

Quality approach in training at Université de Lorraine

- Training of experts -
March 2019

Délégation à l'aide au pilotage et à la qualité (DAPEQ) – Management par la qualité

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Summary

- The context as an opportunity to implement a quality approach in the service of piloting the training offer
 - Université de Lorraine overview
 - The stakes of the French university context
 - Standards and external evaluations
 - Quality as a commitment of the institution
- Mutual tools, subsidiarity principle, only one culture
 - A charter to found a collective commitment
 - Internal quality process pattern
 - Linked service offering
- Expected effects for institution
 - Foster the emergence of a culture of quality at all levels of the institution
 - Improve training, objectify choices and streamline external evaluation processes
- External evaluation challenges
 - An adapted approach ?
 - An accommodated approach ?





The context as an opportunity to implement a quality approach in the service of piloting the training offer

- Université de Lorraine overview
- Stakes of the French university context
- Standards and external evaluations
- Quality as a commitment of the institution



Université de Lorraine overview

Birth date : 1st January 2012

The training offer of the University of Lorraine revolves around **9 collegiums grouping 43 facultés, instituts and engineering schools**
> 8 PhD schools (+ 1800 PhD students)

<u>Students</u>	+ 63 000
<u>Teachers and researchers</u>	3 900
<u>Administrative staff</u>	3 000
<u>Location</u>	54 sites ≈ 830 000 m ²
<u>Annual budget</u>	± 630 M€



French university context

Invite us to take responsibility by playing on his margins of freedom ...

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Knowledge economy

competitiveness
of the higher
education
system

**Increased
autonomy**

responsible for
quality of the
degrees

Massification

student
academic
performance

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Institutional commitments

Our strategic project :

Aims to develop a quality approach conducive to improvement and innovation

« Use the quality approach and the evaluation policy as a steering and training tool for training development. »

- Create a reference system of skills to which our training offer is linked.
- Set up of development councils in the trainings.
- *Support the process of courses assessment, generalize it and use its results as a desirable indicator of evolution.*
- Train new teachers to these concepts as soon as they arrive, and continue training activities in this direction.



Different standards and external assessment

> Different standards

- European references and guidelines for internal quality management in higher education institutions (ESG)
- States regulation of diplomas: in particular the license, professional licenses, master and PhD decrees.
- Specific normative approach : Qualicert, ISO, labels, ...

> Different assessment agencies

- CTI (engineering degrees) and HCERES (other national degrees), criteria commitments to assess the quality of degrees combining requirements and indicators (declination of guidelines for external management)
- Ministry of Higher Education and Research: DUT-specific evaluation and accreditation officer
- Specific Private auditors



Mutual tools, subsidiarity principle, only one culture

- A charter to found a collective commitment
- Internal quality process pattern
- Linked service offering



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A charter to found a collective commitment

Why ?

- Have same references
- engage the whole institution
- Frame the work process

How ?

- Through an working group

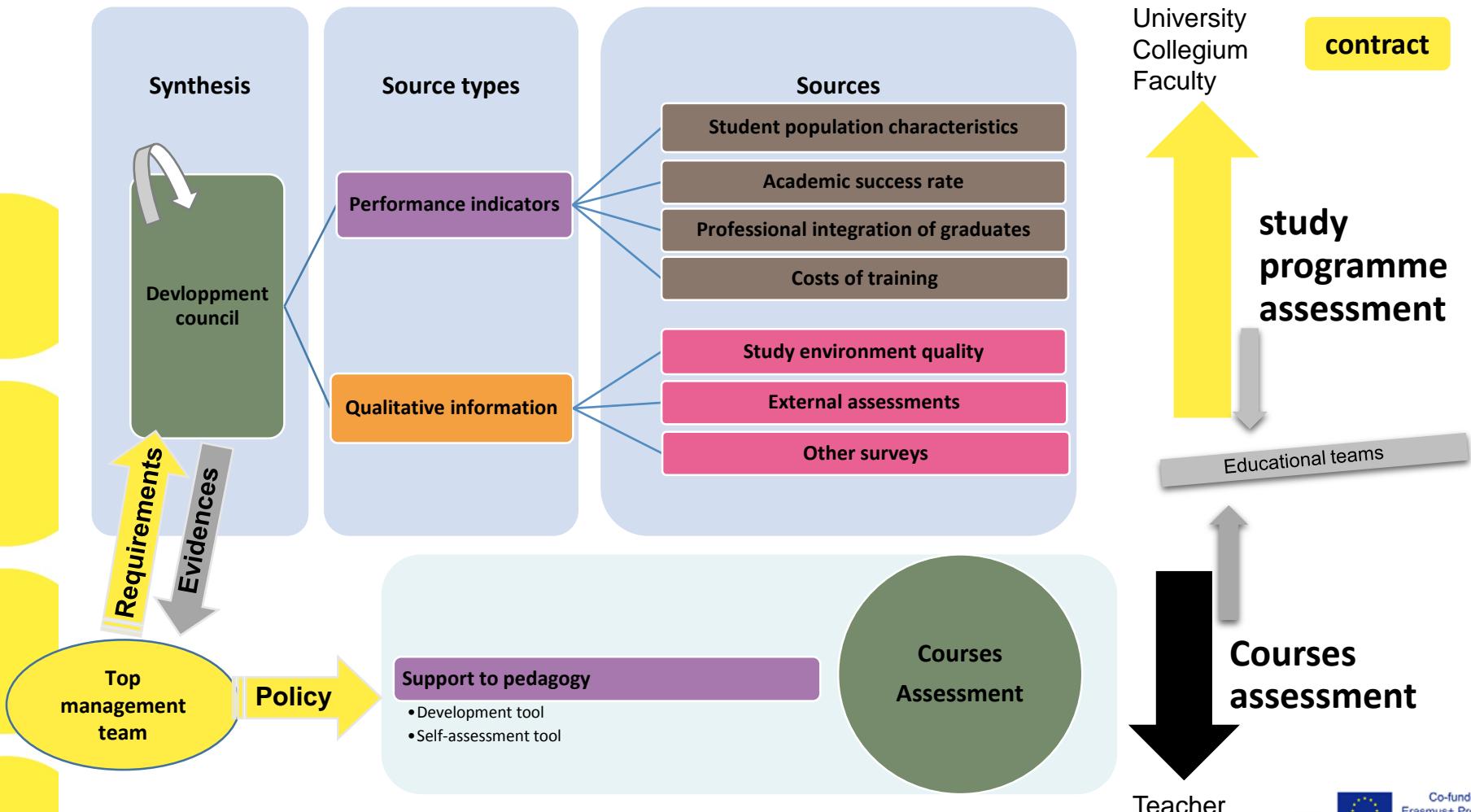
The contents ?

- Assessment Fields, principles of dissemination and ways of reappropriation
 - professional integration of graduates ;
 - student population characteristics ;
 - student flow analysis and academic success rate ;
 - study environment and courses quality ;
 - teaching conditions ;
 - conditions of training administration ;
 - courses assessment by students, whatever the pedagogical modality applied to teaching



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Internal quality process pattern



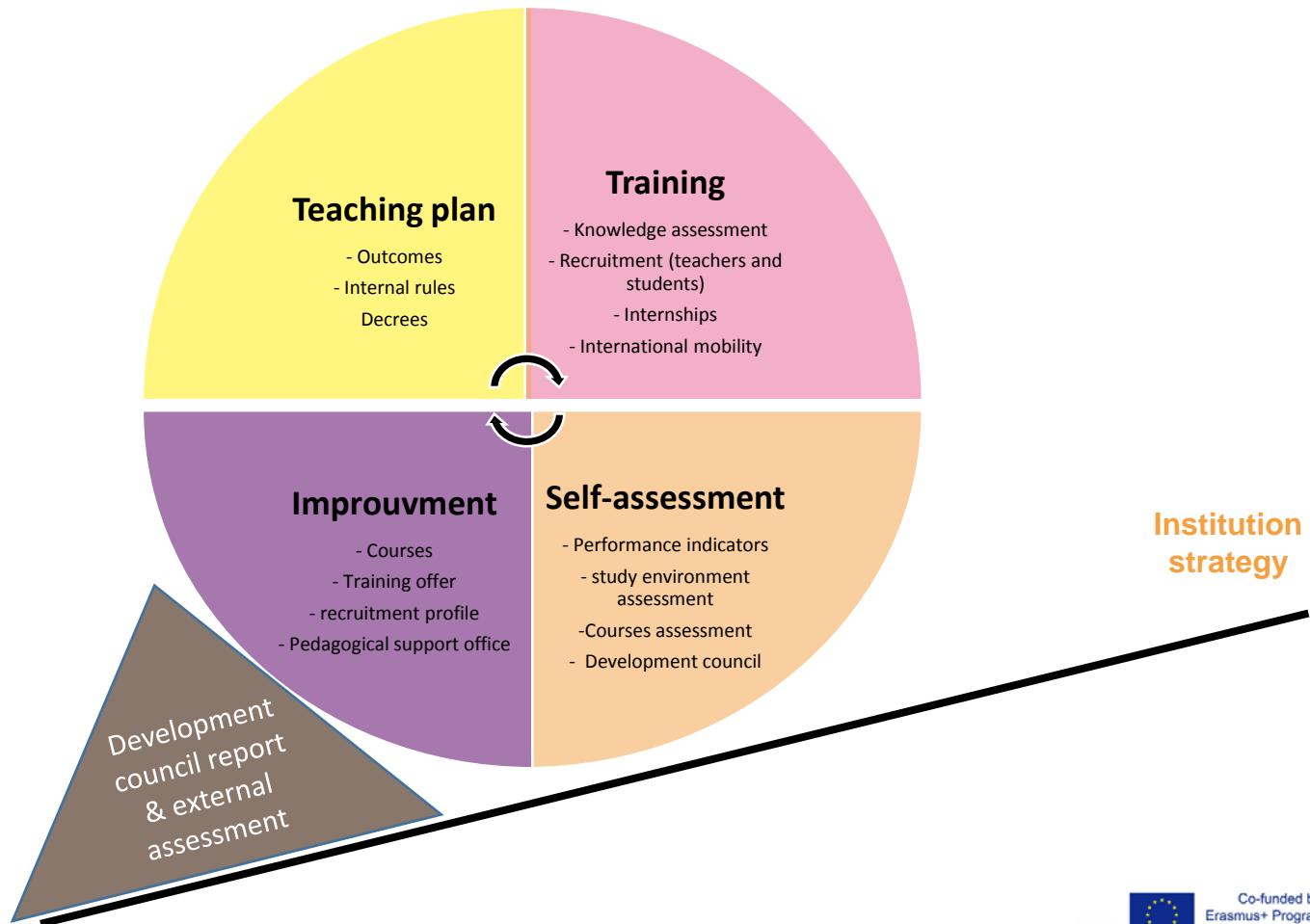
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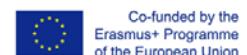
Internal quality process pattern



Linked service offering

Development councils support

- **Aim** : Analyze the results of the assessment (professional integration of graduates, study environment, external report, internal policy) and discuss ways to solve a problem, improve quality or meet a new requirement.
- **Periodicity** : at least once a year
- **Service offering** : digital workspace grouping useful information for internal and external assessment and accreditation process.



Linked service offering

Professional integration survey of graduates

- **Aim** : to provide information relating to the integration of recent graduates
- **Periodicity** : once a year
- **Service offering** : Public website, list of professions, professional integration statistics, response to specific requests

Linked service offering

Statistical sheets

- **Aim** : to provide all the statistical information on the recurrent evaluation fields / to promote knowledge of indicators
- **Periodicity** : once a year
- **Service offering** : A sheet resume professional integration statistics of graduates , student population characteristics, student flow analysis and academic success rate.



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Linked service offering

Study environment quality survey

- **Aim** : to support the training team dialogue on the articulation of the lesson, the study conditions and the progression in the diploma by collecting the opinion of the students.
- **Periodicity** : twice by 5 years
- **Service offering** : example of survey, questions list, survey support



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Linked service offering

Courses assessment

- **Aim** : To give an information to the teacher of the students perception on a course
- **Periodicity** : At least an evaluation by teacher and a year
- **Service offering** : example of survey, questions list, survey support, a tool for planning and automated processing data.



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Expected effects for institution

- Foster the emergence of a culture of quality at all levels of the institution
- Improve training, objectify choices and streamline external evaluation processes



Quality culture

>> All the levels of decision are concerned

- The teacher in his teaching practice
- Faculties to support piloting the local training offer
- Establishment through the his approach of accreditation

>> Quality is integrating the common practices

- Objectives are set and of the evaluations are realized

>> The work is done continuously

- The moments dedicated to the assessment and the prospects are marked out on all the levels of decision making



Improve training, objectify choices and streamline external evaluation processes

>> Improve the services offered to students :

- Courses
- Study programmes
- Working environment

>> Institutional strategy based on facts :

- Same data and indicators are used by different actors
- Projects become evaluable

>> No longer undergo the external evaluation!

- More professionalisation of the actors to expectations...



External evaluation challenges

- An adapted approach ?
- An accommodated approach ?

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An adapted approach ?

>> A service offering that diffuses :

- Statistical sheet are known
- Courses assessment is used more and more
- Professional integration data of graduates
- Devoppment coucils

>>The needs :

- Responsible actors end team
- Have a project and not only an history



An accommodated approach ?

>> Periodic self-assessment as part of an ongoing process

- Writing the self-assessment file > synthesis of the steady working during the 5 years cycle

>> An approach by training areas that questions the coherence of the training offer

- What is the establishment strategy for the evolution of the training offer?

>> Internal expertise commissions

- an actors' empowerment tool

>> HCERES quality referential

- An opportunity to develop our practices



Thank you



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