



ABSTRACT

Dr Darren Garside,
Senior Lecturer in Education Studies,
Bath Spa UniversityUK

*The end of QA: Reflections on educational ends and means in the context of the
Armenian higher education sector*

Various approaches attempt to rebut or challenge the technician and ultimately reductive model of education at the heart of global and regional policy initiatives. This paper considers one such approach, popular in certain educational systems such as the UK, that returns to Aristotle's concept of *phronesis* as a specialised form of professional knowing and judging. This form of judgement emphasises the character of the figure who judges and the practices that are the grounding milieu for such practical exercises of wisdom. The paper concludes with a consideration of the ethical demands placed on the practitioner and those supporting the practitioner's vocation and asks whether there is a tension between the model of expertise enshrined in National Standards such as used by ANQA and local and national heritage practices.