SELF-EVALUATION REPORT OF A STUDY PROGRAMME GROUP

GUIDE

A. GENERAL

- **A brief introduction of the higher education institution (its self-definition, a brief overview of its history, main aims of its development plan, fields of activity, an overview of its structure, key indicators, etc.)**

- **The relative position of the study programme group at the higher education institution, in Estonia and/or internationally. An overview of structural units that actually carry out study programmes within the study programme group, and the collaboration between structural units**

- **Aggregate data on study programmes within the study programme group** (a list of study programmes, responsible structural units, figures related to students [total number of students, admissions, dropouts, graduates] presented as a three-to-five-year trend)

- **A brief description of the most important developments in the study programme group between evaluation periods:** a brief description of trends in the study programme group over the last three to five years based on background data prepared by the Ministry of Education and Research (background information includes data on all study programmes within the study programme group regarding admissions, number of students, graduates, international students and dropouts for the last five years); comparison with the same study programme group of other higher education institutions, if appropriate; an overview of changes in the study programme group of the higher education institution during the period between the assessments (launching, closing, or merging study programmes; developing joint study programmes; etc.) with a brief description of reasons or a reference to the self-evaluation of the specific study programme

- **An overview of research, development and/or other creative activity (RDC) that supports teaching and learning within the study programme group:** research and development projects, applied research, publications, student involvement in research groups and R&D projects, etc., associated with the study programme group

- **An overview of collaboration with other Estonian and foreign higher education institutions regarding the study programme group under evaluation** (joint study programmes, joint projects, doctoral schools, professional networks, etc.)

B. SELF-EVALUATION(S) OF STUDY PROGRAMME(S) BY ASSESSMENT AREA

Self-evaluation of study programmes may be conducted by individual study programme or by related study programmes or by sets of study programmes developed in the 3+2 system. In the case of a smaller higher education institution or a smaller study programme group, it could mean that the self-evaluation of individual study programmes is replaced by the self-evaluation of the entire study programme group, indicating distinctions between individual study programmes, where appropriate. Self-evaluation must follow the structure of assessment areas. All questions outlined under standards relating to each assessment area must be answered in the report, but the place of an answer may vary (e.g., some questions that are outlined under Students may be answered under Study Programme Development). It is important to follow the logic of each specific self-evaluation of a study programme and avoid excessive repetition. If any aspect extends to all study programmes, it will be appropriate to indicate it separately in Introduction and not to mention it again under Study Programmes.

B1

Title(s) of the study programme(s), study	Informatics BSc, Informatics MSc Professional higher education study of Applied Informatics
Academic unit responsible for conducting the study programme	*faculty, institute, department, chair; in the case of departments/chairs, please specify the faculty/institute at which they operate, if appropriate*
Principal compiler of self-evaluation of the study programme, Study Programme Manager / Programme Manager	*name, position, contact details*
Brief description of the process of self-evaluation of the study programme	*time frame, participants, distribution of work, coordination, etc.*

1. Study Programme and Study Programme Development

The content and structure of the study programme are consistent with its objectives and learning outcomes.
Different parts of the study programme form a coherent whole.
The launch or development of the study programme is based on the Standard of Higher Education and other legislation, development plans, analyses (including labour market and feasibility analyses), and professional standards; and the best quality is being sought.
The study programme development takes into account feedback from students, employers, alumni and other stakeholders.

- Has the higher education institution or its structural unit set objectives for the quality of study programmes? How have these objectives been achieved within the given study programme?
- Please describe the process of study programme development (launching, changing, internal evaluation). Who are involved in it, what is taken into account (needs of the labour market, strategies, etc.)?
- How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses?
- What were the more important changes in the study programme over the last three years, for what purpose and on what basis were they made?
- Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, etc.), and b) whether the content and objectives of

the study programme are in accordance with each other? What are these estimates based on?

- Please evaluate student feedback on the study programme and subjects obtained over the past three academic years (for example: What received the most positive feedback from students? What were the students most critical of? What could cause such criticism? Please indicate specific activities of study programme development which you have started or which have already been implemented based on student feedback.
- Have you asked for or received feedback from the teaching staff on coherence of the subjects, how has such feedback been taken into account? Please point out the ideas you have gotten or already carried out based on feedback from employers and alumni.
- Do you cooperate with (foreign) partners in conducting the study programme (e.g., the study programme has joint modules with another (foreign) higher education institution, summer and winter schools are provided, supervisions, practical training facilities, etc.); and who are the partners? In what ways do you cooperate? How many foreign members of the teaching staff are involved? How and on what basis is it done? What are their qualifications?
- Have study programmes been compared to other similar study programmes, including internationally, and to what purpose? The results of comparisons?
- What opportunities are created for international students for participating in the study programme (subjects in a foreign language)?
- Compliance with the Standard of Higher Education and other (international) standards.

Strengths, areas for improvement, and planned improvement activities relating to the study programme and study programme development

2. **Resources**

Resources (teaching and learning environments, teaching materials, teaching aids and equipment, premises, financial resources) support the achievement of objectives in the study programme.
There is a sufficient supply of textbooks and other teaching aids and they are available.
Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
Resource development is sustainable.
- Has the higher education institution or its structural unit set objectives for resources? How have these objectives been achieved within the given study programme?
- Evaluate the supply of teaching materials and equipment (including expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/improved?
- Please evaluate student feedback on the availability of teaching materials, classrooms, etc., obtained over the past three academic years. Is it possible to react to the feedback, and how?
- What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.? Is it possible to react to it, and how?
- How is it determined that resources are in accord with actual (changing) needs and contemporary requirements? How is such accord ensured? How is the effectiveness of using resources ensured?
- What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.); how are these trends taken into account; and how are the risks mitigated?

Strengths, areas for improvement, and planned improvement activities relating to learning environment and resources.

3. Teaching and learning

Modern teaching methods are used in teaching.

The process of teaching and learning is flexible, takes into account the specifics of the form of study and facilitates the achievement of learning outcomes.

The process of teaching and learning supports learning mobility.

Assessment of learning outcomes (including recognition of prior learning and work experience) is transparent and objective.

- Has the higher education institution or its structural unit set objectives for the quality of the process of teaching and learning? How have these objectives been achieved within the given study programme?
- How is the achievement of learning outcomes of the study programme and subjects ensured? *(Is it monitored that the teaching staff base their choice of teaching and assessment methods on objectives/needs of the study programme and subjects, and how? Give examples of good practice.)* Are people from outside the higher education institution involved in assessment of learning outcomes (including in the defence of final papers)?
- How is supervision of student research papers (seminar papers, applied projects, final papers, etc.) organised? What is student feedback on supervision? What are the main problems related to supervision and how are they solved?
- How is student involvement in research and development set up?
- How is students' independent work organised *(how is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work – environment, teaching aids, etc.)*?
- How is practical training organised *(finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)*? What role does practical training have in achieving objectives of the study programme? What is student feedback on the content and arrangement of practical training?
- How is it ensured that the actual student workload is in accordance with the workload expressed by credit points? Is it analysed, and how?
- How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions? Problems and their solutions.
- Please evaluate student feedback on the teaching and learning process (including teaching methods and assessment of learning outcomes) obtained over the past three academic years. How have you analysed the results of such feedback and applied them *(point out trends, evaluate the impact of such feedback)*?
- What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?
- Is the support by information systems and help by members of the support staff (Academic Affairs Specialists, Office of Academic Affairs, Personnel Office, etc.) adequate for conducting the study programme? What kind of additional help is needed from them?

Strengths, areas for improvement, and planned improvement activities relating to the process of teaching and learning.

4. Teaching staff

There is teaching staff with adequate qualifications to achieve the objectives and learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.

Overall student assessment on teaching skills of the teaching staff is positive.

Recognised foreign and visiting members of the teaching staff and practitioners participate in teaching the study programme.

The teaching staff is engaged in professional and teaching-skills development.

- Has the higher education institution or its structural unit set objectives for qualifications of its teaching staff, their teaching skills, etc.? How have these objectives been achieved within the given study programme?

- Please evaluate student feedback on the teaching staff related to the study programme obtained over the past three academic years (teaching skills, proficiency in English in the case of international study programmes, etc.). Have the results of feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff, etc.)?

- How are (novice) members of the teaching staff supported in relation to the development of their teaching skills? *(Whose task is it to give feedback to members of the teaching staff on results of teaching and their teaching skills? Please give examples of professional and teaching-skills development of the teaching staff related to the given study programme.)* Do the teaching staff apply their new skills, and how? Are the teaching staff's teaching skills taken into account when reselecting them, and how?

- How is teaching by the teaching staff (courses, supervision) connected with their research, development and/or creative activity? How does research, development and/or creative activity by the teaching staff enhance the quality of providing education according to the given study programme?

- To what extent and how did teaching staff of other Estonian or foreign higher education institutions or employer representatives participate in conducting the study programme over the past three academic years (e.g., in teaching, defence committees, as opponents, etc.)? What does the higher education institution do to involve them? How do you evaluate this cooperation, its scope and quality?

- Evaluation (preferably in international comparison) of the number (adequacy), workload, qualifications and age structure of the teaching staff.

Strengths, areas for improvement, and planned improvement activities relating to the teaching staff.

5. Students

Student places are filled with motivated and capable students.

Dropout rates are low, the proportion of students graduating within the standard period of study is large.

As part of their studies, students attend other Estonian and/or foreign higher education institutions as visiting or international students.

Employment rate of alumni is high.

Alumni and their employers are satisfied with their professional preparation and social competencies.

- Has the higher education institution or its structural unit set objectives for student motivation, students' academic progress, etc.? How have these objectives been achieved within the given study programme?

- What are the admission requirements for the study programme? How do you evaluate students' prior preparation/education (including the level of international students, for example)? How do you ensure the enrolment of a motivated and adequately prepared student contingent?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- What has been done to reduce the number of dropouts deleted from the matriculation register on the initiative of the higher education institution?
- What has been done to bring dropouts back to the university?
- How are students' special needs considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)? How can students themselves design the content of their studies? What are students' options within the study programme and outside it?
- How do you evaluate the success of your alumni in the labour market? Do you obtain feedback from graduates in the study programme on their employment and continuation of studies, and how; do you use it, and how? What are the conclusions? Do you know how many graduates continue their studies abroad?
- What has been done to support student learning and graduating within the standard period of study *(student counselling, flexibility of the study programme, etc.)*?
- How has national and international student mobility been supported?
- Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?

Strengths, areas for improvement, and planned improvement activities relating to students

6. Aggregate analysis of the study programme(s)

more important strengths and areas for improvement based on the previous analysis of the study programme

7. The action plan

is based on the results of self-evaluation of the study programme(s)

Action(s)	Person(s) responsible	Term	Expected result(s)

C. AGGREGATE ANALYSIS OF THE STUDY PROGRAMME GROUP

A summary of the most important strengths and areas for improvement indicated in the self-evaluations of the study programmes of the study programme group, their analysis and action plan.
A proposal to the assessment committee for their emphasis.
It is recommended that the higher education institution consider the following questions, among others: Based on the self-evaluation, what are the overall strengths of the study programme group, and what are the advantages they present to the institution of higher education for enhancing the quality of teaching and learning? Please indicate the key challenges and prospects for eliminating them. How is implementation of the action plans,

which are prepared based on the self-evaluations of study programmes, monitored at the level of study programme group, academic unit or university?

D. APPENDICES TO THE SELF-EVALUATION REPORT

- The study programmes under evaluation, including their objectives and learning outcomes at both the study programme and module levels. If there are no content modules in the study programme, it is recommended that the study programme be presented together with descriptions of the objectives and learning outcomes of individual courses;
- Detailed descriptions (course descriptions/syllabi) of at least five of the most important courses (selected by the higher education institution) from each study programme under evaluation, which include the objectives and learning outcomes of the course; descriptions of students' independent work and its assessment, teaching methods, assessment methods and criteria; and a required reading list;
- A sample timetable (standard study plan) for completion of the study programmes by semester, preferably with a diagram describing the interrelationships of the courses;
- A comparison of the learning outcomes of study programmes with the learning outcomes of the Standard of Higher Education;
- Information about members of the specialty-related teaching staff selected by the higher education institution for this report: name, position and qualifications of the staff member; courses taught in study programmes within the study programme group; an overview of teaching, learning or research at foreign institutions of higher education over the last five years; the most important publications and R&D projects of the last five years that support teaching in the study programme group under evaluation.