

GOVERN

FOSTERING AUTONOMY AND ACCOUNTABILITY: DEVELOPMENT OF STATE-OF-THE-ART HE
MANAGEMENT SYSTEM FOR EFFICIENT CHANGES IN LINE WITH BOLOGNA PRINCIPLES

GUIDELINES

ON STRATEGIC AND STRUCTURAL MANAGEMENT

ON HUMAN RESOURCE AND FINANCIAL MANAGEMENT

FOR ECTS USERS



Co-funded by the
Tempus Programme
of the European Union

YEREVAN 2017

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FOREWORD

Dear Colleagues,

Fostering Autonomy and Accountability: Development of State-of-the-art HE Management System for Efficient Changes in Line with Bologna Principles, is a four-year project (2013-2017) made possible through generous contribution of the European Commission to the HE system development in Armenia through its Tempus initiative. For the last four years, State Academy of Fine Arts of Armenia was honored to coordinate the project driven by the notion of enhancing the capacity of Armenian higher education institutions to effectively run their managerial errands - in line with the Bologna Principles.



The highlight of the project is the revised management system for HE, which aims to guide the stakeholders in their efforts to enhance autonomy and accountability of HEIs in Armenia. It also endeavors to share the experience to employ quality assurance mechanisms leading to relevance and efficiency of HE provisions. It encourages policy-makers and stakeholders in higher education to further develop the experience exchange and learning culture to enable the necessary transformations in a post-soviet higher education context.

The project achievement would not have been possible without the invaluable support and help of institutions and colleagues involved in the project consortium. We would like to extend our sincere thanks to all of them for their valuable inputs, wise guidance, whole-hearted cooperation and constructive criticism throughout the project life-time.

I would also like to take this opportunity and convey my sincere gratitude to the European Commission and particularly the EACEA for the opportunity to make this project happen. The assistance provided by the teams from EACEA have been fundamental for effective management and implementation of our project.

I do hope the experience we gained is useful for our peers and stakeholders and brings about sustainable development of HEIs in Armenia and beyond.

Prof. Dr. Aram ISABEKYAN
SAAFA Rector

Dear Colleagues,

GOVERN is a joint endeavor of thought leaders in the Armenian and European Union higher education to move higher education reform agenda in a post-Soviet context to a new level of performance in line with the international trends and accepted standards. As a guide the team used the principles outlined in the Bologna Declaration aimed to establish a gateway for Armenia into the European Higher Education Area (EHEA) and the European Research Area (ERA) – the two pillars of the knowledge-based society.



GOVERN is an endeavor to revise approaches to governance and administration, academic processes management, managing student affairs – all aimed at promoting efficiency and relevance in HEI operations. Throughout the four years of project implementation, with joint efforts of both Armenian and European partners, a major capacity building of the different levels of HEI management took place to enable Bologna action lines implementation. Along with capacity building an in-depth analysis of the current legal system was undertaken based on which a set of recommendations on the revision of the Armenian national legal system was presented to the Ministry. Accordingly, the regulatory frameworks of the HEIs have been revised to enable full operationalization of the Bologna principles. Another major achievement is an innovative approach to HEI management system - strategic and structural management, budget allocation, and human resource management among other things. Last, but not least, new approaches to managing academic programs, the office of academic affairs and the registrar have been developed and integrated into daily operations of the HEIs. The current Guideline is the contribution of the GOVERN consortium of major stakeholders in concern. It is our belief that it is useful for the academic community and will guide them in the journey of reforms for HE management and administration. The Guideline also highlights a set of fundamental recommendations on the implementation of ECTS principles that will help HEIs for better application of ECTS system. We do hope it will feed into the revised approach to HE governance, management and administration promulgated by the Armenian Government ensuring a wider impact and sustainable development of HE system in the country. We extend our highest possible appreciation to the European Commission and its Education, Audiovisual and Culture Executive Agency, to the National Erasmus+



Office, to the Ministry of Education and Science of Armenia, to the National Center for Professional Education Quality Assurance and to all the European partners for their invaluable input in the achievement of the project specific objectives and for the invaluable contribution to the system sustainable development. Special gratitude is to our external EU expert, Heinz Ulrich-Schmidt, for his wise guidance in the revision of the Armenian legal framework and contribution to the overall project.

Susanna KARAKHANYAN, PhD
Project Author and Coordinator

GOVERN (*FOSTERING AUTONOMY AND ACCOUNTABILITY: DEVELOPMENT OF STATE-OF-THE-ART HE MANAGEMENT SYSTEM FOR EFFICIENT CHANGES IN LINE WITH BOLOGNA PRINCIPLES*) is a three-year national project, under the priority of Governance Reform, EACEA N° 35/2012, 6th call and Structural Measures action. www.govern.am

GOVERN's wider objective is to enable application of the state-of-the-art management system at Armenian HEIs for promoting effective and efficient structural changes in line with Bologna agenda, thus enhancing HEIs autonomy and accountability.

The specific objectives target enhancement of autonomy and accountability of HEIs :

- To build on the capacity of administrative staff for managing system changes efficiently;
- To revise the legal (system level) and regulatory (HEI level) frameworks in line with Bologna action lines;
- To establish a state-of-the-art university management system through overhaul of approaches to system changes: strategic, financial and human resource management;
- To introduce working approaches to student-centred educational provisions: ECTS and academic programme management to assure quality and promote student mobility.

The principle outcomes/outputs include, but are not limited to:

- Building on capacity of top- and middlelevel administration to enable Bologna action lines implementation;
- Developing/revising new/existing legal (system-wide) and regulatory (HEIs) frameworks in line with Bologna ;
- Proposing a model for a state-of-the-art management system based on new approaches to strategic and structural management, budget allocation, human resource management;
- Developing and operationalizing indicators and criteria for academic programme and student mobility;
- Developing and embedding new approaches to managing academic programmes and office of academic affairs and registrar (installation



of student portal and student affairs information management system).

The present Guidelines are to be considered as a support for HEIs in Armenia and a call for action to lay the basis for the revision of the policies and procedures at all levels of the Universities (strategic, structural, financial and human resources) to ensure a more effective strategic and structural management, revise the existing structures to meet the major strategic directions, develop functions for each unit, job responsibilities, budget management and to develop revenue models, budget allocation and management that best fit each HEI's needs.

The present Guidelines are part of Deliverables 3.1 and 3.2., **WP3 “Development of state-of-the-art management system”**. The lead partner of WP3 is CESIE.

Lead: *CESIE* www.cesie.org

Please refer to: Alisa Harlamova alisa.harlamova@cesie.org



STRATEGIC AND STRUCTURAL
MANAGEMENT

CONTEXT

To improve Governance and Management Systems of Higher Education Institutions (HEI) in Armenia it is of paramount importance to ensure the alignment with new requirements and be competitive in the EHEA.

In order for HEIs to start reviewing their internal policies and procedures to ensure an effective strategic and structural management, to revise the existing structures to meet the major strategic directions, develop functions for each unit, job responsibilities, a workshop on strategic and structural management has been conducted.

The problems identified at the Universities' management level:

- Efficient strategic and structural management system needs to be adapted to Armenian reality and changing external/internal factors.
- Low level of cooperation between University and employers/labour market. Active involvement of employers in strategic development of University.
- Lack of monitoring and evaluation mechanisms.
- Lack of needs analysis and targeted assessment of HEI management.
- KPIs are not in place and no clear standards.
- Unclear decision making and communication mechanisms

At the national level, a strong governance framework and favourable regulatory conditions can help enable HEIs to effectively exercise their rights (autonomy) and responsibilities (accountability) and promote innovative behaviour among HEIs. At the institutional level, good governance and management can help HEIs ensure “ethical decision-making and efficient provision of human, material and financial resources to effectively accomplish its mission, educational and other purposes”. Autonomy of HEIs needs to be balanced with accountability—“answering to students and society about what has been done to assure success with student learning and overall institutional performance. Accountability is about demonstrating that resources available to institutions yield presumed educational gains”.¹

¹“Addressing Governance at the Center of Higher Education Reforms in Armenia”, World Bank report,



Since joining the Bologna Process in 2005, the Armenian government and higher education institutions have made significant progress in reforming the higher education system. To maximize the benefits of on-going reforms and further develop higher education, the government and HEIs together need to place university governance and management at the heart of system-wide higher education reforms. Despite these reforms, the public perception of higher education governance and management is poor.

The fundamental challenge for state HEIs is the insufficiency of financial management and administration capacity and improved planning and management of university administration at the institutional level which is currently too centralized, top down, and irresponsive to the demands of students and employers. There is an urgent need to develop a strong governance framework as well as leadership and management skills among university and systems leaders who would be responsible for any reforms to be successfully implemented in a sustainable manner. ²

STRATEGIC MANAGEMENT

So what is Strategic management?

Strategic management aims at leading, driving and helping people, those inside the organisation and those outside (also involved in its development), to focus on the organisation's identity and image, to question its worth in a new environment, to fix its longer term growth, while using its present capacity and fostering its "potential" for development. Indeed, this implies proper planning, as it calls for a choice among major objectives, the achievement of which requires sets of specific means. But, more than planning, management stresses dynamic and critical processes, those of leadership, which can bypass present strategies and design new ones. In other words, strategic management prepares people to project themselves into the future, i.e., to face new situations in the near future, at the cost of risk and uncertainty, when dealing with changes in structures, models of action, roles, relations and positions. ³

p.5

²Idem, p.37

³Strategic Management and Universities' Institutional Development by Pierre Tabatoni,

John Davies and Andris Barblan

GUIDELINES ON STRATEGIC CHALLENGES FOR HIGHER EDUCATION⁴

The HEIs need to transform to enable them to respond to the changing needs of society. With the evolving economy toward a global network organized around the value of knowledge, the capacity of people and organisations to use technological development wisely, effectively, and efficiently has emerged as a critical societal concern. People and nations are relying on colleges and universities to help shape a positive future. However, to capture the advantage of this more central and focus role, HEIs need to transform their structures, missions, processes and programs in order to be both flexible and more responsive to changing societal needs.

- Growing problem of relevance of what we do and how we do it, but also of Why?
- International economy evolves into a global network
- Organised around the value of knowledge
- Consequence: people/organisations need to learn to use the technological development wisely, efficiently and effectively - this is now a critical societal concern in which HEIs play a major role

STRATEGIC CHALLENGE 1 : *Removing Boundaries*

Guidelines:

- ❖ The university has to change its **public image**, articulate its vision and mission, and present itself to its internal and external stakeholders in ways that accord with their needs and aspirations.
- ❖ HEI should move towards a **networked, communication-rich** and much **more accessible** environment in the ecosystem
- ❖ University management should focus on the three tasks:
 - **Research**
 - Education and training
 - **Services and community engagement**

⁴Donald E. Hanna Building a Leadership Vision. Eleven Strategic Challenges for Higher Education



STRATEGIC CHALLENGE 2: *Establishing Interdisciplinary Study Programmes*

Guidelines:

- ❖ HEI should reformat and reorganise the **programmes, its structures**
- ❖ **The University strategy should also reflect the needs** of the students and the labour market/society
- ❖ Universities should instil **individual learning** that is more connected to personal and **professional experience** (see ‘student experience’)
- ❖ HEI should focus on Interdisciplinarity to deal with real problems and real issues
- ❖ Some HEIs should focus and address the real problems through “conventional” disciplinary studies
- ❖ University should consider to diversify the teaching of a specialised discipline towards a more wide range of knowledge
- ❖ HEI should consider **transdisciplinary programmes** for the future

STRATEGIC CHALLENGE 3: *Supporting Entrepreneurial Efforts and Technology*

Guidelines:

- ❖ HEIs should consider training and supporting the students and staff to develop an **entrepreneurial mindset**; identifying and rewarding innovation, invention, enterprise and creativity
- ❖ Staff of the University could generate **third income** streams(spin-in/out/off, project funds,etc.)
- ❖ It’s important for HEIs to motivate a development of a **proper entrepreneurial attitude** in students
- ❖ HEIs should equip for **spin-in/spin-out/off** (finding collaborators, companies, promote research and inventions)

STRATEGIC CHALLENGE 4: *Redesigning and Personalising Student Support Services*

Guidelines:

- ❖ HEIs should consider **evolution**: from set programmes towards customised programmes, more flexible ones (student choice, methods of study, etc.)
- ❖ HEIs need to **supply** the Learning Space/Environment and provide the services needed to students
- ❖ University management should establish **direct and immediate contact** with students, that is becoming more central to organisational and educational quality as perceived by the students
- ❖ HEI should redesign the student support services that is based on the possibly complex personal situation of the student
- ❖ The student support services should be seen as **defining quality and setting standards** and have an influence on the programme design

STRATEGIC CHALLENGE 5: *Emphasizing Connected Learning and Lifelong Learning*

Guidelines:

- ❖ Universities should stimulate students **Lifelong Learning** through obtaining of new skills and competences, even after the graduation (Ex.: through alumni networks)
- ❖ HEIs should pay attention to the importance of **non-formal competences** in learning and introduce changes accordingly: such as ability for team work, creativity, problem solving and constant learning
- ❖ HEIs should pay attention to the needs of the Industry and of their students. They need people who:
 - are adaptable
 - know how to learn (and un-learn)
 - know how to problem solve
- ❖ HEIs need more to focus on training people to take advantage of context, collaboration and constructing knowledge



STRATEGIC CHALLENGE 6 : *Investing in Technologically Competent Faculties*

Guidelines:

- ❖ HEIs should involve **full-time** faculty and staff
- ❖ Universities should pay attention to the involvement of staff **with experienced with technology** and who can model this experience and pass it on to students
- ❖ Universities should take into account that **experts from the work field** as visiting professors are an asset and can be inspirational
- ❖ HEI should consider using **Blended Learning technology**
- ❖ The Universities have to invest in adopting the **new teaching and learning technologies**, as the use of technology should NOT be 'student-driven'. The pedagogy of the programmes needs to be developed to accommodate the use of the appropriate technologies.

STRATEGIC CHALLENGE 7: *Building Strategic Alliances. Becoming more Outward-Facing.*

Guidelines:

- ❖ HEIs should look for opportunities to widen and strengthen its relationships with external bodies and organisations (these may be businesses, professions, public bodies, charities etc.)
- ❖ HEIs should expand the **partnerships with other institutions** and also with the corporate sector/work field/industry/community , as these alliances are essential **business strategies**
- ❖ HEIs need to create a proactive network, as it increases the **institute's** ability to adopt and develop good practices, reputation and **competitiveness**
- ❖ Universities should underpin a **strategy of collaboration** for the expansion and strengthening of the networks

STRATEGIC CHALLENGE 8: *Incorporating Learning Technologies into Strategic Thinking*

Guidelines:

- ✦ It should be taken into account that the **learning technologies** and the necessary tools permeate the whole institution
- ✦ HEIs should encourage **broad-based participation** by the faculty and staff that is needed for sustainability. This will require a significant effort on the part of institutional leadership

STRATEGIC CHALLENGE 9: *Measuring Programme Quality*

Guidelines:

- ✦ Universities should conduct evaluation that is based on the **outcomes** that matter to students and future employers, rather than on the input by faculty
- ✦ It should be kept in consideration that **tension is possible** when changing from traditional model “the public good” and the view of education operating for the private “individual good” or the “employer good”
- ✦ HEI should make a major shift to how **quality** is measured:
 - programme assessment and institutional review for accreditation
 - result-oriented goals and activities, with focus on customers and markets, leadership and strategic planning.



STRATEGIC CHALLENGE 10: *Achieving Institutional Advantage*

Guidelines:

- ❖ As a **competition** is getting stronger in the area of HE services, Universities should take into consideration that many opportunities require greater focus and clarity about purposes and competitive strength

STRATEGIC CHALLENGE 11: *Transforming Bureaucracy, Culture and Assumptions*

Guidelines:

- ❖ HEIs should implement transformations and regularly assess the relevance of decision-making processes
- ❖ Universities should respond to students' needs and propose actual and competitive study programmes, as there are many new learning possibilities available outside Universities (e.g, online, MOOCs, etc.)
- ❖ HEIs should consider developing the students engaging strategy to encourage and empower students to make a difference thus enhancing work of the institution (Ex.: Students creating learning programmes for other students)
- ❖ HEIs should follow the time-to-market principle for programmes (deliver the programmes that are requested at that time)

CONCLUSIONS

The Armenian HEI working groups were asked to discuss among them, what were the steps that their institution already undertook to start changes in their University management.

Guidelines for Armenian HEIs:

1. Development and implementation of the KPIs in different departments of the Universities (including at the institutional level);
2. To revise and make more efficient the management system within the HEIs in line with the strategic plan basing on the needs, priorities of each individual Institution;
3. Take into account 11 strategic challenges to identify the ones existing already in the Universities and take action;
4. Take into account a need for a more output based approach considering the labour market as was indicated in the sub-chapters above.
5. To revise mission of the University against short-term and long-term planning indicators;
6. To adopt a more student-centered approach and quality/evaluation mechanisms;
7. To implement internationalization strategy in the University.

The identified stakeholders needed for the introduction of the changes include:

- Internal stakeholders: top level administration, academic and administrative staff, students, alumni.
- Partner Institution of GOVERN project and other EU and International partners
- Employers
- Mass media
- Donor organisations
- Governmental authorities
- Foreign Embassies in Armenia

The possible barriers that may be encountered and need to be overcome:

- Lack of professional development of faculty members;
- Lack of language skills;



- Lack of IT literacy and access to e-library resources;
- Lack of financial resources;
- The different types of stereotypes in the society;
- The resistance within the University and outside towards new changes;
- Not enough feedback received and low level of flexibility;
- Difficulties in transition from teacher-oriented to student-centred education;

All these aspects need to be taken into consideration when revising the strategic and structural management policies and procedures within the University.

**HUMAN RESOURCE AND
FINANCIAL MANAGEMENT**

CONTEXT

Globalisation and internationalization processes of the world brought changes into higher education system. An HEI is not just an educational institution anymore, it plays a role of a transformation environment where new ideas, know-how, innovations and research meet and take their place in cooperation with social partners, which brings changes in study curricula due to the fact that labour market requires specialists ready for market's conditions. In accordance to this, HEIs started to feel a strong competition on internal and external markets, and this competition is dictating new conditions of life and performance. This paradigm requires rethinking of HR roles, development of new HR competencies, and implementing new approaches in planning, recruitment and management of human resources in HEI.

Each HEI needs to review its role/s by internal reflection and by discussion with representatives of different parts of society and find its own way of meeting different strategic objectives such as catering for the labour market, contribution to local and regional development, providing high quality and exclusive educational services for excellency or quality education for a larger part of society etc.

In parallel, there is a need to change funding and budget allocation, according to new Higher Education Law of Armenia, HEIs gained a status of Association and this status brought changes in HEI's budgeting. Institutions became more flexible in finding and allocating of funds, however no transitional period with good information campaign was organized.

"The needs analysis conducted for the current grant explicitly shows that Armenian HEIs have 81% of the budget allocated to the payroll, whereas the average for the advanced HEIs worldwide comes to about 60%. This leaves room for thinking on the budget line that would promote research and development, which is largely missing in the Armenian case." (Source: Application of the project).

Some problems identified at the Armenian HEIs level together with Armenian partners to be addressed are:



- Establishment of close cooperation between all units is necessary to organize the daily workload and effective performance;
- Enrichment of the internal informational net (field);
- Reorganization of the department of HR (in terms of content); HR department should be more functioning in analysing staff and student mobility besides data collection and delivery.
- The organization of special department (unit) which will deal with financial analysis and with the development of financial statuses;
- Staff training and capacity building.

According to the Armenian HEIs, HR personnel and departments in higher education operating within the traditional HRM paradigm: the office provides administrative and support functions by processing paper work, insuring that pay checks are cut accurately, and serving a general administrative role. Meantime, top Management Leaders are involved in defining organizational strategy and have to translate strategy into operational priorities and actions, and designing HR practices that align with the strategy. Institutions should be interested in Leaders: active staff in management team, research team, teaching team and administration. Financial capacities should be clear and visible to a community of HEI, strategy for cooperation with external stakeholders regarding additional fund should be prepared and presented to the departments, which have to receive a special training about how and why these incomes are important and can be used. Based on these conclusions EU partners presented their case studies, which describe different experiences of HR and Financial management at EU HEIs.

HUMAN RESOURCE MANAGEMENT

THE PEOPLE STRATEGY according to Bath Spa University,UK is one of the key area and is measured by KPIs:

People Strategy should be based on 4 pillars:

1. Talented People – Recruiting, retaining and developing.
2. Rewarding and Recognising People – Reviewing the total reward package and methods that recognise the behaviours we want to re-

ward and celebrating those.

3. Engaging – Developing a sense of community through better communication, ensuring an inclusive approach that maximises discretionary effort.
4. People info – maximising the use and benefit of People data in decision making.

The HR department should be responsible for:

- Recruitment – Job title, grade, structure, Job descriptions, approval, advertising, shortlisting, interviewing, offering;
- Reward – Job evaluation, benefits (holiday, sick pay, pension etc) awards scheme, long service;
- Performance management – Appraisals, managing under performers, succession planning;
- Learning and development – Induction, skills training, leadership, coaching
- Engagement – staff survey, wellbeing, diversity, good communication, trade unions;
- Policy and procedure – Ensure compliance with legislation, manage any updates and educate managers.

GUIDELINES

1. The transformation of HR departments in HEIs should start from the analysis and rethinking HR responsibilities in all organizational structures. The core activities of such departments in a modern and competitive organisation have to be:

- Analysis & design of work (Work analysis; job analysis; job description),
- Recruitment & Selection (Recruiting, job posting, interviewing, testing, coordinating, etc.),
- Training /development (Orientation; skills training; career development plan),
- Performance management (Performance measures; performance appraisals; performance discipline),



- Compensation and benefits (Wage and salary administration; incentive pay; leave; retirement; etc.),
- Employee relations (Attitude surveys; employee handbooks; labor law compliance),
- Personnel policies (Policy creation; policy communication; record keeping; HR system),
- Compliance (Policies to ensure lawful behavior; reporting; posting information; safety).

2. For the recruitment process, HEIs managers should take the following steps if there is a need to employ a professional:

1. Recruitment and Selection Guidelines
2. Identification of a Vacancy
3. Writing a Job Description
4. Writing a Person Specification
5. Qualifications and Experience
6. Equality of Opportunity
7. Agreeing the Vacancy
8. Selection and Assessment Processes
9. Recruitment Advertising
10. Shortlisting
11. The Selection Process
12. Interviews
13. Assessment and Decision

3. The recruitment and selection of employees in HEI institution should be based on Competency-Based selection:

- Competencies refer to skills or knowledge that leads to superior performance.
- Competencies are individual abilities or characteristics that are key to effectiveness in work.
- Competencies are not “fixed” and can usually be developed with effort and support.
- Competencies can apply at organizational, individual, team, and occupational and functional levels.

Type of Competencies:

- **Generic Competencies:** They are existent in all individuals but only their degree of existence differs. For example, problem solving is a competency that exists in every individual but in varying degrees.
- **Professional Competencies:** They are job related and are above the basic competencies. For example, handling a sales call effectively is a competency that a sales personnel would be required to have.

Most organizations look at just the visible components of competencies: the knowledge and skills in the traditional method of hiring. They believe that the behavioural aspects can be developed through proper guidance and good management. However, this is changing and the hiring process is placing more emphasis on the hidden behavioural aspects to make sound hiring decisions.

One way of getting there is by using CBBI - Competency-Based Behavioral Interviewing (CBBI) are structured so as to gather maximum information about the competencies of each candidate in order to make the right decision.

FINANCIAL MANAGEMENT

GUIDELINES

1. At HEIs level the strategic financial planning is linked to budgeting by:
 - Identifying long term opportunities, constraints and resourcing implications;
 - ❖ Allowing to consider finance, staffing, student numbers and space in the round
 - ❖ Allocations reflect the optimal use of available resources to achieve strategic goals.
 - ❖ Alignment of different parts of the University with overall strategy.



2. In HEIs the financial decision making should be driven by:

- ❖ Value for money and affordability
- ❖ Generate greater level of operating surplus:
- ❖ Increase income
- ❖ Control expenditure
- ❖ Financial sustainability
- ❖ Public accountability
- ❖ Informed by accurate forecasting and reporting

CONCLUSIONS

The objectives of the strategic development HEIs are seeking to achieve:

- To improve and develop financial planning mechanism as well as KPI for its management
- To evaluate of the budget types to adopt more effective way of financial management. Analysis of more applicable type of budgeting against university strategic plan
- To implement results
- To create subdivision unit for financial planning to carry it out for separate. If it's not in our power to apply to the respective bodies. This will be done based on local and state acts.
 - To pay more attention on performance based management and budgeting,
 - To work on different opportunities for collecting, reporting and analysing financial data
 - To develop the indicators for the budget creation, to start analysing of budget, to establish a system to manage different funding sources, to increase the distribution of funds for re-course management
 - To develop long-term financial plans and to integrate short term plans with the strategy, to involve financial managers because now we have only accountants.

The needed stakeholders:

- Administration: Rector, vice rector, head accountant, the head of the respective subdivision/unit
- Financial staff: Accountant, chief accountant
- International office, teaching and learning unit
- Top managers, trainers, technical and software recourses
- Organization which introduces that program into university
- Trained and motivated for change people, stake-holders

The possible barriers:

- Difficulties connected with core competences of chief accountant, financial issues, skills of staff
- Changes should be done within the frames of university policies and local legislative frame work, old culture of FM accepted in the university, legal framework within Armenia
- Legislation, development of new competences, cultural problems.
- Understanding that accounting is not just for state responsibility, it also needs to provide all necessary data to management on a timely manner.
- Based on EU examples it is visible, that this HR department has to include compensation, training and development, performance management, recruitment, selection, and employee relations functions
- HR strategy is missing at HEIs level.



AFTERWORD

The revision of the governance and University mechanisms need to start by working groups at the level of each University within the framework of strategic, structural, financial and human resource management. The EU partners of the project are ready to provide further guidance in case of a need. There are many obstacles to be overcome that include:

- The existing stereotypes and high hierarchy;
- Lack of autonomy of staff;
- Capacity building of staff;
- New status of the Universities;
- Etc.

The EU partners have provided their case studies for easy reference and guidance of the Universities but Armenian HEI have to orient to their own context, needs and background. There is no single template for all the Universities to copy but it is possible to use the provided mechanisms and advice to revise each University structure against a certain criteria, KPIs that have to be identified for each level.

Administrative services should be delivered in the most cost and quality efficient way and support core academic activities in HEI.

Special thanks to EU partners that have contributed with information and case studies: Bath Spa University, UCLL University, WUS Austria and UKOLD.

ANNEXES:

Annex 1 Guidelines for the implementation of change

Annex 2 Performance Indicators (KPIs)

Annex 3 Student Centred approach and learning

GOVERN GUIDELINES FOR HEIS

ANNEX 1 GUIDELINES FOR IMPLEMENTATION OF CHANGE

The stages of change could go as follows:

1. PREPARATION (stages 1-4)
2. ACTION (stage 5)
3. FOLLOW UP (stage 6)
4. REVIEW (stage 7)



STAGE 1: PREPARE THE GROUND FOR CHANGE

- HEIs should create insight and awareness in the current situation
- HEIs should strive to change the status quo
- HEIs should think about competition: what is the competition doing?
- Institutions should reframe change as a challenge rather than a threat

STAGE 2: CREATE THE VISION FOR CHANGE

- Universities should have a clear picture of what the new scenario will be once the change has happened
- HEIs should design mindset – begin with the end in mind



- HEI should focus their vision on winning over people's minds and hearts
- HEIs should start from their core values – from WHY
- HEIs should identify the possibilities and opportunities
- HEIs should select the best option to serve as vision statement

STAGE 3: THINK THROUGH THE EFFECT OF THE CHANGE

- Universities should keep in mind that the evolution of the various parts will have an effect on each other
- HEIs should figure out HOW things will be done and WHAT as that will have an impact
- HEI should review the effects of options on technology, people, processes and structure
- Universities need to involve the stakeholders in the process
- HEIs should consider at the planning stage to agree the plan and targets for each stage of the change

STAGE 4: SHARE THE VISION GAIN COMMITMENT DEVELOP POLITICAL SUPPORT

- HEIs should involve as much support and stakeholders as possible. This could bring the INSPIRATION
- HEI should take into consideration that the lead stakeholders should help present the change
- HEIs should stimulate information and communication on all levels, and use the feedback
- HEIs should agree on the final change plan with the stakeholders and check people know their responsibilities

STAGE 5: MANAGE THE TRANSITION

- HEIs should develop project management structures and procedures

- The change process should be monitored closely by the management: check the co-ordination
- HEIs management should ensure that all involved have regular update summaries

STAGE 6: SUSTAIN THE MOMENTUM

- The Universities need to ensure that the resources needed are actually there for the people to make use of
- The HEIs' management has to meet regularly with the change agents and the supporters and encourage and inspire them
- HEIs should work at ways of reinforcing new behaviour patterns within the institution

STAGE 7: MAP THE FUTURE

- HEIs management should help people to acknowledge success and build on it to stimulate progress
- Universities need to review what went well/what went not so well to feed into future changes
- HEIs should consider re-visit opportunities for creating significant change (stage 2 etc.)

RECCOMENDATIONS FOR CHANGE:

- HEIs based on deep analysis of the internal and external environments have to choose a change management model that works for it
- As a human resources are in the core of each institution, HEIs should develop academic leadership on all the levels of the university besides transition leadership.
- HEIs should start from system thinking, and would need methods and tools. These should be innovative, creative thinking and effective management have to create a framework for changes
 - o The context and chosen choices have to be understandable



and measurable for all community

The elements essential for a good action plan are:

- Availability of Resources (Human resources, Material and Financial capacity)
- Efficient Resource Allocation to the various Strategic Business Units
- Proper Deployment
- Regular Follow-up until accomplishment of goals
- Minor Modification of plans in accordance with the macro environment (legal, economic, financial etc.,)

GOVERN GUIDELINES FOR HEIS ANNEX 2

PERFORMANCE INDICATORS (KPIs)

“Key Performance Indicators are quantifiable measurements that reflect the critical success factors of HE institutions”

Background:

- Quality assurance is not recognized as an instrument for strategic management of universities in Armenia
- There are no clearly defined Key Performance Indicators (KPI) at the national level and these indicators are not monitored in sufficient way. According to the representative of HEIs strategical plans do not have actual measurable (why, who and when)

As a result : there is no real comparison of universities in Armenia or a benchmark with EU Universities, especially regarding learning outcomes, competences, relation to society. And there is a strong need for methodology development.

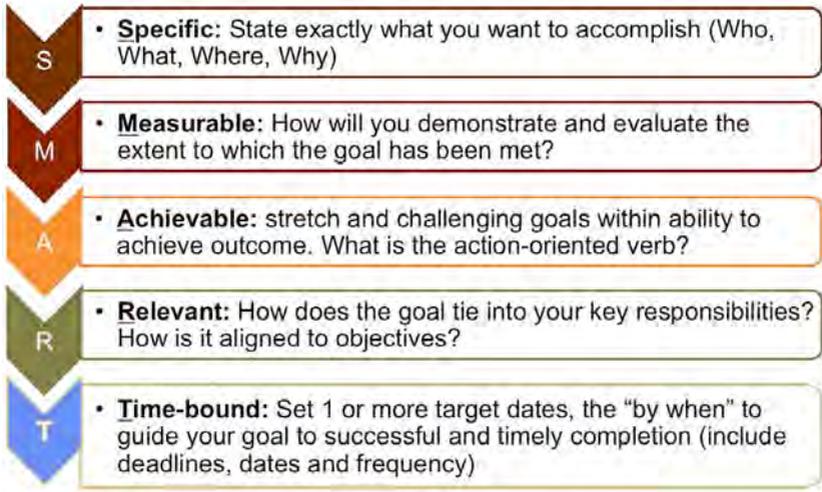
Key Performance Indicators or Key Success Indicators, help an organization define and measure progress toward organizational goals. A key performance indicator is a high-level performance metric that is used to simplify complex information and point to the general state of a phenomenon.

GUIDELINES

1. HEIs should define goals. Choose a goal that is realistic and achievable.
2. HEIs should assess current performance, and set a target. What are your e- strengths and weaknesses? Set goal that can be achieved within a reasonable time limits, which depends on size and influence of a change.
3. HEIs should consider that planning of strategical priorities should be based on analysis of available data and vision
4. HEIs should analyse the information collected to make improvements, create a new work plan, or even revise HEI's goals if necessary.
5. HEIs should select Key Performance Indicators that are essential to the organization reaching its goals.
6. HEIs should consider keeping the number of KPIs small – in order to keep everyone's attention focused on achieving the KPIs . Management structure of universities and key persons responsible for the quality, collects, assesses and analyses data on key performance indicators of universities. This process begins by defining the vision, mission, goals and strategy of the university. After defining the basic strategic goals, the university needs indicators to enable monitoring of their implementation.
7. Main characteristics of KPIs:
 - *a KPI echoes organizational goals*
 - *a KPI is decided by management*
 - *a KPI provides context*
 - *a KPI creates meaning on all organizational levels*
 - *a KPI is based on legitimate data*
 - *a KPI is easy to understand*
 - ***a KPI leads to action!***



KPIs measured SMART



EXAMPLES OF KPIS

Management:

- ❖ Indexes of financial resources (total budget, students fees, research projects (domestics) EU projects, donation) on the basis of current and previous year
- ❖ Realization of strategic plan (% of realization annually)
- ❖ Total budget per employers and total budget per students
- ❖ Visibility of main strategic documents (web, other media, public presentation)

Education:

- ❖ Percentage of students successfully finished the first year of the first circle
- ❖ Percentage of graduates per each generation
- ❖ The application/admission ratio
- ❖ Percentage of external experts engaged in the teaching process

Research:

- ❖ Number of publications published in the relevant databases
- ❖ Number of citations
- ❖ The percent of research innovation funding in total university budget
- ❖ Number of international research projects
- ❖ Number of students included into research projects
- ❖ Number of finished doctoral thesis on the yearly basis

Cooperation with Society:

- ❖ Number of realized lifelong learning courses
- ❖ Number of master/doctoral thesis realized in cooperation with society on the yearly basis

Funding:

- ❖ Total budget/ number of students
- ❖ Own incomes/ total budget
- ❖ Income from economy
- ❖ Income from EU project
- ❖ Income from students' fees
- ❖ Income from research projects
- ❖ Total budget/number of graduated

Internationalization:

- ❖ Number of teaching / student mobility
- ❖ Number of mobility
- ❖ Number of courses given in foreign language⁵

Human Resources:

Workload: Number of classes per week (calculated for each lecturer):

⁵http://www.che.de/downloads/How_to_measure_internationality_AP_92.pdf



- ✧ Average workload
- ✧ Maximum workload
- ✧ Minimum workload
- ✧ Number of mentorship candidates/ number of lecturers

Student/academic staff ratio: Number of students /number of lecturers (calculated for each program, even separately for each study year, because 1st year is often with higher number of students)

- ✧ Average student/staff ratio administrative and technical staff
- ✧ Maximum student/staff ratio administrative and technical staff
- ✧ Minimum student/staff ratio administrative and technical staff
- ✧ Age distribution of all, academic, technical and administrative staff
- ✧ Number of staff/academic title
- ✧ Number of staff for each gender/ academic title
- ✧ Number of full time employed teaching staff/total number of teaching staff
- ✧ Total number of teaching staff/number of non-teaching staff Ratio

Student Service

- ✧ Special needs services (access)
- ✧ Number of alumni club members per year activities
- ✧ Internet access points per student

Bath Spa University, UK:

- ✧ Student applications – ratio of applicants to places
- ✧ Recruitment targets – do courses enrol to target?
- ✧ Retention - do students succeed? Power of comparison!
- ✧ Student destinations - jobs, salaries, self-employed, abroad,
- ✧ Research income – ££££ per head of academic staff
- ✧ Publications – ranked by quantity and quality
- ✧ Research environment - no of research students, seminars,
- ✧ Research impact – evidence of change or altered practice outside HE

- ❖ Staff student ratios – does more mean better? or worse?
- ❖ Space utilisation - rooms empty? Used for right purposes?
- ❖ Student satisfaction -module evaluation, student surveys, etc

International students:

- ❖ Measure percentage of international students on courses
- ❖ Measure percentage of UK students who study abroad for part of the time
- ❖ Budgets reviewed so there can be allocation to these goals
- ❖ Evaluate curriculum – is it truly global and not national or parochial
- ❖ Use examiner reports to review work produced by students – ‘does it have a global focus?’

GOVERN GUIDELINES FOR HEIS

ANNEX 3 STUDENT CENTRED APPROACH AND LEARNING

“Student-Centred Learning represents both a mind-set and a culture within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking”⁶

Student Centred Learning(SCL) is broadly based on constructivism as a theory of learning, which is built on the idea that learners must construct and reconstruct knowledge in order to learn effectively, with learning being most effective when, as part of an activity, the learner experienc-

⁶ Student-Centred Learning—Toolkit for students, staff and higher education institutions. Brussels, October 2010



es constructing a meaningful product. SCL is also akin to transformative learning which contemplates a process of qualitative change in the learner as an ongoing process of transformation which focuses on enhancing and empowering the learner, developing their critical ability.

- Use of a web-conferencing environment, particularly in distance education; and
- Use of learning logs for students to record their educational experience.

For students it gives:

- Making Students an Integral Part of the Academic Community
- An Increased Motivation to Learn
- Independence and Responsibility in Learning
- Due Consideration for Student Needs

For teachers:

- A More Interesting Role for the Teacher
- Solutions to Tackling Massification and Diversity
- Positive Impact on Working Conditions
- Continuous Self-Improvement:
- Increased Learner Motivation and Engagement
- Professional Development for Academia

For HEIs:

- Quality Enhancement
- The Status of the Teaching Profession
- Increased Representation in Governance Structures
- Better Student Retention Rates in Higher Education
- Attracting Students
- An Ongoing Improvement Process
- Fostering a Lifelong Learning Culture

For community:

- Good Employees
- Committed citizens (active citizens of the world)

GUIDELINES

- ⇨ To develop a system that fits your HEI, you need to:
 - Start from your own and unique situation
 - Think about your own context
 - Think about the background context of your prospective students, the students who are enrolled and your alumni

- ⇨ In order for change to take place in a given higher education setting, a strategy is needed with the aim of cooperating with and convincing others. Strategies should always be based on values such as academic freedom and professionalism if they are to achieve tangible results.

- ⇨ The concepts of the SCL:
 - The reliance on active rather than passive learning;
 - An emphasis on deep learning and understanding;
 - Increased responsibility and accountability on the part of the student;
 - An increased sense of autonomy in the learner;
 - An interdependence between teacher and learner;
 - Mutual respect within the learner-teacher relationship; and
 - A reflexive approach to the teaching and learning process on the part of both the teacher and the learner.

- ⇨ The principles of SCL:
 - SCL is about „enabling“ not „telling“;
 - SCL does not have a „one-size-fits-all“ solution;
 - Students have different learning styles;
 - Students have different needs and interests;
 - Students have different experiences and background knowledge;
 - Choice is central to effective learning in SCL;
 - Students should have control over their learning;
 - Learning needs cooperation between students and staff;
 - SCL requires an ongoing reflective process.



- ✦ Possible tools – giving active role to the learner:
 - Problem-based learning;
 - Group project work;
 - Case method;
 - Role plays;
 - Classroom workshops;
 - Group presentations;

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**GUIDELINE FOR GUIDELINES
FOR ECTS USERS AT RA HIGHER
EDUCATION INSTITUTIONS**

INTRODUCTION⁷

*Drafted by Working Group within TEMPUS Govern Project
Working Group has been led by
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This Guideline provides a set of fundamental conceptual recommendations on the implementation of European Credit Transfer and Accumulation System (ECTS) principles. This Guideline is addressed to the users at higher education institutions in the Republic of Armenia (RA HEIs), responsible for developing and advancing the functioning of ECTS and respective processes. The need to develop this Guideline is predicated by several factors, among which are new approaches approved in the ECTS Users' guide endorsed by the Ministerial Conference in May 2015 in Armenia.

The objectives of this Guideline are twofold. The first objective is to serve as a useful operating and reference document for RA HEIs (university management, education program and curricula designers and other decision makers) for better application of ECTS system within their institutions providing harmonized approach and highlighting the significant elements of the system. The Guideline can serve as a tool for HEIs to correspondingly revise internal regulations, policies and procedures taking into consideration the recommendations provided in this Guideline. Thus, this Guideline is mainly targeted at HEIs that can mostly benefit from it when organizing educational process in line with the European standards and guidelines as well as with the descriptors of the RA National Qualifications Framework (NQF). The second objective is to provide succinct list of recommendations for policy developers at centralized policy-making level (the RA Ministry of Education and Science which takes initiatives in ECTS related reforms in higher education of Armenia, and other relevant entities) for the review of existing documents, including ministerial decrees, procedures and regulations within HEIs with the aim to assure quality, transparency and efficiency of higher education in Armenia.

This Guideline is designed to foster a better understanding and more

⁷ NOTE: The format of the current document is not necessarily to coincide with that of the academic paper, hence taking into consideration its format and flexibility, all the references used for the development of this document are fully listed at the end of the document.



practical application of ECTS at RA HEIs aimed at upgrading productivity and effectiveness of ECTS usage with specific emphasis on assuring added value of Student Centered Learning (SCL). The overall understanding and definitions presented in this Guideline have been extracted and explicated taking into consideration the ECTS related documentary basis of RA HEIs, as well as current credit guidelines and respective toolkits implemented both at national and international levels.

This Guideline is not a “one-size-fits-all” model for all the universities functioning based on ECTS principles, however, the users can greatly benefit from the Guideline, taking into consideration the European requirements, shared needs and the necessity of integration into worldwide academic community. This Guideline has been devised based on the major areas of concern identified in the process of comparative analysis of ECTS Users’ Guide and the correspondent availability of ECTS components at national and institutional levels in Armenia.

The elaboration and supplementary information on the content and organizational components are presented in the Appendices.

FINDINGS

It is recommended for RA HEIs to develop respective guidelines at institutional levels based on the foundational principles identified in this Guideline. The below is the succinct list of major areas of concern identified during several needs analyses, conducted within the framework of TEM-PUS GOVERN Project.

- There is no clear differentiation of learning outcomes that will lead to research-oriented and professional-oriented educational programs at the 6th and 7th levels defined by the list of professions by the RA Government. Learning outcomes are not segmented into the descriptors defined in the RA National Qualifications Framework.
- There is lack of and/or insufficient focus on learner-centered education, learning outcomes and achievements, which are clearly expressed in lecture-oriented teaching with heavy emphasis on transmission of knowledge by the lecturer.
- The available procedures and mechanisms of calculation and allocation of credits at institutional levels do not clearly reflect ECTS requirements, namely types of measuring student workload are not clearly defined in terms of the time required to achieve specified learning outcomes. The available procedures do not enable staff and students to assess the volume and level of learning, based on the achievement of learning outcomes and the associated workload measured in time equivalent.
- The methodology of developing and processing the required ECTS documents, such as course catalogue, learning agreements, among others do not encompass theoretical underpinning for understanding the set of methods or “best practices” which are applied to specific case, for example, for organizing mobility, credit accumulation and transfer.
- There is lack of focus on transferable skills in the design of program learning outcomes. This is of utmost importance from the perspective of ensuring proper monodisciplinary and interdisciplinary approaches, as well as the alignment of program learning outcomes with the RA NQF descriptors.
- The definition and malfunctioning practices of mobility are vague at both national and institutional levels.

The current Guideline further elaborates on all these findings and proposes recommendations for the RA context.



RECOMMENDATIONS

Based on the list of major areas of concern, it is recommended for RA HEIs to develop institutional frameworks, correlating with the national and international frameworks. More specific recommendations are to develop specific institutional regulations:

- to deal with the recognition of student experiences,
- to clearly calculate and allocate ECTS credits at program levels,
- to allow for ECTS credit accumulation and transfer through various types of mobility,
- to implement and monitor credit mobility and ensure that application procedures and criteria are transparent, among others.

Accordingly, RA HEIs are recommended to perform the activities based on the below set of recommendations.

RECOMMENDATION 1

It is recommended for RA HEIs to develop and apply such intended learning outcomes that will lead to research-oriented and profession-oriented educational programs at the 6th and 7th levels defined by the list of professions as well as to segment learning outcomes into those descriptors defined in the RA National Qualifications Framework. For example, at the qualification award level, the successful achievement of program learning outcomes should either lead to the qualification of Bachelor of Arts (BA) or Bachelor of Science (BS) at the 6th level of RA NQF.

The purpose of this clear demarcation between program learning outcomes is to holistically arrange learning outcomes of an educational program and explicitly target at the specific performance of the segment of knowledge-based economy and labor market; thus bringing its stake to increasing employability at labor market.

- ***The main objective of a research-oriented educational program*** is to provide rigorous academic training and research experience

within and across one or more scientific disciplines and, thus, having more academic and employability orientations. This program, for example, might result in the qualifications of Bachelor of Science or Master of Science.

- **The main objective of a profession-oriented educational program** is to provide rigorous academic training and internship experience within and across one or more domains of the practice both in the private and public sectors, thus having predominantly employability orientation. This program, for example, might result in the qualifications of Bachelor of Arts or Master of Arts.

Thus, it is further recommended for RA HEIs to pay close attention to the characteristic features and the progression of intended learning outcomes that will provide basis for typical differentiation of the 6th and 7th levels defined by the RA National Qualifications Framework.

RECOMMENDATION 2

It is recommended for RA HEIs to develop clear and explicit procedures and mechanisms of calculation and allocation of ECTS credits at their respective institutional levels. These explicit institutional procedures are required for proper calculation and allocation of ECTS credits at program levels. Each educational program should devise the respective components of calculating ECTS credits based on the purpose, learning outcomes and workload of the respective program.

For this purpose, RA HEIs should also identify, develop and properly describe at each institution an elaborate set of mechanisms that calculate the time (expressed in hours) that is required from an average learner to spend to achieve intended learning outcomes of the program. This time includes all the learning activities, which the student is required to carry out (e.g. lectures, seminars, practical work, private study, professional visits, examinations). This set might also facilitate proper calculation of curricular and extra-curricular workload of students and will facilitate the processes of calculation and allocation of ECTS.



ECTS PRINCIPLES

The European Credit Transfer and Accumulation System (ECTS) is a student-centered system based on the student workload required to achieve the objectives of a program, objectives specified in terms of the learning outcomes and competences to be required. ECTS is based on a number of principles:

- 60 credits measure the workload of a full-time student during one academic year. The student workload of a full-time study program in Europe amounts in most cases to around 1500-1800 hours per year and in those cases one credit stands for around 25 to 30 working hours.
- Credits in ECTS can only be obtained after successful completion and appropriate assessment of the learning outcomes achieved. Learning outcomes are sets of competences, expressing what the student will know, understand or be able to do after successful completion of a process of learning, long or short.
- Student workload in ECTS consists of the time required to complete all planned learning activities such as attending lectures, seminars, independent and private study, placements, and preparation of projects, examinations, and so forth.
- Credits are allocated to all educational components of a study program (such as modules, courses, placements, thesis work, etc.) and reflect the quantity of work each component requires to achieve its specific learning outcomes in relation to the total quantity of work necessary to complete a full year of study successfully.

FOUR STEPS

To realize the overall objective, namely the development of an approach which leads to truly valid consideration of a student's workload, implementation of the following four steps is recommended.

1. *Introducing modules/course units*

A choice must be made between the use of a modularized or a non-modularized system. In a non-modularized system each course unit can have a different number of credits although the total credits for each academic year will still be 60. In a modularized system the course units/modules have a fixed number of credits, 5 credits for example, or a multiple of this number. The use of a modularized system in an institution facilitates the use of the same modules by students enrolled in different programs.

2. Estimating student workload

The workload of a module/course unit is based on the total amount of learning activities a student is expected to complete in order to achieve the foreseen learning outcomes. It is measured in time (in work hours); for example, a module of 5 credits allows for around 125-150 hours of work of a typical student.

Educational activities can be defined by considering the following aspects:

-Modes of instruction (types of teaching and learning activities): lecture, seminar, research seminar, exercise course, practical, laboratory work, guided personal study, tutorial, independent studies, internship, placement or “stage”, fieldwork, project work, etc.

-Types of learning activities: attending lectures, performing specific assignments, practicing technical or laboratory skills, writing papers, independent and private study, reading books and papers, learning how to give constructive criticism of the work of others, chairing meetings, etc.

Types of assessment: oral examination, written examination, oral presentation, test, paper/essay, portfolio, and report about an internship, report on fieldwork, continuous assessment, (final) thesis/dissertation, etc.

Teachers estimate the time required to complete the activities foreseen for each course unit/module. The workload expressed in time should match the number of credits available for the course unit. Teachers must develop suitable strategies to use the time available to best advantage.



3. Checking the estimated workload through student evaluations

There are different methods to check whether the estimated student workload is correct. The most common method is the use of questionnaires to be completed by students, either during the learning process or after the completion of the course.

4. Adjustment of workload and/or educational activities

The outcome of the monitoring process or an updating of the course content might lead to an adjustment of the workload and/or the type of education activities of the course unit/module. In a modularized model it will be necessary to adjust the amount of learning material and/or the types of teaching, learning and assessment activities, because the number of credits is fixed. In a non-modular model also the number of credits can be changed, but this will have an effect on other units, because the total number of credits of the program of study is fixed. An adjustment of workload and/or activities is required anyway when the monitoring process reveals that the estimated student workload does not correspond to the actual workload.

CALCULATION OF ECTS CREDITS (IN WHOLE NUMBER)

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

Below calculations provide samples of how ECTS credit can be calculated. It can be done in the following ways:

30 credit hours = 1 ECTS

10 weeks at 3 hours each session = 30 hours = 1 ECTS

1 hour to read 6 pages, giving students 72 pages a week at 10 week =
 720 pages to read = 120 hours = 4 ECTS

10 weeks at 3 hours of tutorials = 30 hours = 1 ECTS

Assessment 1 (10 online discussions of 600 words each) = 100 words
 per hour of writing = 6 hours x 10 discussions = 60 hours = 2 ECTS

Assessment 2 (presentation- read three articles, write a script, 20
 minute oral presentation)

5 hours of reading articles

6 hours of writing a 600 word script

19 hours of presentation preparation (practice, assessment)
 = 30 hours = 1 ECTS

1 Book assigned at 300 pages = 6 ECTS

As an example, the ECTS credit of the Education Program can also be calculated in the following way:

Learning Outcomes	Educational activities	Estimated Student Work Time in Hours	Assessment
LO 1	Lectures, Problem Solving (an integrated sequence, 18 L + 14 PS = 32 hrs)	32	Written exam (5 hrs)
	Private Study Time	about 60	
LO 2	Lectures, Problem Solving (an integrated sequence, 18 L + 5 PS = 23 hrs)	13	Oral exam (3 hrs)
	Private Study Time	about 27	
LO 3	Lectures, Problem Solving (an integrated sequence, 7 L + 7 PS = 14 hrs)	14	Written exam (5 hrs)
	Private Study Time	about 20	
LO 4	Lectures, Problem Solving (an integrated sequence, L + PS = ? hrs)	5	Oral exam (3 hrs)
	Private Study Time	about 17	

Number of ECTS credits: 8 (workload is 204 hours; 1 credit = 25)

The total workload of the student is:

(38+26) contact hours + (60+27+20+17) private study time hours = 188 hours

RECOMMENDATION 3

It is recommended for RA HEIs to revisit programs in terms of both teaching and learning methods for educational experience that should be geared towards constructing and sustaining holistic student experience and student-centeredness. Educational program activities consist of both the formal curriculum and the various activities of an educational program purposely designed to equip students with the knowledge and skills appropriate for careers in their respective fields or disciplines. Thus, RA HEIs should create sufficient setting for student-centered learning that is a process of qualitative transformation for students and other learners in a learning environment, aimed at enhancing their autonomy and critical ability through an outcome-based approach.

RA HEIs should produce or advance current practices of a learning approach characterized by innovative methods of teaching, which aim to promote learning in communication with teaching staff and students. This process also embeds the concept of regarding students as most important internal stakeholders, who are active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking, among other transferable skills.

As a synopsis of fundamental concepts of the SCL, it is recommended that RA HEIs pay close attention to the following elements:

- Implement student-oriented teaching via a specific didactic approach with more focus on discussions rather than lecturer-oriented teaching with more focus on lectures;
- Reliance on active rather than passive learning, i.e. student-oriented teaching embeds that lecturer accompanies the learning process vs. lecturer-oriented teaching embeds that lecturer leads the learning process;
- Emphasis on critical and analytical learning and understanding by the student, which necessitates different teaching and learning methods, rather than heavy focus on general and standardized methods. This process includes active knowledge acquisition by the student rather than mere transmission of information by the lecturer;
- Increased responsibility and accountability on the part of the stu-



dent which leads to holistic formation of self-controlling student;

- Increased autonomy of the student which might lead to individual program plans rather than fixed timetable;
- A reflective approach to the learning and teaching processes on the part of both the student and the teacher. Lecturer should ask questions, answered by the students, rather than lecturer should explain the correct answers to the particular problems.

RECOMMENDATION 4

It is recommended that RA HEIs develop or revisit the structures of education programs in terms of revising the learning outcomes both at program level and module/course levels. A flexible program structure both for full-time and part-time is to be developed to allow for students' choices and meet different needs. This program structure also includes a centralized system of learning, teaching and assessment activities, including flexibility in the timetable and more opportunities for independent learning that is essential for accommodating different learning styles. To this end, programs should embed flexibility in curriculum design and approaches to learning, teaching and assessment.

RA HEIs should be cognizant that from an institutional perspective, designing a program means planning a curriculum and its components in credits, indicting learning outcomes and associated workload, learning activities and reaching methods and assessment criteria, internship trajectories that are geared towards potential work placements.

Program learning outcomes might include the following but not exhaustive set of guidelines. The learning outcomes should adequately reflect the context, level, scope and content of the program. They must always be employability oriented. The statements of learning outcomes have to be succinct and not too detailed on program level. The learning outcomes have to be mutually consistent and should ensure the progression of learning from one level to the next one. The learning outcomes should be easily understandable and verifiable by assessments in terms of what the student has actually achieved at the end of the module/course. The learning outcomes have to be achievable within the specified workload. Most importantly, the

intended learning outcomes have to be linked with appropriate learning and teaching activities, assessment methods and assessment criteria.

RECOMMENDATION 5

It is recommended that RA HEIs develop or revisit program learning outcomes in terms of defining transferable skills that can be applied to any job or task from the perspective of ensuring interdisciplinary approach and practicality of knowledge and skills, regardless of where they were first acquired.

Transferable skills are imperative both for efficient transfer from one setting to another and for efficient professional activities in mono-disciplinary, interdisciplinary and multidisciplinary settings. To this end, transferable skills are also important for organizing and performing curricular, extra-curricular and co-curricular activities.

A set of transferable skills may be very diverse and is devised from the purpose and dimension of a specific educational program. RA HEIs should also be highly cognizant of the fact that the differentiation between research-oriented and profession-oriented educational programs imposes different sets of transferable skills, which can be developed both inside and outside of an academic setting.

Transferable skills are those skills developed in one situation, but which can be transferred to another situation. Transferable skills correspond to generic skills, i.e. skills whose accumulation increases the value of a person across the labor market. They are necessary for effective performance, not only in the workplace and in academic setting, but also in life in general.

Broad areas of transferable skills are presented below as a sample for RA HEIs:

- communication skills: skillful expression, transmission and interpretation of knowledge and ideas, teamwork skills.
- research and planning skills: skills to search for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs.
- human relations skills: the use of interpersonal skills for resolving conflict, relating to and helping people, team working, etc.



- organization, management and leadership skills: the ability to supervise, motivate, direct and guide individuals and groups in the completion of tasks and fulfillment of goals. This set also includes decision-making, “learning to learn”, and ICT (information and communication technologies) skills.

RECOMMENDATION 6

It is recommended that RA HEIs develop clear definitions and functioning practices of mobility at an institutional level, including clear understanding of types of mobility, mobility period and mobility window.

The academic mobility is conditioned by RA Government Decree on the Regulation of the Academic Mobility of Students in Higher Education Institutions (August 25, 2011 N1240). According to the regulation, at the national level students’ transfer is allowed if the difference of courses between the current academic program and the one to be transferred to does not exceed 20 credits. This transfer is conditioned by the content differences of the academic programs, according to the same regulation. Otherwise student is offered to be transferred to a semester preceding the current one or is offered to study in other related academic program which meets the demands of incongruity of courses. However, this difference should be concerned about learning outcomes of the programs. In the case of mobility the student comes back later on, thus transfer is not a case of mobility. Anyway the two cases are different. Besides 20 credits refers to RA territory but for the students going abroad those credits are not taken into account.

Thus, it is recommended that RA HEIs clearly differentiate cases of mobility and transfer in the Armenian context. Mobility is the movement process of students and teachers from one higher education institution to another institution inside or outside their own country to study or teach for *a limited period of time on temporary basis*. Transfer is the movement process of students from one higher education institution to another institution inside or outside their own country to study or teach for a *non-specified period of time on permanent basis*.

The promotion of mobility should be one of core dimensions for RA HEIs as the efficient implementation and promotion of mobility is one of

the core aims of the Bologna Process. The concept of mobility has several dimensions, including the dimensions for students and teaching staff.

- With regard to students, mobility refers to access to study and training opportunities and to related services.
- With regard to teaching staff, researchers and administrative staff, mobility refers to the recognition and valorization of periods spent in a European context researching, teaching and training.

RECOMMENDATION 7

It is recommended that RA HEIs develop proper methodology of development of several fundamental ECTS documents, such as course catalogue, learning agreements, transcript of records/documents, diploma supplement. These documents facilitate credit recognition for the purpose of mobility as well as organize effective and comprehensive educational process, which is of great importance for HEIs as well as its stakeholders. Moreover, the availability of such kinds of documents and corresponding functioning of those documents will foster the RA HEI's integration into European Higher Education Area (EHEA), as well as recognition of academic programs and qualifications at international level. It will also promote the enhancement of HEI's ranking at national and international levels.

The benefits of the above-mentioned documents are crucial for both HEIs and students/alumni. Having precise description of their academic programs, learning outcomes and acquired competences, alumni will have easier access to labor market and students to the opportunities for further studies abroad.



APPENDICES

PROGRAM PROFILE

Program profile presents the distinctive features of the program. It indicates the field(s) of study, the level of the program, the main focus, the key learning outcomes expected on completion, the learning environment and the main learning, teaching and assessment activities. An effective program profile will make it clear to students and stakeholders what generic and subject specific competences will be developed and what possibilities of employability the graduates will have. For this purpose, it is recommended that the profile is defined in consultation with relevant stakeholders (such as academic peers, social partners, employers, graduates, and student representatives) and is presented in a clear and transparent way. The profile should be part of the program description included in the Course Catalogue].

Basically, both the Bachelor of Arts and the Bachelor of Science degrees usually include general education with moderate specialty and should have a reasonable balance of the following components :⁸

- A major providing depth of preparation in an academic or professional field.
- General education providing basic university-level education in science and mathematics, in the social sciences, in the arts and humanities, and in human communication.
- Electives chosen to fit the student's preferences or needs (it is recognized that the number of these electives may be fewer in some degrees because of accreditation requirements, but the inclusion of some electives is important).

As mentioned, the differentiation between research-oriented and profession-oriented educational programs imposes different sets of transferable skills.

The primary difference between the Bachelor of Arts and Bachelors of Sci-

⁸<http://www.academicprograms.calpoly.edu/content/academicpolicies/policies-undergrad/ba-bs-difference>, <http://www.bestvalueschools.com/faq/what-is-the-difference-between-a-b-a-and-a-b-s/>

ence degrees is the focus of the coursework students are required to complete in order to award a qualification, in particular:

- ❖ **Bachelor of the Arts (BA)** is more culture/arts oriented and with more orientation to the Humanities. BA degree programs provide students with a more expansive education, requiring rationally distributed credits that are directly linked to a particular major and reflect all the components of learning outcomes. Instead, students are expected to earn credits in a variety of liberal arts subjects. Courses in the humanities, the social sciences and a foreign language are typically part of this degree program. Students can choose from a broad array of courses to fulfill these requirements, allowing them greater flexibility to customize their education to match their individual goals and interests. Bachelor of Arts degrees are commonly offered in scientific fields like art, music, modern languages and communication, business administration or economic tracks.
- ❖ **Bachelor of Science (BSc)** is mainly or highly sciences oriented. Programs resulting in a BA degree are generally more strictly focused on their subject matter, requiring more credits that are directly linked to the major. Students are expected to focus on mastering the technical and practical aspects of their field. They have fewer opportunities to explore topics outside of the subject of their major. Bachelor of Science is usually offered in technical and scientific areas like computer science, mathematics, life sciences, physics, engineering and law.

As for Master of Arts and Master of Science, it should be noted that :⁹

- ❖ **Master of Arts (MA)** is usually awarded in disciplines categorized as arts or social sciences, such as communications, education, languages, linguistics, literature, geography, history and music. Candidates are taught through a combination of lectures and seminars, and assessed through an examination and/or a dissertation based on an independent research project.
- ❖ **Master of Science (MS)** is usually awarded in disciplines categorized as the sciences, such as biology, chemistry, engineering, health and statistics. Certain fields such as economics and social sciences can fall under both arts and sciences, with the individual institution deciding

⁹ <http://www.topuniversities.com/blog/types-masters-degrees>



on what to call their master's degree program. In such subjects, it may be the case that the MS has a stronger research component and can be perceived to hold more weight than an MA in some industries.

LEARNING OUTCOMES

Learning outcomes are statements of what the individual knows, understands and is able to do on completion of a learning process. Through their study, students learn many things: knowledge, skills, abilities, values and attitudes. All these learning components can represent learning outcomes, which can be explicated as broad degree outcomes and as more specific unit-level /module/course outcomes.

Learning outcomes is an indicative of organizing outcomes-based, employability oriented education that:

- is a learner-centered process.
- is developmental: it encompasses both what learners learn and are able to do at the end of the learning process.
- is an activity-based approach to education designed to promote problem-solving and critical thinking.
- the process of learning is as important as what is learnt.

Learning outcomes are attributed to individual educational components and to programs at a whole as well. Learning outcomes express the level of competence attained by the student and verified by assessment. Thus, learning outcomes must be accompanied by appropriate assessment criteria which can be used to judge whether the expected learning outcomes have been achieved. In order to facilitate assessment, these statements need to be verifiable. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes, together with assessment criteria, specify the requirements for the award of credit, while grading is based on attainment above or below the requirements for the award of credit. Credit accumulation and transfer is facilitated if clear learning outcomes are available to indicate with precision the achievements for which the credit will be awarded.

ASSESSMENT

Credits are awarded when appropriate assessment shows that the defined learning outcomes have been achieved at the relevant level. If the student has not achieved the learning outcomes, no credits will be awarded. The number of credits awarded to the student who demonstrates the achievement of learning outcomes is the same as the number of credits allocated to the module/course.

Assessment methods include the whole range of written, oral and practical tests/examinations, projects and portfolios that are used to evaluate the student's progress and ascertain the achievement of the learning outcomes of a course, unit or module, whereas assessment criteria are descriptions of what the student is expected to do in order to demonstrate that a learning outcome has been achieved.

In order to be appropriate, the assessment methods and criteria chosen for an educational component have to be consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place and they both have to be published for transparency provisions.



METHODS OF MEASURING LEARNING OUTCOMES ¹⁰

	Education Researchers	Faculty
Indirect Measures	<ul style="list-style-type: none"> • Freshman/senior surveys • Alumni surveys • Graduation rates • Number of students progressing to advanced degrees • Surveys of student attitudes about new teaching methods, curriculum, etc.; surveys asking students for reflections on their learning • Exit interviews 	<ul style="list-style-type: none"> • Grades • Course evaluations (during the semester and end-of-semester) • Concept question and other in-class techniques
Direct Measures	<ul style="list-style-type: none"> • Standardized tests of general education skills (e.g. learning assessment) • Discussion protocols • Pre-post tests • Analysis of assignments designed to test conceptual understanding (e.g. concept maps) • Observations of students performing a task • Analysis of student work products (e.g. exams, essays, oral presentations) among others • Graduation thesis • Portfolios compiled over course adapted from undergraduate study 	<ul style="list-style-type: none"> • Grades • Standardized means to assess the disciplinary characteristics • Knowledge

NOTE: Methods spanning the vertical axis may be used by researchers or faculty.

The teacher needs to use different methods or a combination of different methods during the teaching process. The most efficient and frequently used among them are:

- Problem-based-learning
- Cooperate teaching
- Case studies
- Brainstorming
- Simulation/role-playing games
- Inductive/deductive methods
- Analytic/synthetic methods

Laboratory method, e-learning/blended learning etc.

¹⁰ <https://tll.mit.edu/sites/default/files/guidelines/a-e-tools-methods-of-measuring-learning-outcomes-grid-2.pdf>

PROGRAM LEARNING OUTCOMES

A flexible program structure is essential to allow for students' choices and meet different needs. A flexible centralized system of learning, teaching and assessment activities, including flexibility in the timetable and more opportunities for independent learning is essential for accommodating different learning styles. To this end, programs should embed flexibility in curriculum design and approaches to learning and teaching.

From an institutional perspective, designing a program – having in mind: why and how - means planning a curriculum and its components in credits, indicating learning outcomes and associated workload, learning activities and teaching methods and assessment criteria, described in modules/course descriptions.

Formulating Program Learning Outcomes

Considerable care needs to be taken in formulating learning outcomes. The following is not exhaustive list provides a set of guidelines which has proved to be helpful.

- The learning outcomes should adequately reflect the context, level, scope and content of the program.
- The statements of learning outcomes have to be succinct and not too detailed.
- The learning outcomes have to be mutually consistent.
- The learning outcomes should be easily understandable and verifiable in terms of what the student has actually achieved at the end of the program.
- The learning outcomes have to be achievable within the specified workload.
- The learning outcomes have to be linked with appropriate learning activities, assessment methods and assessment criteria.
- There are no rules on the ideal number of learning outcomes at program level. Practice suggests that between 10 and 12 is on program level, mostly employability oriented.
- A widely accepted way of formulating learning outcomes on module/



course level is based on three essential elements:

1. Use an active verb to express what students are expected to know and be able to do (e.g. graduates can “describe”, “implement”, “draw conclusions”, “assess”, “plan”...)
2. Specify what this outcome refers to (object, skill, e.g. can explain the “function of hardware-components”; can present the „design of a living-room by hand“)
3. Specify the way of demonstrating the achievement of learning outcomes (e.g. „to give an overview of the materials most often used in electro-engineering”; „to develop a research design by applying up-to-date scientific methods“, etc...

FORMULATING LEARNING OUTCOMES

Learning outcomes are formulated by academic staff, involving students and other stakeholders. An effective set of learning outcomes statements informs and guides both teaching staff and students (see also definitions by D. Kennedy¹¹).

For academic staff, learning outcomes inform:

- the content of teaching
- the teaching strategies used
- the sorts of learning activities/tasks students will undertake
- the assessment tasks set
- how the learning will be assessed.

For students, learning outcomes provide:

- a solid framework to guide their studies and assist them to prepare for assessment
- a point of reference with regards to their own development of course and/or university-level graduate attributes.

The Methods of Measuring Learning Outcomes and Value Added Grid provides a way to categorize the range of methodologies that can be used to answer the broad question, what knowledge and abilities students have acquired from both their academic work and their co-curricular activities

¹¹ <http://iliauni.edu.ge/uploads/other/2/2423.pdf>

during their years in HEI. Taken together, the data collected using these methodologies can help assess the value added by a higher education.

Mobility Window

A mobility window is a period of time reserved for international student mobility that is embedded into the curriculum of a study program.

Mobility Period

Mobility period comprises two phases: *before and after credit mobility period*.

Before the credit mobility period

In order to facilitate the organization of credit mobility and its recognition, the three parties involved – the student, the sending institution and the receiving institution or organization/enterprise – should agree on the program abroad. They should formalize this in a Learning Agreement, to be signed by the three parties before the start of the mobility period. The learning agreement is intended to give the student the confirmation that the credits he/she successfully achieves during the mobility period will be recognized.

The educational components to be completed during the mobility period should normally not be selected on the basis of their equivalence with single educational components offered at the sending institution. The learning outcomes of the whole program of study abroad should be compatible with or complementary to the learning outcomes of the home degree program for which recognition is to be granted after the study period abroad. This makes it easier for the credits gained in the receiving institution to replace flexibly an equivalent number of credits in the sending institution's degree program. It is also possible to record the mobility period as a whole, instead of recording it component by component.



After the credit mobility period

The receiving institution provides the sending institution and the student with a Transcript of Records within a reasonably short period of time (stipulated between the two institutions) after proclamation of the student's results at the receiving institution. Upon successful completion of the set of educational components included in the Learning Agreement and confirmed by the Transcript of Records sent by the receiving institution, the sending institution should recognize fully the agreed number of ECTS credits, transfer them into the student's program and use them to satisfy the qualification requirements. The sending institution should make fully clear how the educational components taken abroad have been integrated into the home degree program. When applicable, grades are converted. All this information should be recorded in a Transcript of Record (or equivalent document/database) made available to the student.

Institutional procedures should be defined for assessment of educational components, in case the students have not completed them successfully at the receiving institution. Such procedures should be communicated to students beforehand.

MONITORING OF CREDIT ALLOCATION

The program is monitored to establish whether the credit allocation, the defined learning outcomes and the estimated workload are achievable, realistic and adequate. Monitoring can be managed in different ways through questionnaires, focus groups, or interviews, or by monitoring the results achieved. Whatever method is used, feedback from students, staff and where appropriate, stakeholders should constitute an essential element for checking and revising credit allocation. Data on completion times and the assessment results of programs and their components should also be used. It is important to inform students and staff about the purpose of the monitoring exercise, and how it will be carried out, to ensure accurate answers and a high response rate. If the information gathered reveals a discrepancy between the workload foreseen and the time actually taken by the majority of students to achieve the defined learning outcomes, it will be necessary

to revise the workload, credits, learning outcomes or learning and teaching activities and methods. This could also involve redesigning the study program and its educational components. The revision should be done as soon as possible without creating problems for those who are currently taking the program and should be communicated to those who had participated in the monitoring exercise, in order to foster an ongoing, cooperative feedback culture in the institution.

ECTS DOCUMENTATION

ECTS documentation: The use of ECTS credits is facilitated and quality enhanced by the supporting documents (Course Catalogue, Learning Agreement, Transcript of Records). ECTS also contributes to transparency in other documents such as the Diploma Supplement.

COURSE CATALOGUE

The Course Catalogue includes user-friendly and up-to-date information on the institution's learning environment (general information on the institution, its resources and services, as well as academic information on its programs and individual educational components) that should be available to students before entering and throughout their studies to enable them to make the right choices and use their time most efficiently.

The Course Catalogue should be published on the institution's website, indicating the course/subject titles in the national language (or regional language, if relevant) and in English, so that all interested parties can easily access it. The institution is free to decide the format of the Catalogue, as well as the sequencing of the information. It should be published sufficiently in advance for prospective students to make their choices.

Recommended Elements for the Course Catalogue

General information:

- name and address
- description of the institution (including type and status)



- academic authorities
- academic calendar
- list of programs offered
- admission requirements, including language policy, and registration procedures
- arrangements for the recognition of credit mobility and prior learning (formal, informal and non-formal)
- ECTS credit allocation policy (institutional credit framework)
- arrangements for academic guidance

Resources and services:

- student affairs office
- accommodation/housing
- meals
- cost of living
- financial support for students
- medical facilities
- insurance
- facilities for students with disabilities and special needs
- learning facilities
- international mobility possibilities
- practical information for incoming mobile students
- language courses
- work placement possibilities
- sports and leisure facilities
- student associations

Information on programs

- qualification awarded
- length of program
- number of credits
- level of qualification according to the National Qualification Framework and the European Qualifications Framework
- field(s) of study (e.g. ISCED-F ¹²)

¹² International Standard Classification of Education - Fields of Education and Training

- specific admission requirements (if applicable)
- specific arrangements for recognition of prior learning (formal, non-formal and informal) (if applicable)
- qualification requirements and regulations, including graduation requirements (if applicable)
- profile of the program
- program learning outcomes
- program structure diagram with credits (60 ECTS per full-time equivalent academic year)
- mode of study (full-time/part-time/e-learning/...)
- examination regulations and grading scale
- obligatory or optional mobility windows (if applicable)
- work placement(s) (if applicable)
- work-based learning
- program director or equivalent
- occupational profiles of graduates
- access to further studies

LEARNING AGREEMENT

A formalized agreement of the three parties involved in mobility – the student, the sending institution and the receiving institution or organization/enterprise – to facilitate the organization of credit mobility and its recognition. The agreement is to be signed by the three parties before the start of the mobility period and it is intended to give the student the confirmation that the credits he/she successfully achieves during the mobility period will be recognized.

The Learning Agreement provides an official, binding commitment between the student, the sending institution, and the receiving institution/organization/company on all the learning activities to be carried out. The approval of the Learning Agreement and its amendments is possible through digital signatures or copies of scanned signatures, sent electronically, according to institutional regulations or practice.



Recommended elements for the Learning Agreement for credit mobility for studies

- Name and contact details of the student
- Names, addresses and academic and/or administrative contact persons of sending and receiving institutions
- Student's field of study at sending institution (ISCED-F codes)
- Study cycle (short/first/second/third cycle)
- Period of study (from/to) at the receiving institution
- Study program abroad: link to the course catalogue at the receiving institution and list of educational components to be taken (with codes and ECTS credits)
- Educational components from which the student will be exempted at the sending institution if the components taken abroad are successfully completed or stipulating that the mobility period as a whole will be recognized (for example, this will be the case of mobility windows and degrees which integrate a compulsory period abroad, according to Lisbon Recognition Convention).
- Signatures of the three parties (the student, representatives of sending and receiving institutions)

Recommended elements for the Learning Agreement for work placements

- Name and contact details of the student
- Names, addresses and contact persons of sending institution and receiving organization/company/etc.
- Student's field of study at sending institution (ISCED-F codes)
- Study cycle (short/first/second/third cycle)
- Type of organization/company (private/public/etc.)
- Period of training (from/to) at the receiving institution and ECTS credits
- Learning outcomes to be acquired by the trainee at the end of the traineeship
- Detailed program of the traineeship period, including tasks/deliverables
- Number of working hours per week
- Level of competence in the workplace language that the student has

or agrees to

- acquire by the start of the study period (if applicable)
- Monitoring arrangements and evaluation plan
- Provisions for changes for the Learning Agreement for work placements
- Recognition arrangements in the sending institution
- Signatures of the three parties (the student, representative of the sending institution, and receiving organization/company – including the supervisor of the trainee)

TRANSCRIPT OF RECORDS

An up-to-date record of the students' progress in their studies: the educational components they have taken, the number of ECTS credits they have achieved, and the grades they have been awarded. It is a vital document for recording progress and for recognizing learning achievements, including for student mobility. Most institutions produce the Transcript of Records from their institutional databases.

DIPLOMA SUPPLEMENT

The Diploma Supplement is designed to provide graduates with a transparent record of their achievements. Therefore, the educational components successfully completed abroad will be included in the Transcript of Records attached to the Diploma Supplement with their original titles (and their translation into the language(s) in which the Diploma Supplement is issued), the indication of the institution where they have been taken and the credits and grades awarded. In the case of work placements abroad, the transfer of credits will be documented in the Work-placement Certificate and the Diploma Supplement or Europass Mobility Document. In the case of recent graduates' work placements the use of the Europass Mobility Document is strongly recommended, as their work placement takes place after their graduation and the other documents mentioned above are not relevant for them.



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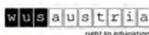
Useful links

6. <http://www.academicprograms.calpoly.edu/content/academicpolicies/policies-undergrad/ba-bs-difference>, <http://www.bestvalue-schools.com/faq/what-is-the-difference-between-a-b-a-and-a-b-s/>
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GOVERN

FOSTERING AUTONOMY AND ACCOUNTABILITY: DEVELOPMENT OF STATE-OF-THE-ART HE
MANAGEMENT SYSTEM FOR EFFICIENT CHANGES IN LINE WITH BOLOGNA PRINCIPLES

The project is coordinated by
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