaires	1
•	Labor market analyses	1
•	Annual surveys and analysis of student knowledge assessments by employers	1
•	Reports of the SP for 2015-2020	1
•	Examples of top-down accountability /for the last 5 years/	1
•	Annual plans of chairs, departments	2
•	Reports of the chairs	2
•	Minutes of the sessions /for the last three years/	2
•	Class lists /for the 2021-2022 academic year/	3
•	Logbooks /one from each course/	3
•	Final diploma works / for the last three years of each educational program	3
•	Inclass observations books /one from each course/	3
•	Lecturers' portfolios, lecturer's plans /five from each department/	3
•	Completed internship diaries/ for the 3 selected educational programs: 4 each/	3
•	Staff of academic advisors, advisory topics and reports	3
•	Regulation of formation of the board of directors	2
•	Recommendations made by the Board of Directors	2
•	Minutes of chair meetings where issues raised by students were discussed and resolved	2
•	Monitoring implementation schedule and basis of analyses	2
•	Analyses of IQAC	2
•	A comprehensive study of factors affecting College performance	2
•	Study of internal and external factors	2
•	Analysis of the effectiveness and ranking of information published on the website and social networks	2
•	Any new subject or module program initiated by the college within the last 3 years	3

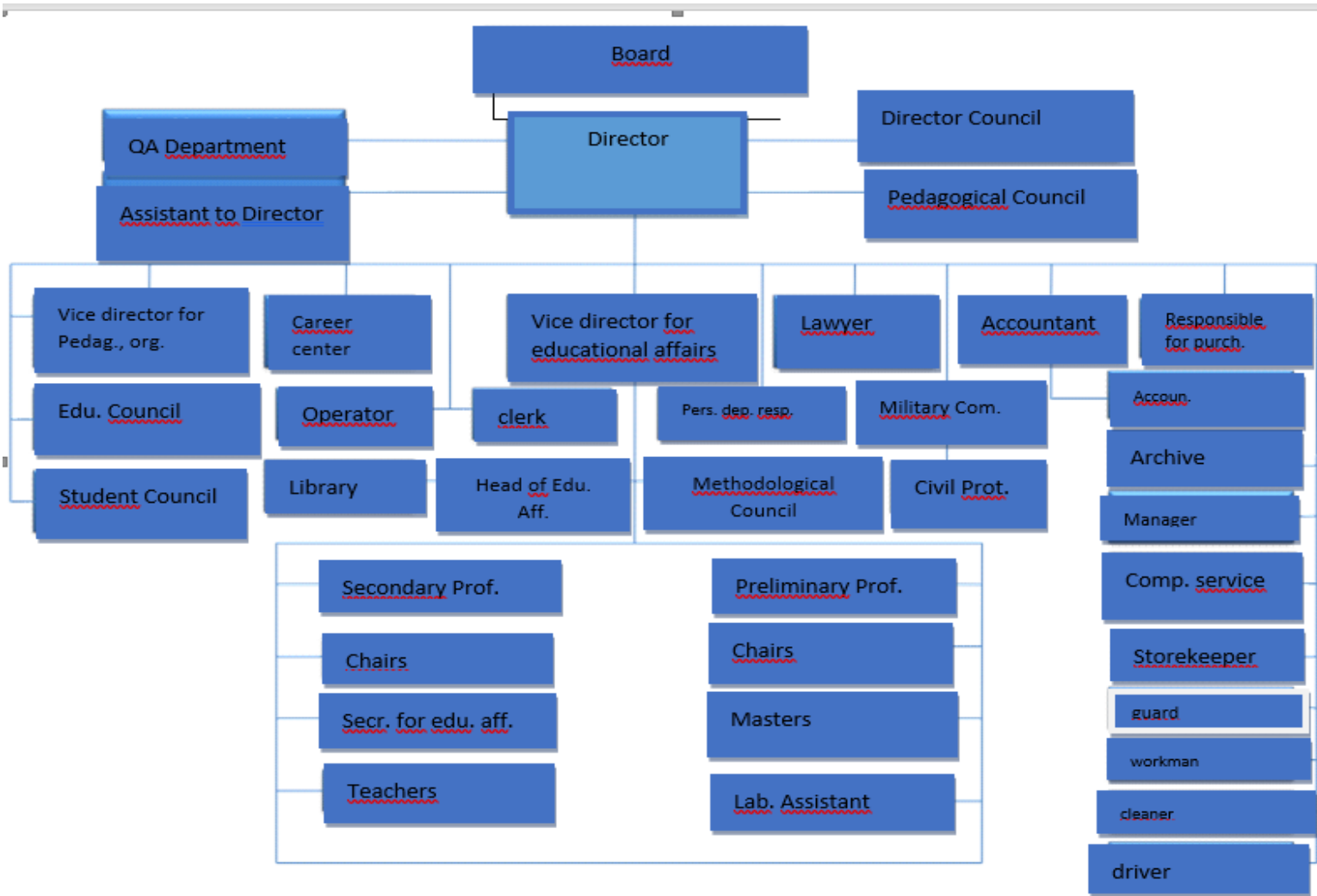
•	Surveys conducted among students and staff in each educational program to assess the effectiveness of teaching methods	3
•	List of internship locations by specialty	3
•	Module evaluation scales	3
•	Practice diary and report	3
•	Criteria for evaluation of final works	3
•	Benchmarking Policy and Procedure	3
•	Concept of foreign relations and internationalization	3
•	Basis for studying the best practices of VET institutions in European countries	3
•	Procedure, approaches, principles, process description, basis for review of current educational programs monitoring and review	3
•	Recommendations of employers, presidents of state summative certification commissions and other interested parties, basis of discussions, results	3
•	Monitoring analysis and resulting improved program	3
•	Minutes of the Educational Council	3
•	Management Board Minutes	3
•	Basis for recommendations made by students on the Governing Council	4
•	Basics of problems raised by the student council	4
•	Basis of individual and group consultations and discussions conducted by the career center	4
•	Examples of professional tests administered by career center counselors	4
•	The procedure and appropriate grounds for evaluating, encouraging or holding the management and teaching staff of the college accountable	5
•	Basis of application of the procedure of ensuring the professional progress of the teaching staff	5
•	Faculty reserve of teaching	5
•	The minutes of the meetings with names of the candidates that are not elected	5
•	Evaluation procedure of the lecturer and the course conducted by him and basis of application	5
•	Completed evaluation scales, tables, or forms for the last three years under the periodic faculty evaluation procedure	5
•	Teacher evaluation questionnaires completed by students	5
•	Training packages	5
•	Methodological reportings	5

•	Completed evaluation questionery examples on teachers' effectivity and quality of the teaching	5
•	List of expanded specialties as a result of the introduction of new specialties based on the results of short-term training / additional training / programs, specialties, research and analytical works	6
•	Researches and analyzes carried out within the framework of the "Vocational Education and Training (VET) Cooperation in the South Caucasus" project with the "Business Education and Cooperation" Foundation and the College	6
•	Policies and procedures for encouraging the activities of young professors, grounds for application	6
•	Examples of reports submitted to the authorized body on a quarterly basis for the purpose of managing and monitoring budget execution	7
•	Fundamentals of resource planning, implementation and performance evaluation	7
•	Basis for evaluating the effectiveness of information about educational programs and their corresponding awarded qualifications	7
•	Work plan, report, analyzes of the working group dealing with ensuring a safe environment for students and employees of Vayots Dzor Regional State College	7
•	Reports submitted to the Anushavan and Ofik Abrahamyan Educational Foundation, the RA Ministry of Labor and Social Affairs	8
•	Agendas of professional and public events, results	8
•	Foundations of College Involvement in Community Programs	8
•	Foundations and results of websites created by college professionals	8
•	"Armat" engineering laboratory activity tricks, analyses	8
•	Grounds for Seminars, Meetings, Debates organized in the College Computer Center	8
•	Grounds for open days, demonstrations and online meetings organized within the framework of professional orientation activities	8
•	Examples of subject sentences	10
•	Evaluation analyzes of the internal quality assurance system	10

APPENDIX 4. RESOURCES OBSERVED

- Classrooms
- divisions,
- computer classrooms,
- "Armat" engineering laboratory,
- culinary laboratory,
- woodworking center,
- winemaking laboratory,
- greenhouse,
- anatomy and first aid cabinet,
- sewing workshop-classroom,
- engineering and transport operation audience,
- library.

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE COLLEGE



APPENDIX 6: LIST OF ABBREVIATIONS

WBL – work-based learning

KPI – Key performance indicators

MoESCS - Ministry of Education, Science, Culture and Sports

AP- Academic programs

PTL- Professional teaching and learning

PEI – Professional education institution

QA- quality assurance

ANQA - National center for professional education quality assurance foundation

NQF- National qualification framework

SP - Strategic plan

VDZSRC- Vayoc Dzor State regional College

SC- Students' Council

ESS - educational support staff