Know-How & Skill-Selectivity Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes	• Distinguish between different perspectives by drawing on their knowledge of the discipline • Recognise the reciprocal relationship between theory and empirical evidence • Apply their knowledge and understanding of the science of behaviour to real world situations • Practise a range of research skills and scientific methods for studying behaviour • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Utilise a range of tools and techniques for statistical analysis of data • Distinguish between quantitative and qualitative methods • Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas	• Problem-solving • Workshops on technology and research • Designing and completing a research project • Creating prototypes • Evaluating prototypes	• Reports, policy preparation for a specific brief • Research project • Development and presentation of scenarios of future technology use • Assessment of project work and creation of prototypes.	All modules

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Know-How & Skill-Range Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	• Distinguish between different perspectives by drawing on their knowledge of the discipline • Recognise the reciprocal relationship between theory and empirical evidence • Apply their knowledge and understanding of the science of behaviour to real world situations • Practise a range of research skills and scientific methods for studying behaviour • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Utilise a range of tools and techniques for statistical analysis of data • Distinguish between quantitative and qualitative methods	• Lectures/ • tutorials about research in psychology including referencing • Literature reviews • Doing psychological experiments • Designing experiments • Observational studies • Usability studies • Creating prototypes • Evaluating prototypes	• Lab reports, • abstracts, posters, websites, wikis G, • Literature reviews • Research project • Assessment of project work and creation of prototypes.	All modules

Competence-Context				
Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	• Distinguish between different perspectives by drawing on their knowledge of the discipline • Recognise the reciprocal relationship between theory and empirical evidence • Apply their knowledge and understanding of the science of behaviour to real world situations • Practise a range of research skills and scientific methods for studying behaviour • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas.	• Problem-solving questions of Internet use • Observational studies of technology use • Reading research • Given scenarios, analyse a situation and present a solution • Design experiments to test hypotheses • Apply theory to a known work or social context • Seminars • Reading research	• Report, policy development appropriate to scenario • Presenting experimental designs • Development and presentation of scenarios of technology use • Essay/presentation/ blog/research report on practical context	• Research Methods and Statistics • Major Research Project • IT Group Project/ IDEA Project • Web Applications Development • Learning and Instruction

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Competence-Role Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	• Recognise the reciprocal relationship between theory and empirical evidence • Apply their knowledge and understanding of the science of behaviour to real world situations • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Adhere to high standards of ethical and professional behaviour	• Problem-solving questions of Internet use • Observational studies of technology use • Doing research e.g. surveys, focus groups • Developing and being responsible for a blog, discussion group, wiki. • Research project • Designing and completing a research project	• Research reports • Peer and self-assessment of role competence at regular intervals	• Research Methods and Statistics • Major Research Project • IT Group Project • Learning & Instruction

Competence-Learning to Learn				
Competence-Learning to Learn Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	• Distinguish between different perspectives by drawing on their knowledge of the discipline • Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning • Develop the capacity for lifelong learning in psychology and other disciplines • Adhere to high standards of ethical and professional behaviour • Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas	• Problem-solving • Real life observation studies • Class wiki, web, blog to develop an online community of practice • Using appropriate online resources to work with other students, discussion forums, Wiki's etc.	• Self and peer assessment of learning • Statement of learning and action plan for future learning	• Research Methods and Statistics • Major Research Project • IT Project / Group Project • Learning & Instruction • Human Computer Interaction • Information Design & Multimedia • Software Development

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| Competence-Insight Express a comprehensive, internalised, personal world view, manifesting solidarity with others | • Recognise the reciprocal relationship between theory and empirical evidence
• Apply their knowledge and understanding of the science of behaviour to real world situations
• Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing and independent learning
• Adhere to high standards of ethical and professional behaviour
• Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas | • Problem-solving
• Discussion topic/wiki - impact of cyberworld
• Real life observation studies
• Evaluation of cognate disciplines, themes e.g. mobile phones and cancer.
• Class wiki, web, blog to develop an online community of practice | • Reports, acceptable user policies
• Self, peer and tutor assessment
• Group presentation, creation of a website or Wiki | • Research Methods and Statistics
• Major Research Project
• IT Group Project/IDEA project
• Social Psychology |

APPENDIX 10- PROGRAMME LEARNING OUTCOMES & ASSESSMENT STRATEGIES

Programme Learning Outcomes On successful completion of the programme students will be able to:	Possible Assessment Strategies
Demonstrate an in-depth knowledge and critical understanding of psychology and its applications, (especially human-computer interaction). Distinguish between different perspectives by drawing on their knowledge of the discipline. Recognise the reciprocal relationship between theory and empirical evidence. Apply their knowledge and understanding of the science of behaviour to real world situations. Practise a range of research skills and scientific methods for studying behaviour, including those acquired as part of a piece of independent research in their final year. Demonstrate a wide range of generic skills, including skills in communication, information processing, team-work, critical and creative thinking, computing and in-dependent learning. Develop the capacity for lifelong learning in psychology and other disciplines. Utilise a range of tools and techniques for statistical analysis of data. Distinguish between quantitative and qualitative methods. Adhere to high standards of ethical and professional behaviour. Take a creative approach to using new and existing technologies for educational purposes, in industry and other areas.	

Lab reports, quizzes, portfolios, essays, blogs, Wikis, posters, presentations, literature reviews and critiques, research projects, creation of prototypes, case studies, student led seminars, journals, video clips, peer marking, in-class test, websites, debates, online courses, podcasts.

Programme Intended Learning Outcomes	Module/unit Intended Learning Outcomes																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Programme ILO 1 will be assessed in																														
Programme ILO 2 will be assessed in																														
Programme ILO 3 will be assessed in																														
Programme ILO 4 will be assessed in																														
Programme ILO 5 will be assessed in																														
Programme ILO 6 will be assessed in																														
Programme ILO 7 will be assessed in																														
Programme ILO 8 will be assessed in																														

APPENDIX 11- OVERVIEW OF EACH STAGE OF AN ACADEMIC PROGRAMME

Stage 1

Stage 1 is the foundation for the programme. It provides the basic contents and skills needed to study XXX. In stage one, all students take the modules Xxxxx.

Stage 2

In stage 2 students start to develop their knowledge and skills in XXXX and being to explore the different areas of XXXX. In stage two: all students take the core modules of xxx, the Cross Faculty electives andxxxx. Then students are split into paths for the remaining 20 credits:
- Module/Unit A
- Module/Unit B

Stage 3

Stage 3 contributes to the award; it is 1/3 of the final award. This stage builds and consolidates on students' knowledge and skills. Students complete a group project in XXXX. In stage three: all students take the core modules of XXXX. Then students are split into paths for the remaining 20 credits:
- Module/Unit C
- Module/Unit D

Stage 4

Stage 4 consolidates students' learning and enables them to complete an independent research project supervised by the lecturing team. It is 2/3 of the final award. In stage four: all students take the core modules of xxxxx and Major Research Project.

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1- Module/Unit Title, Credits & Assessment Modes

Programme Title	

Stage	Modules						
1	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam
2	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam
3	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam
4	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 10 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam	Module/Unit 5 credits X% CA Y% Exam

2- Proposed Programme Schedule - Stage 1

Title of Award	Bachelor/Master
Area of Specialisation:	
Learning Modes Offered:	
Stage Number	

Module/Unit Name	Status (M Mandatory/ E Elective)	Credits Number	Total Contact Hours	Assessment Modes				Student Workload (Per Student)		
				CA	Project	Exam	Maximum	Directed	Self-Directed	Total
Module/Unit	M									
Module/Unit	M									
Module/Unit	M									
Module/Unit	M									
Module/Unit	M									
Module/Unit	M									
Module/Unit	M									
Total		60								

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3- Proposed Programme Schedule – Stage 2

Title of Award	Bachelor/Master
Area of Specialisation:	
Learning Modes Offered:	
Stage Number	

Module/Unit Name	Status Mandatory/ E Elective) (M	Credits Number	Total Contact Hours	Assessment Modes				Student Workload (Per Student)		
				CA	Project	Exam	Maximum	Directed	Self- Directed	Total
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	E							100	150	250
Module/Unit	E							100	150	250
Module/Unit	E							100	150	250
Module/Unit	E							100	150	250
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Total		60								

4- Proposed Programme Schedule – Stage 3

Title of Award	Bachelor/Master										
Area of Specialisation:											
Learning Modes Offered:											
Stage Number											

Module/Unit Name	Status (M Mandatory/ E Elective)	Credits Number	Total Contact Hours	Assessment Modes				Student Workload (Per Student)		
				CA	Project	Exam	Maximum	Directed	Self-Directed	Total
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	M							100	150	250
Module/Unit	E							100	150	250
Module/Unit	E							100	150	250
Total		60								

This stage contributes 1/3 to the final award.

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5- Proposed Programme Schedule – Stage 4

Title of Award	Bachelor/Master
Area of Specialisation:	
Learning Modes Offered:	
Stage Number	

Module/Unit Name	Status Mandatory/ E Elective) (M	Credits Number	Total Contact Hours	Assessment Modes CA	Project	Exam	Maximum	Student Workload (Per Student) Directed	Self-Directed	Total
Module/Unit	M	10	90	100%			100%	100	150	250
Module/Unit	M	10	90	50%		50%	100%	100	150	250
Module/Unit	M	20	50		100%			100	150	250
Module/Unit	M	10	90	50%		50%	100%	100	150	250
Module/Unit	E	10	90	50%		50%	100%	100	150	250
Module/Unit	E	10	90	50%		50%	100%	100	150	250
Total										

This stage contributes 2/3 to the final award. The overall award GPA is 1/3 Stage 3 and 2/3 Stage 4.

APPENDIX12- ACADEMIC PROGRAMME BENCHMARKING TEMPLATE

Academic Programme Benchmarking Template

University: _____

Program Title: _____

For (Degree/Major):_____

Departmental/Faculty Contact

Name: _____ Phone:_____ Email:_____

Date Submitted: _____

Program Mission Statement

Please paste program mission statement here.

Program Learning Outcomes Assessment

Learning Outcomes	Course/Module	Assessment Measures	Additional Data	Teaching methods	Learning Methods
Measurable statements that show student knowledge, behaviour, actions, and skills demonstrate that learning has taken place by the time a student successfully completes the program	The courses where the learning outcomes are represented, taught, and measured	Measurements designed to collect data as evidence that students achieved the Learning Outcomes (what assessment is used, examples of student work, results of assessment, surveys, graduation counts, follow up surveys, alumni info, etc)	Results of course evaluations by students, peer review, class observations, other results with respect to course flow, teaching, curriculum, feedback from internship sites, number of graduates, level of job entry, companies that hired graduates, alumni survey, etc.	Methods used to guide student learning	Methods used by students to learn
1					
2					
3					
4					

Student Learning Outcomes or Benchmarks

Learning outcome / Benchmark			Resources/labs

70

Learning Outcome / Benchmark	Assessment or Performance Indicator (Thesis, final project / performance, exam, portfolio)	Criteria for Passing	Where Are the Learning Outcomes / Benchmarks Assessed (course, internship, projects etc.)

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Academic Programme Benchmarking Template

1. Purpose of Program (description of the broad purpose)
2. Learning Outcomes (broad descriptors of intended participant learning outcomes)
3. Target Audience (who participates in the program? is it a generic program delivered across campus, or is it customized for local area delivery?)
4. Organizational Context (description of who has responsibility for the organization of the program)

4.1 Who has responsibility for the Program's:
 	
  a. Administration and Enrolment Process
 	
  b. Design and Development
 	
  c. Delivery and Facilitation
 	
  d. Evaluation, Review and Revision

4.2 How is the Program Funded? (centrally funded or prioritized with center budget)
4.3 When is the Program Delivered? (frequency and time of year)
4.4 How are Access Issues Addressed? (how are participants encouraged / enabled to attend eg time release)

5.   Program Content (Description of the broad content focus of the program)

The substantive theories / issues covered in the program include:

a. Learning   Yes ☐   No ☐

b.   Teaching   Yes ☐   No ☐

c.   Curriculum   Yes ☐   No ☐

d.   Assessment   Yes ☐   No ☐

e.   Feedback   Yes ☐   No ☐

f.   Evaluation   Yes ☐   No ☐

g.   Resource Development   Yes ☐   No ☐

h.   Skills Development   Yes ☐   No ☐

i.   Use of Technology   Yes ☐   No ☐

j.   Other (please describe)

6.   Program Structure (Description of how the program is delivered)

6.1 The number of contact hours	
6.2 The number of sessions	
6.3 Timing of the sessions (e.g.days per week / hours per day)	
6.4. Out-of-class activities (broad description if applicable)	

7.   Process of Engagement (Description of how the program encourages participation)

Teaching techniques and tools used in the Program include:

a. Workshops   Yes ☐   No ☐

b. Seminars (guest presenters; panels etc.,)   Yes ☐   No ☐

c. Lectures   Yes ☐   No ☐

g. Videos   Yes ☐   No ☐

h.   Other (please describe)

8. Assessment of Program Outcomes (how you assess that the stated learning outcomes have been achieved)

In relation to the learning outcomes of the program:

8.1 The program assesses learning outcomes   Yes ☐   No ☐

8.2 The program uses formative assessment   Yes ☐   No ☐

8.3 The program uses summative assessment   Yes ☐   No ☐

8.4 Participants assess themselves   Yes ☐   No ☐

8.5 The facilitators assess participant outcomes   Yes ☐   No ☐

8.6 Assessment looks at short-term outcomes   Yes ☐   No ☐

8.7 Assessment looks at long-term outcomes   Yes ☐   No ☐

8.8. What is the evidence of effective learning and how is it assessed? (brief outline)

9. Articulation Process (the extent to which the program articulates with other programs)

9.1 The program articulates with other PD/OD activities   Yes ☐   No ☐

9.2 The program articulates with a post-graduate

Certificate / Diploma / Masters etc.   Yes ☐   No ☐

9.3.Other (please describe)

10. Program Evaluation (how is the efficiency and effectiveness of the program determined)

In relation to both efficiency and effectiveness of delivery, the focus of the evaluation is on:

10.1 Program organization   Yes ☐   No ☐

10.2 Program Curriculum   Yes ☐   No ☐

10.3 Student learning outcomes   Yes ☐   No ☐

10.4 Other (please explain)

In relation to the impact of the program on practice, the evaluation focuses on:

10.5 Individual practice   Yes ☐   No ☐

10.6 Other (please explain)

APPENDIX 13 EXTERNAL PANEL EXPERTS TRAINING MATERIALS (DRAFT)

Aim of the document

The current document has two objectives: to provide guidance for planning and checking alignment of the academic programmes and to guide the dialog between academic programme implementers and external review panel during programme quality assurance processes.

During programme quality assurance processes, the HEIs should provide evidences that the planned qualifications are respectively awarded and the components of an education system: such as standards, curricula, assessments, and instruction work together to achieve desired goals.

The structure of the document

The first section of the document describes the main principals to guide the HEIs in planning of alignment processes whereas the second part refers to the guiding questions for the external review panel when screening the alignment of programmes.

I.   Guiding principles for planning alignment of the programmes

National Qualifications Framework and outcome-based education

The first and foremost principal that guides the HEIs in planning alignment is the National Qualifications Framework. In 2011, Armenia has adopted National Qualifications Framework and thus shifted the paradigm to the outcome-based education as the fundamental element of the framework is that the qualifications are described in terms of learning outcomes. The learning outcomes therefore show to what extant the delivered education ensures progression in the education system. This describes the progression of knowledge and understanding, level of skills and general competence. In addition, the adopted framework links the transparency, access, progression and quality of awarded qualifications in relation to the labour market.

Thereby, the adopted framework sets responsibilities for the HEIs when planning the alignment of academic programmes. It is expected that the HEIs ensure that the delivered education and the students' progress of particular time period bring to the achievement of qualification in the respective level (bachelor, master).

The checking of whether the above-mentioned process is effectively implemented is done through quality assurance activities.

Institutional competency framework of progression

The next principle of planning alignment is the institutional competency framework that guides the HEIs to inherit the main elements of national qualifications framework to the academic programmes focusing on the progression of delivered education. The HEIs can inherit the elements of NQF according to their ambitions through using institutional competency framework. It is expected that the framework outlines the levels of achievement for each student and shows the progression of students for the particular time period.

Institutional competency framework reflects the progression elements of NQF; such as autonomy and responsibility, complexity of tasks etc. and then distributes these elements in the education process so as the achievement of learning outcomes is done logically consecutive.

The HEIs can plan the progress that is intended to be achieved at the particular level according to years and can describe an increasing degree of complexity, level of responsibility and autonomy of the students during each phase/year. This applies to the actual knowledge and skills, and the situation they are to be used in. This also includes expectations with regard to the degree of autonomy of the students while implementing tasks/assignment, as well as complexity of the tasks/assignment and context applying the knowledge and skills.

Thereby, the following levels can be expressed in the framework and as the competence framework specifies the intended level of competence achievement and balance of workload, the following levels van be identified: *basic level (explore and process), continued growth level (broaden and deepen), advanced level (integrate and specialize, expert level (innovation and lifelong learning).*

This approach can differ from institution to institution, however the HEIs can keep the elements of NQF when developing the competency framework. This framework is useful for guiding the dialog between HEIs and external panels.

When planning the alignment processes, the HEIs can inherit the attributes of NQF to the programme vertically and can disseminate those attributes horizontally to the assessment and instruction methods.

Planning of Vertical alignment: Inheritance

For planning alignment processes, the HEIs take into account the external requirements and effectively inherit them into the internal processes. Therefore, alignment expresses how the requirements of the national qualifications and labor market inherit to the level of academic programme learning outcomes then to the level of module learning outcomes. The assessments and instruction methods, as well as assignments and tasks given to the students are driven from those attributes inherited from labor market requirements and qualifications levels.

Planning of Horizontal alignment

Planning of horizontal alignment is essential for ensuring that the course learning outcomes, assessment and instruction methods bring to the progress of students for the particular time period. The teaching and assessment of students should ensure that the students gain autonomy, responsibility, and complexity of tasks for the particular time period.

II. Process of alignment evaluation: screening of alignment

In the external review process, the review panel takes into account two major criteria: how the programme is planned and aligned and how it is being implemented and delivered. The essential is that the expert screen whether the progress of the students for the particular time period is logically done and whether the assessments and instruction is developed for that progress.

In addition, the experts focus on the logic of the progress in the programme and whether this progress brings to the achievement of the programme outcomes. They also concentrate on how the yearly progress/life cycle of students' achievement is reflected in the programme and whether this progress is well-balanced i.e the workload, assignments and assessment of students for each year is balanced and realistic.

In the implementation level, the external experts emphasize the assessment process at different levels. Important factor is that the students' assessment fosters progression in each year/phase. At this level, the experts look whether the assignments/projects are part of life cycle and are connected with the labor market needs.

In screening the alignment process of the programmes, external experts take into account the following questions:

Questions for inheritance

1. Does the final qualification of the programme reflect both the requirements from professional field (SQF and labor market) as well as the demands on qualification level (NQF)?
    a. Does Institutional competency framework set?
    b. What are the levels of students' achievement within the programme and how these levels reflect or are connected with the qualification level?
    c. Which factors or criteria determine the level of competence (complexity, autonomy, responsibility)?
    d. Is the logic of learning/achievement progress justifed?

2. What are the assessment criteria for degree awarding (taking into account institutional approach, policy)?

3. How internship mode is aligned with intended learning outcomes for better achievement of work-based relevant skills/competency?
    a. How internship activities (student progress in professional life cycle learning, product, professional thinking formation) and assessment of thesis work are aligned?

4. How the requirements of labor market are translated into the academic programme learning outcomes? How the professional competences are expressed in the programme learning outcomes?

5. How the progress of students is reflected in the programme? /Yearly outcomes/

6. What is logic of course and assessment sequence (for effective achievement of yearly outcomes)? How the logical sequence of courses, modules is ensured?

7. How subject-learning outcomes ensure the achievement of yearly learning outcomes?

8. How instruction methods are communicated with course outcomes for achievement of yearly learning outcomes (for student understanding, feedback of students' understanding/satisfaction)?

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9. How student teaching and learning activities in scope of subject is communicated with student progress evaluation methods for achievement of yearly learning outcomes (for student progress evaluation, feedback to student learning)?

Questions for screening

1. Does the final examination/assessment phase assess all learning outcomes at the required level and is it clear which learning outcome is assessed by which part of the examination phase and how?
    a. Is the distribution of assessment activities balanced?

2. How the students become specialist (professional competency formation path)?
    a. How the competency achievement is realized in assessment tasks?

3. Are the assignments suitable for the assessment of the qualifications?
    a. Are assignments of a specific performance level developed and do they reflect the requirements of labor market and how?
    b. Does a panel of peers and representatives of the labor market screen student assessments and how?

4. Are the level of assignments (internship) determined in employer environment?

5. Are the requirements for the performance of students defined?

6. How the programme learning outcomes are broken down into assessment dimensions?

7. Are assessment methods/criteria appropriate for level/year and are the assessment for levels/years are aligned with each other?

8. Does the programme monitor the required degree of complexity of the assignments and the degree of independence of the students?

9. When developing their assignments, are teachers explicit about which part of their assignments address specific learning outcomes/objectives?

10. Are there enough items/tasks/rubrics/grades that make differentiation of performance levels possible?

11. Are the learning outcomes of the degree programme considered as relevant taking into account alumni's first steps in the labor market?

12. Does the programme survey check the readiness of alamni for the labor market?

13. How effective course outcomes are achieved (distribution of teacher satisfaction (exam) per outcome)?

APPENDIX 14 ARMENIAN NATIONAL QUALIFICATIONS FRAMEWORK (LEVELS OF HIGHER EDUCATION)

Level	Qualification	Educational Program	Knowledge	Skills			Competence
				Knowledge use skills	Communication, information communication technologies (ICT)and work with data	Summative cognitive skills	Independence and responsibility
6	Bachelor (Bachelor's Diploma)	Bachelor's educational program Duration: at least 3 years (Credit transmission and accumulation system, from now on: CTAS) (180-240 CTAS)	Advanced knowledge of professional work or modern and principal concepts, theories and methods of learning area.	Skills which show contemporary and advanced approaches and are necessary to use the acquired knowledge to solve unpredictable problems during professional work or learning process.	● Skills of presenting and explaining the information, arguments, ideas, problems and their solutions about given area to professional and non-professional community. ● Skills of using ICTs in solving problems in professional area and facilitating the work. ● Skills of collecting, operating, analyzing and interpreting quantitative and qualitative data related to professional area to make well-grounded judgments.	● Skills of analyzing and concluding displaying critical thinking. ● Skills that require creative approach to reveal professional problems of the area and to propose different solutions.	● Escalate full professional activity. ● Manage professional functions and programs in unpredictable working or learning environment, take responsibility for professional development of separate individuals or the team. ● Decide further learning or working paths depending on own needs. ● Realize personal responsibility for the nation and the government, sleuth to realization of democratic principles, spread of national and universal values.
7	Master (Master's Diploma) Certificated specialist (Certificated specialist's diploma)	Master's educational program Duration: at least 1 year (60-120 CTAS) Certificated specialist's educational program Duration: at least 5 years	● Deep specialized knowledge, including the latest achievements of given area which are used during learning, research and work. ● Knowledge of theories, advanced principles and methods of given professional and inter-professional areas.	Axial professional skills which are necessary for ● combining knowledge of different areas and creating a new knowledge in research and contemporary activity ●to solve theoretical and practical problems in new and unfamiliar situations.	● Skills to present and explain own conclusions, appropriate propositions and results of investigation precisely and systematically to professional and non-professional community. ● Skills to swift-handedly use ICTs in solving complex problems in professional and (or) non-professional areas and doing a research. ● Skills which are necessary to deeply analyze and assess quantitative and qualitative data related to professional and (or) inter-professional areas to come up with conclusions and decisions in situations with not complete or limited information	Skills which are necessary to investigate problems in professional area, to propose modern ideas and approaches, as well as, to suggest contemporary and creative solutions intended to expand knowledge and practice of the area.	● Escalate an activity in professional or learning area which requires new strategic approaches of management and redesign of complex and unknown working situations. ● Promote development of professional knowledge. ● Take the responsibility for supervision of realization of strategic goals. ● Assess his/her own needs of continuous education and professional development in context of modern technological developments to be able to continue learning in rapid changing environments. ● Promote development of civil society. ● Act combining Armenian national system of values and historic-cultural experience with universal values.

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