

Bruno Curvale

Quality Assurance and Higher Education

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Biographic Information



Bruno Curvale is a member of the staff of the *Centre international d'études pédagogiques* (CIEP) since September 2009. He started his professional life as an assistant photographer in industry and advertising. He prepared for higher education in evening courses and passed the baccalaureate in 1982 after his military service. He has a master degree (DEA) in Geography from University Paris I Panthéon Sorbonne (1987) and a degree from University Paris V René Descartes in negotiations and conflicts management (1997). In 1987 he joined the permanent staff of the *Comité national d'évaluation* (French quality assurance agency created in 1984) where he participated to numerous institutional evaluation programmes and worked on evaluation methodology. In 2007, he joined the *Agence d'évaluation de la recherche et de l'enseignement*

supérieur (AERES) where he was in charge of international development. From 2003 to 2009, he was a member of the board of ENQA, the European Association for Quality Assurance in Higher Education, and served as vice-president from 2007 to 2008 and president in 2009. He is a member of the French Bologna Experts' team since 2006. Bruno Curvale is a member of the advisory board of ANECA (the Spanish national quality assurance agency) and a member of the expert's group mandated by the State of Luxembourg for the evaluation of the University of Luxembourg. He was awarded *Chevalier dans l'Ordre des Palmes Académiques* in 2003.

**Quality assurance and evaluation
in Higher Education**

The Bologna process

- A structuring effect -

Bruno Curvale

Former ENQA President

Centre international d'études pédagogiques (CIEP), France

Paris, 16th of November 2009

Outline of the presentation

- The Bologna process context
- Quality assurance developments
- The steering of HE systems

The Bologna process context

The Sorbonne declaration 1998

Higher education at the core of the national policies

[Democratisation of higher education](#)

The B and M caesura

Employability and social cohesion

The development of research and innovation

The Bologna process

A [pan European](#) process

Attractiveness and competitiveness

The transformation of national HE systems

National dimension and intra European competition

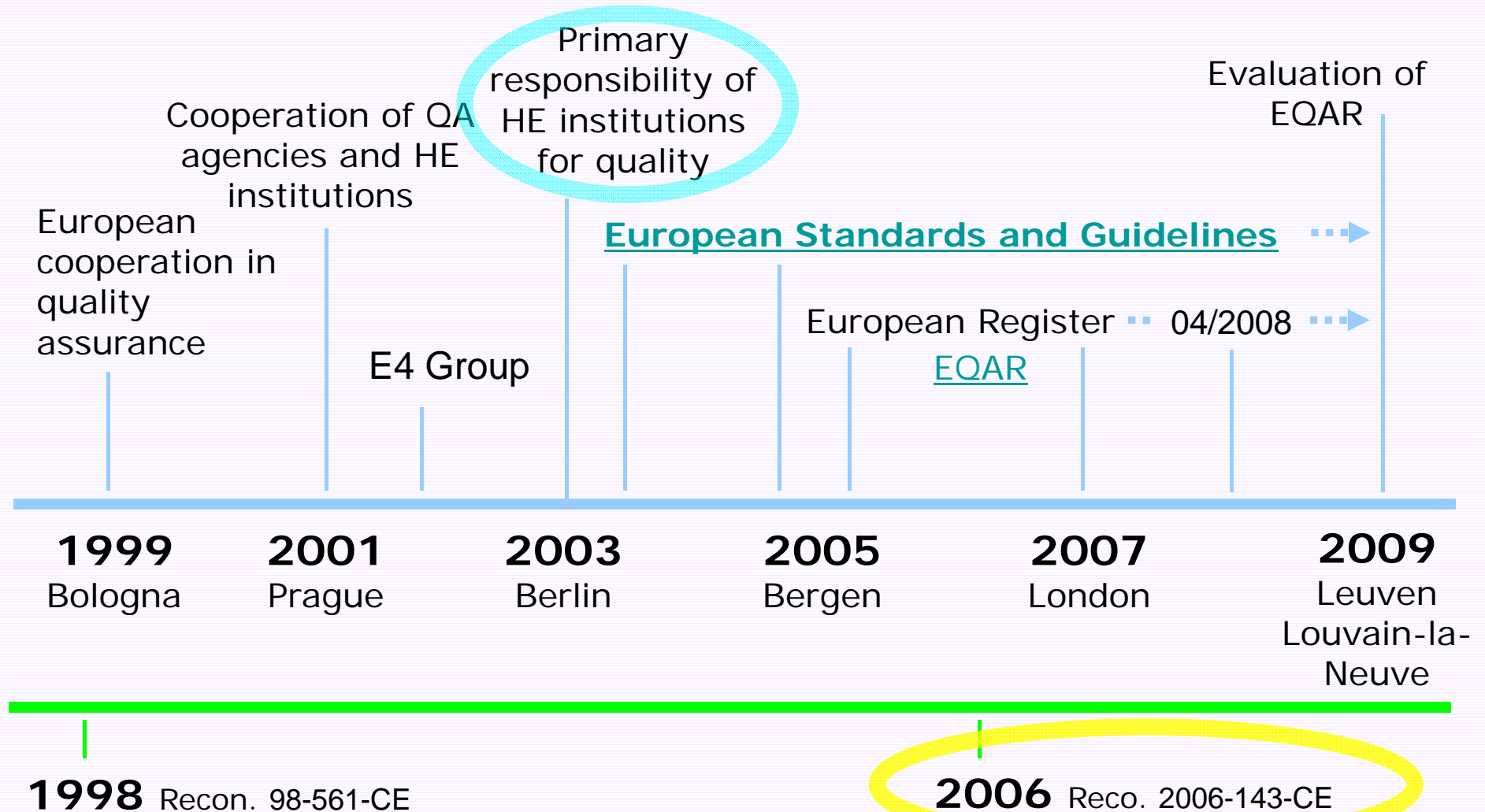
The EHEA as a result of a dialogue between national HE systems

BMD, ECTS, Joint degrees, Learning outcomes,

Diploma supplement, ...

Quality assurance

Quality assurance developments



Paris, 16th of November 2009

Source : Colin Tuck, E4, B. Curvale

The steering of HE systems

Diversity and similarities of the [national quality assurance systems](#)

Thank you for your attention

Paris, 16th of November 2009

The Ministers of the Bologna process countries...

they [the Ministers] agree that by 2005 national quality assurance systems should include:

- A definition of the responsibilities of the bodies and institutions involved.
- Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results.
- A system of accreditation, certification or comparable procedures.
- International participation, co-operation and networking.

Extract of the Berlin Communiqué 19th of September 2003

The European parliament and the council of the European Union...

Hereby recommend that member States:

...

4. Enable higher education institutions active within their territory to choose among quality assurance or accreditation agencies in the European register an agency which meets their needs and profile, provided that this is compatible with their national legislation or permitted by their national authorities

5. Allow higher education institutions to work towards a complementary assessment by another agency in the European Register, for example to enhance their international reputation.

...

Extract of the Recommendation of 15 February 2006 on further cooperation in QA in HE

Paris, 16th of November 2009

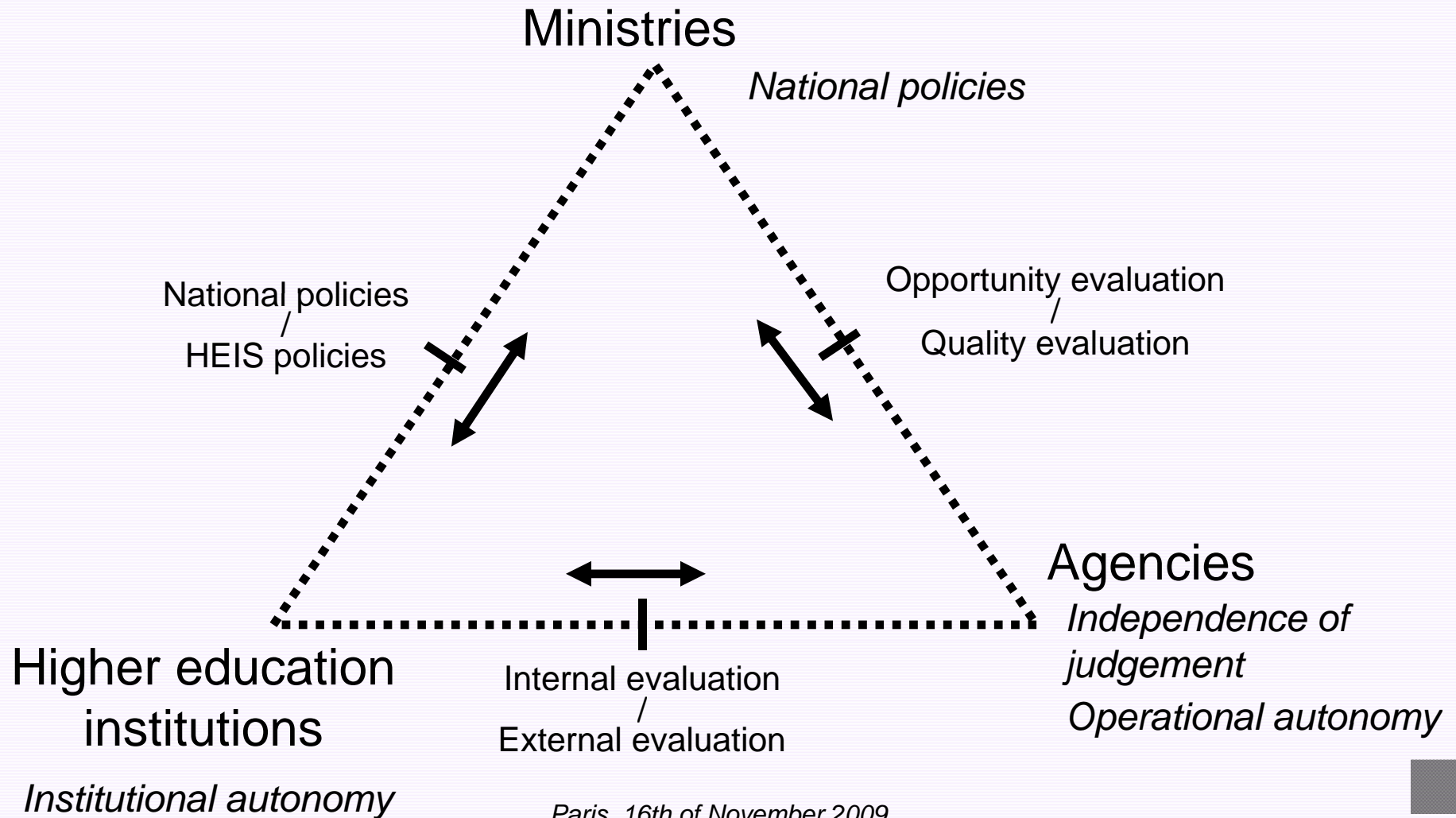
The register (EQAR): the rationale

An idea that emerged in 2003, took shape in 2005, was approved in 2007 and implemented in 2008.

The Register should help to:

- promote student mobility by providing a basis for the increase of trust among the higher education institutions;
- reduce opportunities for “accreditation mills” to gain credibility;
- provide a basis for governments to authorise higher education institutions to choose any agency from the Register, if that is compatible with national arrangements;
- provide a means for the higher education institutions to choose between different agencies, if that is compatible with national arrangements;
- serve as an instrument to improve the quality of the quality assurance agencies and to promote mutual trust between them.

Higher education governance and national QA systems



Paris, 16th of November 2009



The European Standard and Guidelines

- Drafted by ENQA in consultation with EUA, EURASHE and ESU
- Approved by the Bologna ministerial conference in Bergen in 2005
- Introduced **internationally accepted standards** for quality assurance in higher education
 - ESG for [internal QA within HEIs](#)
 - ESG for the [external QA of higher education](#)
 - ESG for the [evaluation of QA agencies](#)
- Introduced a **peer review system for quality assurance agencies**:
 - Cyclical reviews of agencies, based on ESG, every five years for (reconfirmation of) full ENQA membership and/or for being (re)listed in EQAR



Part 1. ESG for internal quality assurance within HEIs (1/2)

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.

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.

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



Part 1. ESG for internal quality assurance within HEIs (2/2)

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.

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.

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 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.



Part 2. ESG for the external quality assurance of higher education (1/2)

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.

2.2 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.

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.

2.4 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.



Part 2. ESG for the external quality assurance of higher education (2/2)

2.5 Reporting: Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.

2.6 Follow-up procedures: Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.

2.7 Periodic reviews: External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

2.8 System-wide analyses: Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.



Part 3. ESG for external quality assurance agencies (1/2)

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.

3.2 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.

3.3 Activities: Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.

3.4 Resources: Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.

3.5 Mission statement: Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.



Part 3. ESG for external quality assurance agencies (2/2)

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.

3.7 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.

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



Les 46 pays qui participent au Processus de Bologne

1999

Allemagne, Autriche, Belgique, Bulgarie, Danemark, Espagne, Estonie, Finlande, France, Grèce, Hongrie, Islande, Irlande, Italie, Lettonie, Lituanie, Luxembourg, Malte, Norvège, Pays-Bas, Pologne, Portugal, République Slovaque, République tchèque, Roumanie, Royaume-Uni, Slovénie, Suède, Suisse

2001

Chypre, Croatie, Liechtenstein, Turquie

2003

Albanie, Principauté d'Andorre, Bosnie-Herzégovine, « ex-République yougoslave de Macédoine », Russie, Saint Siège, Serbie-Monténégro

2005

Arménie, Azerbaïdjan, Géorgie, Moldavie, Ukraine

2007

Monténégro



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2005

Arménie, Azerbaïdjan, Géorgie, Moldavie, Ukraine

2007

Monténégro



A few figures

| Années | Étudiants | Population française | Rapport Étudiants/Population |
|-------------------|-------------------------|-----------------------------|-------------------------------------|
| 1900 | 40 000 | 40 millions | 1/1000 |
| 2000 | 2 100 000 | 60 millions | $\simeq 1/30$ |
| Rapport 2000/1900 | ↓ $\simeq \times 50$ | ↓ $\times 1,5$ | |

Rappel effectifs étudiants

1960 : 310 000

1980 : 1 200 000