AEQES reference framework
Continuous programmatic evaluation
Version 2.0 (23/05/2023)
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Agence pour l'Evaluation de la Qualité de l'Enseignement Supérieur

Programme criterion

In the framework of the autonomy and responsibility of the institutions, the changes made by the institution/entity contribute to the enhancement of the programme/cluster, in particular in terms of relevance, internal coherence, efficiency and equity. The communication from the institution towards its internal and external stakeholders is updated accordingly.

- This criterion refers to the criteria of the AEQES programmatic reference framework for initial evaluation (see resource : www.aeqes.be).

- The **relevance** criterion analyses the links between the programme's intended learning outcomes and current or foreseeable societal needs in terms of training and personal development. It provides information on how the programme promotes the social and professional integration of graduates and/or their inclusion into a flexible learning path.

- The **internal coherence** criterion evaluates the necessary coherence between: (i) the intended learning outcomes as stated by the study programme (programme profile), (ii) the programme contents, (iii) the learning methods and activities, (iv) the overall design of the programme [...] and the time planned for achieving the intended learning outcomes,(v) the assessed learning outcomes, the criteria and methods for assessing them.

- The **efficiency** criterion relates to the level of achievement of the programme's objectives, given the resources deployed [...]. The following are taken into account: student paths, graduates' features, assistance provided for gaining success, resource allocation, teaching practices and organisational arrangements. The **equity** criterion focuses on the measures implemented in order to offer students [...] the opportunity to acquire, update and develop the programme's intended learning outcomes and the necessary professional skills (employability and personal development, active citizenship and intercultural dialogue).

- This programme criterion takes into account the **implementation of the initial action plan** drawn up by the entity/institution following its self-evaluation and the recommendations made. In the framework of the autonomy and responsibility of the institutions, it considers the extent to and the manner in which the planned actions have been carried out, taking into account any updates/evolutions to the plan and contextual parameters. Given the formative nature of continuous evaluation, it highlights the progress made and identifies the obstacles to the achievement of entity/institution's objectives. This criterion reflects the current situation of the programme/cluster and focuses in particular on its future development.

- Information about the programme/cluster is kept up to date and communicated to internal and external stakeholders.

Quality criterion

The entity/institution is committed to a quality approach supporting the continuous enhancement of its programme/cluster. This approach reflects well-founded choices, in particular as regards internal and external evaluations. It is appropriate to its objectives, its quality culture and its context. It is explicit, based on identified processes, procedures and tools, including an action plan, and involves the participation of stakeholders, both internal and external.

- This criterion looks at how and to what extent the entity/institution is **explicitly committed** to a quality approach supporting the continuous enhancement of its programme/cluster.

- **Quality approach**: the expression "quality approach" refers to a coherent set of frameworks (culture, values, policy, regulations, etc.) and methods (processes, procedures, tools, action plan, etc.) that the institution/entity has defined and is implementing with the aim of managing the quality of its activities (teaching activities, in this case) and supporting their continuous enhancement.

- **Fitness for purpose**: each higher education institution defines the level(s) of its organisation and the way this sustainable approach is to be deployed. In the framework of the autonomy and responsibility of the institutions, this quality approach takes into account internal and external evaluations.

- Where appropriate, the entity/institution will refer to the documents of the institutional evaluation carried out in order to focus on its articulation/declination at the level of the programme/cluster. The quality approach is **regular, systematic, in-depth, participative and validated**. It contributes to a constructive reflection on the programme/cluster and enables appropriate and well-founded decisions to be taken with a view to continuous enhancement. It supports the implementation of actions and the achievement of objectives that the entity/institution has set itself and formalised in an action plan that is updated, prioritised and supported by monitoring indicators.

- **Stakeholders' involvement**: the quality approach implemented by the institution/entity is based on the involvement of internal and external stakeholders, particularly when designing and modifying programmes.