



SUMMARY OF QUALITY ASSURANCE PLANS FOR PARTNER UNIVERSITIES

*Higher Education interdisciplinary Reform in Tourism management and Applied Geoinformation curricula
(HERITAG)*

561555-EPP-1-2015-1-ES-EPPKA2-CBHE-JP

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Summary of Quality Assurance Plans for Partner Universities

In order to ensure the success of the curricular reform of the project, all the partner country universities have implemented quality assurance systems for the educational modules and curricula created during the project.

In line with the European standards and guidelines set by the ENQA (European Association for Quality Assurance in Higher Education), the Quality Assurance Systems in the teaching activities of each partner university should aim at:

- involving the academic community by providing complete, clear, up-to-date and prompt information;
- supporting an active and informed participation by all members of the University community in improving objectives, previously defined, communicated and agreed;
- fostering a culture of quality and educating all positions and roles within the community about the QA procedures to be followed;
- documenting and measuring all improvements in the teaching, along with its administration and management.

In order to properly achieve development and improvement goals, each university should ensure the quality of its Degree Programmes and adopts Quality Assurance (QA) methods to carry out any related activity.

To gradually implement the Quality Assurance system of each partner university, a workshop in Quality assurance in Higher education has been organized in Batumi (Georgia) in September 2017 with the participation of experts from all the EU partner universities and teachers from all PC universities. Good practices in quality assurance, in EU standards adoption, ECTS, etc. have been provided to all the workshop participants. Moreover, a workshop in new teaching methods took place in Goris (Armenia) in May 2018, to share interesting case studies and new teaching approaches in the interdisciplinary topics of GIT, tourism management and entrepreneurship. This workshop was useful in integrating different disciplines in the same curricula and continuing education modules, as well as in developing new teaching materials.

In this context, each PC university have defined QA policies that describe both objectives and tools for a continuous improvement of the quality, in line with the European standards and guidelines, with each university statute, with its mission and priorities. The QA policies adopted and applied to the modules and curricula developed during this project will be described in the following report.



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National University of Architecture and Construction (NUACA)

Introduction

The organization of internal quality assurance processes in the National University of Architecture and Construction (NUACA) is guided by the “NUACA Quality Assurance” Guide.

Below are the main processes of internal quality assurance of NUACA, by the following sectors:

Defined educational standards:

- Educational standards are appropriate to the level of qualifications in the field and are defined based on European High Education Area’s (EHEA's) qualifications framework and National Qualifications framework;
- Educational standards meet the requirements of relevant state, professional, legislative and other institutions;
- Educational standards are periodically reviewed to ensure their relevance;
- Feedback from independent and external independent experts is used throughout the development, monitoring or review of educational standards.

The quality assurance system for educational programs provides:

- Planning of study programs;
- Development of programs and preparation of document package;
- Internal expertise of programs;
- Project implementation control;
- Study program evaluation and periodic review.

Learning Outcomes-based study programs elaboration:

Learning Outcomes are set at an acceptable minimum and must ensure maximum dimension. In case of successful completion of the study program, students must acquire all learning outcomes determined by the curriculum. The quality of educational programs is based on the European Framework of Qualifications, on the basis of which National Qualifications Framework has been developed.

Students Assessment:

The objective of the assessment of students is to ensure the effectiveness of the educational process, to assess the student's knowledge of the entire scope of the study modules, through systematic and continuous testing/exam, to encourage students' acquisition of new knowledge, skills and abilities, academic achievement, taking into account all the learning components. Two types of assessment are carried out to enhance the validity and credibility of the courses:

- Evaluation of results of a whole course and a separate learning module (current and final exams);
- Evaluation of learning outcomes of the study program (final concluding attestation).

**Quality assurance of the teaching staff:**

Quality assurance of faculty ensures continuous development of teaching, professional and general knowledge, skills and abilities, which includes:

- Learning and teaching assessment;
- Training and improvement of lecturers.

Special attention is paid to the quality of the teaching staff in the process of identifying the training needs of the faculty, which is conducted through periodic surveys by using appropriate Questionnaire.

Assessment of educational resources and support services:

- Evaluating the conformity of qualitative and quantitative characteristics of learning resources to the educational program requirements;
- Identification and evaluation of educational and personal needs of the student community;
- Implementation of student satisfaction surveys on the quality of support services.

Monitoring of the teaching process is carried out by means of using the specially developed procedure for classes observation.

Internal Quality Assurance Plan for “Project Management” Joint Master Degree Program

The Quality Assurance plan for “Project Management” Joint Master Program is based on the NUACA Quality Assurance plan acting for the whole university.

Particularly, all processes regarding “Project Management” joint Master Program are organized in the following directions: a) planning of study program, b) implementation, c) control and assessment and monitoring of implementation, d) improvement.

1. Planning within “Project Management” joint Master Program

Step #1: Study goals and objectives determination, which ends to pursue: which sets of skills, knowledge, or affect the students should acquire. (Study Program Outcomes determination).

Step #2: Curricula development. Development of the list of mandatory and elective courses with appropriate credits and durations determination.

Step #3: Courses syllabi development. Development the syllabus by using unified form for each course involved in curricula (



Appendix 1).

Step #4. Schedule development. It is a time chart for study activities. This chart determines days and times that are consistent each week to devote for studying.

2. Implementation

Study program is implementing according to Curricula, Syllabi and Schedule preliminary developed by the faculty of partner universities.

3. Control and Evaluation

Control and evaluation process includes the following operations:

- a. Students current and final assessment through testing/exams;
- b. Students survey for course/module evaluation by using appropriate questionnaire;
- c. Teaching evaluation - class observation by using appropriate form.

4. Improvement

Review of study program based on the opinion received after students' survey.

**Appendix 1: Unified Form for Syllabus of Course/Module**

«.....» **Course Description**
School/Department/Chair

General Information	
University	
Course title	
Course/Module code	
Course type	
Year of Study	
Term/Semester	
Credits awarded	
Degree	
Enrollment status	
Entry requirements/ Competences	

Lecturer's details				
Name, surname				
Academic title				
Contact details				
Office hours and consultation schedule				
Course Structure				
Course Aim and Objectives				
Short Description				
Module/Topic	Learning Outcomes	Teaching Method	Assignments and Literature	Form of Assessment



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Teaching and Assessment Requirements				
Resources				

Learning Outcomes	
Knowledge	
Skills	
Attitudes	

Literature:

Required reading:

Further reading:

Armenian University of Architecture and Construction (ASUE)

External and internal Quality Assurance

The Quality Assurance System in Armenia consists of two levels:

- External,
- Internal.

The main procedure for external quality assurance is accreditation. Accreditation process is a procedure composed of two main sub-processes:

- Institutional Accreditation,
- Program Accreditation.

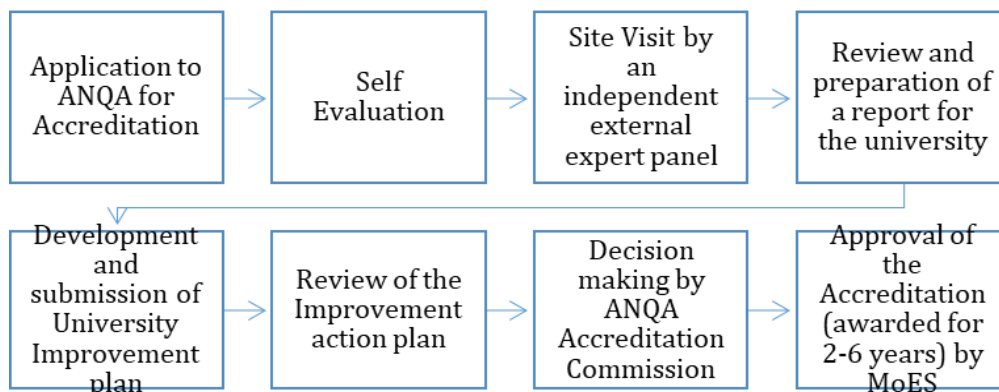
Procedures are the tools and techniques used to assure the quality. More specifically, accreditation process is taken as a procedure. Both, institutional and academic programme accreditations are carried out in three consecutive phases:

- First phase: self-evaluation by the unit undergoing an external QA procedure (a written report of the institution's internal review) conducted by the educational institution;
- Second phase: site visit carried out by an independent external expert panel;
- Third phase: decision made by ANQA's (The National Center for Professional Education Quality Assurance Foundation) Accreditation Commission regarding the granting or denial of accreditation status and publication of results.

Currently ANQA activity focuses on the external quality assurance carried out through accreditation.

Institutional accreditation is a mandatory process both for private and public institutions operating in the territory of the Republic of Armenia (RA). The main purpose of the Institutional Accreditation is to evaluate the effectiveness of TLI (Tertiary Level Institutions) operations, as well as to find out whether the TLI is in compliance with its mission, whether it follows the policy of continuous improvement and enhances its academic programmes.

Figure 1: Accreditation phases



Programme accreditation is the recognition of academic programmes and the correspondence of their quality with state academic standards and programme accreditation criteria. Programme accreditation is targeted at separate academic programme. This procedure allows to periodically evaluate the effectiveness of each academic programme as well as to monitor whether it thoroughly ensures the achievement of intended learning outcomes. Programme accreditation is carried out on the initiative of the TLI, based on voluntary basis, with the exception of medical academic programmes, the accreditation of which is compulsory. It should be noted that according to the statute on State Accreditation in RA, institutional accreditation is a prerequisite for programme accreditation. The accreditation steps are clearly shown in Figure 1.

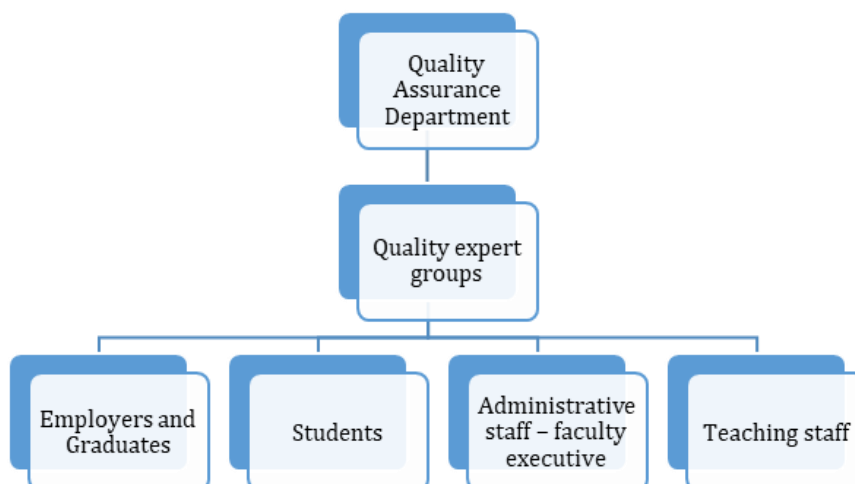
Internal Quality Assurance Structure in ASUE

The Quality Assurance structure in ASUE involves the QA department, QA experts, teaching and administrative staffs, students, alumni and employers (Figure 2).

The main functions of the internal QA system in ASUE are:

- Documentation (development of procedures for internal quality assurance system corresponding to the university strategy, mission and vision statements; development of methodological documents for the QA cycle);
- Monitoring and Assessment of teaching, learning, assessment, research, resources;
- Consulting and methodological support to ASUE departments;
- Coordination of internal and external assessment processes (coordination of all activities related to institutional and programme accreditation);
- Collection of information and promotion;
- Internationalization;
- Education quality improvement.

Figure 2: Quality assurance Structure in ASUE



Quality Assurance in ASUE is a permanent process and corresponds to the general QA cycle, which is easily represented in Figure 3.

Figure 3: Quality Assurance process in ASUE



All the activities at ASUE, such as research and international projects, academic program implementation and assessment, teaching and learning activities, etc. go through the above-described process.

As for the external accreditation, Armenian State University of Economics has conducted a self-evaluation and gone through the institutional accreditation in 2014. Following, an improvement plan for 2014-2018 has been developed.

The program accreditation in RA has not started yet. However, ASUE has some experience in this direction as well:

- Piloting Education Management programs;
- Internal evaluation of the program implementation;
- Preparation for the program accreditation by improving the academic programs;
- Accreditation of the Master programs.

Furthermore, in 2015 ASUE started renewal of the academic programs offered at the University, based on the procedures and policies that are in place both externally and internally. Improvement and renewal of academic programs are based on the following:

- National qualifications framework,
- Learning outcomes-based academic programs,
- Student-centered approach,
- Program accreditation standards,
- Labor market needs.

Issue: there is no SQF on a national level, so the field descriptions were developed based on UNESCO descriptors.



Academic Program Design and Improvement

To ensure stakeholders' participation in quality assurance processes, ASUE starts from the very development of educational programs. The Quality Assurance Department (QAD) has adopted an approach according to which the students and alumni as stakeholders need to be involved in the academic program development. The students, graduates, as well as employers and teachers are involved in this process by participation in discussions and surveys, which aim at development of learning outcomes.

Program assessment surveys are conducted after each semester to evaluate the results and find out the points for improvement. According to the procedures in place, through the questionnaires, the students are asked about all the aspects of education process: teaching-learning-assessment methods, the availability of needed books in the library, auditorium conditions. Ongoing assessment is done for each course separately.

Renewal and improvement of academic programs at ASUE consist of the following steps:

- Training on development of academic programs (structure, LA, Bologna process) for the teaching and administrative staff members. Trainings were organized at University and Department level;
- Organization of the process in the faculties and chairs by creating working groups;
- Development and adjustment of templates for the surveys;
- Renewed, improved and newly developed academic programs;
- Establishment of an expert group (teaching staff, students);
- Review and evaluation report preparation by the experts;
- Discussions with working groups;
- Improved academic programs based on recommendations.

Following the described process, the programs are approved by the Rector of ASUE, the implementation and internal QA of the academic programs runs as follows:

1. Implementation of the program;
2. Evaluation of the Program (each course separately) by students after each completed semester;
3. Improvement of the Program based on the feedback given by the students and teaching staff.

External Evaluation of the Academic Program

Figure 4: External Evaluation of the Academic Program



The QA cycle within Project Management Joint Program

Planning and Implementation

The Academic program was developed through joint efforts of UPV, ASUE and NUACA, considering the main specialization areas of all three Universities and uniqueness of the program itself. The courses are delivered in modules based on the intended learning outcomes of the program. Each course has its course program and corresponds to the format accepted at ASUE. The main approach towards teaching and learning within the Project Management program is project-based. For most of the courses taught, students are to demonstrate their knowledge and skills by developing a specific tourism-related product for a real audience. The aim is to ensure acquisition of practical knowledge.

Monitoring and Assessment

Upon completion of the courses, an evaluation of the teaching and learning is conducted. In order to gather objective data, the survey is anonymous. The evaluation questionnaire has been developed taking into account the approved questionnaire at ASUE and by benchmarking with UPV. All the students are asked to fill in this online questionnaire for each course in each module within their studies at ASUE.

The aim of the survey is to *assess students' overall experience, teaching, learning and assessment within academic courses held during the first and second semesters, as well as to improve these aspects.*

The assessment questionnaire (see



Appendix 2) includes the following five sections:

1. General Information;
2. Course Content;
3. Teaching, Learning and Assessment;
4. Learning Materials and resources;
5. Overall experience.

Within the sections “Course Content”, “Teaching, Learning and Assessment” and “Learning Materials and Resources” specific statements concerning these are presented. Students are expected to assess the given factors based on their experience. The assessment scale varies from 1 to 4, where 1 is the lowest and 4 is the highest (i.e. 1- “Strongly disagree”, 4- “Strongly agree”). There are also open questions that allow to gather qualitative data and some recommendations on what has to be improved in the program.

The assessment of the academic program is also done through face-to-face discussions with students. They are informed about the possibility to discuss the problems that they encounter during the semester, and are enabled to freely make an appointment with the program coordinator for a discussion.

To ensure teacher’s participation in the QA cycle, both during the teaching and after the completion of a course, each lecturer is free to address the academic program coordinator and managing team for a discussion on necessary resources, assessment of the course and comments on the structure, content and improvements which will allow to improve the program and students’ experience in general.

Improvement

After the evaluation, a feedback is given to the teaching staff based on the evaluation results of the students. Necessary recommendations on possible improvements of course programs and teaching and learning methods is given to the teaching staff.

Furthermore, the program management team takes into consideration the assessment results for restructuring the courses or teaching in the next semesters. For instance, based on survey analysis in academic year 2017-2018, the schedule of the semester has been reviewed and adjusted taking into consideration also the internal procedures.

**Appendix 2: Student questionnaire for assessment of the academic course implementation**

The aim of this anonymous survey is to assess and improve the teaching, learning and assessment of the academic course.

Specialty/Specialization:

Qualification level: Bachelor Master

Year of Study: 1 2 3 4

Course title:

Teacher:

Based on your experience within this specific course, please, rate how strongly you agree or disagree with each of the below listed statements on a scale of 1-4, taking into account that 1 is the lowest and 4 is the highest (i.e. 1- "Strongly disagree", 4- "Strongly agree"). Please clearly cross the appropriate box: .

Section 1: COURSE CONTENT	1	2	3	4
1. The course program (goals, content, learning outcomes, and knowledge assessment criteria, etc.) was clearly presented in the beginning of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The course was delivered according to the provided curricula (course description)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Each module/topic and assignments were necessary for achievement of the course learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lecturing and course assignments (e.g. projects, academic papers, etc.) were related and complemented each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Allocated time and schedule (ECTS credits) were enough for reaching the course outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The course increased my interest in the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further comments on the course content:

Section 2: TEACHING, LEARNING AND ASSESSMENT	1	2	3	4
7. The teacher managed classroom well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The teacher managed class time and pace well and presented/discussed the whole material of each course topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The teacher used a variety of appropriate instructional methods to reach the course objectives (e.g. group work, case studies, student presentations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The teacher demonstrated deep knowledge of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The course provided an appropriate balance between theory and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Course material has been delivered in a clear and accessible manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The teacher encouraged students openly express different opinions on course relevant topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Knowledge assessment methods, criteria and form were related to the learning outcomes of the course and enabled to evaluate the academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The teacher provided clear constructive feedback on assignments and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The teacher conducted all necessary consultations and has been helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Considering both the limitations and possibilities of the subject matter and the course, how would				



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you rate this teacher's teaching methods and style?

- Poor Fair Good Excellent

Table with 2 columns: 'What did you like best about the teacher's teaching?' and 'What did you like least about the teacher's teaching?'

Further comments on teaching and assessment:

Horizontal lines for writing comments.

Section 3: LEARNING MATERIALS AND RESOURCES

Table with 4 columns (1-4) and 4 rows of questions regarding learning materials and resources.

Section 4: OVERALL EXPERIENCE

Further comments on the learning materials and resources:

5. What overall rating would you give to this course?

6. In your opinion, to what extent does this course contribute to the acquisition of the course learning outcomes?

- Does not contribute Partly Fully

Please mention advantages and disadvantages of the course:

Horizontal lines for writing advantages and disadvantages.

Thank you for your valuable feedback.



Goris State University (GSU)

Internal Quality Assurance Concept

Goris State University's Internal Quality Assurance Policy is exercised by the QA and Students' Career Development Centre of GSU.

The Internal Quality Assurance Policy goes in line with GSU mission, the laws and regulations of The National Centre for Professional Education Quality Assurance Foundation (ANQA); it is part of its strategic management and envisages the University's strategic objectives and fulfilment of the relevant tasks, is based on the achievable expectations and the maintenance of high quality standards as well as creates a quality culture in accordance with the legislation of RA. Both external and internal stakeholders are involved in the execution of the QA policy. GSU has undertaken some measures to make the Quality Assurance system the principal landmark which has the goal to enhance and strengthen the quality of the overall learning process, to support the Quality assurance and management policies, to create a student-centered system, and to prepare professional and competitive specialists with BA and MA degrees.

The mechanisms of Internal Quality Assurance are of a general and sustainable nature. These mechanisms are consistent with the suggestions on QA policy provided by the Academic Council of GSU, and include the following:

- Self-assessment of the departments and subdivisions;
- Benchmarking of best practices with partner institutions;
- Feedback of the external and internal stakeholders.

The QA policy of GSU expects the academic departments to review and assess their programs and courses. In particular, each department must evaluate whether:

- The academic programs and courses reflect the objectives and the mission of the university;
- The academic programs and courses are meaningful and well-organized;
- Both the objectives and those of learning have properly defined objectives;
- The academic programs and courses meet not only the students' needs but try to satisfy the utmost of their expectations and future career opportunities as well;
- The current qualitative and quantitative human, physical and financial resources meet the program requirements;
- The academic programs and courses are productive and purposeful.

A guidance for designing Professional Academic Programs¹

(Approved by GSU Academic Council in 2017)

This guidance contains instructions on implementing the requirements for the academic programs available at Goris State University (hereinafter referred to as 'University'). The provision of expected outcomes depends on the design and development of academic programs.

¹ Ref. A guidance for designing Professional Academic Programs at GSU, 28.04.2012.



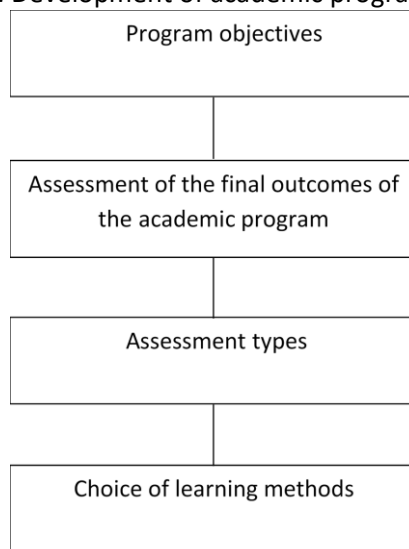
The design and development of academic programs at the University is implemented considering the following:

1. The program must have clear objectives and educational outcome;
2. The program level must be defined in compliance with the national qualification framework of higher education;
3. When developing an academic program, the internal and external educational standards, European and national qualifications frameworks of higher education as well as the employers' requirements must be taken into consideration;
4. The tools that contribute to revealing and assessing the final educational outcomes must be determined;
5. The program must ensure a certain proportionality between the theoretical and practical parts;
6. The program must envision the career opportunities;
7. The necessary resources for the program implementation must be listed.

The academic program

The development of an academic program is done in the sequence shown in Figure 5.

Figure 5: Development of academic programs in GSU



When developing an academic program, the following logical connection must be ensured: learning outcomes → teaching and learning methods → assessment forms.

The academic objectives of the program

The definition of the academic objectives of the program must be based upon the following principles:

1. An academic program must have a clearly defined objective;
2. Objectives must be easily perceived;



3. The objectives must include clear definitions of the participant's advantages and opportunities;
4. The objectives can also be accepted as a general definition of final learning outcomes;
5. The implementation of the objectives must provide necessary competitiveness.

While formulating the objectives, it is recommended to use the verbs to use, to develop, to provide, to support, to inform, to introduce, to promote, to prepare, to assist etc.

The definition of the final learning outcomes of the program

The final learning outcome is what the learner must know, understand and can at the end of the project. The learning outcomes must be assessable and measurable. To formulate them one must consider the following principles:

1. The definitions of the final learning outcomes must be at the minimum level;
2. The academic year should be put for the final learning outcomes;
3. The final outcome must be assessable;
4. The program is considered to be successfully completed if the learner has mastered in all the final learning outcomes.

The final learning outcomes of the program include:

1. Professional knowledge;
2. Practical professional skills;
3. General abilities.

The number of learning outcomes defined in the program must be minimum. As a rule, 20-25 learning outcomes are enough to expression the main characteristics of the program.

The definition of the final learning outcomes of the educational modules

The final learning outcomes of an educational module include information about what must be assessed, and what the learner must know, understand and can.

The formulation of learning outcomes of an educational module is done by considering the following principles:

1. The final learning outcomes of an educational module must be in compliance with the minimum level.
2. The final learning outcomes of an educational module must be assessable.
3. In order to receive a transferrable mark, the learner must master in all the final learning outcomes defined in the module.

When defining the final learning outcomes of an educational module it is:

1. Write in the future time;
2. The number of final learning outcomes of an educational module must be from 4 to 6;
3. The outcomes must be assessable;
4. Must be easily perceivable;
5. The relationship between the acquisition and assessment of the final outcomes must be noticeable;
6. The abilities of a learner at the end of the learning period must be clearly described.

One example of the classification of educational outcomes is Bloom’s taxonomy (Table 1).

Table 1: Bloom’s taxonomy

	<i>Level of expertise and definitions</i>	<i>Corresponding verbs</i> (the list is not complete)
1.	Knowledge Facts / data memory.	Express, understand, select, reproduce, measure, identify, enumerate, name, recall, record, persevere and etc.
2.	Knowing The ability to systemize the facts / data in order to understand the meaning.	Identify, define, represent, formulate, explain, contrast, describe, discuss, identify, justify, select, indicate, illustrate, classify
3.	Application The application of the knowledge in the context of a task or a problem.	Predict, select, evaluate, find, display, use, build, calculate, manipulate, display, cover, practice, perform, teach, perform etc.
4.	Analysis The ability to divide the information into components and meanings in order to understand the relationship or meanings of the parts.	Compare, differentiate, compare, contrast, split, divided into parts, identify, analyze, calculate, test, identify, differentiate, solve.
5.	Synthesis/combination The ability to combine the information or facts in order to understand the problems better or more thoroughly.	Combine, connect, summarize, argue Ratio, communication, summarize, organize, coordinate, conclude, design, propose, rewrite, discuss, get, get out, interpreting and etc.
6.	Assessment/Evaluation To make conclusions or suggestions based on the existing information including the ability of evaluating the conclusions	Evaluate, assist, support, contrast, compare, choose, criticize, decide, compare, evaluate, conclude draw suppose, defend, attack.



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This guidance contains instructions on implementing the requirements for the academic programs available at Goris State University. The provision of expected outcomes depends on the design and development of academic programs.

One must avoid uncertainties when describing the assessment methods.
That is to say, it should make the learner able to assess the final learning outcomes more easily.

The curriculum map

The plan of the professional academic program is presented in the map of the plan (



Appendix 3). It shows the process of the acquisition of final learning outcomes and their relationship with educational modules. The horizontal lines on the map indicate the curriculum modules while the vertical columns represent the expected learning outcomes. At their junction box there are notes which show the final outcome and educational module reference. The educational year is also put on the map.

The choice of teaching and learning methods

The teaching methods contributing to the acquisition of the final learning outcome depend on the size of the learning.

The teaching should create conditions for getting expected learning outcomes for the learners. For the choice of teaching and learning methods one can take into consideration the following principles:

1. Teaching and learning methods must contribute to the acquisition of learning outcomes by students;
2. Teaching and learning methods must take into consideration different degree of abilities of the students;
3. Teaching and learning methods must create an opportunity for group work, encourage the students to be active and perform independently;
4. Teaching and learning methods must ensure a contact between the student and the teacher.

Career opportunities for graduates

The student must possess proper information about practical internships from the academic program. The graduates of an academic program must have the opportunities to continue his/her education and career. It means that the program must reflect the connection with the labor market. At the same time, employers should be involved in the development of academic programs.

The use of program criteria

Academic programs must comply with internal and external.

External standards are:

1. RA Law on higher and postgraduate professional education;
2. State educational standards for higher education;
3. European qualifications framework of learning;
4. European qualifications framework of higher education field;
5. Requirements of professional institutions;
6. ANQA standards for professional education;
7. Academic programs of the leading foreign HEIs.

Internal standards are:

1. The regulations of the University relating to the academic programs;



2. The strategic plan of the University;
3. Other documents.

The documentation package of the program and its specification

The specification of an academic program is the brief description of the program. It contains:

1. Details on the expected outcomes (knowledge, ability, skill);
2. Learning and teaching methods;
3. Assessment methods.

Bachelor and Master degree programs must include some information in compliance with the format presented in Appendix 4.

The program specification is used:

1. As information for students and soldiers;
2. As information for factories;
3. By professional and legal authorities;
4. By universities and programs supporting structures;
5. As information for external experts;
6. As a means of providing follow-up for alumni.

An educational module has the following indicators:

1. Digits of the educational module;
2. Name of the educational module;
3. The number of credits;
4. The number of weekly hours;
5. Hours in compliance with educational components;
6. Semester;
7. Assessment type;
8. Objectives of the educational module;
9. Learning outcomes;
10. Course content;
11. Assessment methods;
12. The list of the basic literature.

The formats of the course description are presented in Appendix 5.

Learning resources

Some learning resources are required for the implementation of academic programs. The most important ones are:

1. Academic and supporting staff;



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2. Technical measures;
3. Educational-methodological materials;
4. Educational areas;
5. Financial resources;
6. Organization of industrial practical internship.



Appendix 4: Information template for academic programs

Program specification

1. Program name and specialty code

2. University

Goris State University

3.1 Quality Assurance level

Level 6

3.2 Qualification

Bachelor in Pedagogy, teacher

3.3 Number of credits

240 credits

4. Learning language

Armenian

5. Type of study

Full-time

6. License

Licensed by the Ministry of Education and Science of Republic of Armenia

7. Access to the academic program

8. Program objectives

9. Program outcomes

General competences

Professional competences

10. Learning and teaching approaches and methods

11. Assessment methods

12. Professional activities

13. Further education opportunities

14. Program structure

A description of the general structure of the program

Curriculum with academic years and semesters

Professional academic program with courses and subject modules

Teaching / learning and assessment methods used in the professional academic program



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The content of the bachelor's degree program in compliance with the competence staff

15. Types and resources of Learning Support

16. Respective academic or subject criteria

State academic criteria for the specialty 'History'

17. Course Description



**Appendix 5: Course description template
Goris State University
Course description**

Course name				
Course index				
Faculty				
Profession				
Chair <ul style="list-style-type: none"> • building/ room • Tel. • El. address • Web site 				
Author				
Academic year/ semester				
Credits				
Distribution of hours				
Prerequisite				
Brief description				
Objective				
Task				
Final outcome To know To be able To master				
Literature <ul style="list-style-type: none"> • Basic • Additional 				
Assessment component and ????	Component 1 - 10% (attendance) Component 2 - 30% (midterm test 1) Component 3 - 30% (midterm test 2) Component 4 - 30% (practical work, seminar)			
Assessment scale	Assessment	Rating unit	Digit	Letter expression
	excellent	95-100	4,0	A+
		87-94	4,0	A
		81-86	3,7	A-
	good	75-80	3,3	B+
67-74		3,0	B	
	61-66	2,7	B-	



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	satisfactory	55-60 46-54 40-45	2,3 2,0 1,7	C+ C C-
	Non-satisfactory	<40	0	D
	tested	≥ 40	-	S
	not tested	<40	-	U
Assessment criteria	test, midterm tests, practical work, attendance.			
Other information				



Georgian Technical University (GTU)

Quality Assurance Service of Georgian Technical University²

Quality assurance is the internal and external evaluation procedures, which contributes to the implementation of higher education institutions to improve the quality of teaching.

GTU's Quality Assurance Service (QAS), established under the Law on Higher Education, has the purposes to enhance educational and scientific-research activities as well as academic staff capacities, and acts in line with GTU mandate and QAS regulations. Quality assurance contributes to the quality of education to ensure a high level of teaching, learning and assessment through the introduction of modern methods.

QAS key objectives are: assessment of the university's educational and scientific-research activities and working out relevant recommendations in order to increase university's capacity, to support the introduction of contemporary teaching methods, to contribute to the staff's professional development; introduction main principals of Bologna process and the integration area in the European educational area. Also, it is one of the QAS priorities to organize and support GTU's authorization and accreditation processes. QAS of GTU operates with structure, regulation and team.

Quality assurance system

Quality assurance represents internal and external procedures, processes and systems used to safeguard and improve the quality. Quality enhancement implies methods of continuous improvement. In Georgian Technical University, Quality Assurance and enhancement means a coherent design of the procedures, processes and systems used to manage and improve the quality of education and other activities.

The goals of the University's quality strategy are:

- The strategy will support the University's teaching, research, and artistic activities and further its service to society;
- The quality assurance system will articulate the central principles and high standards that guide the University's work;
- The management and development of quality will support and ensure the achievement of the University's strategic objectives and mission;
- Quality management will be an integral aspect of management, planning and the monitoring of progress at the University;
- The quality assurance system will produce evaluation and monitoring data that can be used to develop the University's activities.

² Ref. GTU Academic Council 2018 April 17 01-05-04 / 108 resolution Annex "Quality assurance mechanisms and Policy".



“Quality assurance system” is the term used to describe the overall framework and the various elements and processes involved in quality improvement at the University.

The system realizes processes involving four key interrelated elements: **Planning, Implementing, Reviewing, and Improving (PIRI)**.

The system operates within the context of the University's Mission, policy framework, and legal and other external obligations.

Quality Assurance

There are internal and external education quality assurance mechanisms.

External mechanisms for educational quality assurance are authorization and accreditation, which is carried out by the National Centre for Educational Quality Enhancement (NCEQE).

Internal mechanisms for education Quality Assurance are carried out by the educational institutions.

Higher Education Quality Assurance

Higher education institutions in Georgia are required by law to work in compliance with the internal and external quality assurance standards. Nowadays, Georgia's system of external quality assurance comprises of institutional authorization and programme accreditation, while internal quality has functions on both institutional and programme levels to ensure the continuous evaluation and development of the quality of teaching, learning and research processes, professional development of staff and quality of the services and facilities provided by the institution.

Authorization of HEIs is an external mechanism of higher education quality assurance, which is carried out by the NCEQE. Authorization is an institutional evaluation, which determines compliance of an institution with the authorization standards. The evaluation process is carried out by expert panel and is based on the analysis of the information provided in the self-evaluation report (SER) of the institution and collected during the site-visit. Authorization is obligatory for all HEIs in order to be allowed to carry out educational activities and issue a diploma that is recognized by the State.

Accreditation of higher education programmes is an external mechanism of higher education quality assurance, which is carried out by the NCEQE. Accreditation is a programme evaluation, which determines compliance of a programme with the accreditation standards. The evaluation is carried out by the accreditation experts' panel and is based on the analysis of the information indicated in the self-evaluation report of the programme and collected during the experts' site-visit. Accreditation is obligatory for regulated professions (Medicine, Law, Teacher Education, Maritime Education, Veterinary) and doctoral programmes. Accreditation is not compulsory for the rest of the programmes. However, higher education programmes have to be accredited in order to be eligible for national grants.

Reviewing

Within the quality system, evidence-based formal reviews of the quality, standards and effectiveness of University performance in a specified area or range of areas must be systematized.



Usually, these reviews must be initiated within the University on a regular basis.

Reviews differ from monitoring and reporting processes and revisions of plans or policies or procedures in that they are intended to include summative assessments of performance or suitability at a given time or over a particular time span and identify areas for improvement.

Reviews are a major means by which the University assesses and reflects on its own performance, policy, plans and processes, demonstrates accountability, and identifies its strengths and any needed or desirable improvements.

Feedback processes

Regular and frequent feedback on University services and activities is systematically sought and obtained from stakeholder groups as part of the University's quality processes. For example, feedback is sought from students, staff, graduates, partners in University undertakings, and external members of University.

Feedback is usually subject to systematic analysis not only to assist in evaluating quality and satisfaction levels but also to identify needed or desirable improvements.

The robustness of the quality system is demonstrated through providing students and other stakeholders with information concerning the use made of their feedback in contributing to changes and improvements.

Authorization Standards

In accordance with the mission of HEI, authorization process determines the compatibility of an institution with the following standards:

- a) Mission and Strategic Development of the HEI;
- b) Organizational Structure and Management of the HEI;
- c) Educational Programmes;
- d) Staff of the HEI;
- e) Students and their Support Services;
- f) Research, Development or/and Other Creative Activities;
- g) Material, Information and Financial Resources.

The detailed descriptions of the Authorization Standards are given in the 3rd Annex of the Authorization Charter.

Authorization Standards

During the process of accreditation, expert panel determines educational program's compliance with the following standards:

1. Educational Programme objectives, learning outcomes and their compliance with the programme;
2. Teaching methodology and organization, adequate evaluation of Programme mastering;
3. Students achievements and individual work with them;
4. Providing Teaching resources;
5. Teaching quality Enhancement Opportunity.

Figure 6: Structure of Quality Assurance Service (GTU)





Ilia State University (ISU)

ISU Quality Assurance Concept and HERITAG implementation

In general, ISU Internal Quality Assurance Policy serves the execution of the University Mission; it is part of its strategic management and empowers the University's strategic objectives and fulfilment of the relevant tasks. In the execution of this policy, there are included both domestic and external actors, participating in continuous quality assurance and facilitating the introduction of quality culture in the University.

The internal quality assurance policy of the ISU is based on fundamental foundations, such as:

- Transparency and Partnership;
- Participation;
- Continuity;
- Academic honesty and freedom;
- Accountability.

Quality assurance processes serve continuous assessment and development of university activities and resources. Systemic and need-based surveys/assessments are used within these processes, on the result of which the decisions are made for further development and improvement of the institution.

Systemic and need-based studies/assessments are performed by qualitative, quantitative and mixed approaches and are based on the following standards:

- Orientation on using - The results of the research are applicable and respond to the needs of the parties of interest;
- Feasibility - Execution of research opportunities are realistic, efficient and effective;
- Ethics - The research process includes ethics issues (confidentiality, awareness, transparency of results/findings);
- Accuracy and punctuality- The research process provides to obtain reliable and valid results;
- Assessment Accountability - Documenting and evaluation of the research. There is an opportunity to verify the results of the research.

Quality control was an integral part in the course of ISU involvement in HERITAG project and it aimed at ensuring that project objectives were met by ISU in the most effective way. ISU followed the procedures for effective communication as well as production and documentation of its deliverable within the HERITAG project.

The quality control was conducted at two levels - internal and external. The internal evaluation of the project comprised of day-to-day internal evaluation of the project. Also, project Advisory Board was established in order to provide Georgian project partners with valuable advices and support in the implementation phase. The Advisory Board, which comprised of tourism industry, non-governmental

and public administration servants, met three times during the project and also its members maintained frequent communication with Georgian partners of the project through various communication tools. As for the external evaluation, it was conducted by independent experts and also by National Erasmus+ Office according to project monitoring process.

The Quality Assurance activities of ISU within the HERITAG project was based on qualitative and quantitative data and it complied with the targets set by the project. Thus, ISU achieved the goals set in the initial phase, with appropriate quality standards. Therefore, ISU activities have been fully implemented according to project specifications outlined in project work-plan and according to stipulated quality dimensions and the project participants' expectations.

Figure 7: Systemic research map at Ilia State University

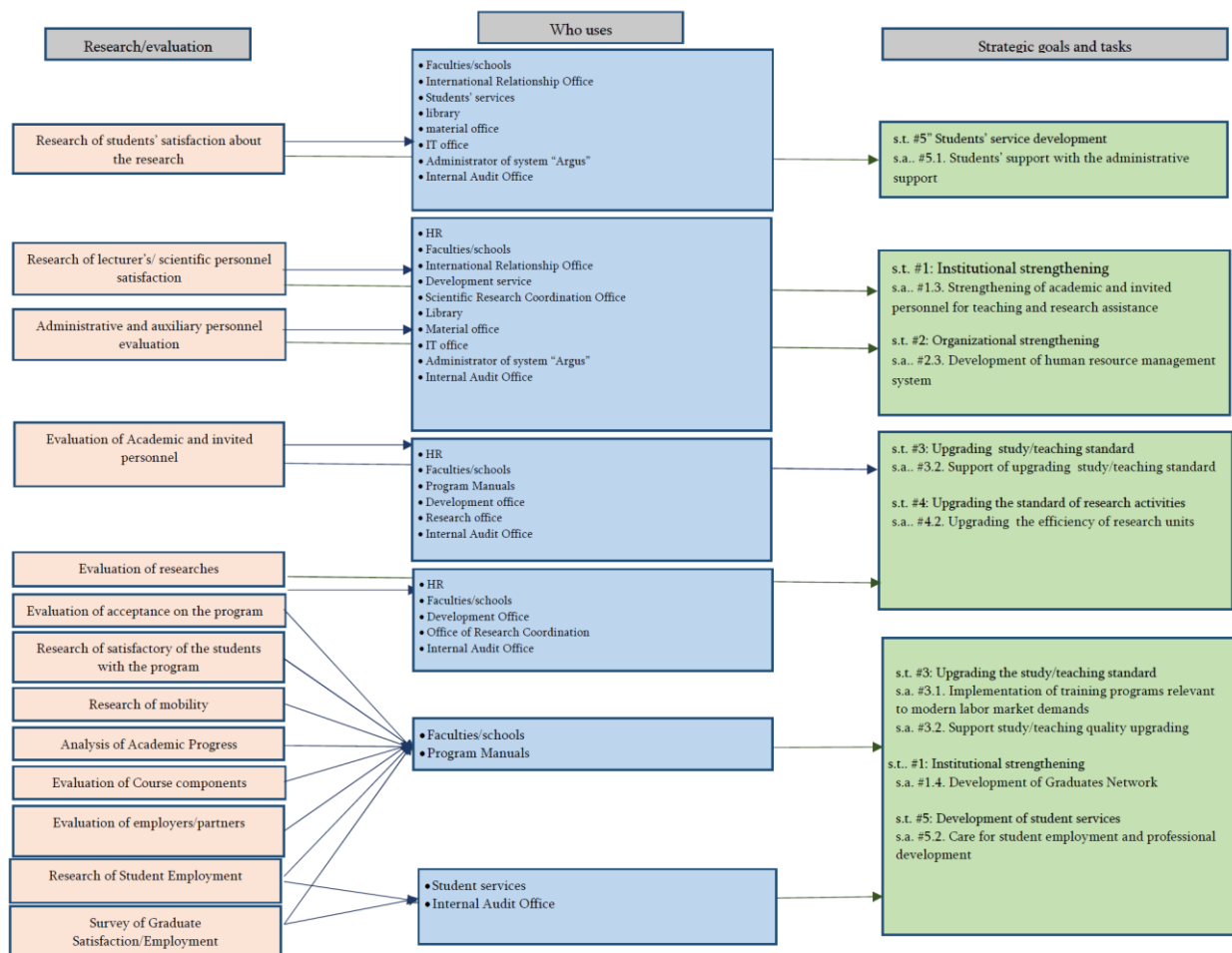


Table 2: Time Frames for systemic surveys

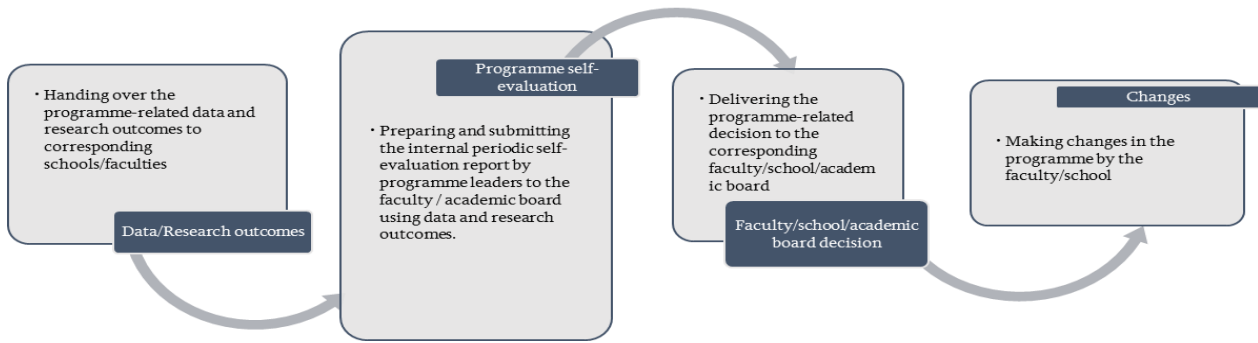
	Month for Implementation												Implementing Service, Methods	
	1	2	3	4	5	6	7	8	9	10	11	12		
Student satisfaction survey about services														University Quality Assurance Service (System "Argus", questioning, quantitative and qualitative Data)
Research of satisfaction of lecturers/scientific personnel														University Quality Assurance Service (System "Argus", questioning, quantitative and qualitative data); Scientific Research Coordination Service (Electronic Survey)
Evaluation of administrative and support staff														HR (specially designed evaluation form, which provides assessing competences and functions on each position)
Evaluation of academic and invited/personnel activities														HR/Faculties/Schools (System "Argus", (for evaluation of research activities - self-evaluation report, teaching assessment - questioning students regarding to the courses).
Evaluation of research														Research Coordination Service (Assessment of Institutes is being conducted using the form of the report prepared by the Georgian Academy of Sciences and/or Ministry of Education. Estimates of the institutions established by the University are based on the annual account form. Also, these research institutes will be presented in the following year to submit the precedent. The evaluation of research computing within the framework of academic programs is provided within the internal evaluation of the program implementation).
Evaluation of acceptance on the program														Quality Assurance Service (Enrollment quantitative data)
Student's satisfaction survey through the program														University Quality Assurance Service (System "Argus", questioning, quantitative and qualitative data).
Analysis of students' academic evaluation														Faculty/School Program Manager (System "Argus", Quantitative Data)
Mobility research														University Quality Assurance Office (Internal Mobility: System "Argus", Survey (or Focus Group), quantitative and / or qualitative external mobility: Questioning/ telephone Survey, quantitative and/or qualitative)
Evaluation of courses/components														University Quality Assurance Service (System "Argus", Survey, quantitative and qualitative data)
Student employment research														University Quality Assurance Service (System "Argus", questioning, quantitative data)
Graduate Satisfaction/Employment Survey														University Quality Assurance Service and Student Services (Telephone questioning, quantitative and qualitative)
Evaluation of employers/partners ¹														Program Manager/Student Services (ad-hoc created tools created by quality service)

Notes: There are no need-based researches in the Table as they are planned and implemented in accordance with specific needs. The timeline presented on the scheme is conditional and depends on the relevant processes (date of start /end date, mobility dates and etc.). 1. Evaluation of employers/partners is done for undergraduate level programs - in five years, for master's cycle programs - in three years and for doctoral programs - once in six years.

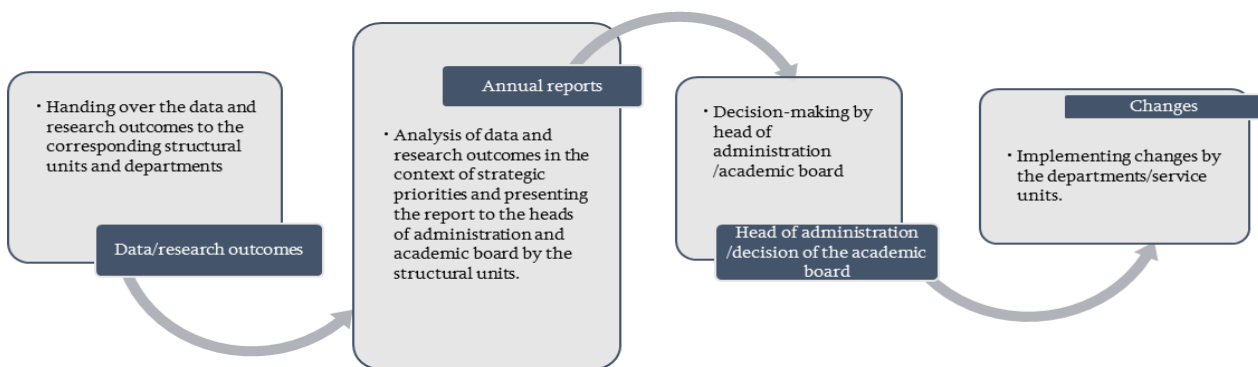
The continuity of the internal quality assurance process of the University is in compliance with the "PDCA" principle. Structural units involved in the internal quality assurance process are carried out by research/evaluation of the university activities. The results of the research will be provided to the relevant structural units which determine the weak and strong sides of the activity. They also determine, the improvement capabilities and strategies, which will be reflected in relevant reports and submitted to decision-making bodies. Based on the made decisions, the relevant changes and interventions, which, in its turn, are evaluated at the next stage of the cyclical process described above. The internal quality assurance processes related to programs, university activities and research processes are reflected in the maps A, B and C in Figure 8.

Figure 8: Internal quality assurance processes

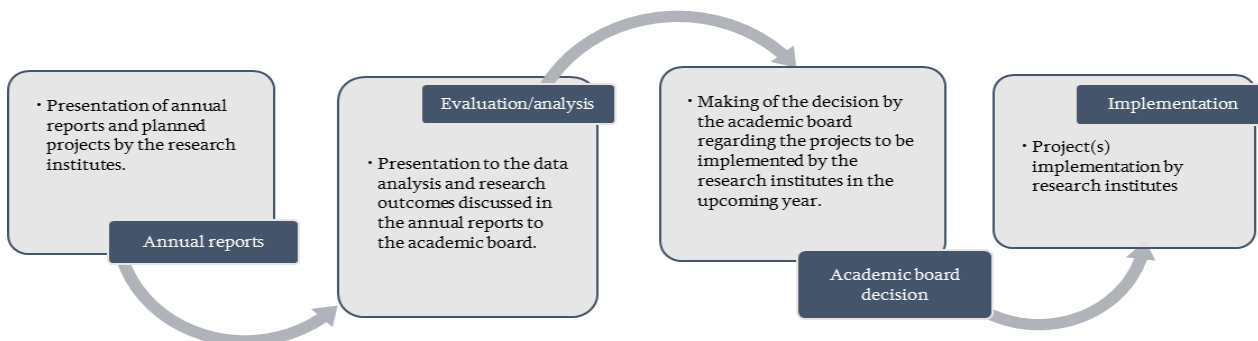
Map A. Programme-related internal quality assurance processes



Map B. University activity related internal quality assurance processes



Map C. University research-related internal quality assurance processes



**Batumi State University (BSU)**

Table 3 summarizes Batumi State University's Quality Assurance Service work plan for the academic year 2019-2020.

Table 3: Quality Assurance Service Work Plan for 2019-2020 academic year

№	Work to be performed	Time frame
1	Improve and update educational programs (undergraduate, postgraduate and doctoral)	September 2019
2	Develop and submit the educational programs which expires in 2018 in order to obtain accreditation	January 2020
3	Planning and monitoring activities to be met to meet new standards of authorization	By the end of 2019
4	Preparing and submitting the authorization application to the National Center for Educational Enhancement	By the end of 2019
5	Promote vocational educational programs	
6	Activate academic staff evaluation system	First semester of 2019-2020 academic year
7	Activate educational programs evaluation system	Second semester of 2019-2020 academic year
8	Systematic monitoring of the learning process: attend and observe lectures, seminars, practical and other activities	Systematically
9	Support the introduction of modern teaching-learning methods	Systematically
10	Conduct student polls	At the end of the semester
11	Analysis of students' academic performance, develop recommendations	End of the academic year
12	Monitoring of scientific research work	End of the academic year
13	To prepare recommendations for further improvement of the learning process, scientific-research activities, educational programs based on analysis of the survey results made among students and academic staff and submit to university management bodies	End of the academic year
14	Preparation of annual self-assessment reports for authorization and accreditation of educational programs	End of the academic year
15	Monitor the process of awarding qualifications to the university graduates	End of the academic year
16	Improve and update educational programs (undergraduate, postgraduate and doctoral)	September 2019