Challenges of Educational System Development

- Dates:
  - ❖ Armenia joined Bologna Declaration – in 2005.
  - ❖ 3 degree cycle was adopted – in 2007
  - ❖ The European Credit Transfer and Accumulation System (ECTS) was adopted – in 2007
  - ❖ National Centre for Professional Education Quality Assurance Foundation was established– in 2009
  - ❖ Armenian National Qualification Framework was approved – in 2018
  - ❖ The Statute on State Accreditation was approved – in 2011
  - ❖ The Criteria and Standards for State Accreditation were approved – in 2011

Source: ANQA

National Framework of Quality Assurance in RA

Based on European Standards and Guidelines in Higher Education,

Including four components:

- Internal quality assurance /HEIs responsibility/

- External quality assurance /organized by ANQA/
    - ❖ Mandatory institutional accreditation /cycle of maximum 6 years/
    - ❖ Voluntary programme accreditation. Institutional accreditation is a prerequisite for program accreditation

Source: ANQA

National Framework of Quality Assurance in RA

The external quality assurance

- Ensure the quality of provided services by an external evaluation

- To secure society from poor-quality education

  - ❖ Periodically inform society on quality of provided qualifications

  - ❖ Inform the society on the provided education by HEIs and about the quality of provided services

Source: ANQA

Implementation of external quality assurance

- **At the national level**
 - ❖ Accreditation Criteria and Standards in the RA

- **At the international level**
  - ❖ In compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area

■ ANQA

■ A well-known international organization independently or jointly with the ANQA

Source: ANQA

The interaction of internal and external quality assurance systems

Internal quality assurance

Criteria and Standards of Quality Assurance

External quality assurance
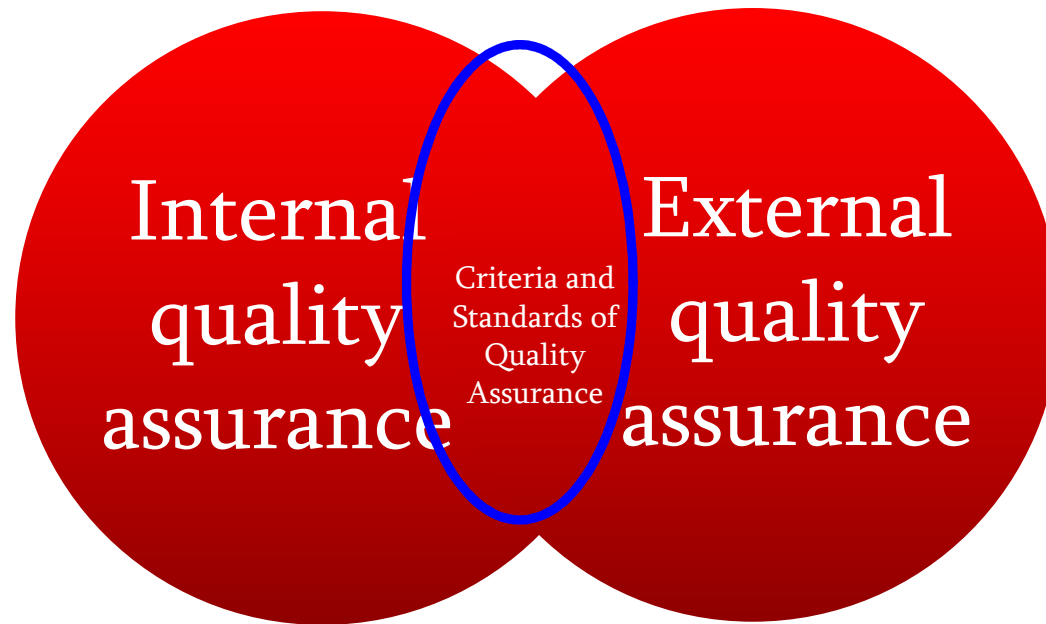
Accountability and social responsibility

How to provide quality education

The following two factors are preconditions for providing quality education:

Institutional environment promoting learning

- Effective management of a university

- Effectiveness of the services provided by a university

Academic program effectiveness and the level of correspondence with the labour market needs

- Specific processes of an academic program

- Reliable qualification

Source: ANQA

Criteria for Institutional Accreditation

- Mission and purpose
- Governance and administration
- Academic programmes
- Students
- Faculty and support staff
- Research and development
- Infrastructure and resources
- Social responsibility
- External relations and internationalization
- System of internal quality assurance

Source: ANQA

Criteria for Programme Accreditation

7 criteria, 31 standards

- **Academic programme**

To what extent the academic program is in concord with the Armenian National Qualifications Framework (ANQF), national qualifications descriptors, and state academic standards as well as is in line with the institution's mission?

- **Teaching staff**

To what extent the academic program ensures teaching staff with necessary professional qualifications to realize the goals of the academic program?

Source: ANQA

Criteria for Programme Accreditation

- **Teaching and learning practices**

To what extent the teaching and learning practices used within the academic program ensure the achievement of intended learning outcomes?

- **Student assessment**

Does the academic program provide assessment system that allows ensuring the students' progress as well as the formation and achievement of intend learning outcomes?

Source: ANQA

Criteria for Programme Accreditation

- **Research and development**

Does the program ensure links between learning and research and creative activities?

- **Learning environment**

To what extent the program promotes the quality educational provisions by creating an environment conducive to learning?

- **Quality assurance**

Does the program have internal quality assurance system that promotes its maintenance and continuous improvement?

Source: ANQA

Accreditataion procedure in Armenia

- Application of HEI

- Submission of the Self-Assessment Report by HEI

- Reconciliation and approval of the expert group
  - ❖ 3 local experts
  - ❖ 1 international expert
  - ❖ 1 student

- Site-visit to the HEI

- Preparation of the expert panel's evaluation report

- Preparation of the follow-up plan

- Decision making by the Accreditation Commission and its publication

Self-assessment

- What is HEI trying to achieve?
  - ❖ What are the norms, values, mission and goals?

- How is HEI trying to achieve that?
  - ❖ What are the particular qualities of the HEI, for example, the organizational structure and main activities and how the latter are connected with the norms and values?

- How the HEI ensures that it is achieving what it has planned?
  - ❖ To what extent the HEI is informed that the processes and organizational structure serve to the achievement of the desired goals?

- What changes have been made for improvement?

Source: ANQA

Self-assessment

University reveals that the academic program is regularly improves and is aimed at:

- *creating a learning environment that will promote the development of knowledge, abilities and skills of students in accordance with the ever-changing demands of the labour market,*

- *improving the efficiency of professional education and ensuring accountability to the public,*

- *compatibility and recognition of learning outcomes of academic programs and qualifications awarded at national and international levels*

Source: ANQA

The results of accreditation

'International Scientific Educational Center of NAS RA' Institution	24 d Baghramyan ave., Yerevan, RA	Accredited	up to 11.05. 2021	Read More
'National University of Architecture and Construction of Armenia' Foundation	105 Teryan st., Yerevan, RA	Accredited	up to 29.09.2020	Read More
'Yerevan State Institute of Theatre and Cinematography' SNCO	26 Amiryan str., Yerevan, RA	Accredited	Up to 19.10.2020	Read More
'State Institute of Physical Culture and Sport of Armenia' Foundation	11 Alex Manoogian str., Yerevan, RA	Accredited	Up to 19.10.2020	Read More
Gyumri State Pedagogical Institute after M. Nalbandyan SNCO * According to the RA Government decree № 1031 adopted on 22.09.2016, Shirak State University after M. Nalbandyan Foundation was recognized as the successor of Gyumri State Pedagogical Institute after M. Nalbandyan SNCO	4 P. Sevak street, Gyumri, Shirak region, RA	Accredited	up to 21.07. 2020	Read More
Eurasia International University Ltd.	2/24 Azatutyun avenue, Yerevan, RA	Under re-accreditation	up to 03.11.2017	
Armenian State Pedagogical University after Khachatur Abovyan SNCO	17 Tigran Mets str., Yerevan, RA	Accredited	up to 10.10.2019	Read More
	Yerevan, RA		10.10.2019	

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Recommendations

- ***The National Center for Professional Education Quality Assurance Foundation (ANQA) in its report in 2018 has summarized the problems that the HEIs currently face, which they identified during institutional accreditations:***

- ***In case of curricula – no benchmarking carried out which has a negative influence on the comparability and compatibility of the curricula and which results in the problems during the mobility programs. The curricula offered by the HEIs are not flexible and don't support student mobility.***

ANQA

The results of accreditation

- *HEIs don't have effective mechanisms to identify students' needs.*

- *The environment for students with special needs is a problem in many HEIs.*

- *Professional trainings for the academic staff in the HEIs are few: no needs assessment carried out in these terms.*

- *One of the weak points in the HEIs is internationalization due to poor knowledge of foreign languages, absence of joint or double degree programs in HEIs.*

- *Ineffective public accountability and responsibility mechanisms.*

The results of accreditation

- **The Plan–Do–Check–Act Procedure** is not sufficiently used as a QA principle – **up to 50%**

- Needs of academic staff trainings and professional trainings are not held (or are held partially without coordination) – **over 40%**

The results of accreditation

- Recommendations for Improvement of Academic Programs at ISEC

- To develop policy and procedures on carrying out benchmarking of academic programs and other processes in order to fully apply the international leading practice for making the academic programs of the Center comparable with similar programs provided by foreign universities.

- To clarify the learning outcomes of the academic programs based on the results of benchmarking and the needs assessment of internal and external stakeholders, to ensure the linkage of the learning outcomes and the content of the subjects taught with the mentioned results.

- To improve current interdisciplinary MA programs and to promote the development of new programs. To introduce programs interlinked with industry and other research or educational institutions.

The results of accreditation

- Recommendations for Improvement of Academic Programs at ISEC

- To clarify the mechanisms of needs assessment and analysis of internal and external stakeholders and labor market in the process of contextual and structural modernization of the academic programs.

- To clarify the criteria for the assessment of thesis papers and learning outcomes mentioned in the assessment system and in course descriptions involving all modes of assessment of teaching and learning results (practical and laboratory activities, internship, participation in seminars, individual and group works, etc.).

- To carry out all the processes mentioned in the regulation of academic program monitoring and regular review with the participation of internal and external stakeholders, to develop indicators for the evaluation of the effectiveness of academic program implementation and QA

First Actions Taken

The first action taken was to impose the requirement of course benchmarking so in all the mobilities the academic staff needs to examine and analyze the syllabus of his/her academic course vs. similar academic course in the host HEI, make comparisons and correlations and to give recommendations what elements need to be incorporated, what topics need to be improved etc.

First Actions Taken

- Presentation by JSEC's Delegation at the University of Tuscia 2018
- David Pipoyan's Presentation on Erasmus+ Information Days in Armenia

Reports

- Aram Simonyan's Report
- Arusyak Harutyunyan's Report
- Gayane Poghosyan's Report
- Narine Manukyan's Report
- Davit Pipoyan's Report
- Armen Saghatelyan's Report
- Meline Beglaryan's Report
- Narine Vardanyan's Report
- Karen Sangsyan's Report
- Report by Sh. Asmaryan and V. Muradyan
- Report by L. Sireyan and G. Melkonyan

THANK YOU FOR THE ATTENTION!