

ASSESSORS' REPORT FOR INSTITUTIONAL ACCREDITATION

**Gyalpozhing College of Information and
Technology**

5th-9th May 2025

Assessors:

1. Dr Sangsuree Vasupongaya
2. Mr Sangay Tshering
3. Ms Tshewang Choden Wangdi
4. Ms Leki Choden

Format for Assessors' Report

Part 1: General information: Gyalpozhing College of Information Technology, Chamjekha, Thimphu, Bhutan	
1.1 Name and Address of the institute	Gyalpozhing College of Information Technology, Royal University of Bhutan, Chamjekha, Thimphu, Bhutan
1.2 Year of establishment	2017
1.3 Current academic activities at the institution (Number)	
Faculties /Schools	2
Departments/Centres	9
Programmes/Courses offered	2
Regular faculty members	Male: 9 Female: 12 Total: 35
Contract faculty members	Male: 5 Female: 7 Total: 12
Others (e.g. Adjunct)	Male:1 Female: 1 Total: 2
Staff (Technical, administrative & support)	Male:29 Female: 15 Total: 44
Students	Male:273 Female: 128 Total: 401
1.4 Three major features in the institutional context (As perceived by the assessors)	• Specialized undergraduate programs designed to stay current with industry trends delivered by young academic staff with practical hands-on learning approach. • Autonomy of the management structure and budget with a mix of international and local personnel. • Ideal location with expansion potential of infrastructure into the future.
1.5 Date of visit	May 5-9, 2025
1.6 Composition of the team of assessors:	
Chairperson	Dr. Sangsuree Vasupongayya

(+shenkyfayh)

by:

SA

Other members	1. Ms. Tshewang Choden Wangdi 2. Ms. Leki Choden 3. Mr. Sangay Tshering
HEQC officials	1. Ms. Nima Lham 2. Ms. Leki Choden

Part 2: Key-Aspect-wise analysis	Observations
2.1 Governance, Leadership and Management	
2.1.1 Vision and Mission	- GCIT vision and mission are provided and disseminated through the college website. - Vision and mission are aligned with the goals of the institute (RUB and GCIT) and national aspirations (Bhutan vision 2030), and GNH principles. - GCIT strategic plan is developed to align with GCIT vision and mission and the RUB strategic objectives.
2.1.2 Organizational Structure and Management	- GCIT organizational structure follows the RUB framework with the president overseeing both academic and non-academic functions. Key responsibilities of all 12 positions are presented. - GCIT governance framework is aligned with RUB policies with standard operating procedures, performance benchmark using turnaround time and response time. - Representatives of stakeholders join in the decision-making process at different capacities according to their roles.
2.1.3 Accountability and Transparency	- The existing internal and external communication procedures are in place, but feedback form highlights the need for improvements to enhance their effectiveness. - To ensure transparency, accountability, and financial sustainability, GCIT financial management framework is aligned with the RUB's policies and national higher education priorities. - RUB Governance Manual outlines the roles and responsibilities and reporting lines for each role.

2.1.4 Leadership and Autonomy	• Structure and Executive Profile: All leadership positions meet RUB's competency and qualification standards as outlined in the Royal Charter of the Royal University of Bhutan (RUB, 2003) • Dynamic and autonomous leadership: Academic autonomy and management autonomy in terms of budget, revenue generation and administrative decision-making are outlined. • GCIT has a leadership training program and leadership succession planning. Talent identification and professional growth are implemented, as reflected from stakeholders.
2.1.5. Strategic Development, Planning, and Implementation	• Strategic plans: Comprehensive strategic plan including short-term (1-3 years) and long-term (5-10 years) plans are presented. • RUB Framework: Strategic plan and activities are reviewed through performance review. • Even though there is KPI(s) for each strategic goal, the monitoring process to ensure the achievement of such KPs is not clearly observed.
2.1.6 Data and Information Management	• GCIT hosts their college related information data on a centralized data management RUB- Information Management System (RUB-IMS). • Implementation of appropriate measures to ensure accessibility, utilization, confidentiality, and security of all data and information include data protection and access control measures. • Measures to handle potential risks are also implemented such as data backup, data recovery and continuity plan, and cybersecurity training.
2.2 Academic System	
2.2.1 Programme Design, Development and Review	• Ensuring relevance and currency of programme offered is achieved by international benchmarking and regularly updated from stakeholder feedback (i.e., employers, alumni and academic experts) • Program design, development and review are guided by the Wheel of Academic Law and RUB's Annual Programme Monitoring (APM) handbook 2022.

	• Programs are responsive to GCIT's mission. • The goal of the program design and development is to prepare graduates for higher employability rate. • The programs are designed in such a way so as to engage students in hands-on learning and have more practical sessions.
2.2.2 Academic Flexibility and Programme Diversification	• GCIT offers specialized undergraduate programmes including BIDD, AI Development & Data Science, Blockchain Development and Full Stack Development. • GCIT offers various interdisciplinary electives including Technopreneurship, CET programs, secured coding and ethical hacking, creative technologies. • Credit transfer system, especially out-bound is not presented.
2.2.3 Academic Planning and Delivery	• GCIT academic planning involves curriculum development, scheduling, resource allocation, and faculty workload management. • Modules must be delivered according to RUB academic board approved syllabi and lesson plans, which also include teaching methods / learning tasks. • Lessons delivered are carried out using effective tools and methods of delivery encourages the students to be active. • Project-based learning is observed. • Evaluation mechanisms for teaching include student feedback surveys and peer evaluations.
2.2.4 Assessment Practices	• GCIT follows the RUB's assessment policies for diverse assessment methods, fairness of grading, academic integrity and students with special needs. • Assessment design includes both formative and summative with rubrics. The timely assessment feedback and the marking scheme are observed in the classroom. • Student progression records are done through the end-of-semester academic staff meeting. • Drop-out prevention is achieved through repeat policy • Student awards include academic excellence (Presidential badge award) and best project awards. • Governance mechanisms must be established to ensure the implementation of the defined assessment policies.

	Stakeholder shared insights on the delay on assessment feedback.
2.3 Human Resources	
2.3.1 Human Resource Management System	• GCIT comprehensive HR Policy is in place including recruitment and selection, performance management, post-retirement benefits. • Induction is conducted through employee orientation program. • Performance management system includes performance appraisal system, recognition and reward (i.e., annual excellence awards, long-service awards, development sponsorship). • Adequate number of academic staff is ensured in terms of faculty-student ratio which currently is 1:11. • Adequate qualification of regular academic staff is ensured in terms of being a Master's degree holder. • Academic staff succession plan is not presented since the current information of the succession plan focuses only on the leadership roles.
2.3.2 Human Resource Developments	• GCIT HRD includes both short-term and long-term professional developments. Non-academic staff development program is focusing more on short-term. • The HRD implementation is based on need assessment and top-down plan. Faculty members are offered online training via Udemy and onsite in-house training such as master classes. • Annual HRD budget is allocated. • Stakeholders' insights highlight the equitable access to Continuous Professional Development for all stakeholders for career pathway.
2.4 Research, Publications, and Linkages	
2.4.1 Research Culture	• GCIT follows RUB research policy and practices. GCIT initiatives include the establishment of the college research committee and GCIT strategy plan (i.e., Theme 2: Enhancement of Research, Innovation and Scholarship).

	• Research funding sources identified. Five internal research grants are shown to be awarded (i.e., 1 blockchain and 4 AI & DS). • Research training, mentorship and publication support are listed as practice to develop the research capacity. Activities on research capacity building are conducted (i.e., Writing & Publishing Research Paper). • List of 11 publications (both journal and proceeding) are provided, however the impact of such research is not presented.
2.4.2 Research and Publications	• Some research works are published in peer-reviewed journals. 3 out of 11 publications provided are from peer-review journals indexing on globally accepted academic databases. • Five research projects; recipient of AURG grants is shown to be conducted. • A dedicated online repository is maintained to store and manage research publications, theses, and conference papers.
2.4.3 Consultancy and Professional Services	• GCIT follows RUB Consultancy and Professional Service Policy. • Consultancy and professional services are categorized into three types; consulting tasks, continuing education tasks and startup projects. • List of services to community and national/international agencies is provided. • Industry based projects take up is implemented. • The revenue generated by consultancy and professional services is monitored through the consultancy fund.
2.4.4 Collaborations and Linkages	• GCIT student and staff exchange programmes are structured through formal policies and agreements. GCIT follows RUB's research and collaboration policies. • MoU outlines procedures and collaboration activities and outcomes are presented such as international MoUs and domestic firm linkages. • Collaboration activities with international institutions are evident.

2.5 Infrastructure and Learning Resources

2.5.1 Physical Infrastructure	• Adequate and well zoned infrastructure available for learning purposes. There are 3 buildings for classrooms and labs. A cybersecurity facility is under construction. • Good accommodation facilities for all; There are 7 staff accommodation buildings, 6 student accommodation buildings and 1 block of a building for administrative accommodation. Two more accommodation buildings are on the construction plan. • Good facilities and amenities: Recreational facilities including multi-purpose hall, java studio, sport grounds are available, accessible, and inclusive. • GCIT environmental considerations have led to the construction of an on-site wastewater treatment system.
2.5.2 Academic Support Services	• Efficient Library: GCIT provides students with access to digital academic platforms such as O'Reilly with a repository of books to support teaching and learning. • ICT infrastructure includes high-speed campus Wi-Fi networked computer labs, cloud services for coursework and research. On campus dedicated data center and GPUs for teaching and learning. • Desktop computers are assigned to each student while laptop computers are also available for check-out. In the previous policy, a payment installment plan is also offered for students who need assistance in purchasing laptop computers. • Quality of Wi-Fi service for student dormitories could be improved to support the learning environment.
2.5.3 Safety and Maintenance of Physical Infrastructure	• GCIT established a safety and disaster management plan. Implementation includes emergency evacuation procedures, fire hydrants, extinguishers, smoke/heat detectors, 24/7 CCTV monitoring, electric perimeter fencing, access-controlled gates and trained emergency response teams, and annual fire drill. • Maintenance and support system in place: preventive and corrective maintenance methods/procedures are in place such as routine checks and servicing.

	• Infrastructure issues such as water leakage are experienced in many accommodation buildings. • There are only three first aid kits for 19 buildings and the nearest healthcare provider is 6.5 km away. • Emergency escape route plan signage of each area is not provided.
2.6 Student Services	
2.6.1 Admission Process and Student Record	• Admission policy and procedures are established and implemented in alignment with the Admission Policy of RUB. Lists of candidates are maintained. • Information on admission and courses are provided for prospective students via various channels. • Candidates are scored based on the Computation Thinking Test (analytical thinking skills) and interview.
2.6.2 Student Welfare, Engagement, and Support System	• Adequate practices for student support are in place. • Annual funds for student engagement are allocated through student clubs, sport, wellness and culture activities, hackathon workshop and outreach programs. • The counselling service to the student is inadequate and a need for a dedicated full-time counsellor is observed. Basic counseling support is delivered by the faculty members while further professional counseling support is done through the external agency. • There is a GCIT student representative council (SRC) with a defined selection process. • Student service manual and redressal mechanism are in place. • Integrate life skills into the curriculum such as communication, ethical and critical thinking skills. • Presence of a prayer room observed.
2.6.3. Graduate Employability	• GCIT integrates employability skills in curriculum. • The college encourages industry collaboration and internship opportunities for employability purposes. • Recognition and awards are given during GCIT annual convocation ceremonies.

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2.6.4 Alumni Engagement	• The RUB-IMS Alumni Management Module is used by GCIT to collect, store, and manage alumni data, including graduation year, degree program, employment status, and contact details. • The alumni listing shared was not updated. • Alumni participation and contributions activities include annual alumni meets, webinars, career talks, and alumni networking events.
2.7 Internal Quality Assurance and Enhancement System	
2.7.1 Internal Quality Assurance System	• GCIT Internal Quality Assurance (IQA) policy and IQA monitoring and evaluation mechanisms are established and implemented. • Feedbacks are collected from students and stakeholders. • Evidence is provided on continuous improvement. • IQA culture is not observed in their routine practices.
2.7.2 Innovative Practices	• GCIT provides funding to support student-led startup and faculty research. GCIT crafts innovation-focused curriculums. • GCIT also offers business incubation center, industry linkages, activities such as hackathons and innovation challenges. • GCIT students received awards in the Bhutan National Startup Weekend 2025 event. Many startup success stories are evident. • GCIT student won the web technology category of national-level competition to compete in WorldSkills Asia. • The institute crafts innovation-focused experiments and projects.
2.7.3 Institutional Branding	• GCIT has a distinct institutional brand and promotes it as a leader in software technology and interactive design, preparing future-ready graduates with industry-relevant expertise. • Brand promotion is being carried out and a strong digital presence and media engagement is observed. • Good startup recognition. • GCIT promotes GNH values by integrating GNH principles into its teaching (i.e., ethical computing,

sustainable technology), sustainable campus initiatives, and student development initiatives (i.e., community engagement, cultural identity and preservation)

Part 3: Overall analysis	Observations
3.1 Strengths	• Specialized undergraduate programs in Information Technology; Full-stack, Blockchain, Cybersecurity, AI & Data Science, Interactive Design & Development are offered. • Academic curriculum design, development and delivery are practical oriented and hands-on learning to prepare employment ready graduates. • Young academic staff passionate to teach. • Students are proud to associated with GCIT. • The Institution has a new campus and great facilities. • Great opportunity for the students and local Bhutanese GCIT team to learn from the international team.
3.2 Areas for improvement	• Research outputs and funding. • Academic flexibility, especially the credit transfer system for out-bound students. • Human resource management on succession plans and young staff development (especially, number of Ph.D. staff) • Safety and health standards, infrastructure maintenance services. • Effective communication for team building.
3.3 Opportunities	• Revenue generation from consultancy services. • High demand for IT professionals in all sectors and R&D projects, both national and international levels. • Potential for international collaborations to open the possibility of research collaborations and student/staff exchange programs. • Continuing education through short-course training for adult learners to upskill/reskill themselves in the IT fields. • Student projects developed in the project-based classroom can be utilized in GCIT's routine operations.

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3.4 Challenges

- Shortage of local human resource/talent and recruitment of international talents.
- Creating a harmonized work/learning environment for a multicultural atmosphere.
- Fast moving and changing of technology in the IT fields.
- Creating a resourceful educational environment to enhance Bhutanese IT education as a whole.

Part 4: Recommendations (Standard-wise)

Standard 1 Governance, Leadership and Management

- Maintain transparent governance practices and leadership across the institute.
- Vision would benefit from defining in measurable and precise terms such as adding context (national-level or regional-level) and timeline (5-year or 10-year).
- Effectively communicating and fostering a shared understanding of GCIT's vision and mission among all personnel would help drive the institute toward achieving its goals.

Standard 2 Academic System

- Continue the efforts in reviewing and enhancing the curriculum through benchmarking and industry feedback to ensure the program remains relevant and up to date.
- Strategically select the university or college for benchmarking to support GCIT progress toward achieving its vision.
- Enhance academic flexibility, especially the credit transfer system.
- Continue the current hands-on and practical oriented learning systems.

Standard 3 Human Resources

- Additional strategies could be explored to increase the number of Ph.D. faculty, with visiting professors both national and international, which can serve as a potential short-term solution.
- A clear HR succession plan is recommended.
- Consider placing a systematic Mentor-Mentee program.

Standard 4 Research, Publications, and Linkages

- Additional strategies, such as fostering international collaborations or establishing research laboratories or enhancing R&D units, could be explored to increase the number of publications.
- Establish a systematic and sustainable process for exploring international collaborations.
- Improving the student/staff exchange procedures to enhance the international collaborations.

Standard 5 Infrastructure and Learning Resources

- Continue to provide and maintain infrastructure and academic support services according to the

- stakeholder feedback, i.e, improving Wi-Fi speed at the dormitories.
- Safety standards such as evacuation route signs and emergency exit of each building should be implemented.
 - Recommend conducting mock drills to cover what are described in the disaster plans, and providing offline information by utilizing the IT media projects.
 - Promoting sustainable living campaigns for civic ownership to all residents on campus.

Standard 6 Student Services

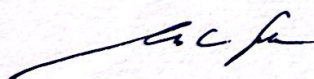
- Enhance the process for monitoring student workloads to ensure they can learn effectively and excel in their studies.
- Health standards such as an adequate number of appropriate first aid kits, on-site health center and professional psychosocial counseling should be provided.
- Enhancing the alumni information registration process to ensure the database contains the most up-to-date data.
- Consider placing a systematic Mentor-Mentee program.

Standard 7 Internal Quality Assurance and Enhancement System

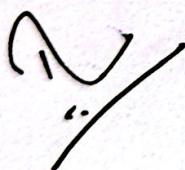
- Foster a culture of quality assurance within the institute, enabling everyone to provide clear, evidence-supported descriptions and continuously enhance their work.
- Institutionalize the IQA practice for example, enhancing the mechanism to monitor and evaluate IQA activities.
- Ensuring the integrity of data across all related documents so that all units work with the most up-to-date information, i.e, utilizing the student IT projects for in-house IQA data management system

I agree with the observation of the assessors as mentioned in this report.

President
Gyalpozhing College of
Information Technology
Thimphu



Head of the Institute
Seal of the Institute

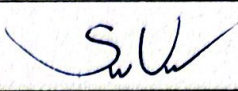
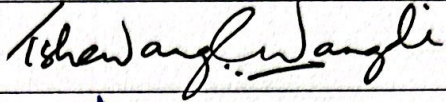
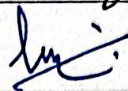
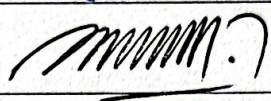



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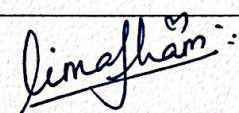
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Name & Signature of the Assessors:

Name	Designation	Dated Signature
Dr. Sangsuree Vasupongayya	Chairperson	
Ms. Tshewang Choden Wangdi	Member	
Ms. Leki Choden	Member	
Mr. Sangay Tshering	Member	

Name & Signature of HEQC officials

Name	Designation	Dated Signature
Ms. Nima Lham	Program Officer	
Ms. Leki Choden	Asst Program officer	