

Quality Assurance in Doctoral Education in Armenia: *Some Considerations*

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ANQA - Armenian National Centre for Professional Education Quality Assurance

Mission of ANQA : ANQA strives to promote

- ▶ Public trust
- ▶ Social cohesion
- ▶ Equity
- ▶ Responsibility and
- ▶ Competitiveness
- ▶ Through systematic enhancement of TLIs.



To accomplish its mission ANQA attempts...

- ▶ ...to be receptive to the needs of the national stakeholders through mandatory institutional and voluntary programme accreditation
- ▶ ... to comply with international standards for QA
- ▶ ... to promote the cultivation of Quality care in all cycles of higher education

Some Specific Features of the 3rd Cycle in Armenia

- ▶ A. HEIs are in the *transition period* **establishing new** programmes for the 3rd cycle - HEIs are responsible for quality of these programs
- ▶ B. Degree awarding process is under supervision of the **Supreme Certifying Commission of RA - SCC** controls and confirms the results
- ▶ C. **ANQA** assures the quality of the 3rd cycle programmes

Some Specific Features of the 3rd Cycle in Armenia

There are no **special QA standards and procedures** for the 3rd cycle programmes yet, though the *Principles for Innovative Doctoral Training* (Brussels, 2011) require accountability procedures **developed separately** from the QA in the 1st and the 2nd cycles.

A. HEIs are in the *transition period* establishing new educational programmes for the 3rd cycle

Some questions for consideration:

- ▶ Do doctoral programmes address current scientific challenges?
- ▶ How HEIs recognize whether they allocate sufficient time, human and material resources for PhD programmes?
- ▶ Do they have some QA procedures and tools for the 3rd cycle?

B. Some QA processes of the 3rd cycle are under supervision of the **Supreme Certifying Commission** of RA which awards the doctorate degree

Some questions for consideration:

- ▶ Do existing lists of professions promote interdisciplinary approach?
- ▶ Are there any surveys or analyses whether stakeholders of these procedures are satisfied?
- ▶ How the need for the changes in the policy and procedures is identified?

There are no special QA standards and procedures for the 3rd cycle

In Armenia, as in Europe, *“QA has been mostly related to universities’ teaching mission and the main focus has been on the first two cycles, while doctoral education has been closely linked to research”* (Byrne, Jorgenson, Lukola, 2013).

Mandatory institutional accreditation actual framework allows to find some crucial moments also for the 3rd cycle QA, because there are some institutional requirements concerning...

- ▶ ... **study programmes** (Criterion 3) (one PhD program can be observed)
- ▶ ... the **connection** between research and education (criterion 6)
- ▶ ... the teaching staff, which can include **supervisors** too (criterion 5)
- ▶ ... resources and educational and **research environment** (criterion 7)
- ▶ ... **the internationalization** of the research results (criterion 9)

- ▶ in this moment ANQA can add some **guidelines to actual criteria and standards for the purposes of QA in doctoral education**, but further development of the 3rd cycle QA standards is needed.
- ▶ new NQF is not signed yet, but its adoption will require also **establishing a QA system for the 8th level**.
- ▶ And **VERITAS** project, hopefully, will **promote further development of QA in Armenian doctoral education system**.

References:

- ▶ Principles for Innovative Doctoral Training (Brussels, 27.06.2011)
- ▶ Salzburg Principles (2005)
- ▶ Byrne J., Jorgensen T., Loukkola T., QA in Doctoral Education, EUA (2013)
- ▶ ANQA manual
- ▶ NQF of RA (project)



Thank you for attention!
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