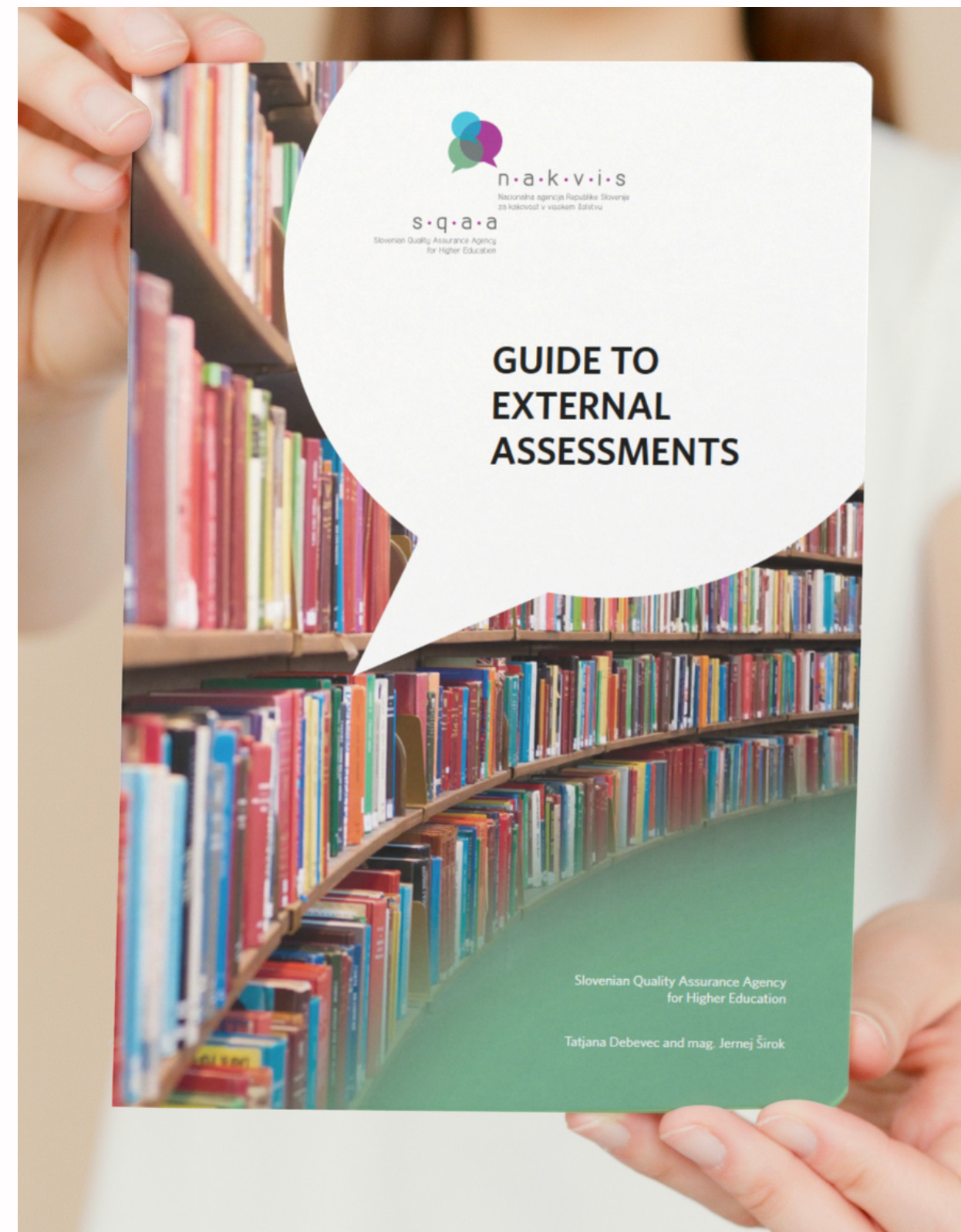


NAKVIS: GUIDE TO EXTERNAL ASSESSMENTS

Gregor Rebernik, July 2023



*Improving the quality and relevance of
our assessments*

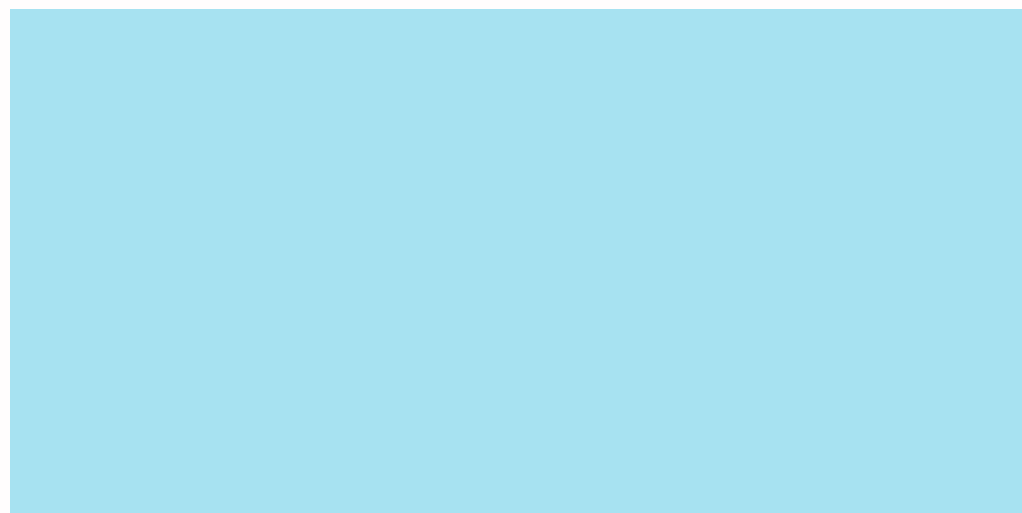


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PURPOSE

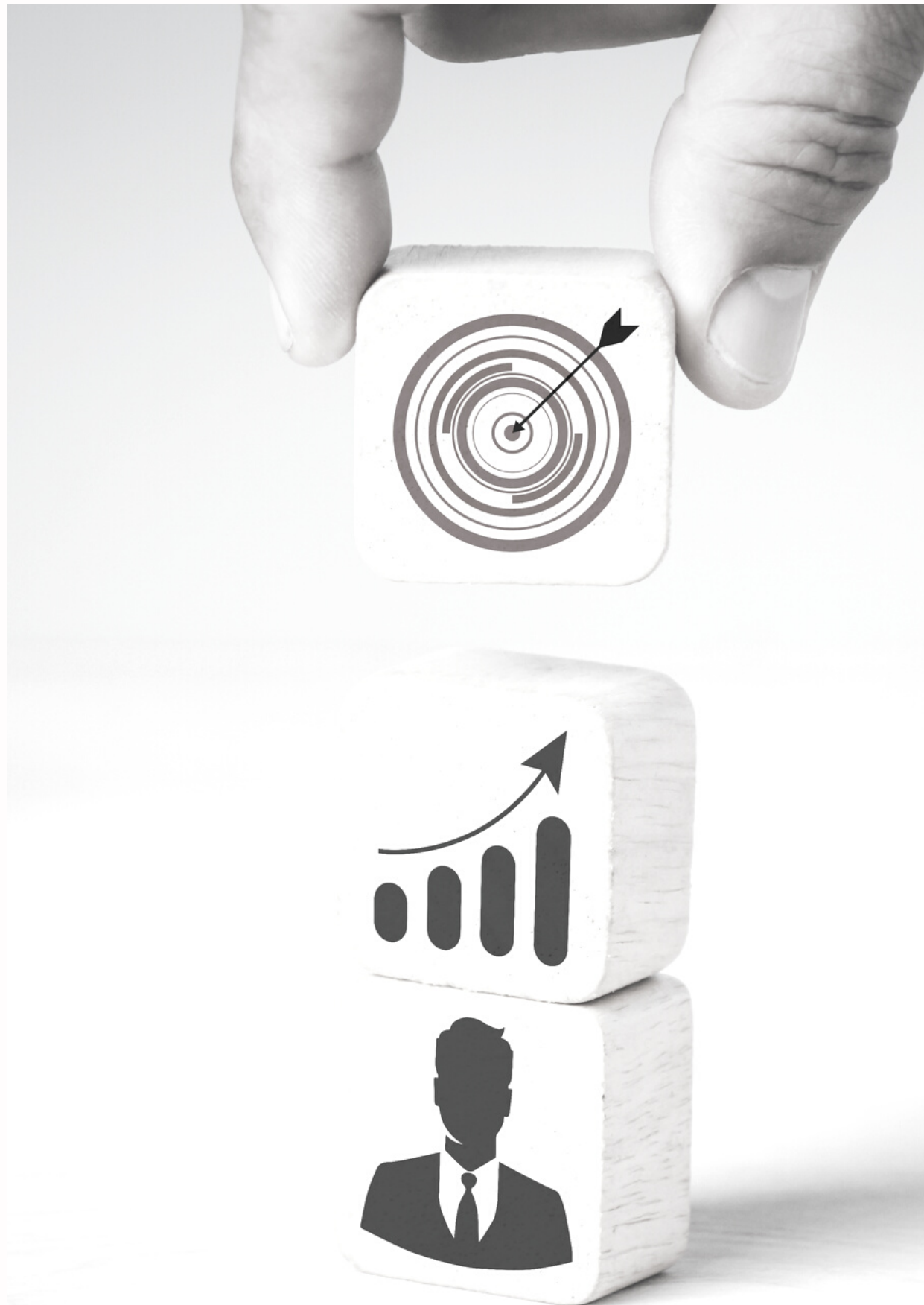
- Designed to enhance the quality of our assessments
- An essential tool for our experts
- Significant for all stakeholders, including agency staff and higher education institutions



2

SHIFTING THE FOCUS

- Transitioning from quantitative to qualitative evaluations
- Navigating this shift with a reliable tool
- The need to ensure consistency and accuracy in our assessments



GOAL

- Not just fact-finding, but in-depth analysis
- Professionally competent assessments of an institution or study programme
- Focus on educational, scientific, professional, research, and artistic activities

ANALYSIS

4



ACCREDITATION
AND EVALUATION
CRITERIA



THEMATIC ANALYSES,
SELF-ASSESSMENT
REPORTS



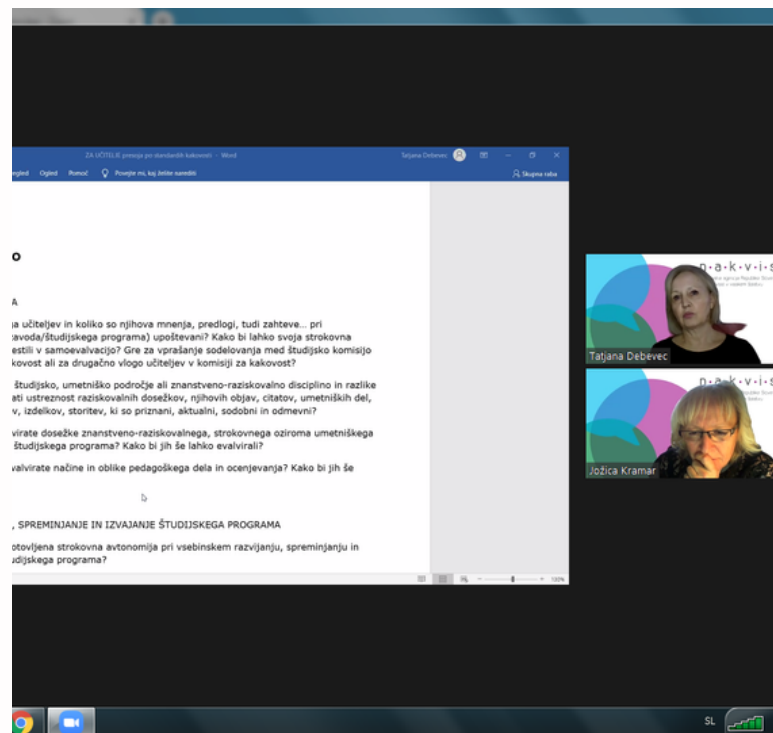
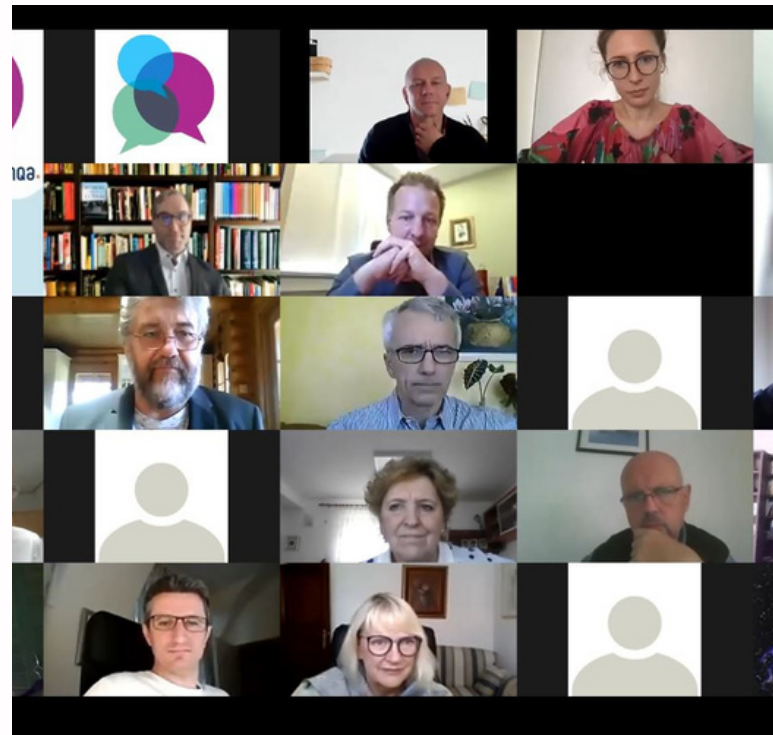
EXPERT REPORTS

FINDINGS



- Identified a need for greater depth in content when assessing specific standards.
- The need for further enhancements, particularly in identifying non-compliances, strenghts and opportunities for improvement.
- Assessing compliance with certain standards necessitates more detailed clarification.
- Reports should better encompass internal specifics of institutions and diversity in studies.

STAKEHOLDERS

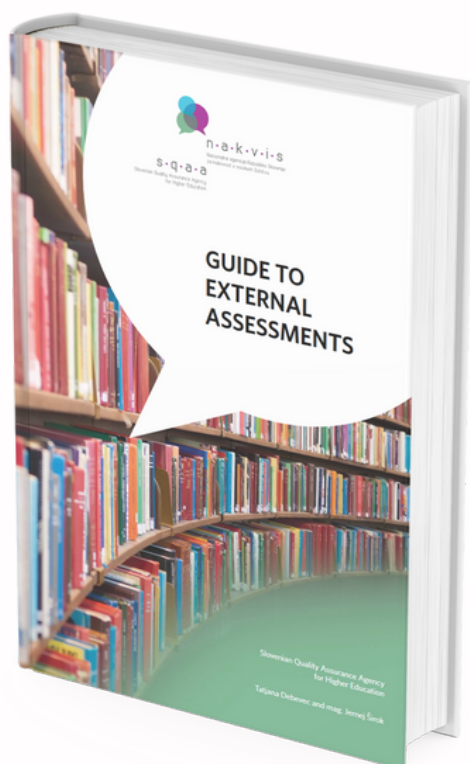


- Active involvement of HE stakeholders in guide preparation
- Incorporation of suggestions from various events and processes
- Testing and refining the guide over a period of two years

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ASSESSMENT BY STANDARDS FOR ACCREDITATION OF STUDY PROGRAMME

STRUCTURE AND CONTENT OF A STUDY PROGRAMME (Article 17 of the Criteria)

Standard 1: **THE STRUCTURE AND CONTENT OF A STUDY PROGRAMME ARE SUCH AS TO PROVIDE STUDENTS WITH COMPREHENSIVE KNOWLEDGE AND HELP THEM ACHIEVE THE OBJECTIVES SET AND THE PLANNED COMPETENCES OR LEARNING OUTCOMES.**

Assessment criteria:

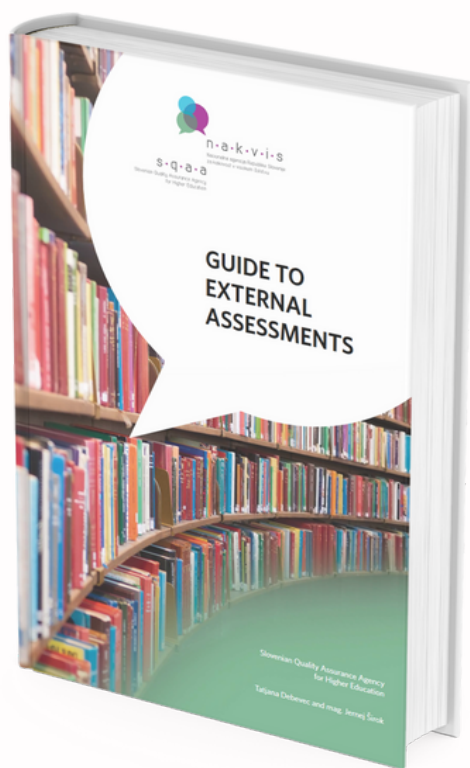
- consistency and cohesion of the content of individual courses and syllabi and the study programme as a whole
- cohesion (compliance) of objectives, competences or learning outcomes determined in the syllabi with the objectives and competences of a study programme and its content regarding the type and cycle of study

(The following shall be assessed:

- suitability (difficulty, relation between basic knowledge and specifics (specialty)) and the relevance of scientific, professional or artistic contents;
- suitability of the content (difficulty, extent) and the relevance of study literature;
- enabling the acquisition of suitable competences or learning outcomes;
- enabling the acquisition of the appropriate professional or scientific title.

Recommendation: Part of the compulsory study literature should be in the Slovenian language.)

- scientific, professional, research or artistic content integrated in the programme
- order or distribution of courses by individual semesters and years (horizontal and vertical cohesion) and their credit assessment



cohesion) and their credit assessment

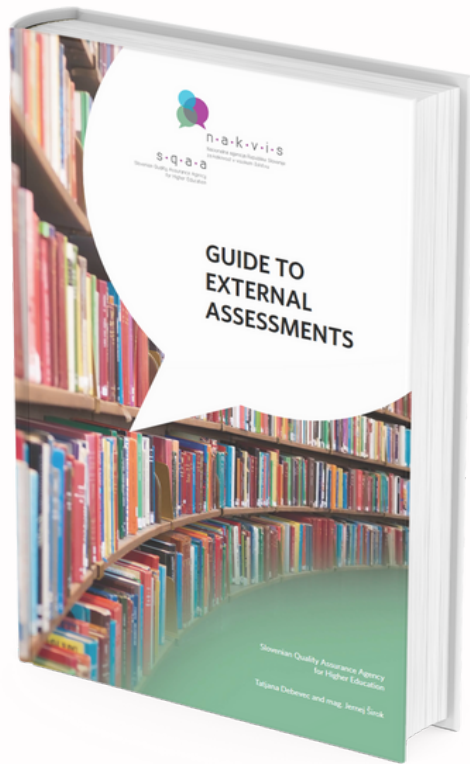
(The assessment shall consider the extension, deepening and meaningful integration of the content of courses from year to year with consideration to electiveness; enabling efficient achievement and testing and assessing of knowledge, orientation towards intermediate and final objectives or competences or learning outcomes determined by the study programme and syllabi.

The suitability of the credit assessment of courses shall be determined according to the importance, difficulty and extent of the course (suitable balance of credit points).)

Explanatory notes:

The assessment according to this standard and the assessment of the study programme in general **is based on the characteristics or specifics of the type and cycle of the study programme**. It should be borne in mind that on this basis, the study content and the related objectives, competencies or learning outcomes must be different from each other and in themselves demonstrate the nature, level and complexity of the study.

An assessment should also take into account other Agency criteria (ECTS).



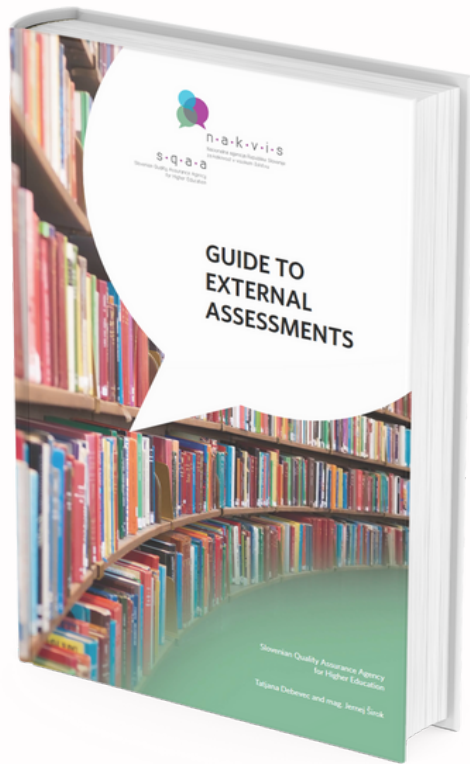
Most frequent examples of inadequacy in assessment:

- compliance with a standard is assessed only partially, in-depth substantive assessment is sometimes missing although the provisions for it are very clear;
- uncritical copying from the application without evaluating the statements in terms of contents;
- mere enumeration of the scientific, professional or artistic work of the study programme course holders, without assessing in particular the provisions under the first indent of points a) and b); the work of course holders must be assessed according to Standard 4 in the field of "Concept of study programme implementation";
- lack of evaluation of contents integrated in the programme (point c), often only a mere enumeration; lack of an analytical view of what these contents mean for the whole programme taking into account its correspondence with the field or discipline;
- proposals for changing the curriculum (e.g. more elective courses, increasing the interdisciplinarity of studies etc.) without sound consideration and justification;
- proposals to increase the number of hours (credit points – CP) for practical training and closer links with the economy or employers without justification; lack of in-depth and weighty reflection, especially on the content, type and cycle of the study programme and the competences or learning outcomes for which it educates;
- instead of the prescribed contents, the conditions for the implementation of studies (especially for students) are assessed, although they must be assessed in the next area of assessment "Concept of study programme implementation".

Guidelines for proper assessment:

It should be established whether:

- in view of the discipline/profession, all basic and other important contents are covered according to the goals of the study programme and the professional or scientific/artistic title;
- the contents are correctly vertically and horizontally integrated;



Too many elective courses may lead to vague educational profiles.

We should avoid recommendations such as focusing first-cycle university studies on applied and special studies; emphasising the needs of the labour market regardless of the specifics of the study programme; recommending the addition of professional and specialised courses to the detriment of theoretical and basic ones; strengthening project work in the study, etc. As a rule, university studies must be sufficiently general, broad in content, theoretically oriented, and must introduce students to science and open opportunities for further study.

We should avoid the following:

- shift between quality and quantity, when the quality of the syllabus, i.e. its integrity and coherence, is assessed on the basis of mathematical proportions according to the number of credits of compulsory and elective and basic and specialised courses. Such quantitative relationships do not allow to draw conclusions about the coherence, balance, complexity, quality or distribution of study content – this requires an analysis of content, analysis of learning outcomes or competences, and analysis of study literature;
- shift between quality and quantity, common in counting publications and research projects, which is then the basis of direct proclamation of quality of research without recognising its intrinsic value and achievements related to the content of the accredited study programme;
- phase shift in the assessment of study content: despite an in-depth analysis of the study content, which highlights the content-related problems in the curriculum, the assessment ends

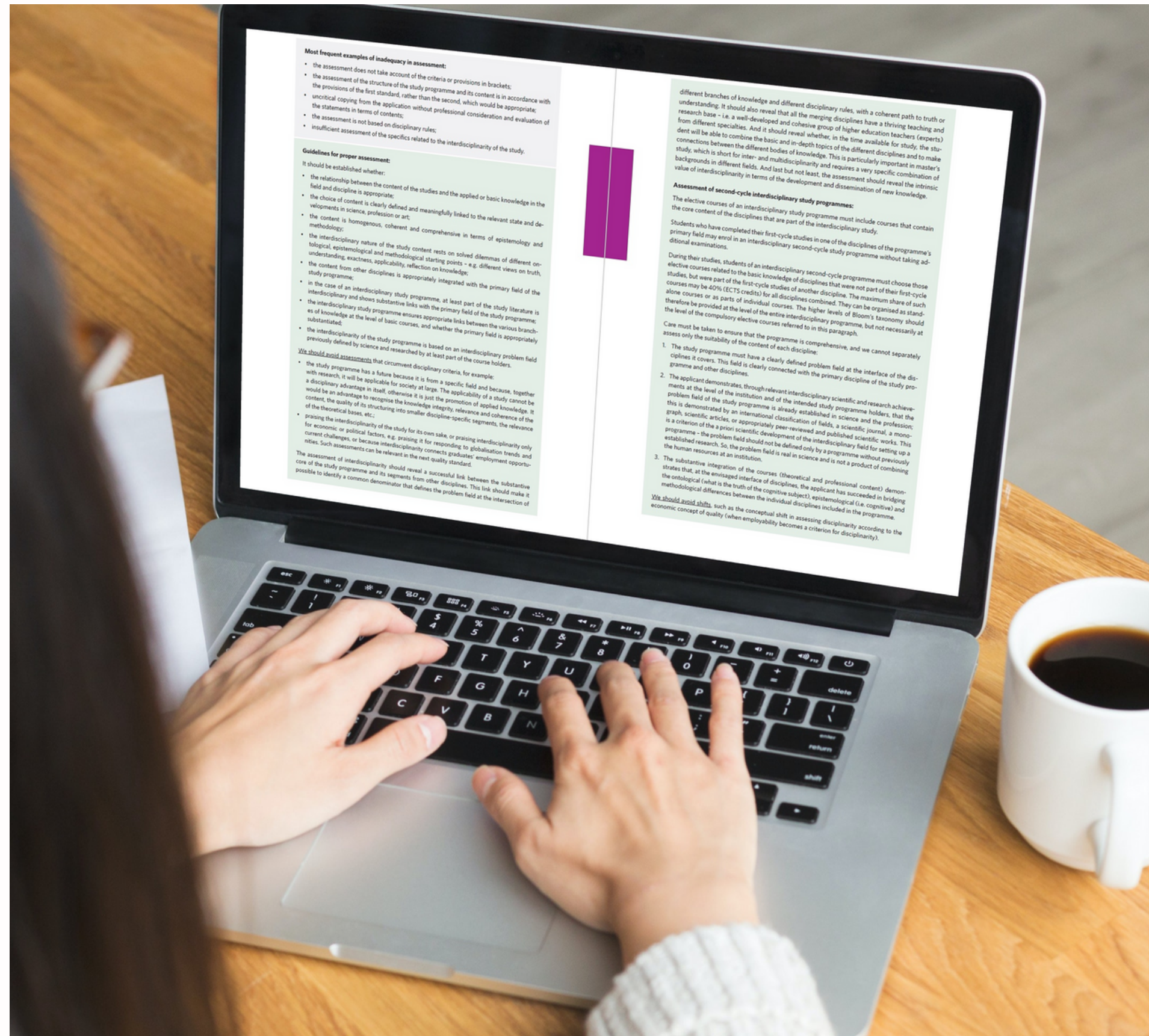
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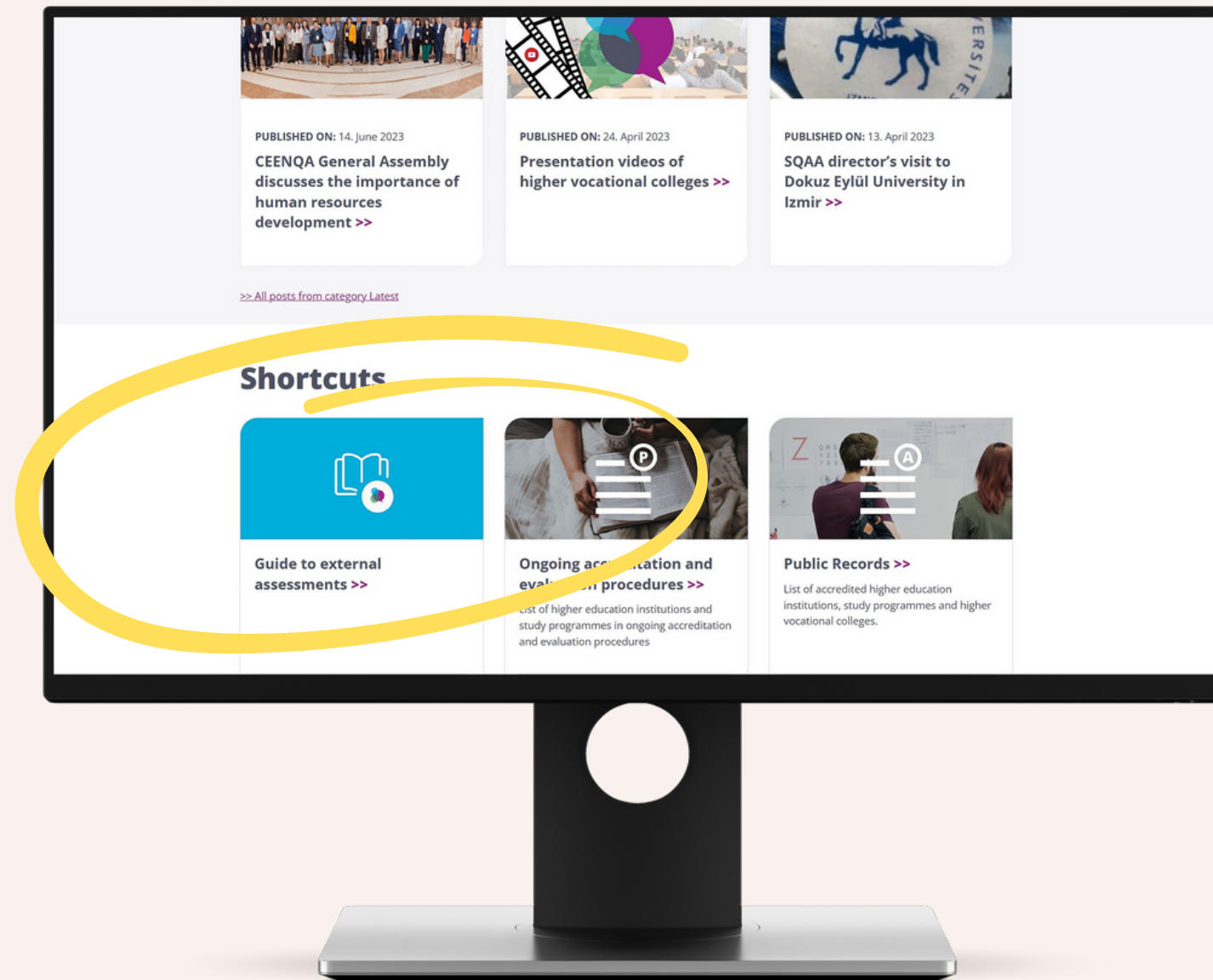
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SUMMARY

- A comprehensive and complex tool
- A reference point during the assessment process
- Continuous updates for further improvements



Thank you for your attention!



Website: <https://www.nakvis.si/>
Direct link to the Guide.

