



UNIL | Université de Lausanne

Valorisation et qualité

Evaluation of degree programs

Self-Evaluation Framework

FOREWORD

UNIL's approach to quality emphasizes procedures based on reflection that encourage the faculties and units concerned to take an overall view of their activities and of results achieved. The aim is not merely to take stock of the situation, but also to understand the results achieved and to ask questions about the choices involved.

A self-evaluation framework has been developed to facilitate the evaluation of study programs. It is organized around five topics which together cover all elements that can influence the quality of degree programs:

1. contextual relevance of the degree program;
2. content and organization of the degree program;
3. working of the degree program and pedagogical approaches;
4. human, material and financial resources allocated to the degree program;
5. results and effects of participating in the degree program.

Each of these topics is divided into sub-topics (see the self-evaluation framework below). To stimulate and fuel reflection, a list of questions is provided for each sub-topic. As each degree program has its own special features, a prior selection should be made from among these questions so that only those that are truly relevant to the reality of the program are asked. Other relevant questions may also emerge to complete the analysis.

It is important to underline that the self-evaluation report does not consist of answers to all questions posed.

The aim of the self-evaluation report is to provide a summary for all five topics of the framework by identifying:

- strengths;
- aspects requiring improvement;
- opportunities to be taken, where appropriate (e.g. the possibility of a new partnership, an important renewal of teaching staff, etc);
- particular risks (e.g. implementation of a new degree program in competition with the existing program, loss of special skills, etc);
- proposals to strengthen achievements and remedy weaknesses / identified risks.

NB: this framework is a component of the Concept of Evaluation of Degree Programs. The latter document contains more detailed information concerning headings to be included in the self-evaluation report.

SELF-EVALUATION FRAMEWORK

I Contextual relevance of the degree program

- 1.1 Evolution of the degree program
- 1.2 Relevance and specificity of the degree program in the context of the Faculty / UNIL training offering
- 1.3 Relevance and specificity of the degree program in relation to comparable degree programs of other local, national and, where appropriate, international universities
- 1.4 Analysis of student enrolment
- 1.5 Taking into account students' expectations and university training needs in relation to societal and labour market evolution

II Degree program content and organization

- 2.1 Degree program training objectives (purpose of the training given) and learning outcomes (expected knowledge and skills)
- 2.2 Degree program structure (course organization - mandatory vs. optional courses - course sequence)
- 2.3 Degree program content
- 2.4 Evaluation of knowledge / skills
- 2.5 Inter-connection and link between research and teaching
- 2.6 Inter-connection and link between professional and vocational realities and teaching
- 2.7 Mobility

III Functioning of the degree program and pedagogical approaches

- 3.1 Recruitment of students and admission requirements
- 3.2 Means for providing information on the degree program
- 3.3 Teaching strategies
- 3.4 Use of information and communication technologies (ICTs) in teaching
- 3.5 Management and monitoring process of the degree program
- 3.6 Student support / (administrative and teaching) supervision

IV Human, material and financial resources (allocated to the degree program)

- 4.1 Faculty teaching staff
- 4.2 Pedagogical and technological support available to teaching staff
- 4.3 Support staff
- 4.4 Material resources (course rooms, equipment and IT support, library resources, laboratories, etc.)
- 4.5 Specific costs related to the degree program
- 4.6 (Financing of) Degree programs for continuous education

V Results and effects of received university training

- 5.1 Indicators of study progress and results
- 5.2 Satisfaction of the actors involved (students, faculty teaching staff and intermediate staff members, graduates, employers, etc.)
- 5.3 Entry into the labour market

VI Others

QUESTIONS FURTHERING REFLECTION

The following non-exhaustive list of questions is intended as a support for evaluation of the degree program and only those aligned with its reality should be considered as relevant.

I CONTEXTUAL RELEVANCE OF THE DEGREE PROGRAM

1.1 Development of the program

- Has the degree program undergone any important changes in recent years? Which? For what reasons?
- What changes have been brought about by the Bologna reform or introduced as a result of other external factors? What are the advantages and disadvantages of these changes for the degree program in question?
- For degree programs evaluated previously: how was that evaluation followed up?
- If, in the course of evaluations, the need for adjustments became apparent, did any constraints preventing the implementation of these adjustments also emerge? If so, which?

1.2 Relevance and specific nature of the degree program in the teaching provision of the Faculty / UNIL

- What is the primary orientation of the degree program (e.g. is it research-oriented or vocationally-oriented)?
- What specific contribution is made by the degree program in the context of the faculty's teaching provision? How does it complement other degree programs (inter-connection and consistency of degree programs in relation to one another)? Are there any redundancies in relation to other degree programs offered by the faculty or UNIL?
- How does the degree program contribute to the faculty's priorities in respect of teaching (see in particular the action plan derived from the faculty's self-evaluation)?
- What specific contribution is made by the degree program within UNIL's overall educational provision?
- What are the links with other degree programs offered at UNIL? To what extent does the program have a multidisciplinary content? What justifications are there for the proposed multidisciplinary choice (if any)? Should this be reconsidered?
- How is the degree program aligned with the priorities of UNIL in terms of teaching (cf. University of Lausanne Strategic Plan)?

1.3 Relevance and specific nature of the degree program in relation to comparable programs of other local, national, and where appropriate international universities

- What are the mechanisms / tools that allow a comparison to be made with what is done in similar programs at local, national, and where appropriate international level?
- In what way are the objectives, content and organization of the degree program similar to or different from what exists in comparable programs offered by other local, national, and where appropriate international institutions?
- What differentiates a graduate of this degree program from a graduate of similar degree programs offered elsewhere?

1.4 Analysis of changes in student numbers

- How has student enrolment on the degree program changed over the last five years (quantitative changes)?
- What are the characteristics of enrolled students (e.g. origin, gender, prior training, etc)? How have these characteristics changed over the last five years (qualitative changes)?
- What proportion of foreign students is enrolled in the degree program? How does the faculty view this proportion? To increase their number, what initiatives should be planned?
- To what extent does the number of students enrolled suffice to ensure the viability of the degree program?
- If this number is tending to fall, what explains this and what is envisaged to change this trend where relevant?
- If the number is excessive, what are the consequences? What measures are proposed to improve the situation?

1.5 Consideration of students' expectations and educational requirements in relation to trends in society and the job market

- What information is used to take account of students' expectations concerning the envisaged training (who are the students we want to attract, what is their identity, their origin, their expectations, etc)?
- To what extent does the degree program meet the needs of society and the job market? Does this reflect the learning outcomes? If so, what information is used to take account of the needs of society and the job market in relation to the envisaged training?
- What significant contribution does the degree program make to the local community or, more generally, society as a whole?

II CONTENT AND ORGANIZATION OF THE DEGREE PROGRAM

2.1 Educational objectives of the degree program (end purpose of the training) and learning outcomes (expected knowledge and skills)

Reflection on objectives must be based on the National Qualification Framework currently being developed. A chapter in the Concept of Evaluation of Degree Programs is dedicated to that subject. Students' expectations and teachers' priorities are also taken into account in this reflection.

- What are the learning outcomes of the degree program? How are they defined? How are they validated?
- On the development of which teaching disciplines does the degree program lay emphasis?
- On the development of which general skills (transversal skills / "soft skills") does the degree program lay emphasis?
- What is the inter-connection between teaching disciplines and general skills (are transversal skills integrated in teaching disciplines or distinct from the latter)?
- What is done to ensure that the learning outcomes are appropriate to the nature and level of studies of the degree program?
- What is done to ensure that the learning outcomes of the degree program are known and understood by students, teachers and intermediate staff (how is the information explained and communicated to interested persons)?

- What mechanisms exist in the degree program to ensure the inter-connection between the general learning outcomes and the learning outcomes of its constituent teaching sessions / modules (implying that learning outcomes are set for sessions and modules)?
- What is the faculty's policy concerning the language of instruction? What are the effects of this policy?
- Is the language of instruction appropriate for those involved (students, teaching staff, mobility students, etc)?
- To what extent does the degree value the acquisition of another language or languages?

2.2 Structure of the degree program (organization of courses - compulsory vs. optional - course sequence)

- What is the construction logic / connecting thread of the degree program? How is this logic reflected in the study plan? How is its content inter-connected? How is the articulation between content and learning outcomes defined?
- What courses are offered to students of other disciplines or faculties? What is the rationale of this offer?
- What is done to ensure that optional / compulsory subjects, major / minor, main branch / secondary branch, etc, form a coherent whole?
- To what extent does the course sequence allow the progressive and effective acquisition of general and specific knowledge / skills offered by the degree program? On the basis of what information or proven facts can this question be answered?
- What is done to ensure that there are no overlaps or redundancies in the degree program (between different subjects and within the same subject)?
- How is the final dissertation integrated into the degree program?
- What is the perception of those involved (students, teachers, intermediate staff members) concerning the structure of the degree program? What are the problem areas and the solutions, if any, to remedy them?
- Is the progress of students marked by any particular difficulties (e.g. a high failure rate at a given point in the program, insufficient knowledge to attain the next level, etc)? What are these difficulties? How are they analyzed?
- How does the faculty take account of students who have special needs / projects (students working part-time and / or having family responsibilities, adults who have gone back to study, etc)? To what extent is the organization of the degree program consistent with these intentions? To what extent does it allow for part-time studies in accordance with directive 3.12?

2.3 Content of the degree program

- What leads those responsible for the degree program / teachers to introduce one type of content rather than another in the degree program? What are the selection criteria (e.g. essential or innovative aspects of a given content)?
- What instruments make it possible to assess the topicality of content and its relevance to learning outcomes?
- How do interested parties perceive the content of the degree program (e.g. does the teaching content meet students' expectations, is content considered by students to be important for their university education not included the degree program, etc)?

2.4 Assessment of knowledge / skills

- At what rate and in what form are students assessed during their degree program (oral or written examinations, QCM, continuous assessment, etc)? What are they evaluated on?
- What provisions exist to ensure that the assessment of students' learning takes into account:
 - the stated learning outcomes;
 - the differentiated nature of skills to be developed?
- To what extent is the question of the evaluation of students' learning discussed within the faculty / unit hosting the degree program? To what extent are students and intermediate staff / assistants members involved in this discussion?
- What is done to ensure that the assessment of learning practiced in the degree program complies with exam regulations?
- What is done to ensure that examination procedures are presented to students (type of exam, duration, preparation, possible documentation, etc)? What is done to ensure that students know what they must demonstrate in the examination (knowledge, skills, etc)?
- How are students informed of the results obtained in their learning assessment? What comments do students receive concerning their exams? What is done to ensure that students understand why they have passed or failed? What is done to ensure that this contributes to their learning?
- What is the perception among interested parties (students, teachers / intermediate staff members) concerning the quality of procedures developed within the faculty for the assessment of knowledge and learning? What are the problem areas and the solutions, if any, to remedy them?

2.5 Inter-connection and link between research and teaching

- How is new knowledge integrated in the degree program and teaching content, according to advances in the discipline (updating of the degree program to reflect advances in disciplines)?
- How are links established between the research activities of teachers / intermediate staff members and teaching dispensed to students on the degree program?
- What practical research experience are students able to acquire during the program?

2.6 Inter-connection and link between the job market and teaching

- In general terms, how is the relationship between the degree program and the job market perceived?
- If this relationship is strong, how are developments within the profession(s) integrated into the course content and activities?

If students have the possibility of going on placement during their university career:

- How are these placements integrated in their program?
- What precautions are taken to ensure that the placement makes an effective contribution to the student's training? How does the content of such placements complement / broaden knowledge and skills acquired on the program?
- How are placement sites selected? Do they exist in sufficient numbers? What difficulties, if any, are encountered in this connection?
- What are the evaluation procedures for placement sites?

- How is the follow-up of students ensured during their placements?
- What type of assessment is used in the internship? On what basis is it validated?

2.7 Mobility

- In what way does the structure of studies allow exchanges with other university institutions?
- What opportunities for mobility are offered to students?
- What information is available to students, teachers and intermediate staff members on this point?
- How are mobility periods validated?
- What is the view of interested parties concerning mobility opportunities within the faculty?

III WORKING OF THE DEGREE PROGRAM AND PEDAGOGICAL APPROACHES

3.1 Recruitment of students and admission requirements

- How does the faculty take account of students who have special needs / projects (students working part-time and / or having family responsibilities, adults who have gone back to study, etc.)? To what extent are the admission requirements and teaching strategies aligned with these intentions?
- How are equal opportunities guaranteed for admission to the program?
- Are there selection procedures for students joining the degree program?

For those situations where selection is possible:

- What are the objectives guiding the recruitment of students on the degree program?
- What is the relationship between admission and / or selection requirements, methods of recruitment and the demands of the degree program? What are these requirements and methods? Are they comparable to what is done elsewhere?
- To what extent do admission and / or selection requirements, and also recruitment methods, make it possible to recruit students who are sufficiently prepared and capable of completing the degree program successfully?
- What is the opinion of teachers / teaching assistants members and students concerning admission and, where appropriate, selection requirements applicable to the degree program?

3.2 Means of information about the degree program

- How is information about the degree program and its different stages (admission requirements and procedures, calendar of studies, study regulations, program content and objectives, choice of lessons and orientations, etc) disseminated among teachers / intermediate staff members, support staff members, students on the course and future students? What means of information are available?
- What is done to ensure that students know where to find information?
- What is done to ensure that the information provided is clear? Sufficient? Relevant? Complete? Up-to-date?
- Where appropriate, what adjustments would be desirable concerning means of information about the degree program?
- What steps are taken to publicize the degree program?

3.3 Teaching strategies

There are several categories of teaching strategies (lecture, tutorial, seminar, individual or group project, etc). There are several factors affecting the choice of teaching strategy: desired level of interactivity, desired level of experience, possibility of working in a group, time available, physical environment, inclusion of an assessment, envisaged learning outcomes.

- What are the types / forms of teaching used? What is the proportion of each type of teaching in the degree program?
- Is the degree program characterized by particular teaching approaches and methods?
- How do the teaching methods used relate to the learning outcomes of the program (to the type of learning envisaged)?
- Have there been any significant teaching innovations in the degree program (innovative forms and methods of teaching)? Of what kind and driven by what concerns? What evaluations have been made of these innovations?
- What is done to ensure the correct articulation between course work and practical work undertaken by students?
- What is done to ensure that time actually devoted by students to their study activities (time spent following courses and on individual work) is consistent with what is stipulated in the study plan? What is done to ensure that working time devoted by students to their study activities corresponds to credits allocated for the course, the module, the degree (1 ECTS credit being equal to 25-30 hours)?
- What is done to ensure that the student workload is balanced between courses, semesters and years? What are students' perceptions of this? What adjustments can be made, if any?
- What is done to ensure independent, continuous learning?

3.4 Use of information and communication technologies (ICTs) in teaching

- To what extent are ICTs used in teaching on the degree program? How are they used, and what priorities govern their use? What evaluations have been made of their use?
- What are the effects of the integration of ICTs in teaching?

3.5 Programs administration and monitoring process

- What processes are in place for the administration of the degree program?
- To what extent are these processes known and applied within the faculty?
- How are the composition, working and role of consultative and decision-making bodies defined?
- How is the participation of students and staff in decision-making and consultative bodies organized?
- To what extent are study plans debated and discussed?
- According to what procedure are regulations and study plans reviewed / approved?
- What impact do evaluations have on the elaboration and adaptation of degree programs?
- How are changes implemented within teaching sessions and the degree program?

3.6 Support to students / supervision (administrative and teaching) of students

- What measures are in place for the reception and integration of students (new students, foreign students, etc)?
- To what extent do faculty associations participate in the reception and integration of students and their support?
- What measures of supervision and teaching aids are available on the degree program? Apart from the relationship with the teacher, are there any other forms of accompaniment for students on the degree program (mentoring, etc)? What, if anything, could be done to improve matters in this regard?
- How is contact between teachers / intermediate staff members and students encouraged?
- Within the degree program, to what extent is the supervision function experienced as a collective responsibility and to what extent does it take the form of a one-to-one relationship a teacher may have with a student?
- What proportion of their teaching time do teachers / intermediate staff members assigned to the degree program reserve for student supervision activities? What are student perceptions on this point?
- What follow-up is provided for the preparation of final dissertations? How satisfactory is it for teachers / intermediate staff members and students?
- What are the means for detecting any problems concerning the administrative follow-up of students?
- What is the perception of interested parties (students, teachers, intermediate staff members) concerning the supervision (administrative and teaching) of students? What are the problem areas and the solutions, if any, to remedy them?
- What measures have been taken to avoid discrimination (gender, ethnic, social, etc)?

IV HUMAN, MATERIAL AND FINANCIAL RESOURCES ALLOCATED TO THE DEGREE PROGRAM

4.1 Teaching staff

- What procedures are followed to ensure, at the time of recruitment, that teachers / intermediate staff members have the required teaching skills?
- What provisions are in place to ensure that the degree program benefits from the necessary skills in terms of content (e.g. inter-connection with the work of the planning committee)?
- What means are used to ensure that the expertise of teachers / intermediate staff members is consistent with the learning outcomes of the degree program?

4.2 Pedagogical and technological support offered to teaching staff

- What pedagogical and technological support measures are available for teaching staff assigned to the degree program? To what extent are they used?
- What provision does the degree program make for the follow-up of teaching evaluation, particularly in terms of individual and collective improvement?

4.3 Support staff

- What is the composition / organization of administrative / technical support staff assigned to the degree program (e.g. laboratory technicians, study advisors, etc)? Are these staff members readily available to students on the degree program?

4.4 Material resources (teaching rooms, IT equipment and support, library and laboratory resources, etc)

- To what extent are rooms assigned to the degree program (type, equipment, number of seats, etc) sufficient and adequate for the needs of the degree program?
- To what extent is technical equipment available for the degree program (apparatus and instruments in workshops and laboratories, including IT equipment) adequate and sufficient for the needs of the degree program?
- What is the perception of interested parties (particularly students on the degree program) concerning documentary / information resources? Do they consider that these resources are up-to-date and available in sufficient quantity to meet the needs of the degree program?
- Do interested parties (particularly students on the degree program) consider that the material resources available to them are easily accessible?
- To what extent do available resources have an influence on learning?

4.5 Specific costs related to the degree program

- What is done to ensure that the purchase costs of teaching materials (lecture handouts, etc) for the degree program as a whole remain compatible with the average resources of students?
- Are there any ancillary costs related to the degree program? What is done to ensure that supplementary study costs (courses taught at other universities, visits to museums, etc) remain compatible with the average resources of students?
- How are students informed of study costs specific to the degree program?

4.6 Continuing education programs

For continuing education programs:

- What is the financial breakdown of the program?
- What financial trend has the program shown in recent years?
- How are financial resources distributed within the program?

V RESULTS AND EFFECTS OF THE TRAINING

5.1 Indicators of study progress and results

- What conclusions can be drawn from the analysis of indicators of study progress (graduation rates, current study rates, dropout rates, reorientation rates)? Do these indicators appear satisfactory? Why? Where appropriate, what is proposed to improve them?
- How is the failure rate in subjects taught interpreted? Is it problematic? If so, what reorganization measures are desirable?
- What is done to ensure that the learning outcomes of the degree program are attained?

5.2 Satisfaction of interested parties (students, teaching staff and intermediate staff, graduates, employers, etc)

- What is the level of satisfaction of the following groups with regard to the training provided: enrolled students, graduates, teaching staff and intermediate staff and, where appropriate, professional associations? Are means available to gauge this opinion on a regular basis? What are they?
- Are there means of staying in contact with graduates of the degree program?

5.3 Finding a job

- What mechanisms / structures are there to help students find a job?
- What is done to ensure that students are aware of the advice they can receive concerning their future careers?
- In what way has the education received during the degree program facilitated the insertion of graduates in the job market (include the perceptions of graduates and employers, if available)?
- What is the situation of graduates of the degree program on the job market (sector and rate of activity, preferred field of activity among students, relationship between employment and university studies, etc)?

VI OTHER

If one or more additional topics are identified for the degree program under evaluation, this point may be completed freely.