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Proposal

Title:

To which extent can evaluation and accreditation cultures be combined? A recent collaboration between AEQES and CTI for the joint evaluation and accreditation of civil engineering programmes raises the issue.

Abstract

In December 2009, after an official demand coming from four universities of the French community of Belgium (FCB), AEQES[1] (a generalist evaluation agency) and CTI[2] (an engineering accreditation agency) initiated collaboration in order to organize a joint mission whose objective was twofold: the evaluation of engineering programmes according to AEQES' legal requirements and their accreditation according to CTI's criteria. This paper presents the main outcomes of this joint mission to be finalized in October 2013. After describing the institutional background of the two agencies, the methodological implementation of the collaboration is presented and analyzed.
In the conclusion, the authors try to provide satisfactory answers to the following questions: *"How to combine evaluation and accreditation cultures? How to conciliate the sometimes confronted objectives of quality enhancement and accountability in a single exercise?"*

Text of paper

PART ONE: the partners' contextual data

Presentation of AEQES

AEQES was established by the French community of Belgium in 2002 and restructured in 2008. Its missions are to:

- ensure that the study programmes organized by the institutions are subject to regular evaluation, highlighting best practice and any inadequacies or problems which need to be resolved;
- promote, in collaboration with all higher education institutions, the introduction of best practice, allowing for enhancement in the quality of teaching in each institution;
- provide information to the Government, stakeholders and beneficiaries of higher education on the quality of higher education;
- formulate suggestions, addressed to policymakers, in order to improve the overall quality of higher education;
- make any proposals deemed to be of use for the accomplishment of its missions, at its own initiative or request;
- represent the French Community of Belgium in national and international bodies in matters concerning quality assurance in higher education.

AEQES uses a formative quality evaluation process, working in a context where an authorisation (*habilitation*[3]) is granted *ex ante* by Government decree. The results of the evaluation process therefore have no formal effects in terms of an institution's funding or authorisation. AEQES does not carry out any scoring or ranking of institutions and

[1] Agence pour l'évaluation de la Qualité de l'Enseignement Supérieur http://www.aeqes.be/
[2] Commission des Titres d'Ingénieur- French engineering accreditation body. http://www.cti-commission.fr/
3 "Habilitation: the authorisation, accorded by decree to a higher education institution, to organise all or part of a study programme, to confer academic degrees, and to issue the associated certificates and diplomas." Definition taken from the Decree of 31 March 2004 defining higher education, promoting its integration into the European Higher Education Area and refinancing the universities (Article 6, §1).

believes that such approach encourages the emergence of a quality culture among stakeholders involved in higher education, promoting its appropriateness and fostering creativity. Moreover, AEQES is a public sector agency which implies that the costs of the external reviews (experts' fees, travel and accommodation costs) are paid by AEQES, not by the reviewed institutions.

AEQES is an active participant of the European higher education area. In 2011, it was reviewed by ENQA and gained full membership. In 2012, it registered on EQAR. The Agency also takes part in two ENQA working groups (impact and excellence).

Presentation of CTI

CTI (*Commission des Titres d'ingénieur*), established by the French law in1934, is a nonprofit organization officially recognized as the independent body in charge of performing programme accreditation of engineering degrees in France.

CTI is composed of 32 members, appointed upon legislative order, coming from different origins (public and private higher education institutions, employer organizations, professional engineering associations and trade unions); it is thus an equitable organization in terms of professional and academic participation.

Its missions are respectively: the evaluation and accreditation of programmes in the fields of engineering and applied sciences; the development of quality in engineering education; the promotion of engineering curricula and careers in France and abroad.

Since 1997, all French engineering programmes must be periodically accredited every six years. Upon the result of CTI's accreditation, the Engineering higher education institutions are authorized (*habilitées*) by the French ministry to deliver a particular Engineering degree (*Diplôme d'ingénieur*).

Upon demand of foreign institutions, CTI is also authorized by the French law to accredit engineering programmes abroad. The result of this accreditation may, upon the concerned governments' request, result in "State admission" of these degrees by the French government. Up to the current moment, CTI has accredited engineering programmes belonging to ten institutions outside of France in six different countries (Belgium, Bulgary, Burkina Fasso, China, Vietnam and Switzerland) [1].

CTI is a full member of ENQA since 2005 and it is registered in EQAR since 2010. CTI is also a founding member of ENAEE[4] and is one of the agencies authorized to deliver the EUR-ACE label (a quality accreditation label for engineering programmes developed by ENAEE) [2]. CTI also participates in the works of ECA (European Consortium for Accreditation).

PART TWO: Why such a collaboration? And how to implement it?

Since AEQES was created, all higher education programmes in the French Community of Belgium must be evaluated regularly; engineering programmes, planned in 2012-2013, are no exception. In October 2009, the concerned universities expressed their wish that AEQES established a partnership with CTI in order to organize a joint mission with a twofold objective:

- the evaluation of the programmes in order to comply with the requirements established by the 2008 AEQES decree

[4] European Network for the Accreditation of Engineering Education http://www.enaee.eu/

- the accreditation of the programmes according CTI's accreditation criteria which would provide access to the expected outcomes of CTI's accreditation: the 'admission' of the programmes by the French government and the EUR-ACE label.

The demand includes five engineering programmes in the field of agronomic sciences and biological engineering and fifteen in the field of engineering sciences (see annex 1); these programmes are delivered by the following institutions:

- Catholic University of Louvain (UCL)
- Free University of Brussels (ULB)
- University of Liège (ULg) (including the Faculty of Gembloux Agro-Bio Tech)
- University of Mons (UMons)

As a result of this demand, AEQES established contact with CTI in December 2009 and a joint working group was created in order to deploy the collaboration.

Reflecting on motivation

Obviously, for the universities, combining a mandatory evaluation by AEQES with a voluntary accreditation process by CTI has represented a gain of time and money. Indeed, as the two agencies agreed on designing the implementation of the collaboration, only one self-evaluation report and one site visit were necessary to meet both objectives. As to the financial aspect, the collaboration simply divided the price in two: with a mixed panel (see below), only the costs related to the CTI experts – i.e. fifty percent of the panel - were paid by the HEIs.
However, during the site visits, it became obvious that the strategic demand of the deans hadn't necessarily meant a thorough reading – and full support – by the academics of the common AEQES-CTI framework (see annex 2). Here and there, one could notice some 'cultural clashes' between the academic vision of the programmes, namely that of a scientific excellence and the more professional-oriented vision of the programmes expected by the reviewers.

As to the motivation of AEQES, collaborating with a domain-specific agency provides a generalist agency an asset in terms of expertise. Indeed, in the meantime, AEQES has also started a collaboration with AEC (the European association of Conservatoires http://www.aec-music.eu/) for the coming evaluation of music programmes. Besides, the issue of analyzing the degree of compatibility between the two approaches (evaluation and accreditation) was undoubtedly an additional factor of motivation.

Regarding CTI, as other previous international missions performed by the agency, this collaboration has provided the occasion to test the significance and applicability of CTI's accreditation framework outside France and to deliver the EUR-ACE label, and thus to expand the EUR-ACE network and promote EUR-ACE standards to FCB. Finally, from an internal point of view, this exercise has been the opportunity to perform a thorough benchmarking of CTI's methods and processes against a generalist assessment-oriented agency.

Phases of the collaboration

From December 2009 to January 2011, a preparatory phase allowed the two would-be partners to assess the feasibility of the collaboration and to agree on a set of common principles and a basic work framework.

A number of specific documents and procedures were developed, such as a common evaluation and accreditation framework.

Reflecting on feasibility

At this stage of the collaboration, the feasibility study concerned three main issues: the compatibility of the two national quality assurance systems and the detection of possible legal and material barriers to the collaboration; the compatibility of evaluation/ accreditation methods and procedures put in place by the two agencies and finally, a first diagnosis on the applicability of CTI's accreditation framework to engineering programmes in the FCB.
Overall, the two national legal frameworks posed no major barriers to the collaboration. However, one difficulty detected at this stage was the difference between the two periodic calendars. AEQES assesses programmes every ten years with an optional follow-up site visit every three years[5], whereas CTI's accreditation is performed every six years. This difficulty, which was not judged to be a major obstacle for this initial collaboration, will have to be addressed in a future stage.[6]
As to the second issue, a number of work meetings were held in order to perform a comparative analysis of standards and procedures. Additionally, representatives of the two agencies were included as observers in a CTI and an AEQES site-visit mission. The procedures and methods of the two agencies were found to be globally compatible with regard to their principles and conception. However, during the crossed visits, some implementation differences were detected: indeed, the dynamics and objectives of the HEI's self-evaluation phase, the balance between quantitative and qualitative criteria, the particular role of the panel members during the site-visits or the attitude of the HEIs with regard to the assessment exercise are undoubtedly influenced by the fact that HEIs undergo an accreditation process (as opposed to going through an evaluation process in which no final yes/no decision is made). Being able to effectively combine the accountability and the quality enhancement approaches came up as one of the main challenges of this collaboration. See further comments below.
Finally, an initial diagnosis on the applicability of CTI's and EUR-ACE accreditation criteria [3] to engineering programs in FCB was performed. Even if all the institutions wishing to deliver the « Diplôme d'ingénieur" must demonstrate a global compliance with CTI's accreditation criteria, a certain flexibility is allowed for institutions abroad to adapt to specific national legal and regulatory frameworks. Nevertheless, a number of criteria are considered by CTI as "mandatory"; that is to say, they need to be respected by the totality of the accredited institutions in order to ensure global long-term employability of engineering graduates. CTI's mandatory requirements were transmitted to the concerned deans. Without anticipating the results of the accreditation, no prior incompatibilities were detected which could put the accreditation at risk.

Therefore, on January 20th 2011, a formal collaboration agreement was signed between the presidents of the two agencies. It covered the following items:

- *the objective and the scope of the collaboration* (institutions and programmes)

[5] By law, the follow-up visit is optional every 3 years. Instead, AEQES wishes to have a mandatory follow-up visit every five years. This requires a legal change, see the June 2012 AEQES position paper, point 5.4, page 11 http://www.aeqes.be/documents/20121004%20AEQES%20position%20paper%20of%20June%2018.pdf

[6] This is in fact a dynamic issue, as periodic national calendars are subject to possible regulatory changes. For example, in France, a recent regulatory change has altered the periodicity of contract between the Ministry of higher education and the higher education institutions from 4 to 5 years. This change could have an impact on CTI's periodic calendar.

- *the general organization of the project.* As a general principle, all stages of the joint mission (composition of the expert panel, site visits, production of reports) are jointly managed by AEQES and CTI. AEQES ensures the logistic coordination during the execution phase. Costs are equally shared by the two agencies.
- *the organization of the site-visits*
  In each HEI, an evaluation visit of 3 to 6 days, covering all engineering programmes involved to ensure the evaluation and accreditation coherence at the institutional level.
- *the composition of the expert panel*
  A mixed team of experts, appointed jointly by the two agencies, must respect their respective minimum composition criteria: the academic/professional balance and the presence of a student[7] (CTI); an expertise in science of education and in quality management by at least one panel member (AEQES). The expert panel is led by a president (AEQES) in charge of coordinating the evaluation process and a CTI member who has to ensure the link with the accreditation phase.
- *the main outcomes of the mission*
  The following reports to be produced by the experts:
  - A draft report, addressed to the HEIs in order to incorporate possible correction of any factual errors and/or content observations;
  - The final review report, published at full length on the AEQES website[8];
  - The system-wide analysis, published on the AEQES website. This analysis consists of a contextualised presentation of the programmes and their prospects. This report also contains a SWOT analysis of all reviewed programmes, along with a list of recommendations for improving overall quality;
  - A final executive report will be produced stating the accreditation decision and some final recommendations. The accreditation report will be published on CTI's website.

At the moment of submitting this paper, the execution phase is almost finished: all site visits have been completed, the final review reports are published on AEQES website and the system-wide analysis is being finalized. On September 3, this analysis will be presented to the HEIs, to the Steering committee of AEQES and sent to the CTI. The CTI will proceed to its accreditation session early this autumn.
To gain some early feedback, a first online questionnaire has been addressed to the HEIs and the students involved in the reviews. The reflexions below take their results into consideration. A second round of questions will be asked after the completion of the full process (publication on the AEQES website of the follow-up action plans elaborated by the reviewed HEIs).

PART THREE: Lessons learnt so far

The collaboration between an evaluation agency (AEQES) and an accreditation agency (CTI) in order to perform a joint mission has revealed to be an illustrative and interesting exercise for both parties. This step by step, practical and detailed comparative analysis has undoubtedly built a space of trust and confidence between the two organizations but has also raised several issues.

Here are some initial findings (successes and pitfalls):

[7] Since the evaluations implemented in 2013, students are part of AEQES panels as well.
[8] See http://www.aeqes.be/rapports_finaux_synthese.cfm

1 The very first success to point out is the effective making of the collaboration. Needless to say, it represented extra work for both agencies to design and to accomplish the whole process. AEQES is pleased to have answered the collective demand of the universities in due time and at reduced costs.

2 To do so, the two agencies - with the collaboration of the universities - elaborated an integrated set of standards and implemented an *ad-hoc* methodology of site-visits. The planning of the site-visits consisted in a series of interviews and debriefing sessions. The whole panel of experts (a total of 32) was divided into a permanent team (the chair, the CTI rapporteurs, one expert of the profession, one educationalist and two students) and programme experts (who came on specific days only). To keep the site-visits reasonable in terms of time and money, some interviews were conducted simultaneously (up to five parallel sessions); therefore, several debriefing sessions were needed to share the information among all panelists. We noticed a tension between the need to give each programme a close look (as the CTI accredits each master) and the need to gain a comprehensive swot analysis of the faculty (to support the quality of all its programmes); in other words, the mission brought to surface the tension between specific-domain standards and institutional oriented standards within the combined reference framework. As a matter of fact, to find the right balance remains challenging.

3 Another pitfall is the scope of the accreditation: actually, the deans' demand to obtain the *Diplôme d'ingénieur* through a global compliance with CTI's accreditation criteria as well as the EUR-ACE label, which requires compliance against the EUR-ACE set of standards, brought in some confusion among reviewed and reviewers. Some feedbacks gave the feeling that reviewers were making a comparison between the French model and the Belgian model (this suggested comparison was perceived as unpleasant by some respondents). In any case, a more international vision would have been welcomed in two senses: a more diverse panel[9] and a more international vision from the programmes managers themselves. This would in particular fight against the feeling expressed by some that 'the French model was being imposed…'

4 On a methodological point of view, the review reports turned out to have a double functionality: a global swot analysis accompanied with recommendations for quality enhancement (AEQES requirement for a report to publish at full-length) and a guiding or explanatory document for CTI's accreditation purposes. As a consequence, the reports proved to be much longer than usual (between 45 and 67 pages) and sometimes of a different tone (i.e. more to the point in judgmental words for the CTI purpose). This caused some difficulties as AEQES wanted its to-be-published reports written in a style that would be less judgmental and more analytical. Furthermore, the excessive length of the reports led to long rights of reply and extra-work for all (HEIs, experts and AEQES staff in treating them). This is an issue to keep in mind.

5 In terms of attitudes and behaviour, it was also noticed (and revealed in the feedbacks) that, because an accreditation was at stake, the HEIS somehow took the whole process more seriously (the leadership seemed more engaged). Surprisingly, the space of trust and confidence that exists in a usual AEQES formative evaluation process (quality enhancement oriented) was as much present here. To be honest, the HEIs have been in the most comfortable position possible: legally protected from any consequence in terms of authorization and funding (see part one) and potentially in a position to obtain international recognition. A true win-win situation… The HEIs were

[9] The panel was composed of two Swiss, one Luxemburgish, eight Belgians (25%) and 21 French (> 65%)

very honest in their SER and during the interviews, may be slightly more stressed and willing (?) to comply with the experts' expectations. If a difference of mood or tone is to be mentioned, it's rather from the side of some experts. The expert who evaluates tries to understand the HEI's situation ('tell me what you do and why you do so'), adopts a neutral stance and gives a mirror image; he stresses the possible contradictions between the intended objectives and the observed results and finally expresses rather systemic recommendations that lead the HEI to address some issues. The expert who accredits uses a more normative set of standards, conducts more inquisitive interviews and gives an opinion of (non) conformity against a model. His recommendations are more prescriptive and more focused on weaknesses. However, the more direct, frank and fixed tone he uses may question more firmly/brutally the usual practices and lead to more radical changes: only time will tell…

References

[1] French Republic Official Journal (2011): Official list of engineering programmes admitted by the French government, available at: http://www.cti-commission.fr/

[2] ENAEE (2008): EUR-ACE Framework Standards, available at: http://www.enaee.eu/

[3] Références et orientations, version 2012, available at http://www.cti-commission.fr

[4] AEQES and CTI, Agreement between AEQES and CTI for the evaluation of engineering programmes in French Community of Belgium in 2012-2013, Bruxelles, 20 Janvier 2011

Annexes

Annex 1

Engineering programmes and number of students per programme delivered by HEIs in the French community of Belgium (reference academic year: 2009-2010)

	ULg	***UCL***	***ULB***	***UMons***	***Total***
Sciences agronomiques et ingénierie biologique	***684***	***659***	***314***		***1657***
Bachelier en sciences de l'ingénieur (Bioingénieur)	493	486	229		1208
Master bioingénieur : sciences et technologies de l'environnement	61	48	33		142
Master bioingénieur : gestion des forêts et des espaces naturels	26	10			36
Master bioingénieur : sciences agronomiques	65	65	15		145
Master bioingénieur : chimie et bio-industries	39	50	37		126
Sciences de l'ingénieur (ingénieur civil)	***853***	***1388***	***1000***	***724***	***3965***
Bachelier en sciences de l'ingénieur (Ingénieur civil)	523	818	616	425	2382
Master ingénieur civil des mines et géologue	17			26	43
Master ingénieur civil en chimie et science des matériaux	17	58	23	18	116
Master ingénieur civil physicien	15	13	32		60
Master ingénieur civil électricien	33	42	40	59	174
Master ingénieur civil électromécanicien	33	65	50		148
Master ingénieur civil en aérospatiale	46				46
Master ingénieur civil mécanicien	25	79	47	54	205
Master ingénieur civil biomédical	21	13	23		57
Master ingénieur civil en informatique	22	39	39		100
Master ingénieur civil en informatique et gestion				83	83
Master ingénieur civil en mathématiques appliquées		58			58
Master ingénieur civil des constructions	49	68	49		166
Bachelier en sciences de l'ingénieur (Ingénieur civil architecte)	38	90	54	42	224
Master ingénieur civil architecte	14	45	27	17	103
TOTAL	***1537***	***2047***	***1314***	***724***	***5622***
Nombre de spécialités (bacheliers + masters)	***18***	***17***	***15***	***8***	***59***
Nombre de spécialités (masters)	***15***	***14***	***12***	***6***	***48***

Annex 2: the common AEQES-CTI evaluation and accreditation framework

Collaboration AEQES – CTI : référentiel intégré pour l'évaluation des cursus Ingénieur civil et Bio ingénieur (2012-2013)

Référentiel AEQES	**Référentiel CTI**
1 Cadre institutionnel et gouvernance	1 Mission et organisation
2 Structure et finalités des programmes d'études	2 Ouverture et partenariats
3 Destinataires des programmes d'études	3 Recrutement des élèves ingénieurs
4 Ressources mises à disposition	4 Formation des élèves ingénieurs
5 Relations extérieures	5 Emploi des ingénieurs diplômés
6 Analyse et plan stratégique	6 Démarche qualité

Référentiel AEQES – CTI intégré en 9 champs d'évaluation

Recommandation préalable : *il est vivement conseillé de rédiger le rapport dans un style plus analytique que descriptif: chaque item du canevas devrait– là où cela s'avère pertinent – comporter trois éléments : description, évaluation et action (voir guide du coordonnateur AEQES page 8)*

1. Le cadre institutionnel et la gouvernance	1.1. Présentation de l'institution Cette présentation inclut l'identité juridique, l'identité physique et la structuration géographique de l'institution et de son entité évaluée. Elle décrit et analyse le projet d'établissement, le *mission statement* de l'institution, son autonomie et sa maîtrise de moyens ainsi que la politique de regroupement et/ou de collaboration entre les différentes composantes, de mutualisation des ressources. Cette rubrique décrit et analyse l'organisation interne de l'institution (rôle et fonctionnement des organes de consultation et de décision) et présente une cartographie des formations organisées par l'institution et le nombre d'étudiants qui y sont inscrits. *Annexes :* *Population étudiante en FWB, dans l'institution, dans le cursus* Bilan des réalisations (rapport d'activités) 1.2. Organisation et situation de la faculté Il s'agit de décrire et d'analyser le positionnement stratégique (*mission statement*) de la faculté. Cette rubrique inclut la description et l'analyse de son organisation interne (équipe de direction, mode de gestion et système d'information) ainsi que le fonctionnement des instances de concertation et de décision (participation des principales parties prenantes aux instances décisionnelles et consultatives). 1.3. Image, notoriété et communication de la faculté Les dimensions « Image, notoriété et attractivité » sont décrites et analysées tant en interne, pour les enseignants et les étudiants, qu'en externe. La politique de

	communication interne et externe de la faculté fait également l'objet d'une analyse. *Annexes :* *Organigramme* *Nombre d'étudiants (globaux, première génération, répétant,…) par année d'études et par orientation, option ou spécialisation*
2. Démarche qualité et amélioration continue	2.1. Politique de la démarche qualité La présentation de la politique de démarche qualité précise et commente l'ancrage de la démarche qualité de la faculté dans la démarche qualité de l'institution et l'appui des services centraux de l'institution. Elle explique comment est mise en œuvre l'amélioration continue, quel est son impact, sa rigueur et sa transparence. Elle évalue le caractère participatif de la démarche (implication de chacune des principales parties prenantes dans la démarche qualité) et comment la satisfaction de chacune des parties prenantes est prise en compte. 2.2. Management interne de la qualité dans le cadre de l'évaluation du cursus Décrire et analyser l'organisation et la mission de la commission d'évaluation interne du cursus ainsi que les procédures d'autoévaluation et les outils utilisés. 2.3. Autres évaluations et certifications externes (institutionnel + facultaire) En fonction de leur pertinence pour la présente évaluation, reprendre et commenter les résultats d'évaluations éventuellement menées par d'autres organismes d'évaluation et les certifications (ISO, EFQM, etc.) passées et récentes.
3. Structure et finalités des programmes d'études évalués	3.1.Objectifs généraux et spécifiques Définir et évaluer les objectifs généraux et spécifiques de la (des) formation(s) concernée(s) par rapport à la mission et objectifs globaux de l'institution. Il convient de décrire et de commenter les compétences attendues. Celles-ci incluent [en référence aux critères EURACE] : connaissance et compréhension approfondie y compris transversales d'un large champ de sciences fondamentales Connaissance, compréhension des sciences et techniques liées au domaine ou à la spécialité technique Capacité à étudier et résoudre les problèmes en s'appuyant sur les sciences et techniques de l'ingénieur Capacité à concevoir des solutions scientifiques et techniques permettant de définir des produits, systèmes et services Capacité à innover et à entreprendre des recherches Capacité à mettre en œuvre des solutions scientifiques et technologiques Connaissances économiques et sociales et leur compréhension Connaissance et compréhension des problématiques, stratégies et management des entreprises Capacité à assumer des responsabilités en entreprise Capacités personnelles Adaptation culturelle et internationale Compréhension et respect des valeurs sociétales Prise en considération d'avoir à maintenir et développer leurs compétences Examiner comment sont vérifiées les modalités d'explicitation et de diffusion de l'information auprès des intéressés ; décrire et évaluer la communication [des objectifs de formation] vis-à-vis des étudiants, des futurs étudiants et des personnels. 3.2. Les programmes Décrire et commenter la procédure de conception du programme en fonction des objectifs. Expliquer et analyser l'articulation du programme en termes de connaissances de base,

	connaissances spécialisées, compétences personnelles transférables ; analyser et commenter le contenu de la formation[en référence aux critères EURACE] : Équilibre des programmes Sciences de base Sciences et techniques spécifiques de la spécialité, existence de dominantes Sciences de l'ingénieur : Mathématiques appliquées et statistiques Sciences de l'ingénieur : TIC et Informatique Savoir-faire comportementaux/développement personnel Gestion de projets Sciences économiques et sociales et juridiques Esprit d'innovation et entreprenariat Culture internationale et maîtrise des langues (dont niveau d'anglais et néerlandais) Développement durable, environnement, maîtrise du risque Décrire et analyser la manière dont le programme s'inscrit dans l'espace européen de l'enseignement supérieur (cf. décret du 31 mars 2004) 3.3. <u>Approche pédagogique et encouragement à l'apprentissage autonome et permanent (APP)</u> Décrire les approches pédagogiques utilisées dans un but d'encouragement à l'apprentissage autonome et permanent (sens du concret (équilibre théorique/pratique/innovation/projet), équilibre temps en présentiel/travail collectif/travail personnel, ingénierie et innovations pédagogiques des enseignements). 3.4. <u>Attitude de l'entité à l'égard de l'évaluation des étudiants</u> Décrire les méthodes et fréquence des évaluations, de la pertinence du système d'évaluation par rapport aux objectifs du programme ; des informations transmises aux étudiants à propos des évaluations. 3.5. Dans les entités concernées : objectifs pédagogiques et insertion dans la formation du ou <u>des stages</u> (obligatoires ou recommandés) ou séjours à l'étranger ; organisation, suivi et évaluation. Décrire et analyser la place des stages dans la formation, le suivi des stages en entreprise. Aborder l'évaluation de stage ainsi que la prise en compte des connaissances et des compétences acquises en entreprise. 3.6. Objectifs pédagogiques et insertion dans la formation des <u>projets de fin d'études et rapports, mémoires</u> (organisation suivi et évaluation). 3.7. <u>Evaluation des programmes et des enseignements</u> (modalités, périodicité, etc.) → par les étudiants → par les diplômés, les employeurs → impact de cette évaluation sur l'élaboration et l'adaptation des programmes 3.8. <u>Conditions de vie et d'étude des étudiants</u> : facilités matérielles, qualité de vie, …
4. Information et suivi pédagogique	4.1. <u>Organisation et méthodes d'admission des étudiants ingénieurs</u> Présentation et analyse du cadre légal et des objectifs institutionnels en matière d'admission des étudiants, suivi de la présentation et de l'analyse de l'organisation et du fonctionnement de l'admission des étudiants ingénieurs. 4.2. <u>Filières d'admission des étudiants ingénieurs</u> A aborder : - Admissions en 1er cycle par examen spécial d'admission

	- Admissions en 2e cycle a. Cas général [10] b. Etudiants étrangers[11] c. Autres cas particuliers[12] - Conditions d'admission des étudiants étrangers 4.3. <u>Typologie des admissions des étudiants ingénieurs</u> A aborder : - L'origine géographique des étudiants - L'origine par genre des étudiants - L'origine sociale des étudiants - Autres diversifications des admissions *Annexes :* *Informations quantitatives quant à l'admission, aux conditions d'accès, aux caractéristiques sociodémographiques des promotions entrantes* *Analyse quantitative des filières d'études (embranchement, passerelles, réorientations,..)* *Informations quantitatives sur l'accueil et l'intégration des étudiants : nouveaux étudiants, étudiants étrangers, handicapés, avec enfants,…* 4.4. <u>Le cas échéant, décrire et commenter les cours ou activités préparatoires à la première année et leur taux de participation</u> 4.5. <u>Modalités d'information</u> sur les différentes étapes du cursus, sur les orientations, options, cours à option,… 4.6. <u>Promotion de la réussite</u> (monitorat, suivi individuel, remédiation, réorientation et taux de participation) *Annexes :* *Taux de réussite aux examens par année d'études et par orientation* *Durée moyenne des études* *Taux des diplômés*
5. Articulation et lien du programme entre la recherche et l'enseignement	5.1. <u>Politique et mise en œuvre de recherche de la faculté</u> Décrire les principaux thèmes de recherche (typologie) et analyser leur impact sur le programme d'enseignement. Dans cette même optique, aborder la place et les impacts de la formation doctorale, des laboratoires propres ainsi que des partenariats (recherche associée, contractuelle). Aborder également la place de l'innovation, de la valorisation et du transfert technologique au sein de la faculté. 5.2. <u>Résultats et évaluation de la recherche</u> 5.3. <u>Impact sur la formation</u> (Diffusion de la culture scientifique)
6. Ancrage avec l'entreprise et emploi des ingénieurs diplômés	6.1. <u>Ancrage avec l'entreprise</u> Décrire et commenter l'insertion de l'entité au milieu socio-économique. 6.1.1. Insertion de l'entité au milieu socio-économique 6.1.2. Participation des entreprises et du milieu socio-économique à l'orientation de l'entité et à la conception de la formation 6.1.3. Participation des entreprises et du milieu socio-économique à la réalisation de la formation (jury de fin d'études, stages, vacataires) 6.1.4. Projets et prestations diverses notamment en recherche et développement

[10] Etudiants titulaires d'un titre de bachelier correspondant de la Communauté française

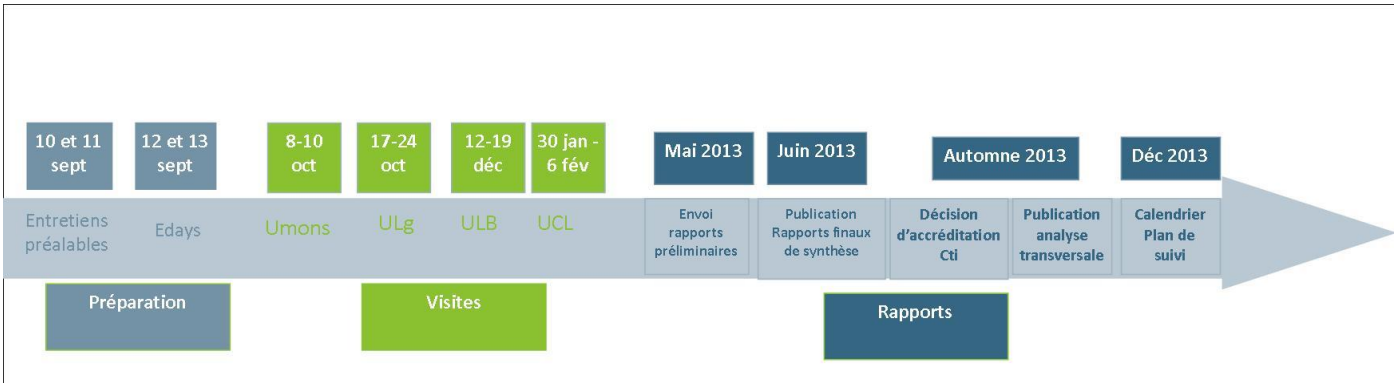
[11] Etudiants titulaires de diplômes étrangers

[12] Bacheliers non correspondants, passerelles et VAE

	6.1.5. Participation financière des entreprises à la formation (chaires d'enseignements, mise à disposition de matériel, etc.) 6.2. Observation des métiers 6.1.1. Analyse des emplois et connaissance des entreprises 6.1.2. Référentiel des métiers et des compétences professionnelles 6.1.3. Étude prospective des débouchés des diplômés 6.3.Evolution générale des carrières (conditions barémiques, typologies de postes occupés, etc.) 6.4.Préparation à l'emploi 6.4.1. Information des élèves 6.4.2. Préparation et formation des élèves 6.4.3. Moyens de l'école au service de l'emploi 6.5. Vie professionnelle 6.5.1. Dynamisme des anciens élèves 6.5.2.. Évolution des carrières des diplômés *Annexes :* *Débouchés par diplômés, par type de formation (secteurs, qualité de l'emploi, trajectoire de carrières)* *Informations sur le chômage et le sous-emploi* *Aide à l'insertion professionnelle fournie par l'établissement* 6.6. Adéquation recrutement /formation/emploi 6.6.1. Cohérence emploi/objectifs de formation de l'école 6.6.2. Cohérence emploi/recrutement/formation 6.6.3. Satisfaction des employeurs (entreprises, collectivités, associations, centres et laboratoires de recherche) 6.6.4. Caractère évolutif de la formation/emploi
7. Les ressources mises à disposition	7.1. Personnel et gestion des ressources humaines 7.1.1. Politique de recrutement a. Personnel académique et scientifique b. Personnel administratif et technique 7.1.2. Gestion des ressources humaines et des compétences : formation pédagogique, formation à la recherche, politique d'évaluation et de promotion, évaluation des charges,… 7.1.3. Climat de travail et développement de carrière 7.1.4. Incidences des évaluations de la qualité des enseignements sur la politique du personnel *Annexes :* *Données quantitatives et qualitatives par discipline, orientation, … ; répartition adéquate des compétences scientifiques et techniques disponibles ; personnel à temps plein, temps partiel, collaborateurs extérieurs ; ratio étudiants/ETP enseignants académiques et scientifiques (taux d'encadrement) ; collaboration entre institutions, facultés, département ; structure par âge et par sexe* 7.2. Ressources et équipements 7.2.1. Budgets de fonctionnement et d'investissement 7.2.2. Adéquation des budgets de fonctionnement et d'investissement 7.2.3. Locaux de cours, laboratoires, bibliothèque, infrastructure informatique et équipement,… 7.2.4. Outils pédagogiques

8. Relations extérieures et Service à la collectivité	8.1. Ancrage européen et international 8.1.1. Stratégie et organisation de l'internationalisation de la faculté 8.1.2. Les séjours des étudiants hors Communauté française 8.1.3. Mobilité des académiques et des scientifiques 8.1.4. L'accueil des étudiants et des enseignants européens et étrangers 8.1.5. Cursus bi diplômants, diplômes conjoints 8.1.6. Les réseaux européens et internationaux 8.2. Ancrage national et dans la Communauté française 8.2.1. Stratégie globale 8.2.2. Relations avec les autorités de tutelle (PO, MCF, etc.) 8.2.3. Participation à des réseaux nationaux et communautaires 8.2.4. Relations et coopération dans l'enseignement supérieur 8.2.5. Relation avec des partenaires divers (entreprises, organismes publics, privés,…) 8.3. Ancrage local et régional 8.3.1. Participation au développement économique et à l'aménagement du territoire 8.3.2. Participation à la vie locale (politique de site pour l'enseignement supérieur et la recherche) 8.4. Autres services à la collectivité : formation continue, expertises, etc.
9. Analyse et plan d'actions stratégique	9.1. Analyse et plan d'action stratégique 9.1.1. Analyse des forces et faiblesses, opportunités et menaces 9.1.2. Diagnostic de synthèse sur la base de l'analyse SWOT 9.2. Plan d'action : solutions envisagées pour remédier aux faiblesses et dangers identifiés

Annex 3: timeline of the joint evaluation - accreditation process



Questions for discussion

1	**What are, according to your own experience, the fundamental differences between an evaluation approach and an accreditation approach?**
2	**How can those differences be translated into methodological decisions? To which extent are those approaches compatible? Which can their impacts be?**
3	**What are the benefits (and pitfalls) of such collaboration? For both partners and all the stakeholders?**

Please submit your proposal by sending this form, in Word format, by 2 August 2013 to Ivana Juraga (Ivana.Juraga@eua.be). Please do not send a hard copy or a PDF file.