EXTERNAL EVALUATION: THE TLQAA+ CORE STANDARDS AND GUIDELINES

Programme Evaluation for Transparency and Recognition of Skills and Qualifications

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The contex for HEI: challenges to face

- Globalization

- knowledge society

- Rapid socio-economic changes, higher education is facing major challenges to its governance systems, curriculum, mission focus, external relations, research, and financing.

- Higher education institutions will need to address each of these challenges as they transform themselves to meet the demands of an increasingly complex and dynamic environment.

Challenges to face

- Diversity

- Flexibility

THE LHE

- Diversity, the LHE is highly diverse :
- *Strengths*, *Weaknesses*, *Opportunities*, *Threats* ?

Is an Strength and *Opportunity*

But how to manage the diversity?

QF

Linking Framework development with existing initiatives.

Links with International Frameworks.

Programme Evaluation for Transparency and Recognition of Skills and Qualifications

QF

- A qualifications framework provides a systematic description of the full range of qualifications within a given education system, as well as the ways in which learners can navigate between them.

- Will simplify mobility, transparency and recognition between national systems.

- Provide information for end users: employers, parents, institutions, potential students, society in general, on the conditions for obtaining an award and the actual content of a qualification.

- Support international comparability of standards.

- Assist student choice by informing students about possible routes of progression also wthin the context of LLL.

- Give guidance to HEI in defining their own academic standards and **the external evaluation bodies in defining points of reference for conducting external evaluation.**

QF

- Quality
- Workload
- Level profile
- Learning outcomes

Rules and Procedures for Academic Programme Evaluation

- SCOPE

Rules and Procedures suggested by Erasmus + TLQAA+ project for

External Evaluation of Academic Programmes

Rules and Procedures for Academic Programme Evaluation

- GUIDING PRINCIPLES AND CONCEPTS

Rules and Procedures takes into account:

- ➢ *ESG, 2015*
- ➢ *Principles from different international agencies (HCERES, 2017) (ANECA,2016)*
- ➢ *Deliverables from TLQAA project*

THE LOCAL CONTEXT

- A very diverse system.

- Existing experience in QA in some institutions and pogrammes with international agencies.

- Huge number of small private institutions with different histories while only one public large institution exists.

- Profile of HEI

Programme context

- Study programme
  - Level of the qualifications to be awarded: defined on the basis of the national legislation or NQF if any.

  - Level descriptors (learning outcomes/competences)

  - What does level imply?
    - ✓ Generic competences
    - ✓ Subject specific competences

  - Higher level means better?

CORE STANDARD

1. Goals, Objectives and Governance
2. **Curriculum**
3. Student Services
4. **Assessment and Student Success**
5. **Faculty**
6. 6. Budget, Resources and Facilities
7. **Continuous Improvement**

(the standards to be considered in 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

MAIN PHASES OF THE REVIEW PROCESS

Before the visit	Site visit	After the visit
Review self assessment report and other documents Meeting Preparation of site visit List of issues. Sets the agenda	Comparing information on site with key collectives A form shall be completed by the end of each meeting	Drafting the panel site visit report

COMMITTEE DESIGNATION PHASE

- The Agency designates the Review Officer (RO, HCERES will play the role)

- The review committee (selected by special committee from the Agency)

- The Agency chooses the Chair of the review committee

THE REVIEW COMMITTEES

- Review committees' members must be committed to treat all materials and exchanges as strictly confidential.

- The findings, decisions and any recommendations made during a review *will be evidence-based and will be the collective decisions of the review committee*. The chair of the review committee is in charge of facilitating the dialogue within the committee.

- The chair of the review committee and the Agency representative should act as facilitators to ensure consistency in the judgment making process.

THE REVIEW COMMITTEES

- The chair of the review committee will oversee the production of the review report.

- Each reviewer will be allocated responsibility for writing a specific report section according to their individual background and experience.

- A member of the agency permanent staff should support the review committees during the writing process.

VISIT PREPARATION PHASE

Before the site visit :

"*The reviewers shall examine carefully the self assessment report, the intermediary alignment report and the other documents and shall prepare a list of issues to further explore during the site visit. The list of issues defines the profile and the objective of the visit.*"

MAIN PHASES OF THE REVIEW PROCESS

• Before the site visit :

The review subcommittee shall verify the

alignment of the curricula with the Lebanese QF

(see Guide for reviewers)

VISIT PREPARATION PHASE

Before the site visit :

- The review committees get the set of documents including the self assessment report from the agency.

- Each reviewer examines the document and prepare a list of issues per standard/criterion.

- The review committee chairperson coordinates email exchanges in order to reach a common list of issues per standard/criterion.

VISIT PREPARATION PHASE

- Before the site visit :

The review committee meets and finalizes the list of issues to be explored during the visit, who needs to be met (teaching staff, students, graduates, employers, technical and administrative staff, administrators, …) and to define the list of additional inquiries to be submitted to the Faculty/ Department. The RO attends the meeting and forwards the lists of inquiries and the draft agenda to the Faculty/ Department

sets the agenda for the visit.

SITE VISIT PHASE

- *The reviewers shall be prepared for each meeting by reading the objectives of the meeting and reflecting upon the issues to be covered.*

- *Each meeting starts by a quick tour de table and a short recall of the objective of the meeting.*

- *The reviewers shall be neutral and shall not provide any information nor approve or disapprove the interviewed persons during the meeting.*

- *The reviewers shall try to validate any assertion made by the interviewees.*

SITE VISIT PHASE

- *It is important to stress on the fact that the site-visit must focus on issues that have been identified as critical to a successful site-visit.*

- *It is crucial to ensure that a constructive relationship is built between the review committee and the representatives of the programme under scrutiny.*

- *It is particularly important that, whilst seeking to be rigorous in their collection and analysis of relevant data about the programme, the Review Committee is respectful of the contexts within which the programme is provided.*
- *(Guide for reviewers)*

SITE VISIT PHASE

- *The reviewers shall try to keep the meeting and interviews focused on their objectives.*

- *The meetings schedules shall be respected.*

- *The visit shall cover also any off-campus activities.*

- *A form shall be completed by the end of each meeting.*

- At the end of each visit day, the review committee will meet to debrief on what have been observed

AFTER THE SITE VISIT PHASE

- *General meeting of the review committee.*

- *The reviewers will be assigned to write parts of the review report .*

- *The chairperson shall collect and compile the different parts .*

- *First draft of the report that shall be handed to the RO .*

- *A general meeting with the RO shall then be held and the reviewers shall provide any evidence requested in this meeting*

- *At the end of the meeting the RO and a specialized committee from the agency shall finalize the first draft and send it to the institution.*

AFTER THE SITE VISIT PHASE

The review report shall have a formal structure and would respect the following rules:

- *The aim of the report is to identify the level of compliance of the reviewed programmes with what is expected.*

- *The evaluation is conducted with reference to the defined standards and criteria and to the qualifications framework.*

- *The review report must be analytical, coherent, pertinent, precise, objective and useful.*

- *The review report shall provide sufficient evidence.*

- *The report is formed of four major parts: an introduction, a section relative to the alignment with the qualifications framework, one or multiple sections summarizing the evaluation outcomes and, conclusions and recommendations. All evidences and other collected raw information shall be placed in appendices.*

AFTER THE SITE VISIT PHASE

The review report shall have a formal structure and would respect the following rules:

- *The introduction part shall include a brief description of the programmes and their context. It shall describe the main issues and themes identified and covered by the evaluation and review process.*

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- *The alignment with the qualifications framework is a formal part and shall conclude with a decision to which level the provided degrees are aligned.*

- *The sections relative to the quality evaluation of the report shall be dedicated to the review results grouped by standard and criterion.*

AFTER THE SITE VISIT PHASE

The review report shall have a formal structure and would respect the following rules:

- *The conclusions and recommendations part shall summarize the characteristics of the programmes and the major challenges they are facing. It shall present the strategies and approaches adopted to face those challenges. It shall clearly identify the major strengths and weaknesses detected. Some recommendations shall be proposed.*

- *The conclusions and recommendations part shall end with a small paragraph indicating to what extent the programmes are rightfully acting when evaluated against the different standards.*

- *The conclusions and recommendations part can be considered as an executive summary of the review process.*

AFTER THE SITE VISIT PHASE

Finalizing the review report :

The first version of the report will be sent to the Faculty/Department without the conclusions and recommendations part. The programmes managers may send back some factual clarifications.

Based on the provided facts and arguments, the agency might apply some modifications to the review report and then submit it to the Faculty/Department and to the Ministry/Directorate General of Higher Education.

After three months of this submission an executive summary of the review report shall be made public on the agency web.

Timetable:

Rules and Procedures (page 14)

Guide for the reviewers

- *SUSTAINABILTY OF THE SYSTEM!!!*

Thanks! For your attention