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How universities can assess employability skills?

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“How universities can assess employability skills ?” was one of the first issues we addressed at the beginning of this project.

Here is the presentation of how the research unfolded, and the results we have obtained over the last 2 years. The presentation will begin with the context - that is the role of universities in the European reforms.

Introduction : The Bologna Process

- Evolution of the university missions:
 - Guarantee students a quality of life favourable to their studies (European Council, 1997)
 - Promote employability skills (Bologna declaration, 1999)
 - Encourage and develop a participative process (Lisbon, 2000).
 - Evaluate their satisfaction (Berlin Communiqué, 2003)
 - Orientate and accompany students (Bergen Communiqué, 2005).



When we are talking about the place of university, we are speaking about the role of universities as manifested in the evolution of the Bologna Process.

Within the framework of that Process (European Council 1997), Ministers responsible for higher education “stress the need for appropriate studying and living conditions for the students, so that they can successfully complete their studies within an appropriate period of time without obstacles related to their social and economic background.”

As saw since this morning, Intense pressure has been put on universities by current reforms initiated as part of the Bologna Process. They have become, as Strecker said in 2004, work environments where the objective is to make students more competitive and ready to face the demands of professional life. In 2000, the Lisbon Council emphasised these objectives to increase growth and employment, and support durable development.

This new role for universities makes them places of high level of productivity. If we are looking to this evolution we note that university had :

- 1.in 1997, after the European Council: to guarantee students a quality of life favourable to their studies
- 2.in 1999, with the Bologna declaration, to promote employability skills.
3. in 2000, to encourage and develop a participative process.
4. In 2003, in the Berlin Communiqué to evaluate their satisfaction.
5. In 2005, in Bergen to orientate and accompany students.

In reality more than 16 million students attending European universities (with an annual growth rate of over 2% for 1998-2002 - European Commission 2005) and they are expected to be competitive and to learn more and more employability skills; but what are employability skills and how the university can assess them?

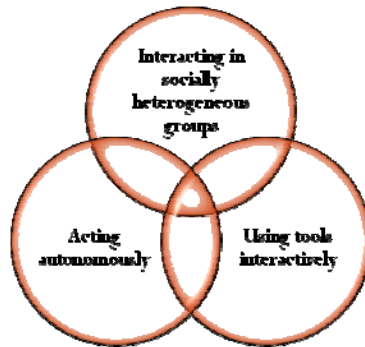
THEORY



Before presenting our method and results, we will turn to theory and our understanding of what politicians really want from universities and for definite what gaining competency.

1. The key competences : an European priority

- 1970 : Departure of a new concept : “Competence”
- 1997 – 2009 : OECD Projects
 - DeSeCo: Definition and Selection of Competences. Its conceptual framework classifies competencies in 3 broad categories:



- It drove PISA: Program for International Student Assessment



In the 70's the concept of competences appeared in the CEFR: “Common European Framework of Reference for Languages: Learning, Teaching, Assessment”. That notion grew, thanks in particular to 2 projects: the DeSeCo and PISA from the OECD (Organisation for Economic Co-operation and Development).

The OECD's DeSeCo Project was designed to bring a wide range of expert and stakeholder opinion together, to produce a coherent and widely shared analysis of which key competences are necessary for coping with the manifold challenges of today's world.

A core element of DeSeCo's overarching conceptual framework consists of a holistic model of competence grounded in 3 key categories of competence – interacting in socially heterogeneous groups, acting autonomously, and using tools interactively.

The key-competencies

- 1999-2009: From Bologna to Leuven
 - UE assigned to the education system (including universities) new aims - among them the development of competences. There is now a link between higher education and the labour market



After the OECD, politicians took this concept as a call to action. That philosophy was established in Bologna and continues in Leuven this year. The challenge is not only to give students employability skills but also to promote sustainable employability. So what is that?

2. Sustainable employability: a new mission for the universities

- In 2000, Lisbon, universities were invited to include employability in their programs of study:
 - Student should acquire knowledge necessary for academic success, and the skills wanted by employers.
(knowledge + skills = competence)
- Employability becomes day after day a finality of study



In the year 2000, European universities were invited to introduce employability into their programs of study. Students now have to acquire not only knowledge but also the skills wanted by employers. They must develop competences.

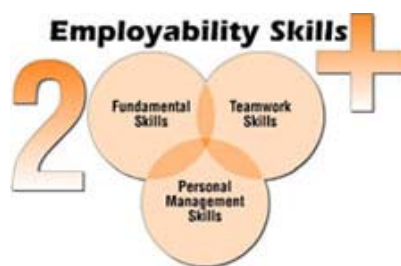
As commonly defined, a competence is a combination of knowledge and skills, but in reality it is more than that. It involves the ability to meet complex demands by drawing on and mobilising psychological resources (including skills and attitudes) in a particular context.

So now employability becomes an finality of study.

In the presentation we will speak about both competences and employability skills.

3. Employability skills: Identify them to assess them

- 3 kinds of employability skills:
 - Multi-fields : such as communicating, working with others
 - Linked with a domain of speciality
 - Specific to the organisation or the employment
- CORCAN (key rehabilitation program of the Correctional Service of Canada-CSV integrated in The Conference Board of Canada-1998) concerns multi-fields skills. It proposed:



To identify the competences the literature points to 3 kinds of employability skill:

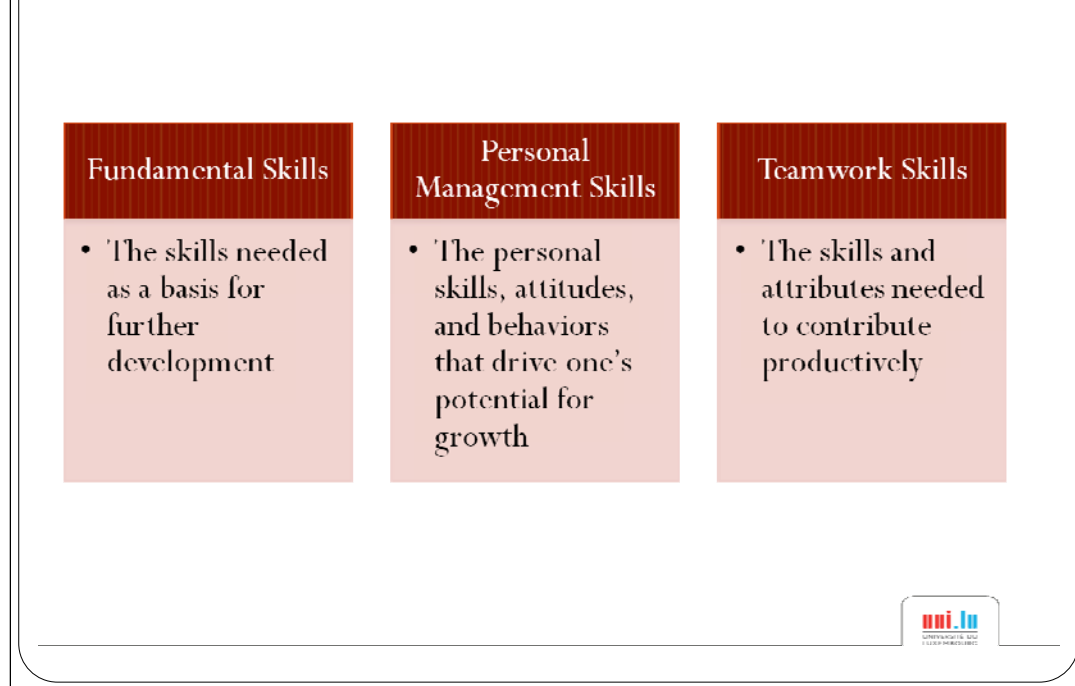
The first directly enables one to carry out tasks without a specific training. The second is linked with a domain of speciality and should be acquired with external training. Finally, competences specific to an organisation or type of employment can be acquired only after recruitment.

After working on these definitions, we were interested to hear the views of the Conference Board of Canada,

an organisation whose mission is to aid in the safe reintegration of offenders into Canadian society by providing employment and employability skills training to offenders incarcerated in federal penitentiaries and, for brief periods of time, after they are released into the community.

Its members proposed different skills needed in the world of work, which could be acquired by training at school/university (ie, the multi-fields kind) called them 'employability skills 2000+'.

Employability skills 2000+



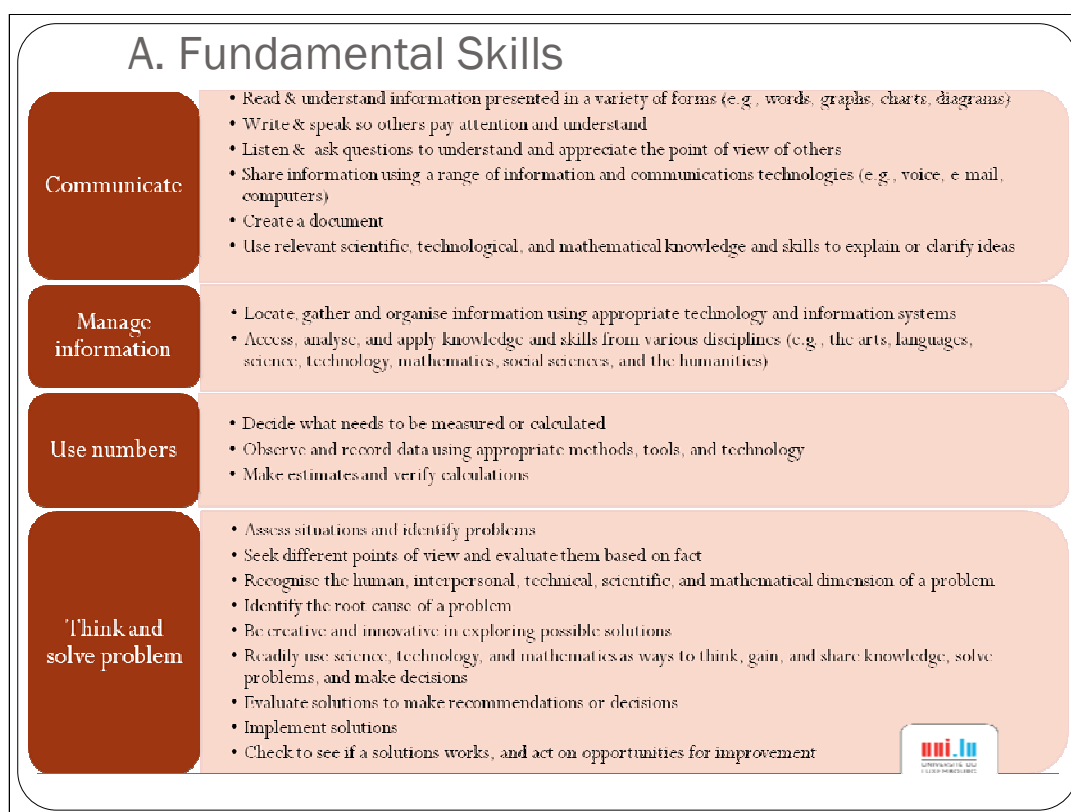
A total of 57 employability skills were identified, divided into 11 classes and then ranged into 3 groups:

fundamental skills: skills needed as a basis for further development;

personal management skills: correspond to the personal skills, attitudes, and behaviours that drive one's potential for growth; and finally

teamwork skills: those skills and attributes needed to contribute productively.

We will cover the latter briefly.



That tool was endorsed by professionals (organisations of the Employability skills and Science Forums) and presents the skills needed by everyone, I quote, “to enter, stay in and progress in the world of work”. 1) For Corcan, acquisition of fundamental skills prepares people to progress more successfully in the world of work. To do that, they have to: **communicate** (6 skills); **Manage information** (2 skills); **Use numbers** (3 skills); **Think and problem solve** (9 skills).

B. Personal Management Skills

Demonstrate Positive Attitudes and Behaviours

- Feel good about yourself and be confident
- Deal with people, problems, and situations with honesty, integrity, and personal ethics
- Recognize your own and other people's good effort
- Take care of your personal health
- Show interest, initiative, and effort

Be responsible

- Set goal and priorities balancing work and personal life
- Plan and manage time, money, and other resources to achieve goals
- Assess, weigh, and manage risk
- Be accountable for your actions and the actions of your group
- Be socially responsible and contribute to your community

Be adaptable

- Work independently or as part of a team
- Carry out multiple tasks or projects
- Be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- Be open and respond constructively to change
- Learn from your mistakes and accept feedback
- Cope with uncertainty

Learn continuously

- Be willing to continuously learn and grow
- Assess personal strengths and areas for development
- Set your own learning goals
- Identify and access learning sources and opportunities
- Plan for and achieve your learning goals

Work safely

- Be aware of personal and group health and safety practices and procedures, and act in accordance with them



Personal management skills are, as I said, personal skills, attitudes, and behaviours that drive one's potential for growth. They allow people to offer others greater opportunity for achievement when they can: **Demonstrate positive attitudes and behaviours** (5 skills); **be responsible** (5 skills); **be adaptable** (6 skills); **learn continuously** (5 skills) and **work safely** (1 skill).

C. Teamwork Skills

Work with others

- Understand and work within the dynamics of a group
- Ensure that a team's purpose and objective are clear
- Be flexible: respect, and be open to and supportive of the thoughts, opinions, and contributions of others in a group
- Recognize and respect people's diversity, individual differences, and perspectives
- Accept and provide feedback in a constructive and considerate manner
- Contribute to a team by sharing information and expertise
- Lead or support when appropriate, motivating a group for high performance
- Understand the role of conflict in a group to reach solutions
- Manage and resolve conflict when appropriate

Participate in projects and tasks

- Plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes
- Develop a plan, seek feedback, test, revise, and implement
- Work to agreed upon quality standards and specifications
- Select and use appropriate tools and technology for a task or project
- Adapt to changing requirements and information
- Continuously monitor the success of a project or task and identify ways to improve



Teamwork skills and attributes are needed to contribute productively. People will be better prepared to add value to outcomes of a task, project, or team when they can: **Work with others** (9 skills) and **participate in projects and tasks** (6 skills)

D. Assess employability skills : The final tool

From the Corcan, Statistics Canada created a self-evaluation instrument for university graduates, which can assess employability skills. It's comprises 6 items:

- writing
- critical thinking
- problem solving
- working effectively with others
- leading/supervising others
- ability to learn & use new technology

The evaluation is based on 3 components :

- Possession- Acquisition- Utilisation



We didn't use directly this approach because it was impossible to have a questionnaire to evaluate so many skills even if it was very interesting. We choose a approach more practical drawn from Corcan,

57 employability skills have been identified as important by the Conference Board of Canada (1998). After that, Statistics Canada altered them and proposed 3 types of skill they labelled: communication (writing & speaking), interpersonal skills (working effectively with others, and leading/supervising others) and innovative skills (critical thinking, problem solving, and learning & using new technology). They then introduced three components: **possession**, which indicates a graduate's belief that he or she possesses those skills; **acquisition**, which refers to their assessment of the degree to which they acquired these skills as a consequence of their university education; and **utilisation**, which refers to their opportunity to apply the skills in their current job.

Having made this theoretical detour, we know now what an employability skill is and I can present our research.

METHOD



Students' QuALity of Life and Employability Skills

1. Aims and Objectives

- The SQALES project aims to help universities:
 - Create a tool for assessing employability skills (ES) and address issues raised by the Bologna Process and the European Higher Education Area (EHEA, European Council, 2009)
 - Create an evaluation device with which to establish benchmarks
 - Facilitate a dialogue between the all those involved in order to meet students' needs
 - Adopt new activities and make use of new resources
 - Compare themselves with other European universities
- Objectives of SQALES :
 - Describe ES, WHOQoL domains and socio-demographic characteristics
 - Analyse the links between ES and other variables
 - Determine how students feel about their faculty as reflected in the scores



The SQALES (Students' Quality of Life and Employability Skills) project aims to help universities adopt the recommendations from Bergen (Communiqué of 2005) within the framework of the Bologna Process and the European Higher Education Area (EHEA, Communiqué of Louvain and European Council, 2009). Under the European Council declaration of 1999, universities have become subject to assessment in terms of productivity and competitiveness.

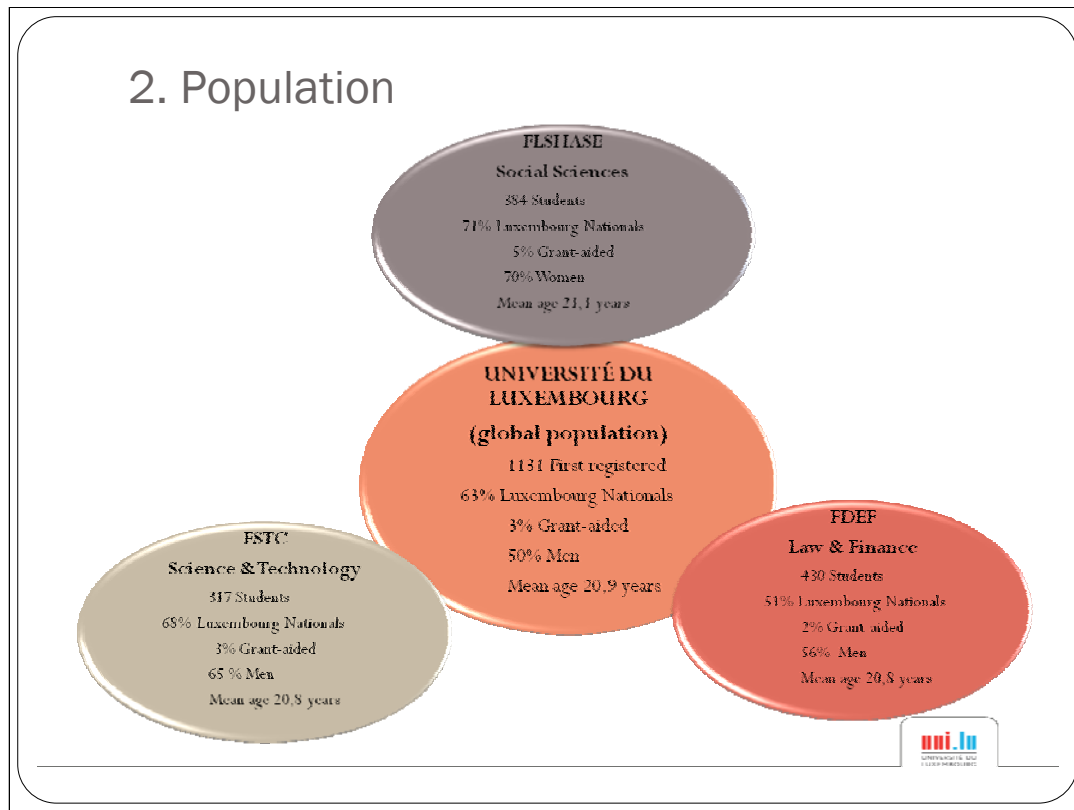
Against that background, we aim to help universities:

- Create a tool for assessing employability skills (ES) and addressing the requirements of the Bologna Process and the European Higher Education Area (EHEA, European Council, 2009)
- Create an evaluation device with which to establish benchmarks
- Facilitate a dialogue between all those involved in order to meet students' needs
- Adopt new activities and make use of new resources
- Compare themselves with other European universities

The objectives of Sqaless are to:

- Describe Employability skills, WHOQoL domains and socio-demographic characteristics
- Analyse the links between employability skills and other variables
- Identify students' feelings about their faculties using a range of scores

2. Population



The research is conducted in the context of a university with 1131 first-registered students. To explain what that means, our administrative data come from the university staff who think in semesters rather than years. So, we identified students who were just beginning their studies, labelled them as first registered and restricted our attention to them.

34% are in the Faculty of Language and Literature, Humanities, Arts and Education, FLSHASE, (referred to as Social Sciences)

28% are in the Faculty of Science, Technology and Communication, FSTC, (or Science and Technology)

38% are in the FDEF, (or Law and Finance)

The proportion of grant-aided students is small (about 3%, other than in Social Sciences)

Women are very much a majority in the Social Sciences and a minority in Science and Technology - it is a matter of vocation. The sexes are equally represented in Law and Finance. If the mean age appears high to you, it is because in Luxembourg, as in Germany, students receive 13 years of schooling before graduation

This result also reflects the multicultural nature of Luxembourg, which had an immigrant population reaching almost 37% in 2001 (Statec) and the will of the university to be open to Great Region: Saar, Lor Lux (Saarland, Lorraine, Belgian Luxembourg and Great Duchy of Luxembourg)

3. Methods

- Ethics:
 - The design of the study was approved by a research ethics committee
 - Participants were informed of the aim of the study and told that results would be published anonymously
- Data collection: Online questionnaire
 - Each student received a personal e-mail with an address for the web site
 - They could choose to complete the questionnaire in French, German or English



We adopted a series of rules under which to conduct this survey. The first rule was that we would establish an ethics committee and obtain approval of the design and all questionnaires. Of course, participants were informed of the aim of the study and told about the anonymous character of the survey.

With regard to data collection, students were contacted via their personal university e-mail addresses and asked to complete an online self-reported questionnaire.

No computer knowledge was required to complete the form, other than how to use a mouse. The volunteers could choose their preferred language (French, German or English) which are the three official languages of the university.

4. The Instrument

- Scales' questionnaire comprises 4 parts:
 - Employability skills
 - Quality of life in 4 domains (physical, psychological, social relationships and environmental)
 - Socio-demographics characteristics (age, sex, parents' level of education & professional status...)
 - ECTS : 2 groups, under 25, and 25 or more: number require to succeed.
- Students participated in two measures :
 - one at the beginning of the first semester,
 - the second in the middle of the second semester.



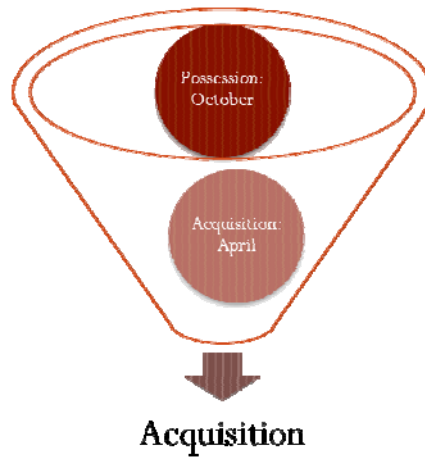
The instrument itself:

First, the study and its aims were presented to students by the research team (with the cooperation of representatives of students' associations). Representatives of the steering committee of students and instructors validated the content of the questions asked. The study protocol was approved by the Ethical Research Committees of the universities concerned, and an informed consent was obtained from respondents immediately before they completed the questionnaire. The questionnaire was translated and back-translated by professional experts.

The survey comprised 4 parts: employability skills, quality of life in 4 domains (physical, psychological, social relationships and environmental), socio-demographic characteristics (age, sex, parents' level of education and professional status, etc.) and finally the ECTS (European Credit Transfer and accumulation System) which was split into 2 groups: under 25 and 25 or more; [25 was chosen because it is the minimal required to be able to continue after 2 semesters.

We administered 2 measures : one at the beginning of the first semester (October), and another in the middle of the second semester (April)

Employability Skills in SQALES



1. The results did not show significant differences.
2. Too difficult to administer two measures at separate times.



With regard to Employability Skills, we employed a new strategy - using different measures. In October, we asked students what competences they already possessed. In April, we asked what competences they thought they had acquired thanks to their university education.

Canadian Statistics introduced three components: possession, acquisition and utilisation. We didn't assess utilisation because in the Canadian version they assessed students at the end of their studies; our students had just begun theirs, so it was too early.

Results of the measures and review of progress revealed 2 points:

- possession and acquisition showed no significant differences
- it was too difficult to administer two measures at separate times.

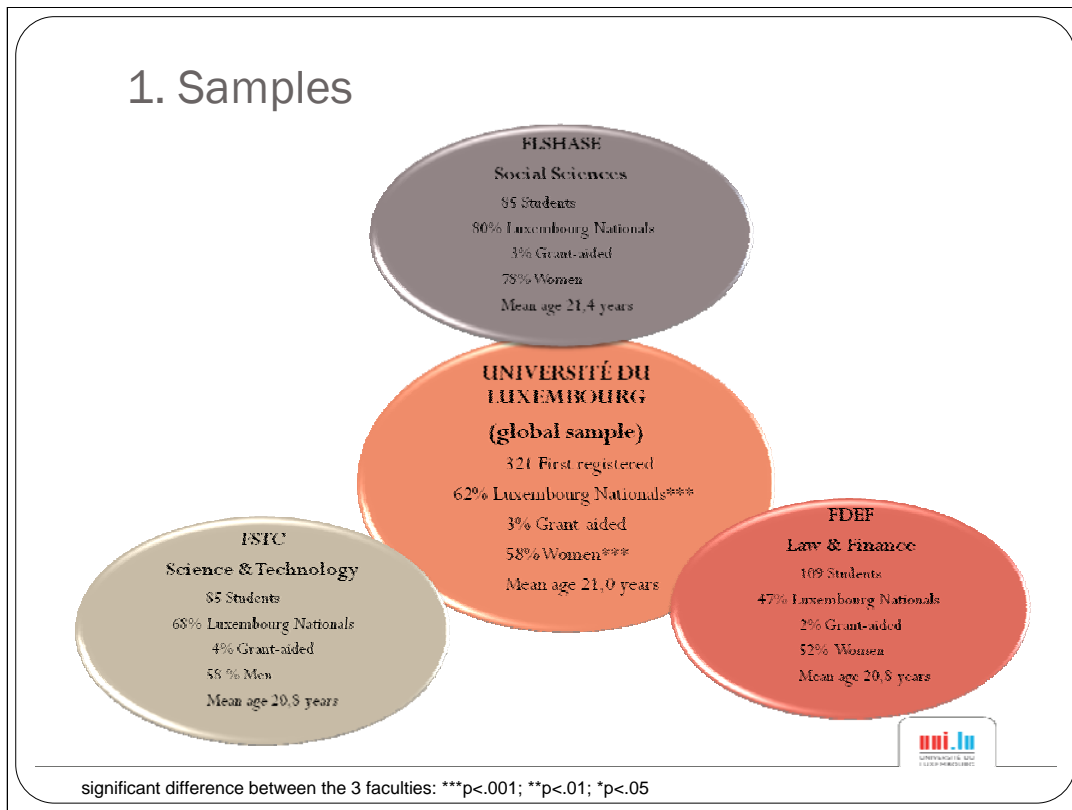
As we wanted to administer a questionnaire yearly, we kept only 'acquisition' with one assessment in December or January.

RESULTS 1

Socio-demographic characteristics



1. Samples

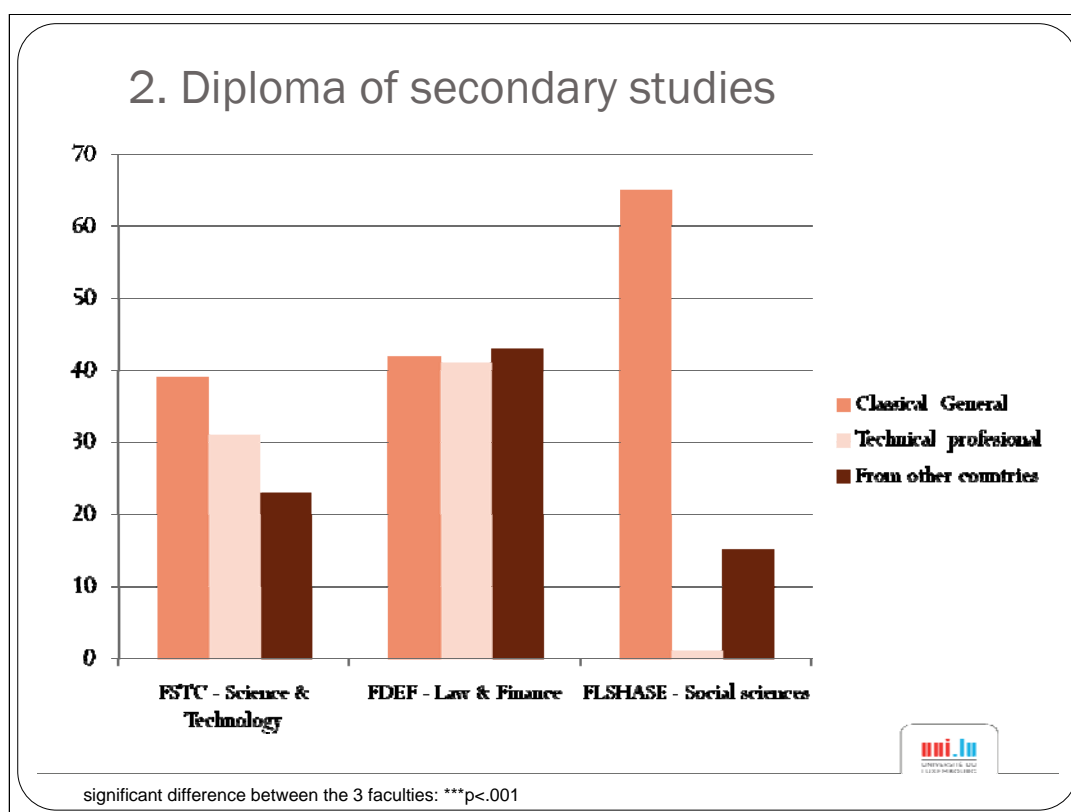


The survey was conducted during the school year 2008/2009 among 321 first-year student volunteers from the 3 faculties of the University of Luxembourg:

- 26% are from the Social sciences;
- 26% are from the Science & Technology; and the remaining
- 34% are from the Law and Finance

Some disparate data can be observed: in particular for sex and nationality: smaller proportions of Social sciences students were non-Luxembourg natives and men. This can be explained by the fact that bachelor's degree students need to be able to speak Luxembourgish (in education science to teach and in social sciences to work as a social educator). Both traditionally attract more females.

Now here are some socio-demographic results and some variables we used in the hierarchical cluster I will show you later.

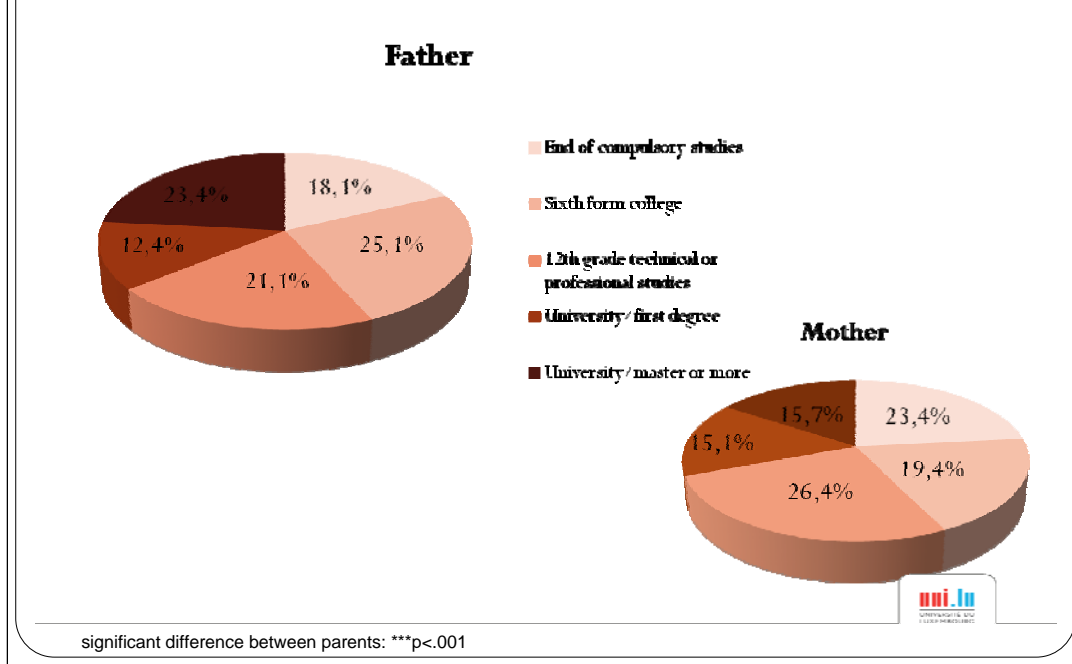


Here we can see the different diplomas obtained by students in each of the faculties. We decided to look closely at this issue when we discovered a significant difference ($p < .001^{***}$). As you can see, students recruited by the Social Sciences faculty typically have a classical diploma. Recruited because the majority of their bachelor's degree candidates undergo an examination (written and oral) or a 'numerus clausus', to enable the academic staff to choose the type of diploma they want their students to have.

The other 2 faculties had no such requirements. Law and finance had a rough balance between the two types of diploma of secondary studies, and even the proportion of students from other countries.

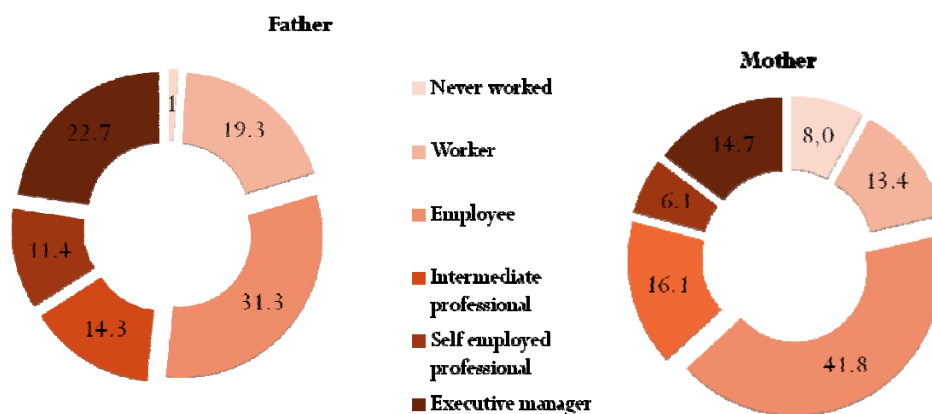
FSTC had fewer non-National students, certainly because the language of education is English and that of Law, French

3. Level of education of students' parents



As there is no significant difference between faculties, this represents a global view of the level of education among parents of students who completed the questionnaire. There is a significant difference between the level of education of the parents ($p < 0.001^{***}$). Fathers are still educated to a higher level than mothers; 23% had a master's degree or more, compared to just under 16% of mothers. These proportions are similar but reversed at the first level (end of compulsory studies).

4. Professional status of students' parents (%)



significant difference between the parents: *** $p < .001$

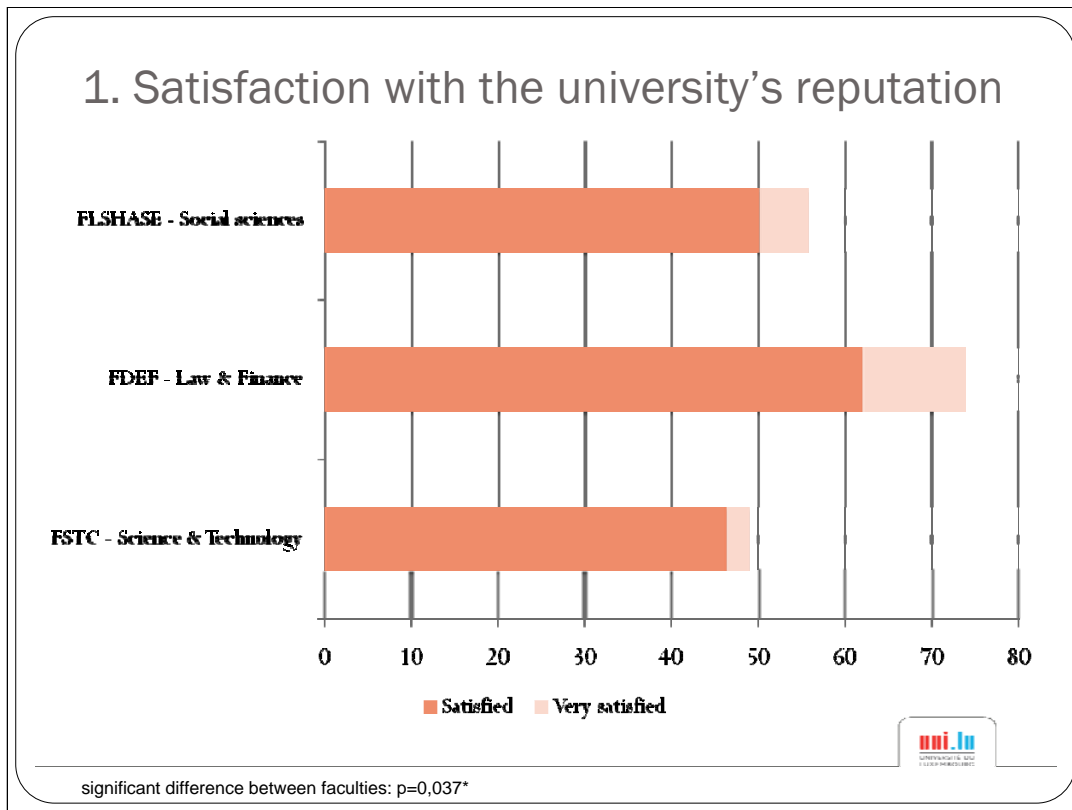


As for their level of education, the professional status of parents did not differ significantly between faculties, but there was a difference between the parents ($p < 0.001^{***}$). As would be expected, professional status was related to level of education. So, fewer mothers than fathers were executive managers. More mothers were employees or had never worked.

RESULTS 2

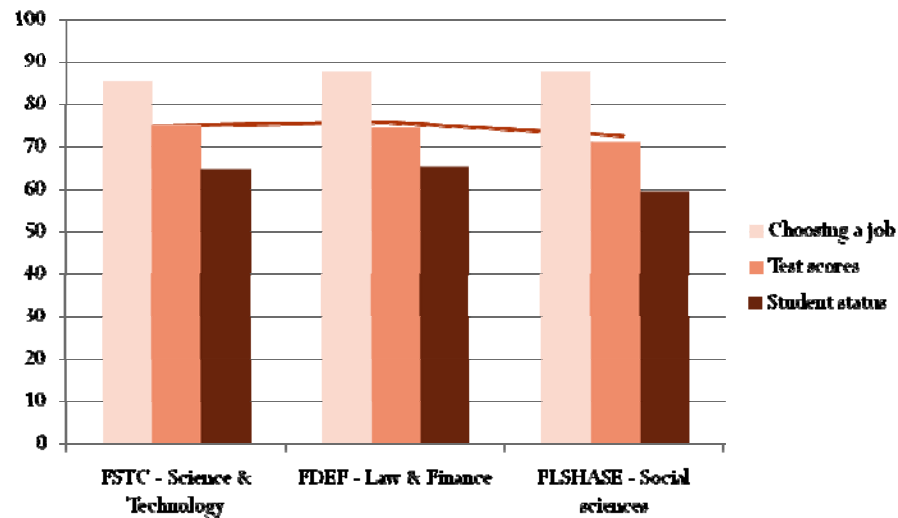
ECTS and Satisfaction





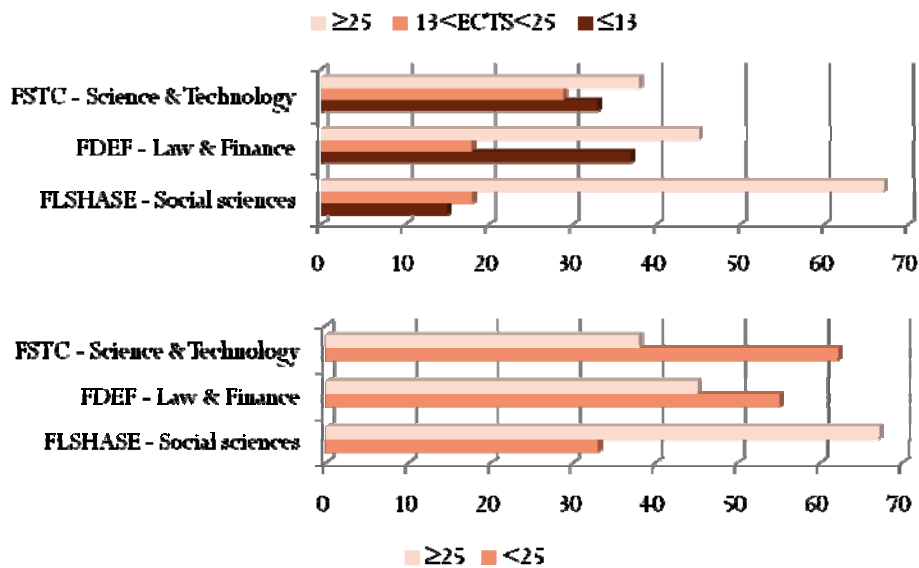
When we asked students if they were satisfied with their university's reputation, we observed a significant difference between the faculties: $p=0.037^*$. Students in the faculty of Law and Finance were clearly the most satisfied. We assume that is because of their environment - the faculty is based in Luxembourg City and the oldest in the university

2. Importance of job, test scores and student status



Constructed from 3 items, this score presents what S.J. Dollinger named 'university identity'. The 3 items are the importance of choosing a job, 'Test scores' and of student status. There were no significant differences between faculties in items or score - as we can see from the line, which represents the average of each faculty. In this figure we can see that students think that choosing what job they will do is the most important during university.

3. ECTS – European Credit Transfer System



significant difference between faculties: ***p<.001

There is a significant difference in European Credit Transfer System score between faculties $p < 0.001$ ***

This illustration reveals two patterns:

Up: presentation in 3 classes: a student needed 25 ECTS after 2 semesters to succeed, so to have fewer than 13 after 1 semester was not very good. Thirty-three percent of students in Science & communication and Law & Finance did not get enough ECTS.

Down: presentation in 2 classes. Two thirds of students in the Social sciences had already succeeded, in contrast to the other faculties.

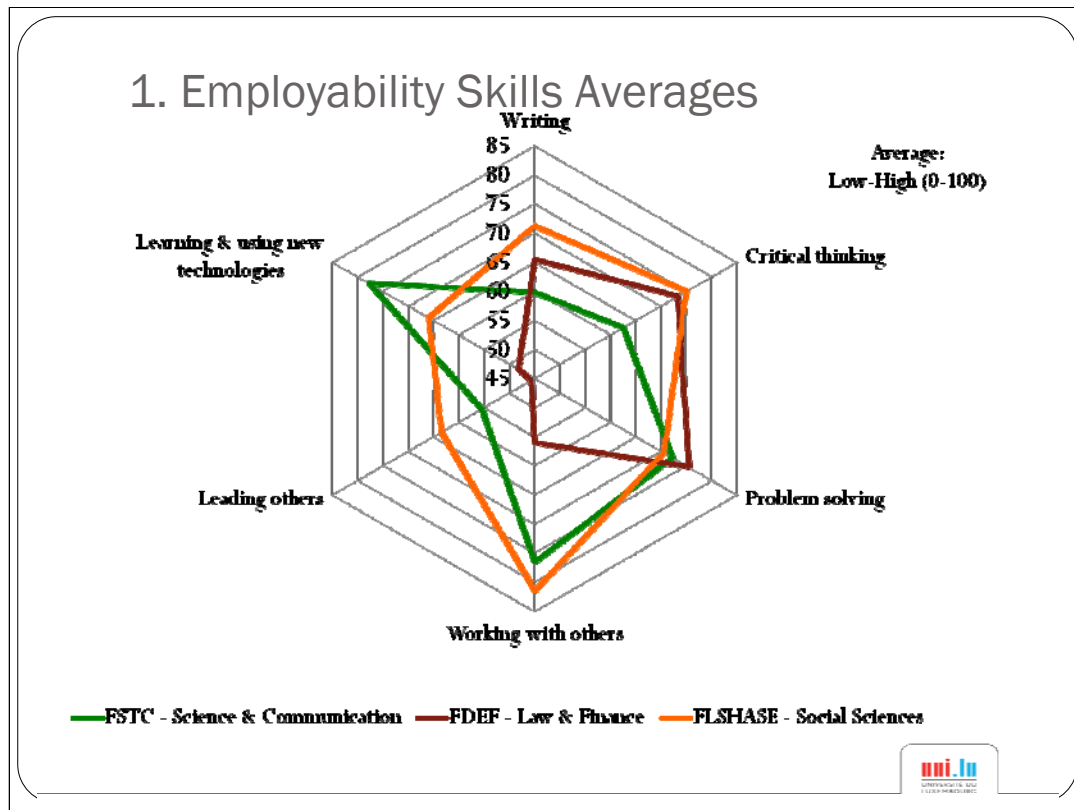
25 was chosen as the determinant level because the median for the whole population is 25 and because that is the number of ECTS needed to progress to the next year

RESULTS 3

Employability skills and Whoqol SQALES



After having observed the variables alone, we studied them together as scales.



In this Figure, we can see differences between the faculties. Students did not agree about what training can increase their employability. Those in Science & Communication emphasised the ability to learn and use new technologies, for Law & Finance students problem solving was most important, and those in the social sciences faculty saw most value in the ability to write and the ability to work with or lead others. In this representation, the profiles of each faculty are very apparent

2. Employability Skills %

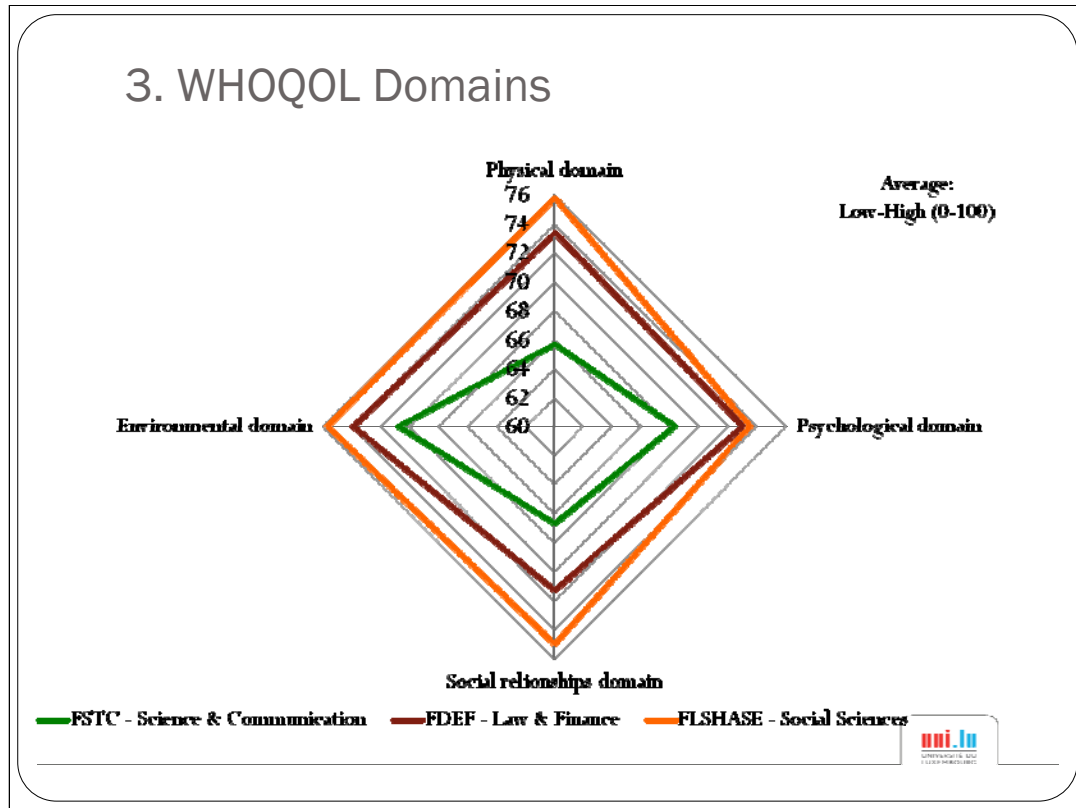
	FSTC Science & Technology	FDEF Law & Finance	FLSHASE Social Sciences
Writing	50,0%	59,5%	77,0%
Critical Thinking	61,1%	78,5%	76,9%
Solving problems	66,7%	85,7%	69,2%
Working effectively with others***	77,7%	42,8%	84,6%
Leading/supervising others*	38,9%	28,6%	51,3%
Ability to learn & use new technology***	94,5%	31,0%	58,9%

significant difference between the 3 faculties: ***p<.001; **p<.01; *p<.05



Said differently: Students seem to be in the right courses! There is a coherence between the major competences and the aims of faculties.

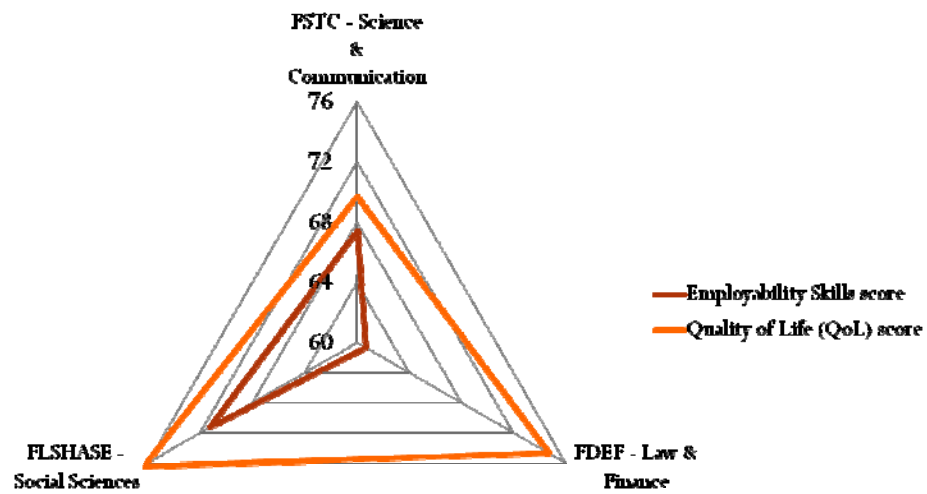
3. WHOQOL Domains



Here we can see the extended scores for Psychological WHOQoL. As we observed, Social sciences students felt they had a better Quality of Life. Their scores were better than in the other faculties. There was a difference in Quality of Life between Science & Communication and Social sciences ($p=0.020$), but nothing similar was seen when we compared Law & Finance and Science & Communication, Law & Finance and Social sciences, or the 3 faculties together.

There is a hierarchy between faculties. The best average in each domain is the Social Sciences, then Law and Finance, followed by Science and Technology.

4. Employability Skills & WHOQOL Global Scores



The distance for Law & Finance between 'good Quality of Life' and 'worse employability skills' suggests teaching problems that need new activities to resolve.

The distance for Science & Communication is very small, but the scores are weak. Quality of Life and ES must be improved.

Social sciences scores are satisfactory but changes over time must be assessed.

5. Hierarchical Cluster Analysis

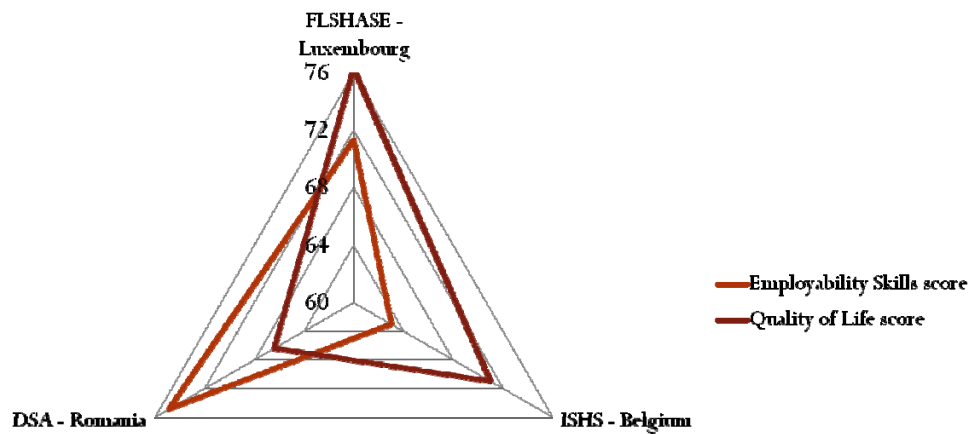
	ECTS (<25)	ES (<65)	QoL(<75)
Class 1	-	-	-
Class 2	+	-	-
Class 3	+	+	+

	FSTC Science & Technology	FDEF Law & Finance	FLSHASE Social Sciences
Class 1	50,0%	43,9%	18,9%
Class 2	27,8%	24,4%	24,3%
Class 3	22,2%	31,7%	56,8%



Students who reported having a good Quality of Life said they had acquired Employability Skills and had a satisfactory number of ECTS. This is important information because if we just looked at ECTS we can deduce that either it was easy to get ECTS, or that the professor gave them to everyone. This cluster reveals that 'Get ECTS' depends on Quality of Life and Employability Skills in Social sciences .

6. Employability Skills & WHOQOL Global Scores from three Social Sciences Faculties in Europe



Here is a comparison between social sciences faculties in three European countries. The slide illustrates data from the FLSHASE in Luxembourg, the Institute of Social and Human Sciences (ISHS) in Liege, Belgium, and the Department of Social Assistance (DSA), Iasi, Romania.

The results are interesting.

As for Law & Finance, at DSA (Romania) and ISHS (Belgium), the distances between 'good Quality of Life' and 'worse employability skills' are long.

The ISHS scores, like those from the Law & Finance, point to pedagogical problems that need new activities to resolve.

The DSA scores, in contrast to the Law & Finance, suggest the need to encourage activities to improve students' Quality of Life and their will to learn in order to be employable and improve their future Quality of Life.

DISCUSSION



Conclusion

- Innovative step allowing an ethical debate:
 - This method integrates student and faculty framing.
 - It's ask student's opinion about employability skills acquired in university
- Still questions :
 - Does this tool include all competences needed by a student to be recruited?
 - How can we help university in its step to transmit these skills and to assess them?



The benefits of research such as ours are real. We took an innovative step that integrates student concerns and faculty framing. It could facilitate a dialogue between them in order to:

Meet the requirements of Bologna Process and EHEA

Make universities centres of excellence, helping students to be employable and meet the needs of the job market

But some questions remain to be addressed:

Does this tool include all the competences a student needs to be recruited?

How can we help universities transmit and assess these skills?

ANNEXE



Here are the last questionnaire we will propose in December in three languages English French & German.



Annual evaluation



**Students' Quality of Life and Employability Skills
during the first cycle.**

Every year, numerous students drop out of university because it offers them neither a favourable quality of life nor the opportunity to acquire the skills necessary to ensure their employability.

The annual evaluation described here provides a measure of students' employability skills and quality of life, and allows them to be followed throughout their university course.

**Every student has an interest in the survey,
which will take place in December 2009**

We need your views in order to propose recommendations that will attempt to address, as closely as possible, issues of importance to you. The aim is to reduce the rate of drop-out and guarantee that your time as a student will provide a balance between the acquisition of employability skills and a satisfactory quality of life.

This 5-page survey takes approximately 20 minutes to complete

*There are no right or wrong answers.
It is what you think that counts.
This questionnaire is used in a confidential manner.*

If you have questions or concerns regarding this project, please contact:

Prof. Michèle Baumann
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Thank you for your valuable contribution

1- How would you describe your sense of belonging to your university?

Very strong	<input type="checkbox"/>
Somewhat strong	<input type="checkbox"/>
Somewhat weak	<input type="checkbox"/>
Very weak	<input type="checkbox"/>

2- To what extent do you agree with each of the following?
Please respond to all items.

	Strongly disagree	Mostly disagree	Mostly agree	Strongly agree
1- I am satisfied with the reputation of my university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- I am satisfied with the reputation of my faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3- I am satisfied with my university's students' statute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- I am satisfied with the quality of education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5- I am satisfied with teachers' notes and observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6- I am satisfied with information about choosing a job and making career plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7- I am satisfied with what students' representatives are doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8- I am satisfied with the opportunities for cultural and sporting activities at the university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9- I am satisfied with what the students' association is doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10- I am satisfied with the university canteen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3- Employability Skills - Acquisition¹⁴

Please mark the following statements accordingly.

To what extent did you get this ability from your training at the university	To a great extent	To some extent	Not much	Not at all
1- To communicate				
2- To manage information				
3- To use numbers				
4- To demonstrate positive attitudes and behaviours				
5- To be responsible				
6- To be adaptable				
7- To benefit each experiment (to learn continuously)				
8- To work safely				
9- To work with others				
10- To participate in projects and tasks				
11- To write				
12- To think critically				
13- To solve problems				
14- To work effectively with others				
15- To lead/supervise others				
16- To learn about and use new technology				

4- Quality of Life in General¹

Please read each question, assess your feelings, and mark the response that best reflects your views.

	Very poor	Poor	Neither poor nor good	Good	Very good
1- How would you rate your quality of life?					
	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
2- How satisfied are you with your health?					
	Not at all	A little	A moderate amount	A lot	Very much so
3- To what extent do you feel that physical pain prevents you from doing what you need to do?					
4- Do you need any medical treatment to function in your daily life?					
5- How much do you enjoy life?					
6- Do you feel your life to be meaningful?					
7- Are you able to concentrate well?					
8- Do you feel safe in your daily life?					
9- Is your physical environment healthy?					
10- Do you have enough energy for everyday life?					
11- Do you find your bodily appearance acceptable?					
	Not at all	Almost	Yes	More than enough	Very much so
12- Do you have enough money to meet your needs?					

¹⁴ Scale on Employability Skills 2000+ by the Conference Board of Canada (Conference Board of Canada, 2000) (Questions 4.1 to 4.15)

¹ Lin Zeng, Sweet Robert, Anisef Paul et Schuetze Hans. «Consequences and policy implications for university students who have chosen liberal or vocational education». In Applied Research Branch, Strategy Policy, Human resources development Hub, Québec, Canada, 2000. <http://www.hrsdc.gc.ca/eng/cs/sp/hrsdpr/publications/research/2000-000184/page01.shtml>.

¹ Scale from WHOQOL-BREF French for Canada and English for Canada (World Health Organization, 1993) (Questions 3.1 to 3.26).

5- General Information

	Very poorly	Poorly	Neither poorly nor well	Well	Very well
15- How well are you able to get around?					

	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
16- How satisfied are you with your sleep?					
17- How satisfied are you with your ability to perform your daily living activities?					
18- How satisfied are you with your capacity for work?					
19- How satisfied are you with yourself?					
20- How satisfied are you with your personal relationships?					
21- How satisfied are you with your sex life?					
22- How satisfied are you with the support you get from your friends?					
23- How satisfied are you with the conditions where you live?					
24- How satisfied are you with your access to health services?					
25- How satisfied are you with the availability of transportation?					

	Never	Seldom	Quite often	Very often	Always
26- How often do you have negative feelings such as blue moods, despair, anxiety, depression?					

1- In which university and faculty, are you registered?

University of Luxembourg FLSHASE
 University of du Luxembourg FSTC
 University of Luxembourg FDEF
 University of Liege, social sciences
 University of Iasi, social sciences

Mark the response with a cross

2- Which year, are you registered in?

1 st	
2 nd	
3 rd	

1- How many ECTS (European Credit Transfer System) do you already have? Don't answer if it's your first registration

ECTS

2- What is your diploma or level of high school?

Classic / general	
Technical/ professional	

3- What is your gender?

Male	
Female	

6- What is your year of birth?

19__

7- What is the highest level of education either or both of your parents ever completed?

Primary school	
High school	
University degree	

8- What is your family social stratification?

Working class	
Middle class	
Upper class	



Evaluation annuelle
**Students' Quality of Life
 and Employability Skills**

**Qualité de vie et compétences relatives à l'employabilité
 des étudiants au cours de leur 1er cycle.**

Chaque année, des étudiants quittent l'université parce qu'ils n'ont pas trouvé un environnement favorable à leur qualité de vie et à l'acquisition des compétences nécessaires à leur employabilité.

Cette évaluation annuelle doit permettre de mesurer les compétences relatives à l'employabilité ainsi que la qualité de vie des étudiants et de suivre leur évolution au cours de leur cursus universitaire.

L'évaluation concerne tous les étudiants et aura lieu en décembre 2009.

Nous avons besoin de vos opinions pour proposer des recommandations en vue de répondre au mieux à vos attentes, de limiter le décrochage (départ prématuré de l'université) et de vous garantir un équilibre entre une acquisition de compétences relatives à l'employabilité et une qualité de vie correcte pendant vos études.

*Il n'y a pas de bonne ou de mauvaise réponse.
 C'est ce que vous pensez qui compte.
 Ce questionnaire est exploité de façon confidentielle.*

**Merci de consacrer environ 20 minutes
 à compléter les 5 pages de ce questionnaire.**

Si vous souhaitez des informations sur ce projet, veuillez vous adresser à :

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Nous vous remercions de votre précieuse contribution.

1- Quel est votre attachement à l'égard de votre université ?

Très fort	
Plutôt fort	
Plutôt faible	
Très faible	

2- Dans quelle mesure, êtes-vous d'accord avec les propositions suivantes :

	Fortement en désaccord	Plutôt en désaccord	Plutôt en accord	Fortement en accord
1- Je suis satisfait(e) de la réputation de mon université				
2- Je suis satisfait(e) de la réputation de ma faculté.				
3- Je suis satisfait(e) de mon statut d'étudiant à l'université				
4- Je suis satisfait(e) de la qualité des enseignements.				
5- Je suis satisfait(e) des notes et des observations que je reçois de la part des enseignants				
6- Je suis satisfait(e) des informations sur le choix de mon métier et de mes plans de carrière				
7- Je suis satisfait(e) de ce que font les représentant(e)s des étudiants				
8- Je suis satisfait(e) des activités culturelles et sportives que je peux faire à l'université				
9- Je suis satisfait(e) de ce que fait l'association des étudiants				
10- Je suis satisfait(e) du restaurant universitaire				

3- Compétences relatives à l'employabilité acquises à l'Université¹²

Dans quelle mesure, les enseignements suivis ou que vous suivez à l'université vous ont-ils permis d'acquérir des compétences :	En grande partie	Dans une certaine mesure	Pas beaucoup	Pas du tout
1- En communication				
2- Pour gérer l'information				
3- Pour utiliser les chiffres				
4- Pour avoir des attitudes et des comportements positifs				
5- Pour être responsable				
6- Pour s'adapter aux changements				
7- Pour tirer profit de toutes mes expériences (apprendre en permanence)				
8- Pour travailler en sécurité				
9- Pour travailler avec d'autres				
10- Pour participer aux projets et aux tâches				
11- En rédaction				
12- Pour argumenter				
13- Pour résoudre des problèmes				
14- Pour travailler en équipe				
15- Pour diriger d'autres personnes				
16- Pour apprendre à utiliser de nouvelles technologies				

¹ Echelle « Compétences relatives à l'employabilité 2000 » établie par le Conference Board of Canada (2000)

² Lin Zeng, Sweet Robert, Anisaf Paul et Schuetzre Hans, « Conséquences et incidences stratégiques pour les étudiants universitaires qui ont choisi les études libérales ou professionnelles », in Direction générale de la recherche appliquée, Politique stratégique, Développement des ressources humaines, Hull, Québec, Canada, 2000. <http://www.rhdsc.gc.ca/fr/rm/ps/rhdsc/publications/recherche/2000-000184/page00.shtml>

4- Qualité de vie en général¹

	Très faible	Faible	Ni faible Ni bonne	Bonne	Très bonne
1-Comment estimez-vous votre qualité de vie ?					
2- Êtes-vous satisfait de votre santé ?	Très (insatisfait(e))	Insatisfait(e)	Ni satisfait(e) Ni insatisfait(e)	Satisfait(e)	Très satisfait(e)
	Pas du tout	Un peu	Modérément	Beaucoup	Extrêmement
3- Une douleur physique vous empêche-t-elle de faire ce que vous avez envie ?					
4-Avez-vous besoin d'un traitement médical quotidien ?					
5- Avez-vous le sentiment de profiter de la vie ?					
6- Trouvez-vous que votre vie a du sens ?					
7- Êtes-vous capable de vous concentrer ?					
8- Vous sentez en sécurité dans votre vie de tous les jours ?					
9- Trouvez-vous votre environnement sain ?					
10- Avez-vous assez d'énergie dans votre vie de tous les jours ?					
11- Acceptez-vous votre apparence physique ?					
	Pas du tout	Un peu	Modérément	Beaucoup	Extrêmement
12- Avez-vous assez d'argent pour satisfaire vos besoins ?					
13- Avez-vous les informations dont vous avez besoin pour faire face à la vie de tous les jours ?					
14- Avez-vous la possibilité d'avoir des activités de loisirs ?					

¹ Echelle WHOQOL-BREF construite par l'Organisation mondiale de la santé, 1993.

	Très difficilement	Difficilement	Assez facilement	Facilement	Très facilement
15- Comment arrivez-vous à vous déplacer ?					

	Très insatisfait(e)	Insatisfait(e)	Ni satisfait(e) / Ni insatisfait(e)	Satisfait(e)	Très satisfait(e)
16- Êtes-vous satisfait de votre sommeil ?					
17- Êtes-vous satisfait de votre capacité à effectuer les tâches de la vie quotidienne ?					
18- Êtes-vous satisfait de votre capacité à effectuer votre activité à travailler ?					
19- Êtes-vous satisfait de vous-même ?					
20- Êtes-vous satisfait de vos relations personnelles ?					
21- Êtes-vous satisfait de votre vie sexuelle ?					
22- Êtes-vous satisfait du soutien que vous recevez de vos amis ?					
23- Êtes-vous satisfait de l'endroit où vous vivez ?					
24- Êtes-vous satisfait de votre accès aux services de santé ?					
25- Êtes-vous satisfait des moyens de transport que vous utilisez ?					

	Jamais	Parfois	Assez souvent	Très souvent	Tout le temps
26- Avez-vous des sentiments négatifs tels que la mélancolie, le désespoir, l'anxiété ou la dépression ?					

5- Informations générales

1- Dans quelle université et faculté, êtes vous inscrit(e) ?

- Université du Luxembourg FLSHASE
- Université du Luxembourg FSTC
- Université du Luxembourg FDEF
- Université de Liège, sciences sociales
- Université d'Iasi, sciences sociales

Mettre une croix dans la case
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

2- Dans quelle année, êtes vous inscrit(e) ?

1 ^{er}	<input type="checkbox"/>
2 ^{em}	<input type="checkbox"/>
3 ^{em}	<input type="checkbox"/>

3- Combien d'ECTS (European Credit Transfer System) avez-vous obtenu(s) ?

Ne pas répondre si vous êtes nouveau/nouvelle inscrit(e)

ECTS	<input type="text"/>
------	----------------------

4- Votre diplôme ou niveau de fin d'études secondaires est ?

Général / classique	<input type="checkbox"/>
Technique / professionnel	<input type="checkbox"/>

5- Êtes-vous ?

Un homme	<input type="checkbox"/>
Une femme	<input type="checkbox"/>

6- Quelle est votre année de naissance ?

7- Quel est le niveau d'études entre vos parents qui est le plus élevé ?

Études primaires	<input type="checkbox"/>
Études secondaires	<input type="checkbox"/>
Études universitaires	<input type="checkbox"/>

8- Quelle est la catégorie socioprofessionnelle de votre famille ?

Travailleur ouvrier	<input type="checkbox"/>
Intermédiaire	<input type="checkbox"/>
cadre	<input type="checkbox"/>

Merci pour votre participation.

**Lebensqualitäten und Kompetenzen bezogen auf die
 Arbeitsmarktfähigkeit
 der Studenten im 1. Zyklus.**

Studenten verlassen, jedes Jahr, die Universität, weil sie kein günstiges Umfeld vorgefunden haben das ihrer Lebensqualität entspricht und das ihnen den Erwerb von notwendigen Kompetenzen für ihre Arbeitsmarktfähigkeit erlaubt.

Diese jährliche Evaluation soll eine Messung der Kompetenzen für die Arbeitsmarktfähigkeit ermöglichen, wie auch die Lebensqualität der Studenten und ihre Entwicklung im Verlauf des Studiums verfolgen.

Die Evaluation betrifft alle Studenten und findet im Dezember 2009 statt.

Wir benötigen ihre Ansichten um Empfehlungen vorschlagen zu können, die ihren Erwartungen besser entsprechen, um den Studienabbruch zu verringern (frühzeitiger Abgang von der Universität) und ihnen ein Gleichgewicht zwischen dem Erwerb von Arbeitsmarktfähigkeit und einer angemessenen Lebensqualität während des Studiums zu garantieren.

Es gibt keine richtigen oder falschen Antworten.

Das was Sie denken zählt.

Dieser Fragebogen wird auf vertraulicher Basis ausgewertet.

Danke, dass Sie sich 20 Minuten Zeit nehmen um die 5 Seiten dieses Fragebogen auszufüllen.

Falls Sie weitere Informationen über dieses Projekt wünschen, wenden Sie sich an:

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Wir danken Ihnen für ihren wertvollen Beitrag.

1- Wie ist Ihre Verbundenheit gegenüber ihrer Universität?

Sehr stark	
Eher stark	
Eher schwach	
Sehr schwach	

2- In wie weit sind Sie mit den nachfolgenden Aussagen einverstanden :

	Gar nicht einverstanden	Nicht einverstanden	Einverstanden	Sehr Einverstanden
1- Ich bin mit dem Ruf meiner Universität zufrieden				
2- Ich bin mit dem Ruf meiner Fakultät zufrieden				
3- Ich bin mit meinem Status als Student (in) an der Universität zufrieden				
4- Ich bin mit der Qualität des Unterrichts zufrieden				
5- Ich bin mit den Benotungen und den Beobachtungen, die ich von den Lehrkräften erhalte, zufrieden				
6- Ich bin mit den Informationen über meine Berufswahl und meinen Karriereplänen zufrieden				
7- Ich bin mit dem was die Studentenvertreter/innen tun zufrieden				
8- Ich bin mit dem kulturellen und sportlichen Angebot der Universität zufrieden				
9- Ich bin mit dem, was die Studentenvereinigung macht zufrieden				
10- Ich bin mit deversitätsrestaurant 10- Ich bin mit der Mensa zufrieden				

3- An der Universität erworbene Kompetenzen in Bezug auf meine Arbeitsmarktfähigkeit¹

In welchem Ausmaß hat Ihnen ihr Studium an der Universität erlaubt folgende Kompetenzen zu erwerben :	Größtenteils	In gewissem Ausmaß	Nicht wirklich	Überhaupt nicht
1- In der Kommunikation				
2- Mit Informationen umzugehen				
3- Mit Zahlen umzugehen				
4- Um eine positive Einstellung und ein positives Verhalten zu haben				
5- Um verantwortungsvoll zu sein				
6- Um sich an Veränderungen anzupassen				
7- Um Profit aus allen meinen Erfahrungen zu sammeln (life-long-learning)				
8- Um in Sicherheit zu arbeiten				
9- Mit anderen zu arbeiten				
10- Um an Projekten und Aufgaben teilzunehmen				
11- Im schriftlichen Bereich				
12- In der Argumentation				
13- In der Problemlösung				
14- In der Teamarbeit				
15- In der Führung von anderen Personen				
16- Um neue Technologien anzuwenden zu lernen				

¹ Echelle « Compétences relatives à l'employabilité 2000+ » établie par le Conference Board of Canada (2000)

² Lin Zeng, Sweet Robert, Anisef Paul et Schuetz Hans, « Conséquences et incidences stratégiques pour les étudiants universitaires qui ont choisi les études libérales ou professionnelles », in Direction générale de la recherche appliquée, Politique stratégique, Développement des ressources humaines, Hull, Québec, Canada, 2000. <http://www.rhdsc.gc.ca/fr/em/ps/thdc/rpc/publications/recherche/2000-000184/page00.shtml>

4-Allgemeine Lebensqualität

1. Wie beurteilen Sie Ihre Lebensqualität?	Sehr schlecht	Schlecht	Nicht schlecht Nicht gut	Gut	Sehr gut
1. Wie beurteilen Sie Ihre Lebensqualität?					
2. Sind Sie mit Ihrer Gesundheit zufrieden?	Sehr unzufrieden	Unzufrieden	Nicht zufrieden Nicht unzufrieden	Zufrieden	Sehr zufrieden
3. Hält ein körperlicher Schmerz Sie davon ab, das zu tun was sie zu tun haben?	Überhaupt nicht	Ein wenig	Mäßig	Ziemlich	Sehr
4. Benötigen Sie eine tägliche medikamentöse Behandlung?					
5. Haben Sie das Gefühl das Leben zu genießen?					
6. Finden Sie dass Ihr Leben einen Sinn hat ?					
7. Können Sie sich konzentrieren?					
8. Fühlen Sie sich in Ihrem täglichen Leben in Sicherheit?					
9. Finden Sie ihr Umfeld gesund?					
10. Haben Sie genügend Energie für ihr tägliches Leben ?					
11. Akzeptieren Sie ihr Aussehen ?					
12. Haben Sie genügend Geld um Ihre Bedürfnisse zu erfüllen ?	Überhaupt nicht	Ein wenig	Mäßig	Ziemlich	Sehr
13. Haben Sie die Informationen, die Sie benötigen, um den Alltag zu bewältigen					
14. Haben Sie die Möglichkeit zu Freizeitaktivitäten?					

¹ Echelle WHOQOL-BREF construite par l'Organisation mondiale de la santé, 1993.

	Sehr schwer	Schwer	Zwisch einfach	Einfach	Sehr einfach
15- Wie können Sie sich fortbewegen?					

	Sehr unzufrieden	Unzufrieden	Nicht zufrieden Nicht unzufrieden	Zufrieden	Sehr zufrieden
16- Sind Sie mit Ihrem Schlaf zufrieden?					
17- Wie zufrieden sind Sie mit ihrer Fähigkeit alltägliche Dinge erledigen zu können?					
18- Wie zufrieden sind Sie mit ihrer Fähigkeit Arbeiten auszuführen?					
19- Sind Sie mit sich selbst zufrieden ?					
20- Wie zufrieden sind Sie mit ihren persönlichen Beziehungen?					
21- Wie zufrieden sind Sie mit ihrem Sexualleben ?					
22- Wie zufrieden sind Sie mit der Unterstützung, die Sie von ihren Freunden erhalten?					
23- Wie zufrieden sind Sie mit ihrer Wohnung?					
24- Wie zufrieden sind Sie mit dem Zugang zur medizinischer Versorgung?					
25- Wie zufrieden sind Sie mit den Transportmitteln, die Sie nutzen?					

	Ne	Manchmal	Oft	Sehr oft	Ständig
26- Empfinden Sie negative Gefühle wie Melancholie, Verzweiflung, Angst oder Depression?					

5- Allgemeine Informationen

1- In welcher Universität und Fakultät sind Sie eingeschrieben?

- Universität Luxemburg FLSHASE
- Universität Luxemburg FSTC
- Universität Luxemburg FDEF
- Universität Liège, sciences sociales
- Universität Iasi, sciences sociales

Ankreuzen

2- In welchem Jahr sind Sie eingeschrieben?

1.	
2.	
3.	

3- Wieviele ECTS-Punkte (European Credit Transfert System) haben Sie erworben?
Nicht beantworten wenn Sie neu eingeschrieben sind.

ECTS

4- Welche Hochschulreife haben Sie?

Abitur (classique)	
Fachabitur (technique, professionnel)	

5- Sind Sie ?

Ein Mann	
Eine Frau	

6- Ihr Geburtsjahr?

--

7- Was ist das höchste Diplom Ihrer Eltern?

Grundschule	
Sekundarschule	
Studium	

8- Was ist die sozio-professionnelle Kategorie Ihrer Familie?

Arbeiter	
Angestellter	
Leitender Angestellte	