TEEP

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Transnational European Evaluation Project Five History Programmes

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Part 1

1. Background to the TEEP project

1.1 The Bologna declaration

Any European perspective on the quality of higher education has since 1999 been strongly influenced by the processes of the follow up to the Bologna Declaration of that year, signed by 29 European Ministers of Education. By signing this declaration the Ministers agreed on coordinating their policies to reach a number of objectives, which they consider to be of primary relevance in order to establish a European area of higher education and also to promote the European system of higher education worldwide. Their agreed objectives, with a target date of 2010, are:

- adoption of a system of easily readable and comparable degrees, also through the implementation of the Diploma Supplement, in order to promote European citizens' employability and the international competitiveness of the European higher education system;
- adoption of a system essentially based on two main cycles, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries;
- establishment of a system of credits - such as in the ECTS system - as proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognised by the receiving universities concerned;
- promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to:
  i) students, access to study and training opportunities and related services.
  ii) teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights;
- promotion of European cooperation in quality assurance with a view to develop comparable criteria and methodologies;
- promotion of the necessary European dimensions in higher education, particularly with regard to curricular development, inter-institutional cooperation, mobility schemes and integrated programmes of study, training and research.

The ministers undertook ‘to attain these objectives - within the framework of our institutional competences and taking full respect of the diversity of cultures, languages, national education systems and of university autonomy - to consolidate the European area of higher education’ and stated further that ‘To that end, we will pursue the ways of intergovernmental cooperation, together with those of non-governmental European organisations with competence on higher education. We expect Universities to again respond promptly and positively and to contribute actively to the success of our endeavour.’

This general background, and the subsequent initiatives and developments between the ministerial meetings in Bologna and Prague and beyond, have provided the major motivation for setting up the Trans-national European Evaluation Project (TEEP).

TEEP is supported by the European Commission through the SOCRATES programme. It is part of a package of measures initiated by the European Commission in order to stimulate the Bologna Process (from Prague to Berlin, the EU-contribution). However, this publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The project is coordinated through the European Network of Quality Assurance in Higher Education (ENQA) with the participation of the SOCRATES Thematic Networks of the three disciplines History, Physics and Veterinary Science contributing to the project. Representatives of ENQA, the chairpersons of the SOCRATES Thematic Networks, the European Commission and

representatives of those quality assurance agencies responsible within the project for each subject area constitute the management group of the project.

1.2 Introduction

TEEP is a pilot project; its objective was to investigate the operational implications of a European transnational quality evaluation of higher education (HE) programmes in three subject fields, History, Physics and Veterinary Science.

Five, five and four European universities participated in each of the three discipline areas respectively. In all fourteen programmes in ten different European countries were evaluated.

The objectives of TEEP were :

- to develop further a method for trans-national external evaluation building on experiences such as the Tuning project and the BA/MA descriptors developed through the Joint Quality Initiative and using a common set of criteria as the basis of an evaluation process across three different discipline areas;

- to identify possible obstacles to trans-national evaluation and indicate strategies that might be used to overcome them;

- to contribute to more visibility, transparency and compatibility in European higher education.

Anticipated benefits from TEEP

The likely benefits from TEEP should include:

for European Higher Education:
- a method for trans-national evaluation building on predefined criteria which are commonly agreed and which have been tested, and offer a dimension of transparency and comparability of the quality of programmes across borders;
- a contribution to the development of the subject areas on the basis of the recommendations from the experts and identification of good practice from comparable programmes in other countries;
- an opportunity to share experiences with other programmes and peers, with the possibility of establishing networks to assure continuous improvement of the programme quality;

for the participating institutions:
- the opportunity to promote both their institution and programme;
- the opportunity to obtain feedback that may assist in improving their quality assurance culture.

Scope

The European History programmes which participated in the evaluation were those at :
- University of Bologna
- University Pierre-Mendez-France, Grenoble
- University of Coimbra
- University of Aberdeen
- University of Latvia

The scope of the review was the first cycle degree of the History programme.

Evaluation method

The method consisted of three main elements: self-evaluation reports (SER), site visits conducted by external expert panels and publication of reports. In other words the method corresponds with

the European Council recommendation of 1998 on European co-operation in quality assurance in higher education.

Self-evaluation report

The first element in the evaluation was a self-evaluation by each of the chosen study programmes, carried out by the respective universities. As the trans-national evaluation is a "lighter" version of evaluation the SER was structured around pre-selected focal points:

- educational context
- competences and learning outcomes;
- quality assurance mechanisms.

The preparation of the SER was designed to serve three distinct aims:

- to provide a framework to stimulate internal discussions on strengths and weaknesses related to the three themes that are the foci for the evaluation. This aimed to provide opportunities to assist a continuous improvement in the quality of the programme;

- to provide comparable documentation to be used by the panel of experts, in their preparations, site visit, evaluation and reports;

- to invite comments on the utility of the criteria when the framework is applied to different programmes delivered within different national contexts.

The SERs together with the information gathered during the site visits constituted the documentation for the evaluation.

An SER was prepared at each location by a group under the responsibility of a chairperson. The self-evaluation group was responsible for the preparation of a report which would reflect the results of the group's work. The self-evaluation groups included at least one representative from each of the relevant stakeholders at programme level, including management, staff actively involved in teaching, students and administrative staff.

Site visits

The self-evaluation was followed by site visits by teams of four experts (in two cases there were only three experts, due to late difficulties). The site visits took place in February-March 2003 and lasted 1½ days per institution. All site visits were structured in a similar way, in accordance with a standard programme. The site visits provided the panel with an opportunity to ask the institutions to elaborate on the SER and validate information provided within reports. The site visits also allowed the experts to get a more comprehensive and clearer view of the programme through discussions and interviews with representatives of the main stakeholders.

Each visit comprised a number of separate interviews with different groups of stakeholders, who are in one way or another engaged with the programmes under evaluation. The expert panel have interviewed the self-evaluation group, programme managers, students and teaching staff about their perspectives.

Report

TEEP results in one report for each of the three disciplines: History, Physics and Veterinary Science. A draft report was prepared for each university represented and was submitted to the participating programmes. The programmes provided the secretary with corrections of errors of fact in the draft report and the final report was prepared in the light of the institutions' responses.

Since TEEP is a pilot project for trans-national evaluation that is based on predefined criteria, a report on the methodological experiences, and recommendations for future trans-national evaluations, will be prepared for the European Commission once the evaluation processes are finalised. The methodological report will be published in October 2003

Organisation of the evaluation

The criteria presented in Annex A constitutes the framework of the evaluation. A panel of international experts was responsible for the academic quality of the evaluations including the recommendations to the participating institutions presented in this report, and an evaluation officer from the Danish Evaluation Institute (EVA) was responsible for the methodological aspects of the evaluation.

The members of the panel of international experts were:

- Dr Colin Brooks, School of English & American Studies, University of Sussex
- Professor Steven Ellis, Department of History, National University of Ireland
- Dr Raphaela Averkorn, Universität Hannover
- Dr Taina Syrjämaa, Department of History, University of Turku
- Professor Tity de Vries, History Department, University of Groningen
- Professor Juan Pan-Montojo, Departamento de Historia Contemporánea, Universidad Autónoma de Madrid
- Professor Roumen Genov, University of Sofia (unable to participate in site visits due to unforeseen circumstances)

Nick Harris (n.harris@qaa.ac.uk) and Fiona Crozier (f.crozier@qaa.ac.uk) of the UK Quality Assurance Agency for Higher Education (QAA) acted as secretaries for the history evaluation.

2. Comparative perspectives

In accordance with the three themes of the self-evaluation manual: educational context, competences and quality assurance, the first part of report will focus generally on the following topics:

- the level of implementation of the first cycle;
- the extent to which the programmes formulate and use competences and learning outcomes, including the level of knowledge and the applicability of the Tuning-criteria;
- the level of implementation of quality assurance in the programmes.

Introduction

The characteristics of each of the programmes evaluated is dependent on the extent to which national and legal requirements impact on the development, structure and delivery of university provision.

2.1 Degree structure and definition

One of the criteria of the trans-national evaluation is the degree to which the programmes have formulated and established a first cycle degree programme. The site visits for History examined to what extent the evaluated programmes have formulated goals for the first cycle degree, and the applicability of the Tuning competences and the Dublin descriptors.

History programmes are established at 3 or 4 years in length and most are planned within the Bologna concept of first and second cycle degrees.

The extent to which the evaluated programmes have implemented a first and second cycle degree structure seems to be dependent on the commitment of the countries in question to the Bologna process.

The evaluation shows that the degree to which the programmes have formulated specific aims for the bachelor degree varies considerably. Most programmes have explicit aims for the first cycle degree programme and some are planning articulation with second degree awards. Three out of the five institutions are delivering new programmes in line with Bologna but have yet to produce graduates.

It is anticipated that like the other programmes evaluated, those working towards a new structure within the Bologna agreement will also aim to prepare graduates for employment.

2.2 Competences and learning outcomes

The term 'competence' for the purpose of this project refers to a large extent to the outcomes of the Tuning. The expert panels evaluated the extent to which learning outcomes have been formulated for each of the programmes evaluated, and whether or not these learning outcomes had been cross referenced to the generic, relative and subject specific Tuning competences.

The expert panels were also interested in the extent to which such information had been discussed and disseminated amongst staff and students.

At least some staff in all of the institutions visited were aware of both the generic and subject specific Tuning competences for History. However, the extent to which these competences are being discussed and used within teaching teams is, at present, variable.
It was apparent that in the majority of cases staff found it easier to relate to the subject specific competences than to the generic ones. There was not yet any awareness of the Dublin descriptors as an alternative to the generic competences.

With regard to teaching and learning strategies, although some of the programmes evaluated have not yet explicitly formulated expected competences or communicated them effectively, teaching and assessment methods do seem to support the development of both subject specific competences and generic competences. There seems to be an implicit understanding amongst staff as to what the expected competences are; however, these have not yet been made explicit to students in all cases.

There is more work to be done with regard to the relationship between competences and assessment criteria in almost all institutions visited.

2.3 Quality assurance

One of the outcomes of the TEEP project was to ascertain how institutions had formulated quality assurance processes to ensure that programmes remain current and valid in the light of developing knowledge in the discipline and practise in it application.

All of the institutions evaluated employed some elements of quality assurance but the extent to which this was both systematic and explicit varied considerably. All five institutions recognise that effective quality assurance processes were valuable and were engaged in further development in this area.

The institutions visited demonstrated different patterns in the management of their quality assurance processes at institutional, faculty and programme level. All recognised the potential importance of a systematic student evaluation process.

Few of the institutions/programmes visited were able to rely on accurate and detailed statistical information on student entry, progress and completion to support quality assurance processes.

The concept of academic progression through the programme was discussed. Programmes have different understandings of the concept of academic progression. This should be addressed in future trans-national evaluation work, particularly where there are comparative judgements to be made.

All institutions visited provided feedback on the methodology and the criteria used in the TEEP project. These comments will be useful in writing the overarching methodological report and the project is grateful to the institutions for their constructive input.

3. Institutional reviews of History programmes

The following chapters contain institutional reviews of the History programmes offered at the University of Aberdeen, University of Bologna, University of Coimbra, University of Latvia and

University Pierre-Mendez-France, Grenoble. It is important to emphasise that the expert panels gained a positive impression of all five programmes as being of sound educational value. This does not mean that the individual programmes do not have specific weaknesses. The reviews in this chapter need to be seen in the context of a general view that all five programmes offer History at an appropriate level for the award of a first cycle degree.

The evaluation of the programmes focussed on the following three selected areas: educational context, competences and learning outcomes, and quality assurance. The programmes were reviewed against a common set of quality criteria, associated with each of the three focus areas mentioned above. In each institutional review chapter each sub-section includes, where appropriate, with a commendation and/or recommendation.

Although common themes have been used to collate and compare information provided in the self-evaluation reports and during site visits, some themes and aspects are highlighted more at one programme than in another. This point is accentuated by the fact that the strengths and weaknesses of each programme had to be reviewed in relation to the specific context of the institution and the national higher education system.

PART 2 The Institutional Reviews of History Programmes

at:

University of Aberdeen, Scotland

University of Bologna, Italy

University of Coimbra, Portugal

Universite Pierre Mendes France, Grenoble, France

University of Latvia, Riga

4. University of Aberdeen, Scotland

General

The panel met with the group of staff who wrote the self-evaluation report, representatives of the management of both the university and the department of history, departmental staff and students. The panel was able to tour some of the library and learning resources available to staff and students.

4.1 Context

National regulations

There are no national (either Scottish or UK-wide) regulations as such that impact on the University of Aberdeen, although as a subscriber to the Quality Assurance Agency for Higher Education (QAA), the University will be subject to periodic institutional-level review by a team of external peers (see section 6, *Recent and Future Developments*).

However, it is important that the national context within which Scottish universities work is understood as it differs from the higher education (HE) system in the rest of the UK.

In Scotland, the honours degree (i.e. first-cycle award) typically takes 4 years rather than 3. The reasons for this are historical and traditional; students used to begin university at 17 years old (rather than 18) after the completion of their Scottish Highers. However, although the number of students who now begin university at 17 has decreased, many who work within the Scottish system believe that it provides greater breadth than the three-year honours programme that exists in the rest of the UK.

The Scottish system also offers an Ordinary degree (i.e. without honours). Although only a minority of students will opt to qualify with an Ordinary degree, it is still viewed as an important qualification in its own right. The Ordinary degree at Aberdeen University is called the Designated MA and allows an 'exit point' at the end of the third year for students who have started an Honours degree but, for whatever reason, are unable to complete the fourth year.

Finally, it is the tradition of the ancient Scottish universities to award an undergraduate MA as the first-cycle award.

Staff at Aberdeen told the expert team that they felt that the defence of the four-year degree would be stronger than a defence for the retention of the term "MA" at first cycle level. The reason for this is that the intellectual, social and pedagogic basis of the four-year degree differs from the three-year degree. The Scottish system is based on the education of a 'liberal citizenry' in the model of the Renaissance and Enlightenment with an emphasis on breadth of study and maximisation of choice. Subject specialisation is undertaken in the final two years building upon the breadth of liberal education in the first two years.

The majority of Scottish higher education institutions (HEIs) are semesterised.

The team was impressed by the wide range of courses available to students and the flexibility of provision, but it remained unclear as to the particular academic arguments for a four-year first cycle programme over the traditional three-year first-cycle programme elsewhere in the UK. If the required skills and competences are the same as elsewhere, then what is the academic rationale for the four year programme?

4.2. The organisational framework

At the time of the visit, there were 7 faculties in the University of Aberdeen; the Department of History was housed in the Faculty of Arts and Divinity. (This structure has since changed.) Students are admitted to a degree rather than to a subject or department. This is common throughout the HE system in Scotland and the university believes that it has the advantage of increasing student flexibility and allowing students to defer, if they wish, their final choice of subject until the end of their second or even third year of study. The students who met with the TEEP team agreed that the four year degree was more than just a spreading out of what could be covered in three years and felt that it offered them experience of other subjects thus allowing them to make a more informed choice of final honours discipline.

The university is semesterised and has 24 teaching weeks; i.e. 2 semesters of 12 weeks each. Examinations are held in January and in the summer.

The university has a strong central control and some staff are concerned by a lack of departmental autonomy. For example, a university-wide decree which prevents external examiners from varying student marks downward is disliked by the Department of History. The university has recognised that, in line with national quality assurance reviews at subject level, it can place more trust in its faculties and departments. (See section 6: *Recent and Future Developments*).

4.3. Programme

Structure and content

The structure of the History programme at Aberdeen is set out in diagram form on pages 11-12. The University of Aberdeen offers several different degree programmes in History. The degree of Master of Arts (MA) with Honours may be obtained in History alone (as a 'Single Honours' degree), in History together with another subject (as a 'Joint Honours' degree) or with History constituting the 'major' part of a programme, while another subject constitutes the 'minor' part. Since 2001 the Department of History has also been responsible for similar degrees in Cultural History. In addition, a few students pursue the MA with General Honours programme in either Historical Studies (a combination of History, Cultural History and Art History) or in Scottish Studies (based on courses offered in the Departments of Celtic, English and History). All Single, Joint and General MA Honours programmes entail four years of study, though it is also possible to exit following three years of study with, for example, a Designated [non-Honours] MA Degree in History. For the purpose of the TEEP project, the focus of the self-evaluation report and the site visit was the most commonly pursued first cycle programme, the MA (Honours) in History.

The panel found the terminology used to describe the different kinds of degree, for instance Designated MA and General MA (Honours), confusing and wondered whether in the developing European context, where MA usually means second cycle, it remained appropriate?

Although, theoretically a student does not have to do any History in the 1st or 2nd year to enter a level 3 course, it would be impossible for a student to enter honours as entry to the Honours degree (as opposed to level 3 courses) has prerequisite requirements at levels 1 and 2. Also students may not study more than 2 courses with any one member of staff. Apart from this there is no prescription within the programme – students can choose to specialise or not as they choose and can avoid a particular period of History if they wish. Students felt that, although this was the case, nearly all courses in any one period required context. They also felt that each of the courses should deliver the same transferable skills and competences and that it was important to acquire these skills through a topic that one enjoyed.

4.4 Teaching, Learning and Assessment

The Department of History places a lot of emphasis on the students' competence in using primary sources and this is built into the programme from the first year. Students progress from using handbooks and/or published primary sources in book form in the first years to an increasing level of autonomy in the 3rd and 4th years. Students are given clear help and

guidance on the use of primary sources and indeed on other research techniques through their increasing contact with library support staff who offer lectures in first year, progressing to 2 hour seminars with 4th year students.

The panel commends the integration of Library and Learning Resources staff into the student experience and the fact that this integration assists students in achieving their learning outcomes through a phased programme of lectures and seminars.

In terms of assessment, not more than 10% of the assessment of any course can be by a means that is not visible to the external examiner. At honours level, there are three models of assessment: 100% coursework, 100% examination or 60% examination/40% coursework. The member of staff teaching the course can decide on which model they wish to use but it is ensured that there is at least one course at levels 3 and 4 which is assessed by each model. At this level students must take at least one examination and one element of continuous assessment. Efforts are made to ensure a comparable quantity of work across courses.

One of the issues raised by staff is the reluctance of students to go abroad to complete part of their study. Staff felt that it was not their role to encourage students to go abroad but also felt strongly that, within the context of Bologna, it would help to give students access to a second language. Staff felt that it was possible to teach History without languages but that it would be helpful if students were familiar with a language other than there own as this would increase their ability to use a wide range of primary sources.

The team accepts that the main reasons for student reluctance to acquire language skills lie elsewhere. However, given that a knowledge of a language other than one's own is one of the important generic competences in the Tuning statement for History, it recommends that more active measures be instituted to promote this competence among students. **Virhe.**

LEVEL 1

Entry: The University admits Students to the MA or Designated degree.

Level requirements: There are no specific requirements. The following modules (which are not exclusive) are available:

The following modules (which are not exclusive) are available:

HI 1008 Scotland's New Horizons, *c.*1690-1820
HI 1009 Revolutions, *c.*1688-1917
HI 1010 Vikings, Gaels and Normans, *c.*800-1200
HI 1507 Scotland & the Modern Age, 1820s-present
HI 1508 Europe and the Wider World, 1096-1874
HI 1509 Europe in the 20th Century

For students wishing to take an MA-Hons. (History with Women's Studies) the following modules are available:
WS 1003 Women, Power & Society 1750-1920
WS 1502 Social Construction of Gender

Exit: Normally 120 credits but a student can progress to Level 2 with 80 credits.

⇓

LEVEL 2

Entry: Normally 120 credits but a student may enter Level 2 with 80 credits or be admitted directly to Level 2 by the University (either as a transfer student or as a new entrant).

Level requirements: There are no specific requirements except that a student must gain 100 credits (which may include 20 credits from **either** HA1001 **or** HA1501) in History courses from Level 1 & 2 of which 60 must be from level 2 History courses for entry into any Honours programme. The following modules (which are not exclusive) are available:

HI 2005 Europe & Scotland, *c.*1200-1500
HI 2008 The USA since *c.*1900
HI 2506 Europe & Scotland, *c.*1500-1750
HI 2509 European Integration since 1945

Exit: Normally 240 credits but a student can progress to Level 3 of the Designated degree with 200 credits. In certain circumstances a student may shadow a Level 3 Honours programme with fewer than 240 credits but only with the permission of the Head of School and the Convenor of the Undergraduate Programme Committee. The credits lacking from the normal total of 240 must be completed during Programme Year 3 and, at that point, the student may be, retrospectively, admitted to the relevant MA-Hons. degree.

⇓

MA-Hons. (History, single); MA-Hons. (History, joint);
MA-Hons. (History with Women's Studies/Music Studies); Designated MA

LEVEL 3

⇓

Entry (general): Normally 240 credits. In certain circumstances a student may shadow a Level 3 Honours programme with fewer than 240 credits but only with the permission of the Head of School and the Convenor of the Undergraduate Progress Committee. The credits lacking from the normal total of 240 must be completed during Programme Year 3 and, at that point, the student may be, retrospectively, admitted to the relevant MA-Hons. degree.

Module requirements in honours programme:
Any 120 credits from courses coded HI 3xxx or the equivalent from a Socrates partner. With the permission of the Head of School up to 30 credits may be taken from courses in another department.

Exit: Normally 360 credits.

⇓

LEVEL 4

Entry: Normally 360 credits.

Module requirements in honours programme:
Each of the 3 following modules:
HI 4015 Special Subject I
HI 4512 Special Subject II (Dissertation)
HI 4513 General Historical Problems
And
Any one History course coded HI 3xxx, not previously taken at Level 3.

Exit: 480 credits.

4.5 Student population

The following tables are taken from the Aberdeen self-evaluation report (SER).

Information on students at an institutional level

Evolution 2001	University
Students enrolled	12,110
Intake students	5,452

Intake of students

Year	Applicants	Admitted Male / Female / Foreign students	Entry requirements
2000-2001	393	97 (53/54/6)	
2001-2002	487	109 (59/50/6)	
2002-2003	612	152 (79/73/13)	BBBB in Scottish Highers; other qualifications also recognised

(Figures refer to applications for Single and Joint MA (Honours) and Designated MA)

Because of its degree-based admissions system, and because the Scottish system encourages students at the pre-Honours Levels 1 and 2 to take 'outside' subjects as part of their degree programme, the number of students taking History courses at these levels in particular is variable and, to some extent, unpredictable. In the last few years, however, student numbers have tended to increase and in 2002-3 741 students (=115.8 full-time equivalents (FTEs)) have registered for Level 1 courses in History, compared with 380 (=70.8 FTEs) in 1998-9. Level 4 students in the same period have risen from 52.0 FTEs to 59.7 FTEs. Although part-time study is possible, the overwhelming proportion of History students do so on a full-time basis. Indeed, not one of the Level 3 students currently (in 2002-3) embarking on the Honours programme in History is part-time, and this is far from unusual.

The current (i.e. 2002-3) staff:student ratio in History is 21:1, a substantial increase on the figure of 16:1 in the previous three years. This is a direct reflection of growing student numbers, rather than of staff losses and the School has recently presented the Dean of the Faculty with a costed plan for increasing staff numbers.

Progression (1997 and 1999 cohorts)

1997 cohort	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**
Commenced year	97	82	80	71	13	6
Transferred to another institution	1	1	0	0	0	
Achieved award – Honours	1	0	1	57	5	
Achieved award – Designated	0	0	3	1	0	
Achieved award – ordinary degree	0	0	1	0	0	
Achieved award – UG Diploma	0	0	3	3	0	
Achieved Award – UG Certificate	0	0	1	0	0	
Left for other reasons	12	9	4	2	2	
Readmissions/Net gain from internal transfers	-1	8	4	5	0	
Net loss: no award or transfer	13	1	0	-3	2	
Cumulative loss – no award or transfer	13	13+1 =14	14=0= 14	14-3 =11	11+2 =13	

1999 cohort	1999	2000	2001	2002		
Commenced year	84	67	72	65		
Transferred to another institution	1	0	0			
Achieved award – Honours	0	1	2			
Achieved award – Designated	1	2	1			
Achieved award – ordinary degree	0	0	1			
Achieved award – UG Diploma	0	0	0			
Achieved Award – UG Certificate	0	2	3			
Left for other reasons	12	2	3			
Readmissions/Net gain from internal transfers	-3	12	-3			
Net loss: no award or transfer	15	-10	0			
Cumulative loss – no award or transfer	15	15-10 = 5	5-0 = 5			

There is considerable variation between those who arrive with the intention of acquiring a degree in History and those who depart having completed a degree in History. Approximately 55% of entrants to the MA programme change their degree intention during the course of their studies. This happens because students are exposed to 'outside subjects' at Levels 1 and 2 and discover new interests – and this flexibility is one of the features which attracts students to the University. Moreover, since approximately two-thirds of the courses taken by Level 1

students, and half of the courses taken by Level 2 students, are 'outside subjects', the numbers registered for Level 1 and 2 courses are substantially inflated by those who have no intention of pursuing History at the Honours levels. As a result, measurement of progression and completion rates is problematic. The decline in FTEs between Levels 1 and 4 (noted in the table below) is not, however, an indication of poor progression or completion rates. Rather, it is the consequence of a system that places the greatest of emphasis on student choice and flexibility. Likewise, the decline in numbers from Level 3 to Level 4, indicated in the following table of retention rates, largely reflects the exit point for Designated MA students at the end of Programme Year 3.

While it is theoretically possible for level 1 and 2 students to study only History, Advisers of Study strongly advise students against following such a narrow curriculum; few, if any, do. However, the theoretical possibility arises because of the number of courses which the department offers at levels 1 and 2. For most students, breadth of study is interpreted in a disciplinary sense. Most first year students study three disciplines and most 2nd year students study two disciplines. Progression from introductory to advanced level courses is clear in several ways, i.e. through content and documentary study.

The team, while commending the encouragement to study 'outside subjects', was not entirely convinced that, as presently formulated, the first-cycle degree does in fact oblige students in all cases to follow a programme which is chronologically and geographically broad and demonstrates a clear path of progression from introductory to advanced-level courses.

Year	Entry cohort	Level 2 cohort	% retained	Level 3 cohort	% of Level 1 retained	% of Level 2 retained	Level 4 cohort	% of Level 1 retained	% of Level 3 retained
1995-6	440	249	57%	76	17%	31%	74	17%	97%
1996-7	364	228	62%	75	15%	24%	69	19%	92%
1997-8	466	282	61%	56	12%	20%	50	11%	89%
1998-9	380	224	60%	70	18%	31%	70	31%	100%
1999-0	308	268	87%	85	28%	31%	70	23%	82%
2000-1	512	300	60%	85	17%	28%	[78]	[16%]	[92%]
2001-2	498	332	67%	[90]	[18%]	[27%]	[83]	[16%]	[92%]
2002-3	741	[482]	[65%]	[133]	[18%]	[27%]	[122]	[16%]	[92%]

[Figures are for student bodies, not FTEs. Those in square brackets represent projections based on an average of percentage change in previous years.]

As can be seen from the diagram on pg. 11-12, students may progress with less than the required number of credits. However, they must make up the extra credits at the same time as completing the study required at the next level. In such cases, many students will drop out, do the examinations as an external candidate and then rejoin the programme one year later.

While the overwhelming majority of students achieve an award prior to exit, a few do not. Both personal and academic circumstances explain why students discontinue their studies – those who fail to satisfy progress requirements are in a clear minority. However, to assist in the investigation of academic reasons for discontinuation, in 2001 the University Committee on Teaching and Learning agreed that the University should produce standard reports indicating the pass rates on all Level 1 and 2 courses at the end of each examination diet. The reports are sent to Deans and Academic Standards Committees (ASC). Deans are asked to seek comments from Heads of relevant Schools where course failure rates are over 20% for the relevant cohort. Heads of School are also asked to suggest, where appropriate, remedies. Deans then submit reports to the relevant ASC, indicating the actions being taken to prevent a recurrence of failure rates of this level. To date, no significant problem relating to failure rates has emerged with History courses. In 1999-2000, for example, the lowest pass rates on a History courses was 84.1% (on HI 1005), though several students who failed passed the re-sit opportunity open to all Level 1 and Level 2 students.

With regard to the present student body, the TEEP team was able to confirm that there was a good network of student representation on relevant committees and that students found the staff's open-door policy helpful. Students also felt that staff listened to what they had to say and were interested in their ideas.

The panel commends the obvious informal representation and communication between staff and students but felt that, at present the established formal processes of student representation are not completely clear to students. The panel therefore recommends that the department consider some means of clarifying the process of representation to all students.

4.6 Staff

The following tables are taken from the Aberdeen SER:

As at 1 December 2002	Number of persons	Full-time equivalents
Professors	4	4
Readers/Senior Lecturers	6	6
Lecturers A/B	10	
Postdoctoral Fellows	1	1
Teaching assistants	3 **(variable)**	-
PhDs.	3 **(variable)**	-
Other categories	0	0
Academic staff in total	21*	

***** Excludes both temporary appointments who are replacing permanent members of staff on research leave; and hourly-paid TAs/PhDs.

Number of support staff to the programme and the academic staff in number of persons and full-time equivalents

	Number of persons	**Full-time equivalents**
Technical and Administrative staff	**3**	**2.12**

All salaried academic positions – both permanent and temporary – are publicly advertised in particular disciplinary areas identified by the Department. Applications are processed by the University's Human Resources Department on an anonymous basis, which also requests three formal, written references on each short-listed candidate, from referees nominated by each candidate. Candidates are short-listed for interview by a Vice Principal, the Dean of the Faculty and the Head of the School, the Head of School having previously ascertained the opinion of colleagues in the School. Short-listed candidates (usually three or four for each post) are invited to deliver a presentation to the staff and postgraduate students in the School. Each candidate is then interviewed by a committee comprising a Vice Principal, the Dean of the Faculty, the Head of the School, another member of the School, the head of a cognate school, and a lay member of the University Court. For temporary positions of up to three years duration, procedures are streamlined and do not involve the Vice Principal or lay member of the University Court. New appointments at the Lecturer level are normally placed on probation for three years. At the end of the probationary period, probationers are interviewed by two senior academics, normally two Deans, who aim to establish the achievements of the probationer with a view to confirming candidates in a permanent position.

All members of staff are eligible for promotion, which is on the basis of a proven record in teaching, research and administration. The University invites applications for promotion on an annual basis. Applications are processed by the University's Human Resources Department and judged by a committee of senior academics. The Head of School is required to submit a reference for all members of staff seeking promotion from Lecturer A to Lecturer B and from Lecturer B to Senior Lecturer. Applicants for readerships and professorial chairs do not require such an internal reference. However, for all promoted positions the University seeks external references for each candidate.

The University is committed to ensuring that all those who have contact with students are adequately trained. It is currently reviewing its provision of such development with a view to establishing a Certificate in Higher Education Teaching, to be offered by the Department of

Lifelong Learning Studies in the Faculty of Education and to be accredited by the UK's Institute for Learning and Teaching. The University encourages its staff to join this organisation. Currently professional development for new members of staff is provided through the Aberdeen University Programme for Higher Education Teachers (AUPHET Programme) which aims to enable participants to develop a sound approach to their teaching and learning activities. The AUPHET curriculum is divided into two elements, the core and an extension. The aim of the core is to provide a foundation for a range of topics considered essential for a University teacher. The second element, the extension, is to provide participants with the opportunity to apply and reflect upon their theory. Participation in the three-day *Introduction to Teaching and Learning* course is a contractual requirement for probationary lecturers.

Aside from new staff, all other staff are encouraged to participate in a range of University and external workshops and courses in areas such as course design, assessment, student support, disabilities, information technology, and developing innovative methods of teaching and learning. The expertise gained is often 'cascaded' to other members of staff at School training sessions.

In addition to staff development of the sort described above, staff are provided with reflective and consultative opportunities which are designed to promote high quality learning for students. On appointment, all probationary lecturing staff are allocated a mentor, who is a senior member of the academic staff in the relevant department. Throughout their probationary period, probationers take part in a structured mentoring system, which includes setting yearly targets and monitoring their achievement. A new system for appraisal of all other staff was recently introduced, the focus of which is teaching, research and administration. It was implemented in the School of History and History of Art in 2001/02, providing staff with an opportunity to reflect on their own abilities and discuss relevant matters with trained appraisers.

The team commends the department for its well-established staff development programme.

4.7 Recent and future developments

The most significant future developments for Scottish higher education institutions are the publication of the *Scottish Credit and Qualifications Framework* (SCQF) and the QAA's *Handbook for Enhancement-Led Institutional Review (ELIR).* The university is currently working its way through the SCQF, which sets out credit and qualification descriptors for the awards of both Scottish HEIs and the Scottish Qualifications Authority. The university intends to ensure that all its awards align with the SCQF and sees its introduction as a positive move that will provide a bridge between further and higher education.

ELIR, as mentioned earlier in this report, has replaced the external subject-level review process and will concentrate on the institutional level. The focus of this new method of institutional review in Scotland is that it is enhancement-led. The university has welcomed the ELIR method and feels that it, in turn, can lessen the burden of internal scrutiny on its departments.

Within the university itself there has been discussion of the possibility of accelerated degrees although no decision has been taken on this as yet. The university will abolish compulsory student attendance at lectures and seminars as of 2003/04.

The team accepts the thrust of the SER's comments that the intrusive character of previous QA practices has detracted from a more productive use of time. It welcomes the comment by the Management Team that recent changes in these practices will facilitate a reduction in the burden of this type of internal scrutiny of what is clearly a successful and well-organized department. It is, however, less convinced that department staff understand the full implications of the Bologna declaration for first-cycle programmes and it recommends that more consideration be given to such European initiatives and aspects of good practice outside the Scottish university system.

4.8 Evaluation

General

Overall the team was very impressed with the opportunities and support provided for students of History, which was apparent in discussions with both staff and students. Students were articulate and interested in their discipline and were supportive of a system that allows them initially to study a wide range of subjects thus increasing flexibility and allowing them maximum opportunity to make an informed choice of honours discipline.

Feedback on quality assurance

Despite having been involved in external quality assurance procedures at both programme and institutional level for the last decade or so, the Department of History at Aberdeen found the TEEP project a useful one to be involved in as, having initially thought that it could merely rely on previous self-evaluation reports, it realised that it needed to think through some of the issues raised by TEEP. The department found this and the fact that there was comparability but no grading to be useful. It appreciated the fact that the team of experts were themselves Historians and agreed that it would have been useful to have had a student member of the team. It felt that the methodology could allow individual subject areas to share good practice on a European-wide basis and to evaluate their own practice honestly.

There was some feeling that it would have been useful if TEEP had evaluated teaching and research together. Some of the senior staff at the university felt that the SER was the most descriptive document that they had seen produced for external requirements and this might have something to do with the way the criteria are set out in the manual.

The department did not find the criteria set out in the TEEP manual problematic.

The panel commends the department for its continuing efforts to enhance its provision through self-evaluation and through a well-developed set of quality assurance and enhancement processes, such as student evaluation and feedback procedures.

Feedback on learning outcomes and competencies

The department, perhaps because of its familiarity with the UK benchmark statement for History, did not find the TUNING competencies problematic.

Conclusion

The panel would like to thank the staff and students of the Department of History at Aberdeen for taking part in the TEEP project and for their enthusiastic debate and input into the meetings held. The panel appreciated the honesty of the input of all staff and students and hopes that the department and the university will derive benefit from continuing such debate.

5. University of Bologna

General

The panel met with the group of staff who wrote the self-evaluation report, representatives of the management of both the university and the department of history, departmental staff and students. Due to time constraints, the panel was unable to tour learning resources available to staff and students but did have detailed discussions about such facilities, their accessibility, utility etc.

5.1 Context

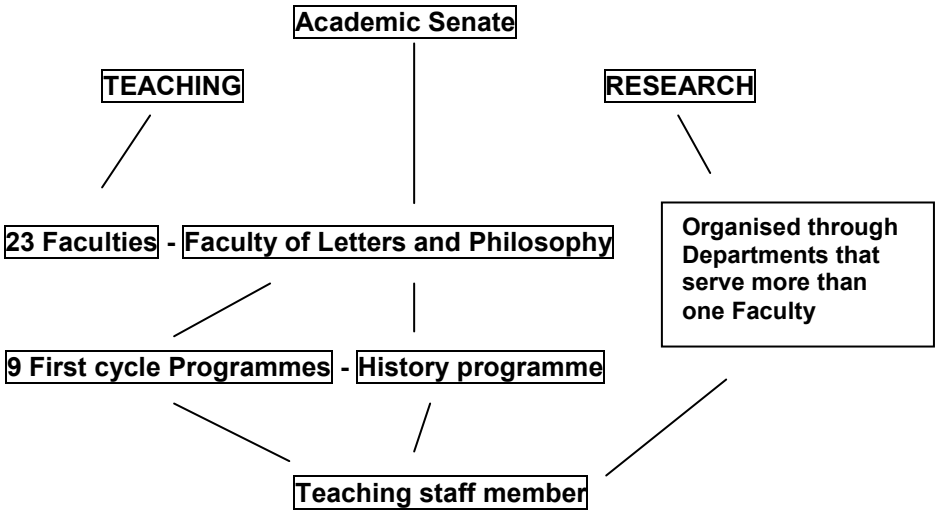
National regulations

The National Law No. 127/97 introduced a system of two-cycle degree structures (First cycle: 3 years; second cycle: 2 years) for Italian universities, as a follow-up on the European declaration of La Sorbonne and the subsequent European recommendations towards greater visibility, transparency and compatibility in higher education. The Ministry of Education Decree (D.M. 3 November 1999, no. 509) specified the discipline areas (called "*Classi*"), the general learning outcomes for each area, the professional roles foreseen, the proportion of individual study in the total student workload, and a prescribed amount of credits in several groups of subjects, clustered in 6 categories: A=basic subjects; B=characterizing subjects; C=related subjects; D=elective subjects; E=language competences and final project; F= computer skills, placement, stages, laboratory activities.

In response to these national requirements, the Academic Senate and the Faculties of the University of Bologna, like the other Italian Universities have drawn up new programmes, mainly on the basis of the resources available and the existing fields of teaching and academic traditions, but with the possibility for current students to choose between the old and the new systems.

5.2 The organisational framework

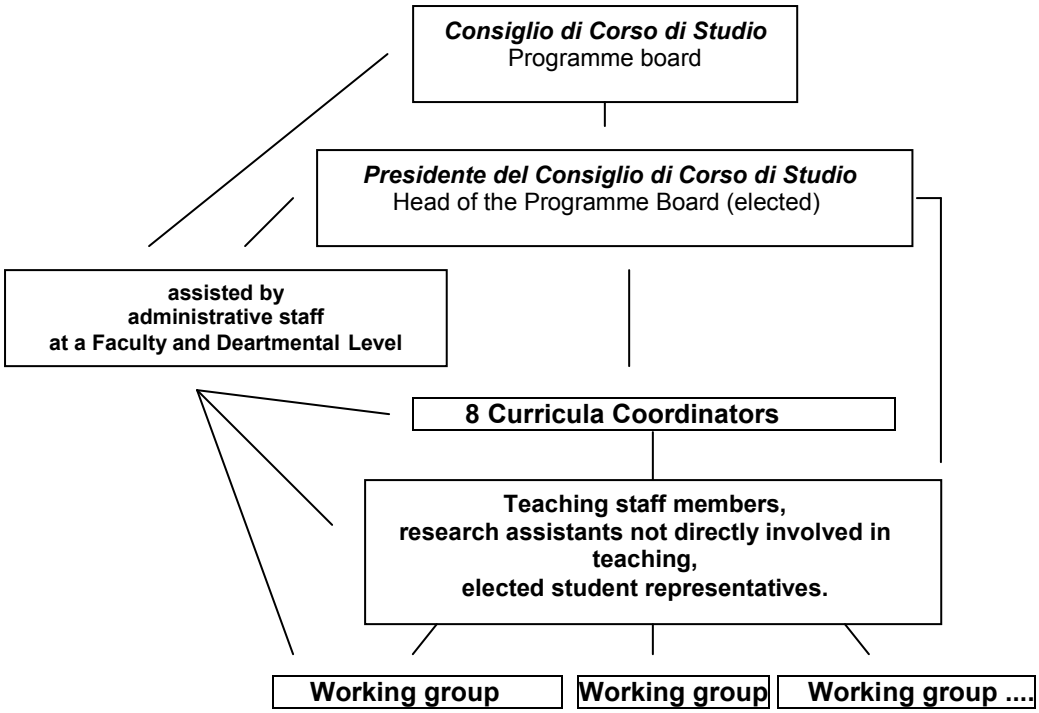
The university structures concerned with administration of the programme are:



This organization reflects a structure in which teaching is delivered through Faculties (individual faculty members can contribute to one or more teaching programmes) but research is organized on the basis of Departments, and Departments can be linked to one or more Faculties. The Departments are responsible for the research and the administration of an academic subject, but they are not directly responsible for the administration of teaching programmes. They give support to the teaching activities of several programmes, however, by

providing libraries, laboratories, teaching rooms, facilities for teaching staff and for members of administrative staff, and funding.

The internal administrative structure of the History programme (with relations to councils, committees, departments, etc.) is represented by:



The *Consiglio di Corso di Studio* is responsible for programme delivery and administration; it is led by the head of the programme, the *Presidente del Corso di studio*.

The main task of the *Consiglio di Corso di Studio* is to oversee the aims and learning outcomes of the programme and to organize in detail appropriate teaching and learning activities and assessment procedures associated with each of the eight curricula. The aims of the programme are set by the law, including outlines of the range of credits (minimum and maximum) in the disciplinary areas and groups of subjects. Moreover it prescribes that within the same programme the curricula should not vary in terms of content of more than 40 credits, and for History (Classe di laurea in Storia) a 60% minimum of individual study. The Faculty has determined that each credit should correspond to an average workload of 6 to 8 contact hours with the teaching staff and 12 hours of individual study, and within this framework teaching and learning activities and assessment are organized to reflect the specific learning goals of each curriculum. For example, a general aim of the programme may be achieved through similar learning and assessment activities in the 8 curricula, but the kind of documents and time allocated is different in between. The Consiglio is responsible for writing the didactic rules of the programme, to monitor student progression and individual study planning proposed by students, to plan the teaching staff recruitment by passing a three-year and an annual plan to the Faculty, to see that the programme design and organization are effective in promoting the achievement of the learning outcomes and to take the necessary actions in terms of content change and teaching staff appointments. It recognizes the credits acquired by students in periods of study abroad, credits acquired in studies carried out in different programmes or Universities, or in other extra-academic activities; it is responsible for the awarding of joint degrees.

The main task of the Head of the programme is to represent it within and outside of the university, to coordinate the working of the *Consiglio di Corso di Studio* and see that decisions or recommendations of the board are put into action. The Head is also expected to stimulate innovation and quality assurance strategies, and keep in contact with other programmes in History both at a national and international level. Whilst the head of the programme organizes

the teaching and learning activities, research funding and management of libraries and laboratories are dealt with by the head(s) of department(s) (the specialization of research leads to the differentiation of several departments within the same subject area).

The internal organization of the programme prescribes a smaller informal board of 8 curriculum coordinators. The coordinators help the Programme Head with the curricula matters and the monitoring of students; they provide students with information about curriculum content and contribute to coherent planning of individual's learning activities.

The Head of the Programme is elected every three years by the programme board (*Consiglio di Corso di Studio*) and can be re-elected only once. The Programme Heads are responsible before the Faculty Council and the Dean of the Faculty. The Dean of the Faculty is elected by all the teaching staff members of the Faculty and by student and research assistant representatives. The Dean of the Faculty is a member of the Academic Senate. All are assisted by administrative staff, both at a Faculty and at a departmental level.

5.3 Programme

Structure and content

The new First Cycle History Programme in Bologna has been conceived in the framework of the Class 38 Historical Sciences (*Classe 38: Scienze Storiche*). Within the Faculty of Letters and Philosophy in Bologna there are at least two programmes in the Class/38 Historical Sciences ('History' and 'History and Oriental Studies'), and more programmes in which History plays a relevant part of a degree in other or more general subjects.

The Self Evaluation Report and visit by TEEP experts was concerned with the History programme; this is articulated through eight curricula (detailed below) that in some other systems would also be referred to as 'programmes'. In this document, 'programme' is used in the Bologna sense to refer to the overall integration of the six curricula.

Programmes must correspond in outline to national legal requirements, and also take into account the general didactic rules set by both the University and Faculty. A first draft plan of a proposed programme is assessed by the didactic management staff of the Faculty with regard to national and University requirements and is then discussed at programme and Faculty level by student representatives and teaching staff, prior to approval by the Faculty and by the Academic Senate (the present programme in History was approved by the Academic Senate on 2/4/2001). The Ministry of Education and University and the National University Board: CUN (*Consiglio Universitario Nazionale*) can ask for amendments if they find inconsistencies with national requirements. There is an external compulsory consultancy of the professional bodies, discipline representatives and labour market. State approval is for the programme as a whole.

After approval of the programme outline, the programme board formulates a set of didactic rules (*Regolamento didattico di Corso di Studio*) that has to be issued by the Rector (the rules for the present programme in History were issued on 7/2/2002 with Rectorial decree no. 48/10). Every year the *Consiglio di Corso di Studio* discuss and plan the didactic activities (*programmazione didattica*) which are then adopted by the Faculty council (for the academic year 2002/2003 the plans were accepted by the Faculty on 30/7/2002).

The main characteristics of the programmes offered within History are summarised as:

Total number of academic years	3
Number of credits / annual number of lectures per year *	60
Compulsory percentage of the total number of credits	60% (mean)
Number of electives (%)	40%
Mandatory courses under professional regulations	-
Year of approval of the programme	2001
University / Faculty ownership (public / private)	public

European directives affecting the programme	first/second cycle
Other regulations	national Law 127/97 and DM 509/99

Programmes are offered with either a chronological curriculum:

- Ancient world history
- Medieval world history
- Modern world history
- Contemporary world history

or through a thematic curriculum

- Political institutions and cultures
- Cultures and historical memory
- Society, economics and material culture
- Women and gender history

Programmes provide a wide range of subjects offered primarily as either 5 or 10 ECTS courses. Each programme includes a combination of required and optional subjects. There is an increasing proportion of optional choice as students progress from year to year through the programme. Some courses are offered within different programmes and, interestingly, to students at different stages; for example, the History of Philosophy is offered as a 5 or 10 ECTS subject in the 3rd year for Ancient World History and Contemporary World History, but to first year students following the chronological curriculum for Medieval World History, and to all first year students following one of the thematic curricula.

The second cycle has not been activated yet in Bologna. However, the Faculty approved in July 2001 a provisional draft for a second cycle Degree in History, which is still under revision. Such a programme should correspond to the national requirements foreseen for several areas (Classes). The team did not review second cycle plans.

Evaluation and programme revision

Student feedback on courses has been regularly carried out twice a year since 1997 at a University level (it had been promoted by the University Committee responsible for Didactic teaching and learning, and approved by the Academic Senate), but in the first stage its efficacy was severely affected by the extremely low level of student participation (due to the very late distribution of evaluation questionnaires in the academic year). It is however anticipated that this tool will be increasingly important.

Student feedback within programmes is undertaken but in an inconsistent manner, driven largely by the interests and enthusiasms of individual staff members. In some cases there is clear evidence of 'fine tuning' of a course as a result of reflections on student feedback.

Feedback from local government and industry is now being sought through the work of some didactic managers (see below) although there does not appear to be a consolidated strategy at this time.

The panel recommends a more consistent approach to the evaluation of student feedback and consideration of its potential to impact on programme design and delivery.

5.4 Student population

Intake

Bologna is ranked 2nd amongst the 31 history programmes offered in Italy for student applications. Sixty percent of the intake come from the region (Emilia Romagna) and of the remaining 40% approximately 80% are from Northern Italy. The students are predominantly (80%) from middle class backgrounds. Information on students' qualifications at entry to the new programmes is not yet available, although data from the university statistical service

indicates that students enrolling on history programmes tend to be older than the average age of students.

The student numbers in the two first academic years of the new programme are presented in the table below, which indicates the number of applicants and (*) those coming from other programmes. At this stage two different University systems are working in parallel, with some students still in the old system together with students in the new programme. The total number of students in the old system (3rd and 4th year) is 604.

Year	Applicants	Admitted Male / Female / Foreign students	Entry requirements
2000-2001	/		no
2001-2002	154+50*	154 (52 female)+50	no
2002-2003	215+50	215+50	no

Data on the continuation levels (retention figures and drop out rates) amongst the student groups and on the enrolment of 'part time' as opposed to full time students are not available, as they are not compiled through the institution's statistical service.

It is not possible to identify part-time students, who are quite numerous, within any statistical analyses, and there has been strong opposition from students to the proposal of introducing different enrolment statuses such as full-time and part-time. The difficulties that this presents in terms of planning etc are recognised by the Faculty which intends to discuss the issues again.

The student per teacher ratio is 3.6, if we consider only the new first cycle programme; but it is 8.2 if we consider the total number of students in the old and new system.

Although the programme board does not have at this stage the statistical means to monitor student progression, once a year the curriculum coordinators and the programme head normally meet the students on the programme individually to discuss any individual changes in the personal learning programme. This way of dealing with the student progression does not allow a statistical enquiry, but allows a qualitative analysis of the student feedback, that is then discussed at a programme management level and if necessary at a programme level. Some data is available indicating the levels of student progression under the 'old system' and may provide for useful comparisons in due course.

Non-continuation between the first and the second year in the History Programme and in the Faculty of Letters and Philosophy - Old System (4 years degree) (source: *Statistical service of the Univ. Bologna*)

History Programme
Percentages on the basis of first time enrolling students

	Students who did not pay taxes for 2nd year	Students who formally withdrew	Total number of enrolling students
1995-96	18,0%	8,8%	228
1996-97	18,8%	5,2%	191
1997-98	14,8%	5,1%	236

Faculty of Letters and Philosophy
Percentages on the basis of first time enrolling students

	Students who did not pay taxes for 2nd year	Students who formally withdrew	Total number of enrolling students
1995-96	14,2%	9,4%	3102
1996-97	15,4%	7,1%	2432

1997-98	15,1%	6,8%	2605

Employment rates of student cohorts that completed the history programmes under the 'old' system are presented below. The tables indicate that employment rates of Bologna history graduates are broadly in line with the averages for history graduates across Italy, and with overall figures for graduates from Bologna.

Graduates - Degree (4 years) Programme in History (Old System): occupational condition one year after graduation (source: *Interuniversity Consortium AlmaLaurea*)

Graduates of summer session of year 2000, interviewed **one year** after graduation

	Working	Not working nor looking for occupation	Not working but looking for occupation	No. of Interviews	Graduates
Bologna	60,0%	17,1%	22,9%	35	44
Total (Italy)*	58,3%	19,4%	22,2%	72	88

* Universities of Bologna, Firenze, Genova, Siena, Torino State University, Trieste

Graduates of the summer session of year 1998, interviewed **three years** after graduation

	Working	Not working nor looking for occupation	Not working but looking for occupation	No. of Interviews	Graduates
Bologna	67,9%	28,6%	3,6%	28	38
Total (Italy)*	70,6%	26,5%	2,9%	34	48

* Universities of Bologna, Firenze, Trieste

A consistent concern reported during the site visit meetings was the lack of information about student enrolment, numbers actually studying, part time students and those who have 'dropped out' either on a temporary or more permanent basis. The panel recommends that these issues be addressed.

5.5 Staff

In addition to fulfilling the legal requirements (see above) the programme reflects the profiles and research interests of the academic staff. The wide range of specialist interests available in Bologna has allowed the development of both chronological and thematic curricula. Programme aims were established taking particular consideration of: 1) international and local developments of historical knowledge; 2) the fields in which the teaching staff are research active; 3) the training of students for a future employment in secondary school. Where particular specialisms or activities required within the programme cannot be provided by the permanent academic staff, their provision can be requested through staff from other faculties in Bologna, or by Visiting Professors or other external experts. The 'Consiglio' consider the proposed cases and establish priorities, although in the last two years it has proved very difficult to get resources for more than one or two courses given by external staff or experts.

Academic staff are appointed within three levels: assistant professors, associate professors and full professors (*ricercatori, professori associati, professori ordinari,* respectively). All are recruited through national competitions with evaluation for first and second levels based on education, publications and specific examinations, and for full professors based on curriculum, publications and teaching activity. Attitude and aptitude to teaching are assessed only at the second level through delivery of a lecture. Promotion of the teaching staff is achieved only through participation in national competitions.

The reported main shortcomings of the system are the increasing tendency towards a recruitment of professors from the university in which they began their career, and a growing tendency of using available resources more for promoting the internal staff members who

have been selected in national competitions, than for recruiting external and younger staff members.

	Number of persons	Full-time equivalents
Full Professors	36	36
Associate professors	72	72
Assistant professors		
Research assistants	23	23
Teaching assistants		
PhDs.	there are ca. 30 PHD students and PHD research assistant not directly taking part in the programme, although sometimes they give assitance in tutoring activities	
Other categories	5 external staff members	5
Academic staff in total	136	136
Technical and Administrative staff	4	4

The SER noted that planning for the development of academic staff is worked out by Departments and Programme Boards. The Faculty is responsible for the final plan, drawn up on the basis of both departmental and programme proposals, with the Academic Senate making the final decisions taking into consideration available resources. The programme for staff development is updated every three years, but should take into account both teaching and research needs; the latter are normally formulated by the Departments.

The panel noted comments on staff recruitment and professional development; both are apparently concerned largely with research rather than teaching.

The panel suggests that the University might wish to explore innovative ways to develop staffing policy, and recommends that a programme be devised to offer and encourage regular review and development activities to support continuing professional development related to teaching and learning activities and responsibilities.

The introduction of Didactic Managers is commended by the panel. The Didactic Managers are developing many interesting and important roles related to supporting students and the quality assurance of programmes. The University might wish to consider how Didactic Managers may also link their work to a programme to support staff development.

5.6 Recent and future developments

The university, like all in Italy, is in a period of transition with regard to the delivery of its taught programmes. In response to national requirements (see above) new programmes are being introduced for first and second cycle degrees in line with co-ordinated developments across Europe. These new programmes are in their second year of delivery, whilst the existing (‘old’) programmes continue through the period in which they are phased out.

The University strategy of quality assurance for 1998-2001 is described in the "Rapporto di valutazione 2001" (2001 evaluation report), drawn up by the evaluation committee ("*Nucleo di valutazione*") of the University of Bologna. The "Nucleo di valutazione" is an institutional independent body prescribed by National Law No. 370 19.10.1999.

From this academic year the programme has been selected together with 12 other programmes of the University, and will take part in the project of self-evaluation and accreditation of the University of Bologna ("*Progetto di Valutazione e Accreditamento dei Corsi di Studio dell'Università di Bologna*"). This project will use a tested and more consistent methodology developed at a national level within the so-called "*Campus*" and "*CampusOne*" initiatives.

As part of the commitment to underpinning and support for the introduction of the new programmes and their associated quality assurance, the University has undertaken project work (following the "*CampusOne*" model), and has introduced the post of didactic manager, on a provisional basis in the first instance. The role should help in achieving a better coordination between the programme and the Faculty decision making.

The panel was impressed by the potential offered by the introduction of Didactic Managers and noted the valuable work that has already been initiated.

Significant recent changes, following participation in the TUNING and TEEP projects, have been the introduction of detailed information on learning outcomes at a course level, the implementation of an articulated on-line information system, more coherence in the predefined lists of free-choice courses, closer contact with discipline associations and a survey of employers' and graduates' opinions on generic and subject specific competences.

The panel notes and commends these activities which offer the possibility of a consistent approach to teaching and learning and to career preparation for students.

5.7 Evaluation

General

Quality assurance mechanisms for the new programmes are being developed within the context of university requirements and the pedagogical considerations of the subject areas. A marked shift in emphasis has taken place during the last year or so with far greater emphasis attached to the identification of learning outcomes and reflection on the appropriateness of assessment methods to evaluate these.

The recent introduction by the University of didactic managers offers significant potential to consolidate and build upon the evolving QA framework that is currently driven by the enthusiasm and dedication of only a proportion of the staff

Whilst programmes are managed and delivered through the Faculties, academic disciplines and research are supported through the Departments. The Departments have an administrative financial structure and programmes use this or the administrative structure of the Faculty. For example, both Departments and Programmes can make an application and request funding from the University, or external bodies, for a computer laboratory, but the computers have to be purchased by one or more departments or by the faculty and they must be placed in the rooms of one or more Departments or of the Faculty. The Programme has to manage teaching and learning activities taking place in those computer laboratories, according to the opening hours and accessing rules of the Faculty or of the department The computer lab in the ancient history department for example is used by several Programmes in which ancient history is taught (History, Philology, Archaeology, Anthropology etc.). Some earlier problems in the co-ordination of teaching of staff primarily associated with different departments has been overcome by the introduction of meetings that involve all who are involved in the teaching of history. Although large (more than 130 people) the meetings provide a deliberative forum for main issues, with smaller working groups assigned the responsibility of undertaking work on detailed and technical aspects.

All groups the panel met commented on the impact of the cultural background that generated the high quality and the wide variety of the programmes offered and encouraged excellence in the individuals involved in teaching history. Students commented favourably on the resources generally available.

Teaching and learning strategy

The recent developments of an integrated approach to the delivery of history curricula, the identification with the teaching and learning strategy of learning outcomes, moves towards explicit course documentation, the extensive discussions and reflections on strategy and

associated aspects of QA, and the introduction of didactic managers, are all to be commended.

The faculty and departments may wish to consider how the T&L initiatives, currently being championed by a few members of staff, can be further developed to encourage wider commitment by those staff who are not yet fully engaged with the processes and can achieve a consistency across all History programmes.

Teaching and learning methods

Within the formal curricula student can personalize their learning methods and programme of study through elective course choice, by bringing forward or postponing of particular learning activities and, by agreement with the teaching staff members, through a choice of alternative learning methods within a course option. The figures below are thus only indicative.

	1. Year	2. Year	3. Year
Lectures	20%	20%	16%
Small group teaching	3%	4%	5%
Seminars	6%	8%	5%
Individual Coursework	57%	57%	52%
Projects	10%	11%	14%
Laboratory (language and computing)	4%		3%
Trainee position			5%
Other			
In total	100 %	100 %	100 %

The SER and discussions during the site visit indicate the wide variety of approaches being undertaken in the delivery of programmes from more traditional, through individual programmes customised to the wishes of students, to inclusion of, for example, problem based learning and practical activities.

There is little regular or systematic approach concerning the possible introduction of interdisciplinary activities. Programme co-ordinators may wish to consider whether and how such work might complement the curricula and students learning.

The programme offers students considerable choice and flexibility in pursuing their studies. At present part-time registration is not formally possible; students can enrol in the university only as full time students, however since many students do not study full time staff try to offer them alternative opportunities and tasks, different from those asked of students who come regularly to the University. Each staff member decides together with the individual 'part-time' student the learning activities that can help them achieve the required learning outcomes. There appear however to be uncertain expectations or records of what part-time students are actually doing.

The panel recommend that there is an exploration of methods that would provide information about students' workloads in support of greater consistency and comparability.

The support offered and given to students appears to be provided on a somewhat *ad hoc* basis rather than through any structured programme. Some students are involved in programmes that include up to 57% individual course work, and *the Board may wish to consider the potential benefits of a more systematic approach to the support of student learning, particularly for those students who are not anxious to pursue a career related specifically to their studies of history.*

Assessment

Assessment is predominantly undertaken through oral examinations (see table below)

Assessment **Methods**	1. Year	2. Year	3. Year
Written examination	20%	20%	15%
Assessed individual coursework	see oral and written ex.	see oral and written ex.	see oral and written ex.
Laboratory experiment write-ups	not applicable	not applicable	not applicable
Essays, Project reports	10%	10%	20%
Oral examination	65%	65%	60%
Coursework reports	see oral and written ex.	see oral and written ex.	see oral and written ex.
Presentation	5%	5%	5%
In total	100%	100%	100%

*Language and computing skills assessment (15 credits workload) have been included under oral and written examination, and placement and laboratory under "project work and essays".

The figures are indicative, because the student can personalize his/her learning method and programme of study through elective course choice, anticipation or postponement of learning activities and through a free choice of alternative learning and assessment methods inside the same course option, by agreement with the teaching staff members.

The balance of assessment methods reflects the University's traditions, which the panel respects. *Nevertheless, the panel would suggest that detailed discussion be undertaken on the identification of clear and consistent assessment criteria for the different methods (include oral examinations) and how these may be promoted amongst staff and students.*

Identified learning outcomes are articulated in programme expectations but it is less clear how these may be met as there is only limited and inconsistent development and application of assessment criteria. This is particularly noticeable in the different approaches taken by staff members when assessing students who study together on a course but are at different stages (years) of their programme.

The lack of explicit assessment criteria, that may or may not be influenced by the stage in the programme the student has reached, is further complicated by apparently different interpretations and expectations regarding student progression within the programme. Progression is regarded by some as increased knowledge and understanding characterised by greater breadth of topics, whilst others see progression reflected in increasing depth of intellectual engagement with the subjects as well. The SER notes that "From our experience we are not confident that progression from basic knowledge to more specialised knowledge is always a meaningful criterion."

Both staff and students appeared uncertain about the processes and criteria for academic appeals. *The panel suggest that:*

i) assessment criteria are clarified and co-ordinated, and made available to students;

ii) information on appeals procedures be made more readily available.

The application of double marking especially for oral examinations is commended

Quality assurance

An additional innovative feature is the introduction of thematic curricula, i.e. the curricula that have as their main object the specific knowledge of a diachronic theme instead of a chronological period. This has been experimentally introduced with the assistance of the initiatives of the ECTS History Network and mainly through the CDI (Curriculum Development Project Initial-Intermediate level) History of the Idea and Reality of Europe and through the approach of Intensive Programmes and of the CLIOH project.

The boards for the new programmes have not yet completed the formulations for quality assurance strategies, although some relevant experience has been gained with previous programmes. For example, within the framework of a University strategy of quality assurance, some previous programmes in History participated in a 3-year pilot project of annual self-evaluation. The decision to seek inclusion within the TEEP project was taken as a direct result of a wish to include international experience within the development of the local QA methodology that will include co-ordination across the curricula.

The quality assurance strategy, as far as the programme's self-evaluation is concerned, has not yet been fully implemented. The self-evaluation methodology and criteria have not been fully explained and discussed at a programme or Faculty level, the results of self-evaluation report reviews have not yet been used to inform improvements at a programme level, and a detailed scheme of description for every course has met with an incomplete response

Nevertheless the management board of the courses, which includes the head of the programme together with the 8 curricula coordinators, is working in close co-operation with the directors of the Dipartimenti (responsible for the research and administration of an academic subject) in order to check that the programme and the newly introduced changes are consistent with research developments. Also, the programme's management proposals are continually monitored by the Faculty didactic management, in order to check validity in the light of University and national regulations; at present close attention is being given to the coherent link up of the first cycle programmes to the second cycle.

However, decisions taken at a Faculty level may be dependent upon support from both Faculty and Departmental budgets; these are provided in different ways and are used for different and specific purposes. For example, to provide services for students (e.g. copy machines or similar services) the Faculty or the Programmes can ask that the Departments in the different library locations take care of the service (buy the machine, place it in a room open to students, take care of the upkeep) and accordingly can assign part of the Faculty and Programmes budget to the Departments. The Departments on their side must guarantee the service to the student of the faculty or of the specific programmes. Such coordination may not be straightforward and proposals relating to programmes may not always lead to action.

The self-evaluation report notes that QA review practices mainly depend on the personal engagement of some members of the teaching staff and the programme head. Negative evaluations of particular components within the programme or refusal to co-operate in providing information do not have any negative impact on the future work of individual staff members. The University is introducing a pilot project for the evaluation and accreditation of programmes and the panel anticipates that this may encourage more staff to engage with the QA processes being promoted.

Learning outcomes and competences

Involvement in Tuning, and more recently in TEEP, has raised awareness of and promoted discussion about learning outcomes and competences. It is clear that this was initiated by a core of enthusiastic staff that have had a significant impact on the approach to, and the development of, the new programmes. It is equally clear however that there remain within the departments and faculty many staff for which the more traditional approaches to teaching and learning are both familiar and sufficient

The Tuning subject specific competences were reported by some staff to be of particular relevance and value, although the generic competences were considered less useful. A significant proportion of staff were however less familiar with the outcomes of Tuning and in such cases the impact of Tuning was to date minimal. The relevance of the 'Dublin' qualification descriptors had not been considered in any detail.

The panel recommends that Boards consider strategies to consolidate and extend the work already achieved in application of learning outcomes and competences in curricular descriptions.

Use of credit

The overall programme and its curricula are based on a system of required and elective courses with planning supported through the use of ECTS. There seems to be, however, little common understanding or consistent use of credit, whether it is applied for hours attended (timetabled teaching and independent study) and / or learning outcomes achieved and assessed. Discussions on the application of credit reveal for example inconsistent allocations, with a common assertion that, for example, two 5 credit courses represent substantially more effort than one 10 credit course, although there was no consistently applied measure of effort.

The panel recommend that credit issues should be addressed to clarify understanding and provide greater consistency in application.

5.8 Conclusion

The panel recognises and commends the considerable efforts made by staff and students at the University of Bologna involved in TEEP, and would like to thank them for their substantive contributions. It is readily apparent that the processes undertaken have stimulated significant discussions and provided real benefits in relation to clarifying and articulating the overall aims of the programmes, the specific goals and expectations associated with the component courses to assist curriculum planning and student information and support. It is hoped that the momentum gained will be sustained by institutional support for the embedding of an explicit quality culture within its faculties and departments.

6. University of Coimbra, Portugal

General

The panel met with the group of staff who wrote the self-evaluation report, representatives of the management of both the university and the department of history, departmental staff and students. Due to time constraints, the panel was unable to tour learning resources available to staff and students but did have detailed discussions about such facilities, their accessibility, utility etc.

6.1 Context

National regulations

Programme approval involves four levels: Group–Faculty–University–Ministry
The aims, goals and design of the programme are defined within the Group, through discussions at various levels, including student participation. A Group, comparable to a Department elsewhere, is responsible for one or more programmes . While defining the curricula, the Group will take into account the overall framework and directives at Faculty level through which the programme is delivered, and incorporate regulatory elements issued by the Ministry.

At the Faculty Level, the Scientific Council must ratify the programme, after hearing from the Pedagogical Council. The Scientific Council is the assembly of all professors with a PhD degree. The Pedagogical Council includes two professors and two students from each Group, including the History Group, which is responsible for History, Archaeology and History of Art programmes. The Pedagogical Council has an advisory status; its directives are not mandatory. The Directive Council, a five-member elected body with administrative responsibility, is also required to certify the programme's financial provision. At university level, the Senate, an elected body of professors, students and administrative staff, must ratify the programme.

The Minister of Science and Higher Education must approve the programme, which is published in the official journal. The University will propose a *numerus clausus* for the programme, which the Ministry might accept, or change (normally reduce).

The Group thus has considerable autonomy in defining programme content; this is done through a process that encourages wide participation. Once the programme is defined at Group level it is unlikely that subsequent bodies in the chain of approval will interfere with its scientific content. Most of the constraints are internal and related to resourcing.

Initial teacher training, is however, increasingly regulated. In 2001 the government issued guidelines for curricula that incorporated initial teacher training, setting desired learning outcomes and workload quotas for different competences, and created a central body for the accreditation of programmes (INAFOP – *Instituto Nacional para a Formação de Professores*). When the new government came into power in March 2002, the INAFOP was abolished, as part of public service cost saving and restructuring. As of December 2002 it is not clear how initial teacher training regulation will be organised, and if previously issued directives will hold.

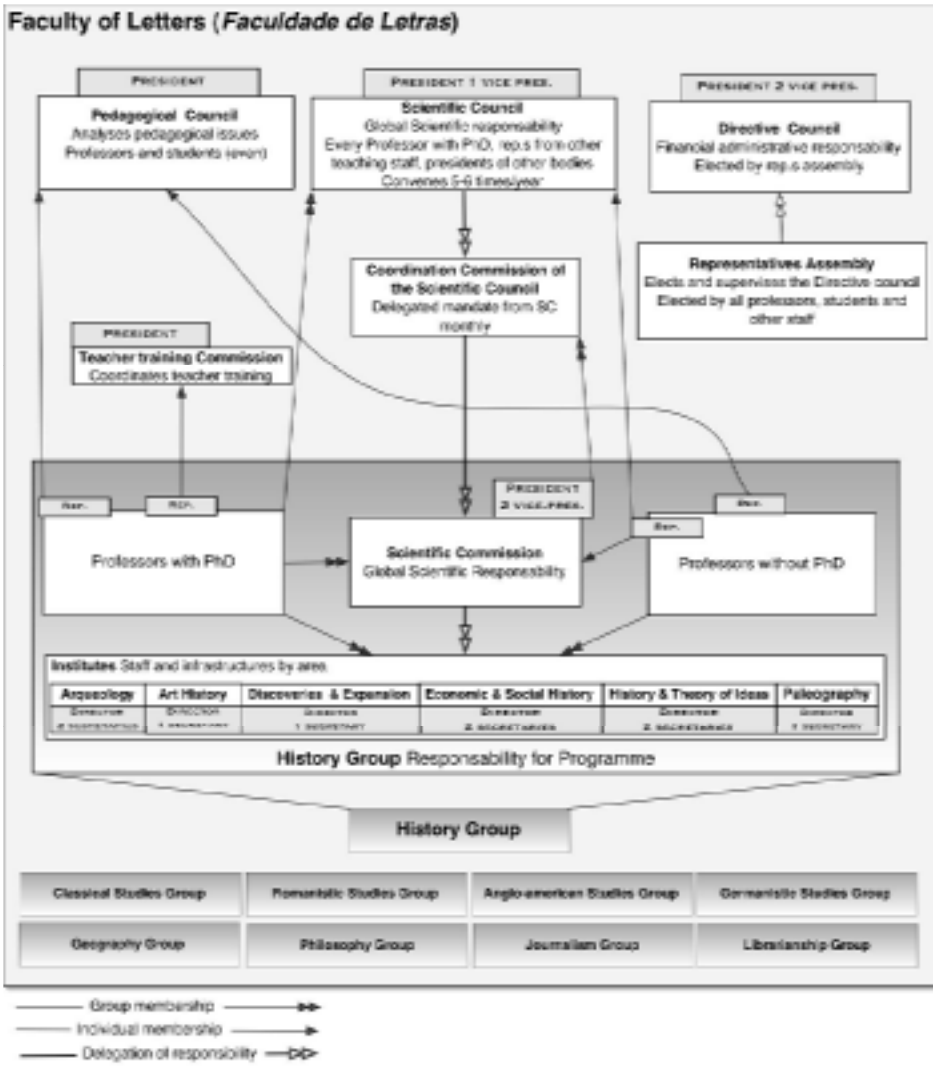
Awareness and commitment to the European dimension in Higher Education is increasing within the History Group. It belongs to the CLIOH/ClioNet thematic network and has since participated in the Tuning project 2001/2002. The Group has participated in a Master in European Studies (CDA) since 1996 and has, more recently, been involved in an 'Intensive Program' on European Identity and Multiculturalism, together with ten other European universities.

6.2 The organisational framework

The programme is provided by the History Group (*Grupo de História*) of the Faculty of Letters (*Faculdade de Letras)* of the University of Coimbra. The History Group is an entity at departmental level, which is *de facto* responsible for all educational and scientific matters related to programme definition (curricular structure) and provision. Within the institutional framework of the Faculty of Letters, departments do not have either financial or administrative autonomy. The Group's mandate is delegated by the Faculty's Scientific Council, the assembly of all PhD professors.

In the Faculty of Letters a major recent development has been the new strategic plan to promote a general curricula reformulation. The new format introduces ECTS, semester organization and an approach that considers workload (this has resulted in reduced contact hours); all of these measures are aimed at narrowing the gap between Portuguese and European practices, and setting a clear framework for student learning.

The Group's relationship within the Faculty and its organization into six thematic teaching/research units called 'Institutes' is shown in the diagram below:



The institutes manage a group of teachers and the infrastructure (specialised libraries, computing facilities etc) and are responsible for providing specific courses to the programme. Some general courses are offered by more than one institute and students can choose between alternative syllabi.

Due to the lack of an adequate Faculty library, central library or other student study space, the Institutes' small, specialized libraries provide the main working environment for students outside classes. Students use the Institutes to access bibliography and course material, to use computer catalogues and generic computing facilities and to meet with teachers

The main scientific activities of the Institutes are organizing conferences and other events. Three of the Institutes publish scientific journals of international standing.

The SER notes that there has been some discussion inside the Group of the desired roles for the Institutes. The roles of the Institutes within the History Group are much more important than in other areas of the Faculty, where a Group may be represented by a single Institute. Some consider that the Institutes are a positive decentralizing mechanism that allows a rational management of every-day business, with competition between institutes fostering the overall quality of the services provided. Other views suggest that such an arrangement does not correspond to a very rational division of work, since Institutes vary in size and nature, competences and resources, and some can thus constrain management at a Group level.

The Group has no budget, no financial autonomy and no administrative staff to support centralized management; related clerical work is normally carried out by the staff of the Institute of the professor heading the Group. Operational and administrative responsibilities are thus not coincident. Each expenditure by the Group has to be negotiated with the Administration on a case-by-case basis leaving little opportunity for independent strategic activity.

The panel notes the recent recognition of a need to create mechanisms for the coordination between Institutes in their contributions to courses and other aspects of students' academic lives, and recommends that an over-sight be generated via a student-centred discussion approach to join 'activities' that complement the existing arrangements to support scientific expertise.

The University may wish to consider whether the current arrangements for the allocation and holding of budgets provide the most effective means to deliver and support the teaching and learning.

6.3 Programme

Structure and content

The 4 year programme provides first cycle degrees in History, Archaeology, and the History of Art. The three curricula are integrated and share a core of 27 subjects (in italics in the diagram bellow). Students wanting to follow a career as teachers in the public secondary school system follow a fifth year of on-site training and a special seminar, after which they will receive a diploma in History and Teaching.

Total number of academic years	4 (5 for teacher training)
Number of credits / annual number of lectures per year *	5/6 lectures (12/10 ECTS, 60 ECTS per year)
Compulsory percentage of the total number of credits	100%
Number of electives (%)	does not apply
Mandatory courses under professional regulations	6 (in teacher training)
Year of approval of the programme	1987
University / Faculty ownership (public / private)	Public
European directives affecting the programme	none
Other regulations	Ministry rules for initial teacher training

HISTORY, ARCHAEOLOGY AND HISTORY OF ART DEGREE AREAS *in italics subjects common to the courses*			
GRADUATION (SCIENTIFIC)			
YEAR	HISTORY	ARCHAEOLOGY	HISTORY OF ART
1	*Origins of Mankind and Civilization* *History of Classic Civilization* Introduction to History Optional [one of: Introduction to Human Geography, Introduction to Humanities and Social Computing Sciences, Introduction to Social Science, Paleography and Diplomatic*]*	*Origins of Mankind and Civilization* *History of Classic Civilization* Introduction to History Pre-History of the Iberian Peninsula European and Peninsular Proto-History	*Origins of Mankind and Civilization* *History of Classic Civilization* Introduction to the History of Art History of Art in the Antiquity
2	*Medieval History* *Medieval History of Portugal* History of Art Free choice	*Medieval History* *Medieval History of Portugal* Techniques of Archaeological Research Epigraphy or Numismatic	*Medieval History* *Medieval History of Portugal* Medieval History of Art Portuguese History of Art Free choice
3	*Early Modern History* *Early Modern History of Portugal* History of the Portuguese Expansion Theory of History Free choice Free choice	*Early Modern History* *Early Modern History of Portugal* Archaeology Free choice Free choice	*Early Modern History* *Early Modern History of Portugal* Early Modern History of Art Free choice Free choice Free choice
4	*Contemporary History (since 1789)* *Contemporary History of Portugal* *Research Seminar* Free choice Free choice	*Contemporary History (since 1789)* *Contemporary History of Portugal* *Research Seminar* Free choice Free choice	*Contemporary History (since 1789)* *Contemporary History of Portugal* Contemporary Art History *Research Seminar* Free choice
GRADUATION (EDUCATIONAL)			
5	[four of the optional subjects attended in first four years must de educational skill studies] Practical teacher training during one year Pedagogical Seminar		

The panel noted several comments on the variability in learning support available to students. With no special Faculty office for advisors, students have to rely on peers or the availability of informal meetings with staff to seek advice on course choices, study requirements etc.

The panel anticipates that the Group will wish to consider seriously how it might provide a more systematic and reliable (tutorial) base to build upon the work currently undertaken by staff.

Whilst the student group commented very favourably on the quality of the teaching staff, they were less complimentary about the learning resources support.

The Group may wish to consider, within the implementation of its new strategies and programmes, how it can improve and optimize availability of IT and library resources, particularly since the latter are distributed between central and Institute libraries that have, for example, different opening times and borrowing arrangements.

Progression within the programme

The SER notes that compulsory subjects and the predefined choices in the new programme reflect breadth in the area. The optional subjects can be used to deepen knowledge and should be chosen in order to prepare the student for further education or as a specific approach to the labour market. Fourth-year students have a *Seminário* (Seminar) course where they are expected to produce a written paper based on original research. This is true for both the current and the new programme.

Students from different years may study together on a course and there is no clear policy on whether they should be assessed with similar or different expectations. Nor, in a more general sense, are there systematic and explicit criteria to support any assessments.

The panel suggest that in developing the Quality Strategy the Group will wish to consider developing more explicit and detailed assessment policies that identify expectations and specific criteria.

The Group, and University, may wish to consider the relationships between programme design, and time and levels of study, particularly with regard to supporting students' increasing intellectual development. The special issues and problems faced by part-time students who have protracted periods prior to the completion of their studies should also be considered.

Evaluation and programme revision

The outcomes of the last national external evaluation process (in 2001) were made available to teaching staff and student representatives. It had a noticeable impact in that the level of awareness of the practical aspects of programme provision was greatly increased, several important statistics were gathered systematically, student consultations were made for the first time and teachers were provided with relevant statistical information about their courses. However no regularly-used mechanisms were created.

Currently there is no experience of developing and implementing follow-up plans; however, since the involvement in Tuning and TEEP and the stimuli these gave to the History Group's Quality Strategy (2002), detailed proposals for student consultation have been elaborated.

Whilst there is little student evaluation of programmes / courses at present, the Quality Strategy Document notes that it is essential that students' views be canvassed and acted upon. The panel commends this new approach and trusts that it will be implemented effectively.

6.4 Student population

Intake

In Portugal, student application to public universities is a centralized process, managed by the Ministry of Science and Higher Education. Universities publish the admission requirements in terms of the subjects followed in secondary education and, eventually, minimum marks. Applicants create a list of their preferences according to programme/university and are put into order based on high school marks and national exam results. For each vacancy of each programme, the system chooses the highest-ranking applicant. This process allocates many students to programmes that were not their first choice. Vacancies are the object of a second round of applications in September.

In 2002/3 the intake of students by Coimbra University was 3736. The *numerus clausus* stipulated by the Ministry of Science and Higher Education for the Faculty of Letters was 613, of which the History Group is allowed to admit 115 new students per year: 65 in History, 25 in Archaeology and 30 in History of Art. However, due to a certain number of exceptional cases, defined by law, the number of new students this year is 160; not an uncommon situation.

The total number of applicants was 645 in 2001 The number of applicants fell from 1771 in 1995 to 645 in 2001; a 62% drop and the number of applicants with the programme as their first choice is currently lower than the *numerus clausus* (77 / 115). Available data of 2000/2001 shows that this trend affects all History courses in the country. The Group provides about 16% of the places in History, History of Art and Archaeology of all public universities, and attracts 20% of the applicants. Student admission qualifications are calculated by combining high school marks with the national examination results.

YEAR	APPLICANTS	ADMITTED Male / Female Foreign students number not avail.	ENTRY REQUIREMENTS (average classification Hist/Arq/ArtHist)
2000-2001	849	51/ 70	142.4 / 142.1 / 133.2
2001-2002	645	52 /69	137,8 / 138.6 / 130.1
2002-2003	not avail.	not avail.	not avail.

The current number of students on the programme is 715, about 15% of the total number of the Faculty's students.

First year (1997/1998)	134
Second year (1998/1999)	118
Third year (1999/2000)	114
Fourth year (2000/2001)	108
Fifth year (2001/2002)	
How many have graduated	84 (63%)
How many have dropped out	26 (19%)
How many are not in any identifiable year **(For those students who cannot be placed in one specific academic year)**	24 (for exams)

Part-time students represent 16.5% of the cohort, although it is unclear whether 'part-time' refers to both students who actively attend but not on a full time basis, and / or students who do not attend other than for assessments and examinations.

On reflection, the panel thought that they should have enquired in more detail about part-time students, their support and guidance, and the University's ability to keep track of their progress and achievement. *The panel recommend that such issues should be incorporated into any subsequent and similar evaluations.*

Analysis of the 1997/98 cohort show that an estimated 80% of the students enrolled finish their graduation, with 62% graduating in the optimal four years.

The student/teacher ratio is theoretically 13 students per teacher; however with sabbatical and temporary leave the actual student per teacher ratio is 15 this year.

Employment

Unfortunately, prospects for students who graduate in History and Teaching have deteriorated in recent years and fewer are able to enter the state school system as teachers. Data from a recent Tuning survey shows that Coimbra History graduates' employment rates are lower that those in other countries.

6.5 Staff

The Group includes 55 professors. Of these, eight are at the top of the career (*Professor catedrático),* 37 are PhD professors, and 10 are working on their PhDs. Due to increasing budget constraints the number of academic staff is dropping. In the last five years eight professors have left the Group and only three new lecturers have been hired. However, the staff cutbacks do not follow any articulate plan.

In the last two years, the group lost three professors, on commission from Coimbra's Secondary Schools, who undertook the Teacher Training programme (lecturing and on-site training of future teachers). Their duties were delegated to eight faculty professors, who accumulated these new tasks for which they had no experience or training.

Proposals for new staff recruitment are initiated by an Institute and follow various stages to the Directive Council which must approve every decision. Their decision is based primarily

on financial grounds. Lately the Group's requests have not been fulfilled due to lack of financial resources.

The promotion of academic staff is regulated by a specific law ("*O estatuto da carreira docente do ensino superior*"). Career progression is achieved through processes based on *curriculum vitae*, activity reports and a required degree. There are five different levels and career progression is limited by the availability of posts in the Faculty's staff structure. This has been noted as a cause for lack of staff motivation.

The panel recognises the problems for re-staffing consequent upon factors outside of Faculty and University control, but also notes the difficulties that the apparent lack of an overall policy on staff replacement generates in terms of programme delivery and staff motivation.

In developing such a policy the University may wish to consider prioritisation of student-centre teaching, and a commitment to learning support, amongst the key criteria for recruitment.

Even though the new law will require professors entering universities to hold PhDs, the Group may wish to consider the development of systematic evaluation and development programmes for staff. Whilst these will be particularly useful for new members of staff or those changing roles, the programme should also provide targeted opportunities and encouragement for all staff.

6.6 Recent and future developments

The University has been active in developing its programmes in line with the recommendations of the Bologna process. In 2001-2002, the Faculty's Scientific Council produced a Strategic Plan with guidelines on curricula design, defining targets for contact hours, general competences and a model for integrating initial teacher training (see above).

Within the new programme, the History, Archaeology, and History of Art degree areas become separate degrees. Teacher training remains associated only with the History degree. The picture concerning initial teacher training is uncertain; the recent loss of specialist staff has led to a redistribution of duties amongst staff who had not previously covered such areas. Additionally at government level, proposals put forward in 2001 for the accreditation of ITT programmes have been abandoned and it is unclear how teacher training will be regulated in future.

As part of the Group's involvement in TEEP, the self-evaluation group for the History discipline area generated a 'Strategy Document' and a 'Quality Strategy Document'. Both have the potential to become important documents since they include detailed consideration and planning proposals to support the transitions that some see as a crucial part of enhancing the Group's programmes and the support provided for their students.

The panel notes and commends the Group's recent work in developing its reflections upon, and experience from, Tuning and TEEP into the production of a Strategy Document and a Quality Strategy Document, and anticipates that these will prove effective and valuable when delivered effectively.

6.7 Evaluation

Teaching and learning strategy

The SER notes that at present there are no internal regular actions to monitor student achievement or the adequacy of curriculum content, no internal mechanisms to assess curricula content, and no institutional investment in the development of teaching and learning techniques at Faculty/University level. The new QA document sets out to define how these issues may be addressed and provide systematic evaluation as a basis for improvements.

These proposals set a series of ambitious but attainable goals: the identification of learning outcomes and articulation of appropriate assessment methods; creation of better access to

learning materials, regular, systematic and improved feedback on teaching and learning; and linked processes to stimulate and co-ordinate continuous improvement.

Such changes are potentially far reaching, and the panel's visit indicated that a few Faculty members had concerns about changing priorities and values, and indeed their own value within the institution. The panel do not however see the proposals as questioning the scientific roles and judgements of the professoriate, nor as 'infantilising' teaching and learning. Instead they view the proposals as mechanisms that have the potential to encourage both scholarship and the better preparation of their students for a labour market in which they will find fewer of the jobs traditionally associated with the study of History.

The panel commends the approaches being proposed and hopes that the necessary supportive decisions can be made at all levels within the University, for them to be implemented.

Teaching and learning methods

In the current programme structure students take from four to six courses simultaneously, depending on the programme variant and curricular year. The new programme reduces each session from 120 to 90 minutes, a total 180 minutes per course/week, and (full-time) students always have 12 courses per year. Within this framework the three main types of teaching method are:

- lectures, with students assessed by one exam per semester or, alternatively, a final examination;
- classes with 'continuous assessment', where there is more intensive participation by students, who might not take any unseen or culminating examinations but are assessed on the basis of a series of small assignments;
- seminar classes in which students are expected to produce a medium length piece of work, which is the result of a considerable amount of independent study; there are no unseen or culminating examinations.

TEACHING/LEARNING METHODS OF THE PROGRAMME, PROPORTIONAL

	Free Choices	1. Year	2. Year	3. Year	4. Year	5. Year Teachers
Lectures	69%	79%	83%	89%	38%	0%
Small group teaching ("continuous assessment")	31%	21%	17%	11%	6%	0%
Seminars	0%	0%	0%	0%	56%	20%
Coursework						
Projects						
Laboratory experiments						
Trainee position	0%	0%	0%	0%	0%	80%
Other						
In total	100 %	100 %	100 %	100 %	100 %	100 %

Note: This table shows the proportion in the actual courses being offered this academic year. There is no fixed distribution in the program because different teachers can choose different methods for the same course.

There are currently no formal mechanisms to assess the strategies for teaching and learning, and there is little active student participation in this area. The Faculty's Pedagogic Council, where students sit in even numbers with professors, has the mandate to draw up assessment regulations and other directives, but its mandate is Faculty-wide and does not interfere with the particular learning contexts of each programme.

The new QA document, however, identifies the need for student feed-back in the development of a quality-assessed teaching/learning environment, and defines a consultation mechanism to be used by teachers as part of their courses.

The panel notes the lack of financial control and autonomy related to supporting programme delivery and the resulting difficulties in addressing problems with, for example, bibliographic allocations, and provision of information for students.

The panel commends the new proposals, but also invites the Group to consider further issues related to a clear articulation of what is understood by 'academic progression' and how this may be best encouraged within the programme.

Assessment

The Pedagogical Council regulates assessment processes; these currently include three main forms:
final assessment: students take a written examination after the lecture period; unless they receive a mark of less than 50% they are not required to take an oral examination, but they can request one if they are unsatisfied with the written examination mark;
periodic assessment: students take two examinations, one in Jan/Feb and another in June/July. The final grade is the average mark of the two examinations. Again, if the student considers the final average mark inadequate, an extra oral examination can be requested;
continuous assessment: staff decide on a mix of final examinations, essays, coursework, project work, oral participation as the basis of assessment; this is only allowed in classes of no more than 25 students per teacher; students are required to attend at least 75% of classes. The Pedagogic Council has directed that this method should be used whenever the number of students enrolled in the class allows it.

For a given course, students can choose between final and periodic assessment, and may change from period to final. Students who fail a subject in June/July, or are unsatisfied with their mark, can apply for an extra examination in September.

Discussions within the Group about teaching format and assessment strategies have contributed to the Group's Strategy and Quality Strategy papers, with proposed reforms that seek to change the overall assessment practices towards promoting a more efficient learning environment.

PROPORTION OF DIFFERENT ASSESSMENT METHODS 2002/2003						
ASSESSMENT METHODS	1. YEAR	2. YEAR	3. YEAR	4. YEAR	*OPTIONAL COURSES*	5. YEAR (TEACHER TRAINING)
WRITTEN EXAMINATION	67%	50%	58%	27%	47%	
ASSESSED COURSEWORK *	8%	10%	17%	7%	23%	
ORAL EXAMINATION*	As explained in the text students can require an oral examination at will to complement their written examinations. It was not possible to quantify the actual percentage of those who decided to do so in the preceding academic year.					
COURSEWORK REPORTS* (INCLUDES THE SEMINAR PAPER IN THE FOURTH YEAR)	8%	20%	8%	60%	15%	20%
PRESENTATION*	17%	20%	17%	6%	15%	
TRAINEE POSITION						80%
In total	100%	100%	100%	100%		100%

* the % of written exams is a reliable figures, others are indicative.

The panel recognises the work undertaken and extent of proposals within the new strategies in general, but would recommend that detailed discussion be undertaken on identification of clear and consistent assessment criteria, and their promotion amongst staff and students. (For example, what is it that distinguishes a mark of 18 from one of 15?)

The panel noted an unhelpful diversity of practice in assessment methods for students studying on individual courses but who are at different stages (year of study) in their overall programmes.

The Group should consider and clarify how students in such situations will be assessed and compared.

The panel noted the variety of approaches to, and methods of, assessment and the range of options students have to be re-assessed. It recommends a review of these areas to encourage equity and consistency irrespective of the particular preferences of staff members or students. Such a revision might also seek greater transparency in the articulation between learning outcomes and competences, and assessment methods and criteria.

Quality assurance

The SER notes that one of the main weaknesses of past practice that the Group wanted to overcome was the *ad-hoc* and isolated nature of the internal processes associated with quality assessment. External evaluations, it was felt, triggered considerable efforts by the Group and the Faculty to provide evaluators with data on internal processes, but the lasting effect of those exercises has been limited. It is noted that there is wide agreement within the Group that regular internal processes need to be set up, that a clearer definition of responsibilities is necessary and, more important, that significant changes in quality could be obtained if an organised and articulated strategy was formulated to handle long-known shortcomings and the challenges of the new programme reforms.

The Group is also fully aware that a formal, quality-oriented culture takes time to be introduced, and have viewed their participation in TEEP as an important step in this process.

The panel notes the clearly structured and ambitious proposals set out in the Quality Strategy Document, and recommends that they are actively supported through and by the different University structures.

Learning outcomes and competences

Generic competences

The SER notes a view that current teaching/learning practice does not adequately promote some key generic competences, especially high quality written and oral expression; this is in part due to the considerable number of contact hours that lowers the amount of time available for students to pursue independent study and written assignments. In response, the Faculty's Pedagogical Council has issued a directive promoting 'continuous assessment classes'; classes with no more that 25 students where formal examinations are secondary to frequent and shorter opportunities for students to show competences through assessment. The Group has further decided that students should attend, each year, at least one subject in 'continuous assessment' mode.

In a TEEP-related development, generic competences are now to be promoted through teaching methodology and assessment. Teachers are required now to state which generic competences they plan to develop in each of the disciplines. They are also required to formulate clearly which generic competences will be valued through assessment. The list of generic competences drawn up includes:

- capacity of analysis and synthesis;
- capacity to deal with complex and contradictory information;
- quality in oral and written expression;
- knowledge of information handling techniques;
- planning and project management;
- initiative;
- group work;

with each teacher asked to state which generic competences his/her courses promote. There is, however, no ECTS quantification of generic competences.

Subject related competences

The SER notes that the Tuning project requested identification of fundamental skills and general descriptions of content, and this made the Group rethink, at a higher level, the

ongoing arguments about what a specific course should be, or not be, within the new curriculum. The History benchmarking statement from the QAA was a very useful document in that work.

Subject-related competences are associated with course units and are quantified in terms of ECTS. In the current programme subject-related competences are obtained primarily through compulsory subjects/course units with the free choices in the current programme not viewed as promoting specific, subject-related competences in an articulated way. The new programmes for 2003/2004 however show changes in the balance between compulsory and optional subjects.

The profile above is the result of the articulation of subject-specific competences provided by the programme; these are very close to the 'Common reference points for History curricula' developed by the Tuning project, in which the Coimbra History Group participated.

Each course in the new programme has one or more of these competences associated with it, and the amount of effort to be allocated by the students to each of the competences can thus be estimated.

SUBJECT RELATED COMPETENCES PROPORTION IN THE CURRENT PROGRAMME						
	HISTORY		ARCHAEOLOGY		HISTORY OF ART	
	SCIENTIFIC	TEACHERS	SCIENTIFIC	TEACHERS	SCIENTIFIC	TEACHERS
Core content	65.0%	65.4%	66.7%	66.7%	70,0%	69,2%
Course units which can be chosen by the student from a predefined list	5.0%	3.8%	5.6%	4.2%	0.0%	0.0%
Course units, which are totally left to the free choice of the student	25.0%	3.8%	22.2%	0.0%	25.0%	3.8%
Final project/thesis work (**seminar**)	5.0%	7.7%	5.6%	8.3%	5.0%	7.7%
Other compulsory elements (exams, project work, seminars, **placement**)	0.0%	19.2%	0.0%	20.8%	0.0%	19.2%

The panel notes the substantial effort that the Group's commitments to Tuning and TEEP has involved, and the significant and positive effects that these have had in identifying and articulating the relationships between the programme, its courses and their delivery, and the needs for developing defined student competences.

Use of credit

The new programmes are designed around and supported by an ECTS credit based framework. Accumulation of credit will only be achievable within an organised programme.

6.8 Conclusion

The panel wishes to commend those staff at the University of Coimbra who have contributed to TEEP and the work emanating from it. It is clear that participation within the project is seen by some to offer significant support to a much wider process of change; there has been substantial discussion and debate, many faculty members appeared well informed and actively engaged, and the Strategy Document and Quality Strategy Document provide a substantive base for further developments. It will be important that this work is not seen merely as an experiment that involves only History and its particular issues, but that it is developed further to reach students and senior university management more widely. It will be important to consider how communications between the Group and senior management and students can be optimised to support the development of the new strategies and programmes, and it will be essential to ensure that, in developing the work further, proposals should be sustainable and supported within the university's management and financial mechanisms.

7. Universite Pierre Mendes France (UPMF), Grenoble

General introduction

The panel met with the group of staff who wrote the self-evaluation report, representatives of the management of both the university and the department of history, departmental staff and students. Time did not permit the panel to tour the facilities and learning resources available to staff and students.

7.1 Context

National regulations

In France, the state has a considerable influence on the structure and framework within which universities offer programmes of study. A summary of the issues raised at UPMF in connection with this framework is given below. However, it is important to recognise that the staff of the History department feel that they can work within the state requirements to offer something specific to the region which reflects both staff specialisms and local culture. The staff strongly believes that it achieves a good balance between requirement and choice in terms of staff and student experience.

The curriculum: Staff teach towards state examinations such as the "CAPES" (Certificat d'aptitude professorat au l'enseignement secondaire) or "l'agregation" (the highest degree; often required to become a teacher-researcher in the literary disciplines. The CAPES examinations are taken one year after the "licence" (bachelor) award and those of the "aggregation" two years after. The questions are decided on and assessed by a national committee. The staff at UPMF teach courses designed to prepare students for these questions. These state examinations are based on the requirement that the four periods of History (ancient, medieval, early modern and modern) should be studied. Geography is studied alongside History as a compulsory subject. The aim of these requirements is to enable those students who wish to move into the teaching profession to do so with a rational portfolio of subjects that they can teach. There are no specific university degrees for teaching in secondary education in France. Most of the students that the team spoke to had a teaching career in mind.

The panel recommends that links with other departments besides Geography be promoted and developed. In terms of student choice, for instance, does the department make best use of its position in the faculty?

Programme approval: There is a measure of state input into the approval of programmes in universities; the process is as follows:

- The History department proposes a model programme ("maquette") that complies with the directives defined by the Ministry of Education;
- After examination and approval by a faculty council (Conseil d'Unite de Formation et de Recherche), the model is submitted to two further university councils: the Conseil des Etudes et de la Vie Universitaire is responsible for approving the pedagogical and academic worth of the model and checks that it complies with the requirements of the Ministry. The Conseil d'Administration approves the resourcing of the proposed programme;
- The programme is then recommended for approval by the national Conseil National de l'Enseignement Superieur et de la Recherche to the Ministry.

Staff at UPMF believe that, although the final approval of a programme is given by ministerial decree, a degree of autonomy rests with the university when developing the proposal. Their aim is to ensure that programmes conform with the directives defined by the Ministry, while allowing for the existence of individuality and innovation.

UPMF also sees the approval process as one which assures its quality as this national policy gives nation-wide validity to the programmes offered at the university.

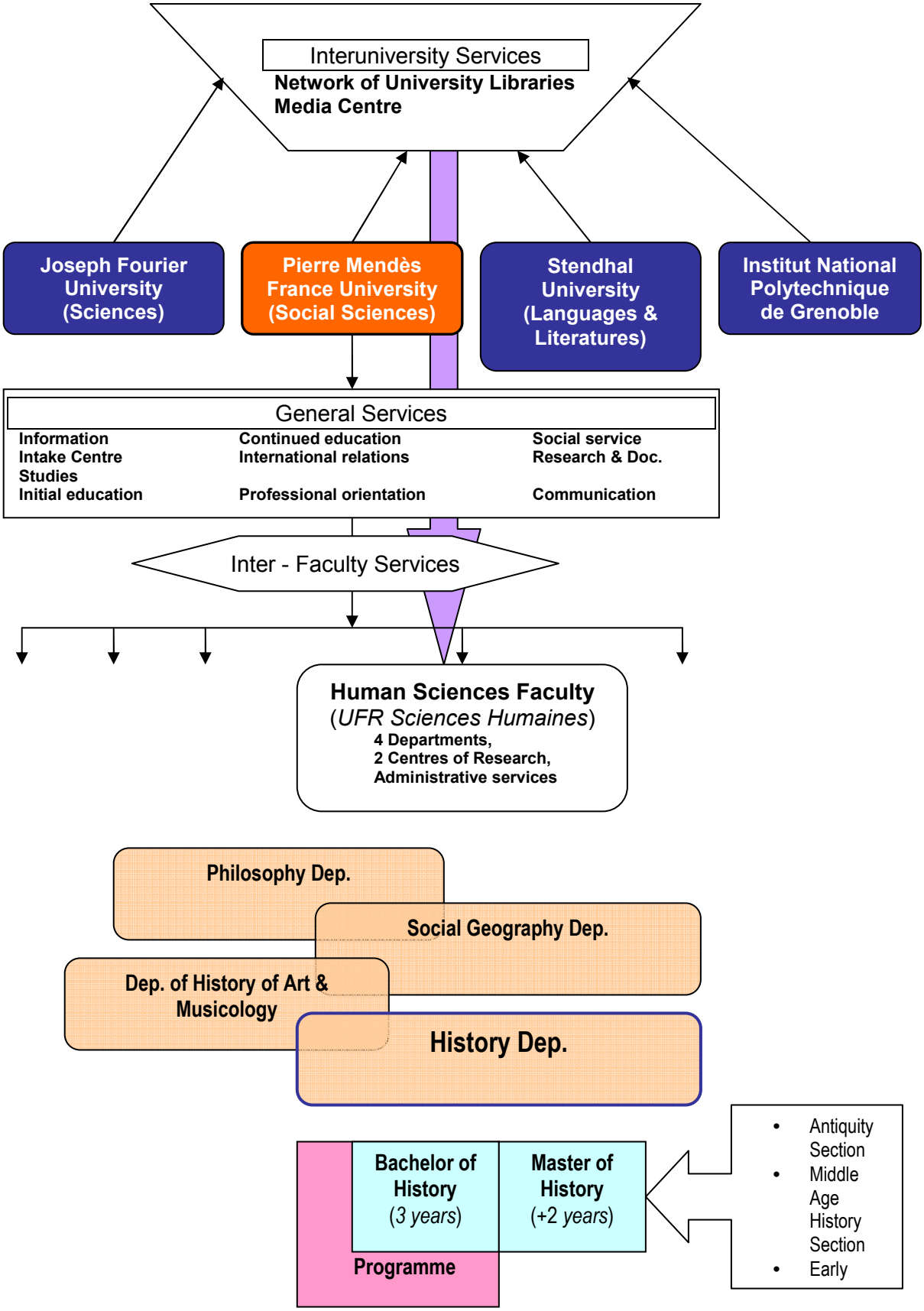
Staff recruitment/promotion: national regulations govern the appointment process for university staff. If a post becomes vacant, candidates who have been recognised as competent researchers by a national committee may apply. Elected colleagues at the university then consider each application and a vote is taken to decide who should go forward to the interview stage. The university felt that this was a guarantee of quality of applicants. The national system supposedly ensures consistency and renders unnecessary the need for any incentive to improve teaching or to introduce a mentoring process.

Promotion, too, is a national matter, not one for the university. The university can recommend a candidate for promotion but this can be rejected. In almost all cases, promotion, as decided by the state, reflects excellence in research.

7.2 The organisational framework

A diagram showing the location of the History department in relation to the university structure in Grenoble may be found on page 45.

Students are not enrolled to study History for the entire first cycle. They re-register each year. Funding for the teaching of students in different disciplines is set nationally and the department is funded for the number of students it is teaching each year.


Interuniversity Services
Network of University Libraries
Media Centre
Joseph Fourier University (Sciences)
Pierre Mendès France University (Social Sciences)
Stendhal University (Languages & Literatures)
Institut National Polytechnique de Grenoble
General Services
Information
Intake Centre
Studies
Initial education
Continued education
International relations
Professional orientation
Social service
Research & Doc.
Communication
Inter - Faculty Services
Human Sciences Faculty
(UFR Sciences Humaines)
4 Departments,
2 Centres of Research,
Administrative services
Philosophy Dep.
Social Geography Dep.
Dep. of History of Art & Musicology
History Dep.
Bachelor of History
(3 years)
Master of History
(+2 years)
Programme
Antiquity Section
Middle Age History Section
Early

7.3 Programme

Structure and content

The structure of the History programme at UPMF is set out in diagram form on page 48. Each academic year is broken into 2 semesters with 12 weeks per semester of teaching followed by an examination period.

The panel noted that the core modules were given considerably more emphasis than optional modules. The staff justified this appropriate on the grounds that it would not be possible to follow the specialist modules without the grounding provided by the core modules. The first 2 years of the programme are wide-ranging in order to expose students to as wide a range of modules and methods as possible before they specialise in the 3rd year. Students believed that this breadth in the first 2 years was necessary in order to make an informed choice of specialisms in the 3rd year.

The team asked why the introduction of some historical methods is left until the third year. The staff replied that in the first two years of the programme students are being provided with an introduction to other methods to aid comprehension. Students move to a new level in the 3rd year in moving towards the skills necessary for research.

The panel feels that the balance of teaching across the four periods produces a rounded student whilst still providing options within each period in the final year.

The team understands that there is very little progression between years 1 and 2 apart from a little in terms of experience and methodology. The real progression comes between years 2 and 3.

Teaching, learning and assessment

A set of fundamental principles governs the whole programme. They are:

- Progression
- Continuity
- Methodology and
- Specialism in the 3rd year

Each spring, the staff involved in each of the four periods assembles to discuss the allocation of teaching modules for the following year. Students are not involved in this meeting. Each period has a pedagogical team attached to it and it is from within these teams that the 3rd year modules in which the interests of UPMF faculty are most apparent are developed. A thematic question may also be covered across all periods – each member of staff may agree to address a particular aspect of the theme in their lectures and tutorials. However, this process is not formal. Staff felt that, despite its being divided into the four periods the programme as a whole had more importance than the constituent parts and that this was fundamental.

The panel recommends that the relationship between the department as a whole and the chronological sub disciplinary groups be reviewed so as to foster greater coherence in the programme as a whole.

It should be remembered that, since staff must prepare students for state examinations, it is not appropriate for them to specialise too deeply although they can teach to their strengths to a certain extent in the 3rd year options. The state examination system places some constraints on curriculum development and planning. The students themselves felt that it was appropriate to have a grounding in “the four periods” since, at a basic level, it aided understanding and allowed for parallels and themes to be traced. Moreover, at a more advanced level. History is a broad discipline and cannot well be studied in isolation both in terms of particular periods of History and also other disciplines.

Much of the assessment is carried out by written examination although there is also some assessed oral presentation. Staff use a system of grading called “mentions.” There is no universal definition for each grade within the system and students were not aware of what was required of them in order to achieve any particular grade. Staff informed the panel that students had to demonstrate the full range of competencies in order to pass. The team considered that it would be useful for staff to consider building upwards from a pass rather than down from a model answer. It also felt that it would be useful to give students some indication of what was required from them in order to achieve each grade.

The panel recommends that the department raise with senior colleagues the idea of an institutional strategy for teaching and learning. This could be linked to comments in the SER about problems with certain methods of teaching and may lead to a wider debate within the university.

The panel also recommends that, with regard to assessment, it may be useful to introduce common grading to provide more consistency in assessment – this could be formalised across sections.

Building on the above point, the panel feels that the provision of induction in the “mentions” system for new/young members of staff would help with consistency.

Bachelor of History

First year

Basic Unit (compulsory) – 184 h.
- Early Modern History
- Modern History

Discovery Unit (compulsory) – 72 h.
- Human Geography
- Guidance Unit

Methodological Unit (compulsory) – 74 h.

General Culture Unit (1 of the list) – 25 h.
- Language; International Tribune; Self – knowledge; Essay preparing
- Professional Orientation; Sport; Art Antique & Middle Age

Total 355 h.

Second year

Basic Unit (compulsory) – 200 h.
- Middle Age History
- Greek History
- Roman History

Additional Unit (compulsory) – 100 h.
- French Geography
- Urban Geography

Advanced Unit (compulsory) – 100 h.
- 1 Option (the challenges of modern world, introduction in auxiliary sciences in history, introduction in public service jobs)
- Foreign Languages

Optional Unit (compulsory) – 50 h.

Total 450 h.

Third year

Antic History Unit (compulsory) – 50 h.
- Roman Empire (III c.), or
- Greek Religion

Middle Age History Unit (compulsory) – 50 h.
- Near East or Church; Culture and Society in Western Europe; The Monarchies of the Western Europe during the War of hundred years
- or Italy of Cities in XII – XV c.

Early Modern History Unit (compulsory) – 50 h.
- History of European Countries (Italy); Forms of Cultural Life in XVIII c.; the European Monarchies; The Capitals and Urban Societies in France.

Modern History Unit (compulsory) – 50 h.
- Modern Italy; Enterprise XIX – XX c.; France of XX c.; European integration; Social History of XIX c.; Politics of Modernisation in Europe

Geography Unit (compulsory) – 50 h.
- The New Worlds; Geographies and Africa.

Technical Unit (compulsory) – 50 h.
- The Methods of Social Sciences; Initiation to the Research Techniques in the Modern History; Sources of Roman History, Sources of Greek History, Initiation to the Research Techniques in the early Modern History; Palaeography of the Middle Age, Modern Palaeography; Initiation to Applied Computer; Research method in Préhistorical Archaeology.

Optional Unit (compulsory) – 50 h.
- Didactics & Epistemology; Regional, National & World History: French Revolution; Préhistory; Egypt; from Africa to America: slavery; Frenchs & Britishs in North America: Ancient religions; Law.

Total 350 h.

7.4 Student population

The following tables are taken from the UPMF self-evaluation report (SER).

Information on students at an institutional level

Evolution 2001	University
Students enrolled	**19531**
Intake students	

Intake of students

Year	Applicants	Admitted Male / Female / Foreign students	Entry requirements
2000-2001	**923**	**923/424/499/28**	**NO**
2001-2002	**926**	**926/431/495/40**	**NO**
2002-2003	**914**	**914/400/514/40**	**NO**

The choice of Baccalaureat (BAC) can influence a student's university career. The History Department feels strongly that students recruited into the first year may well be unsure about what they want to do. Both staff and students cited this as one of the biggest reasons for the high dropout rate. However, overall both groups also felt that this dropout rate was acceptable since all those who have the BAC have a chance to go to university in the first place and that the level of examination at the end of the first year was not too high. Efforts have been made to ensure as many students as possible pass the first year. Staff felt that they were now at a point where they could not do any more without lowering standards.

The panel agreed that open admission was strength in that it allowed all students to have a chance of experiencing university life. The panel realises that open admission led to a relatively high drop out rate at the end of the first year and encourages the department to consider the introduction of some kind of credit or qualification for those who leave at the end of the first year.

Staff felt that this problem had become more acute due to changes in the BAC. For example, 15-20 years ago there were more pathways through the BAC than there are now. Currently students who are unsure of what they want to do at university or in their subsequent career may, for example, register for the first two years on the Diplome d'Etudes Universitaires Generales (DEUG – 2 years) and then re-register for a Bachelier in Tourism. This is believed to happen more frequently in History than in other subjects.

Progression

For those students admitted in 1999 for the first cycle degree:

	first degree/bachelor
First year (1999)	349
Second year (2000)	191
Third year (2001)	144
How many have graduated	120
How many have dropped out	205
How many are not in any identifiable year **(For those students who cannot be placed in one specific academic year)**	

If students fail at the end of the first semester, they progress to the second semester regardless of any failure. At the end of the second semester an overview is taken of the

student's performance and the student moves into a "periode de rattrapage" where they will attempt to make up some of the failure. The student is not required to pass everything; compensation (a mathematical process) is available. Mitigating circumstances are also taken into account and in such cases, the student can sit only the final examinations. A "jurie" (similar to an Examination Board) will look at all mitigating circumstances in the case of failed modules.

The panel made several recommendations with regard to admissions and progression:

The panel recommends that, within national requirements, a review of student admission conventions be initiated. For instance, are students registered for a particular programme or just by the fact that they have paid their fees year by year? Is there any scope for some sort of qualification or even credit allocation for students who do not progress beyond the first year?

The panel recommends that a review of the nature of progression through the History programme be initiated. This might help give a clearer picture of the notion of level.

The panel also recommends the initiation of a review of progression and career destinations – not all students may want to be teachers and the assumption that they do can lead to a culture of replication within the programme.

Finally, building on the previous point, the panel recommends that the department consider the usefulness of developing links with alumni to help analyse career patterns.

7.5 Staff

The following grid is taken from the UPMF SER

	Number of persons	Full-time equivalents
Full Professors (*Professeurs*)	**12**	**13,88**
Associate professors (*Maîtres de conference*)	**18**	**20**
Assistant professors (*PRAG**)	**2**	**4,3**
Research assistants		
Teaching assistants (*ATER**)	**8**	**5,5**
PhDs.		
Other categories	**13**	**2,88**
Academic staff in total	53	46,56

The staff appointment procedure is described in section 1, National Requirements.

There is no university-wide mechanism for staff development – the state's role in recruitment is felt to negate the need for such policies.

Core lectures are not given by young or inexperienced staff. Staff may work informally together to discuss who should give particular lectures and whether or not proposed changes to the curriculum should be adopted. Staff are free to mark within the whole range of marks and meet informally after exams to ensure that there are no major discrepancies. This process is an informal one and is not a requirement for a department of the university.

The panel recommends that the possibility of young/new members of staff being able to teach across levels and on core modules be considered.

Teaching is not considered when application is made for promotion. Rather it is research that is of most importance. The staff felt strongly that they were not teachers but teacher-researchers and that this research was important for the pedagogical process in that it feeds into teaching. Staff receive no feedback on whether or not they are teaching well.

The panel commends the staff's strong belief in their role as teacher-researcher and its belief that their research feeds into the teaching process. It encourages the staff to look at ways in which the balance of importance between teaching and research can be addressed at the level of the delivery of the programme.

The panel also recommends that the department of consider how staff might report on their teaching and that of their peers in order to identify problems and share good practice.

Students noted a marked difference in the ways in which different staff approach small group work ("travaux diriges") and were aware that staff could organise these as they chose in terms of the links between the lectures and the small groups.

There is no formal process for student feedback on the teaching they receive. Students did say that they could approach an individual member of staff at the end of the lecture/seminar; staff would normally ask students what they thought of a particular activity and if they had any questions.

The panel suggests that the adoption of a clear procedure for student evaluation and feedback would be beneficial to staff and students in the department.

7.6 Recent and future developments

A report on UPMF was published in June 2002 by the Comite National d'Evaluation (CNE) and, although this was a university-wide review rather than one focussed on History, it is clear that the History department has considered several of the recommendations. For example, the university is recommended to consider multi- and inter-disciplinary provision – the History department is very aware and makes use of, colleagues and courses in other departments such as Geography, Law and Social Sciences. The university was also advised to look to changes that the Bologna process might require. The decision of the History department to participate in TEEP shows a willingness to become more involved in European Higher Education.

Since the CNE report, UPMF has decided to go through a university-wide reform with changes to be implemented by the start of the academic year 2004/05 in order to align with the Bologna process. The History department is fully involved in this reform and will move to the 3+2 cycles for undergraduate and postgraduate taught programmes. The History department will run both the old and new systems concurrently while there are still students recruited on the old system but will move to the new system completely in 2004. The department sees the reform as an opportunity to think about delivering a programme of History with more emphasis on cultural history. It is also aware that a climate of evaluation, both staff and student, is something that it must consider in the future.

The reform is happening partly in order to take account of the Bologna agreement. However, the History department at UPMF is interested in how the University will make use of the changes imposed on it by the reform – it is interested in embedding such changes though a period of negotiation rather than merely making cosmetic changes. Thus staff believe that the student experience will be enhanced when, from 2004, students will be allocated a personal tutor.

The panel commends the way in which the department is using the reform as a means of introducing considered, rather than cosmetic change.

The History department has a long tradition of staff debate and it continues this tradition into the period of reform by seeking to understand what it is aiming for in providing a higher education in History – is it seeking first and foremost to train students as Historians or to provide them with the skills to make them employable in a world-wide market? This will have an impact on teaching, learning and examination methods.

At a more specific level, as mentioned above, reforms at lycee level have prompted staff to introduce the dissertation more progressively into the programme in order to allow students to learn and become used to this form of working and of assessment. This is currently happening for the first time and so there are no indications as yet of its success in encouraging a greater range of tasks for students.

7.7 Evaluation

General feedback on quality assurance

Although the panel was impressed by the obvious commitment to the discipline of History, it felt that the relationship between staff and students was one of master and apprenticeship and wondered whether, given the department's acknowledgement that they are likely to have to move to a more evaluative framework in the future, this was appropriate bearing in mind that it may form an obstacle to the development of quality assurance processes. Despite staff's views that the programme as a whole was of the utmost importance, it appeared that autonomy within the chronological sub disciplinary groups was more important than both teamwork at the level of the programme and the identity of the department as a whole.

The panel recommends the development of a consistent and clear procedure for student evaluation of teaching, which offers structured feedback to the department and to the management of the faculty.

Feedback on learning outcomes and competencies

Staff told the team that the competencies set out in the TUNING document were radically different to anything they had experienced before. However, although they were working with unfamiliar material, when they looked at the TUNING competencies alongside what they had written in their SER they were encouraged to note that they were broadly in line.

The team commends the department for its method of writing the self-evaluation first and then using the TUNING document as an external reference point against which they might measure their provision. The team would encourage further discussion of TUNING in the department as a whole in the light of the opportunity for the introduction of change offered by the reform.

The panel also recommends that the department continues to build on its experience of writing the SER with a view to involving more staff in such self-evaluation exercises, using self-evaluation as a means of analysing departmental strengths and weaknesses on a regular basis and in terms of identifying excellence and promoting enhancement in the department.

The team recognised that the competency grid as set out in the TEEP manual had caused some confusion.

Remembering that competencies are what a student acquires during the programme and outcomes are what a student can demonstrate at the end, the team recommends that the department thinks again about the outcomes and competencies that a student might achieve in studying History at UPMF.

7.8 Conclusion

Overall the team was very impressed with the obvious passion for the discipline of History, which was apparent in the level of debate encouraged amongst staff. Students were articulate

and interested in their discipline and were supportive of a system that allows them to study a wide range of historical topics and to relate these studies to other disciplines.

The team would like to thank the staff and students of the department of history at UPMF for taking part in the TEEP project and for their enthusiastic debate and input into the meetings held.

8. University Of Latvia, Riga

General

The panel met with the group of staff who wrote the self-evaluation report, representatives of the management of both the university and the department of history, departmental staff and students. Time did not permit the panel to tour the facilities and learning resources available to staff and students.

8.1 Context

National regulations

Before describing how national regulations affect the University of Latvia (LU) and the programme of History in particular, it is important to understand the change in national context over the last decade or so. After Latvia regained its independence in 1990, the circumstances within which higher education institutions worked also changed dramatically. The university could begin to offer History programmes that were freed from the confines of Soviet ideology and focus on objective research. In many cases, the Faculty had to establish completely new contacts with foreign research centres and universities.

Another significant change post-soviet era was the introduction of staff with more external experience. This had an impact on programmes - they became more wide-ranging and more balanced, with new courses on different aspects of medieval and modern History. New texts were introduced although the economic situation in Latvia is such that it is difficult for libraries to offer all texts or multiple copies of texts. The size of the Latvian market also precludes the publication of many texts in Latvian.

However, there is still some tension within the education system as a whole as to whether History ought to be broadly taught from school level upwards with Latvia studied in the context of world history or whether there should be a specific focus on Latvian History.

LU programmes in History are the only programmes in Latvia that lead to the awards of the Bachelor and Masters degree and the Doctorate, although sub-degree History programmes are offered in several regional institutions.

During the Soviet era, History was the only option in higher education (HE) for people who were interested in social sciences. Today new programmes in social sciences, e.g. political science and sociology, fill this niche. However, History remains a compulsory subject in the school curriculum.

All higher education programmes must go through an accreditation process, which is determined by national legislation. The process is as follows: a self-evaluation committee is established and approved by the LU Senate. The committee drafts a self-evaluation report following certain criteria. Criteria for the self-evaluation report are set out in the regulations “On Higher Education Establishments” and “On Education.” The Cabinet of Ministers also issues a set of regulations called “On Accreditation of Higher Education Establishments and Study Programmes”. These regulations have been revised in line with the requirements of the European Union. An expert group consisting of international and local experts (two from the Baltic States and two other international) is appointed to visit the faculty and it is this group that carries out the accreditation. The membership of the group is proposed by the Higher Education Quality Evaluation Centre of the Ministry of Education (MoE) and approved by the MoE Accreditation Commission. The expert group writes a report on the provision to be accredited and submits it to the Accreditation Commission of the MoE. Based on the report of the expert group, the Accreditation Commission decides whether to approve or refuse accreditation. Accreditation is for a maximum of six years and a minimum of two.

The panel commends the university for its use of internal and external panel members at both institutional and departmental level in the process of accreditation and review.

LU has decided to develop a self-evaluation strategy that is based on the national criteria for accreditation. This strategy is set out in a document called “On self evaluation of academic and professional study programmes”. The document says that programmes (in the case of History Bachelor, Masters and Doctoral study programmes) should annually submit self-evaluation reports, which are based on certain criteria. The programme should evaluate its goals and objectives, changes in programme organisation and content, practical implementation (for instance, teaching methods, staff research activity etc). The report should be analytical and should outline future developments. It is hoped that, if this self-evaluation process can be carried out annually, then the main accreditation process will not be so burdensome. However, LU did admit that resources made it difficult to sustain such strategies internally.

The recruitment of academic staff is bound by both national legislation (Law on Higher Education Establishments) and LU regulations (Statute on Elections of the LU Academic Staff). These regulations offer criteria for employment which encompass academic work, international activity (presentations at international conferences, work published in internationally recognised publications, study courses abroad), administrative duties and research.

In the case of History the LU Council of History Professors elects professors and associate professors for a term of six years. The Council comprises all professors of History of LU and representatives with appropriate qualifications from other research centres of History. The Council is approved by the LU Senate. Assistant professors, lecturers and assistants are elected by the LU Faculty of History and Philosophy (FHP) Council. All academic vacancies are advertised in the national newspaper “Diena”.

Each position has its own individual criteria. The positions of professor, associate professor or assistant professor may only be filled by a candidate holding a doctorate. (Theoretically these could hold doctorates in other subjects; however, at the moment, all such staff in the Department of History at LU hold doctorates in History). A candidate with a Master’s degree may only be appointed to the position of lecturer or assistant lecturer.

Staff felt that the nature of the appointment process was fair and democratic and that they were given every opportunity to demonstrate their ability.

Given that Lu is the only degree-awarding institution for History in the country, and that thus the pool of possible candidates is very restricted, the panel recommends that the university, whilst meeting national requirements, investigate ways of expanding this pool so as to ensure a wider field of applicants for posts.

National legislation states that the staff-student ratio (SSR) for History should be 15:1. At LU, the SSR for History currently stands at 16:1.

The panel commends the department for a staff-student ratio which is pitched at a level that should ensure academically profitable relationships.

Approximately half of all registered students are in receipt of state funding. This funding may be withdrawn at the end of each year if the grades achieved are unsatisfactory. Those students who are self-financing may receive funding after satisfactory completion of the first year.

8.2 The organisational framework

The FHP is one of thirteen faculties of the LU. An elected body – the Senate and the Rector - administers the university. The department of History consists of five Chairs (katedra), which are filled by professors. The chairs are as follows: the Chair of Archaeology and Subsidiary Disciplines of History, the Chair of Ancient and Medieval History of Western Europe, the Chair of Modern and Contemporary History of Western Europe and America, the Chair of History of

Latvia and the Chair of History of Central and Eastern Europe. The department of History is governed by the Board, which is chaired by the Head of the Department.
The faculty also includes the Department of Philosophy, which has three chairs.

The History programme has approximately 470 students. This is a small percentage of the total number of LU students (22,300) in 2002. In 2001 approximately 170 students were enrolled on the History programme against the total enrolment of 10,000 students in LU. Most of the students on the History programmes are state-funded compared to, for example, the Faculty of Economics and Administration for the Faculty of Law in which most students pay to study on the programmes.

8.3 Programme

Structure and content

Plan of the Bachelor Programme in History (drawn from the self-evaluation report)

(E-2=examination – credit points
I-2=test – credit points)

Course title	Semester							
	1.	2.	3.	4.	5.	6.	7.	8.
Part A	**83 credit points**							
1. Introduction into the History science	I-2							
2. Introduction into studies of historic sources		E-2						
3. Introduction into auxiliary historic disciplines	I-2							
4. Introduction into archaeology and ethnography	I-2							
5. Pre-History	E-2							
6. History of the Ancient East	E-2							
7. History of Ancient Greece and Rome	E-2							
8. Medieval History of Western Europe		E-2						
9. Medieval History of Central and Eastern Europe		E-2						
10. Medieval and modern History of Latvia		E-2						
11.Modern History of Western Europe and the United States		E-4						
12. Modern History of Central and Eastern Europe		E-2						
13. Contemporary History of Latvia			E-4					
14. Contemporary History of Western Europe and the United States			E-4					
15. Contemporary History of Central and Eastern Europe			E-4					
16. Contemporary History of the East			I-2					
17. History of philosophy				I-2				
18. Advanced seminars in History				I-6	I-6	I-6	I-6	
1) History of Latvia – 6 credit points								
2) History of Western Europe and the United States - 12 credit points								
3) History of Central and Eastern Europe – 6 credit points								
19. Latin language	E-2	E-2						
20. Foreign language I (English, German –different levels)	E-4	E-4						
21. Foreign language II (German, English)	I-2	I-2						
22. History of religions								
Total credit points	**20**	**22**	**16**	**8**	**6**	**6**	**6**	
Part B	65 credit points							

Specialisation disciplines in 4 specialisation fields Ancient and medieval History Modern and contemporary History International relations Cultural heritage			I-2	I-6	I-12	I-10	I-12	I-4
Course paper		I-2		I-2		I-2		
Bachelor's thesis								I-13
Total credit points		**2**	**2**	**8**	**12**	**12**	**12**	**17**
Part C – elective courses at the University: 12 credit points			I-2	I-2	I-2	I-2	I-2	I-2
Subtotal credit points by semesters	20	23	20	18	20	20	20	19
Total 160 credit points								

One credit point in the Republic of Latvia corresponds to 40 hours of workload. It matches 1.5 ECTS credits.

The panel commends the fact that students are introduced to a wide range of historical periods with a good balance of national/European and world history. The panel was impressed by the fact that Latin plus two modern foreign languages are now compulsory thus providing an invaluable link to the sources and skills required for the study of different periods of history.

Each of the five chairs is responsible for certain courses in the Bachelor and Masters programmes. The chairs are responsible for course preparation, approval of course descriptions and their quality assessment. All the chairs sit on the important committees: the FHP Council, the Board of the History Department and the Council of Study Programmes in History. One of the tasks of these committees is to co-ordinate the opinions of the Chairs. The committees demonstrated that they could work efficiently when the Bachelor programme was revised in line with the recommendations of and experience gained in the process of accreditation in 1999.
The administration of the programme is small - besides the programme director there are two administrative officers for the Bachelor programme in History and one for the Masters programme. All are very experienced. They are the first point of contact for students in case of problems and also act as an information resource for students. All officers have designated office hours, but are often available to students outside these times.

The academic year is divided into 2 semesters of 20 weeks each of which 16 weeks are for classes. However, the programme is now structured in such a way that there is often a gap of up to four semesters between lectures and the corresponding seminars. Students reported that this gap created difficulties for them. The structure of the programme is in three parts: part A in which all courses are obligatory, part B which has a choice of History electives and part C which is free choice across all university courses but which is governed by a series of pre-requisites. Part C represents 10% of the overall programme. The opportunity for a joint degree is not available. Some students found this irritating whilst others argued that it would dilute the History content of the programme to an unacceptable level.

The panel recommends that the department reconsider the structure of the programme with regard to the relationship between lectures and related seminars to see if they could be more closely linked.

The panel recommends that the department consider whether or not there are too many small courses in the first two semesters.

The panel also recommends that the choice of optional courses outside the department be made clearer and the pedagogical rationale made explicit.

25% of the current student numbers in History study part-time. Such students are required to attend at least 25% of relevant lectures. Otherwise they work more independently and must complete the whole programme. Completion rates are good.

The panel was impressed with the numbers and standards of part-time students but recommends that the department review its procedures both with regard to specific provision for part-time students and also to clarify faculty responsibilities with regard to part-time learners.

Programme evaluation and revision

The Programme Council is responsible for the Bachelor and Master programmes. The task of the council is to co-ordinate development of the programme. To this end the programme director identifies any existing issues and submits proposals to higher committees for their resolution. The council is also responsible for programme implementation and student issues.

Staff informed the team that they discussed teaching methods on a regular basis, with a recent debate on the profitability of lectures. Lectures are introductions to courses and are followed by seminars. The seminars normally involve preparation on a theme followed by discussion. Small group teaching is also available although this is at the discretion of the individual lecturer; it is more focussed than a seminar. Assessment is at the end of each course and is by written or oral examination. Twenty Latvian credits are needed to pass.

There is a perception among students that both the quality of teaching and marking among staff vary considerably and that formal representations about such matters have little impact.

The panel recommends that the department consider the introduction of a mechanism to ensure more uniform standards in teaching and examining.

8.4 Student population

The following tables are taken from the LU self-evaluation report (SER).

Intake of students

Year	Applicants		Admitted Male/Female	Entry requirements
	Full-time	Part-time		
2000/2001	195	47	62/71=133	Entrance examination in History, test in Latvian
2001/2002	215	52	74/55=129	Entrance examination in History, test in Latvian
2002/2003	228	65	57/64=121	National final examination in History upon graduating from secondary school.

* Information from the homepage of the UL (www.lu.lv) and prepared by the Dean's Office

At present in the Bachelor programme there are 250 full-time students and 170 part- time students (who study mainly by correspondence). 70 students are enrolled on the Masters programme. The Bachelor programme may admit 75 - 80 full-time students each year (50 state funded places and 25-30 paying places) and approximately 50 part-time all of whom pay. The Masters programme may admit 25 state funded students and 10-15 paying students. The competition for places on the Bachelor programme is approximately 3 candidates per place, or 4-5 candidates per state funded place. Lately the number of applicants has increased; this may be attributed to the demographic increase in the first half of 1980s.

Progression

For those students admitted in 1998 for the first cycle degree:

	Full-time	Part-time
Matriculated in 1998/1999	68	43
Remained at the beginning of 1999/2000	49	31

Remained at the beginning of 2000/2001	53	24
Remained at the beginning of 2001/2002	45	21
Graduated in 2002	36	15

*Data provided by administrative officers for the Bachelor programme

Progression data show that approximately 50-60% of all students complete the Bachelor programme as standard, i.e. in four years. 10-20 % graduate with a delay of one or two years. The reasons for the delay vary; some students leave the History programme after the first or second year to complete a more career-focussed programme such as Law. Such students use the History programme as a reserve option to avoid, for example, being conscripted for military service. Female students who have a child while at university do not always restart their studies immediately and, consequently, do not graduate within the four years. Another important reason is the social and economic situation in Latvia, which often obliges students to work during their studies. Finally, many students struggle to submit their Bachelor's thesis in time and this piece of work is often delayed by one year.

The panel recommends that the staff consider implementing a clearer system of credit allocation, which would allow students to interrupt their studies with a precise awareness of what they have achieved thus far; this would also allow the possibility of awards for those who leave the History programme after successfully completing their studies to a particular level. The teaching team may find it useful to study the construction of History programmes in other European countries to see how they allow transfer in and out of programmes after the first and second semester by use of a credit system and an acceptance that students are likely to have gained complementary understanding and skills through courses in other subjects.

With regard to employment opportunities, there are no accurate first destination data. However, there is good reason to assume that many History graduates work in the civil service, which does not require a degree in any particular discipline.

The panel recommended that further work on first destination data be done at institutional level.

8.5 Staff

The following tables are taken from the LU SER:

	Number of persons	Full - time equivalents
Full professors	5	5
Associate professors	7	7
Assistant professors (Docents)	6	6
Lecturers	6	5,5
Assistants (teaching)	1	1
Academic staff in total	25	24.5
Habilitated doctors of History	4	
Doctors of History (PhD)	14	
M. A. (History)	7	

NB: Readers should bear in mind that the categories of staff vary from country to country.

The staff appointment procedure is described in section 1, National Requirements.

The faculty does not have a long-term recruitment strategy for academic staff. Long term planning is based on the assumption that the programme will not have the opportunity to rapidly expand but equally that it will not be downsized for the purposes of economy over the next decade or so. Humanities programmes have never been a priority in the national education policy; therefore planning dynamic growth would not be a realistic approach.

The recruitment strategy for academic staff recruitment focuses on a shorter period of 3-5 years and is based on certain forecasts about the retirement age of professors and the likelihood of new vacancies during the period. Currently the average age of the academic staff is 48; the average age of professors is 52. The department realises that it must recruit young people to junior academic positions. Recruitment problems are exacerbated by the fact that LU is the only HEI in Latvia offering a doctoral programme in History and, whilst for some academic positions, a Masters degree is sufficient, this often means that the university's own students will be most likely to join the academic staff of the department in which they studied.

At the moment all professors working in the department will reach retirement age by 2010; however, by the same date approximately 20 students will complete their doctoral studies. This theoretically means that they would be qualified to fill any vacant positions. All staff are currently Latvian. There were some recent opportunities for guest lecturers but these have dried up due to lack of funding.

It is common to begin an academic career by working as an assistant or lecturer either during or immediately after doctoral studies by working as an assistant or a lecturer, or immediately after achieving the doctorate. Junior members of staff will usually begin their teaching in part B of the programme (the elective History courses) before moving on to teach in the compulsory part A as well. There is some university support for staff development – there is a credit-rated pedagogical programme but staff felt that it did not go far enough.

The panel commends the department for the staff development currently available and recommends that the university continue to encourage such activity and that the department in turn continue to encourage staff to participate in staff development events and activities.

The panel recommends that the department consider implementing some kind of mentoring scheme for new members of staff.

The panel also recommends that steps be taken to ensure more clarity with regard to the roles and responsibilities of staff and senior students.

8.6 Recent and future developments

In 1998- 1999 Latvia started to apply EU recommendations to its study programmes. History was one of the first programmes to go through the process of accreditation and self-evaluation. Since that accreditation process in 1999 both the Bachelors' and the Masters' History programmes have gone through a period of considerable revision as a result of the recommendations made by the expert team which carried out the accreditation process.

The purpose of the revisions was, initially, to introduce students, via lectures, to a basic knowledge of World History and the History of Eastern Europe and Latvia. The intention was then to allow students to be able to acquire a more in-depth knowledge at advanced level through seminars and elective courses. The increase in independent study is intended to develop the students' ability to make independent judgements and to work with historical sources.

The Bachelor programme now allows students to specialise in one of four areas: international relations, modern and contemporary history, cultural heritage and ancient and medieval History. Students present a Bachelor's thesis on their chosen specialism.

This revised Bachelor programme has only been in place for three years and therefore there are not yet any graduates. (At present legislation states that the Bachelors' degree will be achieved in a minimum of three years. Discussions as to the merit of a three-year first cycle degree as opposed to a four-year one are ongoing.)

The panel commends the departmental ownership of the process by which the department may or may not move to a three- year 1st cycle programme.

Since 2001 national legislation and LU regulations require the university to carry out regular student surveys on every course delivered by every teacher. However up until now the limited resources of the programme and of the faculty have inhibited the implementation of this requirement. Despite the evident problems, the university believes that regular student surveys at both undergraduate and graduate level are important and beneficial and that they will be implemented within the next two years.

The panel commends the university for the seriousness with which it is considering the introduction of student surveys and urges that the work required for implementation of the surveys be carried out without delay.

The university accepts that other quality assurance processes may be usefully implemented or existing ones improved. For example, as already mentioned, it has been agreed that the self-evaluation required by the accreditation process could usefully be conducted every year with a view to lessening the burden of accreditation. An annual self-evaluation would mean less work every six years for the main accreditation event. Once again, however, again the social and economic situation in Latvia and the level of remuneration for staff must be borne in mind: it was cited as a reason why some potentially useful ideas are presently impossible to implement. Low wages mean that staff already struggle to improve qualifications and to carry out effective research. Therefore, in the last two years no self-evaluation has suggested any radical changes to programmes nor have any written future plans been produced.

From the students' point of view, there was strong feeling that teaching and learning matters in particular would have to change rapidly in the coming years in order to be able to nurture levels of skills needed by a graduate. Students felt that they themselves would be well-placed to become a more effective teaching resource in the near future because they had been introduced at an earlier age to the diverse electronic resources now available and also because they had been brought up in a freer society than older generations.

Evaluation

8.7 Quality Assurance

Quality assurance mechanisms are identical for the whole University of Latvia. In the case of History, the monitoring body is the Council of Study Programmes in History.
Each study course should have a course description in Latvian and English and should include a list of the themes to be covered in the course, compulsory and recommended literature and the requirements for successfully passing the course. Course descriptions are approved by respective Chairs and are available on the LU homepage on the internet. LU regards this transparency as commendable.

As described above the Bachelor programme was revised according to the recommendations of the accreditation panel. The implementation of the newly revised programme is monitored by the five History Chairs and the Council of study programmes. Changes to the programme were discussed with students and teaching staff. Staff will continue to monitor the revisions to ensure that they are working effectively or, if not, to suggest refinements. The task of the next self-evaluation will be to assess the implementation of the revised programme and to analyse its strengths and weaknesses.

The panel suggests that the department might find it useful to use the next self-evaluation process to reflect on the SER written for the TEEP project. The TEEP SER was too modest in places and did not report sufficiently on evident strengths of the programme (such as part-time provision). On other hand it lacked discussion of some problematic issues, e.g. progression and completion.–A review of the reasons for wastage of students might be beneficial for the institution.

Teaching and Learning and Assessment

The main methods of teaching and learning are lectures and seminars. Staff have looked into the possibility of providing auxiliary material for some courses but reminded the team that

access to such technology is recent. Students recognised that they were fortunate in the access they now have to the latest technology and that this access would enable them to acquire skills such as those required for debate and presentation.

Staff and students agreed that students are now better prepared when they begin university in terms of their previous exposure to resources such as the internet and texts. Students are increasingly proficient at modern languages. This is essential to study the many required texts that are not published in Latvian. Both staff and students recognised that they were in a period of evolution – there is recognition on both sides that oral skills of debate and discussion are important but that the teaching of such skills, although now present in the History programme, will take some time to become fully embedded in both school and university curricula.

The team recommends that the department continue to review the role of electronic learning in the context of using the worldwide web as a resource. This could have value in terms of student expectations of teaching and learning methods.

***Learning outcomes and competencies**:*

The History department at LU has only recently begun to work with the idea of defined learning outcomes for their programmes, having considered them as self-evident for many years. The necessity to change the way of thinking came in 2002 when a working group was set up to look at the revisions to the Bachelor's programme and how these affected standards, to look at the minimal requirements necessary for any Bachelor of History in Latvia and to consider the possible transition to a three-year Bachelor programme.

Despite a recent shift towards thinking in terms of defined learning outcomes, staff pointed out that, following developments in the mid-1990s when the History department moved to offering distinct first and second- cycle programmes, the expected outcomes and competencies are now clear from the content and structure of the programme itself. The programme is designed in such a way as to ensure a gradual mastering of generic skills such as the ability to synthesise and analyse information and to think critically. The relationship between the programme and its objectives is monitored.

The panel commends the attempt to link the programme and the skills/competencies that students can expect to gain on that programme. The panel hopes that the TUNING competencies for History will assist in making the links stronger.

In terms of the TUNING competencies, the self-evaluation team was surprised to see such a detailed and precise list of generic skills as that presented in Annex 3 of the TEEP Manual. LU feels that many of these skills are self-evident and necessary in order to be awarded a first-cycle degree in History. Staff felt that their students would not find the fulfilment of the competencies difficult (for example, students are usually able to speak at least one other language apart from Latvian; and are required to plan and organise their work and to collect information from various sources.) The relevance of the Dublin descriptors has not been considered in any detail.

8.8 Conclusion

The panel team would like to thank the staff and students of the department of History at LU for taking part in the TEEP project and for their input into the meetings held. Students are enthusiastic about their choice of study and are clear-sighted and articulate in giving their reasons for studying History.

9. Appendix A

9.1 Formulation and use of criteria

In national evaluations of educational programmes quality is often assessed in terms of the extent to which the individual programmes achieve their own goals, and the legal regulations under which they operate. This approach commonly referred to as assessing the 'fitness for purpose'.

The goals of the programmes participating in this trans-national evaluation, and the legal framework under which they operate, differ and the use of such a 'fitness for purpose' approach would not have enabled the intended outcomes of TEEP. These are a comparative assessment of the extent to which the programmes identify commonly relevant and similar goals. The application and critical assessment of pre-defined criteria is an important part of the project in both ensuring the comparative dimension, and assisting the development of a common reference framework for future trans-national evaluations and comparisons.

The criteria have been formulated with reference to a number of different sources. Overall the objectives of the Bologna declaration and the agreements reached at the Prague meeting have constituted one important reference point for the formulation of the specific criteria. Another important source for the formulation of criteria has been the Tuning Project. This dimension is considered a crucial part of the project, and is designed to ensure a knowledge transfer from the Tuning project to, and beyond, the TEEP project. Additionally, it should assist the development of quality assurance processes in which European institutions can follow the same or similar paths and thus facilitate comparability.

Further criteria have been formulated on the basis on the Bachelor and Master descriptors (the Ba/Ma descriptors formulated by the Joint Quality Initiative (http://www.jointquality.org). This developmental activity has been undertaken in line with the Bologna declaration that proposes the introduction, within a European higher education space, of a system of qualifications in higher (tertiary) education that is based on two cycles.

In addition, existing international evaluation models using common quality criteria, and the criteria used in the recent international comparative evaluations mentioned in point 1.2, have been used in the preparation of the criteria proposed for TEEP. Finally, the formulation has rested upon the experience and knowledge that the European Network of Quality Assurance Agencies has gained from the implementation of numerous evaluations of higher education programmes.

The criteria for competences focus on the formulation of goals, their relevance and consistency with programme content, and the extent to which the goals were developed considering the needs and requirements of the labour market. The criteria are particularly concerned with the actual content of the programmes in terms of subject-related and generic competences, a terminology that was applied within the Tuning Project.

The criteria for first cycle degree/Bachelors programmes, and for second cycle degree/Masters, correspond directly to the formulated objectives in the Bologna Declaration. The development of the BaMa descriptors suggested that they might be shared within Europe and be available for a variety of purposes depending on particular national, regional or institutional contexts and requirements. Each descriptor indicates an overarching summary of the outcomes of a whole programme of study. The descriptor is concerned with the totality of the study, and a student's abilities and attributes that have resulted in the award of the qualification. This implies that a part of the criteria concentrate on the learning outcomes of the programme.

Finally, the criteria associated with the area of quality assurance mechanisms are primarily formulated to provide a basis for an analysis of the comparability of the systems and procedures applied at the participating programmes. This will be done in terms of strategies, procedures and systems for quality assurance.

The formulated criteria have been developed from many different sources and previous experiences. It will, however, be essential to take into account the specific conditions which apply to their application within the conduct of any trans-national evaluation. First of all, the considerable differences in terms of e.g. educational cultures, national traditions and regulatory systems within which the individual programmes operate must to be considered. Secondly, the aim of developing a methodology for trans-national evaluations implies an obligation to ensure that the criteria are formulated to be flexible enough to allow them to be replicated to other international evaluations of programmes with a comparative perspective. Thirdly, the variation in programme content offers a significant challenge for developing commonly relevant criteria that at the same time allow the expressions of individual priorities and qualities.

To overcome these obstacles and to assure a high level of common applicability and relevance, a framework for criteria formulation has been developed.

Criteria Requirements

The following requirements have driven the formulation of the draft set of criteria with regards to their character and content:

- Broadness: the criteria must be formulated broadly enough to allow for variations that ensure that the criteria respect specific national traditions, concerns and priorities and do not hinder diversity.
- Uniformity: the set of criteria should be the same for all the programmes participating in the evaluation. In this way it is assured that the programmes are assessed on equal grounds, and that the assessments are transparent, so that a comparative perspective is enabled.
- reference to level: in order to be able to operate with one set of criteria, the criteria have to be formulated with reference to the BSc as a level of academic achievement, irrespective of the variations in the nominal duration.
- precision: the criteria must be precise enough to allow an assessment of the extent to which they are fulfilled by the individual programmes.
- internal consistency: the set of criteria must be internally coherent.
- topicality: the criteria must reflect present objectives and developments within the area of higher education in Europe.

As described in point 1.4, the purpose of the self-evaluation evaluation is two-fold. The criteria are considered as a reference frame for assessing the quality of the trans-national programmes. The criteria are also formulated in a manner to ensure a high level of common applicability and relevance for the three discipline areas.

In order to improve the quality of the criteria, the self-assessment group is requested to reflect upon the extent to which the criteria have appeared to be:

- understandable and clearly formulated;
- relevant, considering present goals and developments within the programme;
- adequate in terms of areas covered;
- internally consistent;
- precise enough to allow for a proper assessment.

The groups are also asked to provide suggestions for revision, amendments and re-phrasing of the criteria, where they think it appropriate.

9.2 Criteria for competences and learning outcomes

1. Aims and outcomes

- the goals for competences of graduates are clearly formulated, publicly available and consistent with the degree title
- the goals are realistic and achievable considering the nominal duration of the programme and initial level of the student
- the goals are formulated and developed considering the needs and requirements of the labour market
- the goals not only consist of aims for subject related qualifications but also aims for generic skills
- the goals specify the intended mixture of theoretical orientation and practical orientation as well as the intended balance between depth and breath of the programme content
- programme aims are used to promote understanding about the programme outcomes and the other strategies used to communicate information of this type
- the goals for competences are communicated and known by students, staff etc.

2. Programme content

- the content of the programme is clearly formulated and publicly available
- the composition of the courses and the curriculum are consistent with the goals for competences
- the basic disciplines and approaches that underpin the qualification in the discipline area are clearly formulated.
- the subject-related competences are achieved through the programme
- the programme is characterised by progression in the sense that it comprises a coherent set of courses or other educational modules that enable students to gain basic knowledge the discipline area in the beginning and widen and deepen their experience in the advanced level courses
- the content reflects breadth and depth in relation to subject. Breadth means that the students develop fundamental knowledge of various approaches to the discipline area. Depth requires the study of at least one area at a more advanced level.
- evidence is provided that the curriculum supports the progressive development of the intended outcomes.

3. Subject related competences

- the subject-related competences can be obtained through the compulsory subjects
- basic disciplines underpin the subject-related competences in the programme
- the programme is characterised by progression in the sense that it comprises a coherent set of courses or modules that enable students to gain basic knowledge of the discipline area in the beginning and widen and deepen their experience in the upper level courses
- the content of the programme reflects breadth and depth in relation to the discipline field, including a description and assessment of:
- the fundamental knowledge of various approaches to the discipline field that students will obtain throughout the programme?

the opportunities for study areas at a more advanced level?

4. Generic competences

- students can, throughout the programme, obtain the generic competences such as capacity to learn, the capacity for analysis and syntheses, communicative skills etc.
- she composition of the methods of teaching and learning support the achievement of the generic competences as listed in annex 3 or as determined by the self evaluation group as mentioned above.

5. Descriptors for first and second degree

First cycle degrees (Bachelor's or equivalent) are awarded to students who have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;

- can apply their knowledge and understanding in a manner that indicates a professional1 approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Second cycle degrees (Master's degrees or equivalent) are awarded to students who have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with first degree level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;

- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

6. Teaching/learning methods and strategies

- a strategy for the teaching/learning methods of the programme is formulated and used
- the different teaching and learning methods encourage achievement of the intended learning outcomes in terms of discipline-specific skills and generic skills, employment and/or further study, and personal development

- teaching and learning methods enable students to achieve the intended learning outcomes
- students are involved in a) development of teaching and learning strategies; b) appraisal of their implementation

7. Assessment

- assessment processes enable learners to demonstrate achievement of the intended outcomes
- the assessment strategy ensures an adequate formative function in developing student abilities

9.3 Quality assurance criteria

1. Programmes should have a formulated quality assurance strategy to:

- ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application;
- ensure that appropriate actions are taken to remedy any identified shortcomings.
- ensure that programmes are current and valid in the light of international developments when programmes review the extent to which the original programme aims and intended outcomes remain appropriate, considerations might include, for example:
  - the cumulative effect of changes made over time, as a result of regular monitoring, to the design and operation of the programme
  - current research and practice in the application of knowledge in the relevant discipline(s), technological advances, and developments in teaching and learning
  - changes to external points of reference, such as subject benchmark statements, relevant professional or statutory body requirements
  - changes in student demand, employer expectations and employment opportunities
  - the achievements of student cohorts

2. Programmes should involve students, staff and other stakeholders in their quality assurance practices.

For instance by using:

- any reports from accrediting or other external bodies;
- staff and student feedback;
- feedback from former students and their employers;
- feedback from international partner institutions;
- student progress information;
- other feedback (e.g. external examiners' reports);

and by:

- making the quality assurance strategy available to students and teaching staff;
- involving students and staff in discussing improvement of programme quality;
- disseminating results of quality assurance to students and staff.

3. Programmes evaluate the effectiveness of their quality assurance practices and seek improvement according to these results.

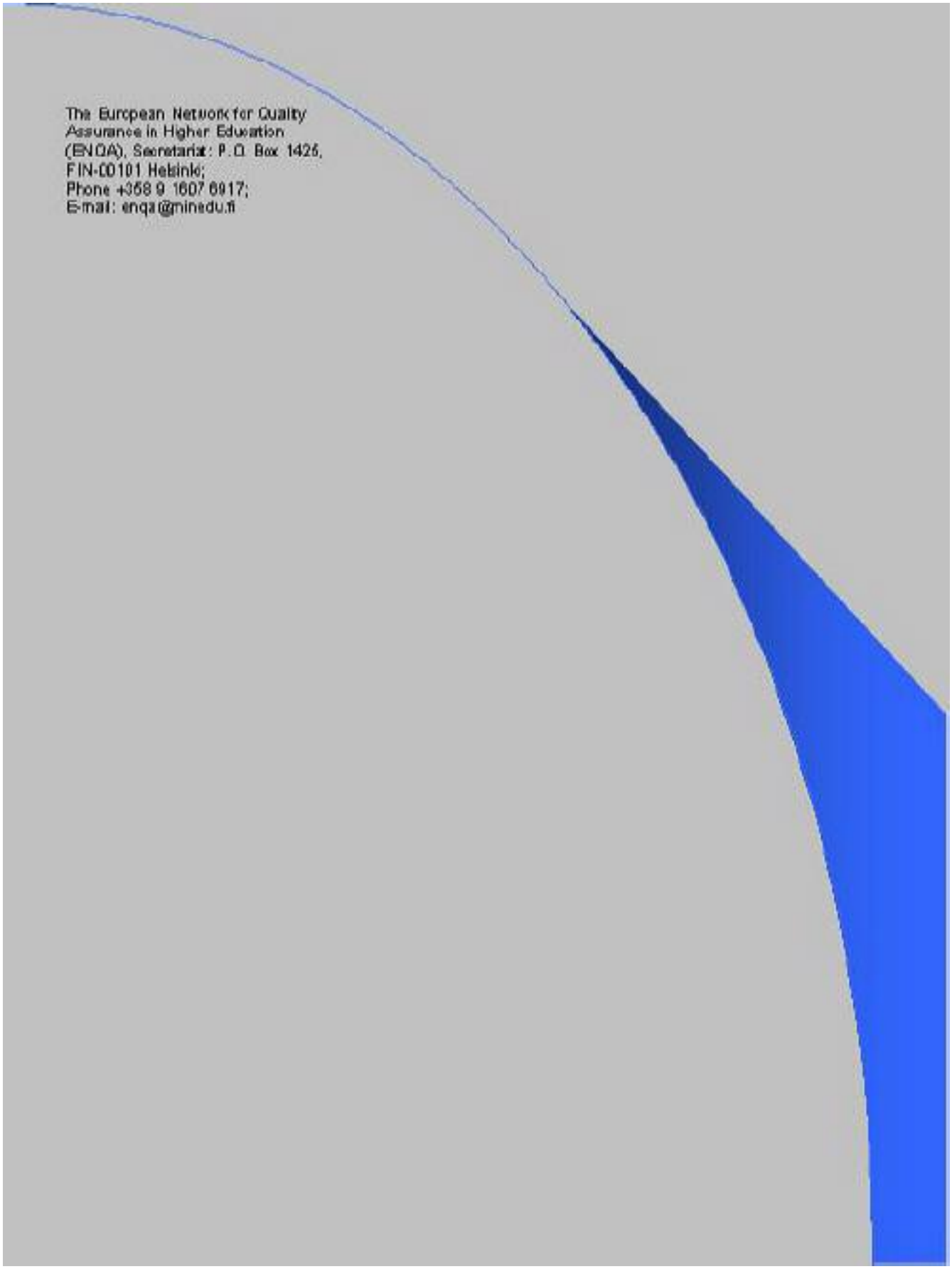
Programmes consider:

- the benefits gained by the programme, staff, students and other stakeholders from quality assurance activities undertaken;
- how the processes promote enhancement and disseminate good ractice;
- opportunities to make review practices more effective and efficient.

4. Within the institution there are clearly assigned divisions of responsibility for quality assurance, to the level of the programme

regarding;

- formulation of quality assurance strategy;
- process of quality assurance;
- involvement of students, staff and other stakeholders;
- follow-up on the results of quality assurance;
- dissemination of results of quality assurance;
- improvement in practice.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