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# EXPERTS CAPACITY DEVELOPMENT

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## EXPERTS TRAINING: ANQA APPROACH

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# DIFFICULTIES OF EXPERTISE

## IF THE COUNTRY IS IN REFORM

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- Not clear understanding of European terms and adaptation of terms in the local context
  - Frequent policy change by the government
  - Not enough research of effectiveness in scope of implemented reforms
  - Not strong participation of employers in the system development
  - Short term planning of reforms
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# DIFFICULTIES OF EXPERTISE

## CULTURE OF CONTINUOUS ENHANCEMENT VS CONTROL CONTEXT

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- Absence of Enhancement (long term strategy for university) ethos
- Society needs fast results and promotes control mechanisms



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# DIFFICULTIES OF EXPERTISE

## IF HE SYSTEM IS NOT A SUBJECT OF RESEARCH

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- Select motivated and experienced staff
  - Each evaluation is a unique research case of HE system
  - No benchmark data of HE system
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# POLICY OF EXPERT TRAINING

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- Trustful communication of stakeholders
  - Peer review and Research approach
  - Balance of National values and Continuous improvement
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# TRUSTFUL COMMUNICATION

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- ANQA promotes bottom up approach
    - Experienced experts participate in a panel discussions during conferences
  - Thematic discussion in ANQA the participation of with experts (students & staff)
    - Critical understanding of TLI strengths
    - Debates on big issues in the system
    - Role play debates with proactive participation of students and university staff
    - Promoting policy of continuous improvement
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# PEER REVIEW AND RESEARCH APPROACH

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- Students risks management policy
  - Academic programs development policy
  - Teaching staff development policy
  - Research and development integration into academic programs
  - Performance based development and KPI
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# BALANCE BETWEEN NATIONAL VALUES AND CONTINUOUS IMPROVEMENT

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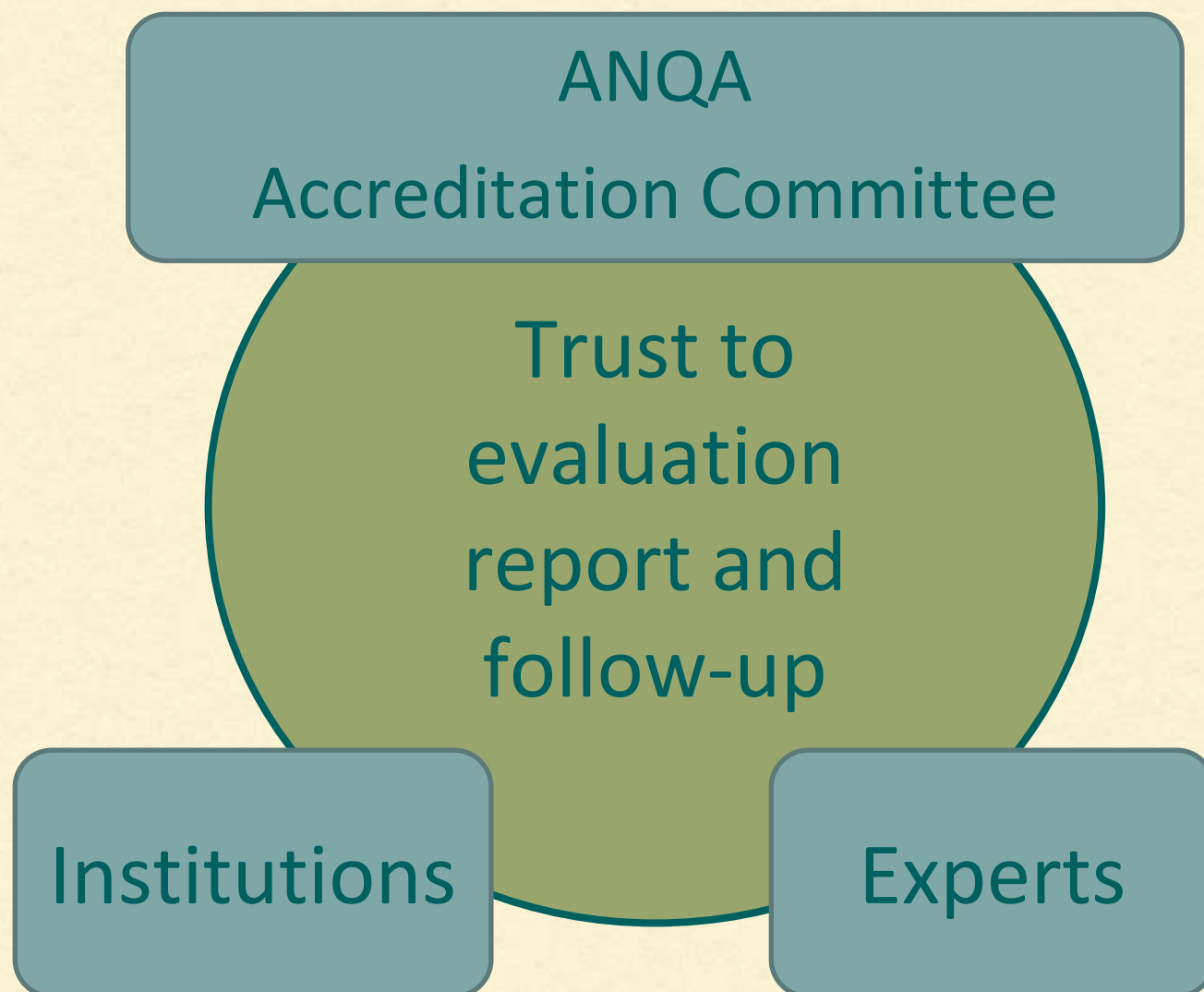
- Keeping national system and adapting the new approaches with high commitment



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# STAKEHOLDER CONFIDENCE AND TRUST

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Trainings with keen attention to achieve capacity of experts to develop report acceptable for all interested parties

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# RECRUITMENT AND SELECTION

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- Recruitment by the electronic database/questionnaire
  - Selection based on public communication experience
  - Online DB used for engagement of potential experts (students and staff) into development activities, thematic trainings and workshops (ANQA, universities, SV, ANSA)
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# MAIN STAGES OF EXPERT TRAINING

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**Stage 1:** Peculiarities of accreditation process (process stages, legal bases etc.).

**Stage 2:** Code of ethics (examples, cases).

**Stage 3:** Accreditation criteria and standards (examples and cases from self-evaluation reports).



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# MAIN STAGES OF EXPERT TRAINING

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**Stage 4:** Case studies and role plays based on each stage of review process:

- Experts team up and conduct desk-review based on the self-evaluation case
  - Role play with students and teachers (questioning students, teachers based on the conducted desk-review)
  - Report writing based on the collected data
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# STUDENT EXPERTS TRAINING ON EXTERNAL QA

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- Stage 1: Students role and responsibilities in the accreditation process as an external expert
  - Stage 2: Case study
    - Examination of self-evaluation report, experts report and follow up of the TLI
    - Preparation of questions and issues for the desk-review.
    - Preparation of the panel report with the focus of students perspective.
    - Presentation of the results to ANQA staff.
  - Stage 3: Involvement of students in the accreditation process as an assistant to coordinator (Learning by doing)
  - Stage 4: Involvement of students in different research projects
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# STUDENT EXPERTS TRAINING ON INTERNAL QA

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- Stage 1: Students role in the internal quality assurance process
  - Stage 2: Students role and responsibilities in the self-evaluation process
  - Stage 3: Visiting to a TLI and getting acquainted with internal QA system
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# SOME EXAMPLES THE FOCUS OF TRAININGS

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# ACADEMIC PROGRAMS QA

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- . Alignment of academic program learning outcomes to National Qualifications Framework
  - . Alignment of teaching and learning methods, assessment activities to learning outcomes
  - . Innovative teaching and learning methods
  - . University-employer cooperation
  - . Employers engagement into T/L improvement
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# ACADEMIC PROGRAMS QA

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- . Learning outcome development and assessment of students
    - . University level framework of students' progress
    - . Academic program level framework
    - . Course level framework
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# TEACHING STAFF DEVELOPMENT

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- Teaching staff development and aging issue
  - Staff promotion and professional development
  - Periodic evaluation of teaching staff
  - Certification, HE Academy
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# RESEARCH INTEGRATION INTO TEACHING AND LEARNING

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- Research integration with teaching and learning
- Internationalization of research

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# RISK BASED QUALITY ASSURANCE

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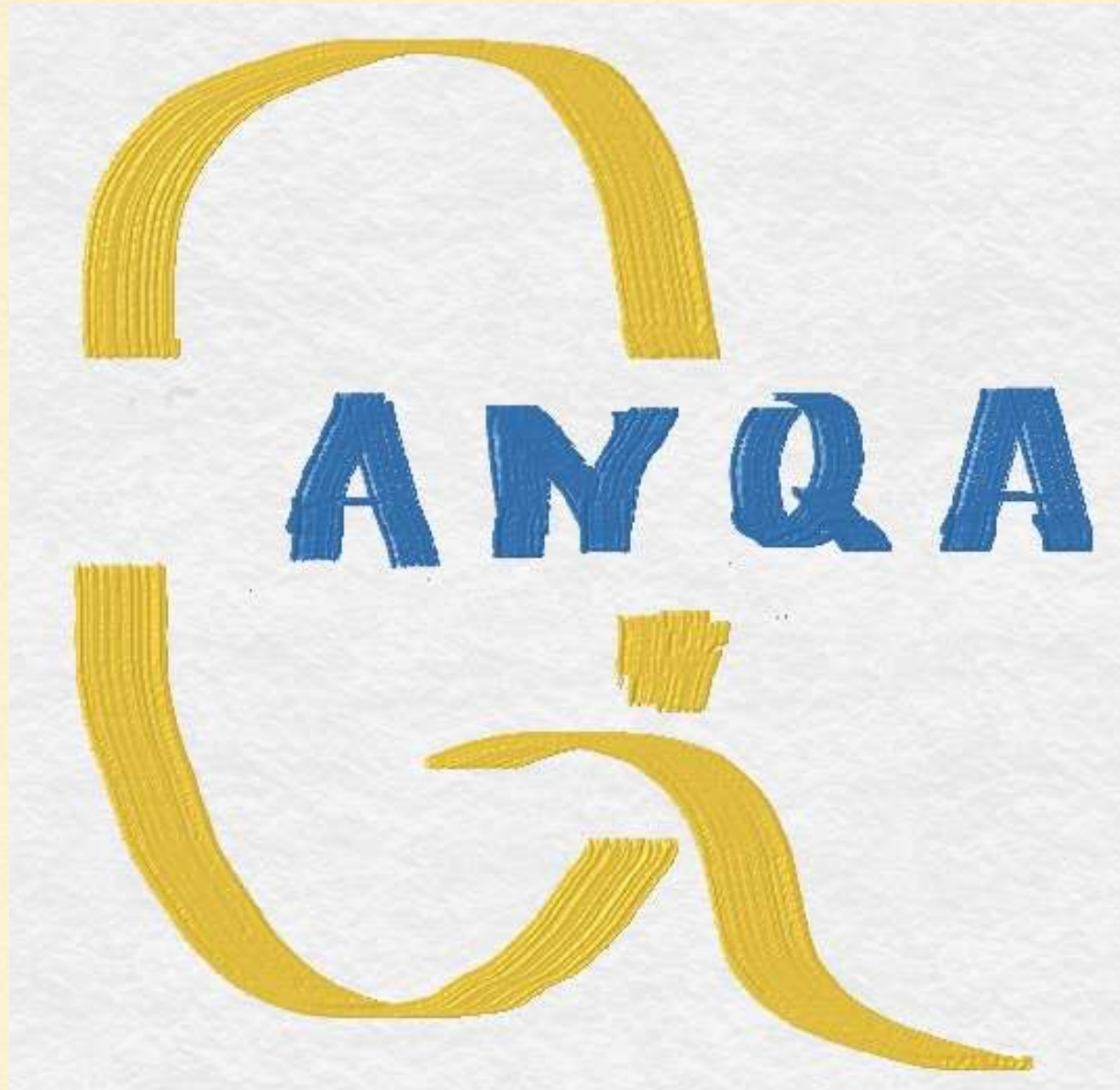
- Students risk management approach in academic program QA



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# THANK YOU QUESTIONS AND DISCUSSION

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