

Enhancing Students Participation in Quality Assurance in Armenian HE

ESPAQ
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Students Participation
in Quality Assurance
in Armenian HE

IMPRINT

ESPAQ—ENHANCING STUDENTS PARTICIPATION IN QUALITY ASSURANCE IN ARMENIAN HE

Brussels, January 2016
by European Students' Union (ESU)



Co-funded by the
Tempus Programme
of the European Union

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The European Students' Union (ESU) is being used to refer to “ESIB—The National Unions of Students in Europe”, Belgian asbl BE0890.019.936, due to the fact that both legal entities are going through a merging process. Likewise the visual identity of ESU is being used instead of the one from ESIB.

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IMAGE CREDITS

Yerevan State University by Serouj Ourishian

LAYOUT

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1 PREMISE

The present document follows the desk research developed within the framework of deliverable 2.1 and reports the results of the quanti-qualitative research focused on the engagement of Armenian students in quality assurance processes. The research methodology and coordination has been managed by the University of Macerata team, but collectively carried out by all Armenian university partners, namely the Armenian State University of Economics (ASUE), the Armenian State Pedagogical University after Khachatur Abovyan (ASPU), the National Polytechnic University of Armenia (NPUA), the National University of Architecture and Construction of Armenia¹ (NUACA) the Yerevan State Academy of Fine Arts (YSAFA) with the support of the Armenian National Students' Association (ANSA).

The report is meant as a starting document for the development of WP3 activities in which student training methodology and content can take advantage of the inputs gathered through the present research.

The first version of the deliverable, as for the deliverable 2.1, has been submitted to one reviewer, a member of the scientific staff of UNIMC and then disseminated through the project mailing list in order to let every partner share and discuss their comments to improve the quality of the document. The author and contributors, in fact, need to take into consideration the partners' feedback and set the proper changes to the document if needed. A definitive document will be, then, made available and stored in the Alfresco platform, the project document management system.

1 Irina Vanyan is the author of the reports, but all the data collection processes (survey, interview and focus group) were developed by a team composed by Hovhannisyan Varazdat, Irina Vanyan, Margaryan Garnik, Sargsyan Tiruhi, Poghosyan Haykaz.



2 INTRODUCTION

The aim of deliverable 2.2, namely “State of art of students’ involvement in QA in Armenia” is to investigate the current students’ perceptions and *habitus* regarding QA in Armenian higher institutions.

Three gathering data tools have been used to collect data: a closed-ended survey, semi-structured interviews and focus groups. The sample, as described in the following paragraph, consists of students, administrative staff and faculties. A number of participant were involved both in the interviews and in a focus-group.

The choice to make different kind of actors participate in the research as a sample is due to the need to collect not only direct data from primary stakeholders, that is, students, but also to elicit contextual information by the administrative personnel differently involved in QA and faculties who, in their teaching and educational role, have a privileged contact with students.

3 SAMPLE

The quantitative investigation through the survey involved a sample of 176 students and was developed by the 6 Armenian project partners.

The qualitative part of the research involved 27 students, 18 administrative staff and 13 faculties for a total of 58 interviews and 5 focus groups (1 in each institution) and was carried out by the 5 higher education institutions in the partnership.

It's to be underlined that even if the students are actually 27, 7 were not properly coded during the data gathering phase so they couldn't be coded in the software used to support the analysis of the data. Each participant has been assigned a code in order to ensure the anonymity of data and each source attributed to the participant and classified as a single case to which specific attributes were associated. As shown in the yellow area of the figure below the source "AN01 Interview" is associated to the case "AN01" which is, then, classified as "student" with the following attributes: female, aged 22, enrolled in the third year of a Bachelor course, she has a high level of expertise in QA and is the head of the public relation and information committee.

Figure 1 Screenshot of the software shown in qualitative data analysis

The screenshot displays the WEBQDA software interface, version 2.0.0. The top menu bar includes Administration, Sources, Coding, Classification, and Questioning. The left sidebar shows a tree view of sources: Internal Sources, External Sources, and Notes. The main window shows a table of sources, with a detailed view of the 'AN01 Interview' source highlighted in yellow.

Name	Note	Cla...	Type	Nodes	Ref.
AN01 Interview			Text	2	2
AN02 Interview			Text	2	2
AN03 Interview			Text	2	2
AN04 Interview			Text	2	2
AN05 Interview			Text	2	2
AN06 Interview			Text	2	2
AN07 Interview			Text	2	2
AN08 Interview			Text	2	2
AN09 Interview			Text	2	2
AN10 Interview			Text	3	4
AN11 Interview			Text	4	4
AN12 Interview			Text	4	6

AN01 Interview Details:

- Students
- Gender -> Female
- Course of study -> Bachelor
- Experience in QA -> high
- Role in Student Associations -> head of public relations and information committee
- Age -> 22
- Year of enrollment -> 3

4 METHODOLOGY

4.1 SURVEY

The survey is anonymous and organized into two sections. A descriptive demographic section which is meant to collect student data to be crossed with collected responses through closed-ended questions in section 2 (Annex 1).

The survey was submitted to students from all partners universities. It could be either submitted via an online freeware survey system or distributed in face to face events according to students' availability. Advantages to use an online tool are tied to the opportunity to get digitalized reports and to easily export data to be further analyzed. The disadvantage is that the student cannot get any support if she/he needs a clarification. In case the questionnaire is filled in with the presence of an interviewer he/she can play a relevant role in fostering the participation of the respondents, support the process and gather significant notes thanks to his/her observations: did the respondents required any support to fill in the survey? What kind of doubts/difficulties in understanding the question did they experience? There's however a downside to the use of face to face distribution since it is undoubtedly more time consuming (if it's paper based data also need to be digitalized to be easily analyzed).

The survey has been designed by UNIMC and the translation into Armenian language was offered by one of the University partner institution, namely NUACA. Data collected by each academic partner from Armenia (NUACA, NPUA, YSAFA, ASUE, ASPU) were analyzed by UNIMC. A common matrix was created by UNIMC and sent to all partners in order to have data ready to be processed into the software. Details about the quantitative analysis and its methodology are given in the dedicated paragraph.

ASPU, ASUE and NUACA also offered a specific survey analysis restricted to their participants that is accessible in the appendix of this document.

4.2 FOCUSED SEMI-STRUCTURED INTERVIEWS

Qualitative data can be retrieved through semi-structured interviews to be run with university staff covering different academic and administrative roles and students who play a functional role (e.g. in committees/boards) in students associations.

Interviews can both be used with the purposes of gathering personal opinions and perceptions on the effectiveness of student participation in QA and background information about description of specific IQA administrative/policy processes and procedures.

Since partners act in different context we suggest to have a flexible approach and run focused semi-structured interviews where a set of guiding questions are used in order to delve deeply into specific topics.

Open ended questions are built to understand the respondent's point of view and get useful inputs/insights on aspects the interviewer might not have considered. Questions consisted of: *descriptive questions* (are meant to get the description of a situation/status) and *structural questions* (are meant to get information about processes and dynamics activated in the institution).

The concept of "participation in QA" was developed in the interview passing through the following steps:

- ❶ **Perception:** participants' point of view about student participation in QA in higher education (e.g. *"Are the current QA assessment tools effective?"*; *"Do you feel QA assessment is affecting a follow-up?"*);
- ❷ **Experience:** participants' report of experiences about QA programmes, projects, practices (e.g. *"Did you participate in any QA action? Please, describe how"*; *"What is the participation of the students in the activities organized by Education Development and Quality Assurance Division? Mention few fields or projects"*);
- ❸ **Opinion:** participants' opinion about QA organizational aspects (strategies and policies) they consider of relevant importance in the context they know and work in (e.g. *"Why it is important for students to participate in QA processes?"*; *"What can you suggest for improving the QA systems and processes?"*; *"What role would you assign to the student involvement in QA procedures?"*; *"Do you think the quality of higher education can be defined as satisfaction of a student's (consumer) expressed or implicit demand, or the objective compliance of the higher educational institution?"*).

Interviews' transcripts have been translated from Armenian into English and the data sent to UNIMC staff with all demographic information collected following a common format (Annex 4).

4.3 FOCUS GROUPS

UNIMC suggested to run focus groups in each partner institution involved in WP2. Focus group can include staff and students who participated in the interviews (the same subjects are, in this case, both *informants* and *respondents*², enriching the quality and the depth of the data); as respondents (in interviews), in fact, they answer questions according to the interviewer's words/semantics, as informants (in the Focus Group), they can offer an enhanced vision of their perceptions and experiences comparing their viewpoints with others during discussion.

Focus groups have been organized in presence according to dates and locations set by partner institution.

Figure 2 Focus-group meeting on May 27th, 2015 at NUACA.



² Bernard, H. R. (2000), *Social Research Methods: Qualitative and Quantitative Approaches*, Thousand Oaks, CA, Sage.

It was suggested to run the focus group using the *questioning route*³ method with a structured path in which open questions follows the given protocol (Annex 5). In each session there will be one moderator and one observer. During the session the observer can take notes to enrich the direct source of data with personal comments. The transcripts of the focus groups have been translated from Armenian into English and sent to UNIMC for the analysis.

3 Krueger, R. A. (1994), *focus group: a practical guide for applied research*, London, Sage.

5 ANALYSIS

5.1 QUANTITATIVE ANALYSIS⁴

Data were analyzed using the SPSS software (English version 20).

As mentioned in the previous paragraph a matrix was created according to the items present in the questionnaire. The matrix contains 43 variables and was sent to all Armenian partners in order to collect their data with a common tool. The analysis made are both descriptive and multivariate analysis (MANOVA).

MANOVA lets the researcher analyze data putting as fixed factors the variables considered independent and, in this case, gender, age and the experience in quality processes and as dependent variable the factors/items with a Likert scale.

Moreover, through the MANOVA, it's possible to calculate the interactions and the statistical significance that lets the researcher discriminate among the groups both in binary or dichotomous variables (dummy) and in groups bigger or equal to 3 (e.g. 3, 4, 5 etc age ranges) through post hoc test.

In the descriptive analysis it's possible to analyze the sample, through cross tabulations, getting frequencies and percentage of reply.

In the rare cases in which there's a significance it was highlighted in the comments below. In this case the item was dichotomized since in the original version of the questionnaire had 4 options (Likert scale 1–4).

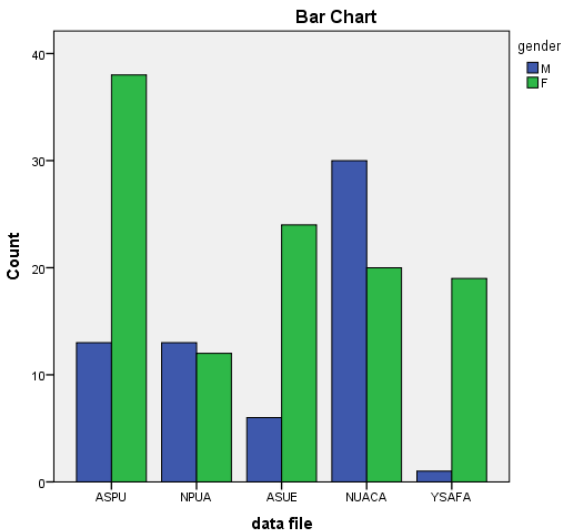
The sample is composed by 176 students. The table 1 and the graph 1 below shows the data divided according to gender and university.

⁴ The quantitative analysis of the survey was developed by Alessandra Fermani (UNIMC).

Table 1

	gender		Total
	1 M	2 F	
1 ASPU	13	38	51
2 NPUA	13	12	25
3 ASUE	6	24	30
4 NUACA	30	20	50
5 YSAFA	1	19	20
Total	63	113	176

Graph 1



AGE: Table 2 shows the sample divided according to gender considering the age. There's 1 error and some missing data. Three participants can be considered outliers (aged 37 and 57).

Table 2

	gender		Total
	1 M	2 F	
age	0	1	1
	17	4	5
	18	11	27
	19	12	34
	20	10	31
	21	11	24
	22	3	21
	23	2	7
	24	4	8
	25	0	3
	26	2	2
	28	1	1
	29	1	1
	30	1	3
	37	1	2
	57	0	1
	Total	63	171

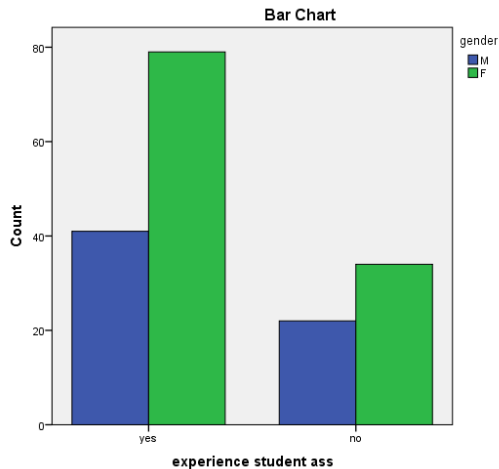
Experience in quality processes/standards: the score is 2.28 (SD 1,03) and is slightly below the mean point considering the Likert scale 1–4.

Experience as a member of students' associations: dichotomous variable to which frequency analysis were applied (crosstabs). Female participants show a bigger experience and, generally, most of the sample state that had experience in student associations (Table 3 and Graph 2).

Table 3

		gender		Total
		1 M	2 F	
experience student ass	1,00 yes	41	79	120
	2,00 no	22	34	56
Total		63	113	176

Graph 2

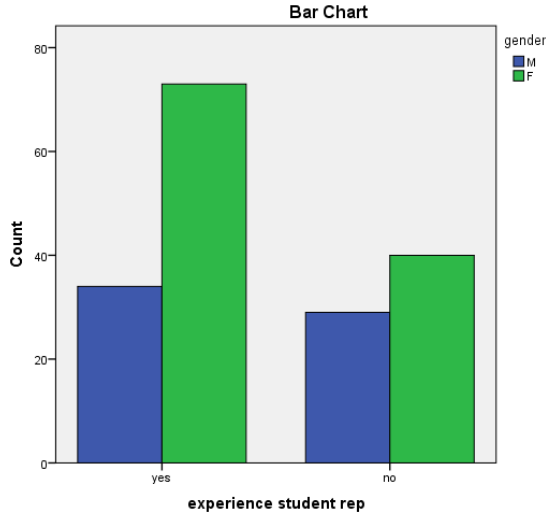


Experience as student representative: dichotomous variable to which frequency analysis were applied (crosstabs). Female participants show a bigger experience and, generally, most of the sample state to have had experience as student representative (Table 4, Graph 3).

Table 4

		gender		Total
		1 M	2 F	
experience student resp	1,00 yes	34	73	107
	2,00 no	29	40	69
Total		63	113	176

Graph 3



ITEM 1: What actions would be more effective to reach a successful student-oriented QA system? Assign a rank (0–3: 0 = not useful; 1 = of little usefulness; 2 = useful; 3 = very useful) to each of the following options:

- a making students participate in institutional decision-making processes (e.g. establish when and how to implement the QA of the courses; taking follow-up actions, etc.)
- b creating academic staff-student liaison committees;
- c include students as reviewers before any external quality assurance visit (e.g. writing a reflective analysis or a self-assessment report)
- d let students take active part in external quality assurance visit (audits)
- e let students being recruited by QA agencies to act in external assessment committees (e.g. be a member of the audit/review team).

A multivariate analysis (MANOVA) was applied having as independent variable the gender and statistical significant differences were found in option 1b and 1c (Table 5).

Table 5

Source	Dependent Variable	df	F	Sig.	Partial Eta Squared
gender	item1a	1	1,761	,186	,010
	item1b	1	5,409	,021	,030
	item1c	1	4,136	,044	,023
	item1d	1	2,198	,140	,013
	item1e	1	1,107	,294	,006

The scores (scale 0–3) are the following (Table 6):

Table 6

Descriptive Statistics	gender	Mean	Std. Deviation	N
item1a	1 M	1,9032	,71768	62
	2 F	2,0442	,64627	113
	Total	1,9943	,67379	175
item1b	1 M	1,7581	,71713	62
	2 F	2,0265	,73752	113
	Total	1,9314	,73959	175
item1c	1 M	1,6935	,98495	62
	2 F	1,9646	,75509	113
	Total	1,8686	,85089	175
item1d	1 M	1,6613	,74534	62
	2 F	1,8319	,71841	113
	Total	1,7714	,73052	175
item1e	1 M	1,7742	,91292	62
	2 F	1,9115	,77411	113
	Total	1,8629	,82597	175

Even if they are below the mean point female participants believe, more than male participants, in the opportunity to create academic staff-student liaison committees and in the relevance to include students as reviewers before any external quality assurance visit. Generally the scores are all below the mean point so none of the options is considered satisfying.

ITEM 2: Do you think you ever had the opportunity to assess the quality of the course organization? (YES/NO)

There are no significant differences between the two genders, but a slight majority of the sample (94 over 82) think to have had the chance to assess the quality of the course organization (Table 7).

Table 7

		gender		Total
		1 M	2 F	
item2 do you think you ever had the opportunity to assess the quality of the course organization	1,00 yes	35	59	94
	2,00 no	28	54	82
Total		63	113	176

If we consider the 4 given options:

If **Yes**, select the aspects you are used to assess (maximum 3 options)

- Regularity of classes
- Timeliness of the professor
- Consistence between the course objectives and the aims of the course of study
- Relationship with the administrative offices

Female participants more than male think that they had the opportunity to assess the consistence between the course objectives and the aims of the course of study ($p < .02$).

The option “Relationship with the administrative offices” is the most selected and there are no differences related to the remaining options between male and female participants.

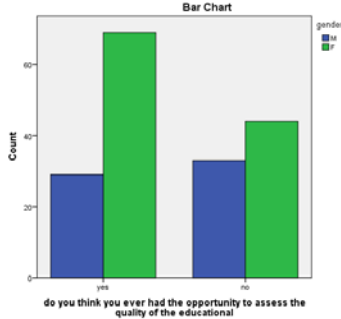
ITEM 3: Do you think you ever had the opportunity to assess the quality of the educational /didactical methodology used in the courses? (YES/NO)

There no significant differences between the two genders (Table 8, Graph 4).

Table 8

		gender		Total
		1 M	2 F	
item3 do you think you ever had the opportunity to assess the quality of the educational	1,00 yes	29	69	98
	2,00 no	33	44	77
Total		62	113	175

Graph 4



If we consider the 4 given options:

If Yes, select the aspects you are used to assess (maximum 3 options)

- Usefulness of resources/study materials suggested by the professor
- Teaching modalities (lecture, workshop, group work, etc.)
- Assessment modalities
- Availability of the professor

The only significant difference between the two genders is in the option “assessment modalities”, while the option “Availability of the professor” is the most selected by the sample.

Table 9

		gender		Total
		1 M	2 F	
item3a usefulness	1,00 selected	15	32	47
	2,00 not selected	20	45	65
Total		35	77	112
item3b teaching Significant according to gender $p < .01$	1,00 selected	18	20	38
	2,00 not selected	17	56	73
Total		35	76	111
item3c assessment	1,00 selected	21	42	63
	2,00 not selected	14	34	48
Total		35	76	111
item3d availability	1,00 selected	23	45	68
	2,00 not selected	12	31	43
Total		35	76	111

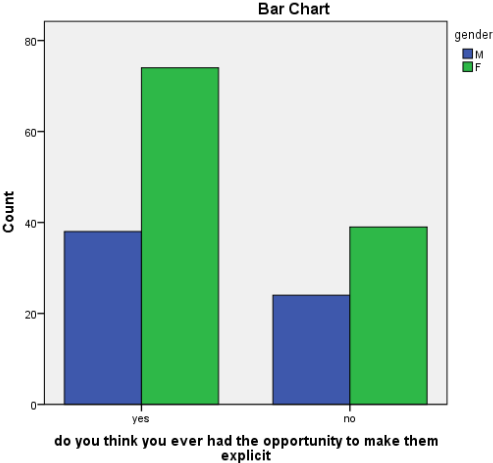
ITEM 4. Do you think you ever had the opportunity to make them explicit the critical aspects of the relationship with professors (YES/NO)

Participants selected the option “YES” without any significant gender difference (Table 10).

Table 10

		gender		Total
		1 M	2 F	
item4 do you think you ever had the opportunity to make them ex- plicit	1,00 yes	38	74	112
	2,00 no	24	39	63
Total		62	113	175

Graph 5



If we consider the 3 given options:

- Written questionnaires at the end of the course
- Meetings with the professor during his/her office hours
- e-mail

Participants selected mostly the option “Written questionnaires at the end of the course” without any significant difference of gender (Table 11).

Table 11

		gender		Total
		1 M	2 F	
item4a written	1,00 selected	29	48	77
	2,00 not selected	13	28	41
Total		42	76	118
item4b meetings	1,00 selected	20	24	44
	2,00 not selected	21	50	71
Total		41	74	115
item4c e-mail	1,00 selected	18	30	48
	2,00 not selected	24	43	67
Total		42	73	115

ITEM 5: If in your university activities other than class activities are offered have you ever had the opportunity to express your opinion/suggestions about their usefulness for your professionalization process?

There is no activity other than class activities

No, I didn't have the opportunity to express my opinion about their usefulness

YES, I had the opportunity to express my opinion about their usefulness

44 % of the sample think that they didn't have the opportunity to express their opinion about the usefulness of activities other than class activities, while 40% think they had (Table 12).

Table 12

Valid	Frequency	Percent
1,00 no activity	23	13,0
2,00 no opportunity my opinion	78	44,1
3,00 yes i could expressive my opinion	71	40,1
Missing System	3	1,7
Total	177	100,0

ITEM 6: Do you think you ever had the opportunity to assess the quality and the appropriateness of the spaces/environments used for the teaching/learning process? (YES/NO)

If Yes, select the spaces you are used to assess (maximum 3 options)

- ☐ Library
- ☐ Labs
- ☐ Spaces in which the interaction professor/student occurs
- ☐ Spaces in which the interaction among students occurs

There are no significant differences between the two genders. Generally 50% of the sample think to have had the opportunity to assess the quality and the appropriateness of the spaces/environments used for the teaching/learning process, while 40% disagree (Table 13).

Table 13

item6		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00 yes	89	50,3	50,3	50,3
	2,00 no	88	49,7	49,7	100,0
	Total	177	100,0	100,0	

Table 14 Female participants, more than male participants, think they couldn't assess libraries

Gender p<.05		gender		Total
		1 M	2 F	
item6a library	1,00 selected	23	29	52
	2,00 not selected	13	40	53
Total		36	69	105

Table 15 The remaining options don't show any gender differences.

		gender		Total
		1 M	2 F	
item6b labs	1,00 selected	21	31	52
	2,00 not selected	15	37	52
Total		36	68	104

Table 16

		gender		Total
		1 M	2 F	
item6c professor student spaces	1,00 selected	20	29	49
	2,00 not selected	16	39	55
Total		36	68	104
item6d student space	1,00 selected	26	49	75
	2,00 not selected	10	19	29
Total		36	68	104

ITEM 7: Student participation in Internal QA often requires the completion of a questionnaire after each course. What option suits you better?

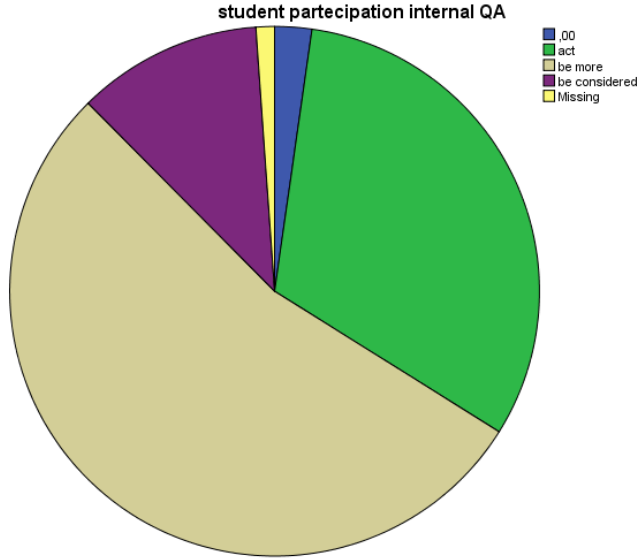
- ▶ act as an information provider giving your feedback to a readymade questionnaire
- ▶ be more actively involved and negotiate the design of feedback questionnaires in close cooperation with the academic staff
- ▶ be considered an expert and design your own feedback questionnaires

53% of the sample selected the option “be more actively involved and negotiate the design of feedback questionnaires in close cooperation with the academic staff”. There are no significant differences between the two genders (Table 17, Graph 6).

Table 17

		Frequency	Percent
1,00 act		56	31,6
2,00 be more		95	53,7
3,00 be considered		20	11,3
Total		175	98,9
Missing	System	6	
Total		177	100,0

Graph 6



ITEM 8: What role would you assign to the participation of a student in a decision-making QA expert panel/committee?

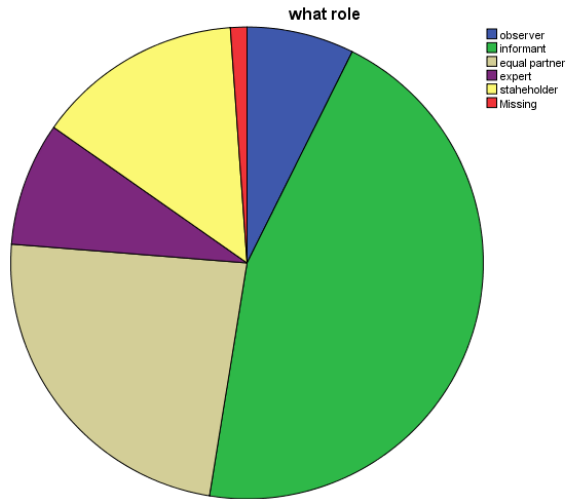
- Observer (can be present, but has no active role)
- Informant (reports students' opinions)
- Equal partner (has the same role of professors)
- Expert (is recognized as having a specific competence to share)
- Stakeholder (is recognized as a partner in the academic community bringing in his/her special interest perspective).

45% of the sample would assign the role of informant without any difference in the gender.

Table 18

item8	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1,00 observer	13	7,3	7,4	7,4
2,00 informant	80	45,2	45,7	53,1
3,00 equal partner	42	23,7	24,0	77,1
4,00 expert	15	8,5	8,6	85,7
5,00 stakeholder	25	14,1	14,3	100,0
Total	175	98,9	100,0	
Missing System	2	1,1		
Total	177	100,0		

Graph 7



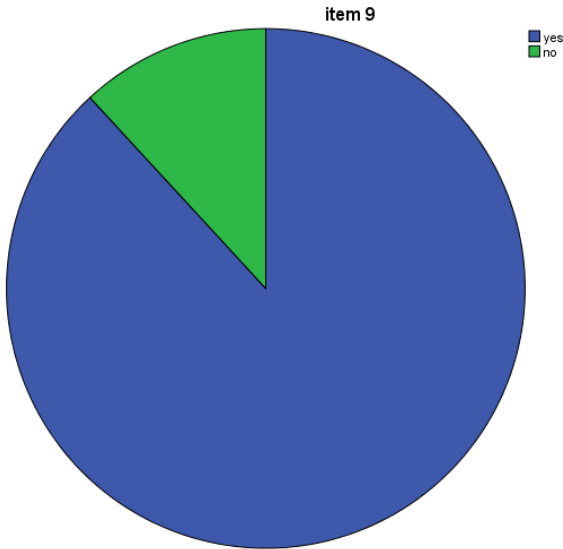
ITEM 9: Do you think students should be trained to acquire the proper competences to be able to participate in the design, planning and assessment of quality actions as a member of an expert committee? (YES/NO)

There are no significant differences between the two genders. 88 % of the sample felt training as necessary (Table 19 & Graph 8).

Table 19

item9		Frequency	Percent
Valid	1,00 yes	156	88,1
	2,00 no	21	11,9
Total		177	100,0

Graph 8



ITEM 10: What topics would you consider relevant to address in a training course on QA? Assign a rank (0–3: 0 = not useful; 1 = of little usefulness; 2 = useful; 3 = very useful) to each of the following options:

- a Legislation/standards of relevance to the QA process
- b Overview of the External and Internal QA roles and functions
- c Best practices from different contexts/cultures
- d Report writing skills
- e research methodology (e.g. data gathering techniques, data analysis, etc.)

MANOVA shows statistical significant differences according to the gender in relation to option b, c, and d (Table 20).

Table 20

Source	Dependent Variable	df	F	Sig.	Partial Eta Squared
gender	item10a	1	1,057	,305	,006
	item10b	1	8,146	,005	,045
	item10c	1	7,286	,008	,041
	item10d	1	13,595	,000	,073
	item10e	1	1,407	,237	,008

Generally, in a 5 point scale (0–4, average 2) the scores are all below the mean point. Female participants, more than male participants, believe that the b, c, d options are relevant (Table 21).

Table 21

	gender	Mean	Std. Deviation	N
item10a	1 M	2,0317	,76133	63
	2 F	1,9099	,74528	111
	Total	1,9540	,75123	174
item10b	1 M	1,9048	,66513	63
	2 F	2,1982	,64413	111
	Total	2,0920	,66510	174
item10c	1 M	1,9683	,59482	63
	2 F	2,2072	,54133	111
	Total	2,1207	,57131	174
item10d	1 M	1,8254	,81398	63
	2 F	2,2342	,63181	111
	Total	2,0862	,72808	174
item10e	1 M	2,1905	,77993	63
	2 F	2,3243	,67638	111
	Total	2,2759	,71628	174

Significant differences are related to “age” ($p < .05$) and the interactions between age and the expertise in quality assurance processes ($p < .05$). The post hoc test (Table 22) shows how the age range 25–29 consider less relevant the best practices than the younger students (17–19). But the sample and the differences among the groups (age range) is small and this is to be considered (and participants over 30 were not considered)

Table 22

age record	Subset	
	1	2
3,00 25-29	1,8571	
1,00 17-19		2,0299
2,00 20-24		2,1461

The youngest students appear to be the most involved in the quality assurance processes, while the difference in the expertise seems not relevant.

5.2 QUALITATIVE ANALYSIS

The qualitative analysis of data was developed using a content analysis of the different documents (individual interview's transcripts and focus group transcripts). It's necessary to underline that data were translated from Armenian to English before being analyzed and, for this reason, the content analysis is to be meant as 'contextual', since the interpretative coding was applied to single portions of documents such as single open answers in the questionnaire and single paragraphs in focus-groups discussions which represented the unit of analysis with a global approach which is not focuses on single words or phrases and their frequency.

The method of analysis consisted in a process of progressive coding and triangulation of data where triangulation is meant both as the crossing process triangulation among different sources (interviews, focus-groups) and the comparison among the different researchers' viewpoints (the data were submitted to the analysis of three researchers).

The qualitative data analysis software WebQDA (<https://www.webqda.com/>) was used to perform the coding process (both descriptive and interpretative), the triangulation and interpretation of data. In fact, the software not only enables the researcher to store, organize and code different data sources, but also to share each researcher's activity and reflective commentary with the colleagues.

The data were coded with both a descriptive classification and interpretative categorization of each document.

The descriptive coding embraced the whole “source” document connected with a single participant in the sample (student, administrative officer, faculty) and had six levels of classification (attributes) (see Figure 3):

- for students (20);
- for administrative staff (18);
- for faculties (13).

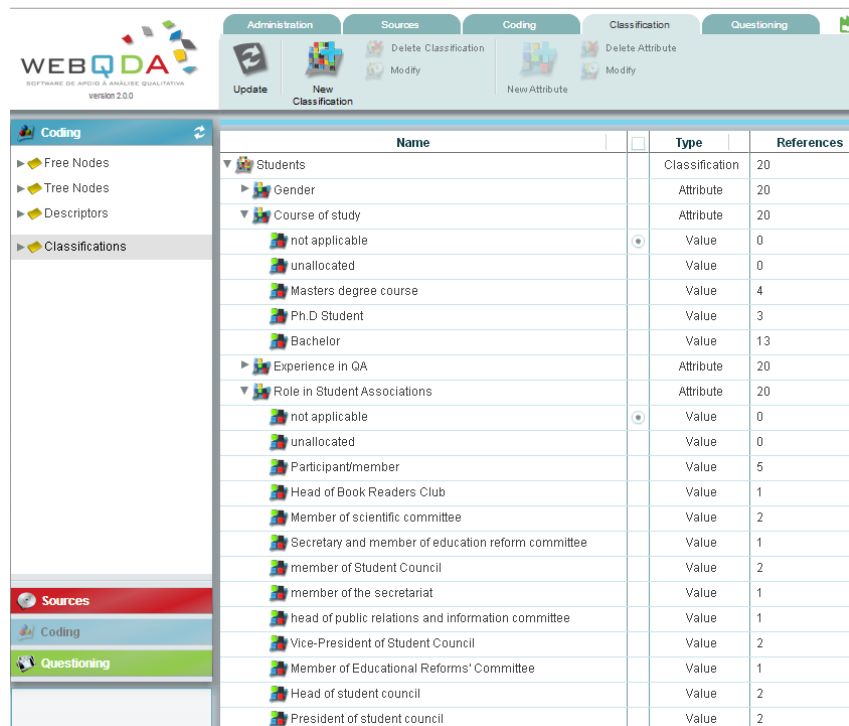
Figure 3 Overview of the sample classification



Name	Type	References
Students	Classification	20
Gender	Attribute	20
Course of study	Attribute	20
Experience in QA	Attribute	20
Role in Student Associations	Attribute	20
Age	Attribute	20
Year of enrollment	Attribute	20
Administrative staff	Classification	18
Gender	Attribute	18
Age	Attribute	18
Degree	Attribute	18
Area	Attribute	18
Years of employment	Attribute	18
Experience in QA	Attribute	18
Faculties	Classification	13
Gender	Attribute	13
Age	Attribute	13
Role	Attribute	13
Year of employment	Attribute	13
Experience in QA	Attribute	13
Discipline	Attribute	13

The attribute “experience in QA”, present in all participants (students, administrative staff and faculties), was always coded into four options (none, little, some, high). The whole overview of the attributes can be seen in Figure 4 (students); Figure 5 (administrative staff) and Figure 6 (faculties).

Figure 4 Student classification.



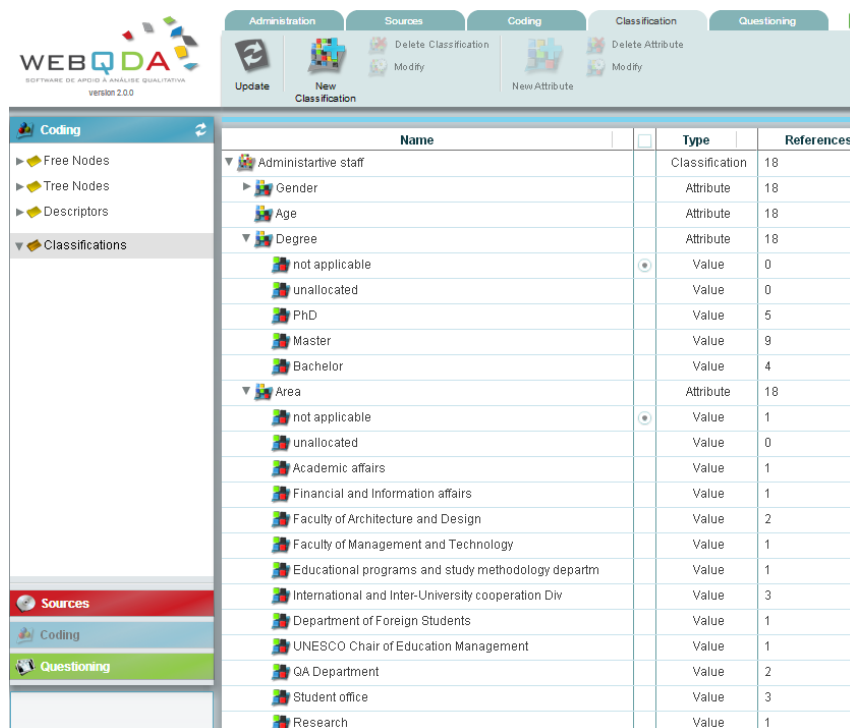
Name	Type	References
Students	Classification	20
Gender	Attribute	20
Course of study	Attribute	20
not applicable	Value	0
unallocated	Value	0
Masters degree course	Value	4
Ph.D Student	Value	3
Bachelor	Value	13
Experience in QA	Attribute	20
Role in Student Associations	Attribute	20
not applicable	Value	0
unallocated	Value	0
Participant/member	Value	5
Head of Book Readers Club	Value	1
Member of scientific committee	Value	2
Secretary and member of education reform committee	Value	1
member of Student Council	Value	2
member of the secretariat	Value	1
head of public relations and information committee	Value	1
Vice-President of Student Council	Value	2
Member of Educational Reforms' Committee	Value	1
Head of student council	Value	2
President of student council	Value	2

The majority of students are studying for a Bachelor degree and just 7 over 20 are currently enrolled in *post lauream* courses (Master degree or PhD), but almost half of the whole sample (9 participant) state to have a high level of experience in Quality Assurance. This aspect is connected with the active role they showed to play in student associations: just 5, in fact, appear to be members without any specified role, while all the others are involved in scientific committee/councils/clubs, also with primary roles (head, vice-president).

The administrative staff (see Figure 5) is composed by highly specialized personnel with a *post lauream* degree (14 over 20 participants) and a high level of experience in Quality Assurance (14 coded as ‘high’ and 4 coded as ‘some’).

As reported in the following screenshot the areas in which the staff is working is very diversified and just 2 out of 18 are employed in a QA office.

Figure 5 Administrative staff classification.



Name	Type	References
Administrative staff	Classification	18
Gender	Attribute	18
Age	Attribute	18
Degree	Attribute	18
not applicable	Value	0
unallocated	Value	0
PhD	Value	5
Master	Value	9
Bachelor	Value	4
Area	Attribute	18
not applicable	Value	1
unallocated	Value	0
Academic affairs	Value	1
Financial and Information affairs	Value	1
Faculty of Architecture and Design	Value	2
Faculty of Management and Technology	Value	1
Educational programs and study methodology departm	Value	1
International and Inter-University cooperation Div	Value	3
Department of Foreign Students	Value	1
UNESCO Chair of Education Management	Value	1
QA Department	Value	2
Student office	Value	3
Research	Value	1

Faculties are balanced among the different institutional roles (Full professor, Associate, etc.). The level of declared experience in Quality Assurance is high for a small portion (3 out of 13) while the majority (9 out of 13) state to have a certain level of experience ('some'), with just 1 occurrence of the option 'none'.

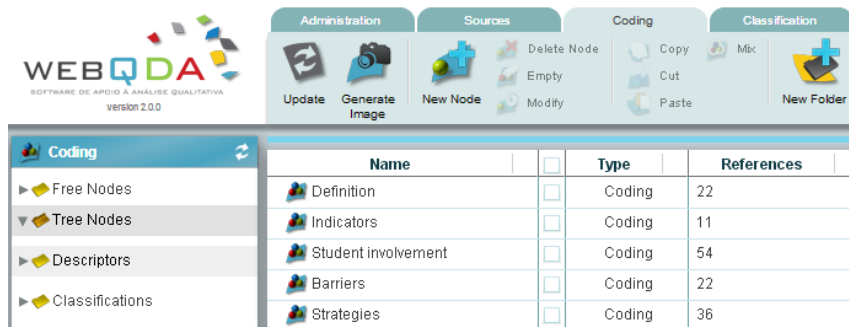
Figure 6 Faculties classification.

Name	Type	References
▼ Faculties	Classification	13
▶ Gender	Attribute	13
▶ Age	Attribute	13
▼ Role	Attribute	13
not applicable	Value	1
unallocated	Value	0
Chair	Value	2
Full professor	Value	3
Associate professor	Value	3
Researcher	Value	3
Research fellow	Value	0
PhD teaching student	Value	1
Assistant	Value	0
Year of employment	Attribute	13
▼ Experience in QA	Attribute	13
not applicable	Value	0
unallocated	Value	0
none	Value	1
little	Value	0
some	Value	9
high	Value	3

The interpretative coding resulted in the following nodes related to different aspects of QA (Figure 7):

- ❖ **definition:** QA tentative definitions in connection to educational programs, standards and the labor market;
- ❖ **indicators:** aspects that the sample consider of relevant value to ensure quality in higher education;
- ❖ **student involvement:** the range of reasons to foster the engagement of students in the QA process;
- ❖ **barriers:** the experienced obstacles in activating the students' participation in QA;
- ❖ **strategies:** the existing strategies run by the higher institutions to involve students in QA.

Figure 7



Starting from a tentative definition of QA is a good opportunity to highlight the participants' conceptions and, thus, be able to connect them with their current practices and desired improvements.

The definitions provided mostly show a definite orientation of the sample. Students are focused on the results of the educational process, while academic staff (admin and faculties) is more focused in the organizational aspect (organize the processes, planning, documentation and resources) and the general rationale of the QA process (consistency between goals, mission, output).

Academic staff report an attention to research and the need of improvement of the scientific outputs and pedagogical work at university.

In any case there's a common lack of comprehensiveness, being the definitions tied to few aspects of QA and sometimes to just one aspect. This results underline the uncertainty of the sample when moving in a complex field in which an holistic perspective is difficult to reach.

Students insist more on QA as a review of educational programs and services. From one of the student's perspective, several steps are necessary to provide the appropriate services, specifically:

"a) to organize advice and guidance: psychological, health support, career planning, mentoring and tutoring, legal and procedural advice; b) to establish the material support services: financial aid, student health, disability support, accommodation and catering; c) academic support services: international student support, academic technology assistance, libraries, self assessment, study methods, linguistic centre, first-year orientation, educational equity, training of tutors; d) non-academic services: sports, religious groups, socio-cultural centre, transport, security inside the campus. Only in this case the university can become competitive".

Those steps are fundamental to:

- reach “*the conformity of education with the national and international educational standards, with the demands of internal and external market, with the student’s requirements and high professional skills*”;
- reach a better integration in the HE environment and accessibility of information and course content, benefit from proper infrastructures;
- promote, facilitate and achieve the employability of the university graduates in the country and abroad: a correspondence of educational programs to labor market is needed in order to be competitive.

The data offer interesting inputs which deserve a deeper reflection and investigation that could be developed within the framework of WP3. We would, in fact, draw the attention to the following key words present in different statements: HEI as organizations which needs to develop the ability to be *transformative*; QA as a process with *cyclic nature*; QA as a the results of a *quality culture* to be created within the HEI.

QA indicators, reported by the sample (mostly students), are strictly connected to the previous QA definitions:

- the “interoperability” of the degree, that is, as reported by one participant “no matter where they graduate from, in theory their degree should be worth the same as it is from any other institution in the country”;
- the competitiveness of the degree that comes from the acquired professionalism by students and the related spendibility so that graduates are employable in the global labor market.

This last aspect is connected to the opportunity to study abroad and participate in international projects.

The category “student involvement” was the focus of the study and the number of coded units (54) is, of course, relevant. The motivations at the basis of the promotion of students’ engagement in QA processes are related to the student’s perspective which is meant as a primary means of assessment since students are aware of what happens in their education path and know their needs and expectations. Students appear to be the main stakeholders.

The University is, then, required to hold a precise responsibility to obtain and respond to student feedback in a systematic manner.

Students can act as “information providers”, as “collectors and analysts of students’ feedback”, as “experts” and as “a partner” that is able to make a constructive dialogue. Those roles are consistent with the range of their action in QA: a) assessing programs and learning processes; b) volunteering in student service areas, c) taking part in decision making by participating in scientific committees and administrative bodies.

But “engagement” is to be distinguished from other related concepts such as “consultation, involvement, and participation”, because it is referred to as a “tool of change” and “*it depicts a higher level of association, responsibility, empowerment and control afforded to the student. Students have to be active partners with shared responsibilities for their own learning and achievement. Student engagement has to be existed in two main separate but related contexts: the participation of students within the institutional management of the university and quality processes and students’ engagement with their own individual learning experience*”.

Anyway a lot of questions remain open: *Are the right local conditions (policies, procedures, opportunities) in place within the university for individual engagement of students?; Do students have the correct information or knowledge on internal QA to be effectively engaged?; Is the timing of engagement right?; Are students building on their experience of being engaged and having that opportunity to develop as co-creators or active learners?; Are different types of opportunities for engagement available for different types of students?*

The last question is difficult to interpret and we would suggest to come back to this issue during the development of WP3 in order to understand what the expression “different types of students” means. If we refer to students with special need it would be of primary importance to try to design processes of participation with an inclusive orientation.

The contradiction present is that, even if students are undoubtedly aware of their needs, they appear to be largely unaware of the principles on internal quality assurance, and this represents one of the major obstacle to their participation, as explained in the following section dedicated to the analysis of “barriers”. It’s suggested that the culture of quality and student training should start from the beginning, from the first year of enrollment.

As previously explained, since the data consisted in translated texts, the researcher decided to avoid the use of the “text search” option to support the interpretation of data, but relied on the use of a different “questioning tool”, namely the “matrix”, which lets you cross different variables (e.g. the coding nodes and the classification attributes).

If we cross the category “barriers” with the sample we will find that this aspect was reported by 5 students; 7 administrative staff; 2 faculties.

It’s interesting to highlight the nature of the barriers reported by the participants:

lack of concreteness: mostly students refer to their involvement in QA as a formal statement that doesn't end neither in a concrete establishment nor in the desired effects of change (*"Students' membership in listed bodies has to be not only formal, but it has to provide a mechanism for seeking students' feedback on relevant policies and proposals"*–NU04; *"There is a risk that quality assurance system could easily become a bureaucratic process"*);

lack of information: the communication flow between students and their representatives is not effective (*"Most students even don't have any idea about it. I think that at first we need to change this situation. We need to motivate students to realize the importance of QA and participate on it"*);

lack of awareness: students and staff don't have the needed competences to deal with QA (*"Just a few clusters among the university administrative and academic staff is familiar with the internal QA procedures. The trainings on internal QA have to be continued in order to enhance the informed staff members"*; *"The focus of students engagement definitely needs to be more clearly delineated in order to provide a useful sense of the meaning of engagement. Besides students have to be trained for sure, so that to be able to expertise any aspects related to the university experience. The model of students' engagement has to indicate explicitly the area of students' engagement"*);

lack of reliability: students don't use their voice to improve the system (*"Assess and evaluate the quality assurance process, have strict annual responsibilities and reports for the unions that are responsible for the Quality assurance in the universities, have student participants that really care for their university and the quality of their education and most important spend all the grants that quality assurance departments get for the institutional changes really on that changes and not to have some international trips and vacations with that money"*);

lack of motivation: students don't take advantage of their role in the university bodies (*"As of today, students are involved in each management body of the university to participate in the university administration processes more actively, for instance there is a student membership at the chairs level in the QA groups, at the faculties level—in the faculty scientific council, at the university level—in the university Scientific Council and in the Board of Trustees. Frankly, not all students really influence on the decision making process, as a member of these bodies. However, this is not because of any restrictions on the part of the administration, but because of their passive behavior"*; *"I think the conditions are provided by the university, but students don't use those conditions fully"*).

The matrix created to check the relationship between the "strategy" node and the sample shows that the vast majority of occurrences can be attributed to either administrative staff or faculties (20), while few students (6) offered solutions and recommendations to improve the current QA system at their institutions. This result is probably due to the lack of awareness of QA standards and procedures among students.

The strategies envisioned by the participants cover different areas and address process already existing, but that needs to be improved:

make the internal QA effective as a system provision, specifically:

- Follow and control QA process more severely (regular self-assessment and monitoring, external assessment; follow-up procedures; steps to better Benchmarking);
 - developing of a culture of communication and sharing information between the different units of the university;
 - set well defined communication responsibilities;
 - ensure clear objectives of communication flow;
 - set precise listing of sources and receivers of information;
 - provide a practical and ample usage of information technology;
 - ensure transparency in the process;
 - set incentive measures;
 - plan costs of quality procedures.
-
- facilitate and improve the communication and cooperation among students, teaching and administrative staff; all staff may not be equally engaged and enthusiastic, but as far as possible a willingness to cooperate should be developed. The self-evaluation process has to be discussed among colleagues and encourage staff and students to develop and sustain a quality culture and a questioning attitude about routine procedures;
 - develop a culture where every stakeholder is constantly attentive to opportunities as a university's long term objective; identify roles that students, as stakeholders, should play in the implementation of the QA and train the students and young professionals on internal QA as a continuous process in order to develop trends in QA in higher education;
 - make it clearer the institutional mission statement , the methodology used by the university to assess its units, regulations, standards, procedures, etc. to enhance the quality of design and development of its study programs, the selection and promotion of teaching staff, classroom activities and learning outcomes.

Suggestions to improve the whole process are the following:

- prepare and implement an effective quality improvement plan (QIP). The purpose of the plan is to enable the unit to benefit from the self-reflection and hard work put into the self-evaluation report. The preparation of the QIP should be a very positive exercise that focuses on quality improvement by identifying strategies for change, and by making a sustainable case for any additional resources required to implement the recommendations of the report;
- create a separate Charter that will include students' rights and responsibilities in relation to internal QA: one of the participant stated "Recently we discussed with the Faculty Dean of Architecture and Design some approach where a student will earn his/her credits according to direct participation in the university study process and the number of absences will effect on the number of earned credits";
- build a database on key areas that affect the quality of activity of all university's units. They will identify the strengths of the system and highlight common areas of concern with indications on how these may be confronted, moreover the university should develop a robust institutional database of performance across various domains: student admission and progression, graduates' feedback on study course, whole university experience, training/learning methodology, satisfaction of students with the study program research output, etc. These structures should ensure that QA activities are closely connected to the university's strategic planning procedures, crucial in developing joined-up thinking.

ANNEX 1 SURVEY (ENGLISH VERSION)

SECTION 1: GENERAL DATA

Gender (Male/Female)

Age

Course of study: (e.g. *five-year degree course in Humanities; three-year doctoral course in Chemistry*)

Enrollment year: (*first, second, etc.*)

Experience in quality assurance processes and standards (*none; little; some; high*)

Experience as member of student associations (YES/NO)

Experience as students representative (YES/NO)

SECTION 2: PLEASE, REPLY TO ALL QUESTIONS (READ QA AS “QUALITY ASSURANCE”):

- 1 What actions would be more effective to reach a successful student-oriented QA system? Assign a rank (0–3: 0 = not useful; 1= of little usefulness; 2= useful; 3= very useful) to each of the following options:
 - ◉ making students participate in institutional decision-making processes (e.g. establish when and how to implement the QA of the courses; taking follow-up actions, etc.)
 - ◉ creating academic staff-student liaison committees;
 - ◉ include students as reviewers before any external quality assurance visit (e.g. writing a reflective analysis or a self-assessment report)
 - ◉ let students take active part in external quality assurance visit (audits)

- let students being recruited by QA agencies to act in external assessment committees (e.g. be a member of the audit/review team).
- 2 Do you think you ever had the opportunity to assess the quality of the course organization? (YES/NO)

If Yes, select the aspects you are used to assess (maximum 3 options)

- Regularity of classes
 - Timeliness of the professor
 - Consistence between the course objectives and the aims of the course of study
 - Relationship with the administrative offices
- 3 Do you think you ever had the opportunity to assess the quality of the educational / didactical methodology used in the courses? (YES/NO)

If Yes, select the aspects you are used to assess (maximum 3 options)

- Usefulness of resources/study materials suggested by the professor
 - Teaching modalities (lecture, workshop, group work, etc.)
 - Assessment modalities
 - Availability of the professor
- 4 Do you think you ever had the opportunity to make them explicit the critical aspects of the relationship with professors (YES/NO)

If YES select the modalities:

- Written questionnaires at the end of the course
- Meetings with the professor during his/her office hours
- e-mail
- other

- 5 If in your university activities other than class activities are offered have you ever had the opportunity to express your opinion/suggestions about their usefulness for your professionalization process?

☛ **There is no activity other than class activities**

☛ **NO**, I didn't have the opportunity to express my opinion about their usefulness

☛ **YES**, I had the opportunity to express my opinion about their usefulness

- 6 Do you think you ever had the opportunity to assess the quality and the appropriateness of the spaces/environments used for the teaching/learning process? (YES/NO)

If Yes, select the spaces you are used to assess (maximum 3 options)

☛ Library

☛ Labs

☛ Spaces in which the interaction professor/student occurs

☛ Spaces in which the interaction among students occurs

☛ Other

- 7 Student participation in Internal QA often requires the completion of a questionnaire after each course. What option suits you better?

☛ act as an information provider giving your feedback to a readymade questionnaire

☛ be more actively involved and negotiate the design of feedback questionnaires in close cooperation with the academic staff

☛ be considered an expert and design your own feedback questionnaires

- 8 What role would you assign to the participation of a student in a decision-making QA expert panel/committee?
- Observer (can be present, but has no active role)
 - Informant (reports students' opinions)
 - Equal partner (has the same role of professors)
 - Expert (is recognized as having a specific competence to share)
 - Stakeholder (is recognized as a partner in the academic community bringing in his/her special interest perspective).
- 9 Do you think students should be trained to acquire the proper competences to be able to participate in the design, planning and assessment of quality actions as a member of an expert committee? (YES/NO)
- 10 What topics would you consider relevant to address in a training course on QA? Assign a rank (0–3: 0 = not useful; 1 = of little usefulness; 2 = useful; 3 = very useful) to each of the following options:
- Legislation/standards of relevance to the QA process
 - Overview of the External and Internal QA roles and functions
 - Best practices from different contexts/cultures
 - Report writing skills
 - research methodology (*e.g. data gathering techniques, data analysis, etc.*)

ANNEX 2

SURVEY (ARMENIAN VERSION)

ՀԱՐՅՈՒՄ

ԲԱԺԻՆ 1: ԸՆԴՀԱՆՈՒՐ ՏԵՂԵԿՈՒԹՅՈՒՆՆԵՐ

Սեռը (արական/իգական)

Տարիքը

Ուսումնական ծրագիրը (օրինակ՝ չորս տարվա բակալավրի ծրագիր հարստարապետություն մասնագիտությամբ, երկու տարվա մագիստրոսական ծրագիր տնտեսագիտություն մասնագիտությամբ և այլն)

Ուսման տարին. (առաջին, երկրորդ և այլն)

Որակի ապահովման գործընթացում և չափանիշների կիրառման ոլորտում փորձառությունը.

բացակայում է

քիչ փորձառու

ունի որոշ փորձառություն

լավ փորձառու է

Փորձառությունը ուսանողական միավորումներում՝ անդամակցության առումով.

ԱՅՈ

ՈՉ

Փորձառությունը որպես ուսանողության ներկայացուցիչ.

ԱՅՈ

ՈՉ

ԲԱԺԻՆ 2: ԽՆԴՐՈՒՄ ԵՆՔ ՊԱՏԱՍԽԱՆՆԵԼ ԲՈԼՈՐ ՀԱՐՑԵՐԻՆ («ՈԱ» ՀԱՊԱՎՈՒՄԸ ԸՆԹԵՐՑԵՔ ՈՐՊԵՍ «ՈՐԱԿԻ ԱՊԱՀՈՎՈՒՄ»).

1 Ստորև թվարկված գործողություններից որո՞նք կլինեն ավելի արդյունավետ ուսանողակենտրոն ՈԱ համակարգ ներդնելու համար.

- ▶ ուսանողների ներգրավումը ինստիտուցիոնալ որոշումների կայացման գործընթացում (օրինակ՝ ե՞րբ և ինչպե՞ս հիմնադրել ուսումնական ծրագրի որակի ապահովման համակարգը, իրականացնել դրան հաջորդող գործողությունները և այլն).

0—անօգուտ

1—քիչ օգտակար

2—օգտակար

3—շատ օգտակար

- ▶ ակադեմիական կազմի և ուսանողներին կապակցող հանձնաժողովների ստեղծումը.

0—անօգուտ

1—քիչ օգտակար

2—օգտակար

3—շատ օգտակար

- ▶ ուսանողների ներգրավումը որպես մասնակիցներ՝ մինչև որակի ապահովման որևէ արտաքին գործընթաց սկսելը (օրինակ՝ ինքնավերլուծության հաշվետվություն մշակելու գործընթացը).

0—անօգուտ

1—քիչ օգտակար

2—օգտակար

3—շատ օգտակար

- ▶ արտաքին որակի ապահովման այցի (աուդիտի) ժամանակ ուսանողին ակտիվ գործունեություն վստահելը.

0—անօգուտ

1—քիչ օգտակար

2—օգտակար

3—շատ օգտակար

- ուսանողների հավաքագրումը ՈԱ գործակալությունների կողմից՝ արտաքին գնահատման հանձնաժողովներում գործելու նպատակով (օրինակ՝ ուսանողի, որպես անդամ, աուդիտի թիմում ներգրավումը)։

0–անօգուտ

1–քիչ օգտակար

2–օգտակար

3–շատ օգտակար

- 2 Արդյո՞ք կարծում եք, որ երբեք հնարավորություն եք ունեցել գնահատել ուսումնական ծրագրի կազմակերպման որակը:

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Եթե այո, ապա ընտրեք գնահատման ենթարկված գործոնները (առավելագույնը 3 գործոն)։

- դասերի պարբերությունը (ճշտությունը),
- դասախոսների ճշտապահությունը՝ ժամանակի առումով,
- կապը ուսումնական ծրագրի նպատակների և ընթացիկ դասընթացների նպատակների միջև,
- վարչական ստորաբաժանումների հետ հարաբերությունը:

- 3 Արդյո՞ք կարծում եք, որ երբեք հնարավորություն եք ունեցել գնահատել ուսման ընթացքում կիրառվող ուսումնառության/դասավանդման մեթոդաբանության որակը:

ԱՅՈ

ՈԶ

Եթե այո, ապա ընտրեք գնահատման ենթարկված գործոնները (առավելագույնը 3 գործոն)։

- դասախոսի կողմից առաջարկված ռեսուրսների/ուսումնական նյութերի օգտակարությունը,
- դասավանդման մեթոդները (դասախոսություն, գործնական, խմբային աշխատանք և այլն),

եթե այո, ապա ընտրեք, թե որ մակերեսներն եք գնահատել (առավելագույնը 3 մակերես)։

- ⦿ գրադարանը,
 - ⦿ լաբորատորիաները,
 - ⦿ այն մակերեսները, որտեղ տեղի են ունենում դասախոսների և ուսանողների միջև շփումները,
 - ⦿ այն մակերեսները, որտեղ տեղի են ունենում ուսանողների միջև շփումները,
 - ⦿ այլ :
- 7 Ներքին ՈԱ գործընթացում ներգրավված ուսանողներին հաճախ, ամեն ուսումնական ծրագրի ավարտից հետո, առաջարկվում է լրացնել հարցաթերթիկ։ Այդ գործընթացում ուսանողի ներգրավվածության ո՞ր տարբերակն է ավելի նախընտրելի ձեզ համար.
- ⦿ գործել որպես տեղեկություն տրամադրող՝ պատրաստի հարցաթերթիկի վերաբերյալ կարծիքի արտահայտմամբ,
 - ⦿ ավելի ակտիվ ներգրավվել և քննարկել հարցաթերթիկի ձևավորումը՝ սերտորեն համագործակցելով ակադեմիական կազմի հետ,
 - ⦿ հանդես գալ որպես փորձագետ և ձևավորել հարցաթերթիկի ձև անձնական տարբերակը:
- 8 Ի՞նչ դեր կհատկացնեիք ուսանողին, եթե նա ընդգրկվեր որոշում կայացնող ՈԱ փորձագետների հանձնաժողովում.
- ⦿ դիտորդի (կարող է մասնակցել հանձնաժողովի աշխատանքներին, բայց չունի ակտիվ դերակատարություն),
 - ⦿ տեղեկություն տրամադրողի (փոխանցում է ուսանողների կարծիքը),
 - ⦿ հավասարազոր գործընկերոջ (դասախոսների հետ միասին ունի նույն դերակատարությունը),
 - ⦿ փորձագետի (ճանաչվում է որպես հատուկ ունակություն ունեցող),

- 9 Արդյո՞ք կարծում եք, որ ուսանողները պետք է վերապատրաստվեն համապատասխան հմտություններ ձեռք բերելու նպատակով, որպեսզի կարողանան փորձագետների հանձնաժողովի կազմում մասնակցել որակի ձևավորման, պլանավորման և գնահատման գործընթացներին:

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- 10 Ի՞նչ թեմաներ եք կարևորում ՈԱ վերապատրաստման դասընթացների համար.
- ՈԱ գործընթացի համար կարևորություն ունեցող օրենսդրությունը/չափանիշները.

0-անօգուտ
1-քիչ օգտակար
2-օգտակար
3-շատ օգտակար

- 🔵 **Ներքին և արտաքին ՈԱ դերը և ֆունկցիաները.**

0-անօգուտ
1-քիչ օգտակար
2-օգտակար
3-շատ օգտակար

- ▶ Լավագույն փորձի բնութագիրը/մշակույթը.

0-անօգուտ
1-քիչ օգտակար
2-օգտակար
3-շատ օգտակար

- 🔵 Լաշվետվություն գրելու կարողությունները.

0-անօգուտ
1-քիչ օգտակար
2-օգտակար
3-շատ օգտակար

- Լեռնագոգություն մեթոդաբանությունը. (օրինակ՝ տվյալների հավաքագրման տեխնիկան, տվյալների վերլուծությունը և այլն).

0–անօգուտ

1–քիչ օգտակար

2–օգտակար

3–շատ օգտակար

ANNEX 3

INTERVIEW: DEMOGRAPHIC DATA

STUDENTS

Code assigned to the participant

Gender

Age

Course of study: (e.g. *five-year degree course in Humanities; three-year doctoral course in Chemistry*)

Enrollment year: (*first, second, etc.*)

Experience in quality assurance processes and standards (*none; little; some; high*)

Kind of role played in the student association

ACADEMIC STAFF

Code assigned to the participant

Gender

Age

Role at university: (*full professor, associate professor, researcher, research fellow, etc*)

Teaching: (*specify subject and course*)

Years of employment in the current institution

Experience in Internal Quality Assurance processes

ADMINISTRATIVE STAFF

Code assigned to the participant

Gender

Age

Diploma/degree

Administrative area

Years of employment in the current institution

Experience in Internal Quality Assurance processes

ANNEX 4

FOCUS GROUP PROTOCOL

Number of participants:

Participants' role: (*professor, administrative staff, student, etc.*)

Participants' demographic data (if they didn't participate in the survey or interview see annex 4)

Code of the participants (if participated in the interview):

Location

Date

Time

Information	The moderator informs the audience about the reason of the focus-group, duration, privacy issues and data recording issues
Common rules:	The moderator describes do and don'ts, that is, what the participants are expected and fostered to do in their participation and what should be avoided in terms of effective communication flow.
Opening question	warming up: the moderator asks participants to introduce themselves focusing on their professional role.
Introductory question	The moderator introduces the objective of the discussion and asks participants to freely comment on it.
Transition question	The main topics, to be addressed in the following step, are here anticipated with a single question that highlight a general issue transversal to all main topics to be further explored with substantial questions.
Substantial questions	The moderator asks a series of questions which address in detail the different topics object of the focus group.
Final question	Conclusion and additional option for comments



SURVEY DATA ANALYSIS BY ASPU, ASUE AND NUACA (ESPAQ)

The ESPAQ project is looking at one of the core challenges of Armenian higher education (quality of its provision and outcomes), by engaging the students into processes of quality assurance (QA) and enhancement of their learning experience. With the help of project consortium, it will be explored the motivation and barriers for Armenian students to partake in QA on various levels. Project aims to improve the conditions forengagement by raising awareness on the importance of students' say within the academic community providing capacity building support and by suggesting relevant changes in the legislation/HEI regulation.