

# Screening of competences

*year* Results for the *name of study programme*

*Logo of the institution*

*[Name and address of institution]*

*Month, Year*

*Author(s)*

The report template was developed in course of the project

'Internal Quality Management: Evaluating and Improving Competence-Based Higher Education'

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- Go to <http://ec.europa.eu/programmes/erasmus-plus/projects>.
- Enter the project title 'Internal Quality Management: Evaluating and Improving Competence-Based Higher Education' in the search bar to get to the project homepage.

**TABLE OF CONTENTS**

|  |    |
|--|----|
| Short Description of Survey.....   | 4  |
| Executive Summary .....  | 5  |
| 1 Introduction .....   | 6  |
| 1.1 Motivation for the Survey .....  | 6  |
| 1.2 Overview of the IQM-Procedure in competence-based higher education .....                               | 7  |
| 1.3 Competence Model.....  | 9  |
| 1.4 Evaluation questions.....  | 13 |
| 2 Method.....  | 14 |
| 2.1 Sample .....   | 14 |
| 2.2 Instruments.....   | 15 |
| 2.3 Procedure .....  | 17 |
| 3 Results.....   | 18 |
| 3.1 Name of Competence Area 1 .....  | 21 |
| 3.1.1 Name of Student Group 1 .....  | 21 |
| 3.1.2 Name of Student Group 2.....   | 22 |
| 3.1.3 Open answers Name of student Group 1 – students and teachers   | 25 |
| 3.1.4 Open answers Name of student Group 2– students and teachers.   | 26 |
| 3.1.5. Final comments and suggestions.....   | 27 |
| 3.1.5.1. Final comments and suggestions <i>name of student Group 1</i> – students and faculty members..... | 27 |
| 3.1.5.2. Final comments and suggestions <i>name of student Group 2</i> – students and faculty members..... | 27 |
| 4 Results.....   | 28 |
| 5 Conclusions.....   | 29 |

## Short Description of Survey

| Aim                  | Screening of competences  |
|----------------------|---|
| <b>Instrument</b>    | Online Questionnaire based on the Competence Screening Questionnaire for Higher Education (CSQ-HE)                  |
| <b>Population</b>    | [Describe student Groups 1 and 2 and faculty members here – including total number of students and faculty members] |
| <b>Procedure</b>     | [Describe data collection procedure in one or two sentences here]   |
| <b>Response rate</b> | [Include response rate for each student group and for faculty members]  |
| <b>Sample</b>        | [Include number of data sets used]  |
| <b>Duration</b>      | [Include months and year]   |

## Executive Summary

[The executive summary has to be written by a person in charge of quality management – length about one page, contains short introduction, main results and conclusions.]

# 1 Introduction

## 1.1 Motivation for the Survey

[The following text is a standard text – please add motivations specific to your study program]

The study programme in *name of study programme* at *name of your institution* is competence-based. Therefore, in order to monitor the progression and efficiency of our work, it is important to evaluate the competences that students have achieved at different stages of our study programme. The primary focus of this survey was to screen students' competence levels at different stages of the study programme and compare them to the intended competence levels (please find the intended competences and competence levels in the 'Competence model' section below).

In this survey, we seek to answer the question of whether students acquired the intended competence levels and whether the study program adequately promotes students' competences. We ask for the perspective of both students and faculty members. These different perspectives provide information on different perceptions, and only small deviation is expected. However, large deviations in perceptions of students' competence levels should be analysed and suitable actions taken. Individual teachers or courses are not specifically addressed; this survey is about evaluating the study programme as a whole. The survey is performed for *name of student Group 1* and *name of student Group 1* [If you have only one group or more than two groups you will have to adjust the text in the report]. The same competences were evaluated for both cohorts of students.

The evaluation results enable us to detect the strengths and weaknesses of our study programme, which can then be tackled by developing quality assurance and quality enhancement measures. If we know our strengths, they can also serve as a model of efficient teaching, learning and assessment methods, and can motivate us to continue our good work in the future. Because the survey is performed [every year or every two years], the efficiency of the enhancement measures taken can be followed up on and improvements or deviations can be observed. Note that this survey is part of a more comprehensive procedure, the Internal Quality Management Procedure, which is described in the next section.

## 1.2 Overview of the IQM-Procedure in competence-based higher education

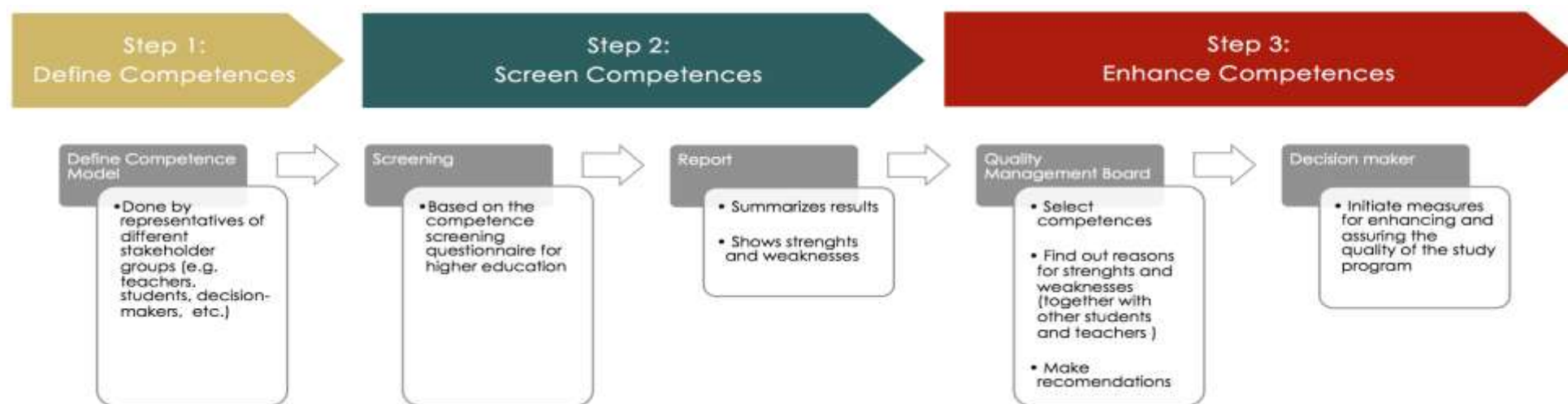
This survey is part of the Internal Quality Management Procedure (IQM Procedure), which consists of three steps. In this section, we explain the procedure in more detail. See **Fehler! Verweisquelle konnte nicht gefunden werden.** for an illustration.

The IQM Procedure is based on a participative evaluation approach. Therefore, communication takes place in the form of meetings, written material, presentations and workshops during the IQM Procedure to involve and inform stakeholders about the survey's aim and the different steps of the procedure and generate a unified perception of the survey.

In **Step 1**, the [include name of IQM team here] developed and (re)defined the intended competences and competence levels students ought to acquire through our study programme. More information on the competence model is available in the next section.

In **Step 2**, *name of your institution* conducted the survey to collect screening information on the competence-based teaching and learning process as well as on students' competences. Data were collected from students in *name of student Group 1 and name of student Group 2* as well as from the faculty members who teach them. The results of this screening are presented in this report.

In **Step 3**, we will analyse the results of the survey with regard to different elements of the teaching and learning process, such as curriculum, teaching and assessment methods, and students' learning strategies. Based on the outcome of the analyses, we will develop quality enhancement methods to increase students' achievement of competences in the future. The survey performed during the next routine cycle of the IQM Procedure will allow us to evaluate any potential improvements.



**Figure 1.** The IQM Procedure



## 1.3 Competence Model

[The following text is the same as in the template for the competence model (Tool 7). Hence, you can include the text you already wrote for the competence model.]

Below, we present the competence model for *name of study program*. The competence model was developed by [include name of IQM team here] and approved by [include name of approving boards here if this applies to your institution, e.g. curriculum commission]. It is published [include references to homepage/document here].

The competence model is structured into [include number of competence areas here] competence areas. A corresponding list of competences for each competence area can be found below. Competences have two aspects, a cognitive aspect (knowledge) and a practical aspect (skill). For each competence and - more specifically - for each aspect of each competence we defined the level that most students (75%) ought to acquire through our study programme.

We did this for [include number of groups] groups of students:

- Students [include name and description of group of students at a crucial point during their study] (see handbook p. 37 on 'Elaborating a competence model' for more information).
- Students at the end of their studies [please change text if this does not apply to you].

A note on the success criterion: Our goal was to have at least [include percentage here; we recommend 75% as this can be easily described with the statistical indicator Quartile 3 and as this indicator was used in the figure templates] of our students reach the intended level or higher.

You can find the competence model below. An explanation of the competence levels is located at the end of this section. Table 1 describes the *name of your institution's* competence model for *name of the study program*.

Figure 1 describes the competence levels used in our survey, which were as follows:

- Level 0 = No knowledge/praxis, meaning that the student is incompetent
- Level 1 = Threshold, meaning that the student is able to recognize/ perform a few directed activities
- Level 2 = Foundation, meaning that the student is familiar with more aspects, but they remain unrelated; the student can conduct many individual activities

- Level 3 = Interconnection, meaning that the student can combine independent activities, draw conclusions
- Level 4 = Contextualisation, meaning that the student is able to understand complex causal relationships, can adapt activities
- Level 5 = Expansion, meaning that the student is able to create new knowledge, develop simple procedures
- Level 6 = Generation, meaning that the student is able to create new knowledge, develop innovative procedures, conduct independent research.

**Table 1:** [Include your competence model here; the following table is an illustration]  
Competence model for [name of the study programme]

| Competence Area | Competence                     | Aspect    | Competence Level                     |                                      |
|-----------------|--------------------------------|-----------|--------------------------------------|--------------------------------------|
|                 |                                |           | Name of student – Group 1            | Name of student – Group 2            |
| Name for Area 1 | name of comp1 from area 1 (C1) | Cognitive | [add intended competence level here] | [add intended competence level here] |
|                 |                                | Practical | [add intended competence level here] | [add intended competence level here] |
|                 | name of comp2 from area 1 (C2) | Cognitive | [add intended competence level here] | [add intended competence level here] |
|                 |                                | Practical | [add intended competence level here] | [add intended competence level here] |
|                 | name of comp3 from area 1 (C3) | Cognitive | [add intended competence level here] | [add intended competence level here] |
|                 |                                | Practical | [add intended competence level here] | [add intended competence level here] |
|                 | name of comp4 from area 1 (C4) | Cognitive | [add intended competence level here] | [add intended competence level here] |
|                 |                                | Practical | [add intended                        | [add intended                        |

|                 |                                |           |                                      |                                      |
|-----------------|--------------------------------|-----------|--------------------------------------|--------------------------------------|
|                 |                                |           | competence level here]               | competence level here]               |
|                 | name of comp5 from area 1 (C5) | Cognitive | [add intended competence level here] | [add intended competence level here] |
|                 |                                | Practical | [add intended competence level here] | [add intended competence level here] |
| Name for Area n | name of comp1 from area n (C1) | Cognitive | [add intended competence level here] | [add intended competence level here] |
|                 |                                | Practical | [add intended competence level here] | [add intended competence level here] |
|                 | name of comp2 from area n (C2) | Cognitive | [add intended competence level here] | [add intended competence level here] |
|                 |                                | Practical | [add intended competence level here] | [add intended competence level here] |
|                 | name of comp3 from area n (C3) | Cognitive | [add intended competence level here] | [add intended competence level here] |
|                 |                                | Practical | [add intended competence level here] | [add intended competence level here] |
|                 | name of comp4 from area n (C4) | Cognitive | [add intended competence level here] | [add intended competence level here] |
|                 |                                | Practical | [add intended competence level here] | [add intended competence level here] |
|                 | name of comp5 from area n (C5) | Cognitive | [add intended competence level here] | [add intended competence level here] |
|                 |                                | Practical | [add intended competence level here] | [add intended competence level here] |

## Internal Quality Management: Evaluating and Improving Competence Based Higher Education

| COGNITIVE ASPECT                                     |   |   |   |  |  |   |
|--|---|---|---|--|--|---|
| Level 0  | Level 1   | Level 2   | Level 3   | Level 4  | Level 5  | Level 6   |
| No knowledge   | Threshold   | Foundation  | Interconnection   | Contextualisation  | Expansion  | Generation  |
| Definitions:   |   |   |   |  |  |   |
| When it comes to scientifically-based knowledge ...  |   |   |   |  |  |   |
| ... I <b>do not</b> have any...                      | ... I have this in the form of a few disconnected facts, which I can <b>recognize</b> . | ... I have this in the form of <b>many</b> disconnected facts, which I can <b>actively reproduce</b> .                | ... I have this in the form of many factors, which I can consolidate into an <b>overarching structure with cause-effect relationships</b> . | ... I can put this in relation to <b>relevant contextual factors</b> .                               | ... I can create new knowledge myself in a <b>narrowly defined area</b> and in a <b>simple</b> form. | ... I can create new knowledge myself in a <b>broad area</b> and in a <b>complex</b> form.  |
| Examples:  |   |   |   |  |  |   |
| • No knowledge                                       | • Recognize<br>• Name   | • Enumerate<br>• List   | • Understand a progression<br>• Make arguments<br>• Draw conclusions  | • Understand complex causal relationships<br>• Have a comprehensive view of the whole picture        | • Test specific research questions<br>• Make a limited contribution to research                      | • Test theories<br>• Generate new knowledge<br>• Conduct independent research               |
|  |   |   |   |  |  |   |
| PRACTICAL ASPECT                                     |   |   |   |  |  |   |
| Level 0  | Level 1   | Level 2   | Level 3   | Level 4  | Level 5  | Level 6   |
| No praxis  | Threshold   | Foundation  | Interconnection   | Contextualisation  | Expansion  | Generation  |
| Definitions:   |   |   |   |  |  |   |
| When it comes to scientifically-based activities ... |   |   |   |  |  |   |
| I <b>do not</b> conduct these.                       | ... I conduct these in the form of <b>a few individual actions</b> .                    | ... I conduct these in the form of <b>many individual actions</b> , or in the form of a <b>prescribed procedure</b> . | ... I plan these <b>myself</b> in the form of a <b>procedure</b> , conduct them and adapt them when facing <b>typical challenges</b> .      | ... I adapt these to <b>relevant contextual factors</b> and <b>modify procedures</b> when necessary. | ... I develop, test and apply these successfully with regard to <b>simple</b> tasks.                 | ... I develop, test and apply these successfully with regard to <b>complex</b> tasks.       |
| Examples:  |   |   |   |  |  |   |
| • No experience                                      | • Conduct a few<br>• Conduct a few clearly directed activities                          | • Conduct a lot of clearly directed activities<br>Work according to planned procedure                                 | • Independently combine activities with one another<br>• Overcome typical challenges  | • React appropriately to unpredictable events<br>• Adopt activities to various conditions            | • Develop simple techniques or procedures<br>• Test simple techniques or procedures                  | • Develop innovative techniques or procedures<br>• Test innovative techniques or procedures |

**Figure 1:** Descriptions of the competence levels. According to Bergsman, E. et al. (2017). The Competence Screening Questionnaire for Higher Education: Adaptable to the needs of a study programme. Assessment & Evaluation in Higher Education. DOI: 10.1080/02602938.2017.1378617

## 1.4 Evaluation questions

The evaluation primarily focused on the following two aspects: firstly, we want to find out whether most students (75%) reached the competence levels intended in the competence model; secondly, we want to find out whether the study programme enables most students (75%) to reach the intended competence levels.

Below, we list the questions that should be answered by the screening in a more detailed way:

### 1. Regarding the competence levels of students in name of student Group 1:

- a. Did, from the students' perspective, the students reach the intended<sup>1</sup> competence levels?
- b. Did, from the teaching faculty's perspective, most of the students (75%) reach the intended competence levels?
- c. Did, from the students' perspective, the study programme promote the students' competences up to the intended competence levels?

### 2. Regarding the competence levels of students in *name of student Group 2*:

- a. Did, from the students' perspective, the students reach the intended competence levels?
- b. Did, from the teaching faculty's perspective, most of the students (75%) reach the intended competence levels?
- c. Did, from the students' perspective, the study programme promote the students' competences up to the intended competence levels?

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<sup>1</sup> Intended level = the level defined in the competence model

## 2 Method

To answer the evaluation questions, we conducted a survey (in accordance with Step 2 of the IQM Procedure) to collect screening information about the competence levels of students in *name of student Group 1* and *name of student Group 2* from students' and faculty members' perspectives, as well as about how well the study programme promotes these competences from the students' perspective. In the method section, we describe the sample, the screening instrument used, and the procedure, before turning to presenting the results.

### 2.1 Sample

Our sample consists of two subsamples of students, *name of student Group 1* and *name of student Group 2*, and one subsample of faculty members who provided their perspective on students' competence levels. [Maybe add a sentence about excluding some participants]. After excluding the persons [for whom some information was missing/who did not complete the screening adequately/who showed irregularities like implausible values for age], the sample consisted of *N* participants overall. *N* were students in *name of student Group 1* and *N* were students at the end of the study programme, *name of student Group 2*. *N* were members of the teaching faculty who assessed students' competence levels. [Describe which group of students faculty members assessed]. Table 2 describes the student sample and Table Table 3 describes the teaching faculty sample.

**Table 2:** Descriptive statistics for students

|                | <i>Name of student Group 1</i> |      |                  | <i>Name of student Group 2</i> |      |                  |
|----------------|--------------------------------|------|------------------|--------------------------------|------|------------------|
|                | Female                         | Male | No specification | Female                         | Male | No specification |
| % of students  |                                |      |                  |                                |      |                  |
| Average age    |                                |      |                  |                                |      |                  |
| Std. deviation |                                |      |                  |                                |      |                  |
| Minimum        |                                |      |                  |                                |      |                  |
| Maximum        |                                |      |                  |                                |      |                  |

**Table 3:** Descriptive statistics for teaching faculty

|                | Female | Male | No specification |
|----------------|--------|------|------------------|
| % of faculty   |        |      |                  |
| Average age    |        |      |                  |
| Std. deviation |        |      |                  |
| Minimum        |        |      |                  |
| Maximum        |        |      |                  |

[If individuals are identifiable in the subsamples, only report descriptive statistics for the whole student and teaching faculty samples.]

[Maybe add a sentence about which courses or content the participating faculty members taught, if known and if relevant.]

## 2.2 Instruments

The screening instrument used is based on the Competence Screening Questionnaire for Higher Education (CSQ-HE), which can be used to check students' competences from students' and the teaching faculty's perspective and to determine how well the study programme promotes the acquisition of competences. The CSQ-HE provides a framework that can be used flexibly in higher education programmes in different domains. While the answer format is predetermined, evaluators/practitioners can include competences specific to the study programme they want to evaluate.

We used the competence model described above in the CSQ-HE, and specified intended competence levels for each competence, as described in Chapter 1.4. The success criterion is to have *add value%* (we recommend 75%) of participating students report having reached the intended competence level or higher.

In the student version of the CSQ-HE, students can self-assess the competence levels they perceive having already reached by answering the questions 'On what level is your own knowledge' and 'On what level is your own skill'. Additionally, students can peer-assess how well the study programme promotes the assessed competences by answering the questions 'Up to which level has the study programme promoted this knowledge so far?' and 'Up to which level has the study programme promoted this skill so far?'



In the faculty version of the CSQ-HE, faculty members can assess the competence levels they think defined groups of students have reached by answering the questions 'On what level is the students' knowledge?' and 'On what level is the students' skill?'. These perceived competence levels can then be compared to the intended competence levels of the study programme.

The instrument comprised [add number] parts. First, instructions were given. Second came the screening section. Students assessed the competence level they believed they had reached by *name of student Group 1* or *name of student Group 1*, depending on which subsample they belonged to. Students also assessed the level up to which the study programme promotes the competences in the competence model. In the faculty version of the CSQ-HE, teaching faculty members assessed students' competence levels with respect to both the cognitive and practical aspects. [Describe which group of students faculty members assessed.] Both versions also had room for open-ended comments from students and faculty members. Finally, participants answer some basic demographic questions, and the survey ended with a closing page. Below, you can find screen shots of the questionnaire with screening questions for students (see Figure 2) and screening questions for faculty (see Figure 3).

**\* a1s[COMPETENCE AREA X]**

| On what level is your <b>own knowledge</b> ?<br>On what level is your <b>own skill</b> ? |                       |                       |                       |                       |                       |                       |                       | Up to which level did the <b>study program</b> promote <b>knowledge</b> so far?<br>Up to which level did the <b>study program</b> promote <b>skill</b> so far? |                       |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|  | None                  | Threshold             | Foundation            | Interconnection       | Contextualisation     | Expansion             | Generation            |  | None                  | Threshold             | Foundation            | Interconnection       | Contextualisation     | Expansion             | Generation            |
| <b>Competence No. XY1</b>  |                       |                       |                       |                       |                       |                       |                       |  |                       |                       |                       |                       |                       |                       |                       |
| Own knowledge  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Taught knowledge   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Own skill  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Taught skill   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Competence No. XY2</b>  |                       |                       |                       |                       |                       |                       |                       |  |                       |                       |                       |                       |                       |                       |                       |
| Own knowledge  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Taught knowledge   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Own skill  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Taught skill   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Figure 2:** Illustration of the screening questions for students



• [COMPETENCE AREA X]

On what level is the students' **knowledge**?  
On what level is the students' **skill**?  
(Think of the level most of the students have from your perspective)

|                      | None                  | Threshold             | Foundation            | Interconnection       | Contentualisation     | Expansion             | Generation            | I don't know          |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| [Competence No. XY1] |                       |                       |                       |                       |                       |                       |                       |                       |
| Students' knowledge  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students' skill      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| [Competence No. XY2] |                       |                       |                       |                       |                       |                       |                       |                       |
| Students' knowledge  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students' skill      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Figure 3:** Illustration of the screening questions for faculty members

[If necessary add information on additional data you collected].

## 2.3 Procedure

Students were recruited to participate via [add information channels]. Participation was [specify whether participation was voluntary or mandatory and if students received any specific benefit for participating]. The screening took place [specify if during a regular course, in between courses, at home, etc.]. Students completed [an online version or a paper-and-pencil version] of the screening instrument. Completing the entire instrument took students around [add number] minutes and faculty members around [add number] minutes.

Members of the teaching faculty were recruited to participate via [add information channels]. Participation was [specify whether participation was voluntary or mandatory and if faculty members received any specific benefit for participating]. The screening took place [specify where and when faculty members completed the screening]. Faculty members completed [an online version or a paper-and-pencil version] of the screening instrument.

### 3 Results

The evaluation of students' competences was based on [include the number of competences for the specific study program here] grouped into [include the number of competence areas here for the specific study programme] based on the Competence Screening Questionnaire for Higher Education (CSQ-HE). Students were asked to rate their competence level on the following scale: 0 = No knowledge/praxis; 1 = Threshold; 2 = Foundation; 3 = Interconnection; 4 = Contextualisation; 5 = Expansion; 6 = Generation.

The following results present a descriptive analysis of students' competences for each competence area in *name of the study programme*.

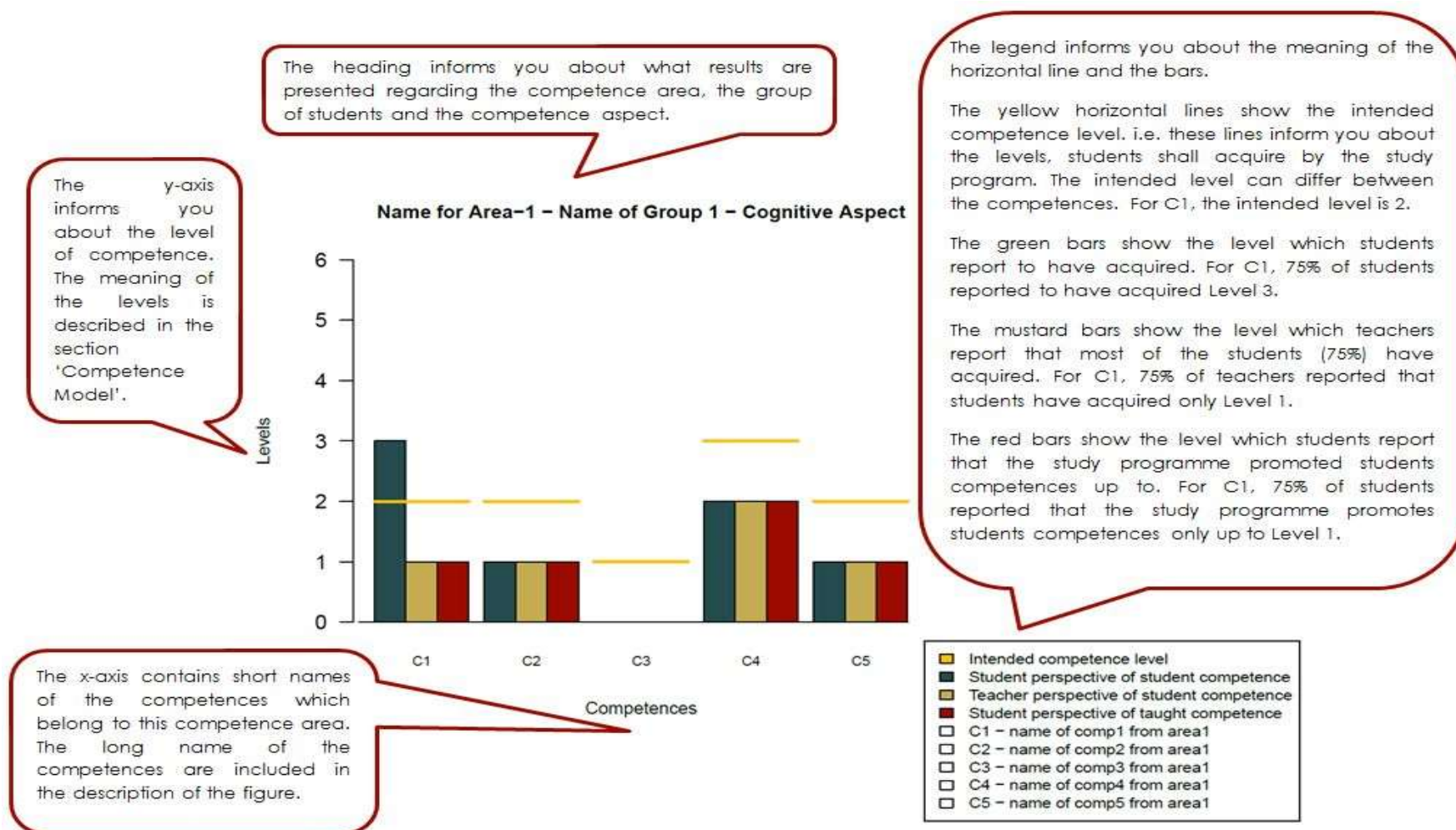
In this section, the evaluation results will be presented in the order of the competence areas. There will be two double pages for each competence area:

- The first double page contains four figures. On the left side, the results for *name of student Group 1* are presented. The results for the cognitive aspect are on top, and the results for the practical aspect on the bottom. On the right side, the results for *name of student Group 2* are presented. Again, the results for the cognitive aspect are on top, and the results for the practical aspect on the bottom.
- The second double page contains students' and faculty members' suggestions for improvement related to the competence area. You can adapt the text that, so it fits the results.
- The third double page contains the quotes of students and faculty members regarding their suggestions for improvement of the competence area.

[If you would like to add further results, e.g. based on your additional questions in the demographics section, please list them here and expand the results section accordingly.]

Below, we describe one example of a figure – Competence Area X, Group 1, cognitive aspect

# Internal Quality Management: Evaluating and Improving Competence Based Higher Education



**Figure 4:** Example of competence levels: Area 1, group 1 – cognitive aspect

*[Name of document]*

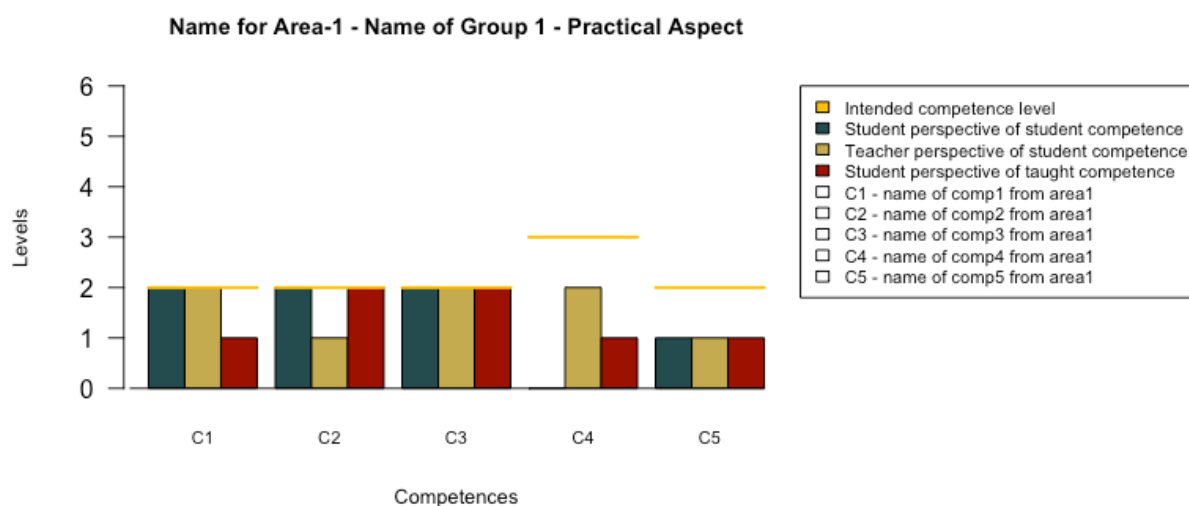
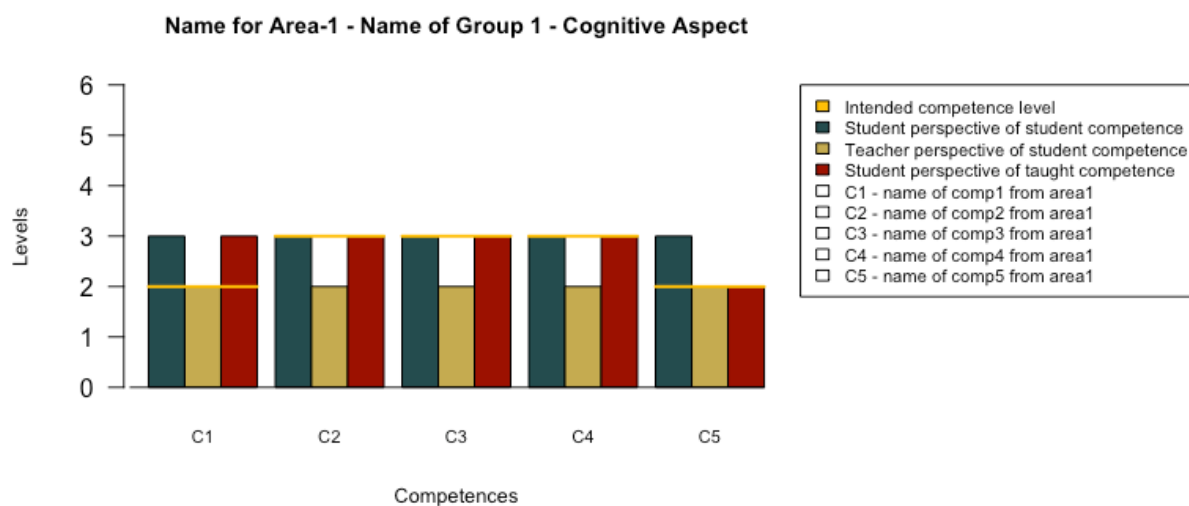
*[Date]*

## Internal Quality Management: Evaluating and Improving Competence Based Higher Education

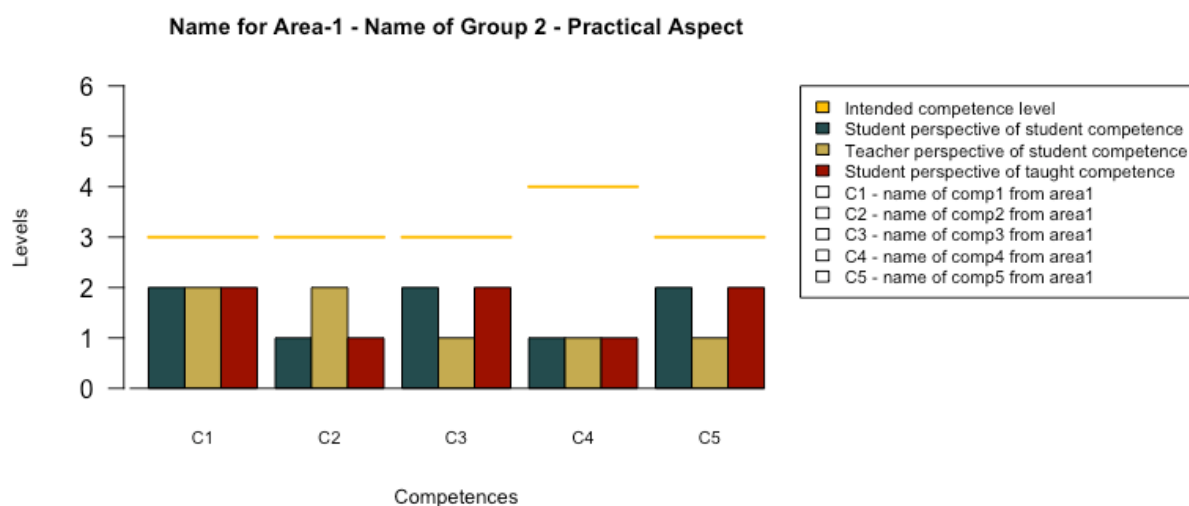
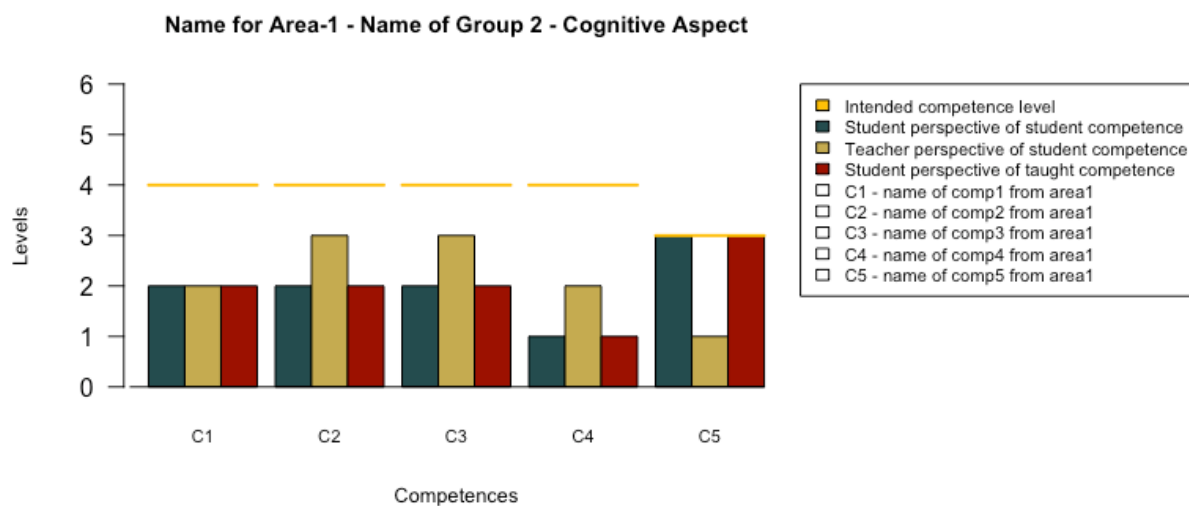
[Add your results here – we included two double pages for illustration purposes. You can find an example of how to present the results in the instructions for the tool.]

## 3.1 Name of Competence Area 1

### 3.1.1 Name of Student Group 1



### 3.1.2 Name of Student Group 2



■ *Description for chart representing Area 1 Group 1 – cognitive aspect*

The yellow horizontal lines show the intended competence level, students shall acquire by the study programme and can differ between the competences. For **C1**, the intended level is *value of intended level*, for **C2** is *value of intended level*, for **C3** is *value of intended level*, for **C4** is *value of intended level* and for **C5** is *value of intended level*. The green bars show the level students report they acquired. For **C1** 75% of students reported to have acquired *[include the value here]* or a higher one. For **C2** and **C5**, 75% of students reported to have acquired *[include the value here]*. For **C4**, 75% of students reported to have acquired *[include the value here]*. In case of **C2**, **C3**, **C4** and **C5** the intended level was not reached. The mustard bars show the level which teachers reported that students have acquired. For **C1**, **C2**, **C3**, **C4** and **C5**, 75% of teachers reported that students have not reached the intended level. The red bars show the level which students reported that the study programme promoted students' competences up to. For all competences, 75% of students reported that the study programme did not promote students' competences up to the intended level.

■ *Description for chart representing Area 1 Group 1 – practical aspect*

The yellow horizontal lines show the intended competence level, students shall acquire by the study programme and can differ between the competences. For **C1**, the intended level is *value of intended level*, for **C2** is *value of intended level*, for **C3** is *value of intended level*, for **C4** is *value of intended level* and for **C5** is *value of intended level*. The green bars show the level students report they acquired. For **C1** and **C5**, 75% of students reported to have acquired *[include the value here]*. For **C2** and **C4**, 75% of students reported to have acquired *[include the value here]*. In case of **C3**, the intended level was not reached. The mustard bars show the level which teachers report that students have acquired. Only for **C4** 75% of teachers reported that students have acquired *[include the value here]*. For **C1**, **C2**, **C3** and **C5**, 75% of teachers reported that students have not reached the intended level. The red bars show the level which students report that the study programme promoted students' competences up to. For **C4**, 75% of students reported that the study program promotes students' competences up to *[include the value here]*. For **C5** 75% of students reported that the study programme promotes students' competences up to *[include the value here]*. In the case of **C1**, **C2** and **C3** students reported that the study program did not promote them to the intended level.

**■ Description for chart representing Area 1 Group 2 – cognitive aspect**

The yellow horizontal lines show the intended competence level, students shall acquire by the study programme and can differ between the competences. For *C1*, the intended level is *value of intended level*, for *C2* is *value of intended level*, for *C3* is *value of intended level*, for *C4* is *value of intended level* and for *C5* is *value of intended level*. The green bars show the level students report they acquired. For *C1*, *C2*, *C3* and *C5*, 75% of students reported to have acquired *[include the value here]*. For *C4*, 75% of students reported to have acquired *[include the value here]*. For all competences, the intended level was not reached. The mustard bars show the level which teachers report that students have acquired. For all competences, 75% of teachers reported that students have not reached the intended level. The red bars show the level which students report that the study programme promoted students' competences up to. For all competences, 75% of students reported that the study programme did not promote students' competences up to the intended level.

**■ Description for chart representing Area 1 Group 2 – practical aspect**

The yellow horizontal lines show the intended competence level, students shall acquire by the study programme and can differ between the competences. For *C1*, the intended level is *value of intended level*, for *C2* is *value of intended level*, for *C3* is *value of intended level*, for *C4* is *value of intended level* and for *C5* is *value of intended level*. The green bars show the level students report they acquired. For *C1* and *C3* 75% of students reported to have acquired *[include the value here]*. For *C2* and *C5*, 75% of students reported to have acquired *[include the value here]*. For *C4*, 75% of students reported to have acquired *[include the value here]*. For all competences the intended level was not reached. The mustard bars show the level which teachers report that students have acquired. For *C2*, 75% of teachers reported that students have acquired *[include the value here]*. For *C1*, *C3*, *C4* and *C5*, 75% of teachers reported that students have not reached the intended level. The red bars show the level which students report that the study programme promoted students' competences up to. For all competences, students reported that the study program did not promote them to the intended level.



### **3.1.3 Open answers Name of student Group 1 – students and teachers**

Below, we present quotes from students and faculty members answering the question: 'Which quality enhancement and quality assurance measures would you recommend for [Competence Area X]?'

[Include students' and faculty members' quotes here]

### **3.1.4 Open answers Name of student Group 2– students and teachers**

Below, we present quotes from students and faculty members answering the question: 'Which quality enhancement and quality assurance measures would you recommend for [Competence Area X]?'

[Include students' and faculty members' quotes here]

### 3.1.5. Final comments and suggestions

#### 3.1.5.1. Final comments and suggestions *name of student Group 1* – students and faculty members

In the following we present the quotes of students and faculty members regarding the question: Which measures would you recommend for quality enhancement and quality assurance regarding *name of the study programme*?

[Include students' and faculty members' quotes here]

#### 3.1.5.2. Final comments and suggestions *name of student Group 2* – students and faculty members

In the following we present the quotes of students and faculty members regarding the question: Which measures would you recommend for quality enhancement and quality assurance regarding *name of the study programme*?

[Include students' and faculty members' quotes here]

## 4 Results

By conducting a competence screening, *name of your institution* wants to find out the main strengths and weaknesses of our study programme in *name of study programme*. The competence screening is the second step of our Internal Quality Management Procedure (IQM Procedure). Following the IQM Procedure, we first defined intended student competences. Second, we screened for the competences and compared the reported competence levels to the intended competence levels. The third step will be for the quality management board to conduct a detailed analysis of the screening results and provide recommendations for quality enhancement and quality assurance. This procedure is conducted *[annually/biannually, etc.]*.

In this section, we first summarize the results, and then answer the evaluation questions presented in a previous chapter in more detail and separately for each competence area.

*[Please add a discussion according to the previously described structure here. You can find an example of how to discuss the results in the instructions for the tool.]*

.

## 5 Conclusions

In this screening, we asked students and faculty members about their perceptions of students' competence levels, and we asked students about their perception of the quality of the teaching and learning process for *name of the study programme*. We compared the perceived competence levels to the intended competence levels. These are the conclusions:

[Here you should add the conclusions of your study programme's assessment].