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NATIONAL CENTER FOR  
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## ERASMUS+ eCAMPUS Project

### Fostering Socially Distanced and Inclusive on-Campus Education in Armenian HEIs

#### WORKSHOP AGENDA

24–25 June 2026

### Internal Quality Assurance Criteria and Self-Assessment Tools for Digital Teaching, Learning and Assessment

Organized by ANQA within eCAMPUS WP.3

 **Venue: 16 Kievyan St., Yerevan, Armenia 0028**

#### Workshop Objectives and Expected Outcomes

##### The workshop will focus on:

- Presentation and discussion of the IQA criteria & procedures for Digital TLA
- Practical implementation at institutional, programme and course levels
- Digital course design and constructive alignment
- Online assessment, feedback, academic integrity and AI use
- Monitoring, evidence collection and continuous improvement
- Development of self-assessment questions and guidance notes

##### Participants will produce:

- Practical feedback on the IQA criteria & procedures for Digital TLA
- Proposed self-assessment questions by thematic area
- Evidence examples at institutional, programme and course levels
- Recommendations for the structure of self-assessment tools
- Implementation recommendations for Armenian HEIs

**DAY 1 — Tuesday, 24 June 2026***Updated IQA Criteria and European Experience on Practical Implementation*

09:30–10:00	<b>Registration</b>	<b>Registration, Welcome Coffee and Informal Exchange</b>
10:00–10:30	<b>Opening Session</b>	<b>Setting the Context: Digital TLA Quality Assurance and the eCAMPUS Project</b> <i>Welcome Remarks — ANQA Director &amp; Project Coordinator</i> <i>Overview of WP.3: IQASYS – ANQA Team</i>

**PRESENTATION & DISCUSSION — 10:30–11:10**

10:30–11:10	<b>Presentation &amp; Discussion</b>	<b>IQA Criteria &amp; Procedures for Digital Teaching, Learning and Assessment</b> <i>Presenter: ANQA</i>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Structure and logic of the IQA criteria</li> <li>• Guiding principles for quality digital education</li> <li>• Institutional, programme and course-level application</li> <li>• Expected evidence and self-assessment logic</li> <li>• Issues requiring expert and institutional feedback</li> </ul>	
<b>Output</b>	<i>Initial feedback on the IQA criteria &amp; procedures and their practical applicability</i>	

**SESSION 1 — 11:10–12:20**

11:10–12:10	<b>Session 1</b>	<b>Digital Course Design and Constructive Alignment</b> <i>Expert Input: KTH, Sweden</i>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Alignment of learning outcomes, teaching and learning activities, and assessment</li> <li>• Digital/blended course design; LMS course structure and consistency</li> <li>• Student-centred and active learning approaches</li> <li>• Accessibility, student engagement and evidence for quality review</li> </ul>	
<b>Output</b>	<i>Key elements for self-assessment questions on digital course design and alignment</i>	

12:10–12:25	<b>Coffee Break</b>	<b>Coffee and Networking Break</b>
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**SESSION 2 — 12:25–13:35**

12:25–13:35	<b>Session 2</b>	<b>Online Assessment, Feedback and Academic Integrity</b>
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		<i>Expert Input: ULISBOA, Portugal</i>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Validity and reliability of online assessment</li> <li>• Formative assessment and continuous feedback mechanisms</li> <li>• Self-assessment and peer assessment practices</li> <li>• Plagiarism detection and academic integrity procedures</li> <li>• Evidence for valid and reliable assessment</li> </ul>	
<b>Output</b>	<i>Key elements for self-assessment questions on assessment, feedback and academic integrity</i>	

<b>13:35–14:35</b>	<b>Lunch Break</b>	<b>Lunch and Informal Exchange</b>
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**SESSION 3 — 14:35–15:35**

<b>14:35–15:35</b>	<b>Session 3</b>	<b>AI-Enhanced Learning and Ethical Use of Digital Technologies</b> <i>Expert Input: UNIGE, Italy</i>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• AI literacy for academic staff and students</li> <li>• AI-aware course and assessment design</li> <li>• Ethical AI use and human–AI collaboration in learning</li> <li>• AI-related risks for quality assurance</li> <li>• Implications of generative AI for IQA systems</li> </ul>	
<b>Output</b>	<i>Key elements for self-assessment questions and guidelines on AI use and ethics</i>	

**SESSION 4 — 15:35–16:35**

<b>15:35–16:35</b>	<b>Session 4</b>	<b>Monitoring, Evidence Collection and Continuous Improvement</b> <i>Expert Input: UAM, Spain</i>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Course evaluation, course analysis and student involvement in QA</li> <li>• Annual review and programme follow-up mechanisms</li> <li>• Evidence-based monitoring and PDCA cycle</li> <li>• Action plans for identified quality gaps</li> </ul>	
<b>Output</b>	<i>Key evidence categories and monitoring elements for the self-assessment tool</i>	

<b>16:35–16:45</b>	<b>Day 1 Wrap-up</b>	<b>Summary of Key Points and Clarification of Day 2 Tasks</b> <i>Summary of expert inputs · Clarification of group work tasks · Agreement on thematic groups</i>
<b>19:00–21:00</b>	<b>Networking Dinner</b>	<b>Informal Exchange</b>

**DAY 2 — Wednesday, 25 June 2026**

*Development of Self-Assessment Tool and Guidelines  
Refinement of NCP Programme and Syllabi*

<b>09:30– 10:00</b>	<b>Welcome Coffee</b>	<b>Registration, Welcome Coffee and Informal Exchange</b>
<b>10:00– 10:15</b>	<b>Introduction</b>	<b>Introduction to Group Work — Facilitator: ANQA</b> <i>Group work format · Expected outputs · Template · Division into working groups</i>

**GROUP WORK — 10:15–11:30**

<b>10:15– 11:30</b>	<b>Development of Self-Assessment Questions and Evidence Examples</b> <i>Each group prepares: 5–7 self-assessment questions · Evidence examples · 2–3 indicators · Guidance notes for HEIs · Implementation risks</i>
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<b>Group 1 Digital Course Design and Constructive Alignment</b>	<b>Group 2 Online Assessment, Feedback, Academic Integrity and AI Use</b>	<b>Group 3 Monitoring, Evidence Collection and Continuous Improvement</b>
<ul style="list-style-type: none"> <li>• Learning outcomes alignment</li> <li>• Digital learning activities</li> <li>• LMS / course structure</li> <li>• Student engagement and accessibility</li> <li>• Alignment with assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Online assessment validity</li> <li>• Formative and continuous feedback</li> <li>• Self-assessment and peer assessment</li> <li>• Academic integrity mechanisms</li> <li>• AI use by students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence at institutional / programme / course level</li> <li>• Course evaluation and student feedback</li> <li>• LMS data and staff feedback</li> <li>• Improvement planning and QA responsibility</li> </ul>
<b>Related inputs:</b> <i>Victor Kordas, Rui Mendes</i>	<b>Related inputs:</b> <i>Rui Mendes, Giovanni Adorni</i>	<b>Related inputs:</b> <i>Reyes Hernández, Elisa Martínez, Victor Kordas</i>

<b>11:30– 11:45</b>	<b>Break</b>	<b>Refreshments and Informal Exchange</b>
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**PLENARY PRESENTATIONS — 11:45–12:35**

<b>11:45– 12:35</b>	<b>Plenary Presentations</b>	<b>Presentation and Joint Discussion of Group Results</b> <i>Format: Group presentations with expert and participant feedback</i>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Group 1 presentation and feedback — 15 minutes</li> <li>• Group 2 presentation and feedback — 15 minutes</li> <li>• Group 3 presentation and feedback — 15 minutes</li> <li>• Cross-cutting comments from experts — 5 minutes</li> </ul>	
<b>Output</b>	<i>Consolidated input for the self-assessment tool and guidelines</i>	

**CLOSING SESSION — 12:35–13:00**

<b>12:35– 13:00</b>	<b>Closing Session</b>	<b>Summary of Recommendations and Next Steps</b> <i>Presenter: ANQA</i>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Summary of key recommendations from both days</li> <li>• Agreement on the structure of the self-assessment tool</li> <li>• Next steps for eCAMPUS WP3</li> <li>• Closing remarks</li> </ul>	

<b>13:00– 14:00</b>	<b>Lunch</b>	<b>Lunch and Informal Exchange</b>
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**ADDITIONAL SESSION — 14:00–17:00 (with midterm break)**

<b>14:00– 17:00</b>	<b>Session on NCP Finalisation</b>	<b>Presentation and Joint Discussion of the NCP Curriculum and Syllabi of Training Modules</b> <i>Input: ASPU, 4 EU partners</i>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• NCP's ToT curriculum refinement</li> <li>• Refinement of the 4 training modules</li> <li>• Discussion on the organisation of the training sessions at UAM, ULISBOA, UNIGE, and KTH</li> <li>• Selection of trainees at YSU, ASPU, YSMU, and NU</li> </ul>	
<b>Output</b>	<i>Final Curriculum, Syllabi and Selection criteria</i>	