First Interim Report on ARQATA: Stage 1

Yerevan/The Hague, 28 September 2012[1]

ANQA[2] and NVAO[3] are engaged in a World Bank project for technical assistance as stipulated in a contract between CfEP PIU[4] and NVAO (27 April 2011). This project goes under the name of ARQATA: Armenia quality assurance technical assistance. According to this contract, the first interim report deals with the progress made in stage 1 of the project. This first stage is completed end September 2012.

The first interim report relates all activities and outcomes since the re-launch of the project in February 2012 until September 2012. All relevant documents are to be found in annex. It also gives an insight into plans for stage 2 as these are presently being developed.

This first interim report includes:
1. An executive summary;
2. An introduction to the project;
3. The implementation plan;
4. An overview of the activities including the results and an evaluation;
5. Key findings;
6. Recommendations;
7. Evaluation of activities in stage 1;
8. Planning stage 2
   - Annex Part I on the project;
   - Annex Part II on the results.

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[1] Revised 25 October 2012 and including ANQA comments.
[2] ANQA = National Center for Professional Education Quality Assurance Foundation
[3] NVAO = Nederlands-Vlaamse Accreditatieorganisatie
[4] CfEP PIU = Center for Education Projects Project Implementation Unit

1 Executive Summary

After a rather hesitant start, the ARQATA project is well on its way. New perspectives for a fruitful cooperation have motivated all parties concerned to play their respective part in the project, and they do so with vigour and perseverance. As such, they contribute to the overall enhancement of the quality of higher education in Armenia.

Since the re-launch of the project in February 2012, an impressive number of activities has been taken place: more than ten training sessions and workshops with both ANQA and Armenian higher education institutions (HEI), a stakeholders' conference and a study tour to the Netherlands and Flanders. In the coming weeks and months, another conference is planned as well as additional seminars and a second study tour to Switzerland. These events are being organised in good partnership with and in close collaboration between ANQA, HEI, the Ministry of Education, and NVAO.

Activities in Line 1 of the project resulted in various tools for implementing quality assurance such as an evaluation matrix and an outline for a self-evaluation report. HEI have been working with concepts making them fit for purpose. Training sessions and workshops with ANQA in Line 3, dealt with the internal processes of quality assurance. Again tools have been presented and discussed, and are being adjusted to the Armenian context. Also a beginning has been made with a quality assurance handbook, both for HEI and ANQA. Additional training is given to students and ANQA secretaries as to better prepare them for their specific tasks. Also a review of ANQA's IT system has been performed resulting in an expert's advice. The overall development of an Armenian quality culture was the main focus of attention in the study tour with six participants.

In the first stage of the project, it has also become evident that the ambitions and expectations are high if not unrealistic within the foreseen time frame. To avoid disappoint and possibly undesirable effects, a sense of realism and a moderation of these ambitions are called for. A certain modesty befitting the present situation will likely have a more positive impact on the actual implementation of the various plans. These concerns regard both HEI and ANQA, and have been communicated with ANQA in April 2012 following the second training sessions.

HEI demonstrate a genuine drive to meet the (inter)national standards and substantial efforts have been made to meet the requirements. However, their internal quality assurance systems are still under development. This is not surprising: even after 30 years preoccupation with quality assurance, European universities still struggle with the efficacy and effectiveness of a quality assurance system at institutional level.

The present situation makes the position of HEI both crucial and vulnerable. On the one hand, HEI need to adapt to a rapid changing society with more openness, more autonomy, more demands; on the other hand, HEI need to comply with (inter)national quality assurance standards they cannot yet fully meet. The ARQATA project, therefore, will focus on the further development and implementation of an internal quality assurance system.

Indeed, internal quality assurance will always be the leading principle. External quality assurance will always follow and refer to the internal processes. Especially the teaching staff and the students have a vital role in these internal quality processes. The ownership of quality lies with them, not with the quality assurance professionals. Without the commitment and input of teaching staff and students, an important opportunity for improvement will be missed. And that brings us to the quality assurance at programme level. Focussing on intended and achieved learning outcomes, and the quality of the teaching and learning environment is essential to any quality assurance system. That should be at the heart of education, that should be the focus of attention in quality assurance.

This quality message – the importance of content over procedures, of internal over external quality assurance – has been conveyed at all meetings, and will continue to be so during the next stakeholders' conference in October 2012.

2 Project

In the initial phase, the implementation of the project met with some difficulties which resulted in a delay and consequently, some adjustments in the contract as laid down in Amendment 2 (10 January 2012). In order to make the re-launch of the project a success, and because some major developments have been taken place since the submission of the project proposal (November 2010) and the inception report (July 2011), it was felt necessary to analyse the present situation again. An accreditation manual including a framework and guidelines is available, pilots for institutional audits are being conducted, and the information system for tertiary education management is about to be installed. These are examples of progress already made.

Amendment 2 to the contract deals with changes in the NVAO team. Amendment 3 is more fundamental, and basically contains the implementation plan and the justification for the changes in the contract. Amendment 3 has been approved by the World Bank on 25 June 2012.

Adjustments related to progress made
Due to the delay in the execution of the project and ongoing developments, some activities put into the contract were no longer relevant as the goals set up in the proposal (October 2010) have since been reached. Indeed, Armenia has taken a considerable step forward on quality assurance. Some activities were therefore no longer required except in some instances where ANQA indicated that evaluation and further development might be needed. All adjustments have been discussed with ANQA during both visits in February 2012. The adjustments had obviously the full consent of ANQA.

Adjustments regarding the planning of activities
Some activities needed to be rescheduled for a mix of reasons:
(a) Team members both in Yerevan and The Hague are not available at the given time due to prior engagements;
(b) HEI are not available at the given time due to circumstances (exams, holidays etc.);
(c) Activities (e.g. conference, workshop) have been adjusted making rescheduling sometimes necessary;
(d) One activity rescheduled causes rescheduling the next activity as most activities are interrelated;
(e) Spreading a 2- or 3-day training over more length in time is considered more instructive;
(f) Combining activities involving the same participants is considered more efficient.

Adjustments regarding the visits to Armenia
As mentioned previously, some activities have been combined into one visit increasing the efficiency considerably. And at least two visits related to IT-activities have been replaced by extra training sessions meeting the present concerns of ANQA and HEI. In the end, 11 visits of NVAO to Armenia are still part of the project. (Annex I.1)

In general, the activities concerning policy matters on models for internal quality assurance (IQA) and external quality assurance (EQA) have been replaced by more practical oriented sessions. Training for stakeholders in IQA and EQA is intensified, and so is the further professionalization of ANQA both as an agency and on the level of staff members.

Adjustments in the composition of the NVAO team
Some members on the NVAO team needed to be replaced due to a variety of reasons: some have other responsibilities, others are more suitable for the task, some have left the office, and still others have personal reasons to withdraw from the project (sick leave). (Annex I.3)

Adjustments regarding international experts in quality assurance
Due to the refocus on training of stakeholders in IQA and EQA, the input of quality assurance experts in Dutch and Flemish HEI has been increased. Their hands-on experience is essential in order to develop tools and handbooks fit for purpose. They will be involved in the training sessions on IQA and EQA, the assessment of self-evaluation reports (SERs) and in at least two quality assurance (QA) conferences. As a result, a significant number of quality assurance experts will join up. They will be 'among the other experts' to be involved in the project as stipulated in Appendix C of the contract.

Also international experts will be invited to join. One of them is presently involved in the E-train project, and will be involved in the 2-day session on train the trainer in October 2012. Other experts will be invited as panel members for the pilots (institutional audit and programme assessment) and the proof ENQA review in 2013.

3 Implementation Plan

The implementation plan (March 2012) includes a description of the activities, methods, project team and timetable within the framework of the contract. As the plan is less detailed towards the end of the project, it needs further elaboration. Due to the delay in the execution of the project, priority is given to discussing and developing more detailed plans for those activities planned in 2012. Part I of the implementation plan basically covers 2012; for the remaining years additional plans are being made.

Scope
Initially, both types of Tertiary Level Institutions (LTI[5]) were included in the project: universities and institutions of Vocational Education and Training (VET). Universities offer academic programmes at level 6 and 7; VET offers vocational programmes at level 4 and 5. During the course of the project[6], the Minister of Education decided to exclude the VET from the project.

The project distinguishes five elements or lines of technical assistance[7]:
  1   Internal Quality Assurance (IQA)
  2   External Quality Assurance (EQA)
  3   QA Agency (ANQA)
  4   Quality Culture (QC)
  5   Implementation of IQA and EQA

The projects also indentifies three stages:
  1   Stage 1 ends after the pilots on IQA in 8 HEI;
  2   Stage 2 ends after 2 pilot institutional audits en 2 pilot programme assessments;
  3   Stage 3 closes with the end of the project in May 2014 after the proof ENQA review.

The elements or lines are content related; the stages mark the major milestones over time.

Subprojects
Obviously, the five lines and three stages are intertwined, and so are the activities planned to reach the goals set for each line. In Annex A to the contract all necessary steps are described, including the visits of NVAO. The implementation plan presents an overview of activities at operational level, mostly referred to as subprojects. And for easy reference, these subprojects go by a unique label (xxSUBxx) as shown in Annex I.4, offering an overall listing and a listing for Stage 1.

Communication
Communication and knowledge sharing within the project is a key factor for success. The contract provides in an information system (project website) that is now fully operational. Indeed, for all stakeholders it is essential to be well informed and involved so as to fully benefit from the cooperation (12SUB01).

For ANQA and NVAO, however, direct communication is crucial. Both feel it is absolutely necessary to take every opportunity to discuss the implementation of the project and the wide range of subprojects at every occasion offered. To this purpose ANQA-NVAO meetings are explicitly incorporated in the plan, with each meeting having its label (xxCOMxx).

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[5] TLI or the more commonly used HEI (Higher Education Institutions)
[6] As communicated through ANQA by mail of 8 February 2012.
[7] Cf. Amendment 2, p. 5 (2012)

A more formal way of communication finds its way into reports of all kinds: reports on visits, milestone reports, interim reports and the final report. These reports are also included in the implementation plan, and given a code (xxREPxx).

One significant concern in the communication with Armenian stakeholders is certainly the language barrier given the very limited use of English in tertiary education. During the whole of the project extensive use needs to be made of translators and interpreters, both in writing and speaking.

Team work
The project is ambitious and demands efficient and competent team work from both sides. The implementation can only be successful if such a team is readably available to take up this task in all its complexity. All team members should be open to both the needs and concerns in Armenian tertiary education, and the teaching and learning good practice in the European context, and use their individual expertise and experience to act accordingly as a team.

From the Armenian side, three key persons are responsible for the management of the project:
− Hasmik Ghazaryan, director CfEP PIU and contract manager;
− Ruben Topchyan, director ANQA and project manager;
− Susanna Karakhanyan, member ANQA management team and co-responsible for the project management.

For each activity, the responsible NVAO team members are listed. At all stages in the project, on line consulting and guidance are provided for as stipulated by the contract.

The ANQA staff members are not mentioned in the implementation plan as the responsible team members have yet not been designated. The ANQA management team will be primarily responsible for the implementation plan and for the subprojects. Responsible staff members for subprojects will be included later.

Time line
The implementation was delayed twice: Amendment 2 was agreed upon in January; Amendment 3 in June 2012. An updated time line is attached. (Annex I.2)

This delay resulted in the postponement of some activities at the end of stag1 and the beginning of stage 2:
1   Stage 1 ends in September-October (instead of June-July 2012), after the pilots in 8 HEI;
2   Stage 2 covers the period October (instead of July) 2012 until Spring 2013, after the pilots in 2 HEI;
3   Stage 3 closes with the end of the project in May 2014.

4 Activities

12SUB01 – Project Website
For the website see: www.anqa.am/arqata, and Annex II.1.

The aims and objectives of the project website are described in the contract. Key words are: transparency and involvement. The ARQATA website was launched during the seminar on IQA in March 2012 (12SUB02). The idea was to familiarize all participants – 60 stakeholders in total – with the many advantages of working with
− a forum on which all those involved can post information or ask questions;
− electronic surveys for evaluation purposes.
In doing so, the learning has the most multiplier effect both for all stakeholders including ANQA.

The forum can also be used to gather input on further events. Issues raised on the forum can be dealt with in future workshops, trainings etc. Some concerns on IQA and EQA can also be addressed as a specific topic on the website.

To maximise the learning effect, the forum on the project website will be in Armenian. ANQA monitors the forum, and translates those questions to be answered by NVAO into English. All other information is posted in the original language. Translations are made of the most relevant documents; in some cases a summary in Armenian or English might do.

Evaluation:
−   In less than three weeks, ANQA managed to design and set up the website. It is fully operational since early March 2012 which is quite an achievement.
−   The website includes information on the project, documents, partners and participants, and news items such as events. This information, however, is not always up to date. ANQA needs to monitor the website more closely, and encourage HEI to make better use of the various possibilities.
−   A cd with the documents as distributed after the March event might not be conducive for the use of the project website as interactive medium.

Subproject 12SUB02 – Seminar stakeholders and ANQA on IQA, 1 & 2 March 2012
Subproject 12SUB03 – Training HEI on IQA, 3 March 2012 (day 1/3)
Some 70 stakeholders participated at the 3-day event for HEI. The programme (Annex I.5).and the material for both the seminar and the training sessions are published on the project website.

The two-day seminar (1-2 March 2012) on IQA was opened by the Minister of Education and Science. At the seminar (12SUB02), good practice was presented in IQA from both Europe and Armenia. The focus was on tools for IQA such as an evaluation matrix. In concurrent sessions, the recently adopted Armenian framework at both institutional and programme level was looked at in more detail.

Following the seminar with stakeholders, some 40 key persons of 8 HEI – and not 3 HEI as initially intended – attended the first day of the three-day training session on IQA (12SUB03). [Day 2 on 23 March; day 3 on 12 September 2012]. During this first training, participants were guided through the various steps of writing a self-evaluation report (SER). HEI worked on criterion 1 of the ANQA framework for institutional accreditation. To conclude, a tool was presented: SER in 10 Steps.

In three sessions on the glossary special attention was paid to quality assurance jargon which is particularly hard on non-native speakers. These sessions often led to an animated discussion. Also in both programmes, key factors to a successful quality culture in HEI (line 4) were made explicit.

ANQA staff members attended the seminar as observers. During the training of HEI on writing a self-evaluation report, ANQA coordinators had a more active role to play. They offered guidance and reported back on the outcomes of the first assignment. In this way, a beginning is made with the further professionalising of ANQA staff. Prior to the seminar and training, ANQA was assisted in organising preparatory meetings with HEI at management level.

At the end of both the seminar and the training, participants were invited to fill in the evaluation forms on line. The aim is to sensitize stakeholders to the challenges of evaluation and computerized surveys. The online evaluation showed very positive results. On a scale of 1 to 5, an average of 4/5 was reached, which is more than satisfactory. The participants were less positive (3,5/5) on the quality of the English language of the training material and on the QA glossary sessions. They also prefer to get training material more in advance.

Evaluation:
−   It appears that most HEI have already several ongoing activities regarding quality assurance. Less clear is how to fit these into a system. Basic QA tools such as an evaluation matrix might help to clarify aims and objectives of QA, and to further develop a system. Important is to consult relevant stakeholders on this, and to opt for a QA system fit for purpose.
−   Training material including assignments were supposed to be sent at least two weeks in advance to ANQA for translation. This was not always possible, and translations were only partly available.
−   The online evaluation showed positive results. On a scale of 1 to 5, an average of 4/5 was reached, which is more than satisfactory. The participants were less positive (3,5/5) on the quality

of the English language of the training material and on the QA glossary sessions. They also prefer to get training material more in advance.
− The results of the survey did not lead to major adjustments of the next events. In order to be more useful, the results need to be available much sooner. Also a more detailed analysis is needed.

Subproject 12SUB03 – Training HEI on IQA, 22 March 2012 (day 2/3)
Subproject 12SUB04 – Workshop HEI on Handbook IQA, 23 March 2012
The programme and outcomes of both days are included: '*Work In Progress – Writing Ser & Handbook QA.'* (Annex I.6 en II.2)

The workshops aiming to develop an internal quality assessment system in HEI have shown that these institutes are only at the beginning of this process. The aims of the Armenian government and of ANQA are very ambitious. The government has defined a national qualification framework with high standards for learning outcomes at both bachelor's and master's level. ANQA has set up an accreditation framework that reflects the European Standard and Guidelines (ESG). Armenia strives to fulfil the ESG at the end of this project.

The workshops showed that HEI invested substantially in developing IQA but they are still far away of the set targets. The documents drawn up for the self-evaluation reports (SER) are encouraging and demonstrate the will of the HEI to succeed. Even so there is still a long way to go. HEI will have to work hard to fulfil the ambitions set by the Armenian government and ANQA.

HEI did not write a full text per criterion but only a summary. This was not according to the 'Assignment Writing SER'. Apparently, the HEI did not have enough time to write a full text, and so in consultation with ANQA they decided to write a summary instead. Furthermore some HEI did not write a SER for all three criteria (criteria 2, 3 and 10). So although HEI involved in the pilot are more than willing to work hard and thorough, they seem to lack time to thoroughly attend to the matter and complete the work in due manner.

Despite the fact that the SER were written in the form of summaries, the documents provided enough information for the trainers to give feedback in a more general way. Feedback in detail was less obvious given the limited amount of text produced.

Feedback was given by the trainers in sessions with two HEI at the same time. For three groups it was a successful approach; for one group the result of working together was less productive. During the sessions the trainers not only gave feedback on the SER but they also provided good practices from their own institution.

The workshops have given insight in existing IQA good practices in HEI in the Netherlands. Guidelines for quality handbooks were presented and some evaluation tools on student appreciation and personnel satisfaction were discussed. These are the major evaluation tools for assessing programmes and IQA.

Evaluation:
− The workshops confirmed that it will be hard, if not impossible, for HEI to fulfil the ambitions set by the Armenian government and ANQA.
− It seems ineffective to focus on writing SER for the purpose of EQA at a moment that no HEI has an actual system of IQA in place. The focus of activities in the near future, therefore, should lie in the development of such an IQA system rather than in EQA.
− The workshops have been helpful to introduce the concepts of IQA by working with evaluation tools. Institutes seemed to be satisfied with the outcomes of this part of the workshops.
− In retrospect, too many HEI participated in the workshop on writing SER in relation to the number of training experts. A smaller number of institutes would have been more productive as was the original plan (3 instead of 8 HEI). Other HEI had to work independently during the feedback sessions, which proved to be inefficient and ineffective.

Subproject 12SUB05 – Workshop ANQA on Professionalization, 22 & 23 March 2012
Subproject 12SUB06 – Workshop ANQA on Handbook QA, 23 March 2012
The programme of both days is included. (Annex I.7)

Both workshops were organised within the buildings of two HEI: the State Engineering University of Armenia (SEUA) and the Yerevan State Medical University (YSMU).

The workshops on ANQA professionalization (12SUB05) and development of an IQA handbook (12SUB06) have been a successful introduction to these subjects. The leading document obviously was the ANQA accreditation framework. In these workshops an overview has been presented of best practices on both topics, and several assignments have been worked on by two teams of ANQA policy advisors. These assignments focused on intellectual training (analysis of assessment criteria on the basis of well selected assessment reports) and tools for assessing achieved learning outcomes based on the criteria in the Armenian National Qualifications Framework.

A second focus has been procedural. Workshops covered subjects such as documenting the processes of institutional accreditation, development of outlines for a quality handbook and evaluation matrices. The workshops aimed at gaining insight in the subjects involved and assignments on quality protocols, evaluation schemes and flowcharts of processes for institutional accreditation.

An overview of necessary topics in a QA handbook was presented, and the outlines of the handbook were related to the existing ANQA Accreditation Manual. Mission statement, PDCA cycle with Quality Protocols and Improvement Schemes were dealt with. An example of a Protocol for quality assurance of ANQA has been presented and discussed. It dealt with strategic goals, targets, and indicators, description of main activities, evaluation procedures, responsibilities and improvement targets. Relevant quality areas were investigated.

Due to the limited knowledge of the English language of the participants, the workshops required a lot of translation. These translations were performed by ANQA staff members, who got a better insight in the subjects as a positive side effect.

Targets have been set on specific issues to be further developed: a first draft of a quality handbook and quality protocols for the primary processes. A lot of material is already available, but an overall approach is still missing.

Evaluation:
− Again workshops made clear that the ambitions of ANQA on both IQA and EQA are very high. They demand substantial acceleration of ANQA's efforts so far in the project, in order to reach the set targets in due time.
− ANQA's IQA needs to be developed on the lines discussed, and made fit for purpose to the Armenian quality culture.
− ANQA staff is very motivated and has already a good insight in the accreditation framework. The mix of senior policy advisors and younger staff worked well during the assignments, especially since the staff is rather heterogeneous in terms of analytical and English language skills. Also the presence of the ANQA management during the workshops had a positive effect on the team working and team building.
− The workshops proved to be very useful, especially because of the large number of practical exercises. Participants liked the interactive approach, the clear answers to remaining questions, the summaries after each session and the tangible outcomes.
− A lot of different topics have been discussed in the two-day workshops. It is important that each of these topics are further developed in the near future by small groups in which all policy advisors participate. If not, most of the gained knowledge will remain superficial, if not lost.
− ANQA staff doing translations during workshops is intensively involved content wise. At the same time, the activity is very demanding. Even so, this approach is very useful for the further professionalization of the ANQA staff members involved.
− Evaluation sessions after each workshop proved to be very useful.

– Finally all participants (HEI, ANQA and trainers) agreed that it was a good initiative to organise the workshops at two HEI, It not only helped to limit the costs for logistics but it also led to a relaxed and motivating atmosphere.

Subproject 12SUB03 – Training HEI on IQA, 12 September 2012 (day 3/3)
The programme and outcomes of the training session is included. (Annex I.8 and Annex II.3 en II.4)

A shift from accountability towards enhancement is becoming visible in terms of a shift from external to internal quality assurance. During the training sessions with HEI and ANQA there is more and more emphasis on the possibilities of using the self-evaluation report (SER) and peer review as instruments to improve rather than control the quality of education.
Comment ANQA: the issue of enhancement was always on ANQA's agenda

The shift of ANQA from preparatory (international) projects towards operational office management is also visible. Concrete aspects/instruments of a normal working practice of a quality assurance agency are developed and implemented. The training that will be developed on writing SER by ANQA is a good example. The way the students were prepared for their training is another good practice. At this moment a network for quality assurance people from HEI is being developed.
Comment ANQA: The international projects are also aimed at QA, internal and external, and they are projects like ARQATA (maybe with more investment is staff capacity building). Why would we classify them as the ones that are perriferial and not central to ANQA's development?

ANQA staff represents an appropriate mix of backgrounds and qualifications. Some staff members are fluent in English, other need to improve their language skills. At least a few of the staff members are well trained in the concepts of international and European quality assurance in HE as they participated in various international project. Several staff members hold/held a position in HEI at least in one case with the responsibility for internal quality assurance. In the staff also earlier experience with external quality assurance in other countries is represented. Also the previous external quality assurance system is represented in the staff. A number of the staff members conducted the pilot projects and can draw from this experience in the development of the current practice.

The framework with its criteria and standards is not fully 'owned' by all stakeholders. The criteria do not seem to comply with the reality of higher education in Armenia. All participants, HEI and ANQA, agree that there is a gap between the framework for institutional accreditation and the state of affairs in HEI at this moment. At present, the situation in HEI is not in line with those criteria yet. The two HEI continuing in Line 2 of the ARQATA project recognize the difficulty to meet all criteria when undergoing the pilot institutional audits in March 2013.
Comment ANQA: As mentioned before, they are aimed at enhancement and obviously are not at minimum level. Anyway, they provide for a good background to think on and work at further development of the system, so crucial for Armenia at this stage.

Evaluation:
– The panel encountered some difficulties in fully understanding the draft SERs. This was mainly due to the poor translation to English, the difficulty of translating concepts form Armenian to English, the emphasis on details and procedures, and the lack of evidence in the SERs,
– For the reasons above, the panel was not able to give feedback on the individual level of each SER.
– The internal quality assurance systems are not fully operational in HEI. This obviously shows when going over a SER.
– Many HEI think and write on a rather detailed level. Overall, the sequence concept > details > is missing.
– It is good to notice that ANQA will continue the training of HEI to improve their skills in writing SER as a follow-up on the ARQATA training

Training students on QA (12SUB05, 11 September 2012)
The programme of the training session is included. (Annex I.9)

As to better prepare the students for the ARQATA training sessions, ANQA had several meetings with the students about quality assurance and the role of students (according to ESG). Being so well prepared the students were certainly at an advantage, making it possible to discuss QA topics in depth. It also had a positive effect on their performance when doing the assignments.

Most of the students are already involved in internal quality assurance matters at their HEI. They are more or less familiar with their role in both internal and external quality assurance. Even so, they are eager to participate in training sessions as they find their knowledge of the framework and the ANQA manual not sufficient yet.

Evaluation:
− The students were well prepared for their training on internal and external quality assurance by ANQA.
− ANQA's preoccupation with students' involvement in quality assurance clearly marks a shift compared to the start of the ARQATA project.
  Comment ANQA: ANQA had been preoccupied with students even prior to the ARQATA project. Student Voice initiative.
− Students are, in contrary to some HEI, more able to work from the conceptual level to the detailed level, and to combine concept and details leading to conclusions on a conceptual level.
− Students showed a genuine interest in quality assurance and the ARQATA project. They are very eager to contribute to the further development of quality assurance in Armenia.
− Student showed a great interest in different ways of students' involvement in quality assurance both at national and international level.

Subproject 12SUB05 – Training ANQA staff, 12 & 13 September 2012 (2 days)
The programme of the training session is included. (Annex I.10)

The objective of the training was training ANQA staff in writing panel reports. Eight staff members and the director of ANQA participated in the training. ANQA has the intention to make use of 'external' secretaries form the HEI to deal with the high workload resulting from the high number of expected applications for accreditation.

In preparation for the training, participants have been asked to read background material, to write a part of a draft audit report and to prepare a presentation introducing the ANQA template for the writing of an audit report.

After getting acquainted and the exchange of expectations the training started with a brainstorm on the question: 'What constitutes a good audit report?'.

Moderators shared concepts and perspectives on the quality and writing of a good audit report.
  − Functions of the report
  − Contribution to the values and goals of external quality assurance
  − Parts of the report
  − Production of the report
  − Aspects/indications of quality

Next the participants developed a comprehensive list of criteria to assess the quality of the audit report.

In the presentation on the structure and the writing of the audit report the ANQA employee put emphasis on the method of analysing the self evaluation report and other findings, and introduced several indicators for compliance to be used in this analysis. This method is based on the strict prerequisite of closure of the quality management cycle as imperative condition for compliance.

After identification of the differences and similarities of the draft audit report by the participants in the confrontation with a draft audit report prepared by the moderators, it was discussed how to meet and balance the several functions of the audit report. The audit report of the participants emphasised the analytical approach starting from the quality management cycle. This results in a text on the process of quality management which is rather abstract to the reader. It might even come to the point that the institution might not recognize itself in the text of the audit report. It might be helpful to remain closer to the self evaluation report. Also the function of the audit report as a public account on the quality of the institution or programme requires that the text is readable by a wider audience. Additionally the audit report should also contain relevant affirmations.

The training day ended with rounding up the discussion of criteria for a good audit report. Although not finalized in a concluding document nearly all elements are in place to develop criteria to evaluate audit reports to advise the board in the decision making process and for internal quality assurance purposes (e.g. peer reading). The director of ANQA expressed the intention to use the results of this training for this purpose.

Evaluation:
− No external secretary was present at the training. This seemed to be a missed chance to develop and involve possible external secretaries.
− ANQA staff demonstrated a thorough analytical and methodological approach.
− ANQA is well able to continue on the lines set out in the training and develop a tool for secretaries to be included in the QA handbook.

Subproject 12SUB14 – Review information system ANQA, 11 September 2012
The results of the review are included. (annex II.5)

The review of the information system ANQA focussed on the tools to support the assessment and decision making process and to meet the need for a digital communication platform. This project is now in the stage of analysing and describing the actual process of conducting the assessment process and to translate this into well defined tasks for specific role within the organisation. The design remains very close to an actual script of work instructions for all employees involved in conducting the assessment and decision making process. The design is systematic and well structured into several phases. A systematic work process will help to guard quality.

In addition to this system for the support of the application and decision making process ANQA has implemented an Expert database and a digital platform for the exchange of documents and discussion between expert. This Expert database is accessible by a portal for correction and updating of information.

Evaluation:
− The presentation of the plans makes clear that a robust design process is followed. Several versions of the design have been discussed with the employees of ANQA. It is planned to have a thorough testing phase after the realisation of a prototype. It is emphasised that testing is very important.
− In this stage it seems important to prioritize the IT projects and make a realistic planning for the implementation. The design has to be 'fit for purpose' well balancing the gains and costs of automation. Avoid a straight jacket design, keep sufficient room for a creative and tailor made process of assessment ('open' workflows). Think not only of sequential steps but include loops and shortcuts.
  Comment ANQA: This is the case. The process is tailored by coordinator through the online site specific for one accreditation and giving environment for communication with all participants of process.
− During the review less information was presented on the archive and retrieval function of the systems. Attaching relevant meta data to the documents is important to be able to find them later.

Subproject 12SUB07 – International visit Netherlands & Flanders, June > 17-21 September 2012
Subproject 12SUB08 – International visit Switzerland, 29 October – 2 November 2012
The programme and outcomes of the September visit and the draft programme for the Swiss are included. (Annex I.11 and I.12, and Annex II.6)

The objective of this first study tour is to get familiar with the Dutch and Flemish system of quality assurance in higher education, and to draw lessons from the various meetings and workshops for further use in Armenia. The overall objective of the international visits is to contribute to the further development of an Armenian quality culture.

The delegation consisted of six people: two ANQA staff members (one junior and one senior policy advisor), two representatives of the ministry of Education, one HEI coordinator of QA and one student. Particularly the student participation in this subproject has been discussed at various occasions. NVAO wants to include students in the study tours but no funding is available within the ARQATA contract. PIU cannot provide any financial support either. In the end, NVAO covered the costs for the Armenian student as participation of students in all QA activities is essential and no additional funds are available from the Armenian side.

The programme includes meetings with representatives of all stakeholders involved in both formal (meetings, workshops etc.) and informal (lunch and dinner) settings. The delegation visited various places in the Netherlands (The Hague, Leiden, Utrecht, Leiderdorp) and Flanders/Belgium (Brussels), offering a wide range of educational and QA practice. A recurrent theme has been: first internal, then external quality assurance.

The workshops at the NVAO office provided a very effective practical oriented training offering tools and insights in NVAO's daily working processes. Topics covered in the meetings are for example learning outcomes, student involvement, quality enhancement, composition of panels, initial programme accreditation, institutional audits, independent peer review and decision making, and micro-efficiency check.

The visits of HEI all had a different focus such as the advanced training of educational competences of professors and the governance structure of a HEI. The University College in Brussels gave a much appreciated workshop on 'Quality Culture as a substantial element of quality assurance in higher education.' And the Brussels IQA system was considered an impressive example of how to make good use of IT facilities to collect statistical data. In Utrecht and Leiden the delegation had the opportunity to talk with representatives of curriculum committees as representative bodies of which both lecturers and students are members. They also met with representatives of a board of examiners. The visit to the Dutch and Flemish government focused on their role in QA in higher education.

The delegation was offered several opportunities to discuss criteria of the NVAO framework, and to make critical analyses of (parts of) assessment reports. The cases presented allowed participants to contemplate on the findings of the panel and the conclusions following appraisal. Also tools such as checklists and templates for reports were looked at.

The possibility of shadowing has been investigated but to no avail. In the end, it was not possible to include a shadowing activity in the study tour. It would have been an interesting learning experience though for one or two participants to observe an assessment procedure (programme level) while in the Netherlands or Flanders. Procedures in English, however, are rather scarce.

In preparation of the visit, participants received a detailed programme including links to interesting websites. During the evaluation session on the last day of the visit, participants worked on individual and general assignments. Participants were also invited to present the QA key factors from the perspective of HEI, ANQA and students. This exercise combined with lessons learned resulted in an interesting summary of the visit.

Evaluation:
– During the study tour, not all participants seemed equally interested in QA. Of some the general attitude and the insight in QA matters were somewhat disappointing. A more active involvement in the meetings – and less preoccupation with laptops and mobiles – is needed in order to grasp true meaning of quality culture as was the objective of the visit.
– All participants had a well enough understanding of English. If need be, colleagues provided the translation.
– On the positive side of student involvement: a student did participate in the study tour. On the less positive side: the student's profile did not really meet the criteria. A student from one of the eight HEI in Line 1 or the two HEI in Line 2 would have been preferable.
– Logistics in Yerevan (tickets, visa etc.) proved to be challenging.
– A detailed survey amongst the six participants shows a positive appreciation both of the content and the organisation. The programme was found interesting, if slightly overfull, and only a few sessions scored 3 on a scale of 5. Some of these sessions were considered less relevant to the Armenian context (initial accreditation and macro-efficiency check). Each of the sessions emphasizes different topics, albeit with some overlap. Negative comments referred to the 'hard' programme, the assignments and the lack of free time, even in the evenings.

5 Key Findings

General
– The most crucial general observation concerns the rather high ambitions of the Armenian Ministry of Education and therefore of ANQA. One should take into consideration that a quality assurance system cannot be established overnight. Creating a quality culture involving all relevant stakeholders needs time. And time is hardly given to both HEI and ANQA. NVAO has addressed this issue in a confidential letter to ANQA (copy to PIU).
– At present, several HEI are trying to meet the criteria for a successful institutional audit. In the second stage of the ARQATA project, the Yerevan State University and the Yerevan State Medical University will be involved in two pilot projects: an institutional audit and a programme assessment. In view of the developing stage of quality assurance and the importance of quality programmes, ARQATA explicitly combines pilot assessments at the institutional and programme level. After all, the institutional pilots might lead to disappointments whereas the programme pilots might result in more positive outcomes. HEI will also benefit fully from peer reviews and reports on both levels.
– Being pilots, the focus will be on the enhancement of the quality system at the institutional and programme level. Peers will make recommendations but will not pass judgements. As such, the outcomes of the pilots cannot be transmitted directly into a formal accreditation decision. An additional assessment will be necessary.
– The importance of independent assessments and decisions needs to be underlines in all quality assurance matters.
– The active involvement of stakeholders in the design and development of external quality assurance methods is essential for a successful implementation. It seems that not all stakeholders have been sufficiently included in this process resulting in a lack of ownership. At present, stakeholders participate but not in a systematic way. Especially the teaching staff, the labour market and alumni lag behind.
– At present, quality assurance seems to focus on procedures, protocols and documents (accreditation decision, self-evaluation reports, handbook etc.) rather than on the actual quality of higher education and the constant enhancement of the quality of its programmes. Reports and formal decisions are certainly important and necessary steps in the process of meeting (inter)national quality standards but not the only steps.
– The project will provide outlines for a framework as well as some tools for handbooks on internal quality assurance and external quality assurance for both HEI and ANQA. The framework and tools need to be made fit for purpose, taking into account the Armenian context.

- Terminology – both in English and Armenian – is not always transparent. During all ARQATA events, the glossary will be discussed as it is essential to agree on a common quality assurance language.
- Developing a quality culture also involves developing a positive attitude and a genuine interest in quality assurance. Individual stakeholders are expected to join in actively and to contribute to an open dialogue. Indeed, quality culture is so much more than following quality assurance procedures.

HEI
- The core business of any HEI is delivering good education. Internal quality assurance is a means to achieve that goal. As such, internal and external quality assurance plays a subservient role. Putting quality assurance first holds the risk of hindering the common objectives of quality enhancement.
- HEI recognise the importance of internal quality assurance as a leading principle and external quality assurance as an ensuing notion. Even so, due to external forces, emphasis is rather on external than internal quality assurance.
- Armenian HEI seem to have a solid foundation for quality education. It should enable them to develop an internal quality assurance fit for purpose.
- The further development of the internal quality assurance system and its implementation rely on team work within each HEI. Board members, deans, teaching staff and students need to join forces in order to make the internal quality assurance system work as it is intended: to enhance the quality of the individual programmes in a systematic way.
- Quite a number of good practices regarding internal quality assurance in HEI have been identified. This can be very stimulating for the further development of a internal quality assurance system.
- It is good to notice that some HEI explore far-reaching ambitions regarding the quality of their programmes (e.g. centre of excellences). A good functioning quality assurance system will certainly contribute to achieve these goals.
- Especially teaching staff and students encounter difficulties in accepting the ownership of an external quality assurance system that has largely been developed without their direct involvement. The apparent lack of clarity of purpose and of transparency at times hampers the implementation.
- HEI make use of the PDCA-cycle for improvement purposes but in a rather fragmental way. The main obstacles seem to be the lack of data and analyses, and the lack of clearly defined responsibilities.
- HEI encounter difficulties to gather data and need assistance in that area. This is however beyond the scope of ARQATA. Even so, IT possibilities for collecting and managing relevant data need to be looked into.
  Comment ANQA: TEMIS project is running.
- HEI show a great interest in exploring the possibilities of working with intended and achieved learning outcomes. Although the expertise in and experience with defining learning outcomes are limited, some interesting initiatives have been taken.
- Another concern is student assessment. Some HEI lack the expertise to develop reliable student assessments. At several occasions, HEI have expressed the need for assistance.
- Financial means to appoint and equip a quality assurance team are not abundant. Even so HEI made a start with setting up quality assurance units. A major point of attention is the position of this unit within the HEI structure given the history of a top-down approach in management. And a special QA unit is by no means necessary if only quality assurance tasks are clearly delineated and allocated. Again the organisation of internal quality assurance within HEI should be fit for purpose. Another issue is the further professionalization of the quality assurance staff.
- HEI are not familiar with curriculum committees and boards of examiners. It would be worthwhile to elaborate on the specific tasks of these bodies and their role in quality assurance, also in an Armenian context.

ANQA
- ANQA fulfils a double role towards HEI. On the one hand, ANQA offers guidance and advice on quality assurance matters and on the other, ANQA is responsible for audits and assessments resulting in formal accreditation decisions. As such, ANQA is directly involved in the assessment

of work it advised on at an earlier stage. ANQA needs to be aware of the risk of a conflict of interest. Also following ESG, the independence of ANQA as an accrediting body needs further attention given the combination of the various roles.

– ANQA puts a lot of effort in managing various projects funded by third parties. All projects are obviously related to the further development of internal and external quality assurance of both HEI and ANQA as a quality assurance agency. It appears, however, that ANQA hardly finds the time to manage daily work at the office that is not specifically related to projects. Given the ambition of ANQA to become a fully operative and financially independent quality organisation priorities need to shift from project management towards office management. Of course, there should be room for projects but not as the main activity.

– ANQA needs to intensify its activities in developing its own quality assurance system. It is essential that policy advisors are made responsible for the set targets (draft of a quality handbook and quality protocols, documentation on the operational plans etc.) and start their respective activities without any further delay, in order to obtain preliminary products to be discussed in future training sessions. One such item is a checklist for acceptance of accreditation applications.

– Quality handbooks, targets, evaluation matrices, improvement schemes have to be finished before self-evaluation reports can be developed. A self-evaluation is indeed only useful when an internal and external ANQA quality assurance system is fully operational. It is therefore crucial to give absolute priority to these activities.

– The shift of ANQA from preparatory (international) projects towards operational office management has become visible only recently. Concrete aspects/instruments of a normal working practice of a quality assurance agency are developed and implemented. The training that will be developed on writing SER by ANQA is a good example. The way the students were prepared for their training is another good practice.

– The ANQA's manual for writing reports might not be too practical in some respects. It is useful to evaluate this process after the pilots and make the necessary changes. In the evaluation, stakeholders should be consulted (as in all quality assurance matters).

– ANQA's stakeholders are clearly defined in the accreditation manual. In the implementation, however, stakeholders are not involved in a consistent way. The observation regards the involvement of teaching staff and students, but also the participation of alumni and the labour market.

– A substantial effort has been put into the setting up of an IT-environment fit for purpose. A workflow tool is presently being developed. The project provided an expert review on the effectiveness, and offered advice on possible improvements of the IT-information tool. (annex II.5)

– ANQA would be interested in an internship at the NVAO office in The Hague for one of its junior staff members. The ARQATA contract mentions internships and study leaves (line 3: Professionalization ANQA) but no funds have been allocated.

ARQATA

– NVAO's jurisdiction is restricted to The Netherlands and Flanders. Therefore, NVAO cannot accredit institutions or programmes outside these boundaries. International recognition of institutions or programmes is based on assessments by independent panels preferably including international peers, and accreditation decisions by agencies complying with ESG.

– Pilots are tests facilitating the learning process. Pilots on institutional and programme accreditation are meant to help Armenian stakeholders to implement an effective QA system. The pilot procedures will be similar to the official accreditation procedures, but there will also be major differences. For instance the panel will visit the HEI only once (instead of twice), and there will be no audit trails. The pilots will result in assessment reports of a partial accreditation procedure. Therefore, the reports cannot be used as a basis for a formal accreditation decision. However, generous transitional arrangements can be extended to HEI having participated in the pilots.

– Clearly the language issue has been underestimated. The implementation plan also refers to the very limited use of English in tertiary education and the need of translators and interpreters, both in writing and speaking.

6 Recommendations

General
- Consider ownership as a key factor in the successful implementation of any quality system.
- Ensure all stakeholders – especially teaching staff and students – are actively involved in the further development of the external quality assurance methods.
- Make good use of the momentum as to give an impulse to quality assurance. However, HEI should be allowed reasonable time to further develop their quality assurance system.
- Give priority to internal quality assurance rather than external quality assurance by increasing activities in further developing an internal quality assurance system both at HEI and ANQA. Writing self-evaluation reports for the purpose of external quality assurance assumes a well functioning internal quality assurance system.
- Consider students as the most important stakeholders. It is crucial to involve students in all quality assurance activities, and therefore in all ARQATA activities. Both HEI and students need to sit together in order to define their role in the quality assurance system, and to develop mechanism for active and continuous student involvement. It is a positive sign that some student bodies are in contact with sister organisations abroad. Also their active involvement in the ARQATA activities is encouraging.
- Ensure that, in the end, all HEI in Armenia benefit from the project. In order to overcome possible resistance from HEI less acquainted with recent developments in quality assurance and less involved in quality culture, it is necessary to broaden the scope of the project towards these HEI.

HEI
- Refocus quality assurance activities on the further development of internal quality assurance to better align with HEI's overall quality objectives. In due time, these efforts will give the necessary input for external quality assurance and the self-evaluation reports.
- Focus on the ANQA standards and criteria for institutional and programme accreditation in the further development of a quality assurance system. The ultimate goal should be that programmes are in line with the ambitious level of the Armenian qualification framework. This framework sets the standards at a high European level.
- Ensure the organisational structure of quality assurance is fit for purpose. Given the stage of development HEI might want to opt for an institutional quality assurance unit but that is by no means necessary.
- Promote student participation in all quality assurance matters. In fact, all relevant stakeholders need to be actively involved.
- Collaborate with other HEI to learn from each other in quality assurance matters. Consider establishing a network of HEI staff engaged in quality assurance.
- Explore and adopt good practices within each HEI and across HEI.
- Collect the data that is relevant and deliver that data in a format best fit for purpose, be it internal or external quality assurance. If need be, seek assistance from colleagues or consultants.
- Contemplate on the tasks and roles of a curriculum committee and a board of examiner at programme level as part of an internal quality assurance system.

ANQA
- Consolidate the good work, and move away gradually from the pioneering stage of design and development towards the stage of implementing the new accreditation system.
- Move away from project management to office management. Develop a plan for stepwise testing, capacity building and implementation. In this stage it might be more fruitful to learn from actually using (IQA) instruments, protocols and IT tools.
  Comment ANQA: Project management ANQA is involved in also contributes to the office management.
- Refocus quality assurance activities on the further development of internal quality assurance to better align with ANQA's overall quality objectives. In due time, these efforts will give the necessary input for external quality assurance and the self-evaluation report for the proof ENQA review in September 2013.
- Contemplate on the double role of ANQA – advising and assessing HEI and programmes – in view of independence.

- Emphasise the positive aspects of quality assurance to HEI. Mitigate the risk of resistance at the side of the HEI as a result of the mandatory character of the system and the feeling that the criteria cannot (yet) be met.
- Stimulate the formation of a network of HEI staff engaged in quality assurance.
- Promote student participation in all quality assurance matters. In fact, all relevant stakeholders need to be more actively involved.
- Continue the training of students.
- Streamline the office processes critical to the internal quality assurance system. Simplifying the internal communication processes is a good start.
- Evaluate ANQA's manual for the writing of reports (SER, audit, assessment reports etc.).
- Prioritize the IT projects and make a realistic planning for the implementation
- Make the design of the IT project 'fit for purpose', balance gains and costs of automation.
- Make good use of the possibilities and the funds to participate and/or to initiate quality assurance projects. At the same time, define criteria for participation and be selective.
- Make good use of the possibilities and the funds to participate in training sessions offered by ENQA (e.q. training for ENQA review; E-train) and other quality assurance agents. At the same time, define criteria for participation and be selective.
- Explore possibilities of shadowing activities abroad, especially for junior staff members.
- Explore possibilities of internships for junior staff members at quality assurance agencies abroad for the duration of three to six months.
- Consider, in due time, to launch a project on defining learning outcomes.
  Comment ANQA: This is covered by Twinning project.
- Contemplate, in due time, to launch a project on student assessment as an important part of the teaching and learning process. Obviously, the assessment of students is a key issue for most Armenian HEI.

7 Evaluation Stage 1

- Good progress has been made since the rather hesitant start of the project. Numerous activities have been organised involving a considerable number of stakeholders.
- Projects have been implemented in good rapport with and in close collaboration with all parties concerned.
- HEI and ANQA alike are very eager to invest in the various subprojects. A lot of effort is being put in the realisation of the subprojects.
- HEI and ANQA work closely together in the various subprojects. As such, the project has a positive effect on the team building not only within HEI and ANQA, but also between HEI and ANQA.
- Participants are positive about the general approach of training sessions and workshops: separate group assignments, practical exercises, intermediate group discussions and group evaluations, setting targets on specific products.

- To the regret of all concerned, the implementation of the project was delayed twice: at the start of the project due to controversies about the implementation plan; after the re-launch of the project due to the option of an extra institutional audit.
- The initial idea was to select three HEI (out of six HEI) for the Line 1 on internal quality assurance after the first training. Those three HEI have already been appointed though by the minister: Yerevan State University (YSU), Yerevan State Medical University (YSMU) en de State Engineering University of Armenia (SEUA). All three are prestigious and strategically important HEI. NVAO regrets that no private HEI participate in the project as these institutions meet with different concerns.
- The minister also wanted the same three HEI to participate in Line 2 on external quality assurance. The ARQATA contract, however, mentions only two pilot institutional audits and two pilot programme assessments. Given the larger investment in capacity (NVAO, trainers and peers) when dealing with three institutional pilots, NVAO was not able to comply with the request. Next NVAO was asked for an estimate for an extra institutional pilot. If approved, the additional pilot would be part of Amendment 3. The estimate, however, was considered too high.

- Also the option of replacing two pilot programme assessments with an additional pilot institutional audit could not be considered. The project focuses on quality assurance on both programme and institutional level as they are essential elements of each HEI's quality assurance system. Only in combination, the Armenian framework for quality assurance complies with the ESG. The ARQATA contract also clearly stipulates both types of pilots: programme and institution.
- In the end, two HEI are participating in the pilots EQA in Line 2, both on institutional and programme level. Involving other HEI at programme level, however, would definitely have had a broader impact.
- It is especially regrettable, that SEUA cannot continue in Line 2. This HEI in particular has made significant progress in the development of its quality assurance system. Alternatives are investigated such as involving SEUA staff in the Swiss visit and in the panel for the pilots.
- Students are included in the international visits to Europe although neither ANQA nor PIU seem to feel the urgency. Also, student participation is not budgeted for. In the end, NVAO provided extra funds to allow students to participate in both visits.

- Concerns with complying with the requirements for independence in all quality assurance matters, have resulted in changes in the teams at the level of subprojects. The same rules are being applied to ANQA and NVAO staff as well as (international) experts. If one is engaged in the process of guidance and training, one cannot be involved in the assessment procedures, and vice versa. This is particularly relevant for the organisation of the pilots institutional audit and programme assessment, and the proof ENQA review.

- It is essential that HEI and ANQA keep working on quality assurance making full use of lessons learned through ARQATA. Products and tools presented and discussed on various discussed must be made fit for purpose. This can only be done by investing largely in terms of time (and money). If not, the impact of ARQATA will fade away.
- Assignments in preparation of the training/workshop are not always completed as intended. Most often HEI and ANQA feel they lack the time.

- International experts need to be aware of the Armenian context. Good practice should not be overemphasised as it might hinder the further development of the Armenian quality assurance system. At all times, HEI should be encouraged to improve their system and the quality of the programmes.
- International experts are expected to deal with all issues raised by the participants. Experts are also expected to show how to fill the gaps in the quality assurance system. Identifying the shortcomings is the first step; providing tools to overcome these shortcomings however is the most important step.

- The language issue demands permanent attention. It requires translations of most documents, it slows down the discussions, it creates misunderstandings about terminology, it restricts the use of the (English) project website, and it requires extra funds.
- Most ANQA staff members have a workable knowledge of English but lack practice. Their basic language skills are much better than they themselves trust them to be.

- ANQA and NVAO take every opportunity to discuss the implementation and progress of the project. Proposals of subprojects are reviewed and adjusted taking into account the input of all concerned. The ANQA-NVAO meetings envisaged in the implementation plan are proven to be rewarding. Short reports of these meetings are listed in Annex I.4 (xxCOMxx).
- The scheme for the organisation of NVAO visits to Armenia is less rigorously followed than described in the contract. This is mainly due to the tight time schedule as a result of the delay in the initial phase of the project and the delay involving Amendment 3. In the course of less than four months (September – December 2012) five subprojects are being organised. Also stage II of the project is being developed. It takes all the energy, creativity and flexibility of all parties concerned to manage these activities.

- All ANQA staff including management, junior and senior policy advisors, lawyer, IT-coordinator and pr-officer need to remain involved in ARQATA and its activities. Initially some staff members did not (actively) participate in the training sessions and workshops.

- ANQA staff is involved in the organisation of various activities. During the training sessions and workshops, however, they should not be preoccupied with organisational matters so as to allow them to fully benefit from the training.
- Initially ANQA management felt it necessary to accompany their staff members on the international visits at own expense. In the end, that idea was abandoned.

- The first assessment reports both on programme and institutional level are being written by ANQA staff in Armenian. At a later stage, these reports are translated into English. It would be helpful for the training of ANQA secretaries to receive these reports so as to establish the competency level. NVAO regrets these reports have not been made available as yet.
- The number of participants for meetings (conference, training session, workshop) are agreed upon beforehand taking into account the contractual obligations, the objectives and the capacity available. In the past, the actual number of participants has always exceeded the intended number. On the one hand, it shows the positive interest in the project; on the other hand, it made last minute changes necessary in the organisation of things. Also the interactive dimension of some meetings was lost.

- ANQA staff members attended the Madrid E-train meeting (June 2012) on train-the-trainer as suggested by NVAO. The costs for attending this conference are covered by PIU and ANQA as within the project, no budget is allocated for attending this event. This is a good example of NVAO's guidance in following up on training possibilities outside the boundaries of the project.

8 Planning Stage 2

The first steps are being taken in organising the pilots in March 2013 and the proof ENQA review in September 2013. During at least three more meetings in 2012 (two in Armenia and one in Switzerland) these subprojects will be discussed in more detail. Shortly afterwards, the implementation plan for Stage 2 should be finalized.

In Stage 2, the focus is on external quality assurance both for ANQA and HEI. Even so, at all times internal quality assurance will be leading in the sense that all pilot and proof audits, assessments and reviews will put emphasis on the enhancement goal towards international standards of quality assurance. The panels and also the reports will therefore concentrate on recommendations to improve the quality assurance systems at institutional and programme level, and within ANQA. At present, judgments on each standard have little added value and might dwarf quality assurance initiatives and frustrate progress made.

Plans for organising the pilots are being developed and ready to discuss with both HEI and ANQA during the October meeting. At an earlier stage, a proposal for organising the pilots including the composition of panels has been presented to ANQA as the first step in Line 2. A rough outline for HEI for writing the final version of a SER is to be found in Annex II.6 and will be the basis for the next training.

For a listing of activities in Stage 2, please refer to annex I.1 and I.2.

ANNEXES

PART I
(project)

ANNEX I.1   Activities

VISIT	ACTIVITY	DATE
1	Introduction	June 2011
2	Re-launch project	2-4 February 2012
3	**Seminar** on IQA Training HEI on IQA (day 1/3)	29 February – 3 March 2012
4	Workshop ANQA on Professionalization (days 1-2/3) Workshop ANQA on Handbook QA (day 1/2) Training HEI on IQA (day 2/3)	21-23 March 2012
5	Training ANQA staff Training HEI on IQA (day 3/3)	11-13 September 2012
	Study tour (Netherlands & Flanders)	17 – 21 September 2012
6	**National Conference** on IQA Training HEI in IQA Implementation Training HEI and ANQA on EQA (day 1-2/3) Train the Trainer (E-train Project)	8-12 October 2012
	Study tour (Switzerland)	29 October – 2 November 2012
7	Training HEI and ANQA on EQA (day 3/3) Workshop ANQA on external review (1-2/3)	18-20 December 2012
8	Pilots 4 HEI (2 institutional audits & 2 programme assessments) Workshop ANQA on external review (3/3)	11 - 22 March 2013
9	**Roundtable Conference** on EQA Final preparation ANQA for external review Review Information System	May 2013
10	Proof ENQA review	September 2013
11	**National Conference** on QA	December 2013

ANNEX I.2   Time & Activity Line

Separate attachment (dated 28 September 2012)**.**

ANNEX I.3   NVAO Team

TEAM MEMBER	SPECIFIC EXPERIENCE
Michèle Wera	Project manager
Irma Franssen	Internal QA & Training expert
Mark Frederiks	External QA expert
Rudy Derdelinckx	Professionalization expert
Lucien Bollaert	QA expert
Esther van den Heuvel	International visits
Axel Aerden	IT expert & international visits
Helmut Konrad	International expert
Elisabeth Fiorioli	International expert
Frank Wamelink	Training expert
Monique Knoester	Project secretariat

RESPONSIBILITY	TEAM MEMBER RESPONSIBLE
Overall project	Michèle Wera
Team internal quality assurance	Irma Franssen
Team external quality assurance	Mark Frederiks
Team ANQA professionalization	Rudy Derdelinckx
Team international visits	Esther van den Heuvel
Team training	Irma Franssen
Team implementation	Michèle Wera

ANNEX I.4   Overview of Activities

Meeting 11COM01
Visit NVAO, June 2011

Meeting 12COM01
Visit NVAO, 1-5 February 2012
Meeting 12COM02
Visit NVAO, 29 February – 3 March 2012
Meeting 12COM03
Visit NVAO, 22 & 23 March 2012
Meeting 12COM04
Visit NVAO, June/July > 11 September 2012
Meeting 12COM05
Visit NVAO, 8-12 October 2012
Meeting 12COM06
Visit NVAO, Nov/Dec > 18 – 21 Dec 2012

Report 11REP01
Inception Report, 28 July 2011

Report 12REP01
Implementation Plan, March 2012 (draft)
Report 12REP02
Implementation Plan, March 2012
Report 12REP03
Report on visit, April 2012
Report 12REP04
Report on visit, July > September 2012
Report 12REP05
Interim Report, July > September 2012 (draft)
Report 12REP05
Interim Report, July > October 2012
Report 12REP06
Report on visit, October/November 2012
Report 12REP07
Report on Line 1: IQA, October 2012
Report 12REP08
Report on Line 4: international visits, December 2012
Report 12REP09
Report on visit, December 2012

Report 13REP01
Implementation Plan, January 2013 (Part II)
Report 13REP02
Report on visit, March 2013

Amendment 12AME02
Amendment 2, 10 January 2012
Amendment 12AME03
Amendment 3, April > June 2012

Amendment 13AME01
Amendment 4, January 2013

Subproject 12SUB01
Website

Subproject 12SUB02
Seminar stakeholders and ANQA on IQA, 1 & 2 March 2012
Subproject 12SUB03
Training HEI on IQA, 3 March 2012 (day 1/3)
Subproject 12SUB03
Training HEI on IQA, 22 March 2012 (day 2/3)
Subproject 12SUB03
Training HEI on IQA, June/July > 11 – 13 September 2012 (day 3/3)
Subproject 12SUB04
Workshop HEI on Handbook QA, 23 March 2012
Subproject 12SUB05
Training ANQA staff, 22 & 23 March 2012
Subproject 12SUB05
Training ANQA staff, June/July > 11 – 13 September 2012
Subproject 12SUB05
Training ANQA staff, 8-12 October 2012

Subproject 12SUB06
Handbooks & Training Material

Subproject 12SUB07
International visit, June > 17 – 21 September 2012
Subproject 12SUB08
International visit, 29 October – 2 November 2012

Subproject 12SUB09
National Stakeholders' Conference, 8-12 October 2012
Subproject 12SUB10
Training HEI in IQA Implementation, 8-12 October 2012
Subproject 12SUB11
Training HEI and ANQA on EQA, 8-12 October 2012
Subproject 12SUB11
Training HEI and ANQA on EQA, Nov/Dec > 18 – 21 Dec 2012
Subproject 12SUB12
E-train: Train the Trainer, 11 & 12 October 2012 (2 days)

Subproject 12SUB13
Training ANQA staff on external review, Nov/Dec > 18 – 21 Dec 2012

Subproject 12SUB14
Information system ANQA

Subproject 13SUB01
Pilot institutional audit YSU
Subproject 13SUB02
Pilot institutional audit YSMU
Subproject 13SUB03
Pilot programme assessment YSU
Subproject 13SUB04
Pilot programme assessment YSMU
Subproject 13SUB05
Proof ENQA review

Overview of Activities in Stage 1

Meeting 11COM01
Visit NVAO, June 2011

Meeting 12COM01
Visit NVAO, 1-5 February 2012
Meeting 12COM02
Visit NVAO, 29 February – 3 March 2012
Meeting 12COM03
Visit NVAO, 22 & 23 March 2012
Meeting 12COM04
Visit NVAO, June/July > 11 September 2012

Report 12REP01
Implementation Plan, March 2012 (draft)
Report 12REP02
Implementation Plan, March 2012
Report 12REP03
Report on visit, April 2012
Report 12REP04
Report on visit, July > September 2012
Report 12REP05
Interim Report, July > September 2012 (draft)

Amendment 12AME02
Amendment 2, 10 January 2012
Amendment 12AME03
Amendment 3, April > June 2012

Subproject 12SUB01
Website
Subproject 12SUB02
Seminar stakeholders and ANQA on IQA, 1 & 2 March 2012
Subproject 12SUB03
Training HEI on IQA, 3 March 2012 (day 1/3)
Subproject 12SUB03
Training HEI on IQA, 22 March 2012 (day 2/3)
Subproject 12SUB03
Training HEI on IQA, June/July > 11 – 13 September 2012 (day 3/3)
Subproject 12SUB04
Workshop HEI on Handbook QA, 23 March 2012
Subproject 12SUB05
Training ANQA staff, 22 & 23 March 2012
Subproject 12SUB05
Training ANQA staff, June/July > 11 – 13 September 2012
Subproject 12SUB06
Handbooks & Training Material
Subproject 12SUB07
International visit, June > 17 – 21 September 2012
Subproject 12SUB14
Information system ANQA

Programme seminar stakeholders (12SUB02) and training HEI (12SUB03)
1 – 3 March 2012

Internal Quality Assurance

AGENDA

Start	End	
		Thursday, March 1, 2012 (Aghveran Hotel Resort)
10:00	10:45	Registration
10:45	11:00	Opening speech RA Minister of Education and Science – Armen Ashotyan
Chair: Ruben Topchyan		
11:00	11:15	Presentation ARQATA project (ANQA & NVAO – Ruben Topchyan and Michèle Wera)
11:15	11:30	Launch project web-site (ANQA – Ruben Topchyan and Sargis Mkrtchyan)
11:30	12:30	Good practice IQA related to Plan-Do-Check-Act Cycle (NVAO – Irma Franssen)
12:30	13:00	Good Practice IQA as outcome of peer assessment (SEUA – Eduard Hakobyan)
13:00	14:00	LUNCH
14:00	15:45	**Internal Quality Assurance** *Part 1. "Evaluation Matrix"* (NVAO – Hiltje Burgler) / **Internal Quality Assurance** *Part 1. "Evaluation Matrix"* (NVAO – Yvonne Eppink) / **Internal Quality Assurance** *Part 1. "Evaluation Matrix"* (NVAO – Irma Franssen)
15:45	16:15	Coffee break
16:15	17:30	Glossary QA: standards, principles and criteria – part 1 (ANQA & NVAO – Ruben Topchyan and Irma Franssen)
17:30	18:00	End of programme (ANQA – Ruben Topchyan)
19:00		DINNER

		Friday, March 2, 2012		
8:00	8:50	BREAKFAST		
		Chair: Susanna Karakhanyan		
9:00	9:30	Glossary QA: assessment and evaluation – part 2 (ANQA and NVAO – Susanna Karakhanyan and Irma Franssen)		
9:30	11:00	Good practice IQA related to writing process self-evaluation report (NVAO – Hiltje Burgler and Yvonne Eppink)		
11:00	11:30	Coffee break		
11:30	12:50	Internal Quality Assurance *Part 2. "Programme Level"* *(NVAO – Hiltje Burgler)*	Internal Quality Assurance *Part 2. "Programme Level"* *(NVAO – Yvonne Eppink)*	Internal Quality Assurance *Part 2. "Programme Level"* *(NVAO – Irma Franssen)*
12:50	13:00	Assignment Stakeholder (NVAO – Hiltje Burgler and Yvonne Eppink)		
13:00	14:00	LUNCH		
14:00	15:30	Internal Quality Assurance *Part 3. "Institutional Level"* *(NVAO – Hiltje Burgler)*	Internal Quality Assurance *Part 3. "Institutional Level"* *(NVAO – Yvonne Eppink)*	Internal Quality Assurance *Part 3. "Institutional Level"* *(NVAO – Irma Franssen)*
15:30	16:00	Coffee break		
16:00	16:30	Outcomes workshops and discussion (NVAO – Hiltje Burgler and Yvonne Eppink)		
16:30	17:00	Glossary QA: stakeholders – part 3 (ANQA and NVAO – Susannan Karakhanyan and Irma Franssen)		
17:00	17:15	End of programme (ANQA – Susanna Karakhanyan)		
17:15	18:00	Evaluation on-line (ANQA – Susanna Karakhanyan)		
19:00		DINNER		

		Saturday, March 3, 2012
8:00	8:50	BREAKFAST
Chair: Irma Franssen		
9:00	9:15	Presentation aims and objectives training SER Institutional Level (NVAO – Irma Franssen)
9:15	9:30	Entry-level test 10-steps to write a SER
9:30	10:15	Training SER Institutional Level – part 1 Standard 1
10:15	10:30	Glossary QA: policy, mission, strategy, procedures – part 4 (ANQA and NVAO – Susanna Karakhanyan and Irma Franssen)
10:30	10:45	Coffee break
10:45	12:15	Training SER Institutional Level – part 2 Writing SER (NVAO – Hiltje Burgler, Yvonne Eppink and Irma Franssen)
12:15	13:00	LUNCH
13:00	14:30	Part 3: Training SER institutional Level *(NVAO – Hiltje Burgler)* Part 3: Training SER institutional Level *(NVAO – Yvonne Eppink)* Part 3: Training SER institutional Level *(NVAO – Irma Franssen)*
14:30	14:45	Coffee break
14:45	15:30	Assignment writing SER (NVAO – Irma Franssen)
15:30	15:45	Final test
15:45	16:30	Presentation SER in 10 steps (NVAO – Irma Franssen)
16:30	16:45	End of programme (ANQA and NVAO - Ruben Topchyan and Michèle Wera)
16:45	17:00	Evaluation on-line (website) (ANQA)
17:30		Departure

WORK IN PROGRESS – WRITING SER & HANDBOOK QA

Thursday 22 March 2012

1 Training HEI on IQA – Self-Evaluation Report

NVAO: Irma Franssen
University of Applied Science, Groningen: Hiltje Burgler-Feenstra & Yvonne Eppink

Subproject	Training HEI on IQA, day 2/3 (12SUB03)
	Feedback on SER assignment and further elaboration
Participants	8 HEI – 3 to 4 members of the SER writing team (24 to 32 pp) *(on invitation only)*
Observers	2 ANQA – 1 junior and 1 senior ANQA coordinators
Trainers	Hiltje Burgler-Feenstra & Yvonne Eppink
Translator	1

End of March 2012, day 2 of the 3-day training session with HEI on all aspects of IQA (12SUB03) takes place. During this session, HEI get feedback on their first assignment, and continue working on writing a self-evaluation report. This training also deals with the requirements regarding the actual content of the report, and includes another session on the glossary. By the end of this day's training, HEI should be able to write a SER on 3 criteria (I, III and X) to be finished by 15 May 2012. ANQA staff members attend this training as observers to continue their further professionalization.

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Programme

9 – 9.30	General feedback on self-evaluation reports – session 1
9.30 – 10.00	Discussion and assignment on criterion 2 (*Irma Franssen*)
10.00 – 11.00	Concurrent sessions
	− Feedback HEI 1 on SER
	− Feedback HEI 2 on SER
	− Other 6 HEI work on assignment
11.00 – 11.30	Morning break
11.30 – 12.30	Concurrent sessions
	− Feedback HEI 3 on SER
	− Feedback HEI 4 on SER
	− Other 6 HEI work on assignment
12.30 – 13.00	Discussion on assignment – preliminary outcomes and issues raised
13.00 – 14.00	Lunch break
14.00 – 15.00	Concurrent sessions
	− Feedback HEI 5 on SER
	− Feedback HEI 6 on SER
	− Other 6 HEI work on assignment
15.00 – 16.00	Concurrent sessions
	− Feedback HEI 7 on SER
	− Feedback HEI 8 on SER
	− Other 6 HEI work on assignment

16.00 – 16.30   Afternoon break

16.30 – 17.00   Reports HEI on assignment
17.00 – 17.30   General feedback on self-evaluation reports – session 2
17.30 – 17.45   Assignment writing SER by 15 May 2012 (*Irma Franssen*)

Friday 23 March 2012

2 Workshop HEI on IQA – Handbook
NVAO: Irma Franssen
University of Applied Science, Groningen: Hiltje Burgler-Feenstra & Yvonne Eppink

Subproject	Workshop HEI on Handbook QA (12SUB04)
	Introduction and general outline handbook & workshop on tools
Participants	8 HEI – 2 to 3 quality assurance coordinators (16 to 24 pp) *(on invitation only)*
Observers	2 ANQA – 1 junior and 1 senior ANQA coordinators
Trainers	Hiltje Burgler-Feenstra & Yvonne Eppink (tools) & Irma Franssen (introduction)
Translator	1

The workshop with HEI focuses on the development of a handbook (12SUB04) to be used by HEI as a guide for setting up and monitoring IQA. The seminar on IQA (12SUB02) and both training sessions on writing a SER (12SUB03) should provide the basic material for working on the outlines for a handbook. Again ANQA staff members attend the workshop as observers.

After an introduction and a general outline of a handbook on QA – both IQA and EQA – external experts present and discuss various tools as good practice. By the end of the day, HEI should be able to start composing their own handbook taking into consideration (1) tools already used, (2) tools elaborated on during the workshop and previous training sessions, and (3) tools to be developed in due course. It goes without saying that both the handbook and the tools should be fit for purpose. Composing and updating a handbook on QA is an ongoing process.

Programme
9 – 9.30   Introduction and general outline handbook QA – part 1 IQA

9.30 – 11.00   Tool 1 – Evaluation matrix

11.00 – 11.30   Morning break

11.30 – 13.00   Tool 2 – IQA measurements (session 1)

13.00 – 14.00   Lunch break

14.00 – 15.00   Tool 2 – IQA measurements (session 2)

15.00 – 16.00   Tool 3 – Quality characteristics

16.00 – 16.30   Afternoon break

16.30 – 17.30   Composing a handbook

> **Essential components of both the training and the workshop: evaluation (on line), glossary, and elements of quality culture made explicit. Also good practice from the other ongoing pilot projects will be included where relevant.**

ANNEX I.7   Programme Professionalization ANQA (12SUB05) and Workshop on IQA Handbook (12SUB06)

Participants   8 ANQA – management (2) and (assistant) coordinators (5) and legal advisor
Trainers   NVAO: Rudy Derdelinckx & Irma Franssen
Translator   1

The further development of the professionalising of ANQA is the main goal of the workshop with ANQA management and staff (12SUB05). To this purpose, different sessions are organised to identify the needs and concerns, and to define a shared approach for professionalization. By the end of the workshop, the outlines should be clear for the action plan on professionalization including the design of a handbook (12SUB06) and the development of training material for ANQA staff.

Thursday 22 March 2012

9.00-9.30   Introduction and discussion about (possible) subjects for training ANQA

9.30-11.00   Guideline assessment theses by the panel – part 1

11.00-11.30   Morning break

11.30-13.00   Guideline assessment theses by the panel – part 2

13.00-14.00   Lunch break

14.00-16.00   IQA ANQA – part 1
                  Evaluation matrix: processes

16.00-16.30   Afternoon break

16.30-17.45   IQA ANQA – part 2
                  Evaluation matrix: business operations

Friday 23 March 2012

9.00-9.30   Introduction

9.30-11.00   Process of initial accreditation – part 1

11.00-11.30   Morning break

11.30-13.00   Process of initial accreditation – part 2

13.00-14.00   Lunch break

14.00-15.30   Handbook ANQA – part 1

15.30-16.00   Afternoon break

16.00-17.30   Handbook ANQA – part 2

17.30-17.45   Evaluation

ANNEX I.8 – Programme Training HEI on IQA (day 2/3) (12SUB03)

Participants   8 HEI with three participants per HEI & ANQA observers
Trainers   NVAO: Irma Franssen & Frank Wamelink

Day 3 of the 3-day training session on all aspects of IQA will take place. This training will have the form of a roundtable conference. The self-evaluation reports (SER) have been analyzed by an expert panel (desk research). Two members of the NVAO will discuss these outcomes in more detail, and conduct a final training presenting good and perhaps not-so-good practices, and tools for writing a SER. During this last session, HEI will also reflect on the SER written by their colleagues. This training will therefore focus primarily on lessons learned, and provide additional tips and tricks. Again ANQA staff members attend this training as observers to continue the process of professionalization.

Wednesday 12 September 2012

9.00- 10.00
Feedback on SER general (document: Armenia review SER)
Presenting good practices and not so good practices.

10.00-11.00
Document 1
Assignment 1: Discussing in groups on text SER

11.00-11.30
Plenary session on assignment 1.

11.30-12.30
Document 2
Presentation: Tool/instrument how to ask the right questions by evaluation/assessment SER.
(Role ANQA staff in writing and finishing tool).

12.30-13.30
Lunch.

13.30-15.00
Document 3
Assignment 2: Role-playing game with tool/instrument asking questions.

15.00-16.00
Plenary session on assignment 2.

16.30-17.00
Input HEI (two institutional accreditations and two programme accreditations) on sessions on October (day 1-2/3) and November (day 3/3) 2012.

ANNEX I.9   Programme Training Students on QA (12SUB05)

Participants   25 (instead of 15) students & ANQA observers
Trainers   NVAO: Irma Franssen & Frank Wamelink

This session will train students in their role on IQA and EQA.

Tuesday 11 September 2012

13.30 - 14.00
Document 1
Presentation
- Role student in IQA and EQA HEI
- Role student in panel institutional accreditation and programme accreditation

14.00-14.30
Document 2
ANQA accreditation manual

14.30-15.30
Document 3
Reading SER
Assignment 1: Analytical skills

15.30-16.30
Document 4
Presentation
Asking questions (tool asking questions)

16.30- 18.00
Document 5
Assignment 2: asking questions and analytical skills
Role playing game panel discussion

ANNEX I.10   Programme Training ANQA Staff as QA Secretaries (12SUB05 & 12SUB06)

Participants   15 ANQA coordinators and secretaries
Trainers   NVAO: Irma Franssen & Frank Wamelink

A condensed and intensive training session for ANQA secretaries on writing assessment reports will take place. The training will present tools for ANQA coordinators c.q. secretaries to write the panel report with reference to the Armenian procedures as outlined in the ANQA Accreditation Manual. The training will be used as input for the ANQA Handbook (12SUB07). In 2013, a similar workshop is planned for. ANQA staff will then be trained in guiding experts.

Thursday, 13 September 2012

Preparations
  – Reading assignment: Read chapter 5: Decision-making and reporting by the agency, from the 2nd Module Conducting the process of external quality assurance of the UNESCO Training materials: http://www.iiep.unesco.org/capacity-development/training/training-materials/external-quality-assurance.html (You might want to read the whole module).
  – Writing assignment: prepare a text for the audit report on Criterion 10. Internal Quality Assurance (see separate description of the assignment and materials needed). Send in the text ten days prior to the workshop.
  – One of the ANQA coordinators prepares the presentation of the (Concept) Template for the Institutional Quality Audit Reports (Contents, brief instruction on the content of each part). The (Concept) Template is circulated one week prior to the workshop among all participants. To be organized by ANQA
  – Review of the concept Template and prepare contribution to discussion on the template.

Deliverables (tools)
  – Capacity building (training ANQA coordinators)
  – (tool)Template for ANQA HEI Quality Audit Report
  – (tool) Criteria to assess the Audit Report itself
  – (tool) Presentation on important aspects of Audit Reports.

Programme

9.00 - 9.10
Welcome and introduction to the purpose of this day

9.10 - 9.30
Explorative discussion: What makes a Good Audit report?

9.30- 10.30
Presentation by moderators: Reporting on Institutional Audits, introduction.
The presentation provides an overview of important aspects of reporting quality audits as presented in the (international) literature.

10.30-12.00
Assignment 1: group discussion
Develop a concise and complete list of Criteria to assess Audit reports
  - Discussion in small groups
  - Plenary discussion on results and
  - Drawing conclusions

13.00- 13.30
Presentation: Introduction to the (Concept of the) ANQA Template for the Institutional Quality Audit Report. Presentation of the contents of the audit report, discussion of the purpose of each of the parts, substantiating conclusions, convincing argumentation, transparent reporting on procedures and method, etc.
To be prepared by ANQA coordinators

13.30-14.30
Discussion of the concept template.
Two ANQA Coordinators draw conclusions on modifications to be made to the template and next steps needed towards a final template.

14.45- 15.30
Assignment 2: discussion on the writing assignment
- Comments by participants
- Comments by moderators
- Relevant instructions

15.45 -16.45
Assignment 3: Group discussion on criteria to assess the Audit Report
- Small groups: discussing the lessons learned and the modifications needed to the Criteria for a Good Audit Report List.
- Plenary: making up the final list of criteria.

16.45 - 17.00
Final questions, evaluation and next steps needed.

**ANNEX I.11   Programme Study Tour in the Netherlands and Flanders (12SUB07)
17 September – 21 September 2012**

Sunday 16 September: Travel to The Hague; no official programme

Monday 17 September: Presentations and workshops at the NVAO office, The Hague
09:00 – 10:30   General introduction to NVAO and visits, and assignments
10:45 – 12:15   Workshop institutional audit
12:15 – 13:00   Lunch with NVAO board
13:00 – 15:00   Workshop learning outcomes
15:15 – 16:00   Presentation of selection, training and role of student panel members
16:00 – 17:00   Workshop panel compositions
18:30 – 21:00   Meeting / Dinner with stakeholders: The Netherlands Association of Universities of
                Applied Sciences (*HBO-raad*) and the Association of Universities in the Netherlands (*VSNU*)

Tuesday 18 September: Utrecht
10:00 – 12:00   Visit HEI 1: Utrecht University
12:15 – 16:15   Lunch and visit Assessment Agency: Quality Assurance Netherlands Universities (*QANU*)
16:15 – 18:00   Guided walk through the university city of Utrecht
18:00 – 20:30   Meeting / Dinner with stakeholders: students of the Dutch National Union of Students (*LSVb*)

Wednesday 19 September: Leiden and Brussels
09:00 – 12:00   Visit HEI 2: Leiden University
12:00 – 13:15   Guided walk through the university city of Leiden
13:15 – 15:45   Lunch (train) and travel to Brussels
16:00 – 19:00   Free time in Brussels
19:00 – 21:30   Meeting / Dinner with stakeholders: Department of Education (Flanders)

Thursday 20 September: Brussels
09:30 – 12:00   Visit HEI 3: University College/University of Brussels
13:00 – 15:00   Lunch and visit Flemish Council of Universities and University Colleges (*VLUHR*)
15:30 – 16:30   Visit Flemish Department of Education
17:30 – 19:30   Meeting / Dinner with stakeholders: students of the Flemish Student Association (*VVS*)
20:00 – 23:00   Travel to The Hague

Friday 21 September: Leiden and The Hague, and final day at the NVAO office
09:00 – 10:30   Visit HEI 4: Institution for Distance Education (*LOI*), Leiden
11:30 – 12:30   Visit Dutch Ministry of Education
12:30 – 14:00   Lunch at NVAO
14:00 – 15:15   Workshop on Initial Accreditation
15:30 – 16:15   Presentation of macro-efficiency check for new programmes (*CDHO*)
16:30 – 18:00   Assignments and evaluation of the study tour
18:00 – 20:30   Farewell dinner with NVAO, Katwijk

Saturday 22 September: No official programme

Sunday 23 September: Travel to Yerevan

**ANNEX 1.12   Draft Programme Study Tour in Switzerland (12SUB08)
29 October – 2 November 2012**

Sunday 28 October: Zurich & Bern
– Travel to Bern via Zurich; no official programme

Monday 29 October: Bern
– S1 – State Secretariat for Education and Research (SER)
– S2 – Rector's Conference of Swiss Universities (CRUS) & Swiss University Conference (CUS)
– Meeting / Dinner with stakeholders

Tuesday 30 October: Bern
– S3 – Swiss Center of Accreditation and Quality Assurance in Higher Education (OAQ)
– Lunch with stakeholders (OAQ)

Wednesday 31 October: Bern & Lausanne
– S4 – Student Union (VSS-UNES-USU)
– Travel to Lausanne
– S5 – Visit HEI 1: University of Lausanne
– Meeting / Dinner with stakeholders

Thursday 1 November: Lausanne & Zurich
– S6 – Visit HEI 2: Federal Polytechnic Lausanne
– Travel to Zürich
– S7 – Meeting with Rolf Heusser, chairman of ECA

Friday 2 November: Zurich
– S8 – Visit HEI 3: University of Zürich
– Farewell lunch
– Travel home

ANNEXES

PART II
(Results)

ANNEX II.1   Project website (12SUB01)

Separate attachment (screen shot website).

ANNEX II.2   Observations and Recommendations on Assignment SER (criteria 1, 3 and 10) (12SUB03)

1 On the assignment
HEI were asked to deliver a SER on criteria 1, 2 and 10, in text or in an English summary. All HEI delivered summaries. Some HEI managed to deliver a text in full but these SER were very brief; other SER were incomplete but contained more detailed information. HEI pointed out more than once that the SER was only a summary and that the full text obviously would contain more information.

2 Working with the formats provided
The **formats** were used and therefore a systematic approach was clearly visible. The recommended **sequence** – first de document analyses and then the description of the standards – was scarcely followed. As a result, the documents were named but rarely cited in de descriptions of the standard.

Ambitions were not always formulated: one should do so to give direction to the facts and findings. There was some discussion about how ambitious or realistic ambitions should be formulated.

Facts and findings were in general very brief with more facts than findings. It is essential to address this matter properly. Indeed, this is the start for the later mentioned strong and weak points. The real thing about self-evaluation is to be clear about your own observations and to state qualifications on your own achievements.

The **SWOT** was often critical but more often not very systematic in approach. It is recommended to prioritise and to address the things that can be altered or improved.

The **documents** were listed properly, most of them with a short summary. It was clear that some were important (key-documents), others less but that was not always shown in the listing. It is advised to do so. Especially in cases of documents that are vital, mandatory or dictated by government rules the status of these documents should be absolutely clear.
There was some discussion whether the same documents should be repeatedly named with the different standards. It is advised to give the summary only once, and to simply refer to it when dealing with other aspects.
It was clearly visible, but only in a few cases, that documents were used as input for the description of the standard. This method is certainly good practice.

3 In general
There seems to be a general understanding of the criteria and standards although it is more difficult for the smaller HEI to make a clear distinction between institutional and programme level. This is quite understandable when, in some cases, the level is almost identical especially for HEI which are mono-disciplinary. In general, the institutional standards are more fitting to the larger universities.
It is recommended to add a chapter in the introduction to explain the actual situation of the HEI, and add specific background information so that the information provided in the criteria can be fully understood.
Another recommendation is to add overviews, schedules, pictures and examples for further quick orientation, and to highlight special achievements.

4 Criteria

Criterion 1
When describing criterion 1, it is rather problematical to start with the HEI's ambition. Usually a mission statement includes this ambition. It is therefore recommended to start with a summary of the content of the mission, and to illustrate and elaborate on this in the facts and findings concerning the three standards. For the reader of the self-evaluation report it is very important to know from the beginning what the institution really aims at, really stands for. Also information about basic facts should be provided. When have the mission and the strategic plan last been reviewed? What is the scope in years?

Criterion 3
In criterion 3 the ambition is very important. Education (and research) is the core business of each HEI. Important statements about the quality of education were already mentioned in the mission (criterion 1). Of course there must be a connection between criterion 1 and 3, but in criterion 3 the ambition concerning education should be further specified and elaborated.
And of course, it is difficult to distinguish between the institutional level and the programme level. One should stay close to general guidelines and procedures, but be also specific about them. A statement such as "programmes are in line with national regulations" is clear but not specific enough for a self-evaluation. So content needs to be added and more detailed explicitation. One should not too easily assume that the reader – the assessor – will understand. This criterion is all about <u>content</u>. So take this chance and make the reader understand just what you want him to understand about education in your HEI. Some typical illustrations or good practices of general guidelines taken from the programme level can be very helpful.

Criterion 10
Most HEI have several aspects of a QA system in place. However, a complete structure with fixed elements is often missing, and not working throughout all the levels of the organisation. Some HEI set up a QA department, and started assigning tasks and responsibilities. Other HEI started with the paper work and made books with rules and regulations. All are in the midst of developing a quality culture. The crucial question is: how to get the relevant stakeholders really involved? And yes, building a quality culture is an ongoing process.

ANNEX II.3   Feedback on SERs by the expert committee (criteria 1, 3 and 10) (12SUB03)

June 2012

Review Self Evaluation Reports (SERs)

The panel received SERs and summaries of SERs by the following institutions:

1. Armenian State Agrarian University (ASAU)
2. Yerevan State Linguistic University after Bryusov (YSLU)
3. Northern University
4. State Engineering University of Armenia (SEUA)
5. Yerevan Gladzor University
6. Yerevan State Conservatory after Komitas (YKSC)
7. Yerevan State Medical University (YSMU)
8. Yerevan State University (YSU)

These SERs have been reviewed by three experienced experts on Institutional Audits from the Netherlands and Flanders. In addition, two NVAO policy advisors reviewed the SERs.

External experts

1. Klaas van Veen, associate professor ICLON Leiden University;
2. Jenny Brakels, senior policy advisor Delft University of Technology;
3. Paul Garré, director quality and education at Hogeschool-Universteit Brussel.

NVAO

1. Irma Franssen, senior policy advisor;
2. Frank Wamelink, senior policy advisor.

The experts have been asked to study the SERs (each SER by one expert) and to come up with general observations and three weak and three strong points on each SER. The results have been discussed during one session. The feedback on the SER given below is a report of this discussion.

Two questions have been answered in the review:

1. Does the SER provide sufficient information at an appropriate level for a committee to start its assessment?
2. What are the strong and weak points of the individual self evaluation reports? Report in September.

The first question resulted in several general remarks. The main points are:

− Some SERs definitely need a revision on English

− Lack of a self critical approach/attitude

− Emphasis too much on vision, plans and future policy

− Affirmation of compliance is not substantiated by facts

− Formulate clear an realistic priorities

− Give more context on the institution and the process of writing of the SER

These points are elaborated below:

− The committee members want to emphasise that the SERs demonstrated a great willingness and drive to develop an appropriate internal quality assurance system.

− If it is the intention to include external experts, from abroad, these experts will need more information on the institution. There is however no need for extensive information on the institution. A factsheet and organisational chart will be sufficient.

− Provide the external experts also with clear definitions of the central concept in QA. Formulate clear and realistic priorities.

− Most of the SERs show that there is still lot of work to be done to implement the internal quality assurance system and to build acceptance and participation.

− The experts doubt if the time span for implementation of the quality assurance system will be sufficient.

− Development of a sustainable quality assurance system will take a considerable amount of time.

− A number of the SERs need revision on the English language. Argumentation is obscured by poor English, words and concepts seem to be inappropriately used, the intention of the author of the document is at moments very difficult to grasp.

− The most important data must be part of the text of the SERs.

− The emphasis is too much on vision and future plans. Factual information on the realisation is lacking. Peers will not be able to establish if the TLI complies with the standard.

− It might be helpful to start writing from what is in place.

− The argumentation should be concise and to the point. The SER should demonstrate efficiency and effectiveness of the internal quality assurance. This starts with clarity of the objectives and a self critical analysis of their achievement, based on a condensed presentation of the analysis of results.

− Some of the SWOTs show the appropriate self-critical attitude and are a good example of how to reflect on the criteria. In some cases the SWOT clarifies the text. Sometimes it could be helpful to start with the SWOT, since it provides the sort of information that a committee member will be looking for.

− The tone of the SERs could be more sober emphasising matter-of-fact information.

− Present: what is in place, what is still needed, what has to be done and when that will be achieved.

− Be clear about what is lacking in relation to the standards. Committee members will consider it as an indication of an inappropriate quality assurance system if weaknesses seem to be hidden or not addressed. A good internal quality assurance starts with a self-critical attitude.

− Avoid verbose rhetoric, it will give the committee members the impression that the actual facts are not addressed. This will jeopardise a positive assessment by the committee of experts. Quality cannot be demonstrated by policy documents only!

− A good SER will direct the committee members in their assessment. Be clear on what the HEI intends to achieve, what are the goals? Demonstrate that these goals are in line with expectations of external stakeholders, the national qualification framework and other relevant standards. Do not forget to be clear about the specific context and difficulties that might arise from this context. Demonstrate that the institution is fit for purpose by the presentation of analysed and to the point results.

− Internal quality assurance systems, as presented in the SERs, seem to lack general support and participation of staff and students (and other stakeholders) within the institutions. This makes the internal quality assurance rather theoretical and technocratic. Quality culture also touches on shared values and concepts.

- In these situations the complexity of the instruments might hinder participation. Simple and straightforward principles and feedback mechanisms might help to increase the participation.

- The SER should be the result of an internal dialog on quality.

- Be realistic on what can be achieved within a certain period of time.

- Although most of the institutions established specific units dedicated to the internal quality assurance, the stage of development of internal feedback mechanisms differs widely. In some institutions the systematic and periodic evaluation of results is still lacking or meagre or just starting. These institutions will have serious problems to prove that the quality assurance is fully cyclical (PDCA).

- Units for quality assurance seem to be rather understaffed in some cases.

- Although it is important to define and describe working processes as a part of quality assurance, in some SERs the emphasis is too much on the presentation of a plethora of policy documents on all sorts of aspects. Any convincing arguments on a successful implementation are lacking.

- Pilots are not yet proof of a sustainable quality assurance system.

- Institutions do not demonstrate that they are in compliance with the appropriate level of the National Qualification Framework. Especially the requirements for the achievement of the master level (level 7) seemed to be not in place by several institutions.

- Some new concepts are avowed/affirmed: like student centred learning and intended learning outcomes, there is however very little indication that these concepts are assimilated in the design and development of the educational programmes and the delivery of teaching. Taking aboard of these concepts is important for the modernisation of education.

- There is little information on professional development and research and other academic activities of the teaching staff.

- If the concept of intended learning outcomes is adopted then there should also be a method to establish if they are achieved.

Additional remarks:

- The reviewers found some of the standards not very clear. The assessment framework also results in redundant argumentation.

- Examples are: 1.3 which seems to be very similar to criterion 10: Internal Quality assurance. "Achievement" might be replaced by "appropriateness" (in relation to recent developments in the context of the institution). 10.6 could be reformulated to match the intention of the ESG better: Institutions should provide up to date, impartial and objective information of their programmes.

- It is unclear to what extend the institutions implemented the two cycles: bachelor and master system. ECTS are adopted, but institutions are not clear on how to position a master programme.

- In the text tin the SERs the perspective of the institution and the perspective of the programme mix.

TAKING WRITING SELF-EVALUATION REPORTS TO THE FINAL STEP

No External Quality Assurance without Internal Quality Assurance

The further development of the internal quality assurance system and its implementation rely on team work within each HEI. Board members, deans, teaching staff and students need to join forces in order to make the internal quality assurance system work as it is intended: to enhance the quality of the individual programmes in a systematic way.

Ownership of Quality

The process of writing a self-evaluation report implies a collective reflection on the quality assurance system of the institute, and offers an opportunity for quality improvement. HEI are urged to make full use of this opportunity and to involve all HEI members in this process.

Also external stakeholders need to be included in the process of evaluation of and reflection on quality assurance. Stakeholders are clearly defined in ANQA's accreditation manual. In the implementation, however, stakeholders are not yet involved in a consistent way. The participation of alumni and the labour market needs further improvement.

Self-evaluation Report

The audit or assessment procedure starts with the application of the higher education institution providing ANQA with a self-evaluation report (SER). This document is submitted to a panel of peers, including a student member, carrying out the audit or assessment according to the ANQA procedures and standards.

A SER needs to be informative and useful explicating the present quality assurance system. Standards and criteria are well documented in a concise report. Appendixes are relevant and limited. Additional information and further evidence made available during the site visit will complete the picture.

The SER is a collaborative effort of a team. It needs to be an accurate analysis in a well structured, pleasantly readable and easily accessible document. Most importantly, the SER needs to follow and correspond with the ANQA framework. All stakeholders both internal and external have made contributions, and have been actively involved in finalising the report. An abstract of the SER is published on HEI's website.

HEI at work

The Yerevan State University and the Yerevan State Medical University continue in Line 2 of the ARQATA project. Both HEI are required to write a SER both on institutional level and programme level.

All SERs have to cover all the standards and criteria of the respective ANQA frameworks. Also the panel will adhere to these frameworks.

For the institutional SER: Rewrite the text of criteria 1, 3 and 10 on basis of the general feedback. The text has to be improved from the level of the concept and not from the level of the textual remarks.

HEI are advised to write a SER on the level of a criterion not on the level of the individual standards. Trying to explicitly focus on the compliance at the level of each individual standard will most likely result in SERs on a too detailed level. Also overlap needs to be avoided. HEI need to keep in mind that a panel will only be interested in relevant information within a comprehensible context. Too many details, too many sidetracks and too many repetitions are not conducive for a good understanding of the text, and it certainly does not help the panel in reviewing the quality of an institution or programme. So make the PDCA cycle for each criterion transparent by giving facts and findings, and unambiguous conclusion.

Volume

The maximum number of pages is 75 for a complete SER. This should be sufficient for covering all criteria and standards of the framework. This limitation implies that HEI really need to reflect on what is relevant for the purpose of audit or assessment. Less is more.

The 'foundations' and regulations, and how the 'foundations' and regulations are established are part of the annex. The number of annexes is limited to maximum 15. In the SER itself, reference to annexes needs to be made by making a few explanatory remarks. The SER needs to clarify in two or three sentences in what way the annex contributes to giving evidence as to comply with a particular criterion.

Assistance and Guidance

The ARQATA project provides assistance and guidance in the writing process of the self evaluation report for the two universities and two programs participating in the pilot assessments in March 2013. The deadline to hand in the final SERs is 31 January 2013.

The guidance will be organized in two activities:
1)   Online guidance by commenting on draft versions of the self evaluation reports. This will be organized by e-mail but also Skype sessions could be part of this assistance.

2)   In final training in December 2012 of HEI and ANQA on the preparation of SERs will go into the issues that manifest themselves during the guidance.

The Assistance will have a 'hands-on' character. It has to be remembered that comments will be on a general level and are suggestions to the HEI. At all times, HEI remain responsible for the SERs. The assistance does also not include editing or correcting of the English language.

HEI are invited to contact the ARQATA contact person to make a more concrete planning for the sending in of drafts and return of comments. It is suggested to send in the rewritten parts of criteria 1, 3 and 10 first.

NVAO offers on line guidance and assistance directly to HEI. Of course, ANQA process coordinators will be able to follow the process very closely. This procedure meets the requirements of independence separating advising/counseling (NVAO) and assessing (ANQA).

Timeline in 5 steps

HEI will write two SERs, one on institutional level, another on programme level, following the respective frameworks. A timeline in 5 steps has been set out:

1   Training sessions HEI in Yerevan: 8-12 October 2012;

2   On line guidance NVAO on writing SERs: October 2012 until training mid December 2012;

3   Final training sessions HEI in Yerevan: 18-20 December 2012;

4   On line guidance NVAO on writing SERs: continued until end January 2013;

5   Deadline: 31 January 2013.

Four site visits will take place in March 2013. The following dates have been suggested:

– Monday 11 until Wednesday 13 March: institutional audit Yerevan State Medical University;
– Thursday 14 and Friday 15 March: programme assessment Yerevan State Medical University;

– Monday 18 until Wednesday 20 March: institutional audit Yerevan State University;
– Thursday 21 and Friday 22 March: programme assessment Yerevan State University.

ANNEX II.5   Review information system ANQA (12SUB14)

September 2012

ANQA is in the process of design and development of an IT infrastructure to register applications and to support the assessment and decision-making process. It is the ambition to develop programmed workflows to structure tasks in this process of dealing with the application and to define specific responsibilities/roles. These workflows will be built in SharePoint related software.

This project is now in the stage of analysing and describing the actual process of conducting the assessment process and to translate this into well defined tasks for specific role within the organisation. This work process has been divided into 11 phases; each phase includes several detailed steps.
In the discussion it appeared that 11 phases is rather similar to the workflows build into the Workflows the NVAO uses in its Document Management System. These are: registration, division of tasks (management), eligibility of application, preparing the dossier (including templates, etc.), panel composition, analysis, preparing site visit, site visit, report, finalizing report. Different is the decision of ANQA to develop separate workflows for decision making and the actual assessment process. In the NVAO workflows it is a specific feature of the application dossiers that selected documents from this dossier can be copied to the board agenda and thus be brought into the decision making process.

Subjects for discussion have been: the need for an open structure of the workflow. The dossier should not be closed to perform only one task at a time, but open to mutations and consultations by other staff members. It is best to use 'broad tasks' and not to divide them into very detailed small tasks. There are many exceptions to the normal workflow. Do not attempt to build all exceptions into the workflow, the workflow will be unmanageable. In the case of the NVAO we used several 'loops' in the workflow, because the experience learns that time and again the steps have to be taken again.

Keep is simple! Think of appropriate, relevant and structured metadata to 'tag' each document. The retrieval/search function of the system is most important. But also limit yourself. The system containing the dossiers is not a detailed database or register.

In addition to this system for the support of the application and decision making process ANQA has the ambition to develop an Expert database and a digital platform for the exchange of documents and discussion between experts. This Expert database will be assessable by a portal for correction and updating of information.

Observations
The presentation of the plans makes clear that a robust design process is followed. Several versions of the design have been discussed with the employees of ANQA. It is planned to have a thorough testing phase after the realisation of a prototype. It is emphasised that testing is very important.

It has to be noted that the number of applications the NVAO deals with is estimated to be at least ten times higher than ANQA's application numbers. This makes the cost benefit analysis slightly different. Overview over all applications and retrieval of documents requires a very structured approach in the case of the NVAO. In the case of ANQA a more informal method might yield similar results without the unavoidable burden of strict classification and substantial investments in IT.

In the opinion of the observer the main functionalities of the digital system for the support of the application process is the archive and retrieval function and the structuring of the work processes. The archive should be up to the requirements by law and regulations.

Recommendations
− Prioritize the IT projects and make a realistic planning for the implementation
− Make the design of the IT project 'fit for purpose', balance gains an costs of automation
− Create room for a creative and tailor made processes of assessment ('open' workflows)
− Keep it simple
− Think not only of sequential steps but include many loops and shortcuts

ANNEX II.6   Feedback session International visit Netherlands and Flanders (12SUB07)

21 September 2012

During the evaluation meeting on Friday 21 September 2012, the delegation was invited to reflect on lessons learned and lessons found less useful for Armenia higher education. They also listed the key factors for quality assurance from point of view of HEI, the student and ANQA. Both tasks resulted in a short review of topics dealt with in the course of the one-week visit to the Netherlands and Flanders.

1   LESSONS LEARNED

Most relevant lessons learned during the study visit

1   The importance of bringing **QA criteria and standards** in line with the actual state of affairs of the HEI. (HEI)

2   The development of a **quality culture**. (ministry).

3   The active use of **learning outcomes** on programme level. It is important for the Higher Education in Armenia to elaborate and implement learning outcomes in the curricula. (ministry)

4   The possibilities and necessity of a **curriculum committee** and a **board of examiners**. (student)

5   The development of tools for assessing **experts**. (ANQA)

6   The way Flanders recruits **students** for panels. (student)

7   To reconsider the procedures for licensing of **new programmes** and possibly integrate these in the QA system (ministry) .

Less useful topics

1   **Compulsory programme accreditation** – There are far too many programmes to undergo a compulsory assessment procedure. It would be difficult if not impossible to organize for ANQA, also because the limited number of Armenian experts and the issue of independency. (HEI).

2   **Initial accreditation** – Armenia has no quality check of new programmes other than desk research making use of a check list. (ministry)

3   **Distance learning** – Armenia has no HEI for distance learning. However, a number of programmes have some aspects of distance learning in their curriculum. (ministry)

4   **Organizational structure of HEI** – It has become apparent that HEI in Armenia and Flanders/Netherlands are organized in a different way. Especially professors and students seem to hold different positions. The same holds for management. In Flanders/Netherlands, they work closely together, also on QA issues. This is not yet the case in Armenian HEI. In general, the organizational structure of Armenian HEI is not comparable to the European situation. (student)

2   QA KEY FACTORS

Quality assurance key factors as defined by participants are as follows:
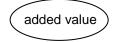
1 QA key factors as defined by HEI

A - Internal quality assurance

1) Existence of IQA systems in HEIs

2) Quality culture at HEIs

B – External quality assurance

3) Training of experts (peer review)

4) Good criteria & standards

5) Consistent QA procedures

2 QA key factors as defined by student

1) QA culture ↔ trust   (trust to be earned in due course)

2) QA at programme level

3) Ownership of QA

4) Student oriented education i.e. programmes   added value

5) Realisation of self governance

⟶   IMPACT of student involvement in QA

3 QA key factors as defined by ANQA

1) QA cycle PDCA is applied

2) Mechanisms of gathering the necessary data (related to 1)

3) Guarantee of independent experts

4) Active involvement of stakeholders