

**LEVELS (QUALIFICATIONS) DESCRIPTORS OF “EDUCATION” SECTORIAL QUALIFICATIONS FRAMEWORK
FOR HIGHER EDUCATION OF THE REPUBLIC OF ARMENIA**

EDUCATIONAL LEVEL (QUALIFICATION)		1 ST (BACHELOR)	2 ND (MASTER)
General description (characteristic) of the Qualification		<ul style="list-style-type: none"> A Bachelor’s degree in Education is granted to individuals who demonstrate knowledge and skills required to work independently in the field of education. 	<ul style="list-style-type: none"> A Master’s degree in Education is awarded to individuals who have thorough and specialized knowledge and skills in the sphere of education to act and conduct research in the relevant sphere and/or continue their education.
KNOWLEDGE	1. Knowledge and understanding	<ul style="list-style-type: none"> Enumerates key concepts, conceptual frameworks and theories in education, development stages of contemporary education systems, and standards of education quality. Describes pedagogical and psychological aspects of learners’ personality development. Outlines the general development trends in education. 	<ul style="list-style-type: none"> Presents the methodology of structuring and operating contemporary education systems, the legislative framework, existing challenges and development trends, key provisions of education quality management. Identifies learners’ educational needs, their learning styles and relevant components of the educational environment. Discusses advances in education and related disciplines within the national, European and broader international contexts of education system development.
SKILLS	2. Applying knowledge and understanding	<ul style="list-style-type: none"> Implements professional activities in accordance with established aims and objectives. Conducts research on education processes, applying key research methods. Applies education quality assurance criteria and standards. 	<ul style="list-style-type: none"> Structures the education environment and the learning process in line with research results. Conducts a needs analysis and outcomes-based professional activity for diverse target groups and/or within a multi-disciplinary context. Applies quality management tools to enhance the efficiency and progress of their activity.

	3. Communication, ICT and numeracy skills	<ul style="list-style-type: none"> • Uses ICT to transfer knowledge and effectively plan, implement and assess education processes. • Uses ICT in research on education to collect and process empirical data and conduct self-evaluation. 	<ul style="list-style-type: none"> • Uses ICT (including statistical and qualitative analysis tools) to solve newly-arising and complex problems in the professional field and share research results with stakeholders. • Individually uses the collected quantitative and qualitative data on educational processes to propose well-grounded solutions to professional problems.
	4. Generic cognitive skills (including making judgments)	<ul style="list-style-type: none"> • Critically analyses problems in education and the effectiveness of proposed solutions, based on their own knowledge and experience. • Aligns teaching and learning conditions and outcomes with advanced criteria and standards in education quality. 	<ul style="list-style-type: none"> • Proposes innovative ideas to solve problems that arise in the course of professional activity. • Structures the process of education management in order to ensure the continuous improvement of learning outcomes.
COMPETENCE	5. Autonomy and responsibility (including learning skills)	<ul style="list-style-type: none"> • Independently or collaboratively identifies the outcomes of professional activity, relevant aims, objectives, steps and implementation methods. • Employs assessment methods to ensure the effectiveness of teaching and learning. • Implements professional activities in compliance with education quality criteria. • Makes independent decisions on the continuation of their learning and working processes corresponding to their education quality and in accordance with their educational needs, due to professional guidance. 	<ul style="list-style-type: none"> • As an individual researcher or a research team member, coordinates research on topical issues and processes in education to generate new scholarly knowledge. • Applies a variety of assessment methods in compliance with the context and situation to ensure academic progress and continuous professional and personal development among learners and teachers.
Workload in ECTS credits		180-240	60-120