



Educational Programme and Teaching Organisation

Workshop III- Moi University,

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Content and Objectives

I- Presentation of the Institutional Evaluation Programme (PEI)

- ✓Definition
- ✓Objectives
- ✓Model
- ✓Criteria 1 and 2 – Group activity

II-Objectives and methodology

- ✓Adapt the PEI Model to the East-African context
- ✓Work on 2 criteria per partner university

Institutional Evaluation Programme (PEI)

1.What is the PEI?

The institutional Evaluation is an exercise that aims to discern which are the strengths and the areas for improvement of the study programmes. The outcome is an Improvement Plan developed to upraise the quality of the study programmes evaluated.

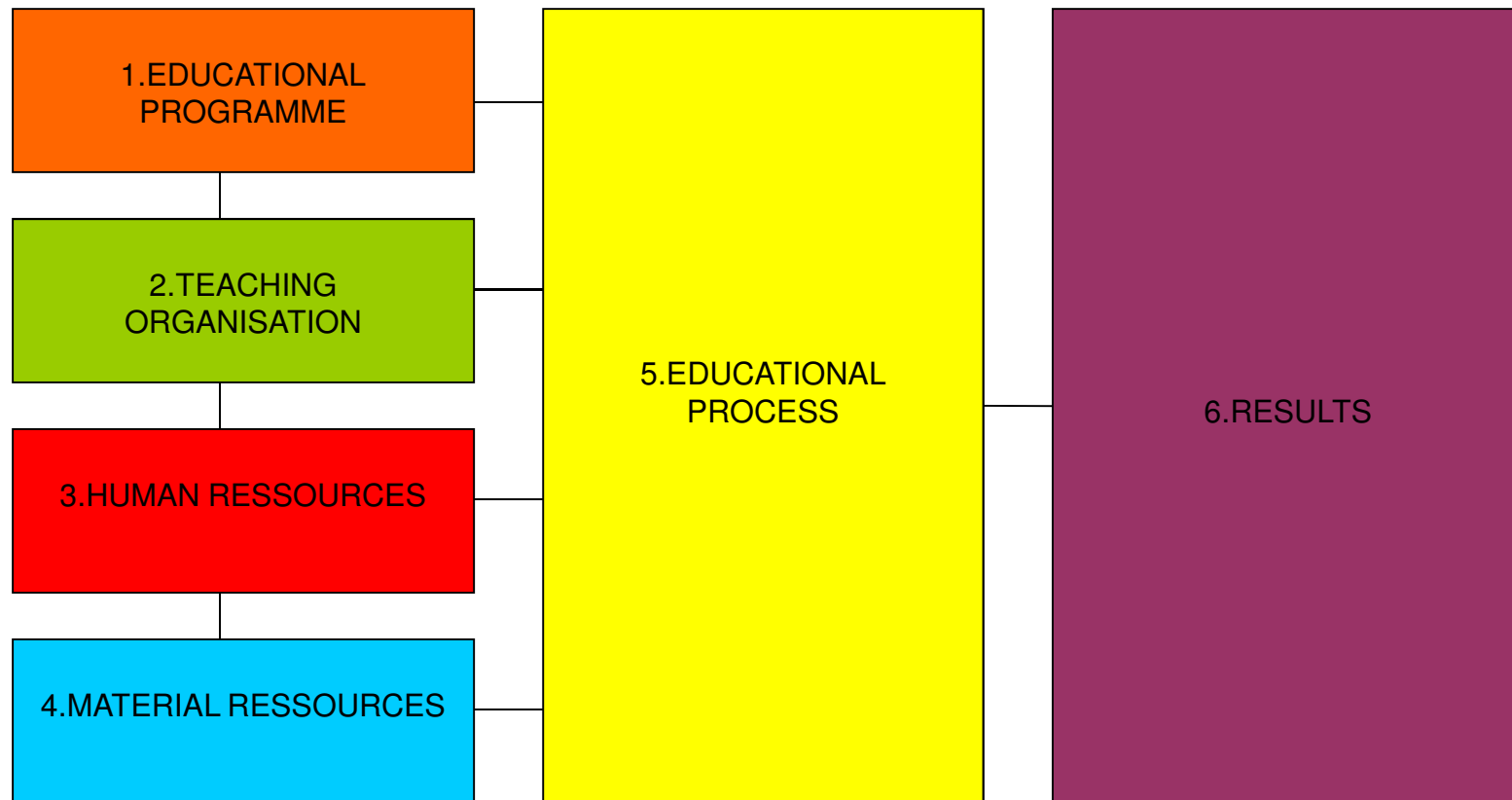
Institutional Evaluation Programme

1. PEI Objectives

To assess in order to improve the quality of teaching of the university study programmes, through the self-assessment and external analysis done by experts.

To give useful information for the taking of decision to students, their families, the university managers and public governments.

PEI: Self-Assessment Model





1. EDUCATIONAL PROGRAMME

1. EDUCATIONAL PROGRAMME

The educational programme criterion is sub-divided into two sub-criteria:

1. 1. Aims of the educational programme

1. 2. Studies plan and its structure



1.1. AIMS OF THE EDUCATIONAL PROGRAMME

1.1.1. The aims of the educational programme are defined and include knowledge and skills that the students should have when they finish their studies.

Aspects to evaluate to check compliance with the sub-criterion

- ☐ Existence of a definition of the aims of the educational programme.
- ☐ Existence of the list of knowledge and skills of the graduates

1.1.2. The educational programme specifies the admission profile that students must fulfil and has mechanisms in place that make it possible to know the admission profile of the new students.

- ☐ List of knowledge, abilities and skills that constitute the ideal admission profile for undertaking the educational programme.
- ☐ Existence of mechanisms that make it possible to discover the characteristics of the admission profile of the new students in the educational programme.
- ☐ Coherence between the ideal admission profile and the aims of the educational programme.



1.2. STUDIES PLAN AND ITS STRUCTURE

1.2.1. The structure of the studies plan is well defined, when it comes to the distribution of the subjects, and their horizontal and vertical linking, and it avoids blank or duplicated areas.

- ☐ The sequencing of subjects is coherent with the development of the knowledge to be imparted.
- ☐ There are coordination mechanisms that avoid blanks or duplicate contents in the subjects.

1.2.2. The subjects programme that constitutes the studies plan contains the necessary basic elements and is accessible and public.

- ☐ Existence of a standardised document, where the basic elements are available from the registration period.
- ☐ Information related to the group of subjects and the basic elements matches the studies plan and falls in line with the aims of the educational programme.



1.2. STUDIES PLAN AND ITS STRUCTURE

1.2.3. The studies plan is coherent with the aims of the educational programme and with the graduate profile.

- ☐ The structure of the studies plan.
- ☐ Coherence between the aims of the educational programme and the current studies plan regarding both its organisation and contents.
- ☐ Coherence between the defined graduate profiles and the current studies plan, both in their organisation and content.
- ☐ Justification of curricular content alternatives (subjects recognised with credits) and their correct implementation.



1.2. STUDIES PLAN AND ITS STRUCTURE

1.2.4. The review and updating, if appropriate, of content is carried out regularly and systematically.

- ☐ The existence of a systematic and regulated process, with a demarcation of responsibilities, which allows for the review of subject content.
- ☐ The existence of mechanisms for obtaining information, indicators, studies, improvement plans, etc, that justify the updating of subject contents.
- ☐ Actions resulting from content updates.

1.2.5. The student learning time outlined in the studies plan makes it possible to comply with the aims of the educational programme.

- ☐ The time that the student must dedicate to studying for the learning involved in the educational programme.
- ☐ The student learning time outlined in the studies plan makes it possible to comply with the aims of the educational programme.



2. TEACHING ORGANISATION

The criterion is divided into two sub-criteria:

2. 1. Management and planning

In this sub-criterion the following is analysed:

- The planning for the management of the educational programme.

2.2. Management and Organisation

In this sub-criterion the following is analysed:

- The communication and publishing of the educational programme.
- The adaptation of the organisation of teaching according to the structure and aims of the educational programme.
- The use of the results (from the educational programme, the graduates, academic and administration and services staff, and society) in the educational programme improvement and review processes.



2.1. MANAGEMENT AND PLANNING

2.1.1. Those in charge have defined the planning of the educational programme which includes instruments and actions for continuous improvement management and actions.

- ☐ Organisational structure of the educational programme.
- ☐ Existence of planning of the educational programme.
- ☐ Existence of instruments and actions for the management of those in charge of the educational programme.
- ☐ Actions of those in charge of the educational programme in relation to the aims and planning of the educational programme.
- ☐ Evidence of the inclusion of continuous improvement actions in the planning.



2.1. MANAGEMENT AND ORGANISATION

2.2.1. The educational programme is communicated and published.

- ☐ Information publishing channels.
- ☐ Accessibility and publicity of the aims of the educational programme and the graduate profiles.
- ☐ Accessibility and publicity of the knowledge, abilities and skills that constitute the ideal admission profile for correctly undertaking the educational programme.
- ☐ Accessibility and publicity of the subject programmes.



2.1. MANAGEMENT AND ORGANISATION

2.2.2. The organisation of the teaching fits in with the aims of the educational programme.

- ☐ Efficiency in the management of the organisation processes: registration, calendar of evaluation tests, timetable planning, company internships, internships in collaborating and assistance centres, mobility programmes, complimentary activities, assigning teaching, student assistance, etc.
- ☐ Efficiency in the management of available human, economic and material resources used in the development of the educational programme.
- ☐ Existence and use of reliable sources of information for making decisions.
- ☐ Existence and use of the necessary horizontal and vertical coordination mechanisms.
- ☐ Adaptation of the organisation of teaching to the structure and aims of the educational programme.



2.1. MANAGEMENT AND ORGANISATION

2.2.3. The results of the educational programme, the graduate results, the academic staff results and the results in society are taken into account in the improvement and review of the educational programme.

- ☐ The existence of the necessary instruments and mechanisms for the analysis of the results of the educational programme, of the graduate results, academic staff results and society results (see results criteria).
- ☐ Use of the analysis carried out in the review of the educational programme.

CRITERIA

First level sub-criteria

Second level sub-criteria

- **The aspects to be evaluated**
- **The facts**
- **The questions**

Timetable

Time	Action	Objective
9h30-9h45	General PEI presentation	
9h45-10h10	Analysis and adaptation of C-1 Uni. Makerere - Criteria 1.1.1. Uni. Mzumbe –Criteria 1.1.2. Uni. Moi –Criteria 1.2.1.	-1 rapporteur per group
10h10-10h25	Presentation and conclusion of Criteria 1.	-5 minutes per speaker
10h25-10h45	Analysis and adaptation of C-2 Uni. Makerere – Criteria 2.1. Uni. Mzumbe –Criteria 2.2.1. Uni. Moi–Criteria 2.2.3	-1 rapporteur per group
10h45-11h00	Presentation and conclusion of Criteria 2.	-5 minutes per speaker

1.1. AIMS OF THE EDUCATIONAL PROGRAMME

1.1.1. The aims of the educational programme are defined and when

Objectives:

- Make sure you all understand the criteria
- check compliance of this sub-criteria
- Reformulate if necessary

Aspects to evaluate to check compliance with the sub-criterion

Objectives:

- Agree on the aspect to evaluate
- Reformulate if necessary
- Add other possible aspects
- List in order of importance

Information on which the analysis is based in Spain



Official document where the aims of the educational programme appear.
General qualification guidelines.
The studies plan (complete using table T-05).
List of knowledge and skills of the graduates, as well as the graduates' professional profiles.
Description of the process for determining the graduate profiles.

Information

Objectives:

- Agree on the evidences
- List the evidences that you already have
- The evidences that you can collect on the short term-
/Before the external assessment/
- The evidences that you can collect on the long term

Reflections:

- ✚ In defining the aims, have the factors of demand and socio-economic environment been taken into account?
- ✚ Are the aims clearly defined?
- ✚ Do mechanisms exist to monitor them?
- ✚ Is there any coherence between the institution and the environment?
- ✚ Is the level of specification of the graduate profiles adequate?
- ✚ What is the relationship between the graduate profiles and the studies plan?
- ✚ What are the mechanisms for defining the graduate profile?

- ✚
- ✚
- ✚
- ✚
- ✚
- ✚
- ✚

General comments

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Objectives:

- Agree on the reflections questions
- Add any other question
- Keep in mind the assessment committee

Objectives:

- Write your general comments on the sub-criteria for the other groups
- Rapporteur will present the work and make the conclusions

Thank you

