

DOCUMENT 12

DAY 2, 2 March 2012

TIME: 14.00-15.30

12SUB02

Seminar on Internal QA: Good Practices and Tools

A two-day seminar on internal quality assurance in higher education

Yerevan, 2 March 2012

Workshop “Elaboration of the Armenian accreditation standards for criterium III. Academic programs (ANQA accreditation manual); relation with the TLI’s mission and purpose”

Criterion	Standards	Examples to illustrate the meaning
III. Academic programs 3. The programs are in concord with the institution’s mission, form part of institutional planning and resource allocation, are intellectually credible and promote mobility and internationalization.	3.1 The academic programs are thoroughly formulated, according to the intended learning outcomes, which correspond to an academic qualification and are in line with the state academic standards.	Each program is based on clearly formulated learning outcomes, corresponding with the correct level and orientation (bachelor, master/professional or academic). All programs reflect the learning outcomes in content as well as in form.
	3.2 The institution has a policy that promotes alignment between teaching and learning approaches and the intended learning outcomes and ensures effective learning.	Learning takes place in situations that relate to real life as much as possible or has a strong focus on theoretical shaping and learning concepts.
	3.3 The program ensures impartial evaluation of students’ level of achievement against the learning and educational objectives and promotes academic integrity.	Policy concerning student’s assessments stresses the involvement of the field of action (work field). Assessment of final exams only by independent lecturers not being the student’s coach.

		Policy to prevent fraud and plagiarism.
III. Academic programs 3. The programs are in concord with the institution's mission, form part of institutional planning and resource allocation, are intellectually credible and promote mobility and internationalization.	3.4 The programs are intellectually credible, designed coherently, and articulate well with other relevant programs, promote mobility of students and staff as well as internationalization.	Each program reflects the correct level (bachelor, master/professional or academic) and is challenging for the students. Students can change to related programs without delay, for instance after their first year of study. Each program stresses internationalization, for example by teaching foreign languages or by offering placements abroad.
	3.5 There are mechanisms in place ensuring academic program approval, monitoring, and periodic review.	Managers take part in national meetings with colleagues of similar programs. Programs are regularly evaluated on a national scale with professional peers. Programs are adjusted when this is indicated by changes in society or in occupational groups.