

ANALYSIS

**of partner countries quality assurance
systems in the context of wp1**

AN OVERVIEW OF EU QA SYSTEMS

Implementation of Education Quality Assurance system via
cooperation of University-Business-Government in HEIs
586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP-EDUQAS



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About the project ERASMUS+ EDUQAS “Implementation of Education Quality Assurance System via Cooperation of University- Business-Government in HEIs”

The wider objective of the project is to improve education quality assurance systems through development of efficient internal quality standards leading to better employability of students in Partner Countries Universities. The internal QA system is based on analysis of needs and capacities in Kazakh and Ukrainian HEIs, experiences and best practices from the successful quality assurance action line of the Bologna Process.

Main goals:

- to promote the creation of quality culture at various levels through motivation, trust, responsibility of students, institutional leadership, individual staff members;
- to elaborate proposals for the design of programmes on Bachelor and Master levels with the involvement of all stakeholders;
- to develop technologies of assessment quality of Bachelor and Master programmes; designed programmes should meet the objectives including learning outcomes;
- to conduct training for the QA specialist and academic staff;
- to improve affiliate network university-business-government, collaboration with the EU universities;
- to enhance internal university information systems of quality evaluation;
- to develop a corporate QA infrastructure based on ICT, on-line, mobile technologies.

Partnership:

- P1 - UNIVERSITATEA DIN CRAIOVA, Craiova, Romania – Project coordinator
- P2 - KUNGLIGA TEKNISKA HOEGSKOLAN, Stockholm, Sweden
- P3 - UNIVERSITE DE LIEGE, Liege, Belgium
- P4 - UNIVERSITY OF PLOVDIV PAISII HILENDARSKI, Plovdiv, Bulgaria
- P5 - LATVIJAS UNIVERSITATE, Riga, Latvia
- P6 - UNIVERSITE DE LORRAINE, Nancy Cedex, France
- P7 - SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS, Kharkiv, Ukraine
- P8 - LVIV POLYTECHNIC NATIONAL UNIVERSITY, Lviv, Ukraine
- P9 - DONETSK STATE UNIVERSITY OF MANAGEMENT, Mariupol, Ukraine
- P10 - NATIONAL METALLURGICAL ACADEMY OF UKRAINE, Dnipropetrovsk, Ukraine
- P11 - ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS AND WORLD LANGUAGES, Almaty, Kazakhstan
- P12 - KAZAKH UNIVERSITY OF ECONOMY, FINANCE AND INTERNATIONAL TRADE, Astana, Kazakhstan
- P13 - INSTITUTE OF HIGHER EDUCATION, NATIONAL ACADEMY OF EDUCATION, Kyiv, Ukraine
- P14 - NATIONAL AGENCY FOR HIGHER EDUCATION QUALITY ASSURANCE, Kyiv, Ukraine
- P15 - MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE, Kyiv, Ukraine
- P16 - MINISTRY OF EDUCATION AND SCIENCE, Astana, Kazakhstan
- P17 - HAUT CONSEIL DE L'EVALUATION DE LA RECHERCHE ET DE L'ENSEIGNEMENT, Paris, France

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Part I – Brief presentation of QA systems of EU partner

QA policies adopted by Programme country (EU) partners are guided by the best international practices to promote the enhancement of quality and the development of a quality culture in higher education, so that the students have access to high quality education and can achieve qualifications world-wide.

QA systems are monitored by national QA in higher education agencies, members of The European Association for Quality Assurance in Higher Education (ENQA):

- ROMANIA - ARACIS - Agency for Quality Assurance in Higher Education
- BULGARIA - NEAA - National Evaluation and Accreditation Agency
- BELGIUM - AEQES - Agency for Quality Assurance in Higher Education
- FRANCE - CTI - Commission des Titres d'Ingénieur and HCERES - High Council for the Evaluation of Research and Higher Education
- LATVIA - AIC - Academic Information Centre

All QA systems are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), and have the same major objectives:

- Improving the external evaluation methodology in full compliance with the European Standards and Guidelines for Quality Assurance in Higher Education – ESG;
 - Permanently improving quality of the Guides associated to the specific Methodology by increasing their applicative value and relevance for beneficiaries;
 - Increasing the role of students and employers within the process of education quality evaluation and assurance;
-

- Accelerating the transition from the evaluation of input data to the predominant evaluation of learning outcomes, of graduates' insertion in the economic and social environment as a measure of education quality assurance's results;
- Drawing up references for universities for their inter-university ranking according to quality performances;
- Developing relations between the qualification framework and quality assurance;
- Continuous improvement the compatibility of performance indicators.

Even though they are based on same principles and have the same purposes, the policies at institutional and national levels are obviously adapted to specific conditions, including the local labour market. General and particular elements are detailed below for each EU partner as annexes as they were presented at project meetings:

- Romanian QA system in higher education implemented at University of Craiova;
 - French QA system in higher education and research;
 - Quality approach at the University of Lorraine;
 - Internal QA system in Belgium;
 - External QA system in Belgium.
 - QA system in Sweden;
 - Organization and function of the National quality assurance agency in Bulgaria.
-

**Part II – Romanian QA system in higher education implemented at
University of Craiova**



The Romanian Agency for Quality Assurance in Higher Education

Full member of the European Association for Quality Assurance in Higher Education - ENQA
Listed in the European Quality Assurance Register for Higher Education - EQAR

2.1. What is it?

- ▶ ARACIS is an autonomous public institution, of national interest, having a legal personality and its own income and expenditure budget.

- ▶ ARACIS is not submitted to political or any other types of interference.

- ▶ ARACIS is funded by:
 - income from service contracts for quality evaluation, concluded with the Ministry of Education;
 - authorisation and accreditation fees of higher education institutions on study programmes;
 - quality external evaluation fees
 - external non-reimbursable funds obtained by participation in international programmes, donations, sponsorships, other legally established sources.



The Romanian Agency for Quality Assurance in Higher Education

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Listed in the European Quality Assurance Register for Higher Education - EQAR

The mission

- ▶ To carry out the quality external evaluation of education provided by higher education institutions with the aim of:
 - *certifying the capacity of education* to fulfill the beneficiaries' expectations;
 - contributing to the development of an institutional *culture of higher education quality*;
 - assuring the *protection of direct beneficiaries* of study programmes at higher education level by producing and disseminating systematic, coherent and credible information, publicly accessible, about education quality;
 - proposing to the Ministry of Education *strategies and policies* of permanently improving higher education quality, in close correlation with pre-university education.



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European accreditation

- ▶ Evaluated by ENQA (European Association for Quality Assurance in Higher Education) in 2013

"The Review Panel finds that in all areas of interest to ENQA, ARACIS is fully compliant with the ENQA criteria and the Standards and Guidelines for Quality Assurance in the European Higher Education Area" (cited from Report of the ENQA Review Panel published on 8/9/2014)

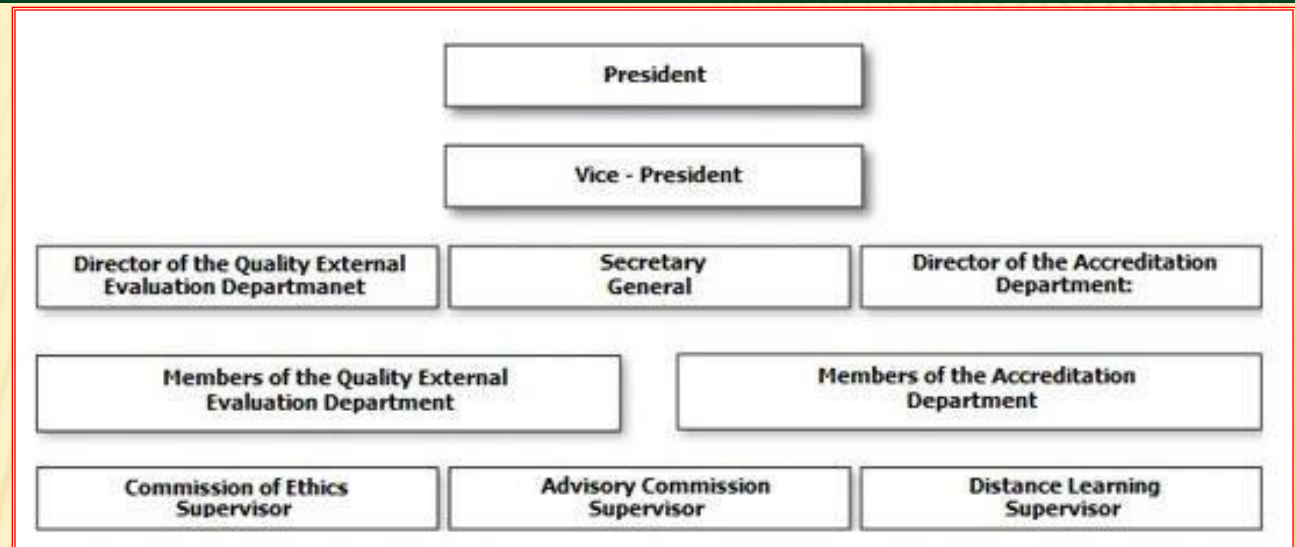
- ▶ Under evaluation process by ENQA in 2018



The Romanian Agency for Quality Assurance in Higher Education

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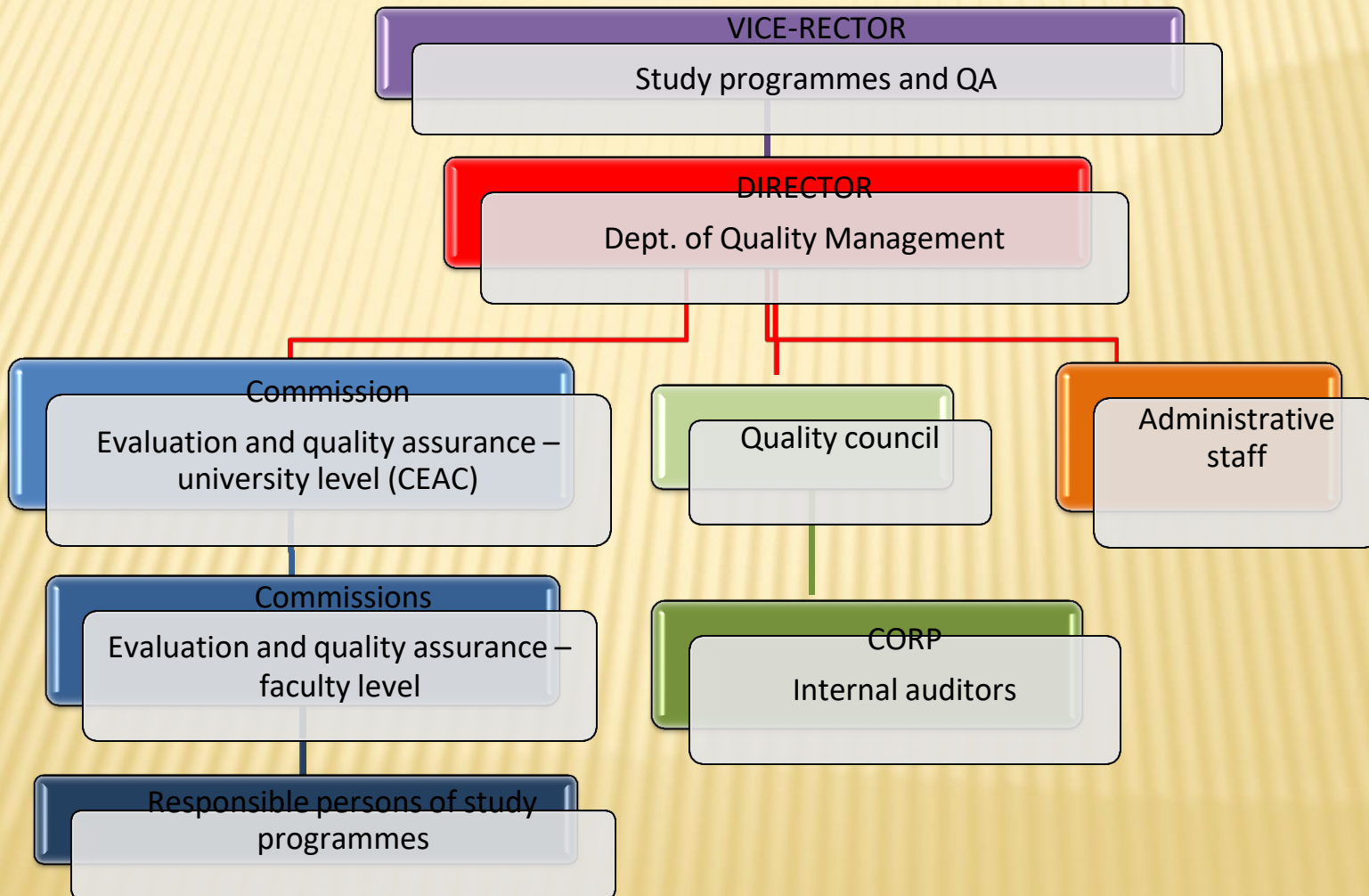
Structure



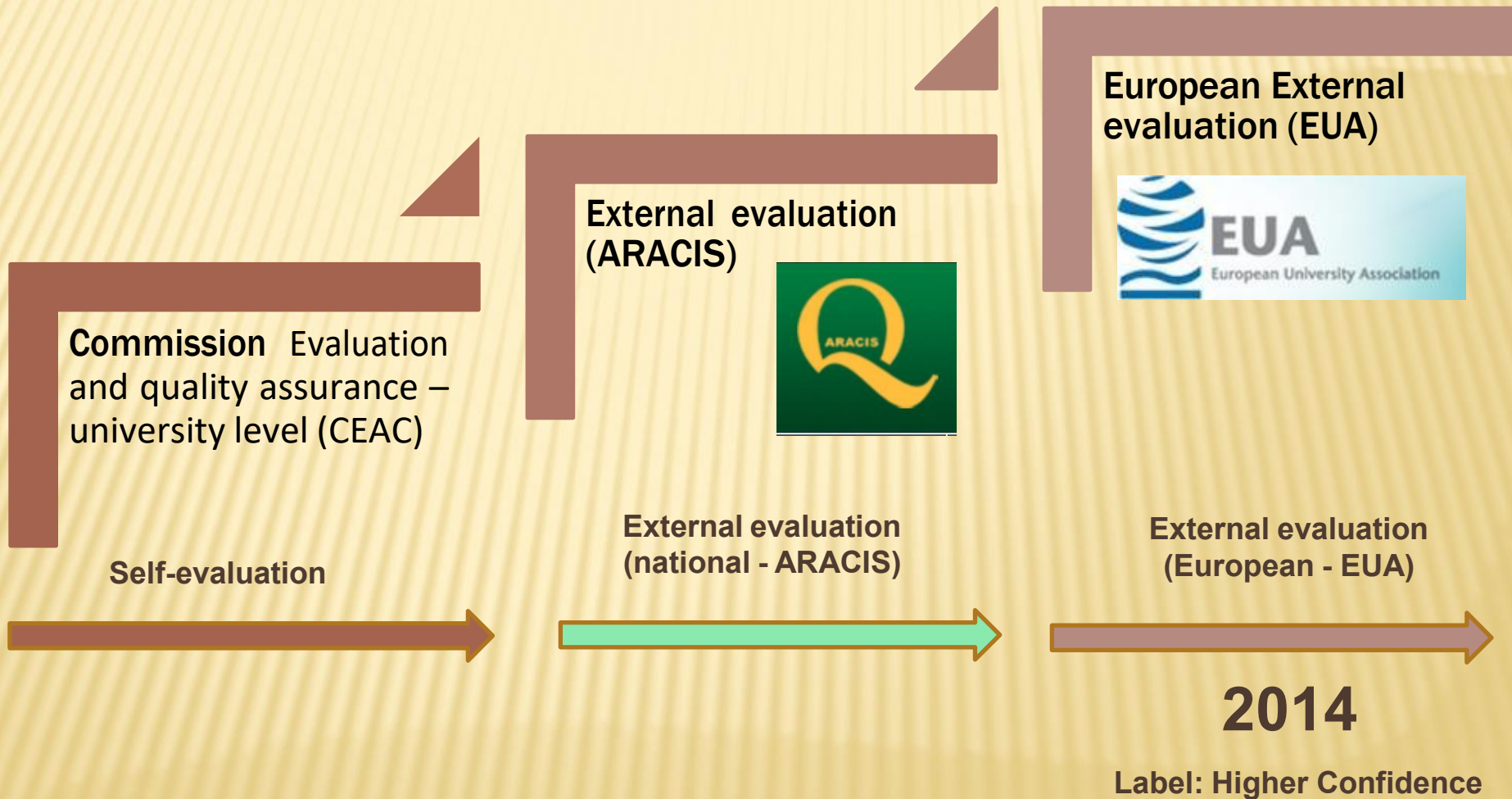
Speciality Commissions

- C1: Exact Sciences and Natural Sciences
- C2: Humanist Sciences and Theology
- C3: Judicial Sciences
- C4: Social and Political Sciences
- C5: Administrative and Educational Sciences and Psychology
- C6: Economic Sciences I
- C7: Economic Sciences II
- C8: Arts, Architecture, Town Planning, Physical Education and Sport
- C9: Agricultural and Forest Sciences and Veterinary Medicine
- C10: Engineering Sciences I
- C11: Engineering Sciences II
- C12: Health
- C13: Distance learning
- C14: Institutional Evaluation for Managerial and Financial Activities Commission
- C15: Employers register

2.2. QA STRUCTURES AT UNIVERSITY OF CRAIOVA

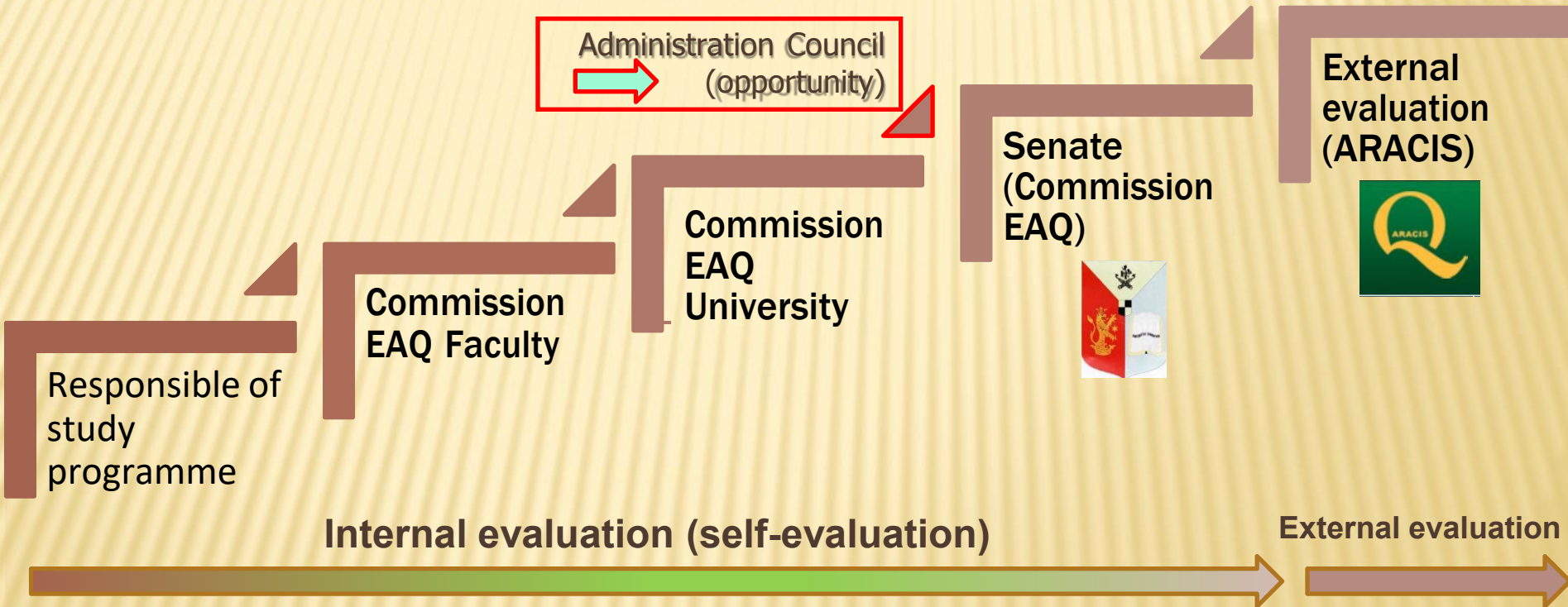


SELF-/EXTERNAL EVALUATION UNIVERSITY LEVEL



Every 5 years

SELF-/EXTERNAL EVALUATION STUDY PROGRAMMES



Responsible of
study
programme

Commission
EAQ Faculty

Commission
EAQ
University

Administration Council
(opportunity)

Senate
(Commission
EAQ)

External
evaluation
(ARACIS)



Internal evaluation (self-evaluation)

External evaluation

Possible labels:

- Higher confidence
- Limited confidence
- No confidence.

Every 5 years

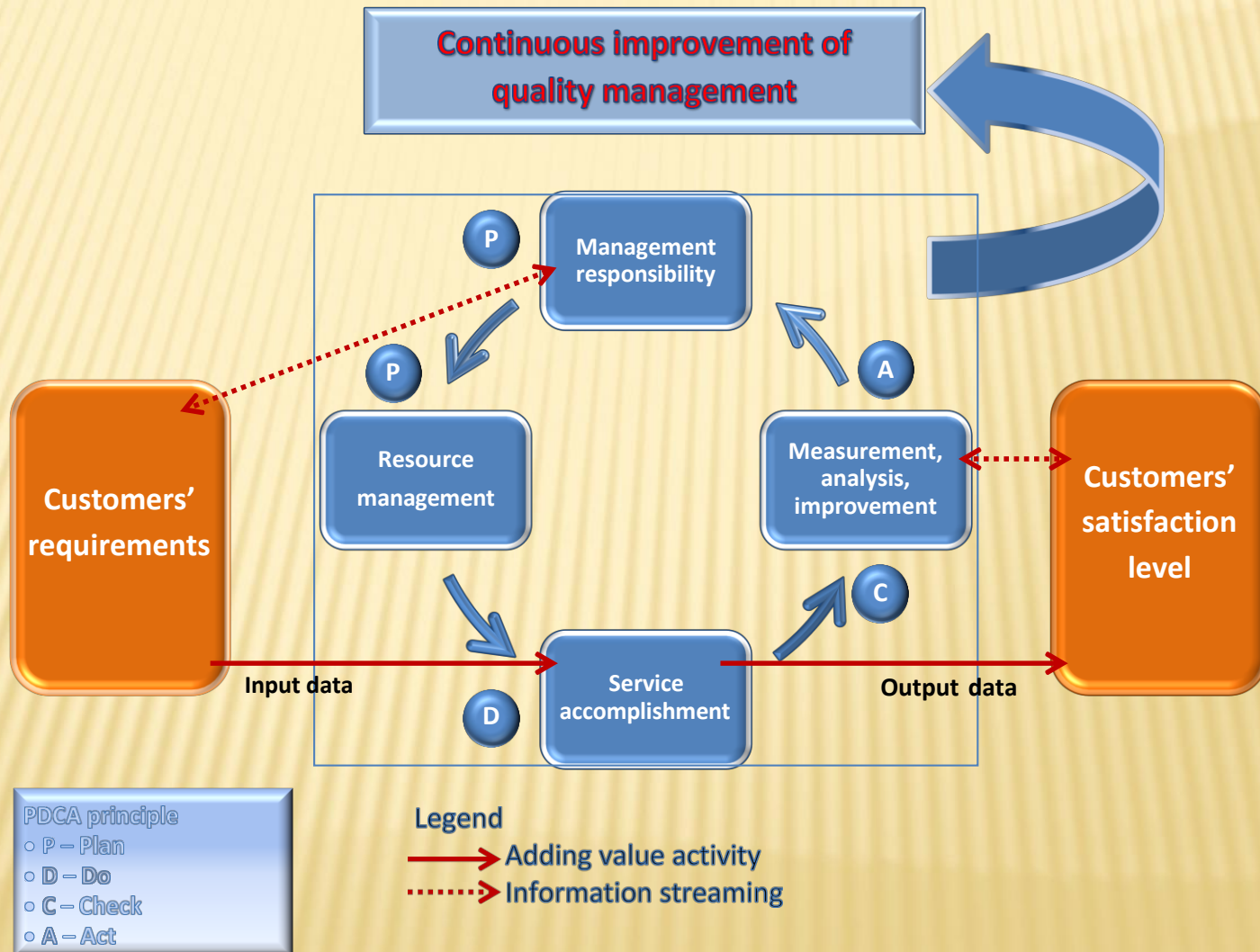
BASIC PRINCIPLES OF QA SYSTEM AT UNIVERSITY OF CRAIOVA

The QA system at University of Craiova is guided by the European policies of ENQA, as follows (as stated in QA Code of The University of Craiova):

- ▶ **Approaches based on processes**
- ▶ **Understanding the main competence (customer-oriented approach)**
- ▶ **Global optimization (management of the whole system for a better interaction of all operational processes)**
- ▶ **Predictive leadership**
- ▶ **Facts-based approach (decisions are based on real facts rather than on convenient speculation)**
- ▶ **Collaboration with partners**
- ▶ **Staff involvement**
- ▶ **Continuous improvement of processes**

CONTINUOUS IMPROVEMENT STRATEGY

It is guided by the principle PDCA (as stated in QA Code of The University of Craiova)



2.3. PERFORMANCE INDICATORS OF QAEVALUATION

Areas of QA in higher education

Institutional capacity

Educational effectiveness

Quality management

Specific criteria

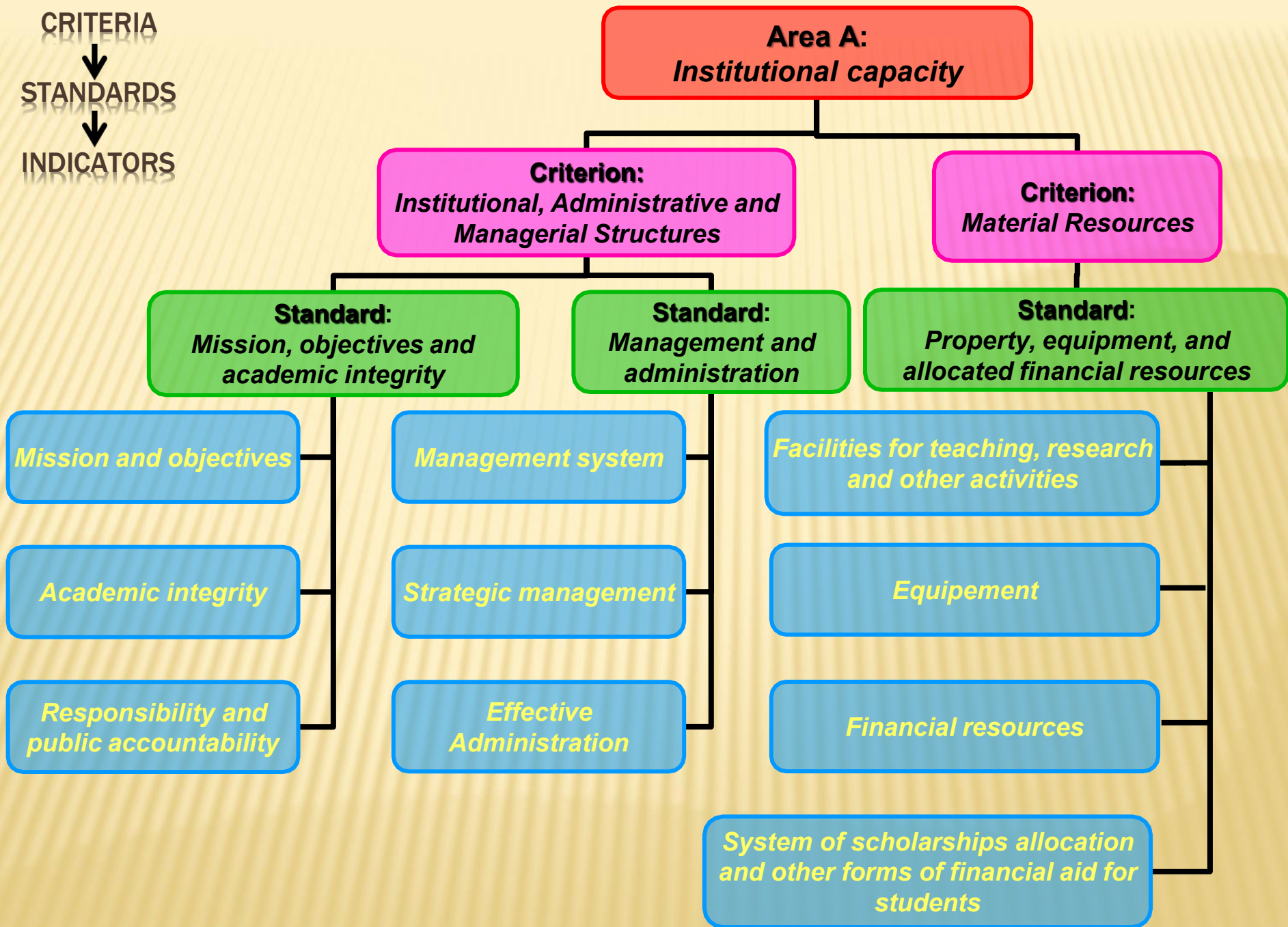
Standards associated to specific criteria

Standards – define the compulsory minimum level of accomplishment of an activity

Standards of reference – define the optimal level of accomplishment of an activity

Performance indicators

CRITERIA
↓
STANDARDS
↓
INDICATORS



Area B:
Education effectiveness

Content of Study Programmes

Learning outcomes

Scientific Research Activities

Financial Management

Student admission

Structure and formalisation of study programmes

Validation of academic qualifications

Research Programmes

Budgeting and accounting

Principles of recruitment and admission's policy

Admission practices

Structure of study programmes

Differentiation in the implementation of study programmes

Relevance of study programmes

Validation by employability within the field of the academic qualification

Focus on student-centred learning methods

Student career guidance

Validation by access to the next level of academic studies

Level of students' satisfaction with regard to their professional and personal development

Planning of research

Undertaking research

Validation of research

The income and expense budget

Accounting

Auditing and public accountability

**Area C:
Quality management**

See next criteria... →

Quality Assurance Strategies and Procedures

Procedures for the initiation, monitoring and periodic revision of the implemented programmes and activities

Objective and Transparent Procedures for Evaluating Learning Outcomes

Quality Assurance Structures and Policies

Approval, monitoring and periodic evaluation of study programmes and their corresponding qualifications

Student Evaluation

Organization of the QA System

Existence and implementation of regulations regarding the initiation, approval, monitoring and periodic evaluation of study programmes

The higher education institution has regulations for examinations and grading which are rigorously and consistently applied

Quality Assurance Policies and Strategies

Correspondences between diplomas and qualifications

Integration of evaluation in the teaching and learning plan, by courses and study programmes

**Area C:
Quality management**

See next criteria... →

Procedures for the periodic evaluation of the teaching staff

Access to adequate learning resources

Regularly updated database on internal quality assurance

The quality of the teaching and research staff

Learning resources and student services

Information systems

Ratio of teaching staff to students

Peer review

Student evaluation of the teaching staff

University management's evaluation of the teaching staff

Availability of learning resources

Teaching as a learning resource

Incentive and remediation programmes

Student services

Databases

Area C:
Quality management

Transparent information of public interest with regards to study programmes, certificates, diplomas, and qualifications

Public information

The provision of public information

Operational quality assurance structures, according to the Law

The institutional structure for education quality assurance corresponds to the legal provisions and acts on a permanent basis

Commission coordinates the implementation of procedures and activities for quality evaluation and assurance

2.4. Risk management at University of Craiova

- ❑ **Registry of risks** – table with necessary elements for effective risk management

- ❑ The registry of risks is developed starting from 5 categories of objectives enounced in the University Charta.
 - ❑ strategic,
 - ❑ operational,
 - ❑ of reference,
 - ❑ of conformity,
 - ❑ protection of data and of patrimony.

Objective	Specific activities (according to Art. 164 from University Charta)	
	<i>direct</i>	<i>indirect</i>
Strategic	(a) Implementation of strategies and policies of the university in the QA domain; (b) Development and implementation of criteria and methodologies of quality assessment;	(g)
Operational	(d) Collection of opinion and proposals of graduates and of employers concerning the quality of education services delivered by the university. Debates at Senate level starting from this information. (h) Elaboration of proposals to improve the employability of graduates starting from annual statistics accomplished by the structure Center of Counseling and Orientation in Career of the university.	(b) ... (j)
Of reference	(c) Dissemination of information on the culture of quality and specific quality norms from other European universities. (j) Elaboration of reports of self-evaluation.	(e) (f) (i)
Of conformity	e) Periodic assessment of feedback from society (social, economy and culture environment); (f) Control of compliance with the principle of education focused on student; (i) Control of compliance with the norms of quality in higher education.	(b) (j)
Protection of data and of patrimony	(g) Assistance for organizational structures of the university concerning the elaboration of documents delivered to ARACIS	(a) (c) (j)

Synoptic table of risk management

Objective	Risk	Circumstances	Responsible persons	Stage
Strategic	Organizational errors	Absence of a functional structure	Director Dept. of Quality Management	Intern analysis
	Bad management of priority issues	Absence of a chronological plan	Director Dept. of Quality Management	Elaboration of an action plan (as a Gantt diagram)
	Erroneous objectives	Legislative instability and change of operational plan of the university	Director Dept. of Quality Management	Monitoring of changes in legislation and in the operational plan of the university
Operational	Infringement of ethic principles	Lack of motivation and of interest Lack of professionalism Conflict of interests	Director Dept. of Quality Management	Monitoring
	Negative working atmosphere, violation of rules, lack of team spirit	Inadequate solving of conflicts	Director Dept. of Quality Management	Sanctions for guilty persons
	Non-respect des délais	Delays, vague rules and procedures	Director Dept. of Quality Management	Intermediary control

Synoptic table of risk management (continuation)

Objective	Risk	Circumstances	Responsible persons	Stage
Of reference	False results/ deformed given information	Incomplete / unavailable information (seldom)	President CEAC - University of Craiova	Data collection
	Delays	Delays in data collection/ analysis	President CEAC - University of Craiova	Early starting the data collection
Of conformity	Unfollowing the rules and procedures	Ignorance and/or imprecision in applying the rules and procedures	Director Dept. of Quality Management	Development of teaching procedures
Protection of data and of patrimony	Lack of confidentiality for data included in reports	Ignorance and/or imprecision in applying the rules and procedures	Director Dept. of Quality Management	Permanent supervising



Part III French QA system in higher education and research

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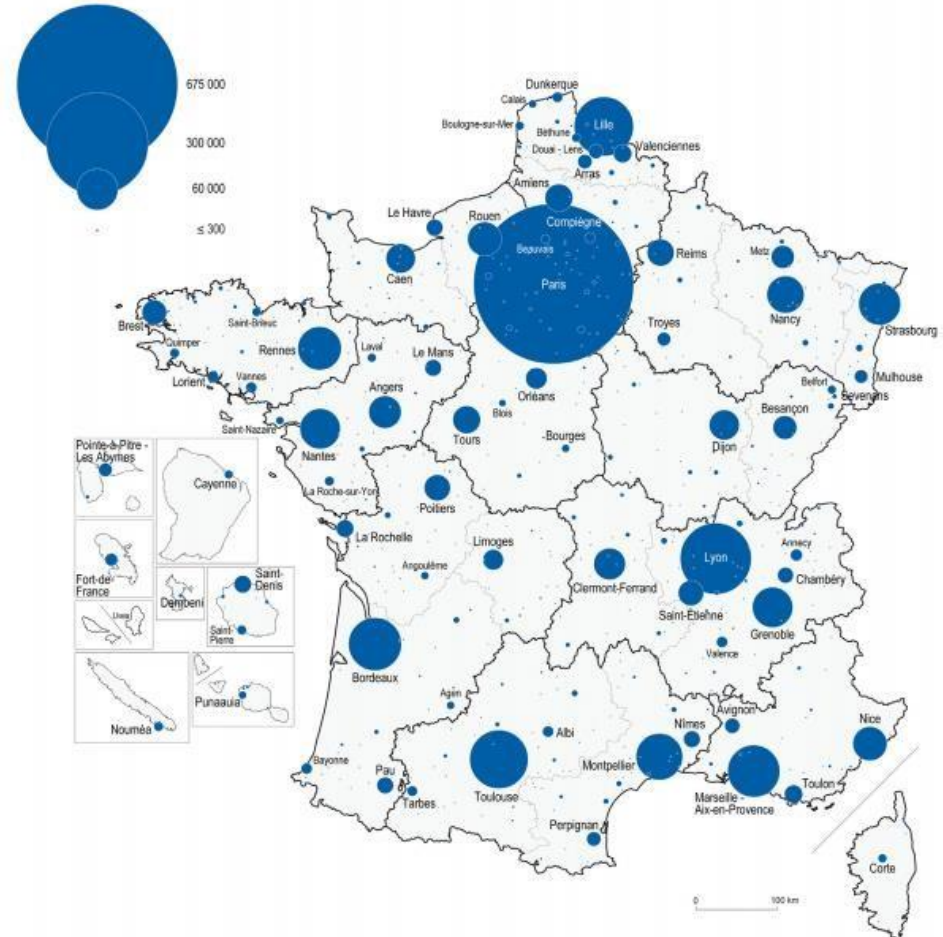
3.1. BRIEF OVERVIEW OF THE FRENCH HE AND RESEARCH SYSTEM

KEY FIGURES

- **2 610 000 students registered in France (2016- 2017)**
- **324 000 foreign students (17 %) (+ 90 % since 1998)**

Les étudiants inscrits dans l'enseignement supérieur en 2016-17

Nombre d'étudiants inscrits par unité urbaine (Insee 2010)



Source : Etat de l'enseignement supérieur et de la recherche en France, juillet 2018

FRENCH HEIS

3 500 PUBLIC OR PRIVATE HEIS:

- 70 universities (2017)
- 225 engineering schools (30% in university)
- 220 business and management schools
- 120 schools of Arts
- 20 Architectural schools
- 3 000 other schools and institutes

FRENCH UNIVERSITIES

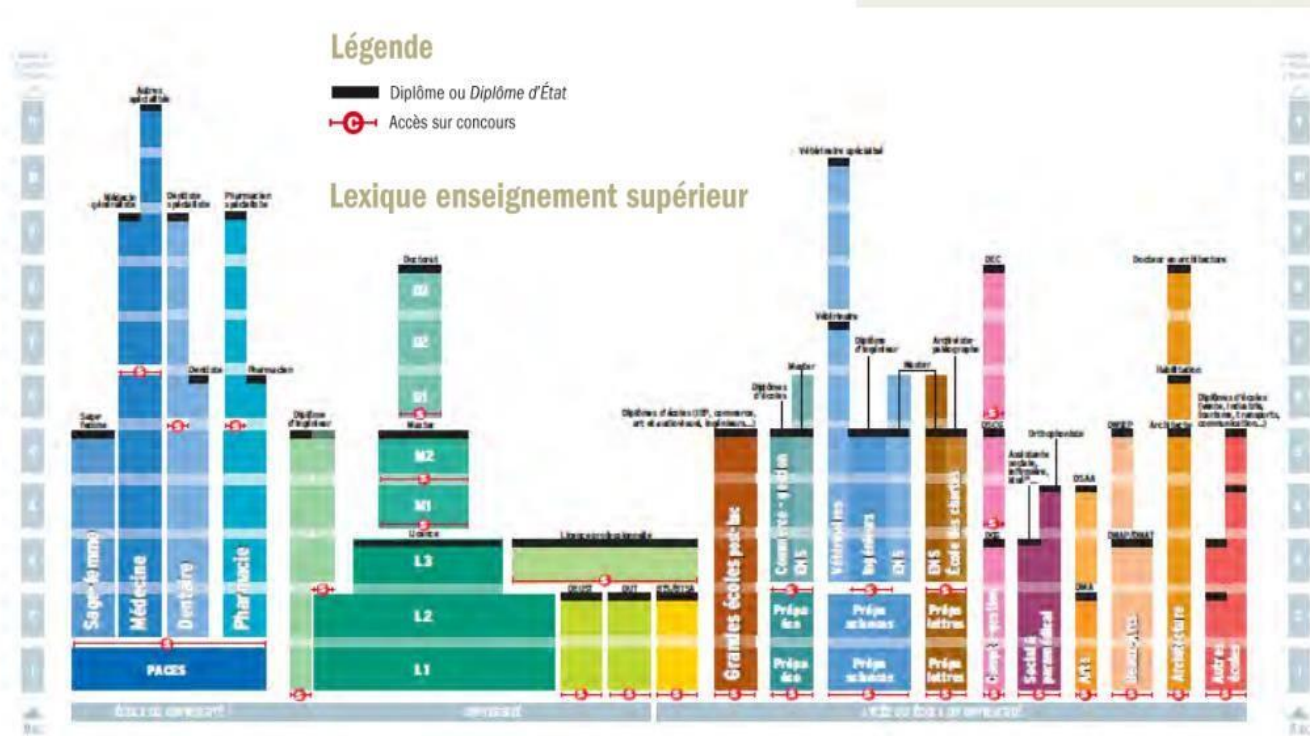
- Publicly funded and spread in the country
- The universities confer (i) national diplomas (Licence, Master, Doctorate) that have the same academic value regardless of where they are awarded, and (ii) other diplomas that are specific to the university that confers them.
- Enrollment in the first year is open to all students holding a French baccalauréat or equivalent diploma signifying completion of secondary study.
- University programs are available in all domains of teaching and research (sciences, letters, languages, arts, humanities, health, athletics, and more).
- The universities enroll 74% of all international students in France and 60% of all students

FRENCH GRANDES ECOLES

- Some of the Grandes Écoles are public; some are private.
- They include schools of engineering, écoles normales supérieures (ENS), institutes of political science (IEP), schools of business and management, veterinary schools, and other specialized schools.
- They offer professional education of a very high caliber.
- Admission is highly selective.
- Grandes Écoles recognized by the French government grant diplomas from the baccalauréat to the graduate (5-year) level. Some confer diplomas officially recognized as the equivalent of the Master.
- The Grandes Écoles charge tuition fees that are higher than that of the universities.
- Some courses and some entire programs are taught in English.

DIPLOMAS IN THE FRENCH HE SYSTEM

Les diplômes de l'enseignement supérieur français



Organisation in ECTS and LMD System

RESEARCH SYSTEM

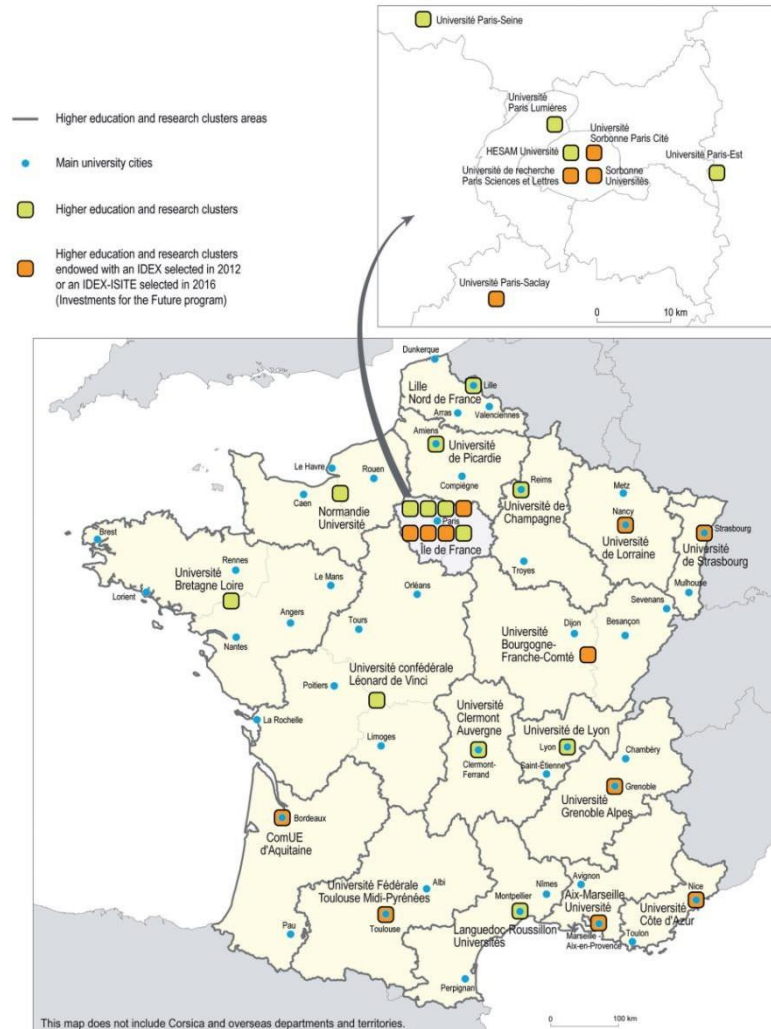
- National strategy of research
- But research mainly done within the HEIs, national public organizations (CNRS...), or in the private sector.
- 402 315 workers in the fields (249 086 researchers).
- Domestic expenditure on R&D :45 milliards €
- GDP dedicated to R&D :2,25 %
- France ranked 6th in terms of worldwide publications and 4th in the European pattern system.

A CHANGING WORLD

Many recent national initiatives :

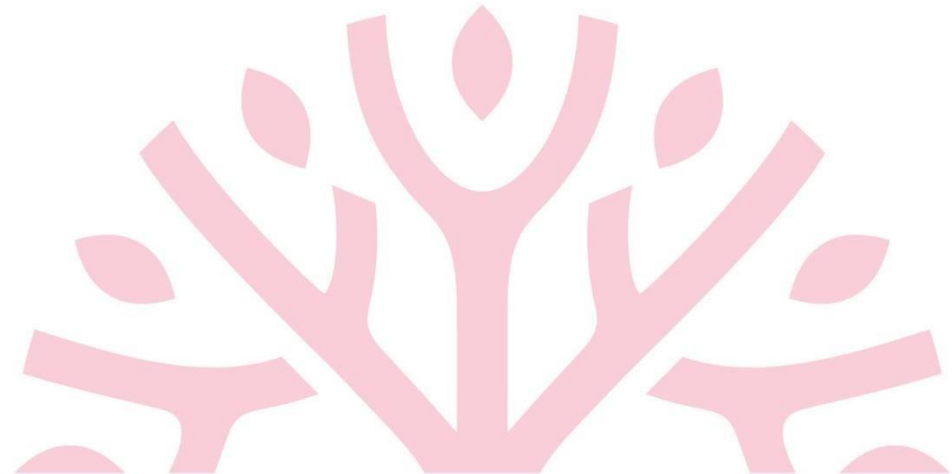
- “Excellence initiative” : IDEX, I-SITE, Labex, ... (2010) and now (PIA) : *promote competitiveness, growth and employment in France*
- The 22nd July 2013 law relative to French Higher Education and Research
- A new map of regions (2016)

HIGHER EDUCATION AND RESEARCH CLUSTERS IN FRANCE (Feb. 2016)



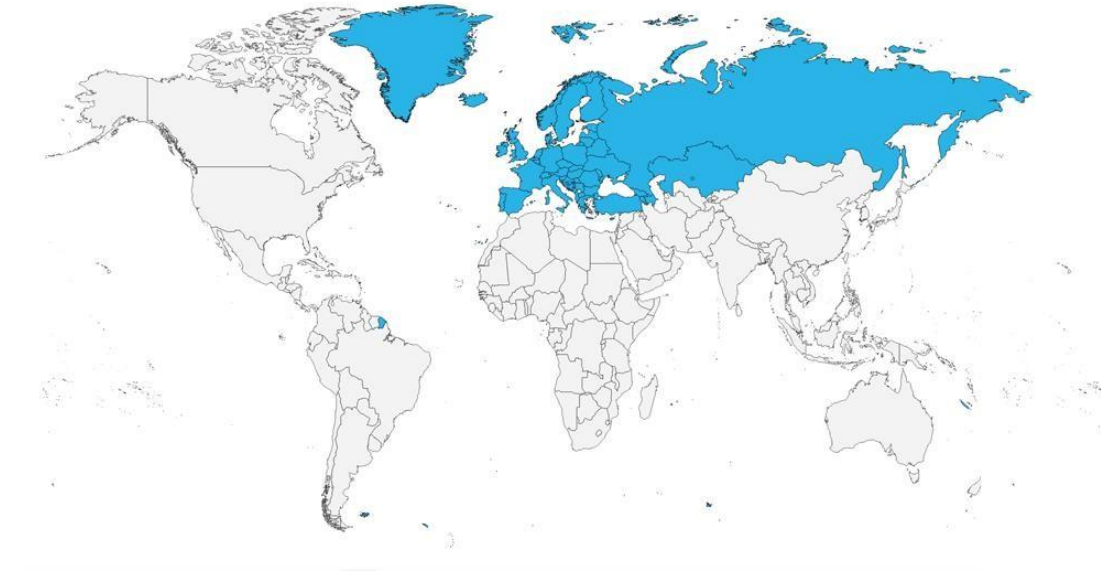


3.2. QUALITY ASSURANCE SYSTEM



THE EUROPEAN HIGHER EDUCATION AREA

THE FRENCH HE AND QUALITY SYSTEM IS TO BE RELATED TO THE EUROPEAN ONE :



- Bologna process (48 countries)
- Commitment to harmonize HE systems, to foster quality of European HE, to facilitate recognition

QA SYSTEM

1) Bologna Process -Berlin Communiqué 2003 :

- Quality of HE at the heart of the European HE Area ;
- Primary responsibility lies with each HEI itself ;

By 2005, national QA systems should include:

- Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results;
- A system of accreditation, certification or comparable procedures;
- International participation, co-operation and networking.

QA SYSTEM

2) Bologna Process –Bergen 2005

- Standards and guidelines for quality assurance in the European Higher Education Area (ESG)
- a model for peer review of QAA on a national basis,
- a European register of quality assurance agencies based on national review (EQAR).

QA SYSTEM

3) Bologna Process – Erevan 2015

- Revision of the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) ;
- European approach for QA of joint programmes

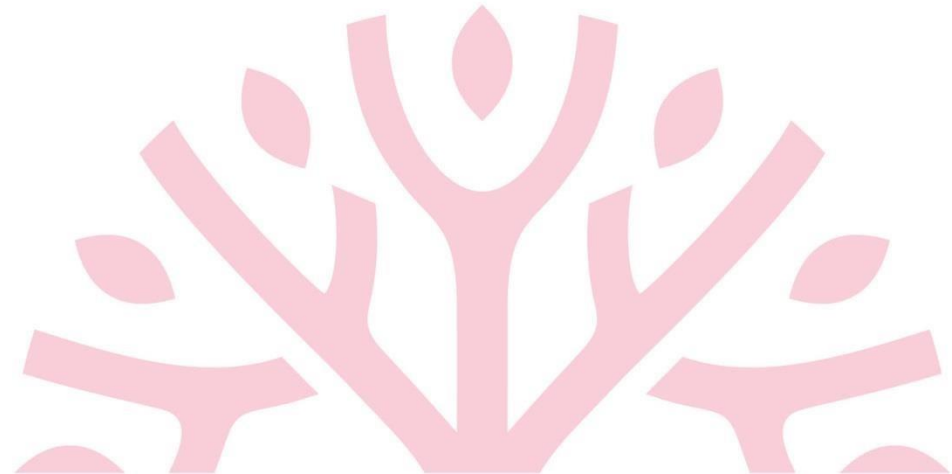
APPLICATION IN EUROPE

DIVERSITY and ADAPTABILITY

- No single definition and no european definition of QA, or evaluation
- As many applications as Bologna countries ;
- But all under the umbrella of the ESG (common principles and similar procedures)

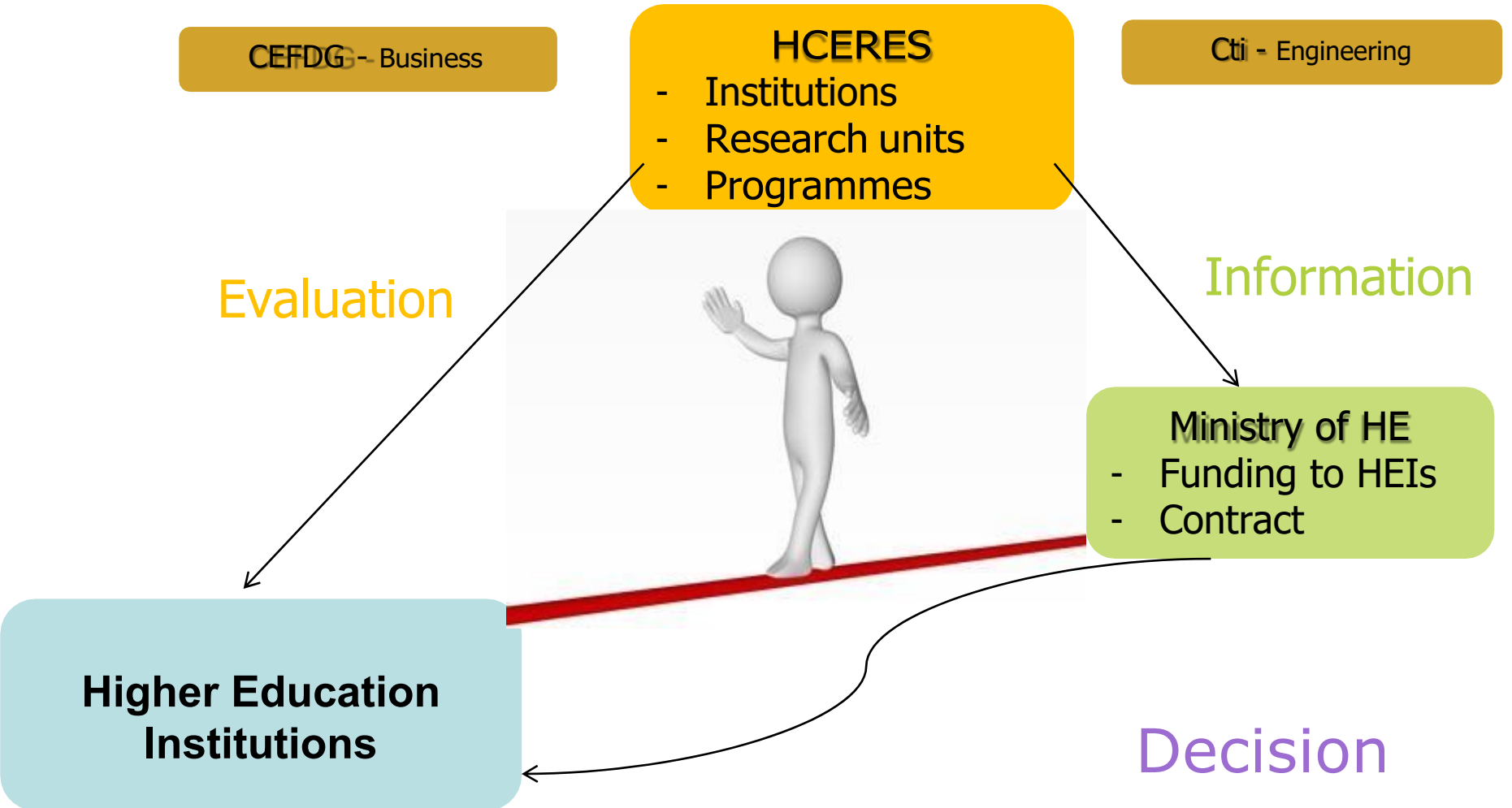


3.3. PRESENTATION OF HCÉRES



THE FRENCH HE AND QA SYSTEM

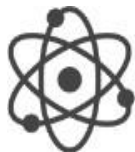
MANY ACTORS, DIFFERENT MISSIONS



EVALUATION BY HCERES

IN A 5 YEARS PERIOD, HCERES EVALUATES

25 Territorial
coordination policies
(clusters of HEIs)



2 800 Research entities



250 Higher education and
research institutions
(public and private HE institutions
and research bodies)

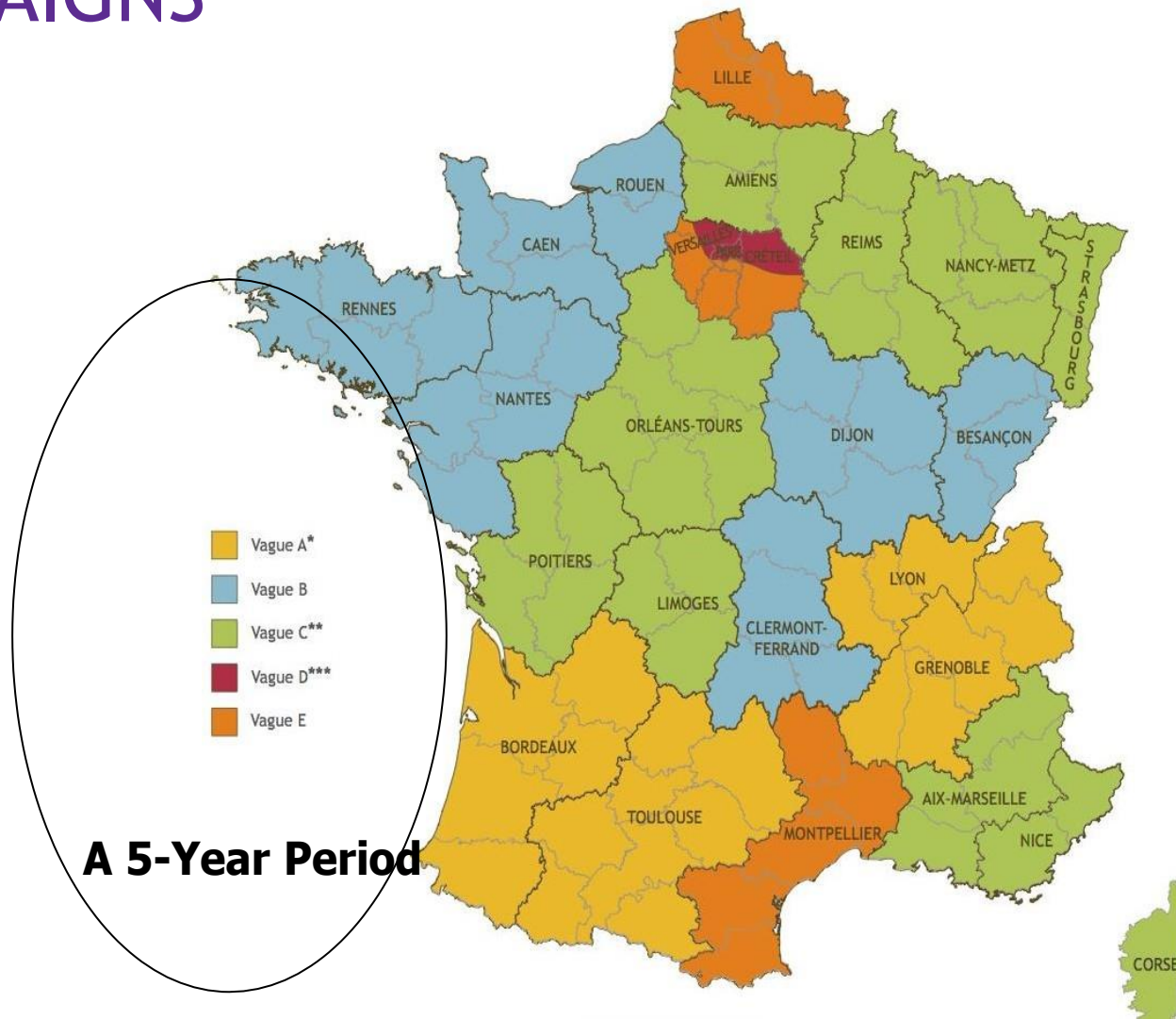


5 730 Programmes
(bachelor's, vocational
bachelor's & master's
degree, engineering
master's, programmes
in health, doctoral
school)



+ Validation of evaluation procedures carried out by other bodies

REGIONAL BREAKDOWN OF EVALUATION CAMPAIGNS



A 5-Year Period

KEY FIGURES

EACH YEAR, HCÉRES EVALUATES ON AVERAGE:

5 Clusters of HEIs



575 Research entities



50 HEIs and Research bodies



1 050 Programs



 Annual feedback about stakeholders' satisfaction, continuous improvement

SOME FIGURES

Group	D 2012-2013	E 2013-2014	A 2014-2015	B* 2015-2016	C* 2016-2017
Institutions	39	58	61	65	47
Programmes	591	1080	993	1168	1425
Doctoral schools	74	45	56	31	56
Research Units	600	585	471	415	626
<i>Total</i>	<i>1304</i>	<i>1768</i>	<i>1632</i>	<i>1679</i>	<i>2154</i>

* estimations

HCERES: STATUS AND ORGANISATION

Status:

National and public body with “Independent Administrative Authority” status, created by law in 2013, replacing the previous AERES, created in 2006. It is directly funded by Parliamentary vote.

Scientific organisation :

- 115 part-time scientific delegates
- 4,500 experts on average called every year, including 20% outside France

“Support” administrative organisation :

102 full-time administrative and technical staff

Budget in 2018:

18 M Euros

HCERES: MISSIONS AND OBJECTIVES

Evaluating:

- HE & R institutions (universities, schools and research bodies), taking account of all their missions and activities
- Research units
- Programmes and degrees in the French higher education system (BMD)

Assisting entities evaluated in the continuous improvement of their practices

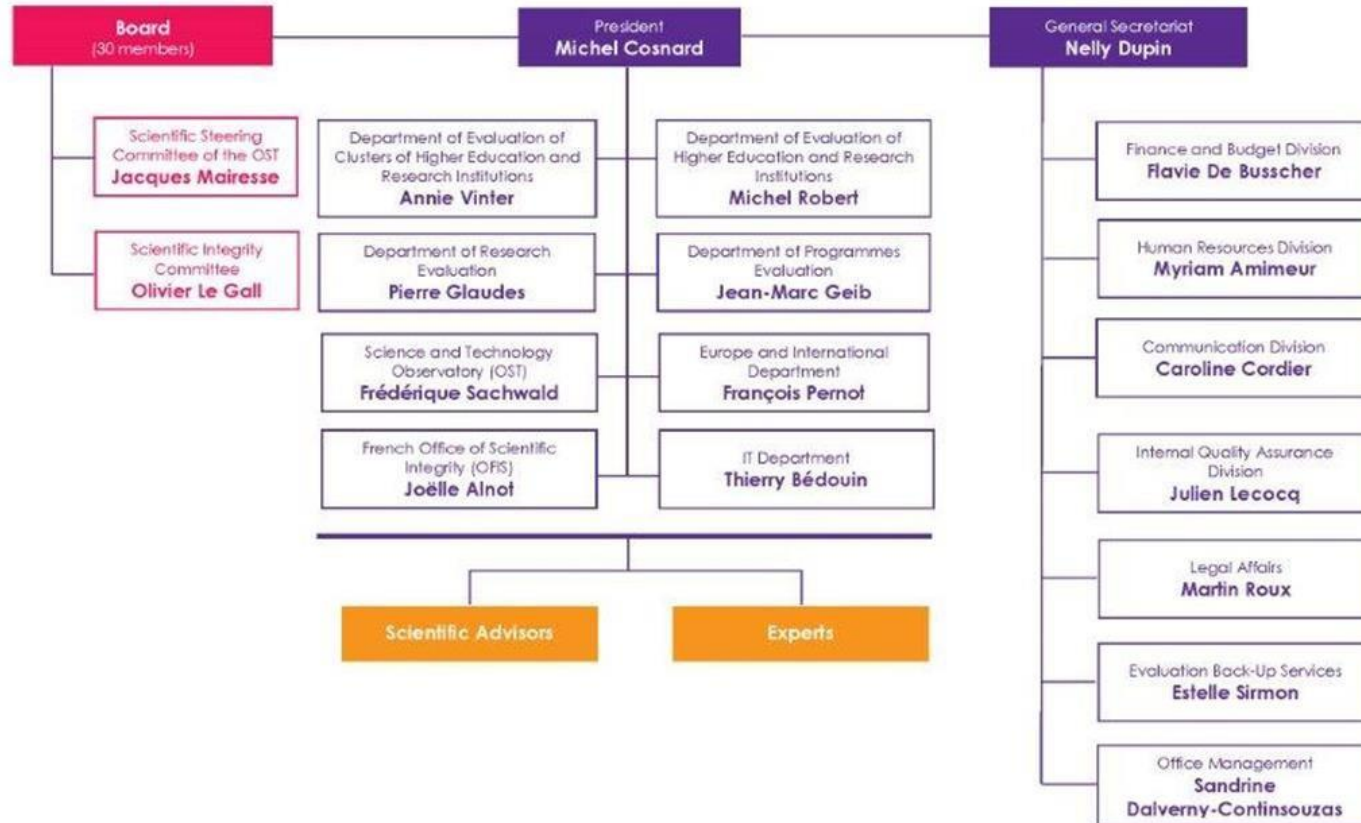
Providing clarification for decision-makers:

- The State (financing, recognition of qualifications)
- Research bodies (certification of laboratories)
- Others (Local Authorities, Companies, Families)

ORGANISATIONAL STRUCTURE

FRENCH HIGH COUNCIL FOR EVALUATION OF RESEARCH AND HIGHER EDUCATION (HCÉRES) – ORGANISATION CHART

April 2018



HCÉRES – GENERAL SECRETARIAT

FOUNDING PRINCIPLES

Independence:

Its status as an independent administrative authority enables Hceres to carry out its missions without coming under pressure from:

- government authorities,
- entities evaluated,
- or any other stakeholders.

HCERES does its utmost to guarantee compliance with the rules of ethics, in particular those concerning conflicts of interests.

FOUNDING PRINCIPLES

Competence of experts and transparency of procedures

Quality of evaluation rests on:

- the expert's skills and correct matching his/her profile with the entity evaluated,
- a methodology and procedures guaranteeing equality of treatment,
- drawing up by HCERES of a quality management system.

Transparency of evaluation rests on (website) publication of :

- criteria for and methods of evaluation
- the list of experts and their positions,
- all evaluation reports

RECOGNITION AT EUROPEAN LEVEL

September 2010: AERES' full membership of the ENQA is renewed

A recognition at European level that reinforces the Agency's credibility along with that of French higher education, both in the eyes of European students and of the European job market.

An external evaluation organised in 3 major stages:

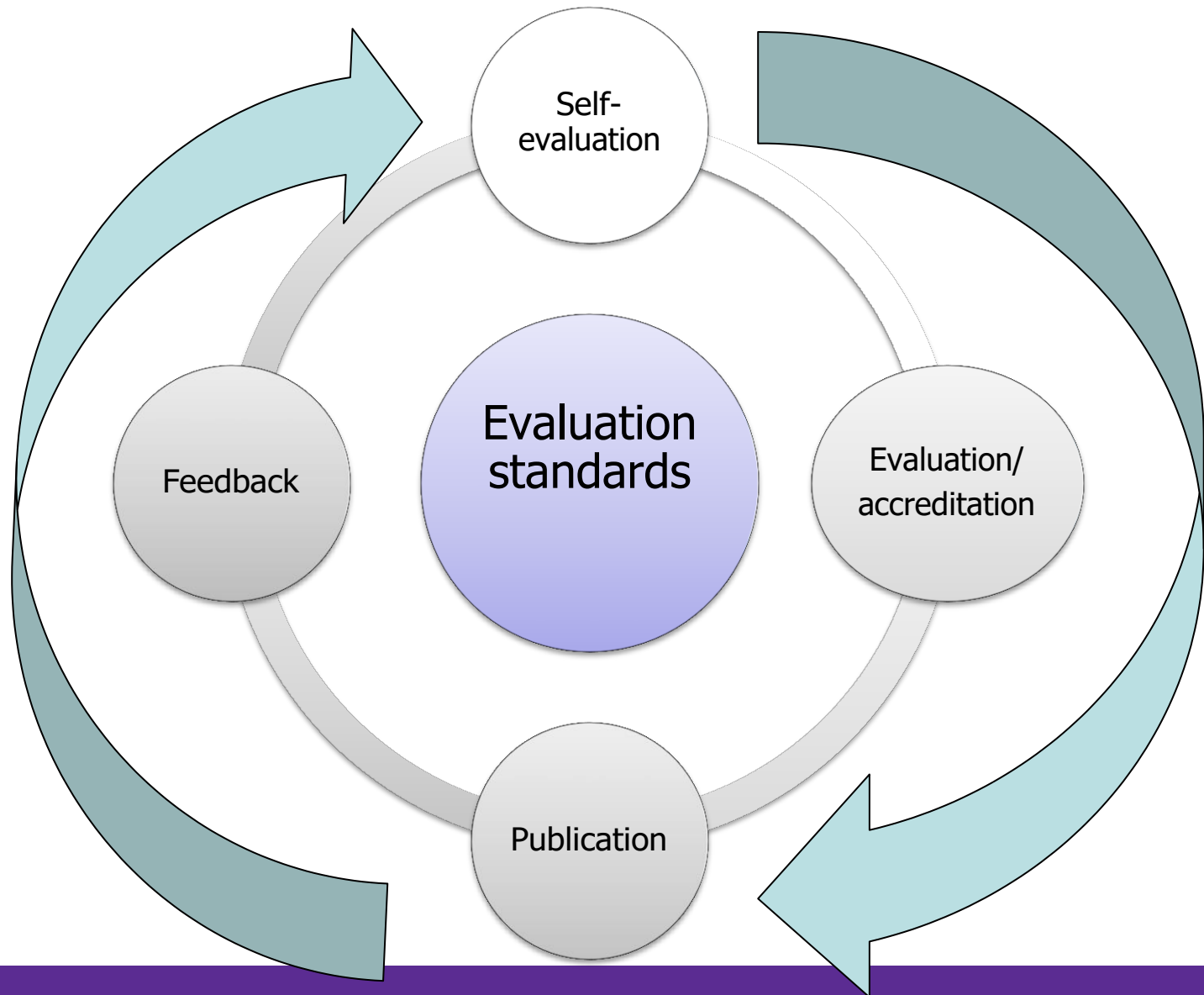
- self-evaluation by the Agency, presented in a report that includes details of its current practices and an improvement plan for 2010, in close line with its strategy plan up to 2014;
- visit to AERES by an expert committee;
- decision by the ENQA, following analysis of the expert committee's evaluation report.

May 2011: AERES is listed in EQAR, the European Quality Assurance Register for Higher Education.

March 2015: ENQA and EQAR transfer AERES's european recognition to HCERES

2016: new external evaluation of HCERES

METHODOLOGICAL PRINCIPLES



PUBLICITY ON HCERES WEBSITE

The screenshot displays the Hcéres website interface. At the top, the Hcéres logo is visible, along with a search bar and navigation links. The main navigation bar includes 'PRÉSENTATION', 'MODALITÉS D'ÉVALUATIONS', and 'PUBLICATIONS'. The current page is titled 'Rapports d'évaluation : accès par carte de géolocalisation interactive'. Below the title, a paragraph explains that users can view reports geographically and click on markers to access specific reports. The main content area features a world map with markers for different regions, categorized by 'vague' (A, B, C, D, E) and 'Hors vague' (H). A legend on the right allows users to filter the map by these categories. The bottom of the screen shows a Windows taskbar with several open PDF files and the system clock indicating 16:10 on 06/11/2017.

Rapports d'évaluation : accès par carte de géolocalisation interactive

Visualisez de manière géographique les établissements/organismes évalués par l'agence et consultez les rapports qui leur sont associés en cliquant sur leur fiche (rapport d'établissement/organisme, d'unité de recherche, de licences, de masters, d'écoles doctorales). *A noter : pour trouver le rapport d'un laboratoire par exemple, cliquer sur le pictogramme du siège de l'entité auquel il est rattaché.

Outre mer et international France métropolitaine

Plan Satellite

Afficher sur la carte les établissements des différentes vagues*

- Vague A
- Vague B
- Vague C
- Vague D
- Vague E
- Hors vague H

> A quoi correspond une vague

GB-Présentation-H....pdf Organigramme_20....pdf HCERES_Evaluatio....pdf Cristobal-Cobo.pdf

Tout afficher

FR 16:10 06/11/2017

EVALUATION OF INSTITUTIONS

The Department of Evaluation of Higher Education and Research Institutions (DEE) is entrusted with a number of different missions within Hcéres:

- Managing and organising the evaluation of higher education institutions, whatever their legal status, within the framework of the European standards for quality assurance in higher education (ESG).
- Managing and organising the evaluation of research bodies.
- Adapting the procedures applicable to institutions in order to enhance the efficiency of evaluations.
- Simplifying the evaluation of institutions by reinforcing cooperation with other evaluation operators

EVALUATION OF PROGRAMS

The Department of Programme Evaluation (DEF) organises the evaluation of bachelor's degree to doctorate study programmes under the supervision mainly of the Ministry for Higher Education and the ministries in charge of health and of culture.

The evaluation methodology is implemented by developing external evaluation guidelines on which the evaluated institutions and experts can base themselves to construct their analysis (in light of the objectives to be achieved and action to be taken),

EVALUATION OF RESEARCH UNITS

The Department of Research Evaluation (DER) carries out six main missions within Hcéres:

- Managing and organising the evaluation of all research units accredited by the State and receiving public funds; ensuring compliance with the evaluation principles and ethical rules of Hcéres, which are in line with international standards.
- Taking part in evaluating clusters within the framework of the “integrated” evaluation process specific to Hcéres; producing, within this framework, site summary reports on their research activities.
- Reviewing any requests that might be submitted by higher education institutions or research bodies for the validation of procedures for the external evaluation of research units.
- Disseminating research unit evaluation results by producing national themed summary reports for a given discipline.
- Ensuring continuous improvement of the research unit evaluation procedure in liaison with all the partners involved in the evaluation process.

INTERNATIONAL ACTIVITIES

- Information and contribution to international cooperation and networking (QAAgencies, ENQA, EUA, EQAF...) ;
- Development assistance for the definition of national QA policies and the creation of QAAgencies
- Project partners for call for tenders or call for proposals
- Evaluation or accreditation of foreign HEIs and programmes

A LEGAL MANDATE

CONFIRMED AND REAFFIRMED BY THE LAW OF 22 JULY 2013, RELATED TO HE AND RESEARCH :

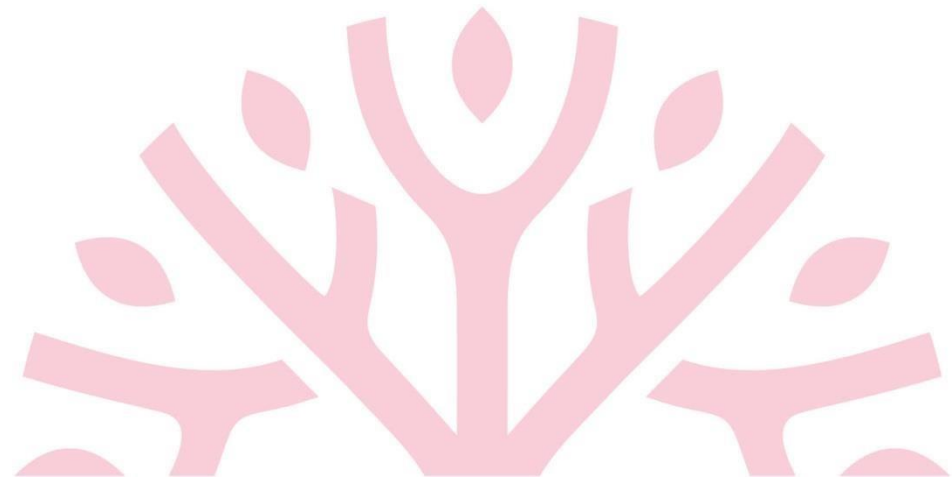
In the framework of international cooperation programmes or upon request of any competent authorities, Hcéres can evaluate foreign or international bodies.



3 main types of activities: european and international cooperation, technical assistance to public policy, evaluation or accreditation of foreign HEIs and programmes

EUROPEAN AND INTERNATIONAL COOPERATION

- 1. VIA NETWORKS AND BILATERAL COOPERATIONS**
- 2. VIA EUROPEAN PROJECTS**



MULTILATERAL NETWORKS AND BILATERAL COOPERATIONS

1. ACTIVE PARTICIPATION IN QUALITY ASSURANCE NETWORKS

➤ ENQA (European Association for Quality Assurance in Higher Education)

WG and board member

➤ ECA (European Consortium for Accreditation in higher education):
working groups “Certification group”, “Employability”, trainings “Assessing joint programmes”, “Assessing the quality of internationalisation”;

WG and board member

➤ INQAAHE (International Network for Quality Assurance Agencies in Higher Education);

➤ EQAF (European Quality Assurance forum);

➤ EUA (European University Association)

MULTILATERAL NETWORKS AND BILATERAL COOPERATIONS

1. DIRECT BILATERAL ACTIONS

- Cooperation agreements with other agencies or countries
- Partnerships and regular direct meetings with QAA

2. HCÉRES, AS EUROPEAN PARTNER

IN THE FIELD OF INTERNATIONALISATION OR QUALITY ASSURANCE

- Cequint project
- Qache project
- DEQAR project
- C3QA project
- TLQAA+ project

SOME EXAMPLES

Assistance to creation/implementation of QA agencies or policies :



- Senegal : ANAQ-SUP (Autorité nationale d'Assurance Qualité de l'Enseignement supérieur),
- Angola : INAARES (Institut national pour l'évaluation, l'accréditation et la reconnaissance des études de l'enseignement supérieur),
- Mali : AMAQ-Sup (Agence malienne d'assurance qualité)



EVALUATION OR ACCREDITATION OF FOREIGN HEIS AND PROGRAMMES



A DEDICATED METHODOLOGY

APPLICATION ABROAD OF THE FOUNDING AND METHODOLOGICAL PRINCIPLES OF HCÉRES



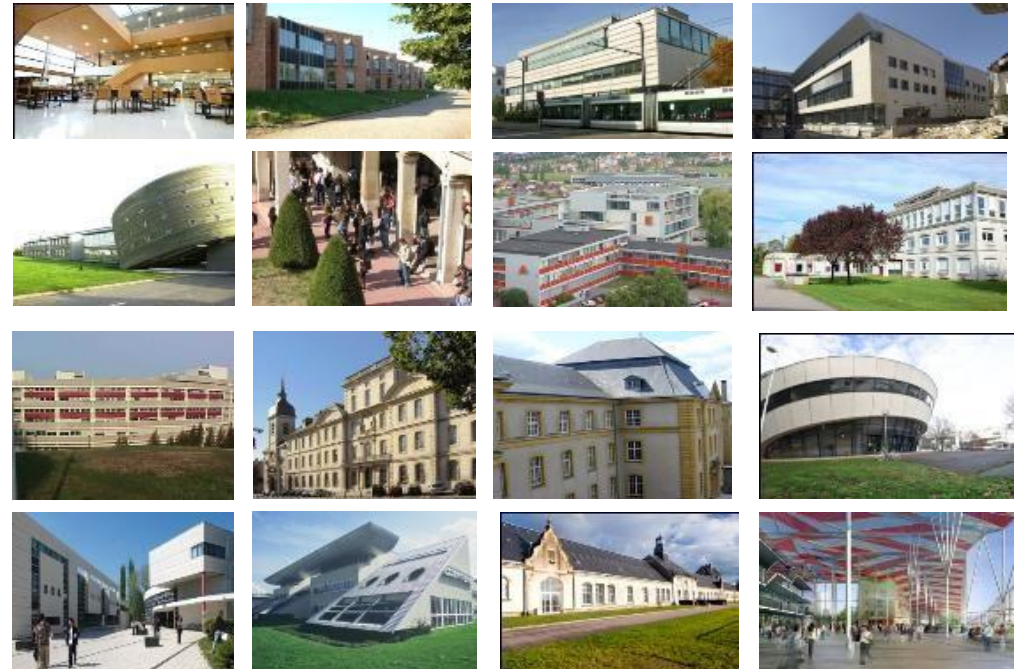
- Hcéres principles but with a dedicated Framework and adaptation to the local context;



- Evaluation and/or accreditation but accreditation does not grant any right in France. Accreditation decision by a dedicated accreditation commission (label)



**UNIVERSITÉ
DE LORRAINE**



3.4. Policy, strategy and quality approachat Université de Lorraine

Understanding strategic context of
Université de Lorraine

Young

- Funded in 2012 (6 years old !)
- by mergure of 4 former universities

→ Organizational Big Bang

- Advantage: everything has been reinvented (one lifetime occasion for innovation, including quality management!)
- Inconvenient: organizational exhaustion (« can someone please push the pause button ? »)

Large

- 65000 students, 7000 staffs
- 600 M€ budget
- 54 locations
- 40 faculties, institutes or Grandes Ecoles, 60 laboratories
- 16 management teams
- All academic fields, all kind of diploma

→ Complexity

- Very deep and large product line
- No geographical or inborn organizational cultural unity

Superb

- Rank 10 amongst french universities
- Approx. 200th Schanghai ranking
- 1st center of training for ingeniors in France
- Recognized as an excellence cluster in France



➔ **Tangible assets with margin of improvement**

- Our first handicap: self depreciation / self bashing

Public

- Student fees = 1,5% of total incomes
- Public funding = 85% of total incomes
- French public policy for universities :
 - Progressive and insidious decrease of public support to universities
 - Ambivalent policy : universities must provide good quality training for everyone and at the same time they must excel in international ranking

→ Doing better with less resources + finding new resources

→ Endorsing public services (all fields) and aiming for international excellence (some fields)

3.4.1. Policy, strategy and operations(PSO)

What are we talking about ?

« Strategy » = part of Newspeak ?

“Don't you see that the whole aim of Newspeak is to narrow the range of thought? In the end we shall make thought-crime literally impossible, because there will be no words in which to express it. Every concept that can ever be needed will be expressed by exactly one word, with its meaning rigidly defined and all its subsidiary meanings rubbed out and forgotten...”

Georges Orwell - 1984

Strategy = overused notion :

→ everything is strategic... therefore nothing is strategic anymore

Back to basics : a matrix of strategic objectives

Axis 1: degree of strategic change sought by the company within environment

Axis 2: level of compliance accepted in relation to the context in which the company operates

	Compliance to the context	Adjustment of the context
Will of adaptation	To put up with	To differentiate
Will of transformation	To focus	To innovate

Can this matrix be applied to universities?

PSO : different levels of decision

	Policy	Strategy	Operations
Perspective	Long term	Medium term	Short term
Frequency and level of repetitiveness	Occasionally Unique and unreplicable	Often Organizational routine	Many repetitive decisions
Uncertainty	Very high	Average	Low
Reversibility	Very low	Average	High
Impact	Global	Partial	Local

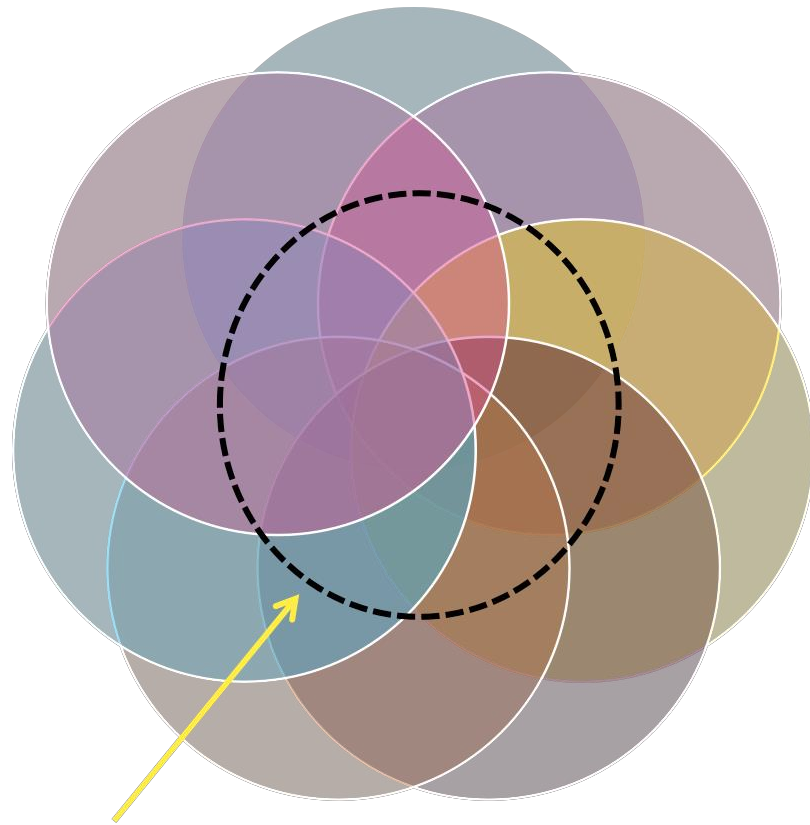
(Adapt. from Meier, 2005)

At what level is quality approach relevant: political, strategic or operational?

Stakeholder theory (Freeman – 1984)

Stakeholders	Goal / Interests
Shareholders	Profit, share value, policy and strategy...
Management	Governance, corporate culture, risk, strategy, responsibility, performance, compensation...
Customers	Quality, price, promptness, relationship...
Employees	Salary, security, interesting work, working conditions, health and safety...
Unions	Negotiation, Salary, security, working conditions, health and safety...
Suppliers	Price, volume, continuity, partnership ...
Investors	Reliability, solvency, cash flow...
Close citizens	Environmental impact, social impact (employment), taxes, risk...
Authorities	Energy and raw materials supplying, logistics, law enforcement, exports, jobs, taxes...
Public opinion	Transparency, ethical behavior, commitment, contribution to the national wealth...

Stakeholders : porous boundaries everywhere



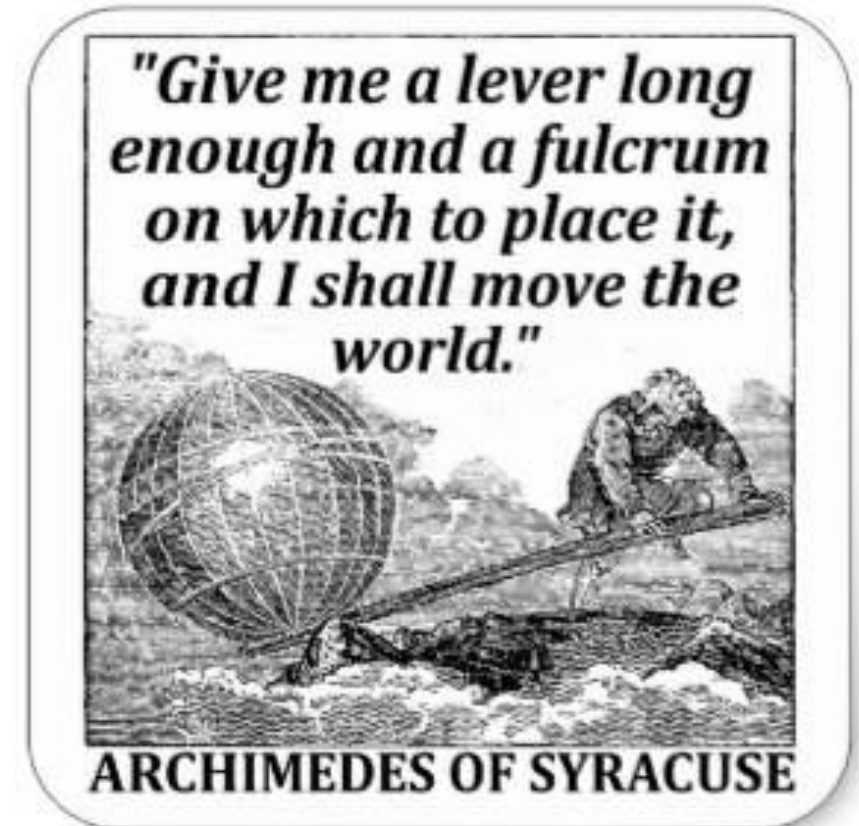
boundaries of the organization

Congruence
Consistency
→ *quality*

How is quality involved in consistency stakes ?

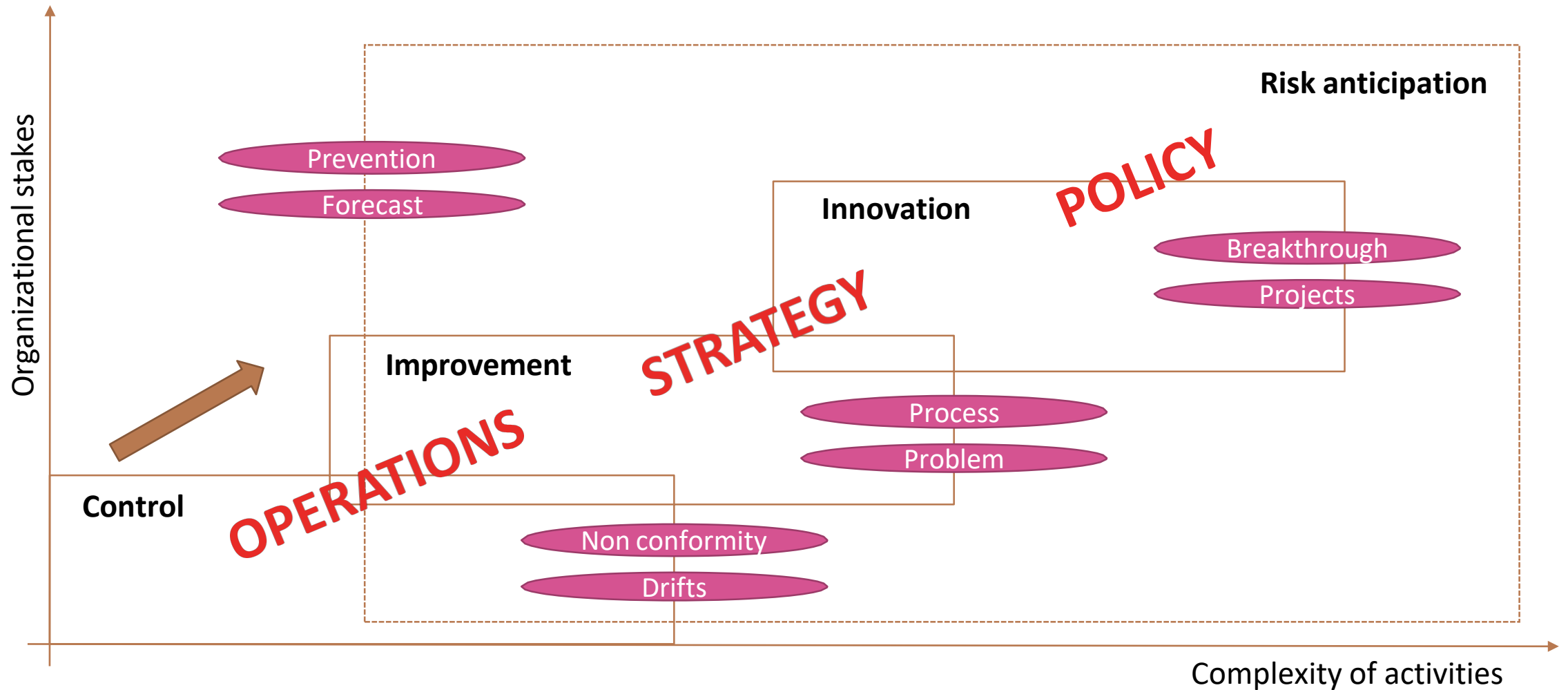
What are the levers of power at university?

- Authority ?
- Leadership ?
- Resources (money, positions...) ?
- Information ?
- ... ?



3.4.2. PSO driving force : quality

4 levels of action for improvement



Délégation à l'Aide au Pilotage Et à la Qualité (DAPEQ)

Delegation for Management and Quality Support

- *“DAPEQ is a true engineering, consulting and expertise firm made up of executives, promoting a culture of continuous improvement and organizational development based on quality management and process-based management tools.” – 2012*

➔ *Direct link with top management*

- A team of 16 executives combining a wide range of skills:
 - Demography, Psychology, Sociology, Social Policy
 - Management Science, Finance, Economics, Accounting
 - Technology, IT, Quality
 - Administration and Management

➔ *Ability to handle all kinds of PSO issues*

DAPEQ's structure: 360-degree response capability

Management Control and Economic Analysis

Dashboards
Economic Mapping
Management dialog
Indicators
Audit
...

Observatory

Student follow-up
Expertise and advice in
carrying out statistical
surveys and producing
statistical information
Analyses (rankings, etc.)

Quality management

Support for the institution's
strategic project
Quality approach in research
and training
Administrative quality
approach
External / internal evaluation

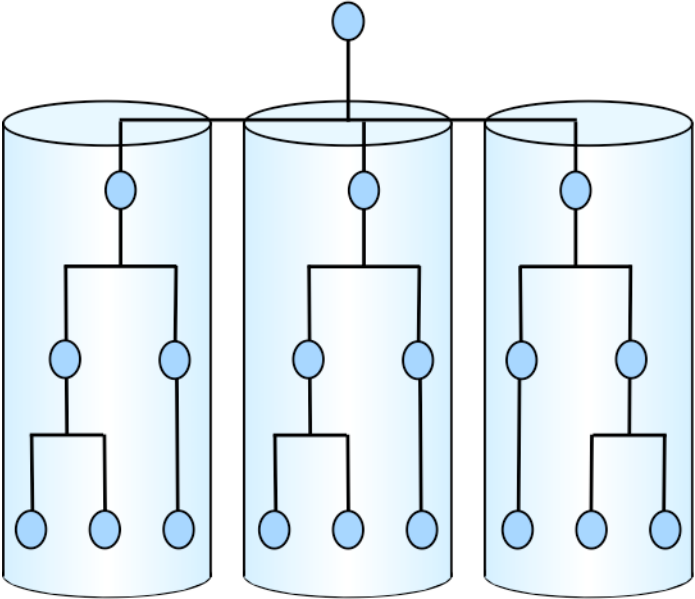
Taking full advantage of our information system

- UL Dashboards : TBO
- Activity related to our Decision Support Information System: continuous enrichment of TBO themes (APOGEE, ALISSE, DFOIP business page...)
- Key figures, multiple requests for quantified data
- Economic mapping
- Data production for external evaluation
- Monitoring of contractual indicators (aimed at external authorities / within our university)
- Sustainability and simulation tool
- Evaluating Cost Accounting Data: Cost of Activities
- Structure and function repositories

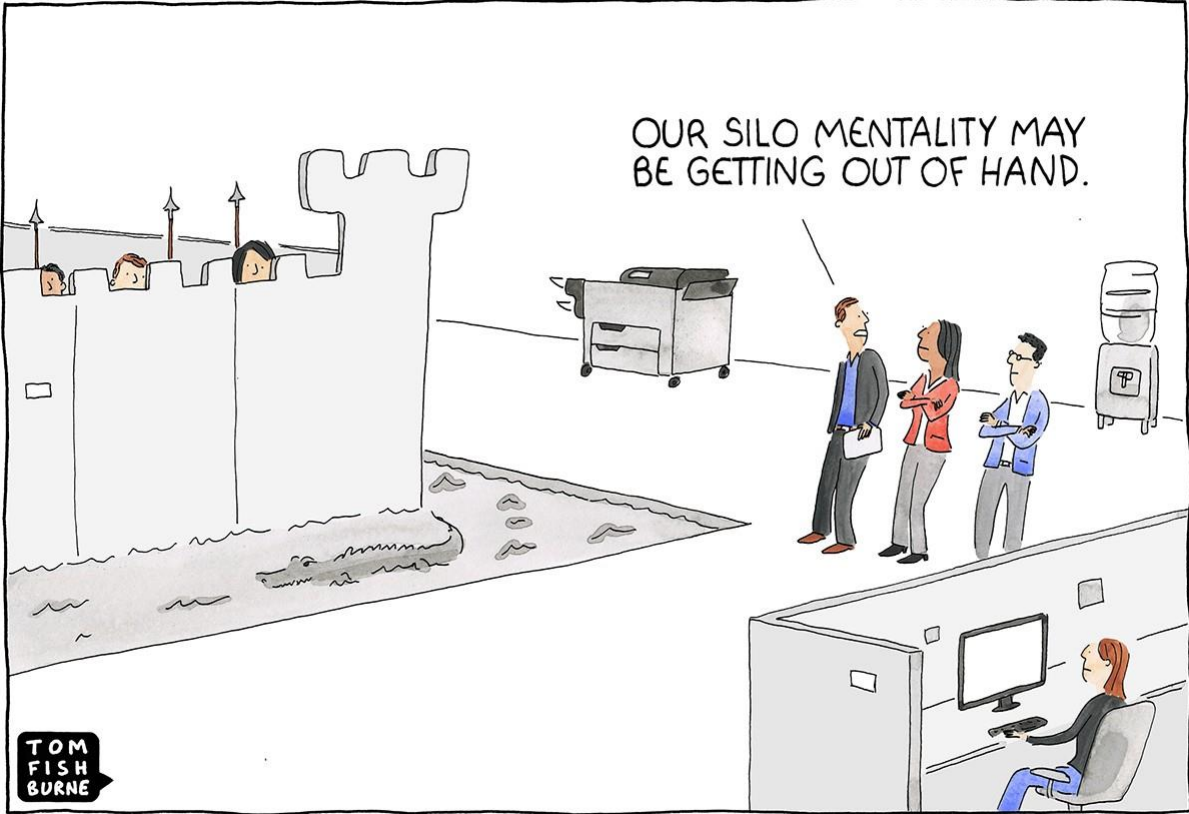
➔ Power of information is placed at the service of the entire community

Compensating side-effects of functional-oriented organization (1)

Silos in Organizations



PPT Organization Short (including IMPM) Feb 2015
© Henry Mintzberg



© marketoonist.com

Compensating side-effects of functional-oriented organization (2)



Functional Barriers

Hierarchical Barriers

Operative Islands

Functional and hierarchical barriers lead to operative islands (Hörrmann and Tiby, 1991)

- ➔ Methodological support
- ➔ Quality approach for administrative process

Risk analysis : decision support tool

Un support normatif ISO

Une approche Multicritère Hyper cubique

Une analyse du risque perçue

- Recueil des risques par
 - Entretiens individuels
 - Entretiens collectifs
 - Ateliers participatifs
 - ...

Risques	Risque brut				Moyen de maîtrise			Risque résiduel actuel		Risque résiduel à échéance		Lentiers complémentaires		
	Type de risque et responsabilité	Impact	Probabilité	Existant	À transférer	À inverser	Niveau de maîtrise	Impact	Probabilité	Impact	Probabilité	Niveau de maîtrise	Maîtrise de Niveau 1	Maîtrise de Niveau 2
Matériau	Non qualifié	Moyen	Élevée	Existant	À transférer	À inverser	Bon	Élevé	Élevée	Élevé	Élevée	Bon	Élevé	Élevé
Manpower	Non qualifié	Moyen	Élevée	Existant	À transférer	À inverser	Bon	Élevé	Élevée	Élevé	Élevée	Bon	Élevé	Élevé
Machine	Non qualifié	Moyen	Élevée	Existant	À transférer	À inverser	Bon	Élevé	Élevée	Élevé	Élevée	Bon	Élevé	Élevé
Proces	Non qualifié	Moyen	Élevée	Existant	À transférer	À inverser	Bon	Élevé	Élevée	Élevé	Élevée	Bon	Élevé	Élevé
Produit	Non qualifié	Moyen	Élevée	Existant	À transférer	À inverser	Bon	Élevé	Élevée	Élevé	Élevée	Bon	Élevé	Élevé
Matériau	Non qualifié	Moyen	Élevée	Existant	À transférer	À inverser	Bon	Élevé	Élevée	Élevé	Élevée	Bon	Élevé	Élevé

3 cartes et plus pour une visualisation des risques facilitée

Équation des Risques Bruts (RB), Risques Résiduels (RR), Risques Résiduels à Échéance (RRE)

- Risques Bruts (RB) : Risques ou dysfonctionnements présents avant mise en œuvre de moyens de maîtrise
- Risques Résiduels (RR) : Risques ou dysfonctionnements présents après mise de moyens de maîtrise existant (ME)
- Risques Résiduels à Échéance (RRE) : Risques ou dysfonctionnements présents après mise en œuvre de moyens de maîtrise à transférer (MT) ou à inverser (MI)

$$RB + ME = RR$$

$$RR + MT + MI = RRE$$

Une représentation visuelle pour tous

Reier
ORNE LA QUALITÉ DURABLE

CNRS

THIERRY SONTAIS
CNRS
LABORATOIRE PACTE UNIVERSITÉ
thierry.sontais@univ-lorraine.fr

UNIVERSITÉ DE LORRAINE

SAOIRE GOULIN
UNIVERSITÉ DE LORRAINE
DIRECTION À L'UNION DU PRÉFÈRE ET LA QUALITÉ
saoire.goulin@univ-lorraine.fr

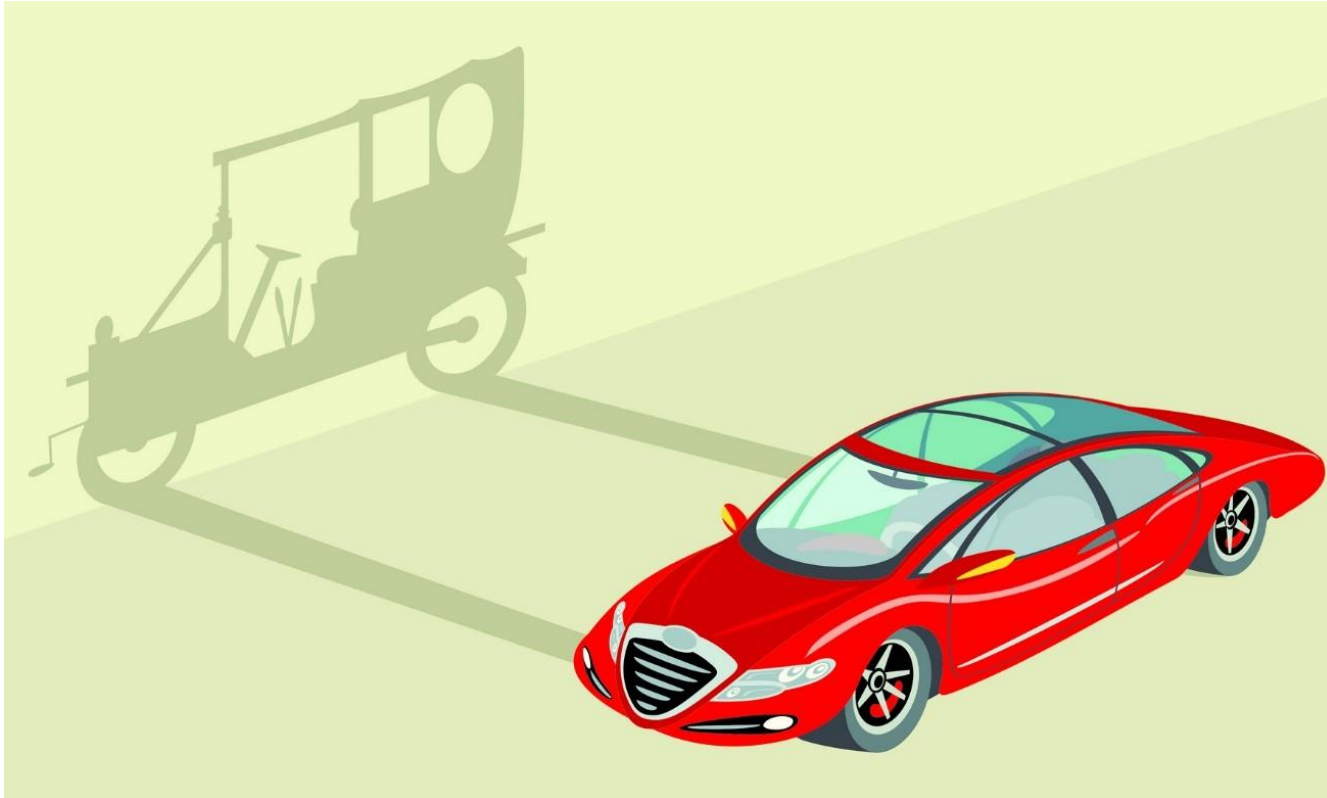
Risk assessment

Risk treatment

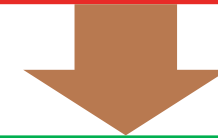


Prospective : major and very difficult cultural shift

“What can I do with what I have?” → “What should I do?”



Collective vision based on the past or, at the best, on present
+ more realistic solutions
- Very limited creativity, repetition



Collective vision based on future
- Increased margin of error
+ Emergence strategy, creativity, agility
→ New dominant position in merging field

Overview on Université de Lorraine organization (outrageously simplified)

1

President
Top management

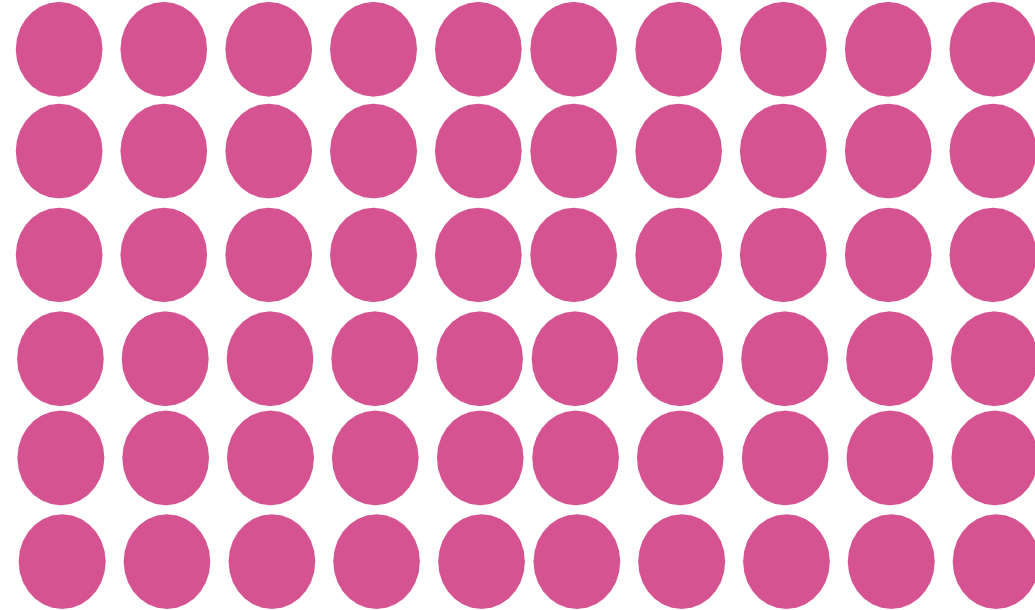
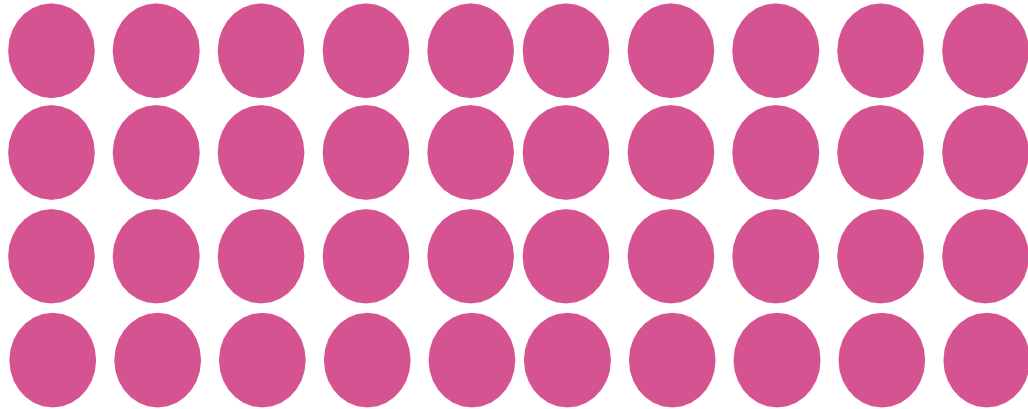
Support management divisions
(16)

9 collegiums

10 research hubs

2

40 faculties, institutes, Grandes Ecoles



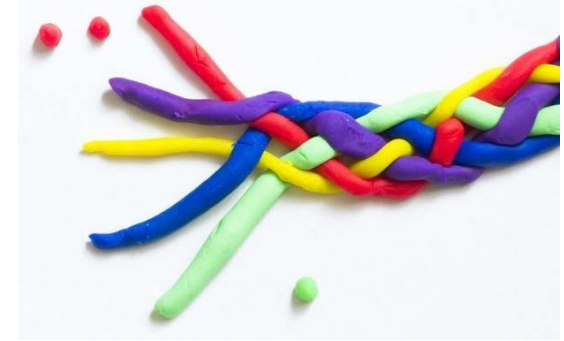
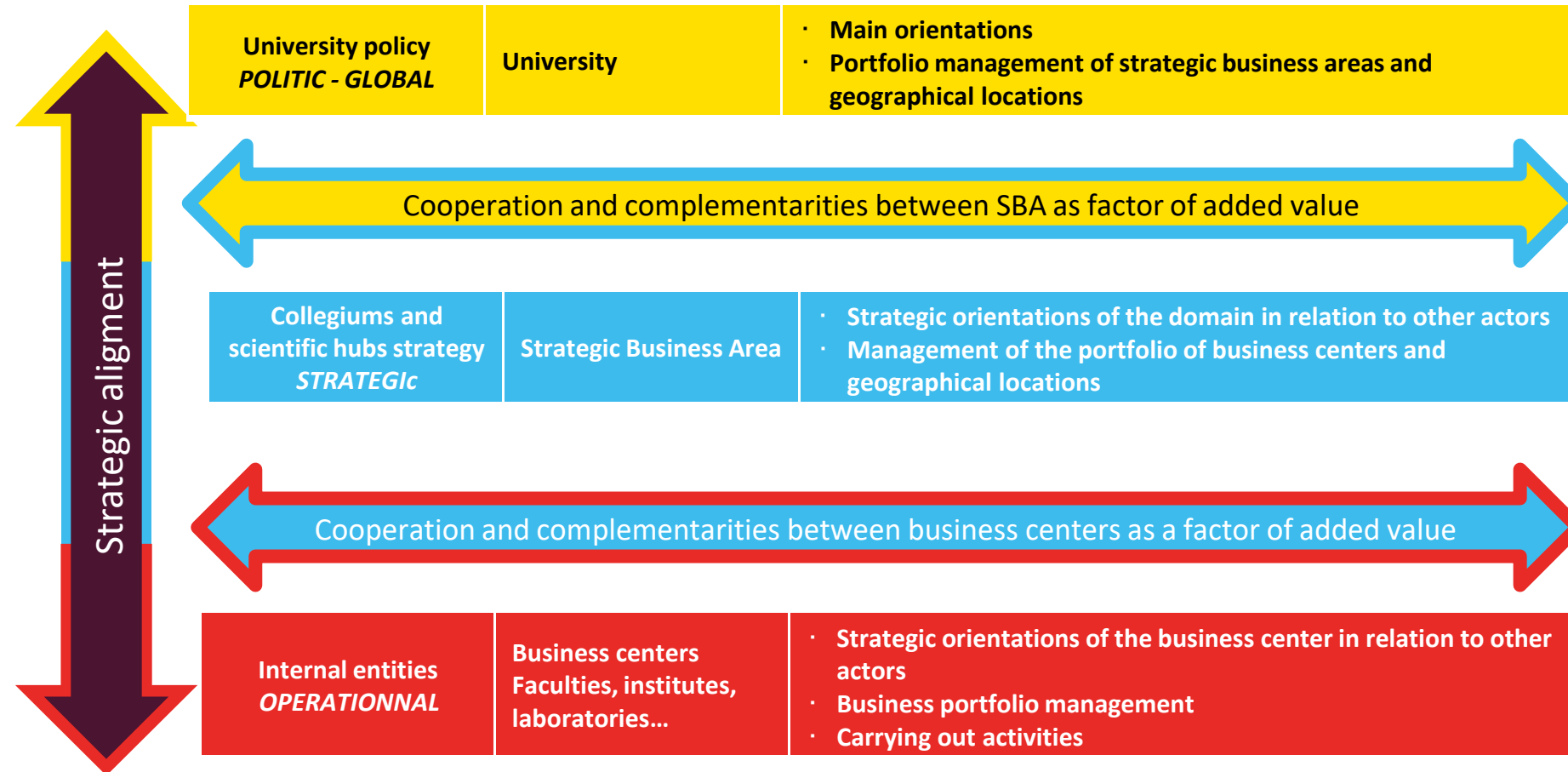
3

What if we don't care about strategic alignment?

- **Risk treatment : huge risk of discordance, disharmony**



Entry by Strategic Business Area (SBA)



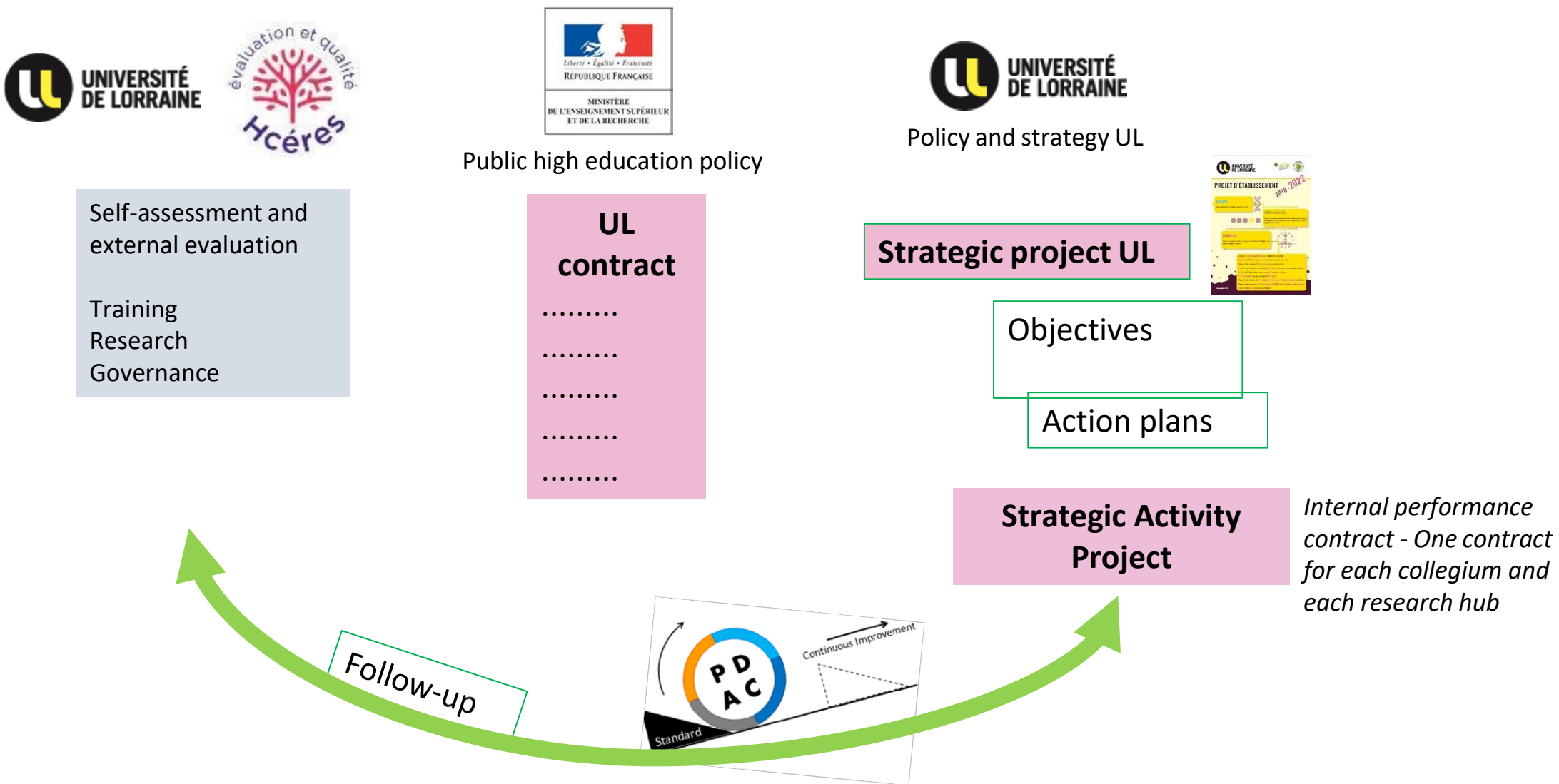
- collégium and its internal entities
- Scientific hub and its internal entities
- With university governance, in connection with support management division

What if we do care about strategic alignment?

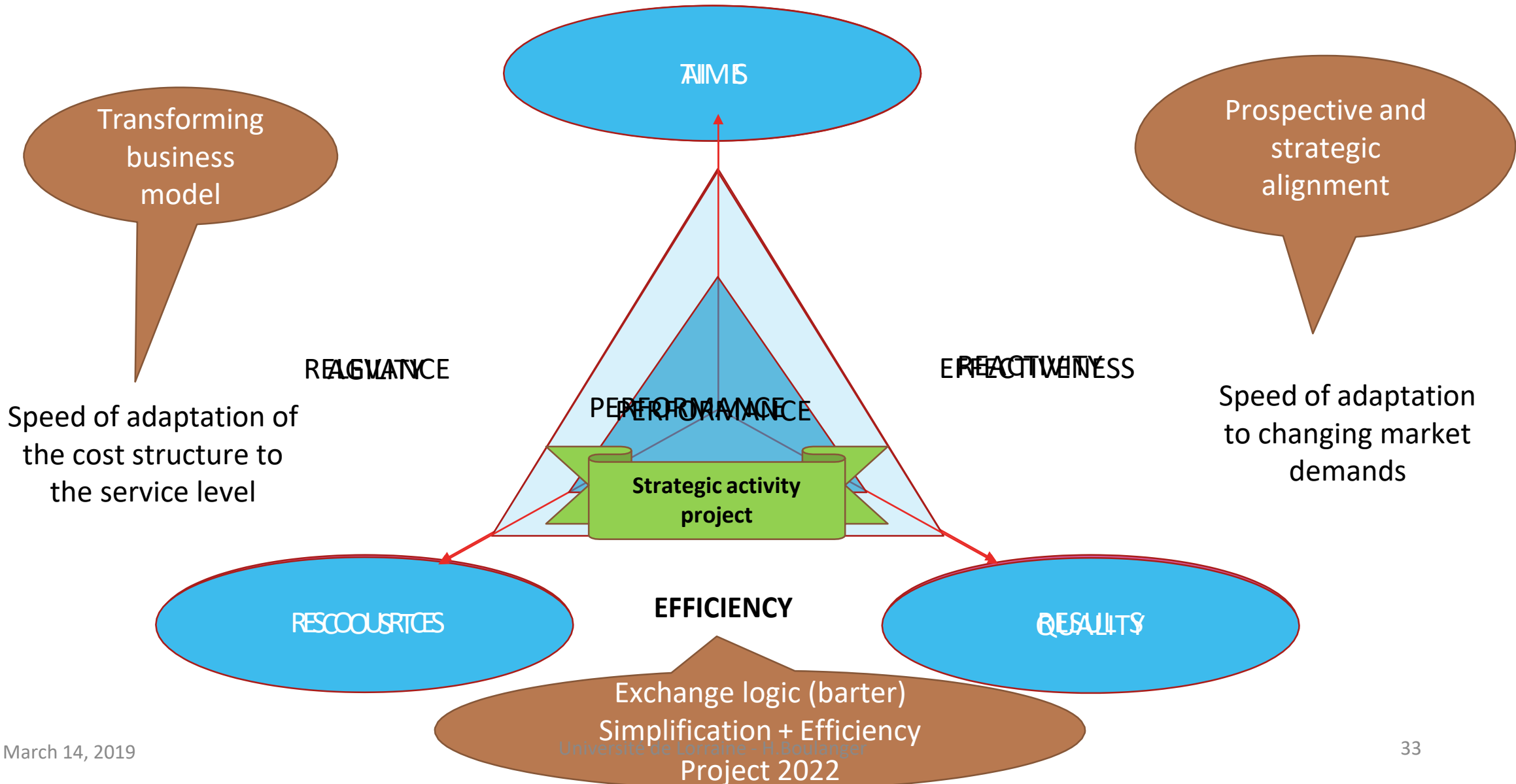
- **It's the driving force for a massive changeover**



Evaluation/Project/Implementation 5 years cycle



From performance triangle to the Strategic Activity Project (SAP)



And... all levels are interdependant



- **One level without the other two is of little use : operational → what is the purpose ?**
- **One level without the other two is unmanageable: strategy → no way to activate this level if the operational level has not already laid the necessary foundations**
- **One level without the other two does not make any sense... except if you want to cry alone in the dark.**

Finally, politic and quality...

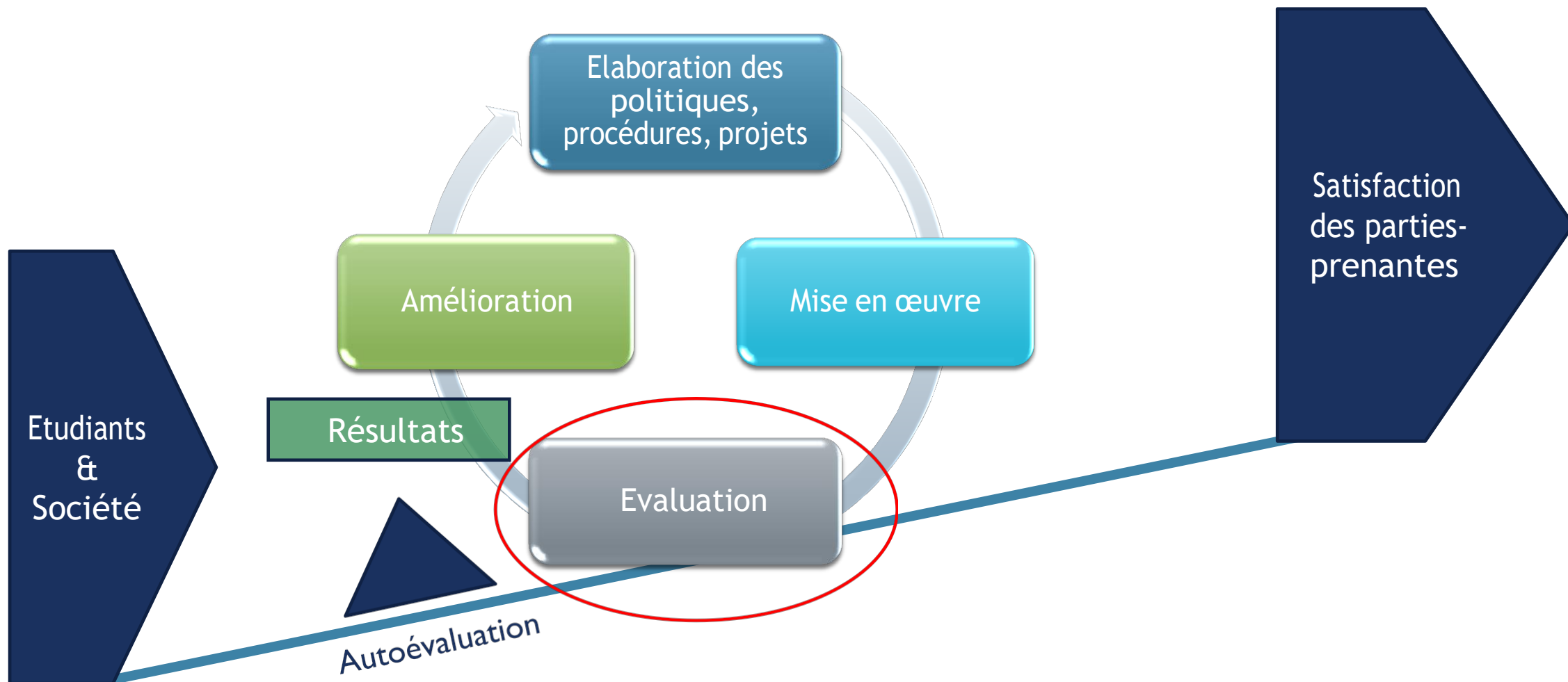


Quality is the means by which the university's policy is implemented:

- **at all levels of the organization**
- **in all temporalities**

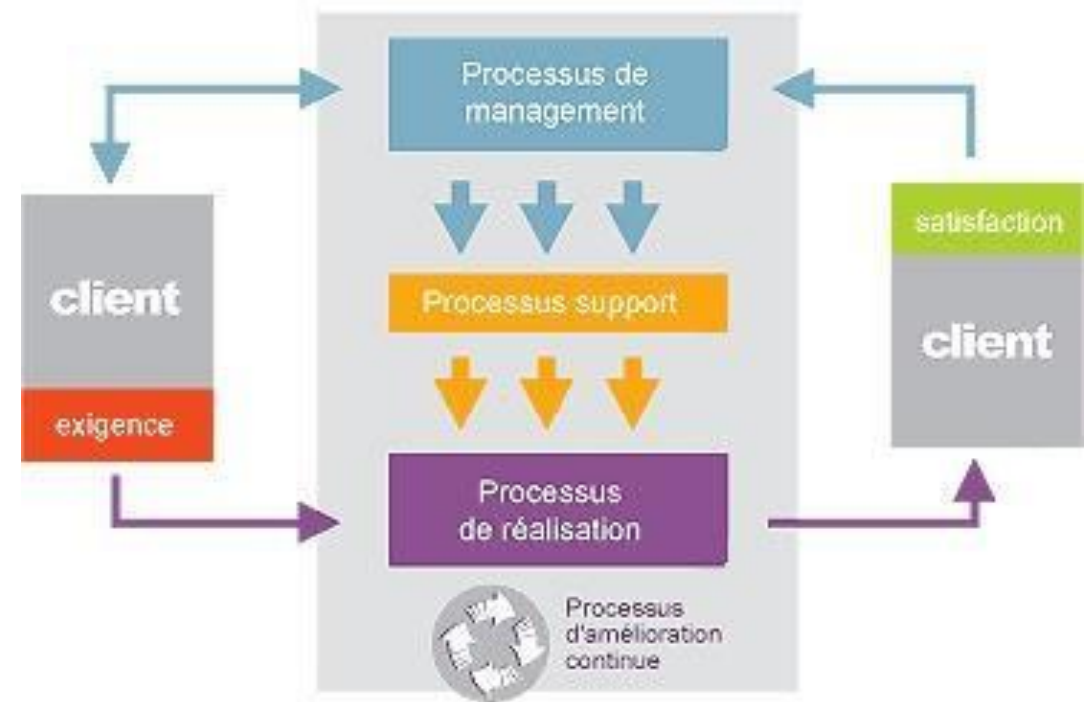
3.5. SYSTEME INTERNE DE MANAGEMENT PAR LAQUALITE : PRINCIPES ET USAGES

LA PLACE DE L'ÉVALUATION INTERNE AU SEIN DU SYSTÈME DE MANAGEMENT PAR LA QUALITÉ



LA CULTURE QUALITÉ DANS L'ENSEIGNEMENT SUPÉRIEUR

- Un acte d'évaluation formative



>> Des moments et des résultats d'évaluation reçus comme autant de critiques constructives et de possibilités offertes à l'amélioration des pratiques

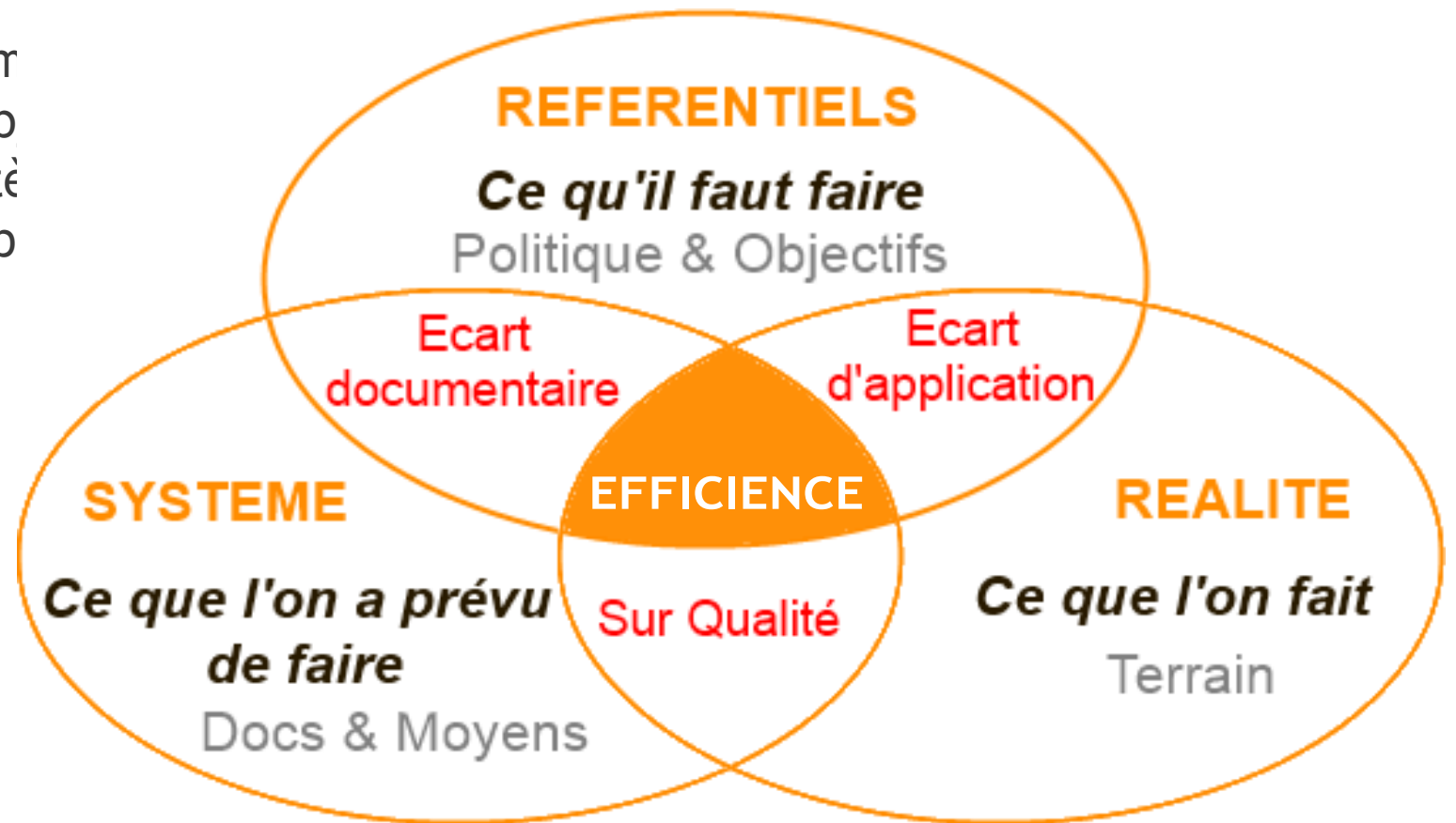
PRINCIPE D'INTÉGRATION À LA GOUVERNANCE

Principe 1 : Être partie intégrante du management stratégique de l'institution, reliée directement et spécifiquement à l'enseignement, l'apprentissage et la recherche ou en soutien à toute activité que l'institution d'enseignement supérieur propose

- Appel un engagement de la part de l'institution passant par **la formation d'une équipe responsable de la garantie de la qualité interne** :
 - ⇒ Les responsabilités sont connues et diffusées
 - ⇒ Les moyens sont mis à disposition pour atteindre les objectifs
 - ⇒ Les partenaires internes sont identifiés
 - ⇒ Les moyens de communication sont prévus

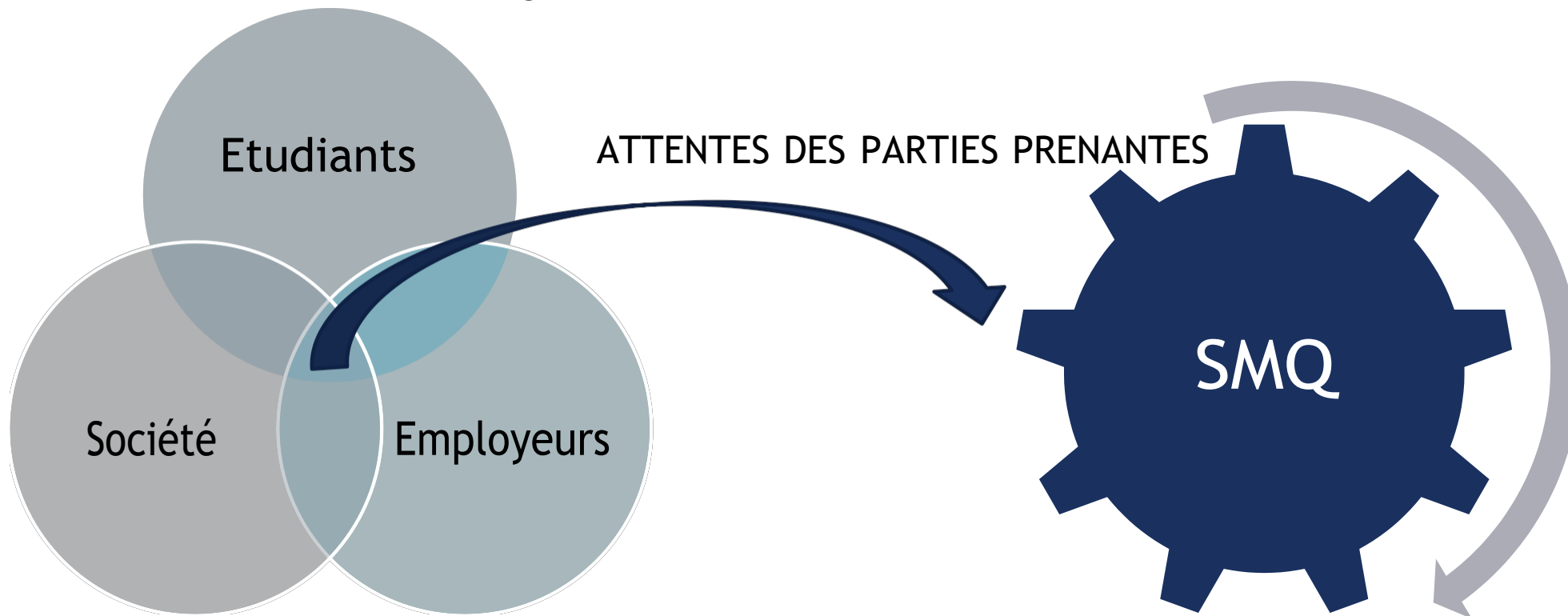
PRINCIPE D'ALIGNEMENT AUX OBJECTIFS STRATÉGIQUES

Principe 2 : Répondre de manière pertinente et proportionnée aux objectifs à atteindre, aux risques que le système propose de couvrir et être adapté continuellement



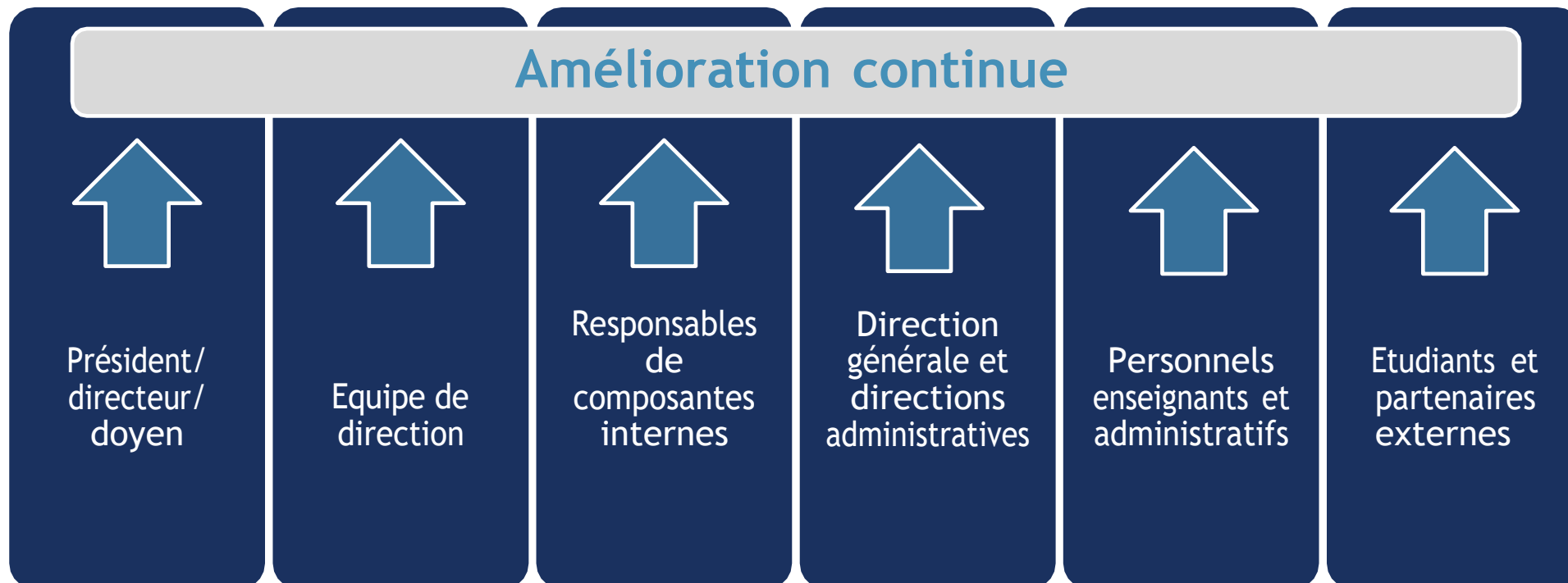
PRINCIPE D'AJUSTEMENT AUX ATTENTES DES PARTIES PRENANTES

Principe 3 : Refléter les intérêts des étudiants, employeurs et, plus globalement, de la société



PRINCIPE DE RESPONSABILITÉ PARTAGÉE

Principe 4 : Reconnaître l'autonomie des institutions et leur responsabilité première quant à la qualité de l'éducation qu'elles offrent



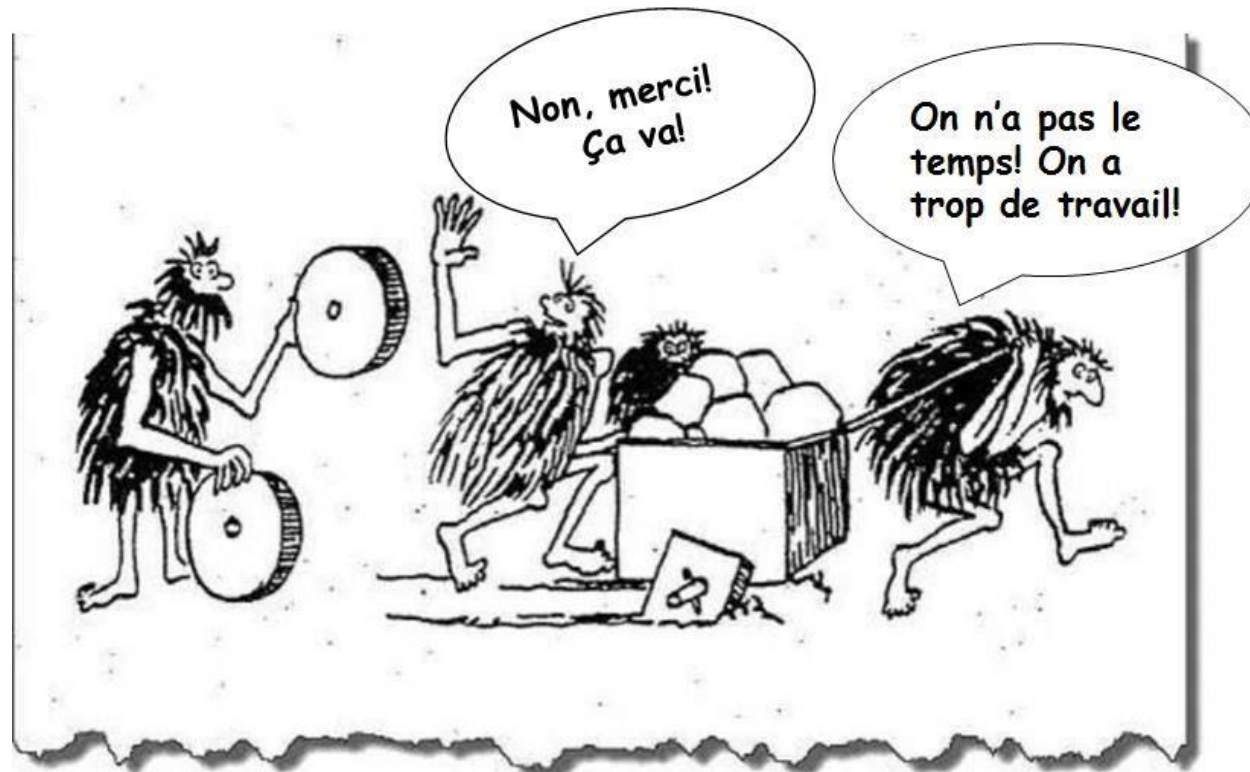
PRINCIPE D'ADAPTATION AU CONTEXTE

Principe 5 : Être adapter au contexte social, légal et pédagogique des établissements d'enseignement supérieur



PRINCIPE D'AMÉLIORATION CONTINUE

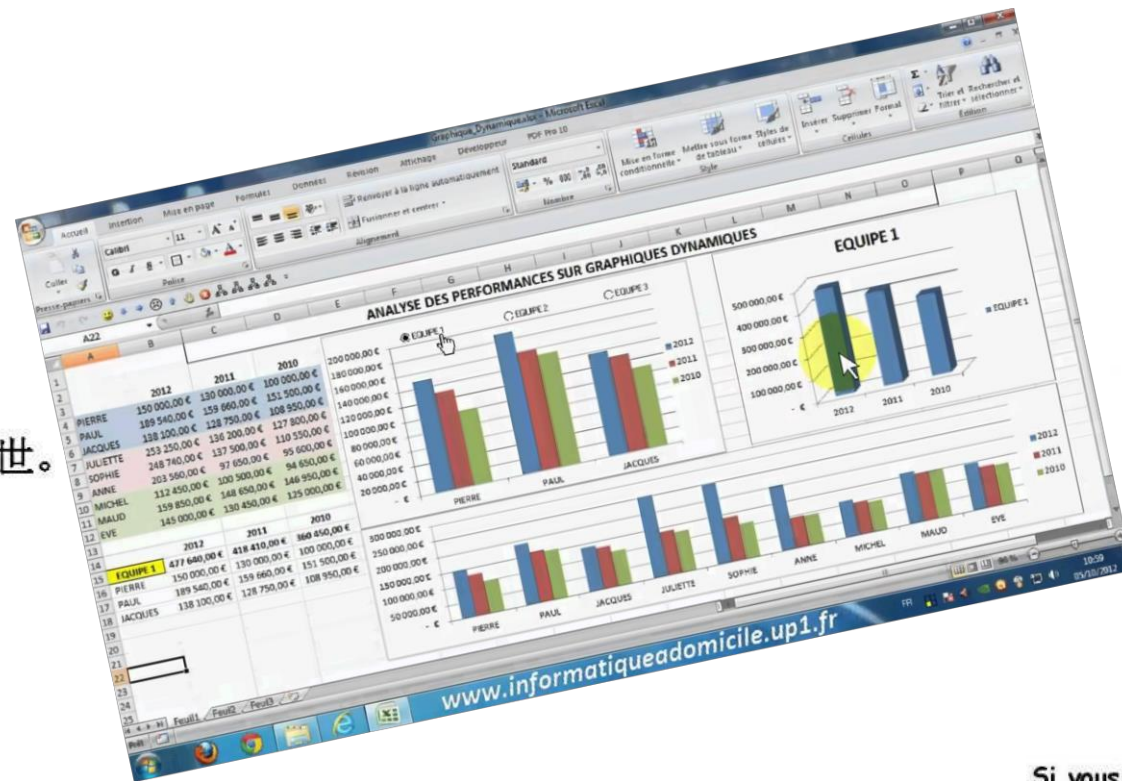
Principe 6 : Inclure un objectif d'amélioration continue / de soutien, en complément de la vérification de l'atteinte de la conformité aux standards et attentes ;



PRINCIPE DE TRANSPARENCE

Principe 7 : Produire des résultats visibles et lisibles par le grand public.

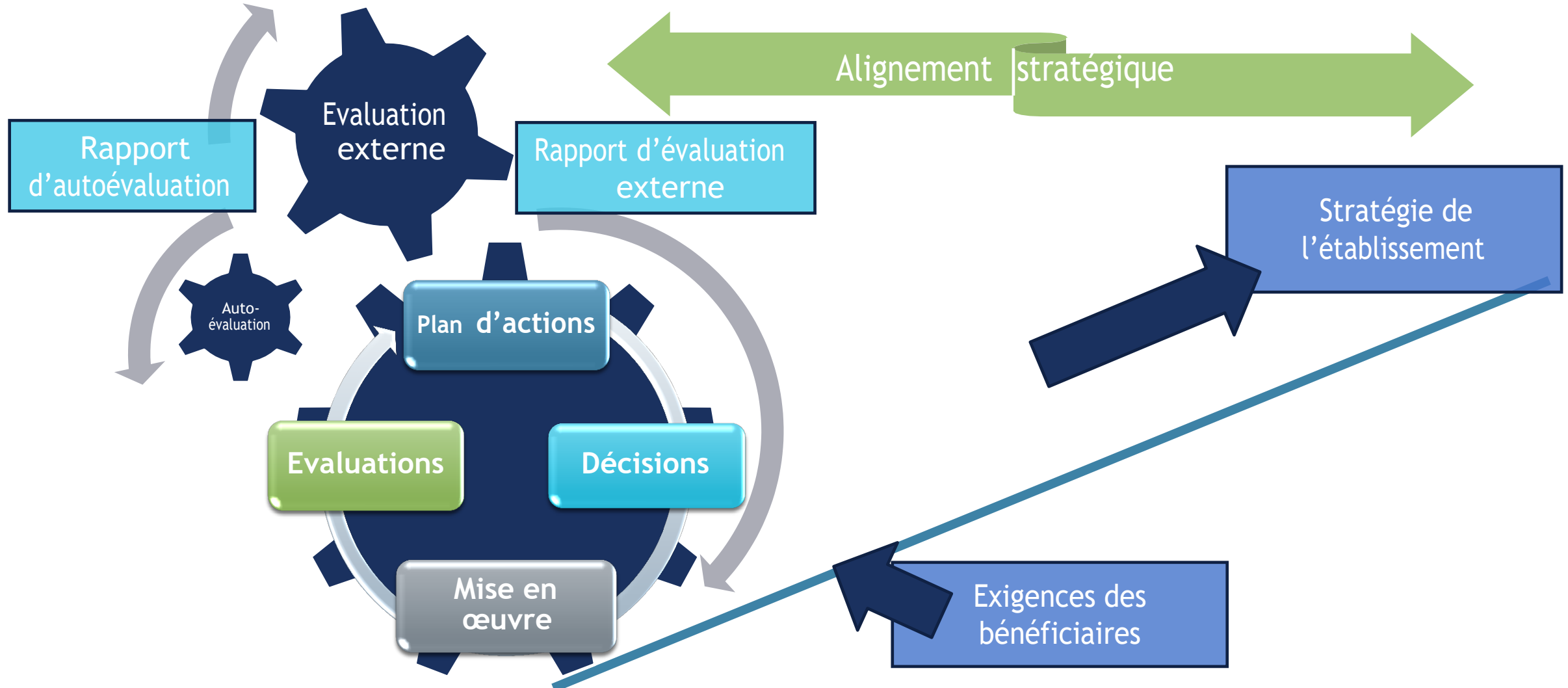
《施氏食獅史》
石室詩士施氏，嗜獅，誓食十獅。
氏時時適市視獅。
十時，適十獅適市。
是時，適施氏適市。
氏視是十獅，恃矢勢，使是十獅逝世。
氏拾是十獅屍，適石室。
石室濕，氏使侍拭石室。
石室拭，氏始試食是十獅。
食時，始識是十獅，實十石獅屍。
試釋是事。



日本語
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Si vous ne pouvez lire le Japonais,
penchez la tête à droite.

CYCLE DE LA QUALITÉ : SMQ / AUTO-ÉVALUATION / EVALUATION EXTERNE



COMPLÉMENTARITÉ DES EVALUATIONS EXTERNES ET INTERNES

Evaluation externe

- Evalue le **niveau de conformité** des institutions par rapport à des critères externes de qualité
- Réalisé par **une agence spécialisée** ou des experts
- Donne lieu à une **décision** : reconnaissance, certification, etc.

Evaluation interne

- **Identifie les forces mais aussi les axes d'amélioration** à mettre en œuvre
- Réalisé par une **équipe interne**
- Ne donne lieu à aucune sanction/approbation
- Enrichi un **plan d'actions**

>> La recherche de conformité comme objectif de l'évaluation externe nécessite la prise en compte (au-delà des lignes directrices du référentiel) la stratégie organisationnelle de l'institution.

Part IV

Co-building a future scenario for external quality assurance in the French-speaking community of Belgium

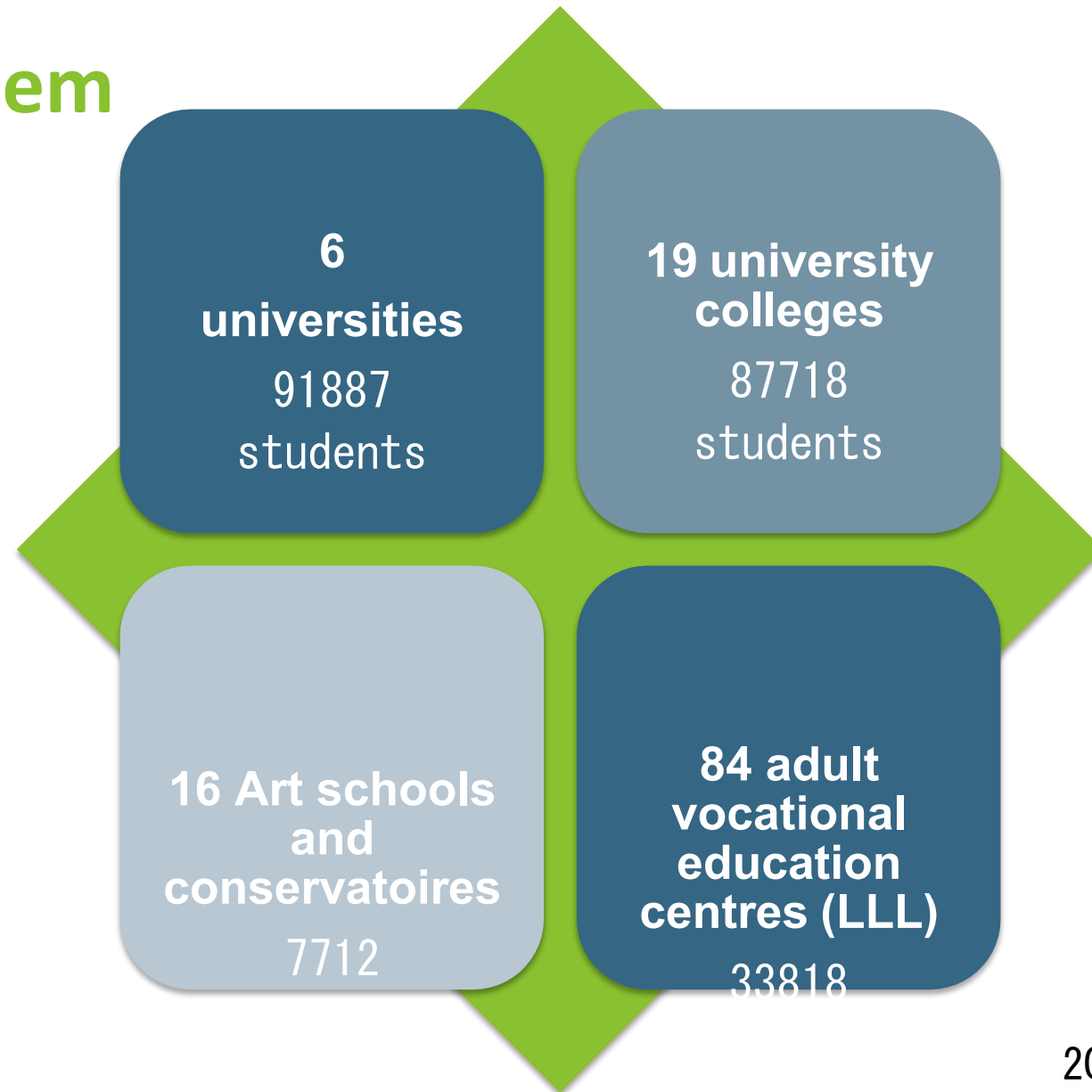


Outline

- Context data of the present situation : HE system, AEQES main features
- Why changing the EQA approach?
- Overview of the whole process
- Online consultation results
- Consultation, next steps
- The future model and the pilot phase
- Lessons learned so far



4.1. The HE system



2014/2015 figures



AEQES key features

- AEQES established by decree in 2002, revised by decree in 2008
- First ENQA review in 2011 > full membership and EQAR registered in 2012
- Reviewed again in 2016 > renewed ENQA full membership and EQAR registration

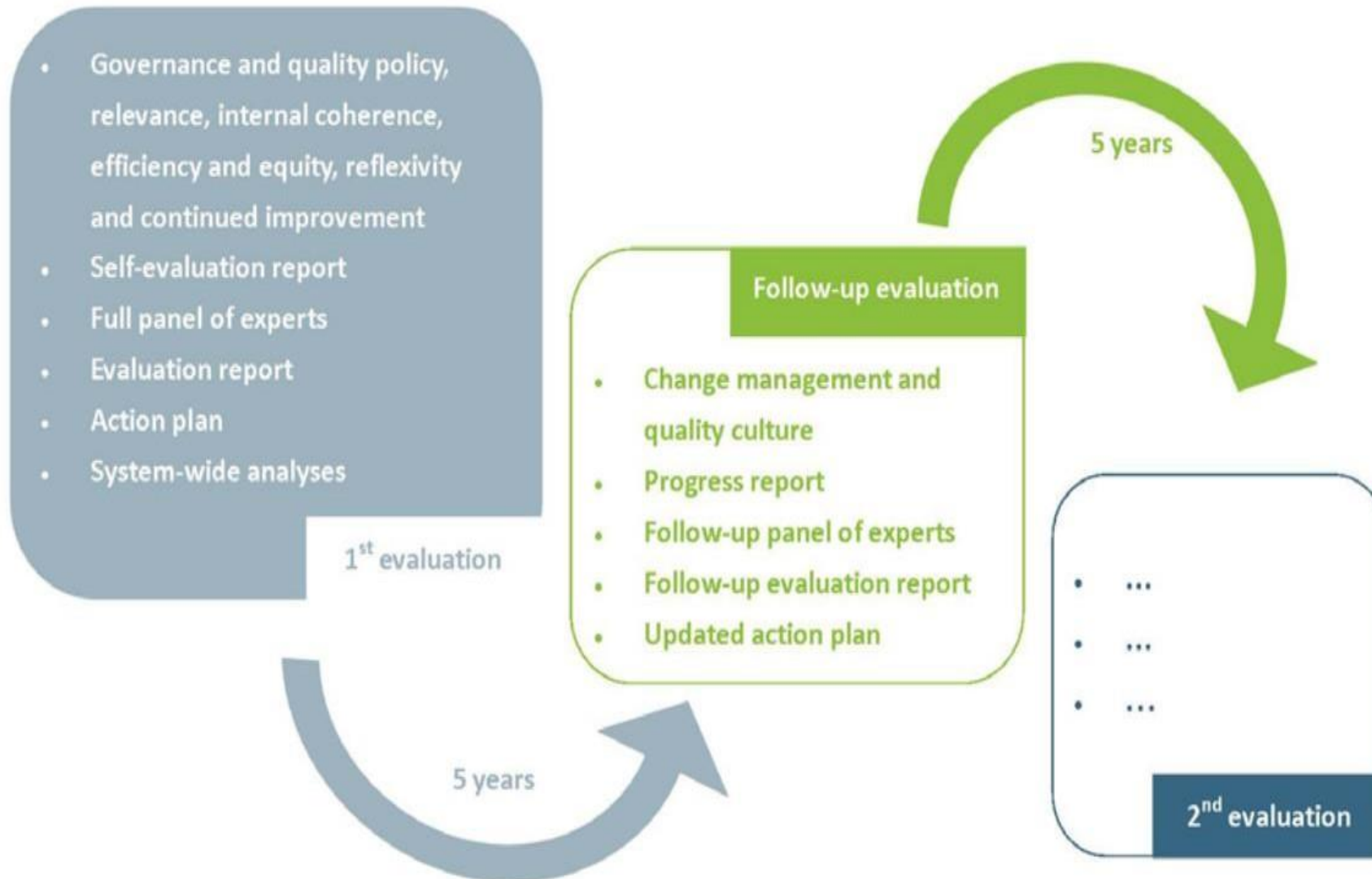
See <http://www.aeqes.be/documents/8ExternalReviewReportAEQESFINAL.pdf>

<http://www.aeqes.be/documents/20170627RenewalDecisionAEQES.pdf>

- formative, enhancement-led programmed-based evaluation process (no formal effects on HEIs funding or authorization to operate)
- public service QAA
- collaboration with other agencies for joint missions



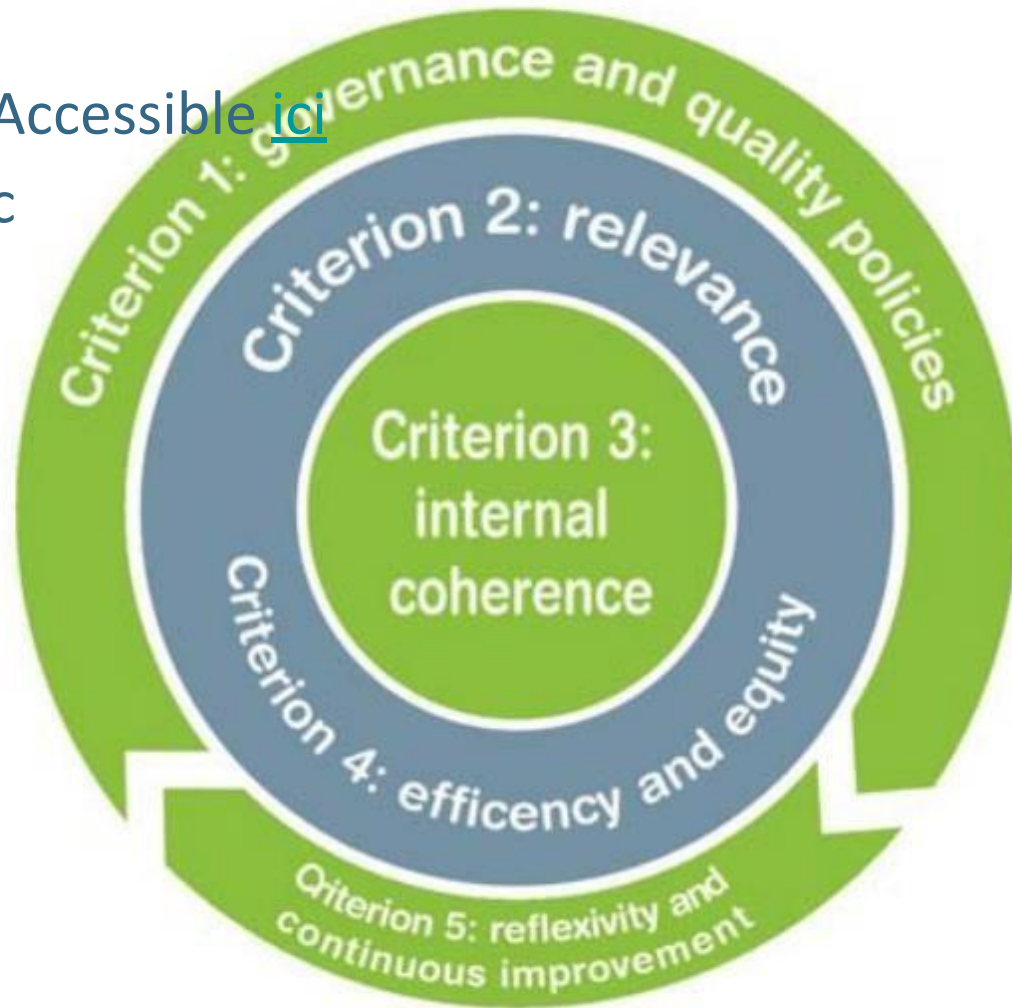
4.2. EQA methodology



AEQES evaluation framework

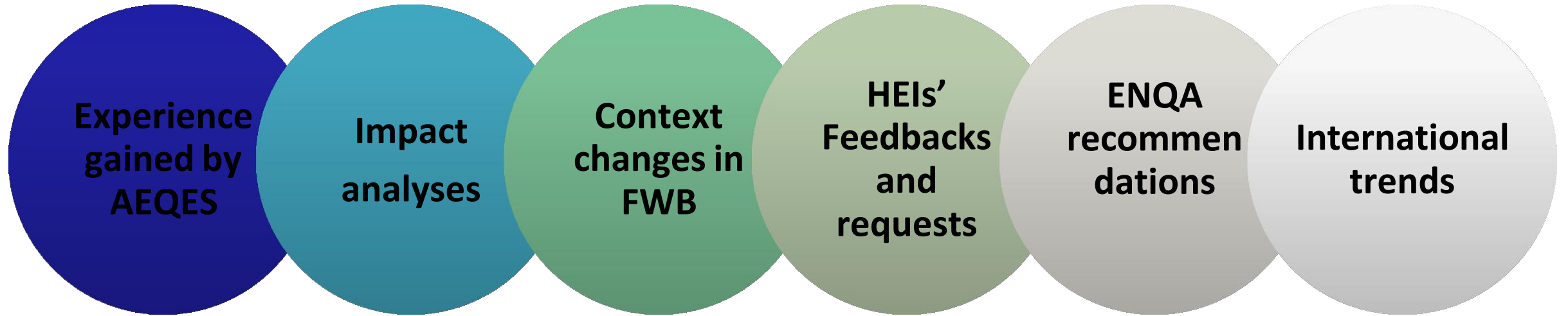
-Accessible [ici](#)

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- Programmatic approach but also institutional criteria
- LO, competences, SCL approaches
- Impact on the needed expertise for the panel

Why changing the EQA approach?



- At the international level → strengthen the reliability and efficiency of the formative approach of FWB
- For the HEIs → support them developing their IQA practices, and therefore strengthening their autonomy and responsibility for the quality of the overall HE provision



4.3. Towards a new EQA methodology: an iterative and participative process

- **Exploratory desk-research on quality assurance in HE**

Working Group

Preliminary report published [May 2016] + Dissemination

- **Wide consultation**

Two online surveys – results published [Feb-Apr 2017]

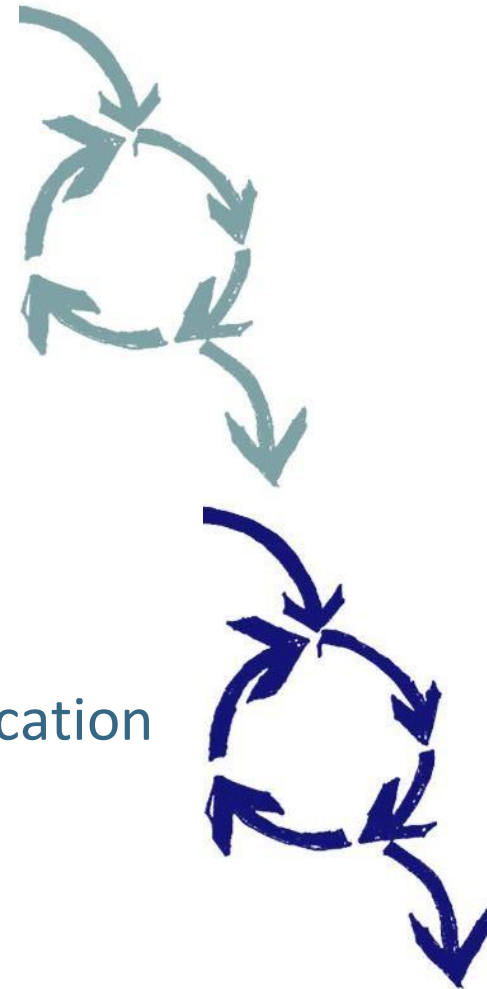
Synthesis : context, general guidelines and five principles

Focus groups + written feedback asked from the main HE bodies and international independent experts and QAAs

- **Final report**

Endorsement by the Steering Committee of the Agency + publication [October 2017]

Dissemination among stakeholders



Online surveys: 1000 + 48 answers provided food for thought

- 1.000 answers from HEIs stakeholders (response rate = 17,6%)
- 48 answers from HEIs authorities (response rate = 38,4%)
- *Statistical representativeness not ensured but the sample demonstrated a wide range of contexts and practices.*
- Main trends :
 - Positive feedback on current AEQES methodology.
 - Opinions on “pros and cons of 4 prospective methodological scenarios”: no clear “trend” + in line with what was discussed in the report.
 - Authorities divergent views on institutional evaluations.
- Key issues :
 - Workload, risks of evaluation fatigue
 - Means and resources (not) available to implement an institutional evaluation

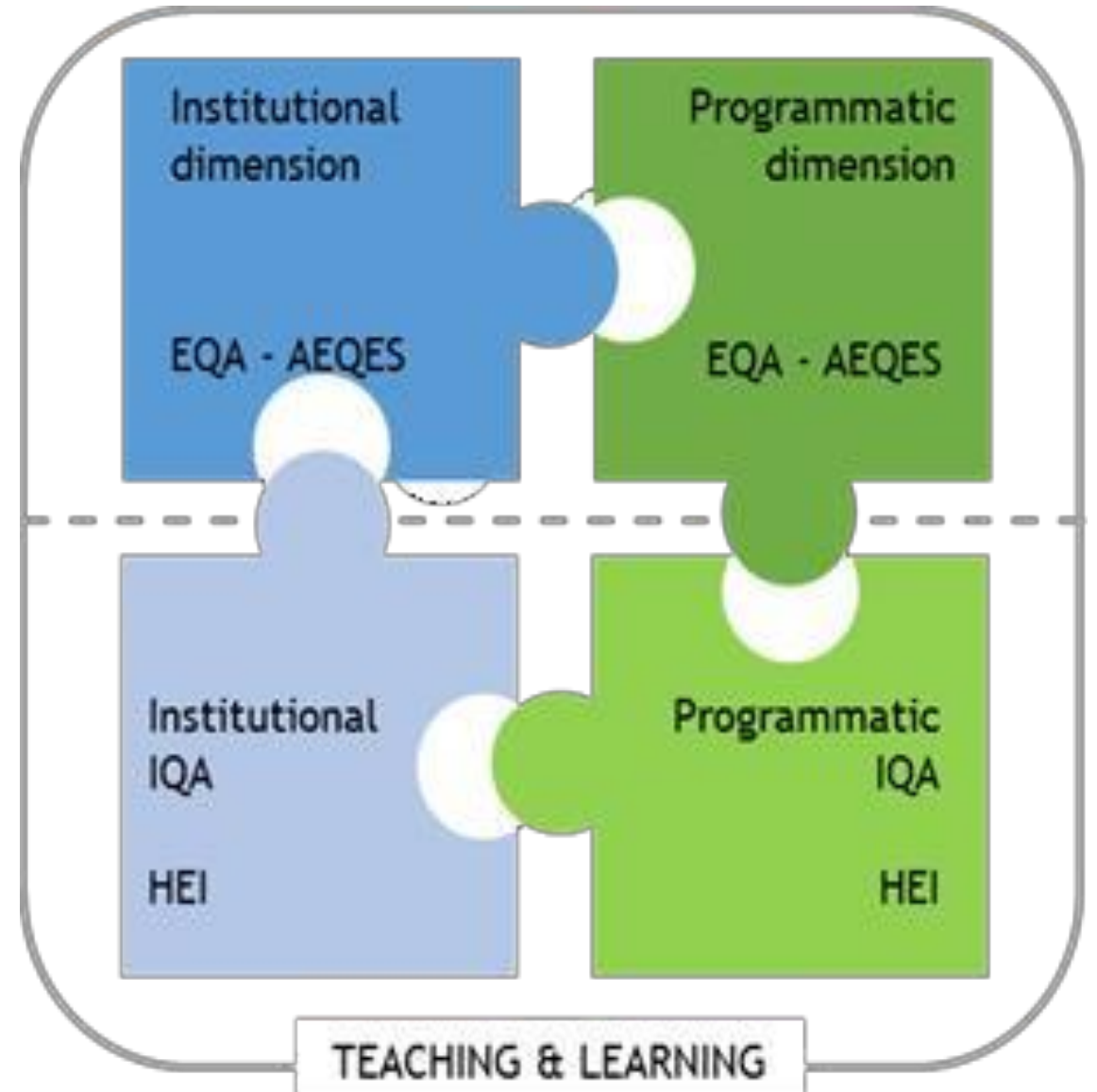


Consultation on « the principles note » : context, pre-requisites, desirable changes and guidelines

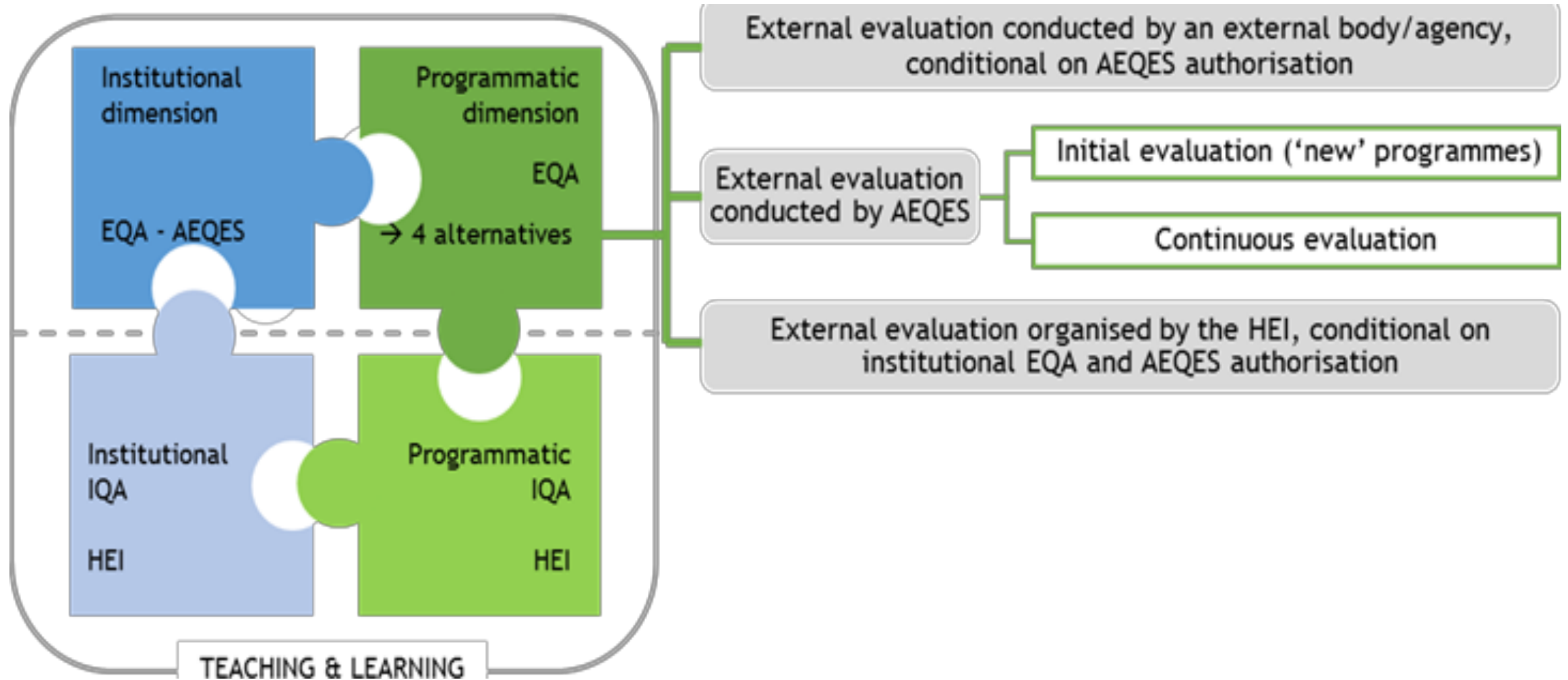
- Principle 1: towards a better articulation between programmes evaluation and institutional evaluation
- Principle 2: EQA mechanisms are progressively transformed to support the HEIs in developing IQA
- Principle 3: the HEIs autonomy is supported by the Agency within the ESG guidelines
- Principle 4: accountability and quality enhancement are (better) balanced
- Principle 5: workload and cost of EQA to be considered and coped with



Towards an evaluation approach that articulates the institutional dimension with the programmatic dimension



EQA articulated model from 1st cycle on



2019-2021 the pilot phase

from 2019 to 2020: experimental institutional evaluations (pilot HEIs)

2020-2021: taking stock and co-developing the entire methodology

KEY OBJECTIVES

- Fine tune the institutional evaluation features: scope, standards, criteria for robust IQA ... in collaboration with the stakeholders (ARES, HEIs, ...)
- Elaborate an efficient articulated model IE and PE (avoid overlaps, assure ESG compliance, etc.)
- Special focus on thematic analyses

KEY ISSUES

- Communication (before, during and after the pilot phase)
- The potential selection of pilot HEIs (diversity of profiles)
- Tight timeline to carry out the pilot phase and contribute to the new decree



Lessons learned so far

- Shift in the stakeholders' perceptions of the impacts of QA on the French-speaking Belgian HE sector as well as on the HEI governance and development
- Promoting a coherent system approach rather than a technical point of view → focus on Teaching & Learning, quality culture, strategic management, fitness for purpose....
- Engaging all stakeholders in the co-building process may produce:
 - collective awareness of the respective responsibilities of all the partners (HEI, ARES...)
 - methodological relevance
 - Reinforced trust that is needed in the context of a formative approach





Plateforme de
co-construction
AEQES

[Accueil](#) →

[Processus](#)

[Activités](#)

[Ressources](#)

[Faq](#)

Vers une nouvelle méthodologie

Une transformation progressive du système d'évaluation
externe pour accompagner le développement des démarches
qualité des établissements

[En savoir plus](#) →



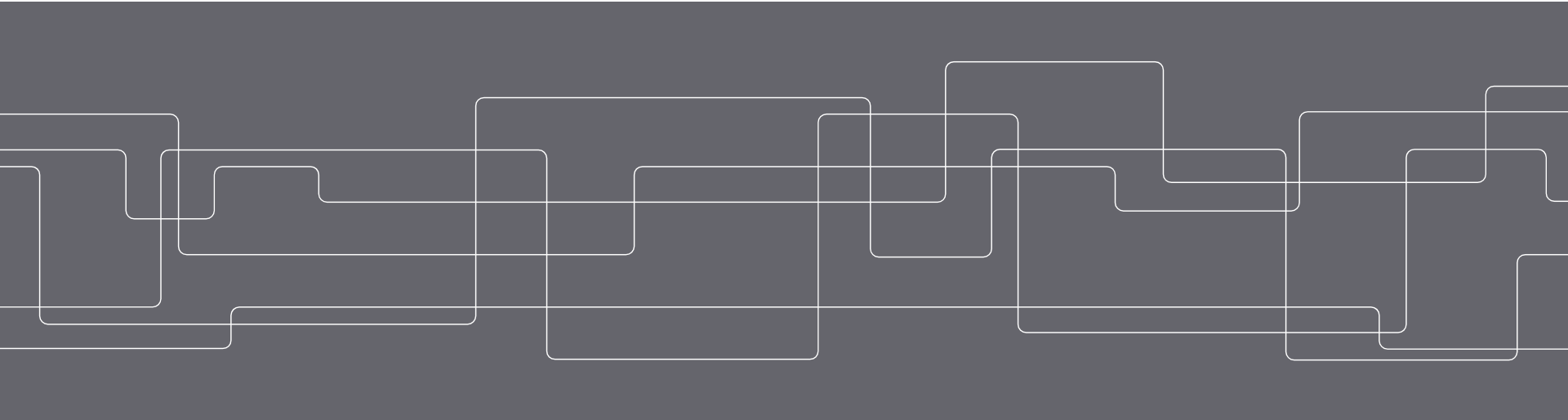
Faites des propositions

Les établissements pilotes
ont la possibilité de
proposer des experts pour
mener à bien la phase
externe des évaluations
institutionnelles. Proposer
des noms jusqu'au 6 février

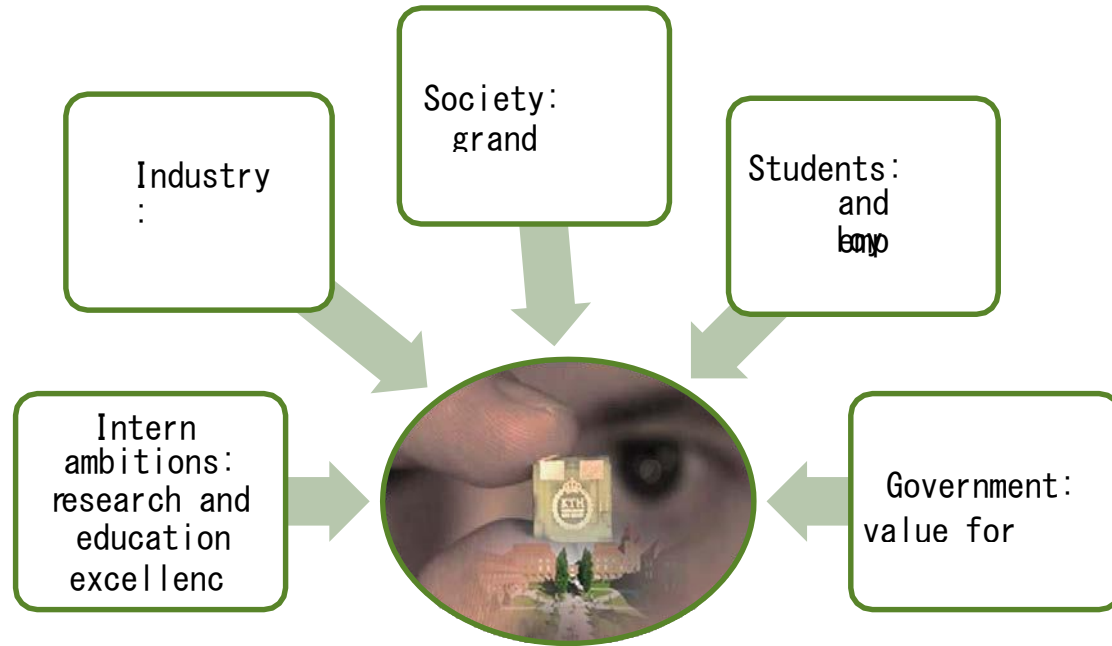
[Accéder au
formulaire](#) →



Part V - Quality assurance in Sweden



Context, increasing demands





5.1. National quality system

External quality assurance system evaluating the outcome of internal quality assurance, education and research quality



Need for university-internal strategies for quality assurance and enhancement purposes



KTH quality assurance system

Yearly assessment and cyclic review of education, research and collaboration



Swedish Higher Education Authority, UKÄ

UKÄ

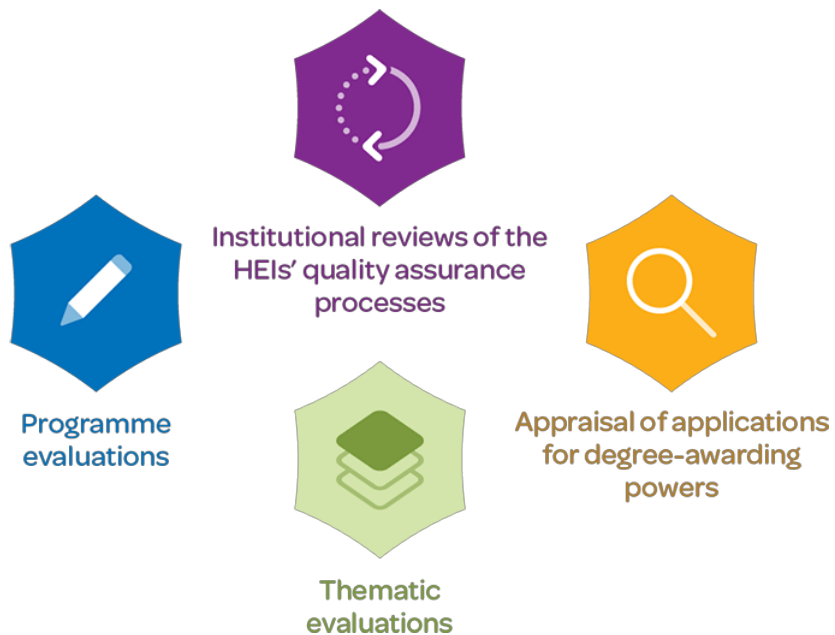
- evaluates the quality of higher education and research
- analyses the development
- is responsible for official statistics about higher education
- monitors compliance with laws and regulations among universities and university colleges



National Quality System in Sweden, based on

- Swedish Higher Education Act
- Higher Education Ordinance
- Standards and Guidelines for Quality Assurance in the European Higher Education Area, ESG

National quality system (UKÄ), education





National quality system, cont.



Thematic
evaluations

Thematic evaluation - Sustainable development in education 2017; the following thematic evaluations will be in 2019 & 2021



Programme
evaluations

Programme evaluation - Ongoing for third cycle, for KTH two areas 2018, three areas 2017; first and second cycle Teacher' s education 2018



Institutional reviews of the
HEIs' quality assurance
processes

Evaluation of quality assurance process, for KTH 2019



More about the national quality system

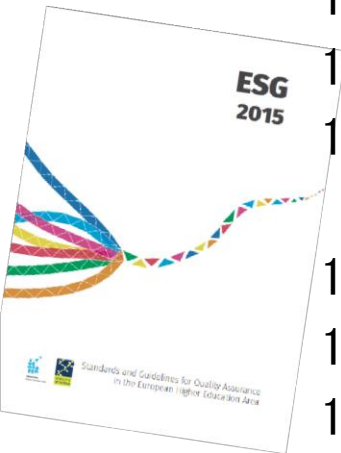
<http://english.uka.se/quality-assurance/quality-assurance-of-higher-education.html>

http://www.uka.se/sitevision/proxy/kvalitet--examenstillstand/resultat-fran-granskningarna-hogskolekollekt/hogskolekollekt.html/svid12_794d1f901621e65b329c27f/427238778/search?q=&s=date-desc



Standards and Guidelines for Quality Assurance in the Higher Education Area

1. 1 Policy for Quality Assurance
1. 2 Design and Approval of Programmes
1. 3 Student-Centred Learning, Teaching and Assessment
1. 4 Student Admission, Progression, Recognition and Certification
1. 5 Teaching Staff
1. 6 Learning Resources and Student Support
1. 7 Information Management
1. 8 Public Information
1. 9 On-going Monitoring and Periodic Review of Programmes
1. 10 Cyclic External Quality Assurance





Standards and Guidelines for Quality Assurance in the Higher Education Area

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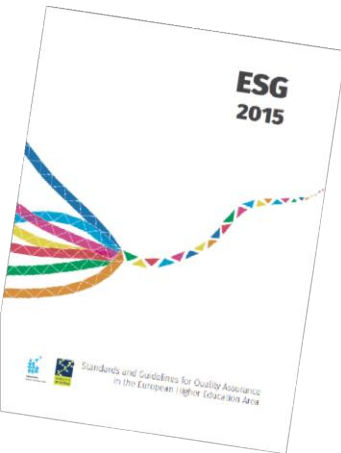
1.6 Learning Resources and Student Support

1.7 Information Management

1.8 Public Information

1.9 On-going Monitoring and Periodic Review of Programmes

1.10 Cyclic External Quality Assurance





5.2. KTH quality assurance system

- **Quality policy** - Defines how, and by what means, KTH work towards high quality in education, research and collaboration
- Strategic planning and follow-up related to the KTH development plan
- Annual reports together with education reports from the KTH Schools to be discussed at quality dialogues with the KTH Management
- Periodic review every six years



KTH – Responsibility and coordination

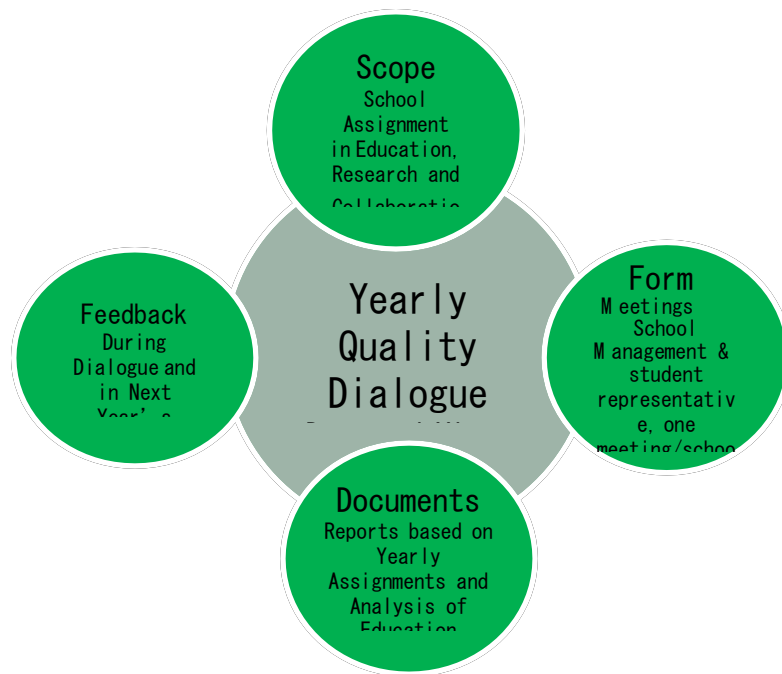
Dean of Faculty

Quality Assurance Officer

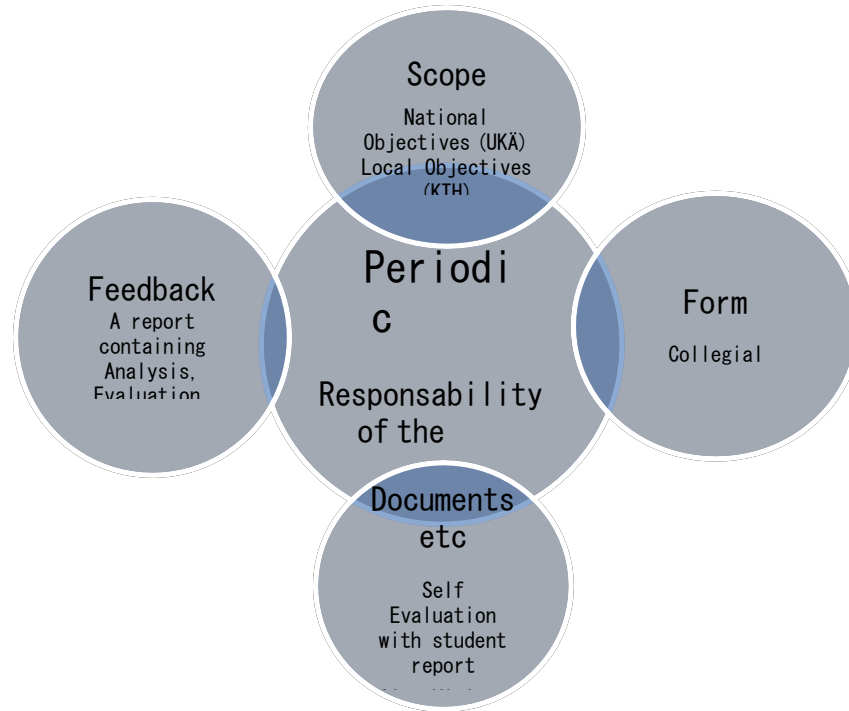
Other staff members at the Planning and Evaluation Office

School Management - Head of School, Director of first and second cycle education, Director of third cycle education, Head of Administration

Yearly quality dialogue

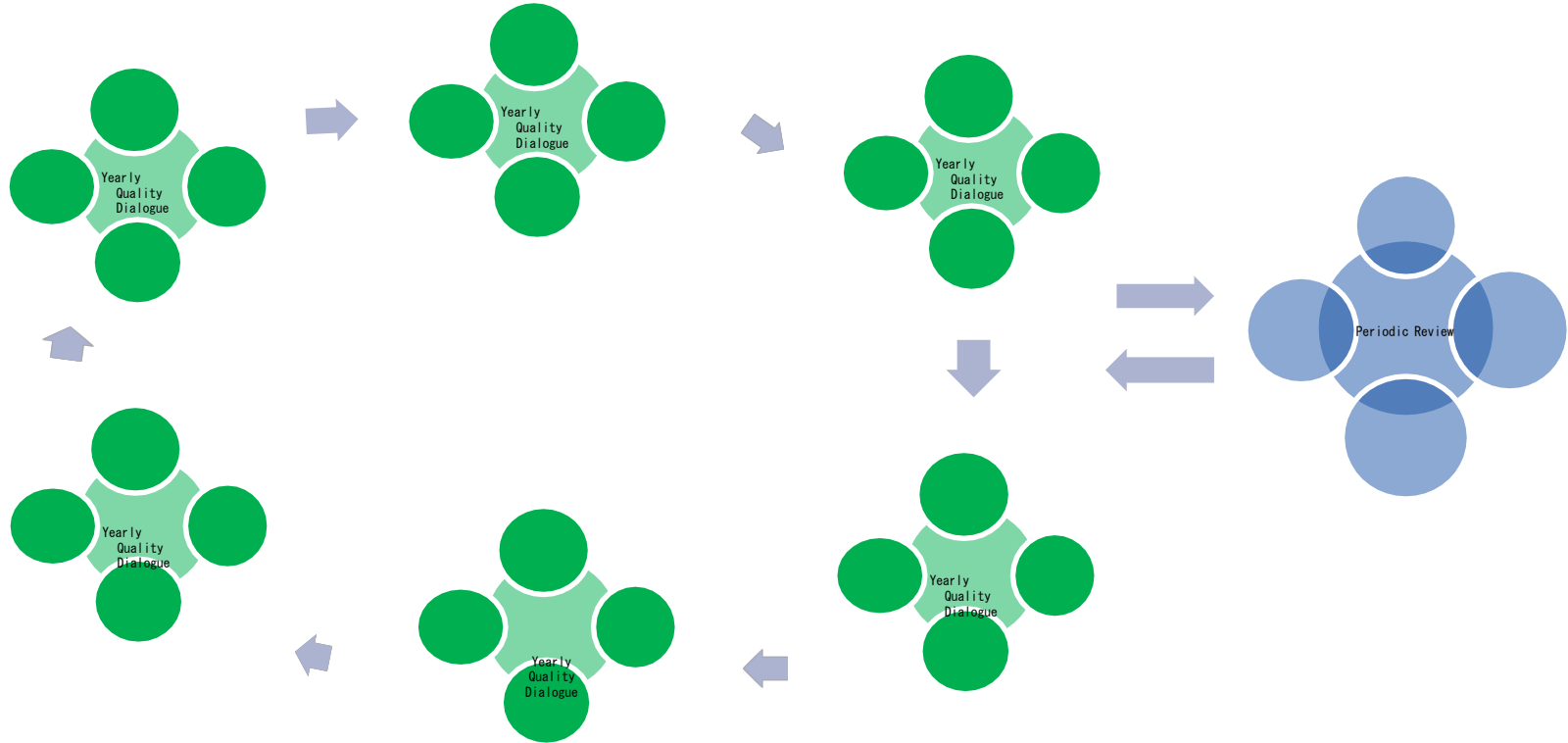


Periodic review every six years





Schematic presentation of Quality System, Education





Local benefits, valid for external and internal reviews

Self-evaluation – Forces the main responsible to reflect on how and why things are done as they are and if desired quality and results are obtained.

Site visits and interviews - Done by colleagues, often valuable for both parties.



Support

KTH regulation stating minimal

demands Templates for self

evaluation Coordinating function at

each school

Quality Assurance Officer and others from central
administration



High quality in education

The Higher Education Ordinance

- Qualifications Ordinance
- For each qualification
 - Scope (number of credits)
 - Outcomes
 - Knowledge and understanding*
 - Competence and skills*
 - Judgement and approach*
 - Degree project/Thesis

<https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/Annex-2/>



High quality in education, cont.

Education programmes should be set up to guide and support the students to reach the set outcomes for each qualification.

Need a break down and identification of the set outcomes for each education programme.

The outcomes for each programme beside the content in terms of courses etc.

Examinations should be set up to test how well the students reach the desired outcomes.

KTH also performs general surveys directed to students or alumni.



What happens after national quality evaluation

- High quality
Even with a high quality statement, there will be comments from the evaluation. These can be fed into the regular system.
- Questioned quality
The parts not reaching acceptable standard will be noted. The university will get a deadline for reaching acceptable standard.



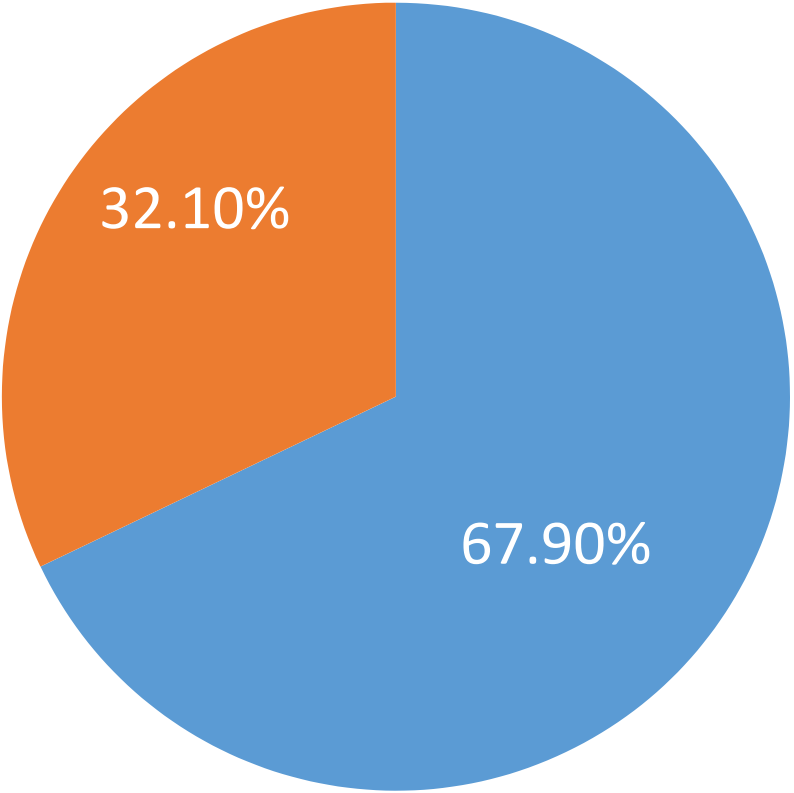
Part VI - ORGANIZATION AND FUNCTION OF THE NATIONAL QUALITY ASSURANCE AGENCY IN BULGARIA

6.1. The system of higher education in Bulgaria

- 51 higher schools of which 37 state and 14 private including
- 30 universities teach a wide range of specialisms in professional directions (humanitarian, natural, social and technological)
- and 18 specialized higher schools
- and 3 independent colleges.

- The National Statistics Institute provides data that the size of graduates with higher education (aged from 30 to 34) reached 32.1% in 2015; that means Bulgaria is on the way to accomplish its national aim with regard to the strategy of 36% set in "Europe 2020".

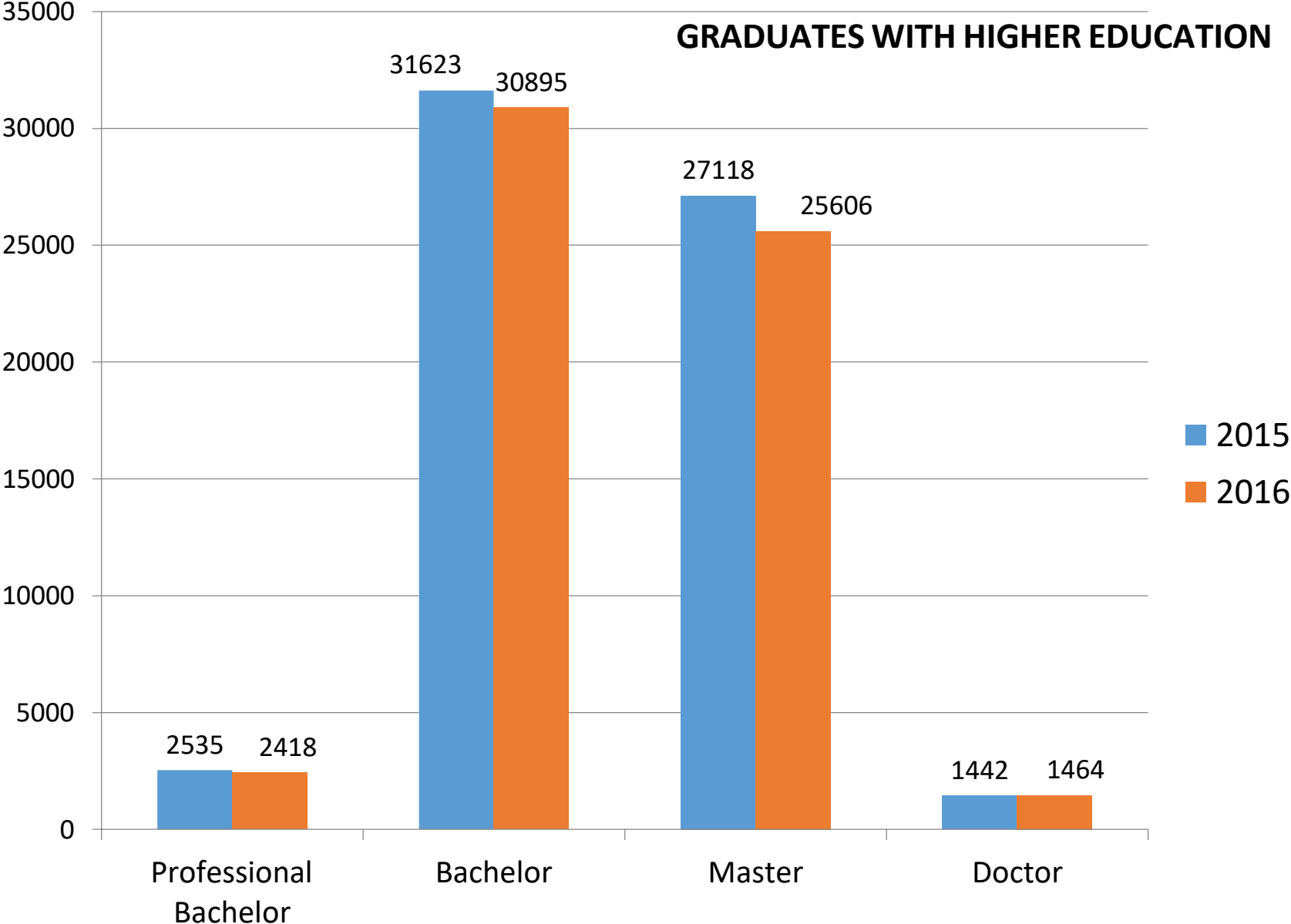
HIGHER EDUCATION 2016
Total



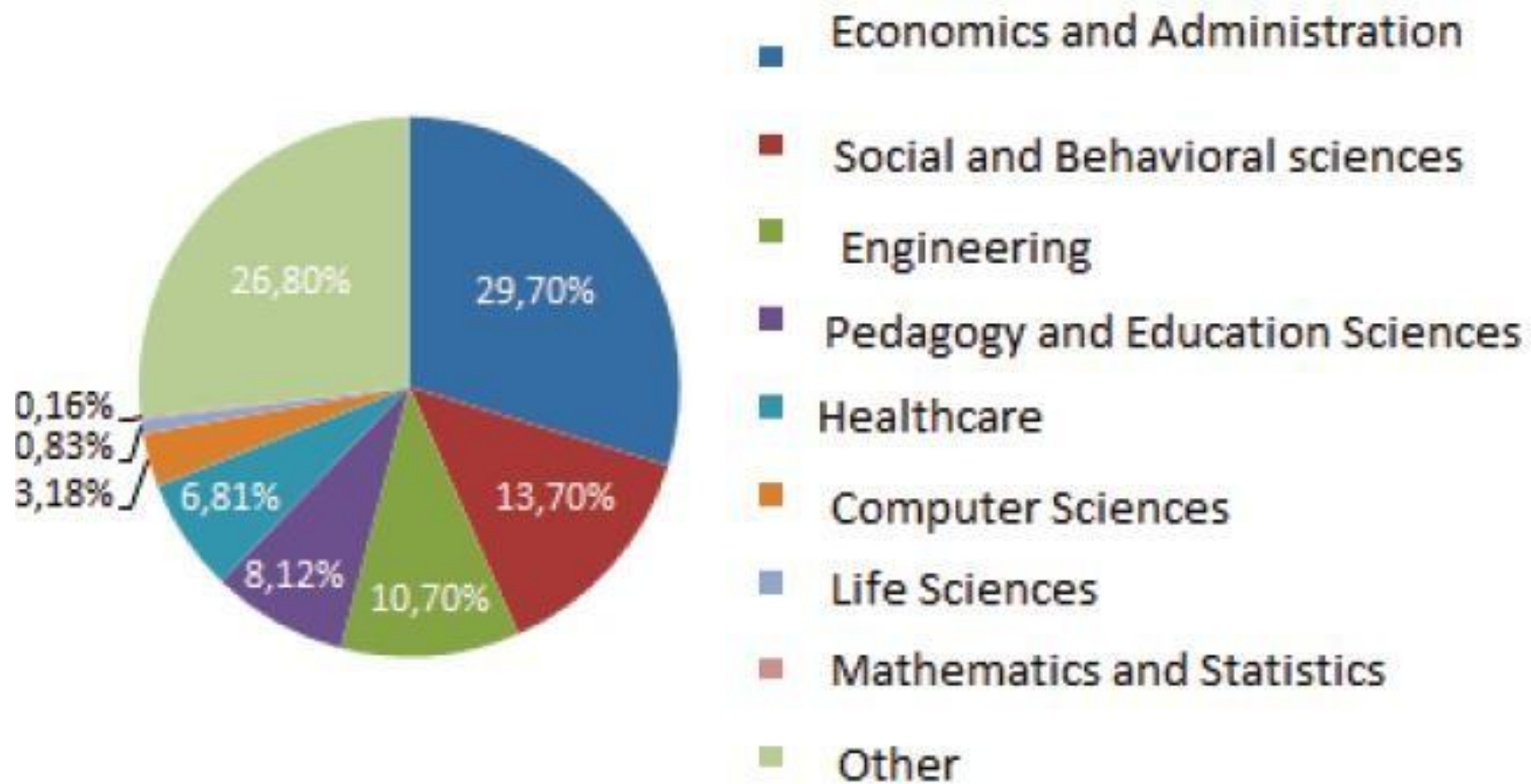
- Without higher education
- With higher education

- The size of cohort of graduates with higher education in social sciences, economics and law is **one of the highest in EC** with a tendency of decreasing;
- The segment of graduates with higher education in the area of natural sciences, mathematics and informatics and also healthcare and wellbeing is **one of the lowest** in EC but is increasing.

GRADUATES WITH HIGHER EDUCATION



HIGHER EDUCATION IN STUDY FIELDS, 2016



- Percentage of **recent graduates' employment** has risen significantly:
- it was 87.1% in 2015 and presently exceeds average EC level of 81.9%.
- To a great extent, that is attributed to improving the perspectives of labour market.

6.2. ORGANIZATION OF THE NATIONAL QUALITY ASSURANCE AGENCY (NEAA) IN BULGARIA

1.1. Establishment

- NEAA was founded by the National Assembly on December 27, 1995.
 - The first Accreditation Council started its work by the end of 1996.
 - It was studying the international experience and best practices, correlating them to the specifics, conditions and traditions of the Bulgarian higher education with the intention to find the best system suitable for the Bulgarian Education Area
- participation of NEAA in a PHARE-BG project 95.06-05.01.001 whose first phase “Feasibility study of Bulgarian higher schools’ accreditation” had been implemented with the consultancy of the Quality Support Centre, Open University-London-QSC),
- from the perspective of the past decade, the role of this project for the development of NEAA was great.

International activity of NEAA

- the agency's official relations with international institutions and organizations such as:
- Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEEN),
- European Association for Quality Assurance in Higher Education (ENQA).
- Internal Quality Assurance Group на ENQA, в която НАОА има свой представител.
- European University Association (EUA), European Students Unions (ESU), European Network of Information Centres – National Academic Recognition Information Centres (ENIC – NARIC).

Contacts with the following international organization and agencies

- [National Agency for Quality Assessment and Accreditation of Spain](#), Madrid (ANECA);
- AQA (Австрийската агенция по осигуряване на качеството);
- Quality Assurance Agency (QAA) in UK;
- NAA, Russia;
- Accreditation Agency for Higher Education of the Republic of Albania (AAHE);
- Agency for Science and Higher Education of the Republic of Croatia;
- HQAA, Greece;
- The Education Accreditation National Center of Georgia;
- CEEA, Cyprus;
- Estonian Accreditation Centre, Estonia;
- [Finnish Higher Education Evaluation Council](#), Helsinki (FINHEEC);

And the following organizations

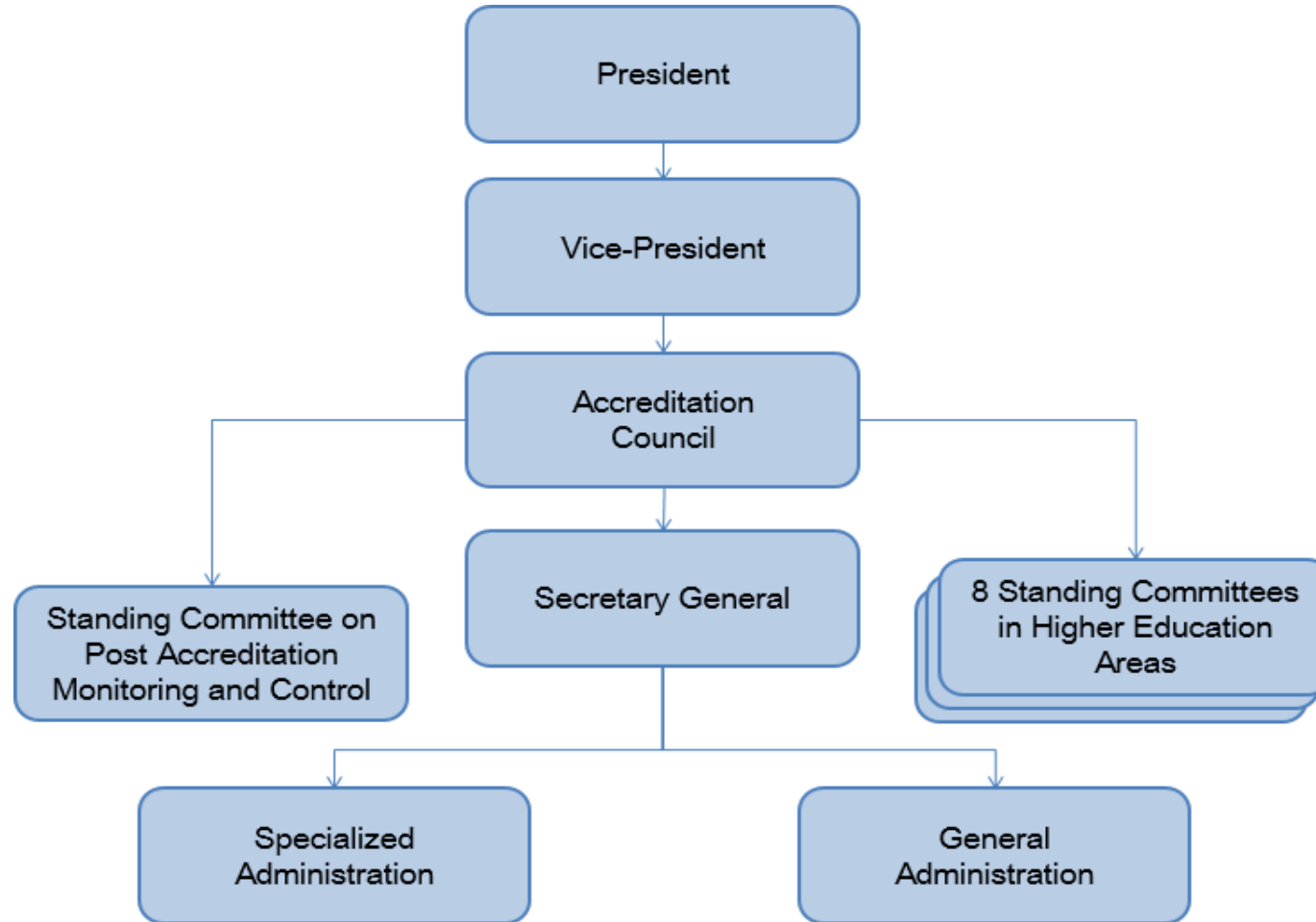
- British Council;
- CAMPUS – France;
- Фондация „Александър фон Хумболд“;
- Германския съвет на ректорите;
- Education Reform Initiative of South Eastern Europe (ERI SEE);
- Ministry of education and youth of Moldova.

The mission of NEAA

- **The mission of NEAA** is related to *the Higher Education Act (HEA)*, enacted by *the National Assembly (Parliament) of the Republic of Bulgaria*.
- According to this act the external evaluation and accreditation of NEAA **aims**
 - to stimulate the higher education institutions to enhance their potential and increase and maintain the proper quality of the education in HE
 - These results are considered when the government forms its policy towards the higher education.

- To stimulate the process of higher education and research development at higher education institutions applying the principle of **transparency and competition**.
- To guarantee **objective evaluation** grades of the higher education institutions during in the evaluation, accreditation and post-accreditation monitoring processes and procedures.
- To support the harmonization of processes and activities of NEAA to those of the European Network of Quality Assurance member agencies (ENQA) and the effective co-operation with related ones in the states of the European Union and on the Balkans.

STRUCTURE



President of NEAA

1. **Manages** the overall activities of the Agency and represents the Agency in the country and abroad;
2. **Maintains** the relations of the Agency with the Council of Ministers and HE institutions;
3. **Maintains** the relations with the Rectors' Council;
4. **Signs contracts** in regard to the activities of the Agency;
5. **Chairs** the meetings of the Accreditation Council;
6. **Appoints and dismisses** by legal relation the Chairmen of the Standing Committees by the HE areas and the Chairman of the Standing Committee for post-accreditation monitoring and control.
7. **Signs and terminates contracts** with the members of the Standing Committees and the Expert Teams in compliance with the order set forth in the Obligations and Contracts Act;

8. **Proposes in writing** to the Prime Minister dismissal of a member of the Accreditation Council, after the Accreditation Council has made a decision in this regard, and notifies about the need of replacement.
9. **Signs, terminates, and amends** the labor contracts with the employees working in the Agency's general administration;
10. **Issues administrative** acts, associated with the occurrence, changes, and termination of the legal relations with the individuals, working as state employees in the Agency's administration;
11. **Approves** a list of the positions in the administration of the Agency;
12. **Manages the financial assets** of the Agency;
13. **Submits to the Accreditation Council for approval a proposal** for the budget of the Agency and for its amendment/update;
14. **Proposes** to the Accreditation Council for approval the membership and the tasks of the Expert Teams on procedures
16. **Informs** the Minister of Education and Science, as well as the HE institutions, about the decisions made in regard to the evaluations and accreditations carried out.

6.3. The Accreditation Council

Composition:

- consists of 11 members – a chairman and 10 members
 - Professors and Associate Professors from different areas of higher education, one of whom is a Deputy Chairman on post-accreditation monitoring and control.
 - The members of the Accreditation council are representatives of different academic and scientific institutions:
 - 6 representatives of higher schools;
 - 1 representative of the Bulgarian Academy of Sciences
 - 1 representative of the Academy of Agrarian sciences;
 - 2 representatives of the Ministry of Education and Science.

- The members of the Accreditation Council *are appointed by the Prime Minister on full-time labour agreements* on the basis of the proposals of the Minister of Education and Science, the Rectors' Conference, the Bulgarian Academy of Sciences and the Academy of Agrarian Sciences.
- The term of office of the Chairman, Deputy Chairman and the Accreditation Council Members is **6 years** and they cannot be appointed for more than one term of office.
- One half of the Accreditation Council Members, except for the Chairman, is changed every three years from each quota.

Function of the Accreditation Council

- **develops criteria** for evaluation and accreditation;
- **develops** the specific evaluation and accreditation **procedures** and the **documentation** regarding them;
- **establishes standing committees** by areas of higher education and expert teams to the standing committees and upon proposal of the standing committees approves the tasks and the members of the expert teams in accordance with the requested procedures;
- **informs the Minister of Education and Science** as well as the higher education institutions about the results of the evaluation and accreditation procedures;
- **develops regulations** for the activity of the National Evaluation and Accreditation Agency and through the Minister of Education and Science proposes the regulations for approval by the Council of Ministers.

6.4. Standing Committees by Areas of Higher Education

Structure and membership

- **The Standing Committees** by areas of higher education and **the Standing Committee on Post-Accreditation Monitoring and Control** are formed by the Accreditation Council which appoints their members through **selection by applications**.
- It are comprised of **3 to 7 members**, one of whom is Chairman of the Committee (three-year term).
- The Standing Committees by areas of higher education are **8 (52 professional fields)**.
- in **area 3 “Social Science”** the number of professional fields and majors is so big that it became necessary that **2 committees** be responsible for them: the Standing Committee on *Social Science, Law and National Security Studies* and Standing Committee on *Economic Sciences and Management*.

Functions of The Standing Committees of the HE areas:

1. **Make the decision to start the requested procedure** of
 - a) program accreditation of professional fields;
 - b) program accreditation of scientific majors, other than those included in the regulated professions list;
 - c) evaluation of a project for opening a professional field;
2. **Propose to the Chairman of the Accreditation Council the membership and tasks of the Expert Teams** according to the procedures
3. **Control the work of the Expert Teams** and assign the supervision of the procedure to a member of the Standing Committee;
4. **Consider the reports of the Expert Teams**, submitted to the Committee, after their coordination with those supervising the procedure;

5. **Make decisions based on the reports** about:

- a) program accreditation of professional fields;
- b) program accreditation of scientific majors, other than those included in the regulated professions list;
- c) project evaluation for opening a professional field;

6. **Prepare** and **submit** to the Accreditation Council **reports** on the results of the evaluation carried out for the procedures of:

- a) institutional accreditation;
- b) program accreditation of majors from the regulated professions list;
- c) program accreditation of scientific majors from the regulated professions list;
- d) project evaluation for opening a HE institution;
- e) project evaluation for transformation of a HE institution;
- f) project evaluation for opening of a primary unit and/or branch;
- g) project evaluation for opening of a major from the regulated professions list

Standing Committee on Post-Accreditation Monitoring and Control carries out:

- procedures for PAMC of higher education institutions' implementation of the recommendations in accordance with the assessment grade received after institutional/ programme accreditation;
- procedure for **monitoring** of the implementation of the recommendations
- procedure for PAMC in case of submitted proposal by the Minister of Education and Science
- procedure for PAMC of the implementation of internal quality assurance system at the higher education institutions.

ACTIVITIES OF THE AGENCY

- Accreditation is the recognition by NEAA **of the right** of a higher school **to give higher education** in education-qualification degreed in definite areas, professional directions and specialisms of regulated professions by evaluating the quality of their activities
- evaluation of higher schools and professional directions can be done **by international agencies** which are members of ENQA
- **External quality assurance** of higher education and development of the system of Bulgaria higher education is supported by the work of the agency related to different types of accreditation stipulated by HEA.

institutional accreditation

- is based on evaluation of the way a higher school realizes its mission;
- it is the result of evaluation of the effectiveness with which an education institution controls, assures and enhances quality of education.
- [criteria](#)

Program accreditation

- is based on evaluation of quality of education in a certain professional direction, specialism from regulated professions or doctoral programs in education-qualification degrees Bachelor, Master or Doctor.
- [Criteria](#)

Projects

- Projects for opening, reforming higher schools, opening, reforming faculties, branches and colleges within higher schools, opening of professional directions and specialisms from regulated professions in which education will be carried out are realized after positive evaluation by NEAA.

Post-accreditation monitoring and control

- Applies the procedures for PAMC on implementation of recommendations after decision of AC depending on given assessment in institutional, program accreditation of professional directions
- Applies the evaluation of internal quality assurance system of education and academic staff depending on given assessment in institutional accreditation on the basis of criteria for PAMC in line with ESG
- [Criteria](#)
-

Procedure for changing

- Procedure for changing capacity of specialisms of professional directions is carried out after a report of SC on the basis of published requirements for the higher school.
- The report of respective SC is discussed and adopted/rejected by AC at special sessions.

6.5. PROCESSES AND THEIR METHODOLOGIES

- In order to carry out its tasks, AC of NEAA has adopted the following documents and procedures regulating processes and methodology of accreditation activity:

Methodological guidelines for preparing SAR;

methodological guidelines for EG (Expert group);

rules for work of undergraduates and doctoral students, members of EG;

rules for international experts;

program for briefing members of EG;

methodological guidelines for estimating/ changing capacity of higher schools in institutional and program accreditation;

methodological guidelines for drafting a report on a higher school's implementation of recommendations in institutional and program accreditation and the application of IQA system of higher education and academic staff.

Procedure

- Procedure for institutional accreditation;
- procedure for program accreditation of professional direction;
- procedure for program accreditation of specialisms/doctoral programs from regulated professions;
- procedure for evaluation of projects;
- supplement to procedures for institutional/program accreditation and evaluation of projects
- procedure for post-accreditation monitoring and control;

- procedure for PAMC on implementation of recommendations after decisions of AC with grade in institutional accreditation of
4.00-4.99,
5.00-6.99,
7.00- 8.99,
9.00-10.00;
- procedure for PAMC on observing capacity of the higher school, capacity of professional directions and specialisms from regulated professions;
- procedure for implementation of internal quality assurance system of education and academic staff

- NEAA strictly comply with all indicators and standards ESG - European standards and guidelines
- Source
- <https://www.neaa.government.bg/en/homeen>