

- EVALUATION OF THE RANGE OF BACHELOR'S DEGREES -  
GROUP B  
(2012-2015)

Training is one of the two main missions of higher education institutions. Their policy in this field must allow all graduates to integrate into society at a level that corresponds to their qualifications. At each level, the range of programmes must therefore facilitate the integration of students into the job market or the continuation of their chosen courses of study according to their choices and abilities.

The different characteristics - to a lesser or greater extent - of students call for specific support mechanisms to be implemented to help them pass each course. The goal of integration presupposes the development of cross-disciplinary skills in parallel with the acquisition of knowledge in each discipline. Moreover, each course must allow for additional skills to be acquired (in IT and the Internet, languages or communication for example) as well as more directly vocational skills depending on the type of programme - and even "career-specific" skills for such programmes and vocational bachelor's degrees.

Success in exams, integration into the job market - particularly immediate integration for vocational degrees - and the decision to continue studies are key criteria which underpin the evaluation process. This evaluation must be based on the resources implemented with a view to achieving success in exams and integration into the job market on the one hand and on the results relating to integration into the job market and continuation of studies while taking account of the characteristics of the students starting the programme, on the other.

The evaluation of bachelor's and master's programmes and of the doctoral schools in group B forms part of a policy designed to make institutions more independent. This requires them to implement quality assurance, the first stage of which is to carry out a self-evaluation of programmes. The institution is completely free to set the procedure for this self-evaluation itself. However, with a view to helping those institutions that have not already developed their own procedures, a review form is provided for each degree. Comments are also given for information purposes. These are neither regulatory nor restrictive. The self-evaluation must naturally be performed by the institutions' managerial bodies - as an aid to their management -, and not by the programme directors or teaching teams.

To be able to gauge the relevance of each programme it is essential to show how it relates to the overall range of programmes (B, M and D) offered by the institution. This range must therefore be presented, along with organisation chart(s) showing indicators of flows.

The AERES no longer evaluates applications to create specialities from scratch - rather, all renewals with or without amendment and/or reorganisation. Creation application forms must nevertheless be submitted to assess their impact on existing programmes.

**Calendar for the evaluation of general degrees:**

- The list of specialities to be evaluated must be submitted by **1 June 2010** using the enclosed form (Appendix Li1).
- Each speciality evaluation application (see application plan in Appendix Li2) must be accompanied by the National Directory of Vocational Qualifications (RNCP) form, the descriptive appendix for the degree and the completed self-evaluation form (this may be the review form presented below). These items must be received by **15 October 2010**.

Below you will find:

- a review form for a group B bachelor's degree speciality
- the sheet with comments, scoring and its criteria.

**NB:** To assist the experts as much as possible in their work, it is recommended that the main document opens with a summary giving a quick rundown of the different sections of the application, with their page numbers specified (see the suggested application plan attached).

Review form for a group B bachelor speciality  
(2012 - 2015)

which, if the institution has not completed a self-evaluation form,  
may be used as a substitute

Expert:

Institution:

Application no.:

Field:

Speciality:

Renewal

Creation


**APPLICATION CONTENT:** A+: information analysed and taken on board by the teaching team,  
A: precise information, B: partial information, C: no information supplied

**QUALITY ASSESSMENT:** A+: excellent, A: satisfactory, B: acceptable, C: insufficient or missing,  
N/A: Not Applicable: Item not relevant for the evaluation of this speciality.

	Application content	Comments	Quality assessment
<b>TEACHING PLAN</b>			
<i>Objectives</i>			
<b>1</b>	Local and national justifications		
<b>2</b>	Openings		
<b>3</b>	Quality of the RNCP form and of the Descriptive appendix for the degree		
<i>Teaching content and organisation</i>			
<b>4</b>	Fitness to objectives		
<b>5</b>	Balance between lectures, tutorials and practicals		
<b>6</b>	Balance between semesters		
<b>7</b>	Use of ICT in teaching		
<b>8</b>	Adaptation of teaching to students in continuing education and/or presenting particular constraints		

<i>Acquisition of knowledge and skills</i>				
9	Additional skills			
10	Cross-disciplinary skills			
<i>Evaluation procedures</i>				
11	Testing student knowledge and skills			
12	Evaluation of cross-disciplinary skills			
13	Clarity of rules for compensation and make-up papers/tests			
14	Evaluation of lessons by the students, TU by TU			
15	Evaluation of the programme by the students			
LEARNING AIDS TO HELP SUCCEED				
<i>Student support</i>				
16	Active guidance procedures (future undergraduates)			
17	Information during the course			
18	Refresher courses			
19	General TUs (compulsory or optional)			
20	Compulsory TUs on the method of university work			
21	Support tutorials			
<i>Progressiveness of pathways</i>				
22	Number of pathways in the final year of bachelor's degrees			
23	% of European credits common to several pathways in the first year of bachelor's degrees or semester 1			
24	Changes of course in semester 1 or year 1			
25	Links between specialities			
26	Assistance with career planning			
INTEGRATION INTO THE JOB MARKET AND CONTINUATION OF CHOSEN STUDIES				
<i>Preparation for specialisation</i>				
27	TU in the first and second years for preparing for vocational bachelor's degrees			
28	Opening on to master's degrees			
29	Encouragement with mobility (national and international)			
<i>Exposure to the business world</i>				
30	Business speakers from outside the training programme			
31	Placements			
32	TU for preparing for careers in teaching			
33	Work-linked training or apprenticeships			
<i>What becomes of graduates</i>				
34	Continuation of studies and pass rates for master's degrees			
35	Integration into the job market			
36	What becomes of students who do not graduate			

MANAGEMENT OF THE BACHELOR'S DEGREE				
<i>Teaching team</i>				
37	Members and disciplinary partners			
38	Structure and operations			
<i>Knowledge and follow-up of the student population and impact on management</i>				
39	Characteristics of the student population			
40	Follow-up system			
41	Impact on management			
<i>Impact of evaluations on management</i>				
42	Impact of student evaluations			
43	Impact of class evaluations by the students and by internal or external teaching staff			
<i>Promotion of the degree</i>				
44	Information for sixth-formers			
45	Promotion initiatives (public and private sectors)			
<i>Documents provided</i>				
46	Quality of the application			
47	Use of the self-evaluation			
<i>Figures</i>				
Students enrolled in the first, second and third years				
% leaving after year 2 to do a different course to the corresponding year 3				
% joining year 3 from a different course to the corresponding year 2				
% dropping out after year 1 (drop-out is understood as the absence of marks and/or average after the exams)				
% pass rate in 3 and 5 years				

**Comments - that are neither regulatory nor restrictive -  
for the review form of a bachelor's degree  
Group B  
(2012 - 2015)**

TEACHING PLAN		
<i>Objectives</i>		
1	<b>Local and national justifications</b>	<i>Specify the background of the programme and assess its relevance in the university context and socioeconomic environment.</i>
2	<b>Openings</b>	<i>Check whether sufficient information is provided about the professions and master's degrees following on from the bachelor's degree and whether the degrees correspond to bachelor level.</i>
3	<b>Quality of the RNCP form and of the Descriptive appendix for the degree</b>	<i>Check that these exist and assess their quality. The RNCP form must present all of the skills and professions covered at the end of the degree.</i>
<i>Teaching content and organisation</i>		
4	<b>Fitness to objectives</b>	<i>Assess the quality and consistency of teaching with regard to the teaching and professional objectives set by the teaching team. Assess the extent to which the organisation of the course meets the progressive specialisation principles of a B-M-D bachelor's degree.</i>
5	<b>Balance between lectures, tutorials and practicals</b>	<i>Assess the proportion of the different types of classes and how they are interlinked.</i>
6	<b>Balance between semesters</b>	<i>Ensure the balance of number of hours' teaching and the workload.</i>
7	<b>Use of ICT in teaching</b>	<i>Indicate whether there is a system for using Information and Communication Technologies (ICT) in teaching.</i>
8	<b>Adaptation of teaching to students in continuing education and/or presenting particular constraints</b>	<i>These adaptations may concern students in continuing education or students with particular constraints (e.g. the disabled, professionals, family ties, high-level athletes, etc.).</i>
<i>Acquisition of skills</i>		
9	<b>Additional skills</b>	<i>Assess the existence of teaching throughout the bachelor's degree of one or more languages and IT training. Specify whether the template provides for initiatives leading to certifications (CLEs [Higher Education Language Skills Certificate], TOEIC, in the IT and Internet, etc.).</i>
10	<b>Cross-disciplinary skills</b>	<i>Cf. explanatory note at the bottom of this form.</i>
<i>Evaluation procedures</i>		
11	<b>Testing student knowledge and skills</b>	<i>Assess the methods and relevance of testing knowledge and skills (coursework, final exams - written and orals).</i>
12	<b>Evaluation of cross-disciplinary skills</b>	<i>Indicate the methods for evaluating these skills and their proportion in the overall evaluation of students.</i>
13	<b>Clarity of rules for compensation and make-up papers/tests</b>	<i>Indicate whether the compensation system is relevant and comprehensible. Rules that are too advantageous and likely to lower the level of the degree should be avoided (awarding credits between semesters is generally less favourable than within a semester). Report specific cases where necessary.</i>
14	<b>Evaluation of lessons by the students, TU by TU</b>	<i>Indicate the evaluation method.</i>
15	<b>Evaluation of the programme by the students</b>	<i>This means overall evaluation (years 1 to 3 or year by year). Indicate the evaluation method.</i>

LEARNING AIDS TO HELP SUCCEED		
<i>Student support</i>		
16	Active guidance procedures (future undergraduates)	State the existence of these procedures and what they entail.
17	Information during the course	Specify the procedure and type of information provided.
18	Refresher courses	This involves evaluating the relevance of refresher courses and identifying the populations for which they are intended (students joining the course and struggling students identified during their studies).
19	General TUs (compulsory or optional)	State the existence of these units, their admission procedure and contribution to the degree.
20	Compulsory TUs on the method of university work	Specify the type and content of these units.
21	Support tutorials	Specify the procedure for carrying these out and its effectiveness.
<i>Progressiveness of pathways</i>		
22	Number of pathways in the final year of bachelor's degrees	Indicate the number of pathways and assess their justification (local and national).
23	% of European credits common to several pathways in the first year of bachelor's degrees or semester 1	Depending on how bachelor's degrees are organised, it may be more relevant to give a percentage for units common to several "specialities" rather than "pathways". Please specify.
24	Changes of course in semester 1 or year 1	Changes of course are considered to be made with the assistance of a careers guidance council or department, or with the authorisation of an organisation specific to the training programme. Assess their existence, use and effectiveness.
25	Links between specialities	Links between specialities are considered to be any possibility offered by the institution for students to move between specialities within their course. Assess their existence, use and effectiveness.
26	Assistance with career planning	Indicate whether there are teachers acting as careers advisers (by specifying their mission) or other specific initiatives (such as the student's career plan) likely to assist students with their career planning.
INTEGRATION INTO THE JOB MARKET AND CONTINUATION OF CHOSEN STUDIES		
<i>Preparation for specialisation</i>		
27	TU in the first and second years for preparing for vocational bachelor's degrees	Assess the relevance and fitness of specific TUs to enroll on vocational bachelor's degrees.
28	Opening on to masters	Assess the possibilities of continuing on to do a master's degree offered by the programme in the institution in question or in another and the quality of the information given to students concerning continuing on to do a master's degree.
29	Encouragement with mobility (national and international)	Indicate whether there are schemes to assist with mobility (International Relations Departments and coordinators and their respective prerogatives). Changing to do a vocational bachelor's degree while in the 2 <sup>nd</sup> year of a bachelor's degree is considered to be a form of mobility.
<i>Exposure to the business world</i>		
30	Business speakers from outside the training programme	Estimate the proportion of external speakers, the extent to which they complement the rest of the teaching team and their impact on potential openings.
31	Placements	Assess the quality of the procedures for setting these up, and the way in which they are considered and evaluated in ECTS terms.
32	TU for preparing for careers in teaching	The answer is "yes" or "no", but the grading should not be broken down into "A+", "A", "B" or "C" if this is not the vocation of this bachelor speciality.
33	Work-linked training or apprenticeships	Estimate the quality and effectiveness of the scheme if in place.
<i>What becomes of graduates</i>		
34	Continuation of studies and pass rates for masters	Specify the proportion of students who go on to do a master's degree in their own University or another institution, by stating the pass rate.
35	Integration into the job market	Present information on the positions taken up (nature, type and match with the degree) and the length of time job-seeking took. Insofar as most students with a bachelor's degree continue on to do a master's degree, this question concerns the two levels of entry into the workplace: direct following the bachelor's degree and deferred following the master's degree.
36	What becomes of students who do not graduate	Present information on students who do not graduate after the second or third year of the bachelor's degree.

## MANAGEMENT OF THE BACHELOR'S DEGREE

<i>Teaching team</i>		
37	Members and disciplinary partners	A "teaching team" should not merely be a list of TU directors or teachers. The bachelor's degree as a whole must show a multi-department composition in the meaning of the French Universities Board classification (most cases).
38	Structure and operations	Specify whether there is a course director, a deputy, and managers per year. Scoring can be negative if the teaching team only exists per learning pathway and not over the whole of the bachelor's degree (since inappropriate in this case for the notion of "speciality").
<i>Knowledge and follow-up of the student population and impact on management (an analysis of the data provided will be assessed)</i>		
39	Characteristics of the student population	Indicate the proportions of students enrolling on the bachelor's degree (in the first, second or third year) depending on type of baccalauréat and state the VAP & VAE (Validation of Learning through Working and Learning through Experience) schemes and initiatives to help external students to fit in (students with a university technology diploma/DUT or skilled technician diploma/BTS, students taking preparatory classes for admission to a French Grande Ecole) or students who failed the competitive entrance exam into the Faculties of Medicine or Pharmacy.
40	Follow-up system	Indicate the structures and procedures implemented in the institution and state how the teaching team becomes involved in these.
41	Impact on management	Assess how the teaching team uses the data collected to readjust management of the programme.
<i>Impact of evaluations on management</i>		
42	Impact of student evaluations	Assess the way in which the teaching team uses the analysis of the findings of knowledge and skills tests to improve the programme.
43	Impact of class evaluations by the students and by internal or external teaching staff	Assess the way in which the teaching team uses the analysis of the evaluation to improve the programme.
<i>Promotion of the degree</i>		
44	Information for high school students	State the specific initiatives - apart from Open Days - e.g. participation in forums, presentation of programmes in high schools... Are the programmes and professions presented?
45	Promotion initiatives (public and private sectors)	State the communication initiatives towards academic organisations and businesses.
<i>Documents provided</i>		
46	Quality of the application	Indicate whether the application has been completed correctly. Assess the clarity, summary section and writing quality. State the difficulties encountered for the self-evaluation.
47	Use of the self-evaluation	State how the self-evaluation (conducted by the institution) is conducted and considered so as to improve the speciality.

## Further details on the "cross-disciplinary skills" referred to in item 20

The bachelor's degree must have a general structure in the first year to allow for gradual specialisation. The quality of the degree also depends on the acquisition of "cross-disciplinary skills" at the same time as increasing the level of knowledge throughout the course. These involve the necessary capacities for:

- analysing a complex problem in individual elements that it will be easier to address (ability to break down a question),
- presenting, in writing or orally, the different stages or elements thus identified of this complex question,
- working in a team, leading a team and dividing up tasks,
- summarising and presenting, in writing or orally, the final response to the complex question that was initially asked - which may have led to teamwork,
- putting the findings into perspective and raising new questions,
- etc.

Cross-disciplinary skills are essential in all sectors of social and personal life, and help new employees to integrate professionally. All the disciplines allow for these skills to be developed. To achieve this, it is preferable to:

- set up a "skills" approach in each teaching unit,
- check the progress and acquisition of knowledge by each student,
- write down the evaluation of these skills in a "student booklet" to monitor developments and retranscribe them specifically in the descriptive appendix to the degree.



Evaluation Agency for Research  
and Higher Education

Department for the evaluation of  
programmes and degrees

**Key to the scoring system  
for the evaluation of bachelor's degrees in  
group B  
(2012 - 2015)**

The evaluation report of a speciality is not limited to the use of a scoring scale, which would merely award a single score for the quality of the applications examined. It is important to avoid simplistic representations of their value. As programmes are not universally comparable, the report must clearly state the type of reasons that led the expert to place the application in the chosen category: "A+", "A", "B" or "C".

**The score "A+" means:**

- This programme is excellent and meets all of the evaluation criteria very effectively.

**The score "A" means:**

- This programme is very good; it meets the various evaluation criteria, with no totally unacceptable weaknesses, but lacks a sufficient number of outstanding strengths.

**The score "B" means:**

- The existence of this programme is justified, even though it does not satisfactorily comply with the evaluation criteria, as it presents major weaknesses that will absolutely have to be corrected.

**The score "C" can mean:**

- This programme does not meet the evaluation criteria and presents too many unacceptable points.
- Or the existence of this programme must be reconsidered given the existence of similar, more appealing programmes of a higher standard on the same site.