

Journée d'études AEQES
La qualité de l'enseignement supérieur en
FWB
Equilibres et perspectives

Les ESG et leur application en FWB

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Regards croisés ...



Les acteurs de la qualité en



- Les autorités publiques
- Les institutions
- Les agences qualité

Les acteurs de la qualité en



- **Les autorités publiques**
 - Gouvernement – Ministre en charge de l'Enseignement et de la Recherche
 - Administration - Groupe de suivi de Bologne en Fédération Wallonie-Bruxelles (BFUG-FWB)
- **Les institutions**
 - Académie de Recherche et d'Enseignement supérieur
 - Commission pour la Qualité de l'Enseignement et de la Recherche (CoQER)
- **Les agences qualité**
 - Agence pour l'Evaluation de la Qualité de l'Enseignement Supérieur (AEQES)

Les acteurs de la qualité en



- Les autorités publiques
 - Gouvernement – Ministre en charge de l'Enseignement supérieur et de la Recherche
 - Administration de l'Enseignement non obligatoire
 - Groupe de suivi de Bologne en Fédération Wallonie-Bruxelles (BFUG-FWB)
- Les institutions
 - Académie de Recherche et d'Enseignement supérieur
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Les principes de la qualité: les ESG

European Standard (and Guidelines)

Les références (et lignes directrices) européennes

Part 1: Le regard que portent sur elles mêmes les institutions ES

Part 2: Le regard que portent les Agences sur les Institutions d'ES

Part 3: Les regards que portent les Agences sur elles-mêmes

ESG part 1

- Ils sont issus de l'ENQA (European Association for Quality Assurance in Higher Education)
- Ils ont été adoptés par les ministres des pays signataires de la déclaration de Bologne en 2005 à Bergen
- Ils font l'objet d'une révision à adopter en 2015 à Erevan
- Ils sont au nombre de 7 dans la version 2005, 10 dans la version 2015

ESG 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 recognises 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**.

ESG 1.1 - revised

Policy for quality insurance

- Institutions should have a policy for quality insurance 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 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**.

ESG 1.2 - revised

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**.

ESG 1.3

Assessment of students

- Students should be **assessed using published criteria, regulations and procedures**
- which are applied **consistently**

ESG 1.3 - revised

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.**

ESG 1.4 - revised

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 1.4

Quality assurance of teaching staff

- Institutions should have ways of **satisfying themselves** that **staff** involved with the teaching of students **are qualified and competent** to do so.
- They should **be available to** those undertaking **external reviews**, and commented upon in reports.
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ESG 1.5 - revised

Teaching staff

- Institutions **should assure themselves** of the **competence of their teachers.**
- They should **apply fair and transparent processes** for the **recruitment and development** of the staff.

ESG 1.5

Learning resources and student support

- Institutions should **ensure that the resources available** for the support of student learning are **adequate** and **appropriate** for each programme offered

ESG 1.6 - revised

Learning resources and student support

- Institutions should **have appropriate funding** for learning and teaching activities
- and **ensure that adequate and readily accessible learning resources** and student support are **provided**.

ESG 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.**

ESG 1.7 - revised

Information systems

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- for the effective **management of their programmes** of study and **other activities.**

ESG 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

ESG 1.8 - revised

Public information

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

ESG 1.9 - revised

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 1.10 - revised

Cyclical external quality assurance

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

Conclusions

Le bilan est à tirer sous forme de questions comme:

- Quelles seront les conséquences des nouveaux ESG sur la politique du **gouvernement**?
- Quels seront les conséquences, voire les sanctions, des évaluations par l' **Agence**?
- Les **institutions** disposent elles d'un degré d'autonomie et de moyens suffisants pour assurer la gestion interne de la qualité?
- Quelle attitude faut il prendre **ensemble** vis-à-vis de la qualité de la recherche (FRS-FNRS)?



... on peut penser que seule la révision des règles de financement de l'enseignement libérera vraiment les relations entre institutions.

Michel MOLITOR, « Vers la fin des piliers dans l'enseignement supérieur ? », Les analyses du CRISP en ligne, 28 octobre 2013

Hier ...



Demain?



... Sans penser aux jardiniers!





La CoQER

Vous dit merci