

How to get ready for change?

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

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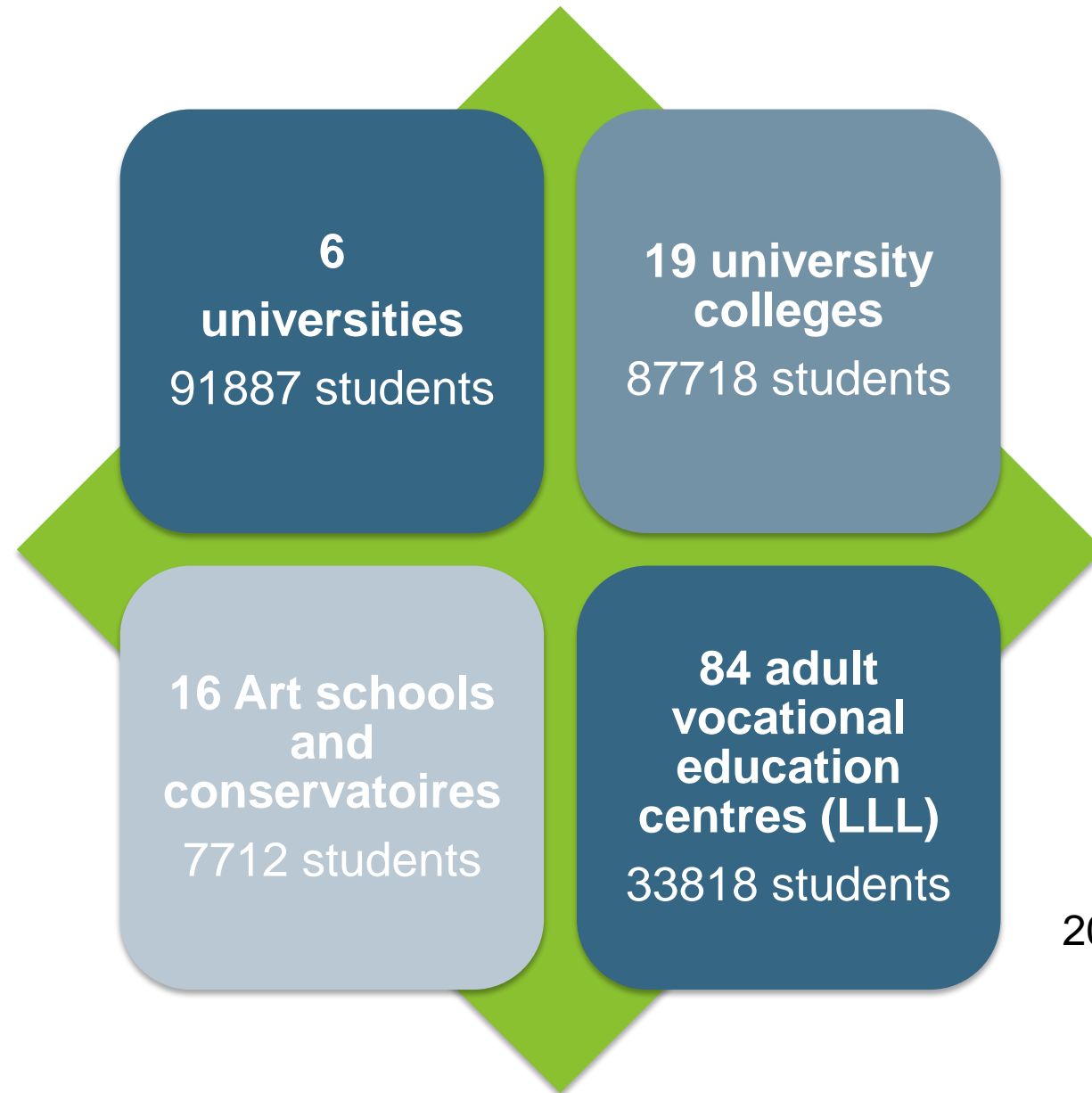


Outline

- 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



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

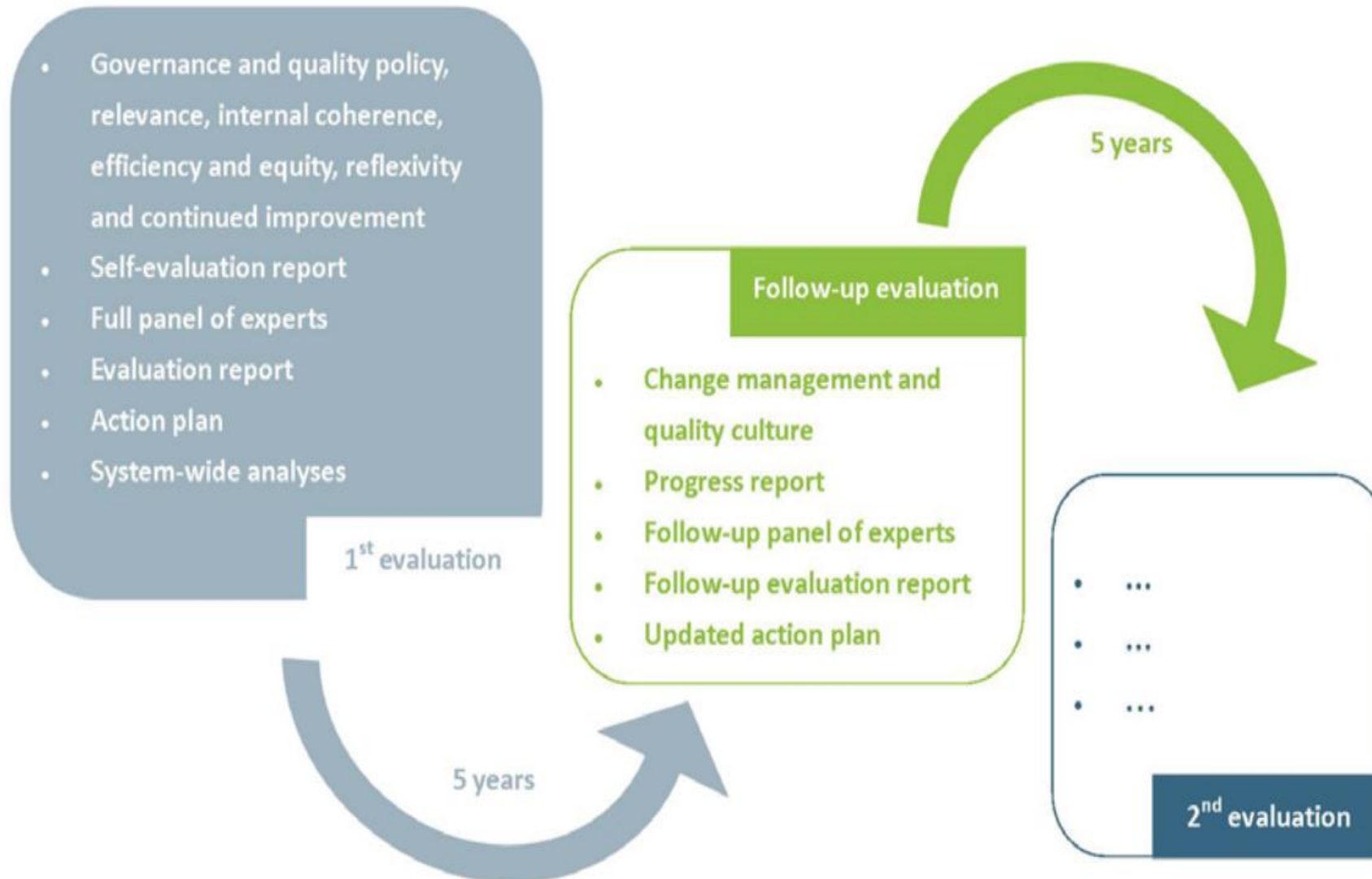
See <http://www.aeqes.be/documents/8ExternalReviewReportAEQESFINAL.pdf>

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

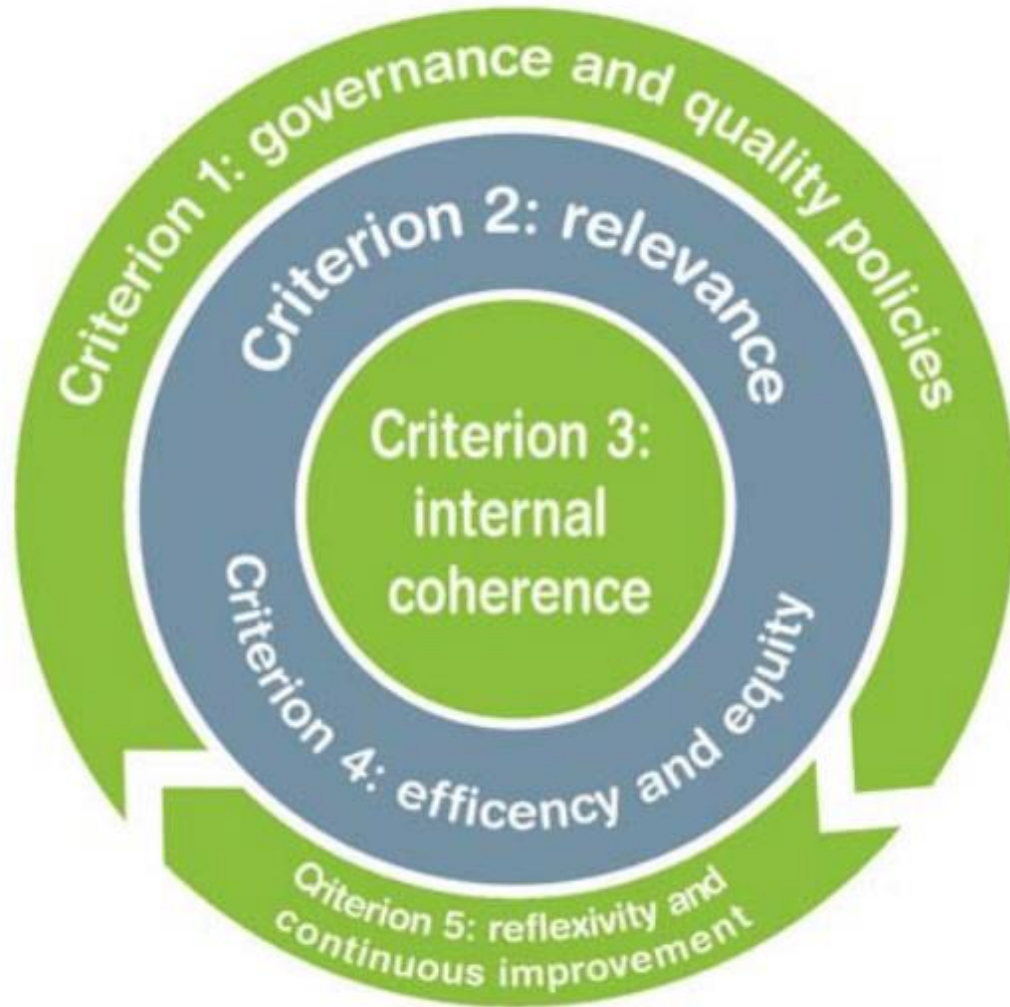
- formative, enhancement-led programmed-based evaluation process (no formal effects on HEIs funding or authorization to operate)
- public service QAA
- collaboration with other agencies for joint missions



EQA methodology



AEQES evaluation framework

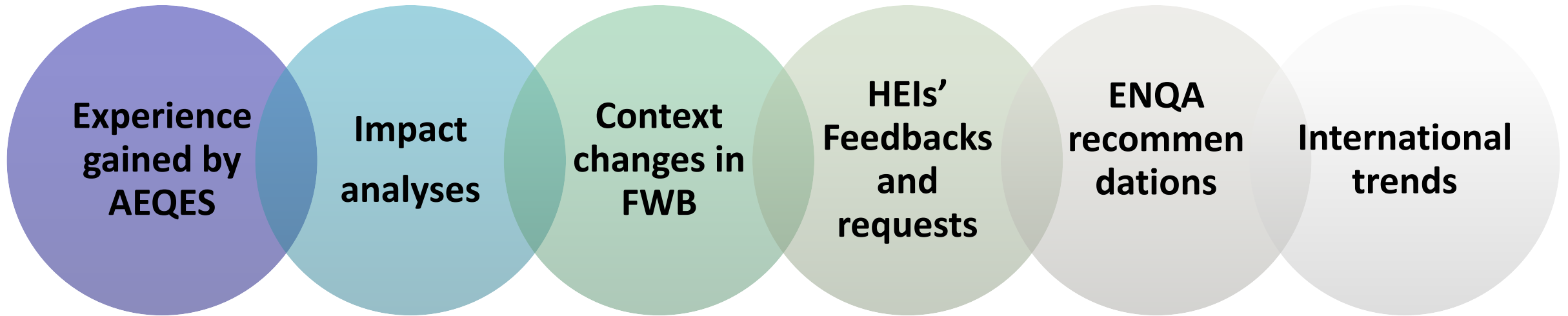


Programmatic approach but also institutional criteria

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



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]

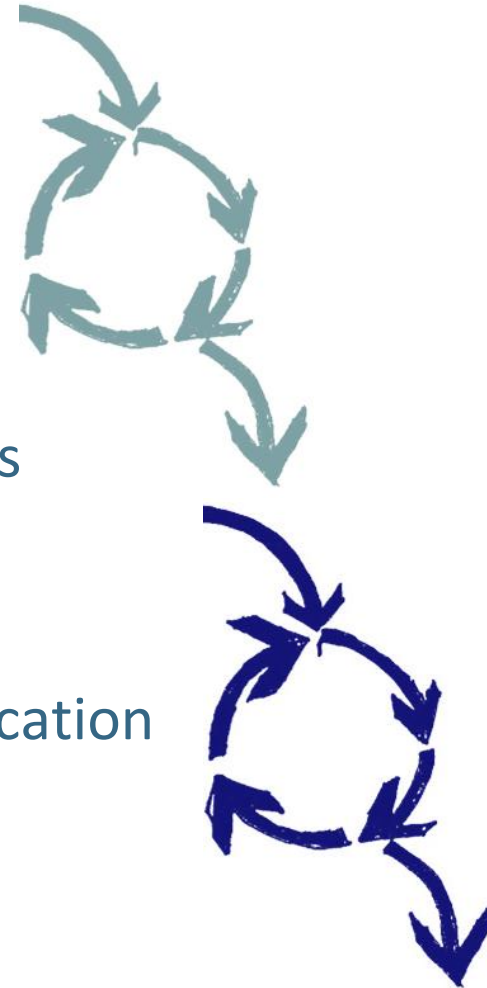
Synthesis : context, general guidelines and five principles

Focus groups + written feedback asked from the main HE bodies
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

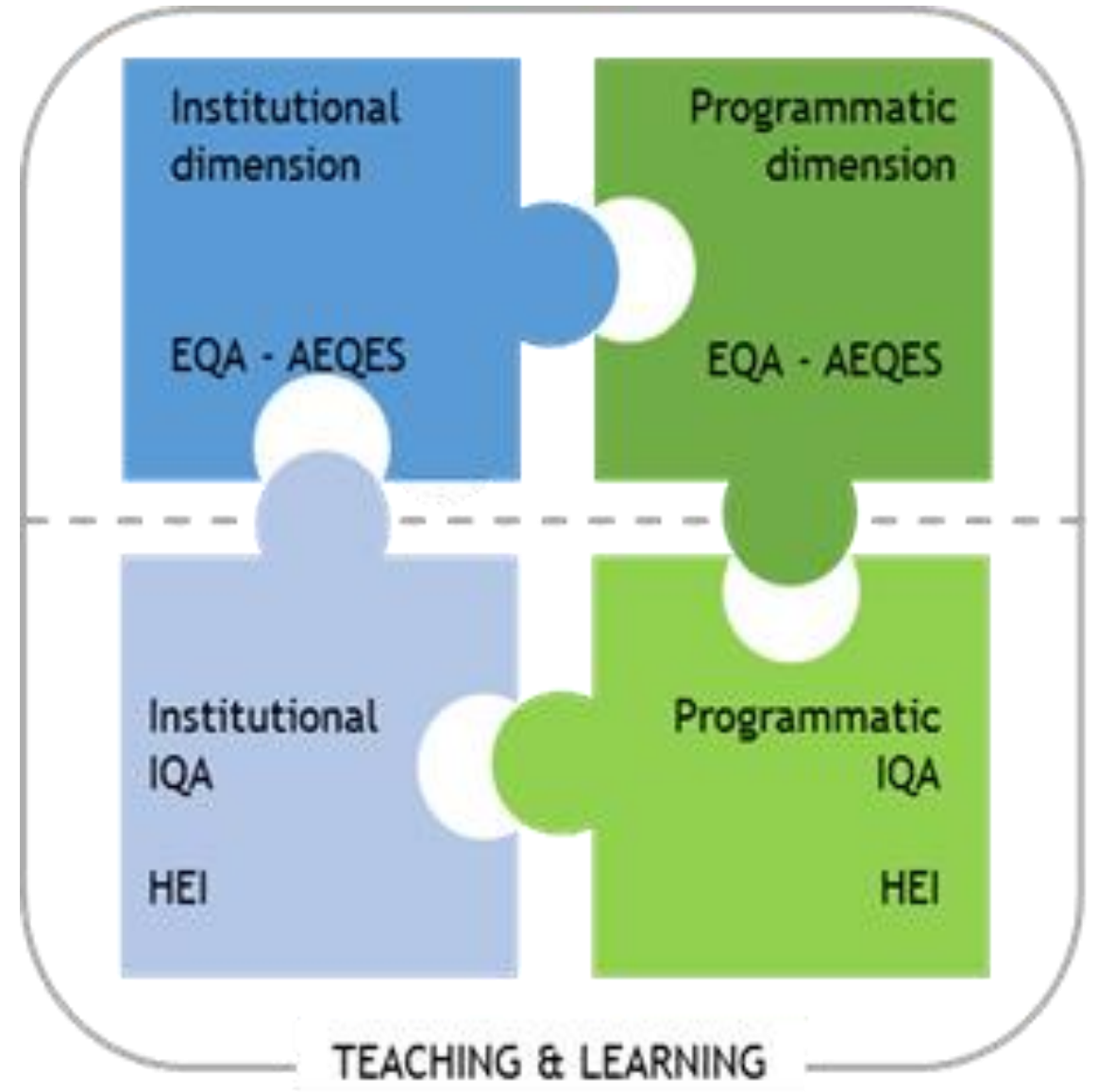


consultation on « the principles note » : context, pre-requisites, desirable changes and guidelines

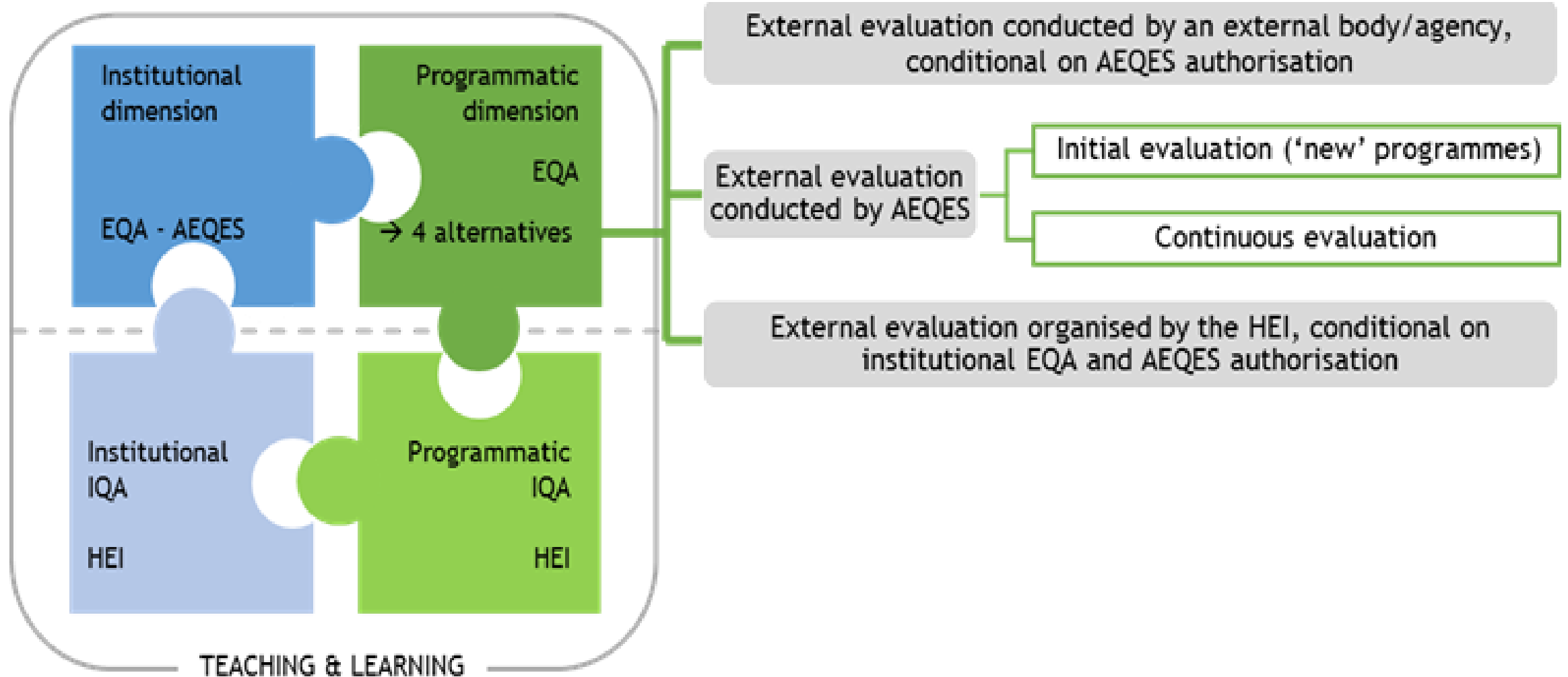
- Principle 1: towards a better articulation between programmes evaluation and institutional evaluation
- Principle 2: EQA mechanisms are progressively transformed to support the HEIs in developing IQA
- Principle 3: the HEIs autonomy is supported by the Agency within the ESG guidelines
- Principle 4: 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

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Vers une nouvelle méthodologie

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

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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

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Thank you for your attention

