Garantie de la qualité et évaluation
dans l'enseignement supérieur

La proposition de révision 2015 des standards européens pour la garantie de la qualité dans l'enseignement supérieur (ESG)

Une révision importante

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Plan de la présentation

1. Les grandes étapes du développement de la dimension européenne de la garantie de la qualité dans l'enseignement supérieur

2. La version 2005 des ESG (European Standards for Quality Assurance in Higher Education)

3. La révision 2015 des ESG

4. Quelques éléments de conclusion

1. Les grandes étapes du développement de dimension européenne de la garantie de la qualité dans l'enseignement supérieur

Mise en place du cadre de l'EEES

Approfondissement

Coopération européenne en garantie de la qualité

Coopération entre agences qualité et institution d'ens. sup.

Groupe E4
ENQA
EURASHE
EUA
ESU

La qualité: Responsabilité première des institutions

Système nationaux de la qualité

Adoption des «*European Standards and Guidelines (ESG)*»

Registre EQAR

Evaluation d'EQAR

EEES 2010

Révision des ESG

Lien entre qualité/ Résultats d'apprentissage/ Cadre de certification

Utilisation d'EQAR

Adoption des nouveaux ESG

… ?

1999 Bologne

2001 Prague

2003 Berlin

2005 Bergen

2007 Londres

2009 Leuven Louvain-la-Neuve

2012 Bucarest

2015 Erevan

1998 Reco. 98-561-CE

2006 Reco. -143-CE

***2009** Reco, 2009/C 155/01*

***2008** Reco. 2008/C 111/01*

CEC

2. La version 2005 des "European Standards and Guidelines"

- Rédigée par ENQA en consultation et coopération avec EUA, EURASHE et ESU
- Approuvée par la conférence ministérielle de Bergen en 2005
- Des standards internationalement reconnus pour la garantie de la qualité de l'enseignement supérieur
  - un référentiel composé de 7 standards pour la garantie interne de la qualité (les institutions)
  - un référentiel composé de 8 standards pour la garantie externe de la qualité (travail des agences)
  - un référentiel composé de 8 standards pour la garantie de la qualité des agences (les évaluateurs des agences)
- Proposition d'un dispositif d'évaluation externe des agences qui a jeté les bases du dispositif EQAR
- Une nouvelle version devrait être adoptée en 2015 à l'occasion de la conférence ministérielle de Erevan

3. La révision 2015 des ESG

- La révision est "proposée par le groupe E4 (ENQA, ESU, EUA, EURASHE) en coopération avec Education International, BUSINESSEUROPE et EQAR.
- Une révision limitée mais essentielle
  - Une plus grande clarté du propos
  - Des modifications importantes
  - Une approche plus normative
  - Une dimension politique assumée:
  - *« As requested by Ministers, the revised version make the ESG clearer, particularly in terms of their structure and in order to avoid potential confusion with their interpretation. The revised ESG also make a more explicit link to the learning and teaching process in the section on internal QA, and defines the relationship of QA with other Bologna Process developments that have taken place since 2005 (including those relating to Qualifications Frameworks and learning outcomes) ».*
- Le site web de la révision des ESG : http://revisionesg.wordpress.com/

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

1.1 Policy and procedures for quality assurance:
Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

1.1 Policy for quality assurance
Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

1.2 Approval, monitoring and periodic review of programmes and awards:
Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

1.2 Design and approval of programmes
Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

1.9 On-going monitoring and periodic review of programmes
Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

1.3 Assessment of students:
Students should be assessed using published criteria, regulations and procedures which are applied consistently.

1.3 Student-centred learning, teaching and assessment
Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

1.4 Student admission, progression, recognition and certification
Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

1.7 Public information:

Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

1.6 Information systems:

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

2.1 Use of internal quality assurance procedures:
External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

2.1 Consideration of internal quality assurance
External quality assurance should address the effectiveness of the internal quality assurance described in Part 1 of the ESG.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

2.2 Development of external quality assurance processes:
The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.

3.7 External quality assurance criteria and processes used by the agencies: The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

- a self-assessment or equivalent procedure by the subject of the quality assurance process;
- an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;
- publication of a report, including any decisions, recommendations or other formal outcomes;
- a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

2.3 Implementing processes
External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include

- a self-assessment or equivalent;
- an external assessment normally including a site visit;
- a report resulting from the external assessment;
- a consistent follow-up.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

2.3 Criteria for decisions:
Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

2.5 Criteria for formal outcomes
Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

2.7 Complaints and appeals
Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

2.4 Processes fit for purpose:
All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.

2.2 Designing methodologies fit for purpose
External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

3.1 Use of external quality assurance procedures for higher education:
The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

3.1 Activities, policy and processes for quality assurance
Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

3.2 Official status:

Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

3.2 Official status

Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

3.6 Independence:
Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

3.3 Independence
Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

ESG 2005 - Proposition de révision 2015
- Quelques exemples -

3.8 Accountability procedures: Agencies should have in place procedures for their own accountability.

3.6 Internal quality assurance and professional conduct
Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

En conclusion

- La révision des ESG se traduit par :
  - Une plus grande lisibilité (logique interne des trois référentiel, distinction entre standards et guides, vocabulaire…)
  - Une approche plus normative qui devrait faciliter la vérification et le travail des évaluateurs
  - Des standards plus précis sur ce qu'est la qualité des formations (centrage des formations sur l'étudiant et ses compétences, description des résultats d'apprentissage...)
  - Un accent toujours important sur les exigences éthiques vis à vis des étudiants
  - Une plus grande clarté sur ce qu'est le professionnalisme des agences
  - L'affirmation que le rôle des agences est de vérifier l'efficacité des mécanismes de garantie de la qualité des IES
  - Un lien clairement établi avec les grandes politiques du Processus de Bologne (NQF/EQF et LO)
  - La reconnaissance des parties prenantes internes
  - La reconnaissance des parties prenantes externes
  - L'ouverture de l'EEES aux agences extérieures qui respectent les ESG

Merci pour votre attention

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