







Evaluation du Master en Communication multilingue Faculté de Philosophie et Lettres 2019-2020

A photograph of a young person with voluminous curly brown hair, wearing a dark jacket, looking down at an open book in a library. Bookshelves filled with books are visible in the background. The image is partially obscured by a white diagonal graphic element.

Présentation de la méthodologie

19/11/2018

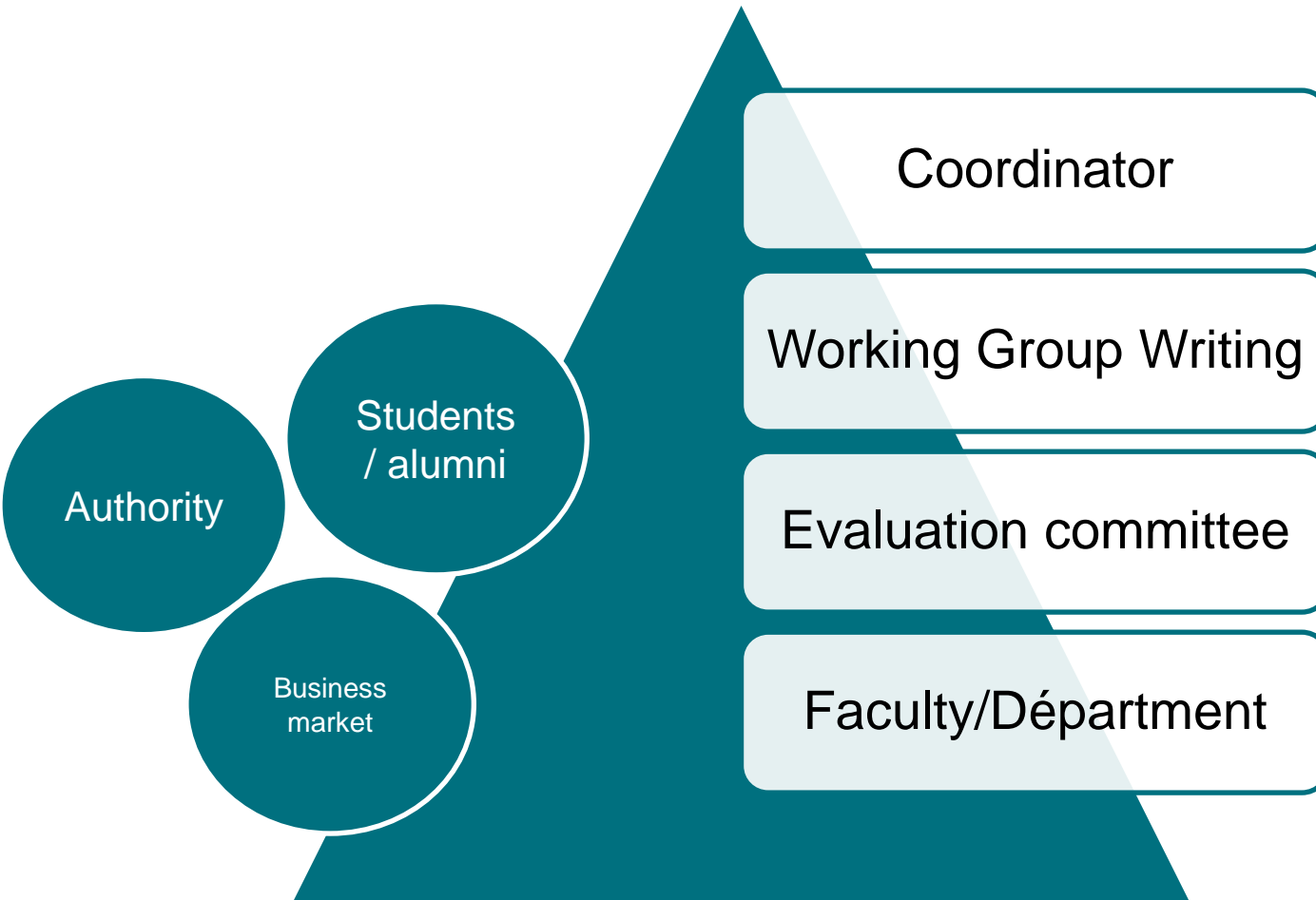


L'AEQES



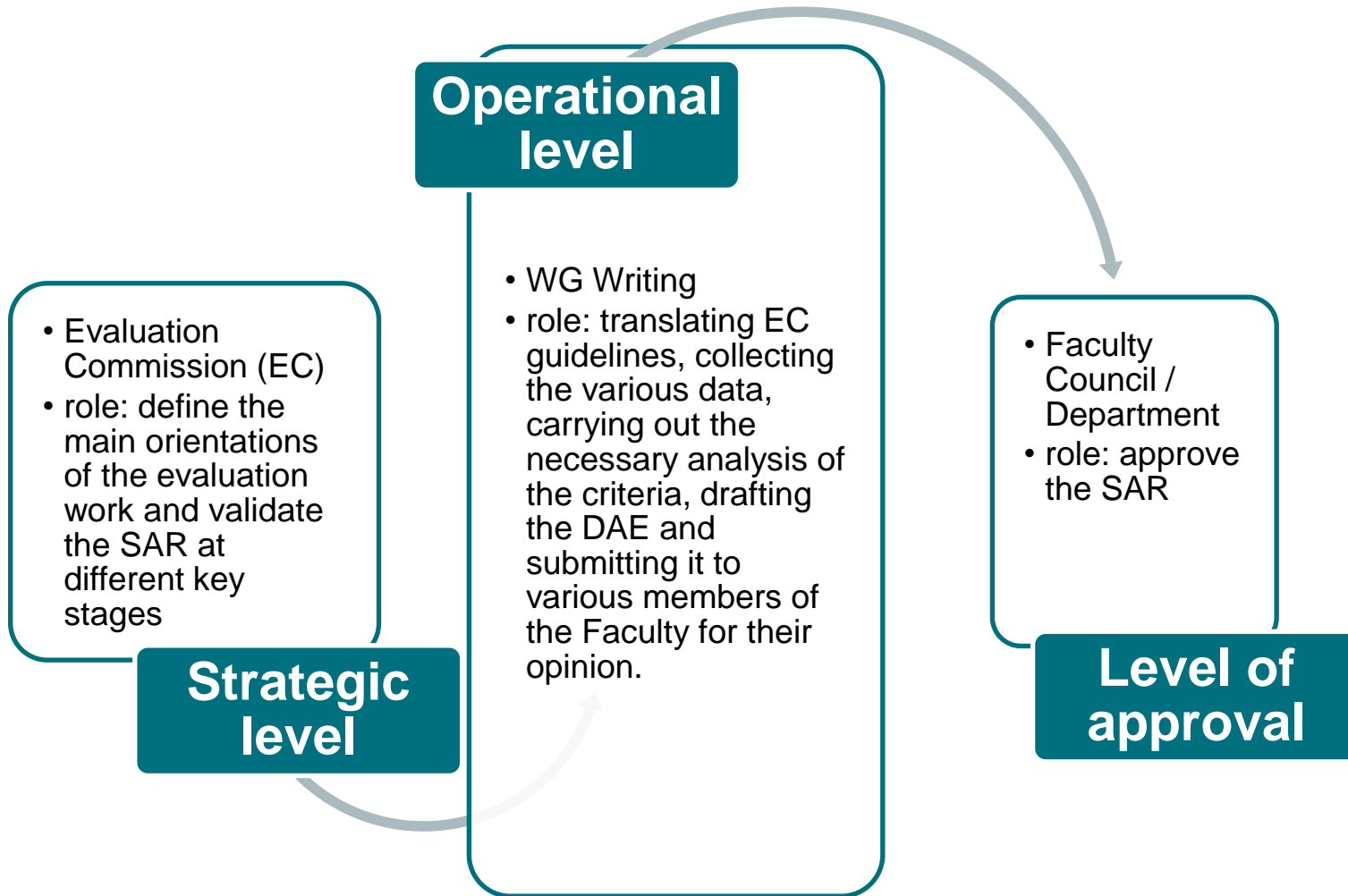


Les acteurs





Three levels of work for the organisation and implementation of the process





Product

The SAR (Self assessment report)

- Fact sheet > various data
 - Analysis of the program according to 5 criteria
 - Description
 - Evaluation
 - Action
 - A SWOT analysis
 - A proposed action plan
 - 20000 words
- } Criterion 5



Criterion

<u>Critère 1</u>	Governance and quality	Organisation and revision of programmes + quality policy + internal communication
<u>Critère 2</u>	appropriateness	Setting the program in its external context > requirements/needs of partners, society external communication + external communication
<u>Critère 3</u>	congruence	Program construction / content > internal requirements (LO and KLO, assesment, triple concordance)
<u>Critère 4</u>	Efficiency/equity	Stakeholders, beneficiaries (welcome follow-up, support), resources
<u>Critère 5</u>	Continuous improvement	Methodology, SWOT et Action Plan





Les outils

Quantitative data

- ▶ Radius and CREF toolbox
- ▶ Post-master (alumni) survey
- ▶ Conducting surveys

Qualitative data

- ▶ Portfolio
- ▶ Focus group and various interviews



Further (for example)

June 2019: handover of the SAR;

2019-2020: Visit of an expert committee

April 2020: experts' report

September 2020: cross-sectional analysis

November 2020: Publication and presentation of
the AP

Continuous evaluation

A photograph of a young person with voluminous curly brown hair, wearing a dark jacket, looking down at an open book in a library. Bookshelves filled with books are visible in the background. The image is partially obscured by a white diagonal graphic element.

Example of a working session of a evaluation committee

A photograph of a library interior. In the foreground, a person with voluminous curly brown hair is looking down at a book. In the background, another person with glasses is visible. Bookshelves filled with books are prominent on the left side of the frame.

Critère 2 : Pertinence des programmes

L'entité a développé et met en œuvre une politique pour assurer la pertinence de ses programmes



This criterion aims to analyse the links between the learning outcomes targeted by the programme and the societal needs (current or foreseeable) to be met in terms of training and personal development.

It also aims to make known how the programme, by its objectives and content, promotes the socio-professional integration of graduates and/or integration into a flexible training programme,



Dimension 2.1: Assessment of program relevance

- ▶ 2.1.1 Statement of the specificities of the legal framework of the programmes
- ▶ 2.1.2 Taking into account the needs and expectations of stakeholders
- ▶ 2.1.3 Linking programs with research, socio-professional environments and local needs
 - 2.1.3.3.1 Program & Research
 - 2.1.3.3.2 Program & integration into socio-professional environments
- ▶ 2.1.4 Flexibility of student paths
 - 2.1.4.1 Flexibility within the program
 - 2.1.4.2 Valuation of prior learning (VAE)
 - 2.1.4.3 Continuation/resumption of studies
 - 2.1.4.4 International dimension

Dimension 2.2: Information and external communication

- ▶ 2.2.1 At the level of the University of Liège
- ▶ 2.2.2 At the entity level

A photograph of a library interior. In the foreground, a person with voluminous curly brown hair is looking down at a book. In the background, another person with glasses is visible, looking upwards. Bookshelves filled with books are visible on both sides of the frame.

Critère 2 - Brainstorming



Legal and regulatory framework

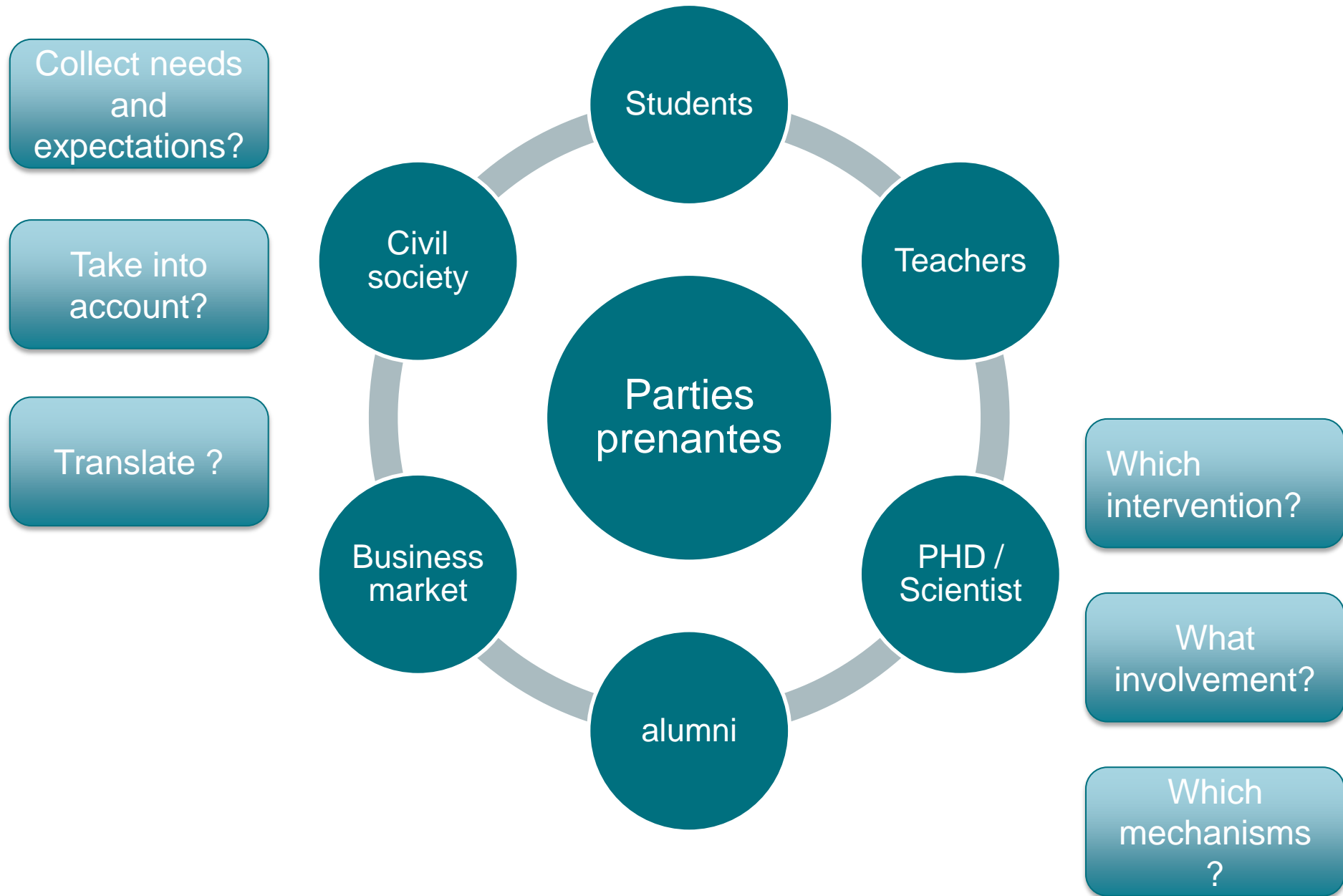
To what extent does the program fit into:

Specific legal
or European
context?

External
competence
framework?

Décret
Paysage ?

Faculty
Strategic
Plan?

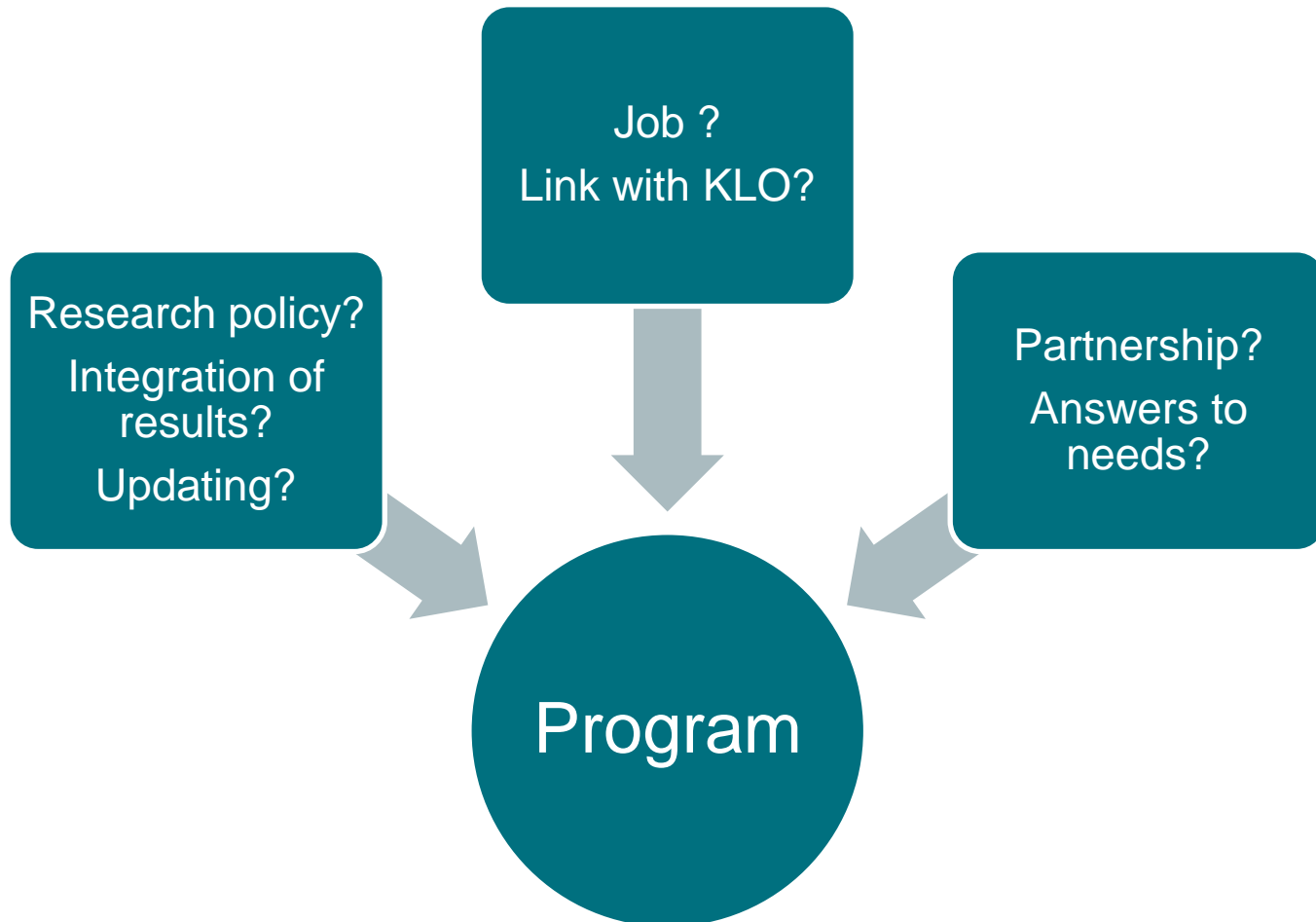




Linkage with research

Linkage with business market

Local actions





Flexibilité du parcours étudiants

Flexibility	VAE
	Mechanisms and devices? Limits? Info for students? Exploitation rate?
Continuation/resumption of studies / gateways	
Inventory ? Measures taken in the design of the program? Appropriate KLO? Exploitation rate?	
Points for improvement ?	



International dimension

International dimension integrated into the program? Added value?

Mobility in?

Mobility out?



Information and external communication

- ▶ Objectives?
- ▶ Target audiences?
- ▶ Circuits?

- ▶ Effectiveness of mechanisms

A photograph of a library interior, showing bookshelves filled with books. A person with curly hair is looking down at a book, and another person with glasses is visible in the background. The image is partially obscured by a white diagonal shape.

Prochaines échéances

À définir



Criterion 1: The institution/entity has formulated, implemented and maintains a policy to support the quality of its curricula

Dimension 1.1: Institutional governance policy

Governance facilitates the articulation of quality management between the institutional and programme levels

Dimension 1.2: Quality management at the institutional, entity and programme levels

policy and associated procedures for quality management at the institutional, entity and programme levels. These provide for an active role for students and other stakeholders [...]

Dimension 1.3: Design, management and periodic review of the programme

This steering is effective, participatory and contributes to developing the quality of the programme. It takes into account the results of all evaluations

Dimension 1.4: Information and internal communication

communication policy and effective procedures for disseminating information to internal stakeholders





Criterion 2: The institution/entity has developed and is implementing a policy to ensure the relevance of its study programmes

Dimension 2.1: Assessment of program relevance

...] procedures and mechanisms to ensure that the programme complies with legal provisions and takes into account the needs and expectations of stakeholders...

Dimension 2.2: Information and external communication

....] regularly publishes up-to-date, impartial and objective information on programmes and degrees

@

Criterion 3: The institution/entity has developed and is implementing a policy to ensure the internal coherence of its curriculum



Dimension 3.1: Learning outcomes of the programme

selection, formulation and publication of the programme's learning outcomes. These are realistic, adequate and appropriately communicated.

Dimension 3.2: Content, devices and learning activities

learning devices and activities to achieve the targeted learning outcomes.

Dimension 3.3: Overall arrangement of the programme and time allocated for achieving the learning outcomes concerned

programme designed and implemented in an appropriate way to achieve the learning outcomes concerned, making it possible to achieve them within a reasonable time frame

Dimension 3.4 : Assessment of the level of achievement of the learning outcomes concerned

criteria and assessment procedures established in accordance with the learning outcomes targeted and applied systematically and consistently. Requirements are clearly formulated and



Criterion 4: The institution/entity has developed and is implementing a policy to ensure the effectiveness and equity of its curriculum

Dimension 4.1: Human resources

human resources are adequate and adapted to the program and the student audience(s). The necessary means are implemented to ensure the quality and competence of staff, in particular the teaching staff.

Dimension 4.2: Material resources

the resources allocated to educational infrastructure and tools are adequate and adapted to the achievement of the learning outcomes targeted by the programme.

Dimension 4.3: Equity in terms of welcoming, monitoring and supporting students

the mechanisms implemented to guide, guide and support students according to their career path are fair, adequate and adapted to the learning outcomes targeted by the programme.

Dimension 4.4: analysis of the data required to manage the program

collecti, analysis and appropriate use of the information necessary to manage the programme. [@](#)



Criterion 5: The institution/entity has established an analysis of its curriculum and developed an action plan for its continuous improvement

Dimension 5.1: Methodology of self-evaluation

self-evaluation of the program in a participatory, in-depth and validated way.

Dimension 5.2: SWOT analysis

The self-assessment identifies both the strengths and weaknesses of the program as well as the opportunities and threats emanating from its environment.

Dimension 5.3: Action plan and follow-up

On the basis of self-evaluation, development of a prioritized action plan and monitoring indicators with the aim of constantly improving the quality of the program. Periodic and systematic analysis of the quality of the program. [@](#)