DOCUMENT 6

DAY 2, 2 March 2012

TIME: 9.00-9.30

12SUB02
Seminar on Internal QA: Good Practices and Tools
A two-day seminar on internal quality assurance in higher education

Yerevan, 2 March 2012

Glossary QA: assessment & evaluation- part 2
Document: 'Glossary of Quality Assurance (working papers) ANQA'

In order to enhance the effectiveness of collaborative activities and promote the changes in the tertiary education sphere, it is first essential to build a high level of common understanding of the terms common in tertiary education in general and those of quality assurance in particular.

 With this aim, ANQA has undertaken a major project of a glossary development, which aims to
- Be a reference tool explicating the connotations of the terms in circulation in the European Higher
- Education Area;
- Facilitate and deepen the understanding of the terms common in the tertiary education literature in
- general and that of quality assurance in particular;
- Reflect the new developments in quality assurance and accreditation;
- Start a dialogue among the tertiary education stakeholders around the establishment of the accurate
- and acceptable Armenian equivalents;
- Be a working paper, which will promote establishment of a glossary of terms in the sphere of quality
- Assurance.

During all training sessions terms belonging to the subject of a presentation or a workshop are discussed, in a short session, with all participants.

Teaching method: think, discuss and exchange.

Assignments	Time
Write down your interpretation of the following: • Assessment • evaluation	5 minutes
Discus your interpretation of the terms with your neighbor (maximal 3 persons) Write down per term the outcomes of your discussion	5 minutes
Plenary Presentation of the outcomes per group and a final discussion with the aim to have common understanding	10 minutes

Terms in Glossary of Quality Assurance (working papers) ANQA

Assessment
1. The process of the systematic gathering, quantifying, and using of information in view of judging the instructional effectiveness and the curricular adequacy of a higher education institution as a whole (institutional assessment) or of its educational programmes (programme assessment). It implies the evaluation of the core activities of the higher education institution (quantitative and qualitative evidence of educational activities and research outcomes). Assessment is necessary in order to validate a formal accreditation decision, but it does not necessarily lead to an accreditation outcome.
2. A technically designed process for evaluating student learning outcomes and for improving student learning and development as well as teaching effectiveness.

Assessment of Individual Qualifications
The formal written appraisal or evaluation of qualifications of an individual by a competent authority in order to grant him or her recognition for future academic and/or professional development.

Evaluation (manual)
Guidelines for external evaluators of accreditation. It covers detailed methodologies on document analyses, site visits and making evaluation reports. Although the manual is written for external evaluators, it is publicly available in order to ensure the fairness and transparency of the evaluation processes.

Terms is the Glossary that are not correct:
Self-Assessment (evaluation)
A systematic assessment to check current conditions and discover areas of excellence or in need of improvement in achieving objectives and goals. Institutions must strive to improve their quality in the light of the published assessment reports.

Self-Assessment (evaluation) Report
A document subject institutions submit to a QA agency as the result of their self assessment.