Bologna 2020: A Project of the Faculty of Arts & Social Sciences

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SAP Higher Education & Research User Group

Facts about UZH and the Faculty of Arts and Social Sciences (PhF)

Facts: UZH

- German speaking «Ordinarienuniversität»
  - means: high autonomy of chairs, departments and faculties
- all main decisions are negotiated and taken in and by academic committees
  - even those with major impact on operation
- only few central departments for management and governance
- Academic Offers: Institutional accreditation and not accreditation by study program
  - means: high autonomy for each single HE institution in Switzerland, because there exist only few governmental policies

Facts: Faculty of Arts and Social Sciences

- about 20 departments
- broad spectrum of disciplines: Psychology, Social and Cultural Sciences, Philologies, History Sciences, Classical and Ancient Studies
- about 10'000 students (Ba, Ma, PhD and teaching diploma) and about 1'100 teaching personal
- mainly combinational study courses (major/minor) on Bachelor and Master level
- at the beginning of the project (2016)
  - more than 50 Majors und more than 80 Minors on Ba-Level; more than 80 Majors and 100 Minors on the whole
  - Course offer with several cross listed content lacked contouring
  - Modularization not properly implemented (functional) - relevant unit was still the single course event
  - decentrally organized faculty (on level of the disciplines): Insufficient governance for portfolio- and curricula development from higher administration levels (faculty, university)

SAP Baseline of UZH

- UZH introduced SAP (classical modules) before 2000
- SAP SLcM (formerly SAP Campus Management) since 2003
- Some characteristics of the use of SLcM:
  - Part of the academic structure is maintained by the faculties/departments
  - Divergent uses of the SAP data model for the curriculum
  - Several different variants of same processes (owned by the faculties)
  - Handicap for consequent digitalization of processes in teaching and learning
  - Only few modern web based services for staff
  - Data maintenance mainly in SAP GUI

SAP Baseline at the PhF (1)

- Decentral data maintenance in SAP GUI by academic and administrative staff at the departments/institutes
  - Maintenance of modules and courses
  - Support for module booking
  - Grade input
  - Degree audit
- Consequence: Quality problems, no standards …
  - in data maintenance
  - in the handling of processes (unequal treatment of students)

SAP Baseline at the PhF (2)

- No common knowledge and understanding of the data model (academic structure)
  - What is the difference/border between modules and courses?
  - How can the curricula of study programs be structured in the SAP system to make best use out of it for the services?
  - Which rules for the degree audit can be evaluated by the system and should be used in the regulations?
- Degree audit catalogs have been used only in minimal fashion
  - Graduation rules have been mostly checked “optically” and modules assigned “manually”
  - Former use of the SAP degree audit was just to “add” modules to the Academic Record

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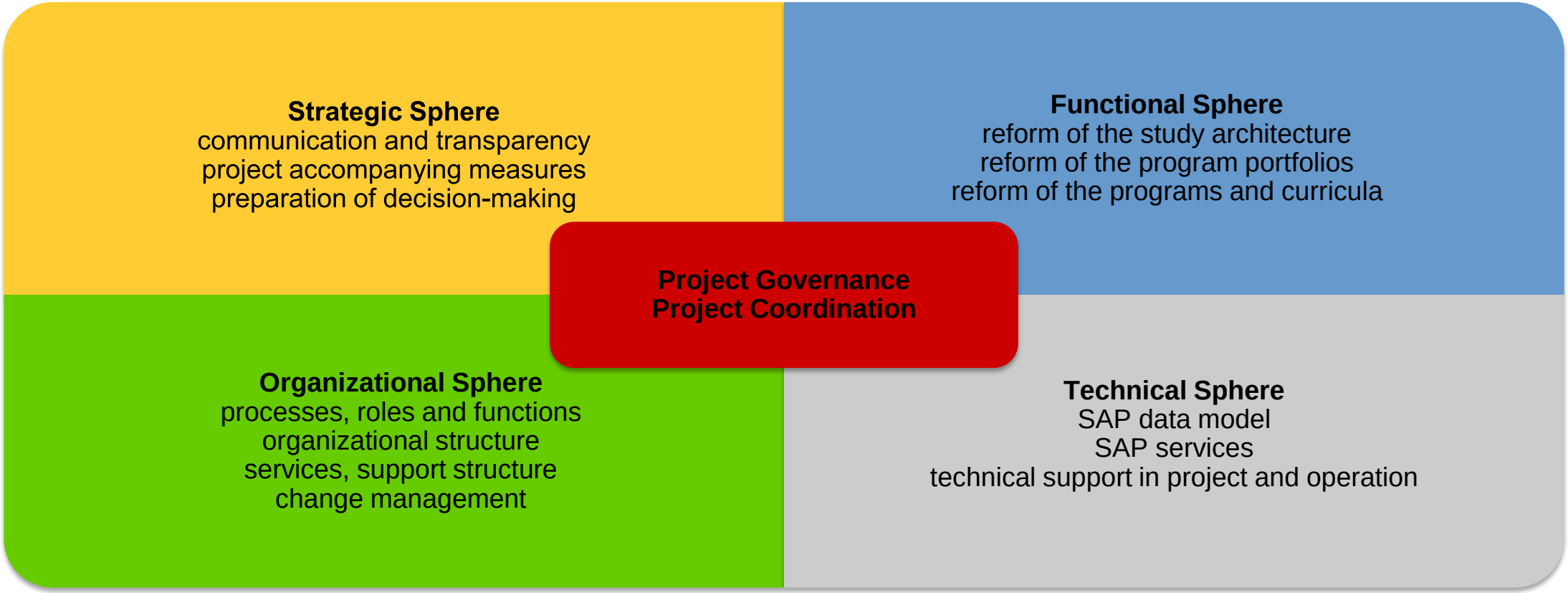
The Project «Bologna 2020»

Spheres of Planned Activities in the Integrated Project



Integrated Project – Opportunities

- Integral perspective on the four spheres of activity allows paradigm shifts
  - not only: Modelling existing study regulations
  - instead: Opportunity to frame legal as well as processual basics accompanying the reform

- The technical perspective
  - … gives clear insights about the data model, best practices and existing services
  - missing services can be identified early in the project and addressed
  - budget has been given for implementing new services and change requests (pilot character of the project)

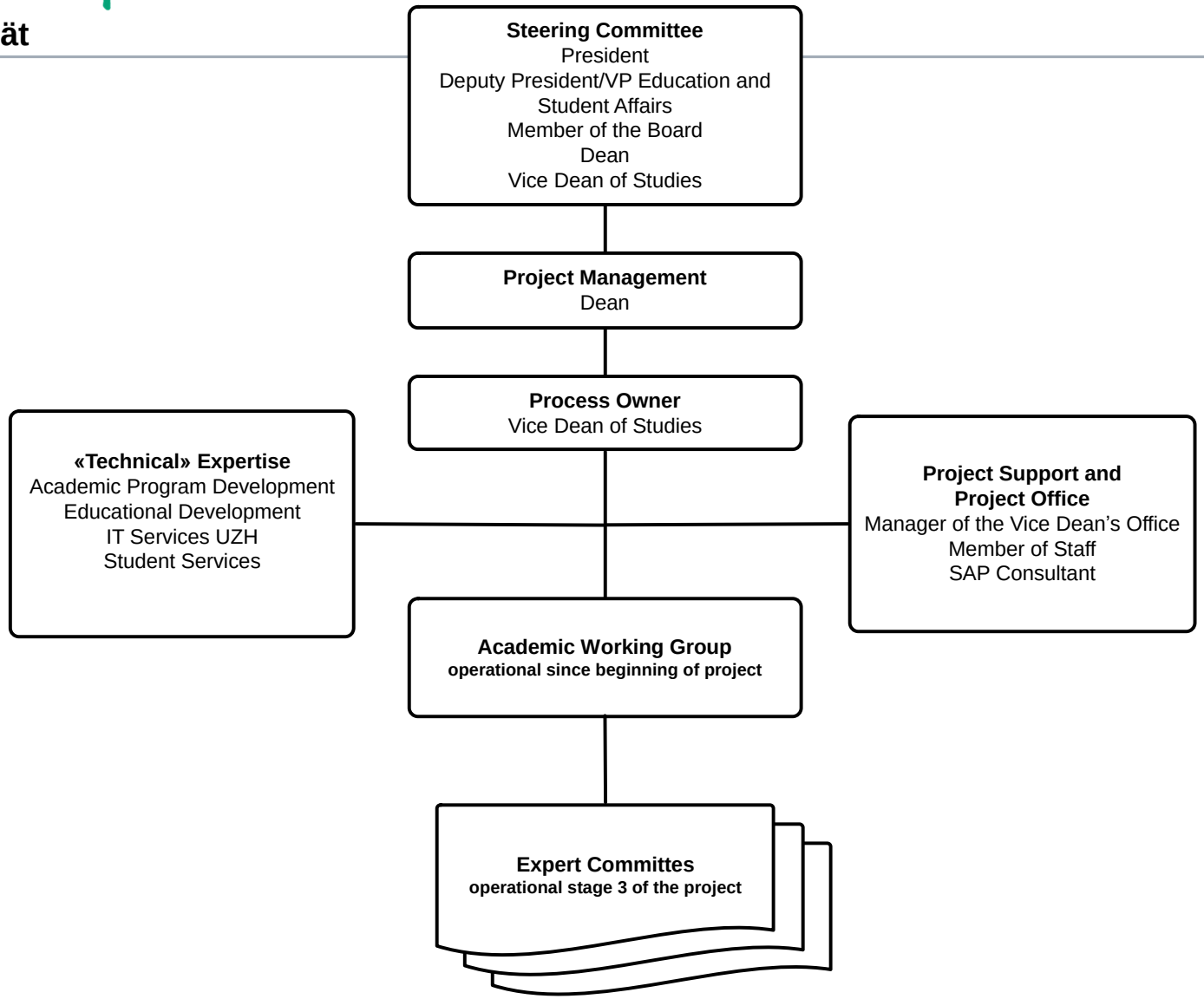
Objectives and Deliveries

Higher-order objectives of the program: Reaching and perpetuating …
- Transparency, Consistency, Sustainability, Liability and Service Quality

… regarding
- the academic offering of the PhF and
- the curricula of all disciplines (didactical, legal und technical aspects)

Additional: Many 2nd-order objectives in each of the activity spheres

Deliveries, among others:
- Legal basics: Framing regulations, study regulation with appendixes for all programs
- Academic structure in SAP: SC, CG, SM, D
- Rule catalogues for the degree audit in all programs, new and transition regulations
- The «Handbook of Curriculum Development» together with a «Toolbox» (in two consecutive editions)


Steering Committee
President
Deputy President/VP Education and Student Affairs
Member of the Board
Dean
Vice Dean of Studies
Project Management
Dean
Process Owner
Vice Dean of Studies
«Technical» Expertise
Academic Program Development
Educational Development
IT Services UZH
Student Services
Project Support and Project Office
Manager of the Vice Dean's Office
Member of Staff
SAP Consultant
Academic Working Group
operational since beginning of project
Expert Committes
operational stage 3 of the project

«Bologna 2020» – Four Project Phases

1st phase
– Identification of the main challenges to be addressed
– Development of the new academic portfolio
2nd phase
– Compilation of a business blueprint for the Curricula Development
– Three main processes, many principles and building blocks
3rd phase
– Functional implementation of the blueprint in all Curricula of all disciplines
4th phase
– Technical Implementation

Comprehensive activities: Expertise and proof of concept on main technical implementation doubts

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«Bologna 2020» and SAP SLcM

Consistency and Transparency in all Media; Future-ready Digital Model

- All programs are structured by module groups to make content and rules understandable
- Module groups, rules and modules are consistently modelled and presented in all media

- The relevant media are:
  - **Study regulations** of the program (pdf document with tables presenting structure and rules)
  - **Module catalog** (pdf document with all long living information about the academic offer of a discipline)
  - **Online course catalog** (with semester based information of the academic offer)
  - **Academic Record** resp. certificate (with all academic achievements of a study)

  - in future: **Self Audit** (students can monitor their progression, express their decisions of choice and simulate change of program)

Consistency of Media

Studienplan

Studienplan

Programmstruktur	Bestehensvoraussetzungen	Studienleistungen
Für das Bestehen des Bachelor Major-Studienprogramms Französische Sprach- und Literaturwissenschaft müssen mind. 120 ECTS Credits aus dem Programm absolviert werden, davon mind. 30% der Studienleistungen benotet, darunter die Bachelorarbeit im Umfang von 15 ECTS Credits. Mindestens 60 ECTS Credits müssen aus dem Angebot der Universität Zürich stammen.		
Ausserdem müssen Module aus folgenden Modulgruppen gemäss folgenden Regeln gewählt werden:		
Introduction aux études du français	sämtliche P-Module und mind. weitere 3 ECTS Credits	P, WP
Littérature française: approfondissement	sämtliche P-Module und mind. weitere 15 ECTS Credits, darunter mind. 6 ECTS Credits aus WP-Modulen	P, WP, W
Linguistique française: approfondissement	sämtliche P-Module und mind. weitere 18 ECTS Credits, darunter mind. 6 ECTS Credits aus WP-Modulen	P, WP, W
Compétences langagières et discursives	sämtliche P-Module und mind. weitere 3 ECTS Credits	P, WP, W
Compétences interdisciplinaires		WP, W
Autres modules curriculaires		W
	mind. 18 weitere ECTS Credits nach freier Wahl innerhalb des Programms	

Vorlesungsverzeichnis

Französische Sprach- und Literaturwissenschaft	Details	zu den Modulen	120
Introduction aux études du français		zu den Modulen	
Littérature française: approfondissement		zu den Modulen	
Linguistique française: approfondissement		zu den Modulen	
Compétences langagières et discursives		zu den Modulen	
Compétences interdisciplinaires		zu den Modulen	
Autres modules curriculaires			

Module (7)

Zurück

Gruppiert: Pflicht/Wahl

Pflichtmodule

Littérature moderne: théories et pratiques 9 ECTS
390-002

Wahlpflichtmodule

Texte et critique. Option moderne 6 ECTS
390-003

Wahlmodule

Albert Camus et la dynamique des genres littéraires 3 ECTS
390a005

De la licorne. Petite Introduction au bestiaire médiéval 3 ECTS
390a001

L'amour courtois pour débutants 3 ECTS
390a004

Le roman par lettres au XVIIIe siècle 3 ECTS
390a003

Écrire le génocide : Rwanda 3 ECTS
390a002

Französische Sprach- und Literaturwissenschaft > Littérature française: approfondissement

Albert Camus et la dynamique des genres littéraires 3 ECTS
390a005

Beschreibung | Anforderungen | Organisation | Teil von

Allgemeine Beschreibung: Sous la responsabilité d'une jeune chercheuse ou d'un jeune chercheur, les étudiantes et les étudiants travaillent pendant un semestre sur des aspects choisis, tant thématiques que théoriques et méthodologiques, liés à un sujet de recherche particulier appartenant au domaine des études littéraires françaises ou francophones, modernes ou médiévales.
Le deuxième semestre pourra être consacré, au besoin, à la rédaction du travail écrit, à rendre au plus tard à la fin du module.

ECTS: 3

Lernziel: Les étudiantes et les étudiants s'initieront aux enjeux et aux questions théoriques et méthodologiques d'un sujet de recherche relevant des études littéraires. Ils et elles approfondiront et appliqueront leurs compétences d'analyse littéraire et amélioreront leur expression scientifique à l'oral et à l'écrit, tout en acquérant des connaissances précises concernant un aspect de l'histoire littéraire, un auteur, un courant littéraire ou un thème en particulier.

Unterrichtssprache: Français

Modulverantwortlicher: Thomas Klinkert

V-Nr	Lehrveranstaltungen	Beginn / Ende	Termin	Dozierende/r	Raum	Merken
Übung						
0000	Albert Camus et la dynamique des genres littéraires 390a005a	von 18.09.2019 bis 18.12.2019	Mi 08:00-09:45	Anna Pevoski		

Philosophische Fakultät

Studiengang	**Bachelor of Arts**	
Hauptfach 120	Geschichte	5.5
Nebenfach 60	Klassische Archäologie	5.2
Gewichtete Gesamtnote		**5.4**

An den Abschluss angerechnete Leistungen

Hauptfach 120: Geschichte

Semester/ Jahr	Modul-bezeichnung	Titel des Moduls	extern	ECTS Credits	Note UZH
HS19	06SM600-BA	Bachelorarbeit		15.0	5.5
Einführung in die Geschichte					
HS19	06SM600-007	Basismodul I		9.0	bestanden
HS19	06SM600-008	Einführungsvorlesung Herbst		3.0	5.5
HS19	06SM600-009	Basismodul II		9.0	5.5
HS19	06SM600-010	Einführungsvorlesung Frühling		3.0	bestanden
HS15	06SM600002	002 Basismodul II: Proseminar 3, Übung, Thematisches Tutorat		12.0	bestanden
FS15	06SM600001	001 Basismodul I: Proseminar 1 und Proseminar 2		9.0	bestanden
Alte Geschichte					
HS19	06SM600-003	Alte Geschichte 1		9.0	5.5
HS17	06SM600017b	017b Aufbaumodul I - Alte Geschichte: Bachelorseminar: Das antike Sizilien: Insel der Tyrannen und Sirenen (mit Exkursion) (2-semestrig, Beginn FS17)		9.0	5.5
Mittelalter					
HS19	06SM600-011	Geschichte des Mittelalters 1		9.0	5.5
FS16	06SM600323	323 Vorlesung Geschichte des Mittelalters: Reisen im Mittelalter		3.0	bestanden
HS15	06SM600334	334 Vorlesung Geschichte des Mittelalters: Geschichte der Schweiz im Spätmittelalter 1415-1515		3.0	bestanden

New: Achievements are grouped by module groups

Rules are related to the same module groups

Bachelor of Arts UZH

Rule: All Achievem. credited only once

Major program History

Rule: All mandatory modules

combinable programs with intersecting module catalog

Minor program Archaeology

Rule: All mandatory modules

P

P

Achievements of Student 123456
ECTS may not be credited more than once

3 ECTS ...

3 ECTS ...

6 ECTS Basics of Ancient History

6 ECTS ...

9 ECTS ...

~~6 ECTS x (already credited in Major)~~

Green means Green!

- In the past the Degree Audit delivered fuzzy results, because not all rules of a program could be technically verified. Academic staff in the departments had to be consulted; certification was delayed.
- In future: If degree audit states "green", then there is no doubt about that; hence most of the certificates can be granted by administrative staff

- New rule module types had to be implemented, f. i.
  - **the rule „no achievement can be used more than once“ identifies all achievements, which can be assigned to more than one rule; it makes the degree audit red and forces decision**
  - **the rule „Attention: Transition Profile“ displays a „yellow“ light, to force a second look, because transition profiles may consist of old rules, which cannot be verified automatically**

Major program History

- Rule: At most 90 ECTS Credits
- **Rule: No surplus modules**

- Rule: All mandatory modules
- Rule: 12 ECTS in Anc. Hist.
- complicated combinatoric rule

Achievements of Student 123456
usable in Major History
in sum: **100 ECTS Credits**

3 ECTS ...

3 ECTS ...

6 ECTS x (left out => rule red)

6 ECTS ...

9 ECTS y (left out => sum drops under 12)

6 ECTS z (left out => combin. rule red)

Surplus modules not used in program
takes all modules which can be moved out of the program without making any rule red

printed in extra section of Academic Record

New modules are linked below module groups in new academic structure

Bachelor of Arts UZH

Major program History

Basics of Historical Science

P: 6 ECTS Statistics

WP: 6 ECTS ...

W: 3 ECTS ...

Transition: Old modules should be found automatically for use in degrees

LSMW: map old modules in the new structure

W

4 ECTS altes Modul Statistik

W

LSMW: map old external achievm. in the new structure

CW for ext. achievm. in History

5 ECTS Student 123456 „Basic History “

Conclusion and Lessons Learned

Conclusion and Lessons Learned (1)

- The Handbook consisting of several chapter named «principles and definitions of …» was initially offended as «too technocratic» but eventually turned into «the Bible» of the project
- The long during preparation work on the processes, principles and building blocks of curricula development was extremely helpful for framing the project work
  - it helped to identify topics, where reasonable trade-offs can be accepted
  - as well as those, where give-ins would compromise the consistency of the whole framework
- The main enhancement of the 2nd edition of the handbook was a new chapter about the transition process, shifting students from expiring programs to new programs allowing to keep all of their achievements and without suffer discrimination
  - Lesson Learned: The transition process contained far more challenges as expected, especially in the technical field. It should have been addressed earlier in the project.
  - Most pressure for the technical implementation resulted out of the transition process.

Conclusion and Lessons Learned (2)

- Taking all four spheres into account for the project turned out to be a key success factor
  - because there usually exist choices, measures in more than one sphere can be conducted to yield a result; one can find and chose the most effective one
  - if there was no choice, for instance if it would have been only a technical project, one had to compensate lack of agility in other spheres by (usually expensive) technical measures

- Examples:
  - «Module integrity» as a key principle preserved consistency and was not so «evil» as suspected
  - Reducing the stock of graduation rules to a common set of patterns lead to full digitalization of audit and graduation process
  - Being "generous" to existing students when passing them over to new programs reduces the need for special rules and special treatment

Outlook on Future Tasks

Outcome and Outlook

- All regulations has been put into effect by the academic committees
- All technical enhancements and changes have been implemented and tested thouroughly
  - they went live with the May 2019 release, ready for use in the fall semester 2019

- Main area of **short term preparation work** lies still in the support for the transition process
  - Students have to be informed about the overall changes and their individual implications
  - The new academic structure has to be completed
  - "Old" achievements have to be mapped in the new structure
  - New modules have to be mapped into old programs, which are not yet expired
- Faculty as well as technical staff must **accustom themselves to the new processes and services**
- On the **long term** new services are planned, which were not implementable before
  - Example: «Self Audit» helping students to monitor and simulate the progression in their study fields and register themselves for graduation while giving hints about elections they are allowed to make