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Erasmus+ Programme
of the European Union



TLQAA+: Programme Evaluation for Transparency and Recognition of Skills and Qualifications

Preparing a Self-Assessment Report for Programme Evaluation

Context

- The TLQAA+ Project developed the Guide for Lebanese HEIs to write their SARs in accordance to the external QA process:
- **FACETS COVERED BY THE GUIDE:**
 - Programme relevance (NQF)
 - Quality of the programme (achievement of objectives and LOs)
- **MAIN FEATURES OF THE GUIDE**
 - **CONTINUITY:** inspired from a similar document prepared within the predecessor project Tempus TLQAA
 - **RELEVANCE:** Focus is on the pilot evaluation conducted under the project framework
 - **SUSTAINABILITY:** It shapes more generic guidelines that shall be designed after debriefing the pilot evaluation

MAIN PHASES OF THE REVIEW PROCESS

- Alignment of the curricula with the Lebanese QF
- Study of the self-assessment report
- Study visit
- Reporting

All phases should be read as a whole.

The SAR

- Quality assurance in TLQAA+ is based on the principle of continuous improvement.
- The main aim: a platform for discussion and self-reflection and thus contribute to quality enhancement.
- Also: provides an opportunity to highlight and remedy possible shortcomings.
- Serve as preparation for external evaluations.

The SAR

- The process should **engage** and **empower** those involved in the programme including staff, students and other stakeholders.
- At the centre of the exercise are the expected learning outcomes of the qualifications related to the programmes.
- Combination of proof and analysis → a difficult but important balance!

The SAR

- Relevance of the programme
 - Evidences must be provided
 - Match against the NQF for level and quality
- KEY DOCUMENT providing key information for programme assessment
- TWO-FOLD PURPOSE:
 - Institutional self-reflection and improvement
 - Starting point for external review

SAR – the most important part of a review process?

- Process where the academic unit managing the programme should be involved, not an individual exercise. In-depth and costly process → strong leadership support and involvement
- SAR drafting and validation should involve all stakeholders (students, academic staff, admin and technical staff, etc.). Commitment is essential during the process
- SAR preparation should describe and evaluate the programme management and achievements against the standards
- SAR should be seen as an opportunity for continuous improvement
- SAR should be evidence-based, analytical, transparent → used by the panel as the basis of its work. The hard balance between description and analysis.
- In case of not being the first SAR → improvement analysis should be provided

NQF defined by TLQAA+

Level	Knowledge	Know how	Social skills
level 5	Has detailed and specialised theoretical, methodological, technological and multidisciplinary knowledge linked to a particular area of work in various contexts, or to a sphere of study.	<p>Can organise, plan, conduct activities and assess their performance, applying adapted methods and instruments.</p> <p>Can devise/create operational solutions adapted to conceptual, methodological and/or technical problems in a specialist field.</p> <p>Can identify and manage the technological, material and human resources necessary to carry out the activities.</p>	<p>Can manage, organise and supervise a team.</p> <p>Can consider, assess and develop the performances and the competences of others in the professional field.</p>
level 6	Has in-depth knowledge in a sphere of work or study requiring a critical understanding of theories and principles applicable to a range of professional situations and diverse studies.	Can devise technical, methodological and conceptual solutions and demonstrate expertise and innovative ability to resolve complex and unpredictable problems in a specialist sphere of work or study, using advanced skills.	<p>Can manage complex technical and professional activities and projects, including responsibilities in terms of taking decisions in professional or study contexts requiring one to adapt/adaptation to new technologies and methods and to new forms of organisation.</p> <p>Can take on responsibilities in connection with individual and collective professional development.</p>

- Hard sciences and engineering
- Health and life sciences
- Human and social sciences

NQF defined by TLQAA+

Level	Knowledge	Know how	Social skills
level 7	<p>Has highly specialised knowledge, some of which are in the vanguard of knowledge in a sphere of work or study, based on original ideas and/or research.</p> <p>Has critical awareness of knowledge in a certain field and at the interface of several fields.</p>	<p>Can solve problems relating to research and innovation, to develop new knowledge and new procedures by mobilising highly-specialised skills.</p> <p>Can integrate knowledge from different areas and communicate the knowledge and the results of activities with specialists and non-specialists.</p>	<p>Can act on complex, unpredictable professional or study contexts that require new strategic approaches.</p> <p>Can make judgements and exercise responsibilities, considering the social and ethical aspects associated with the decisions.</p> <p>Can take on responsibilities to contribute to knowledge and professional practices and/or to revise the strategic performance of teams.</p>
level 8	<p>Has knowledge at the most advanced frontier of a sphere of work or study and at the interface of several fields.</p>	<p>Can deal with critical problems of research and/or innovation and explore new spheres, extend and redefine existing knowledge or professional practices by mobilising the most advanced and most specialised skills and techniques, including in relation to synthesis and evaluation.</p>	<p>Can demonstrate a high level of authority, innovation, autonomy, scientific or professional integrity and a sustained commitment to the production of new ideas or new processes in a sphere in the vanguard of work or study, including in relation to research.</p>

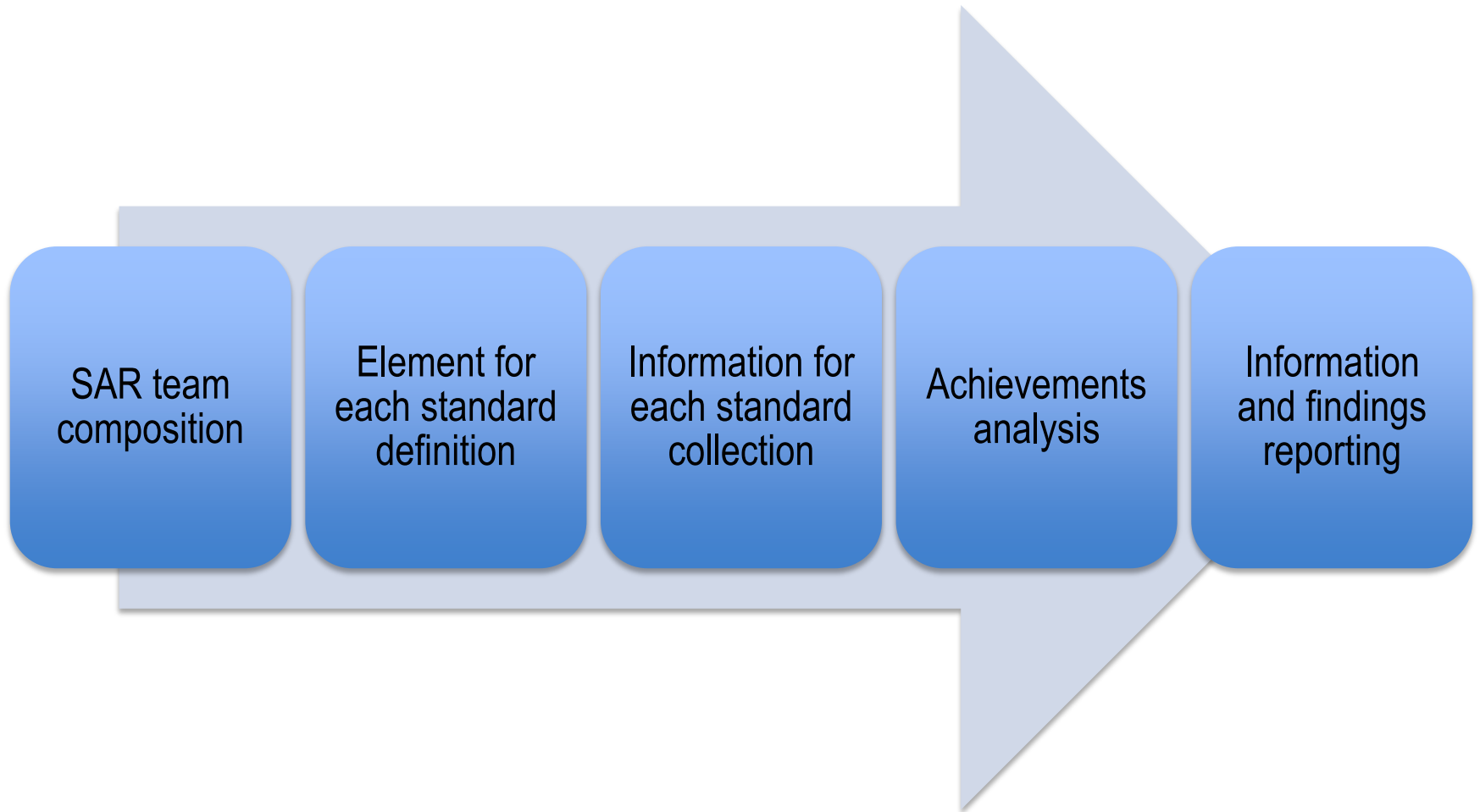
Standards

- WP5: “Core Standards for the Evaluation of the Programmes” includes all standards

#	CORE STANDARDS
1.	Mission, Goals and Governance
2.	Curriculum
3.	Student Services
4.	Assessment and Student Success
5.	Faculty
6.	Budget, Resources and Facilities
7.	Continuous Improvement

- To be taken into account by the pilot evaluation are:
 - Curriculum
 - Faculty
 - Assessment and Student Success
 - Continuous Improvement

SAR: steps



SAR: team

Sub-committees possible

Member of the
academic unit
managing the

Member of the QA Unit

Resourceful members

4/5 sub-committees, one per
criterion + NFQ alignment

One or more students

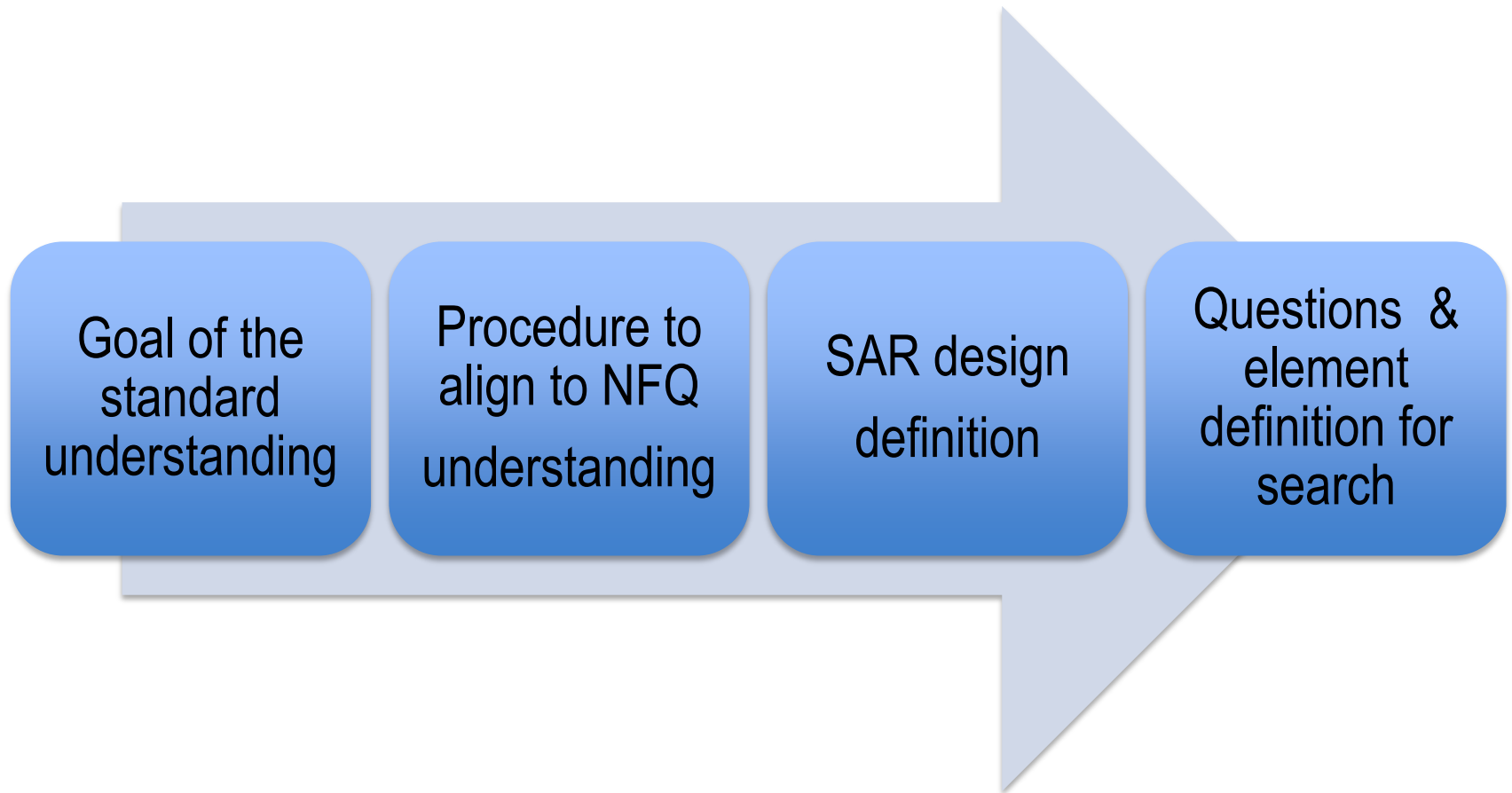
Be connected to the
programme and
availability of time

Coherence, good
communication, correct
size

Team leader appointed by
the Dean or similar

SAR: elements & procedures

- PER STANDARD



SAR: suggested structure

Self-assessment Report General Structure

Abstract

This section describes briefly the self-assessment process and the major findings and recommendations of the study. It also provides which standards are included and if they are fully or partially covered (an appendix should provide a table showing to what extent each standard is covered in the report).

Introduction

This section provides a brief description of the institution, the academic unit and the programme under scrutiny. It also presents the self-assessment process that has been implemented leading to the report.

Alignment of the qualification to the LQF

This section provides arguments and evidences to permit the alignment of the qualification delivered by the programme on the Lebanese qualifications framework. a brief description of the institution, the academic unit and the programme under scrutiny. It also presents the self-assessment process that has been implemented leading to the report.

A section for each standard/group of standards/theme

- *Standard or theme under consideration*
- *Description of the topic under review and evidence considered with a clear reference to the standards*
- *Analysis of relevant strengths and challenges with clear reference to standards*
- *Propositions for improvement*

Conclusions

Major findings and propositions for improvement

Appendix A

LQF (See appendix A of this guide for details)

Appendix B

Table of covered standards (see Table 3)

Appendix C

Self-assessment process: questions, meetings, documents ...

Appendices D, E, ...

A set of appendices referenced in the text of the SSR generally used to provide evidence or the results of an assessment/evaluation of one or more aspects of the programme.

Checklist

Standards	Check Corresponding Column			Comments
	Fully Covered	Partially Covered	Not Covered	
1. Mission/Goals and Governance				
2. Curriculum				
3. Student Services				

Criteria & Possible Questions

- Full list in the Guide

Criteria	Possible Questions
2. Curriculum	
<p>2.1. Programme provides broad, well-integrated knowledge of the discipline, is responsive to changes in the field, and exhibits a curricular design that ensures graduates demonstrate disciplinary knowledge appropriate to their degree.</p>	<ul style="list-style-type: none">• <i>Is the programme providing broad knowledge of the discipline?</i>• <i>How the academic unit keeps track of the latest developments in the discipline?</i>• <i>How the graduates demonstrate disciplinary knowledge appropriate to their degree level?</i>
<p>2.2. The academic programme has specific learning outcomes that are designed to meet the programme's intended purpose.</p> <ul style="list-style-type: none">• Learning outcomes are appropriate for the degree designation• Course requirements and delivery mechanisms provide sufficient opportunities for students to meet learning outcomes.	<ul style="list-style-type: none">• <i>Are learning outcomes defined to all courses?</i>• <i>Are the teaching and learning methodologies and the assessment approaches appropriate with the learning outcomes?</i>• <i>How and how often the learning outcomes of the courses are updated?</i>

Answers collection and report drafting

- Clear methodology: meetings, visits, etc.
- Clear communication strategy
- Clear information storage methodology
- Clear work methodology with the Main Committee & sub-committees
- Drafting & feedback from all stakeholders groups

References

- The content of this presentation is entirely based based on the document:
 - “*Guide for Preparing a Self-Assessment Report for Programme Evaluation*”, drafted in the framework of the TLQAA+ project and based on:
 - “*Core Standards for the Evaluation of Programme*”, Programme Evaluation for Transparency and Recognition of Skills and Qualifications, TLQAA+, WP5, March, 2018.

THANK YOU VERY MUCH FOR YOUR ATTENTION