



Europe and International Department

EVALUATION STANDARDS FOR FOREIGN HIGHER EDUCATION INSTITUTIONS

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INTRODUCTION

The framework for the evaluation of foreign higher education institutions is based on the three structural categories of self-evaluation and external evaluation:

1. **Fields:** they define the overall scope of the evaluation. Each Field is associated with at least one standard. The evaluation framework comprises 3 Fields. The first field covers the various key dimensions of institutional management. Fields 2 and 3 cover the core activities of higher education and research institutions.
2. **Standards:** they express the expectations of the evaluation by taking up the statutory missions of the institutions, as well as the major orientations and practices which characterise higher education and research. They are expressed through an action that puts the institution in situation.
3. **Criteria:** A set of criteria is associated with each standard. The criteria specify the way in which the standard can be reflected in the institution's self-evaluation report. Without being exclusive or exhaustive, the criteria define the subjects that will be analysed by the evaluators to verify the level of response of the entity being evaluated to the expectations expressed by the standards to which they are associated.

This evaluation framework is based on a model of the conduct of an institution based on the following key dimensions :

Institutional positioning: the notion of positioning integrates the identification of the place occupied by the institution in its local, national and international environment, the role it plays in it and the overall ambition it has. Positioning is defined at the beginning and end of the period, with its evolution reflecting the institution's trajectory.

The definition of positioning involves a strategic analysis oriented inwards (strengths and weaknesses) and outwards (opportunities and threats).

Institutional strategy: for the reporting period, it combines, on the one hand, the translation into major operational objectives of the ambition of the institution in relation to its positioning and, on the other hand, the mobilisation of means (resources and skills) to achieve it. The strategy is applied to the various fields of activity and is underpinned by prospective analyses. It may be formalised in the contract that the institution signs with its supervising ministry.

Organisation: this corresponds to the structural choices of internal organisation made by the institution to ensure its missions, the implementation of its strategy and the achievement of its results.

Governance: this includes all the bodies, measures, rules and decision-making circuits used to develop and implement the institution's strategy. Governance articulates the political and administrative spheres.

Management: This is expressed in terms of all the systems and tools mobilised by the institution for the operational implementation of its strategic orientations. This includes systems for managing change and monitoring activities and results, in particular information systems and tools for steering, such as tools for the multiannual programming of human and financial resources.

Activities and results: the key dimensions of the conduct of an institution are at the heart of the first field of the evaluation framework. They also underpin the evaluation of its missions (fields 2 and 3) with the aim of examining the conditions in which the various activities of the institution are carried out and the main results obtained. Thus, the self-evaluation and the external evaluation are invited to compare the institution's strategy, the results obtained and the means deployed to implement it.

These standards set out the framework within which the institution carries out its self-evaluation, after the exploratory mission which enables Hcéres to prepare its analysis with the institution.

The aim of institutional evaluation is to be useful and adapted to the institution being evaluated, by integrating its specific characteristics and the adjustments they call for. These are of three kinds:

1. Some criteria of the evaluation framework may not be applicable because they do not concern all institutions;
2. Certain criteria, or even certain standards, at the request of the institution and in discussion with the Hcéres, may be the subject of a focus because they are of particular strategic interest to it;
3. Finally, some criteria can be adapted to the specific characteristics of the institution.

FIELD 1: STRATEGIC AND OPERATIONAL MANAGEMENT

Eight standards (1 to 8) specify the scope of this field. They are intended to assess the institution's positioning, strategy, governance, organisation and operational management. More specifically, the aim is to assess their impact on the institution's activities and results, as well as the way in which it monitors them in the light of its strategic objectives.

Standard 1. The institution defines its institutional positioning at local, national and international level.

C1. The institution defines its positioning in terms of its identity, values and history. It analyses its place and role in the higher education, research and innovation landscape.

C2. The institution sets itself a long-term ambition, a target that it wants to achieve in line with its identity, place and role.

C3. The institution conducts analyses, including comparative analyses, to support its positioning. It identifies, where appropriate, particular institutions or types of establishments which it considers to be reference values.

Standard 2. Based on its positioning, the institution defines a strategy at local, national and international level, which it translates into operational objectives and which it monitors.

C1. The institution defines a strategy for the reporting period in line with its long-term ambition. This strategy takes the form of an institutional project declined into major orientations in the fields of research, innovation, the inclusion of science in society, teaching, student life and campus life.

C2. The institution's strategy is broken down into operational objectives, translated into action plans.

C3. The institution is able to describe the path taken during the evaluation period and to analyse its consistency with its strategic orientations and operational objectives.

C4. The institution monitors its institutional strategy and trajectory with the help of management charts and indicators linked to its institutional project.

Standard 3: The institution is involved in its environment and develops a partnership policy as part of its strategy.

Local and national academic partnerships

C1. The institution demonstrates that its strategy is based on relations with ESRI stakeholders in its local and national environment.

C2. The institution establishes other structuring alliances and partnerships relevant to its strategy, in particular, where appropriate, with institutions from different sectors of activity (including health) or research organisations.

International Partnerships

C3. The institution relies on structuring partnerships to define its international strategy.

C4. Within the framework of its partnerships, the institution supports and develops the incoming and outgoing mobility of its staff and promotes the hosting of visiting professors and researchers to boost its teaching and research activities.

C5. The institution strengthens its international strategy by developing, where appropriate, establishments abroad in conjunction with local actors.

Economic, social and cultural partnerships and involvement in the territory

C6. As part of its strategy, the institution is integrated into its social, economic and cultural environment and establishes structuring partnerships with socio-economic and cultural stakeholders and, where appropriate, with public administrations.

Impact of the institution on its environment

C7. The institution defines its structuring commitments in the field of social responsibility, and in particular ethics and sustainable development.

C8. The institution assesses the socio-economic and environmental impact of its activities and, where appropriate, uses tools (indicators, labels, certifications) to measure it.

Standard 4. The governance of the institution is based on an organisation, communication and information system adapted to its strategy.

Governance

C1. The decision-making chain (preparation of draft decisions, deliberation and execution of the resulting actions) is clearly established within the institution.

C2. The various bodies promote the participation of all stakeholders in the activities of the institution.

C3. The components contribute to the development and deployment of the institution's strategic orientations.

C4. There is a clear allocation of competences and degrees of subsidiarity between the different levels of structuring of the institution.

Communication

C5. External communication enhances the identity of the institution and contributes to its visibility.

C6. Internal communication contributes to informing staff and students and developing their sense of belonging.

Information system

C7. The institution has an integrated information system whose organisation and resources meet its management needs and cybersecurity requirements.

Standard 5. The institution has a comprehensive quality policy.

C1. A transparent and rigorous quality policy is deployed in the departments and components. It involves staff and students.

C2. The institution uses continuous improvement tools associated with prospective analysis, internal and external evaluation.

C3. The institution follows up on the recommendations of the previous evaluation and explains how they have been taken into account.

Standard 6. The institution steers the implementation of its strategy by relying on forecasting tools, budget programming and a structured internal management dialogue.

Sustainability and cost analysis

C1. The institution has a sustainable economic model which enables it to achieve its objectives and carry out its missions.

C2. The institution accurately monitors the evolution of its overall financial situation. It has a clear vision of the sustainability of its choices in the short and medium term. It defines the various stages of its budgetary procedure.

C3. In line with its strategy and business model, the institution draws up a forecast of its needs and resources, on the basis of appropriate master plans where necessary.

C4. The institution monitors its wage bill by means of prospective analysis and decision-making tools.

Management dialogue

C5. The institution maintains structured/formalised exchanges with its departments and components in the context of which it defines the methods for distributing resources.

Standard 7. The human resources policy and the development of social dialogue reflect the institution's strategy and contribute to the quality of life at work of its staff.

Human resources policy

C1. The institution has a recruitment and employment policy for the faculty (professors, researchers, assistant professors, adjoints) and technical and administrative staff that is consistent with its positioning and strategy. This policy, which complies with ethical requirements, contributes to its national and international attractiveness and to improving the quality of its teaching and research.

C2. The institution defines the structure and composition of the permanent faculty, distinguishing between the different statuses offered to its staff and the related obligations in terms of teaching, research and administrative tasks.

C3. The institution's human resources policy incorporates issues of parity, inclusion and the reduction of discrimination.

Provisional management of jobs, staff and skills

C4. The institution conducts multi-annual management of staff, jobs and skills for the faculty (professors, assistant professors, researchers, adjoints) and technical and administrative staff of all statuses and categories.

C5. The institution formalises procedures for the recruitment, employment and promotion of teaching staff, research staff and technical and administrative staff.

Supporting career paths

C6. The institution recognises all the activities and missions of the faculty (professors, assistant professors, researchers, adjoints) and technical and administrative staff. It takes this into account in its promotion policy.

C7. The institution implements a policy of support and training for staff, in support of their professional development.

Social dialogue and quality of life at work

C8. The institution is able to report on the quality of social dialogue, particularly on all subjects that promote the quality of life at work, including health and safety conditions.

C9. The institution is developing a social action policy including, in particular, measures in favour of people in difficulty.

Standard 8. The institution integrates a real estate policy that supports its development into its strategy.

Diagnosis and monitoring of real estate assets

C1. The institution has a precise knowledge of its built and non-built assets, taking into account the life cycle, security, safety and accessibility of the premises.

C2. The institution has a good knowledge of the use of its real estate.

Real estate programming and sustainability

C3. The institution relies on medium- or long-term property planning, which structures its multiannual investment programme, in which it involves its partners where appropriate.

C4. The institution's real estate programming is reflected in structural investment projects that take into account its needs in the fields of teaching, research and campus life and for which it mobilises external funding.

Real estate management, ecological, energy and environmental transition

C5. The institution defines, within an appropriate framework of subsidiarity, a logistical and real estate management system which supports its missions. It can rely on pooling with partners, which can include actions to enhance the value of the real estate.

C6. The institution's real estate policy takes account of the ecological, energy and environmental transition and is based, where appropriate, on incentive schemes.

FIELD 2: POLICY ON RESEARCH, INNOVATION AND THE INCLUSION OF SCIENCE IN SOCIETY

Four standards (9 to 12) specify the scope of this Field. They aim to assess the institution's policy on research, innovation and the inclusion of science in society. More specifically, the aim is to assess the impact of this policy on the institution's activities and results, and the way in which it is monitored in relation to its strategic objectives.

Standard 9. The institution's research policy defines structural guidelines.

Strategic choices

C1. The institution defines its ambitions and priorities in terms of research in line with its identity, and structures the organisation of its activities around these choices.

C2. In order to define its ambitions and priorities, the institution assesses the quality and trajectory of its scientific production in the national and international context of each scientific field. It identifies the major contributions and the main successes achieved during the reference period.

C3. The institution assesses the successes and limitations of the actions taken to promote the emergence of new research topics, risk-taking and interdisciplinarity.

C4. The institution assesses the successes and limitations of the actions taken to maintain and develop the diversity of its fields of expertise.

Institutional partnerships and involvement in the territory

C5. The institution assesses the impact on its scientific activity of the long-term relationships it has established with other higher education and research institutions or, where appropriate, for its clinical research, particularly with health care institutions.

C6. The institution relies on structuring partnerships with social, economic and cultural actors, both public and private, and appreciates the mutual benefits that result from them.

Internationalisation of research activity

C7. In implementing its research policy, the institution relies on structuring international partnerships.

C8. The institution positions itself on competitive European or international calls for projects.

Responsible practices

C9. The institution has a responsible policy on scientific integrity, ethics and open science in its research activities.

C10. The institution conducts an editorial policy in accordance with the principles and good practices of open science.

Standard 10. The institution has a policy resource and support for research.

Resource policy

C1. The institution allocates a budget to research and is able to analyse its effects on its activities and results.

C2. The institution analyses the successes and limitations of its recruitment and attractiveness policy, which enables it to acquire the necessary skills in line with its strategy, on a national and international scale.

C3. Local, national, European and/or international funding translates into results for its research, which the institution is able to objectify.

Support policy

C4. The institution puts in place mechanisms to monitor, encourage and help set up local, national, European and/or international research projects.

C5. The institution provides support to the faculty (professors, assistant professors, researchers, adjunts) in the organisation of scientific events.

C6. The institution promotes and supports the members of the faculty (professors, assistant professors, researchers, adjunts) who wish to enrol in a doctoral programme or even to undertake a post-doctorate.

Standard 11. In its policy of innovation and inclusion of science in society, the institution defines structuring guidelines.

Strategic choices

C1. The institution defines its ambitions, priorities and action plan for innovation and the inclusion of science in society, which structure the organisation of its activities.

C2. The institution assesses qualitatively and quantitatively its activities in the field of innovation and the inclusion of science in society. It identifies the major contributions and successes achieved during the evaluation period.

Partnerships and inclusion in the territory

C3. The institution is involved in its own, shared, public or private structures that support its activities in the field of innovation and the inclusion of science in society.

C4. The institution analyses the results achieved in terms of innovation and the inclusion of science in society through partnership contracts and assesses their socio-economic impact.

Policy to encourage responsible practices

C5. In its innovation activities and in the integration of science into society, the institution pursues a policy of sustainable development, respecting the principles of scientific integrity and ethics.

Policy for the inclusion of science in society

C6. The institution defines a governance model that ensures the steering of its actions to integrate science into society.

C7. The institution conducts a policy of developing its expertise activities, particularly in response to the needs of its territory and in support of public policies, while respecting the requirements of scientific integrity and ethics.

C8. The institution develops and implements participatory science projects that include knowledge sharing.

C9. The institution implements a policy of cultural and scientific mediation and dissemination of knowledge to targeted audiences, in collaboration with the actors in its territory. This policy includes a mediation training component.

C10. The institution conducts actions to preserve, enrich and promote the heritage of which it is the custodian. It also contributes to the enhancement of local, national and international heritage.

C11: The institution is attentive to issues related to the protection of scientific and technical heritage. It deploys appropriate measures and implements actions to raise awareness among its teams.

Standard 12. The institution pursues a policy of resources and support that benefits its activities in terms of innovation and the inclusion of science in society.

Resource policy

C1. The institution analyses the successes and limitations of its human resources policy, which encourages the involvement of its staff in innovation and the inclusion of science in society.

C2. The institution mobilises its support services in support of expertise activities for society or local authorities. It also supports cultural and scientific mediation activities.

C3. The institution conducts a policy of responding to local, national, European and/or international calls for projects, the results of which it assesses in terms of innovation and the inclusion of science in society.

Policy to support activities for innovation and the inclusion of science in society

C4. The institution implements an intellectual property management policy for patents, software, know-how, licences and technology transfers.

C5. The institution pursues a partnership research policy through collaborative research programmes with companies, industrial and/or company chairs, the creation of start-ups, and the development of scientific equipment.

FIELD 3: EDUCATION, STUDENT AND CAMPUS LIFE POLICY

Five standards (13 to 17) specify the scope of this Field. The purpose of these standards is to assess the institution's policy on education, student life and campus life. More specifically, the aim is to assess their impact on the institution's activities and results and the way in which it monitors them in the light of the strategic objectives it has defined.

Standard 13. The institution has a high-quality teaching policy and teaching offer, consistent with its positioning and strategy.

Characterisation of the teaching offer

- C1. The institution defines its ambitions, orientations and thematic priorities in the field of education, in line with its identity, which structure its educational offer.
- C2. The institution's teaching offer is constructed by ensuring its overall coherence, its complementarity within each cycle and its articulation between the teaching cycles.
- C3. Where appropriate, the institution's teaching offer includes training built within the framework of local and/or national academic partnerships that are structuring and relevant.
- C4. The institution, through its policy, its management and the measures it has put in place, is positioning itself on the issues of multidisciplinary and interdisciplinarity.
- C5. The institution ensures that its teaching offer integrates sustainable development issues.

Internationalisation of programmes

- C6. The institution is developing an international teaching offer in line with its positioning and strategy, with the support of its international partners.
- C7. The institution is developing incoming and outgoing student mobility through its international partnerships and financial support.

Research-based learning and courses on research methods

- C8. The institution defines a framework for research-based learning and courses on research methods at undergraduate and postgraduate levels.
- C9. Where appropriate, the institution participates in doctoral programme linked to its teaching and research policy, with the potential support of international partners.
- C10. Where appropriate, the institution sets up coordination and harmonisation of teaching, support and supervision practices for doctoral students with a view to their success and professional integration.
- C11. The institution ensures that its courses are backed up by research through the participation of professors /researchers in the teaching and encourages the participation of researchers.
- C12. The institution supports and guarantees the quality of the welcoming and support conditions for students and doctoral candidates in the research units.
- C13. The institution provides teaching in scientific integrity and ethics, particularly for doctoral students.

Documentation policy

C14. The documentation policy is integrated into the institution's research-based learning and courses on research methods policy, particularly in terms of acquiring and accessing resources and contributing to the programme content with which the staff of the documentation services are associated.

C15. The configuration of physical and digital spaces in libraries and their accessibility meet the needs of the public and are improved, where appropriate, through partnerships.

Policy of professionalisation of programmes

C16. The institution takes into account the socio-economic needs of the territory in defining its teaching offer and consequently provides for the participation of socio-economic actors in its construction and teaching activities.

C17. The institution structures its policy of preparation for professional integration and entrepreneurship throughout the course of study.

C18. The institution defines its continuing education policy in line with its positioning and translates it into its teaching offer.

Standard 14. The institution develops a set of institutional mechanisms to ensure the pedagogical quality of its teaching offer.

Pedagogical organisation of programmes

C1. The institution establishes a framework for the definition of teaching programmes that promotes pedagogical alignment (coherence between the learning objectives, the teaching methods used and the methods of student evaluation). It bases its approach on a programme approach and a competency-based approach and monitors the progress of its implementation.

C2. Where appropriate, the institution shall put in place arrangements for the valorisation of skills/experience acquired on or off the course.

Development and diversification of teaching practices

C3. The institution builds its support systems for the development of teaching methods and their diversification with a view to student success.

C4. The institution diversifies its teaching methods. It defines a policy of partial or total distance learning and provides itself with the infrastructures and digital tools for dissemination and teaching adapted to this.

C5. The institution develops various types of teaching spaces in line with the objectives and teaching methods of the courses.

Opening up and adapting the teaching offer to the international scene

C6. The institution sets out the ways in which foreign languages and foreign language teaching are taught in the curriculum, as well as the ways in which foreign qualifications are awarded and how they are linked to the curriculum.

C7. The institution is developing educational measures to prepare students for incoming and outgoing mobility.

Opening up and adapting the teaching offer to continuing education audiences

C8. The institution facilitates access to the accredited teaching offer for continuing education students by setting up appropriate welcoming, supervision and teaching engineering procedures.

C9. The institution develops engineering adapted to the specific teaching offer for lifelong learning audiences.

Standard 15. The institution analyses the attractiveness, performance and relevance of its educational offer and promotes student success from orientation to professional integration.

Attractiveness of programmes

C1. The information and guidance systems and those for communicating about the range of courses on offer, set up by the institution, help to improve the knowledge and attractiveness of courses, as well as the quality of guidance for different types of public.

C2. The institution measures the attractiveness of its teaching offer by monitoring and analysing the evolution of applications and enrolments from different types of public.

Programmes performance

C3. The institution monitors the evolution of success rates and analyses the impact on them of the support, success assistance and cursus adjustment measures.

Relevance of programmes

C4. The institution analyses the quality of professional integration and, where appropriate, the nature of further studies in the light of the teaching objectives and the reality of the labour market.

Standard 16. The institution monitors the development of its programme offering and ensures that it is sustainable, by relying on a human resources policy consistent with its teaching policy and by implementing a continuous improvement approach.

Resource, support and incentive policy

C1. The human resources policy takes into account the needs of the programmes, including those in tension. It contributes, through its recruitment criteria, promotion and recognition of teaching activities, to the enhancement and improvement of the quality of its teaching activities.

C2. The institution's policy on support and training for the faculty (professors, assistant professors, researchers, adjents) includes a section on the teaching profession and support for teaching projects.

Mechanisms for management and continuous improvement of the teaching offering

C3. The institution defines a framework and a process for internal evaluation and provides itself with management tools to enable it to develop its teaching offering in a continuous improvement process.

C4. The institution organises, in conjunction with the components or teaching teams, the evaluation of programmes and teaching by students and ensures that the results of these evaluations are taken into account in the development of programmes.

Monitoring the cost of programmes in relation to their objectives and results

C5. The institution sets up indicators and tools to measure the cost of teaching, to monitor and control the sustainability of the teaching offer.

C6. The allocation of competences and the degrees of subsidiarity implemented in the field of teaching management contribute to the coherent, efficient and sustainable operation of teaching.

Standard 17. The institution supports the development of student and campus life, student engagement in governance, and promotes student well-being.

Student and campus life policy

- C1. The student life development policy in terms of living and studying conditions, social assistance and campus animation contributes to the improvement of student success.
- C2. The student life development policy is based on the effective participation of student associations which are supported by the institution.
- C3. The institution is developing a quality welcoming policy for international visitors in particular, which contributes to its attractiveness.
- C4. The institution promotes student participation in the governance and democratic life of the institution, where appropriate through student elections to the various bodies.
- C5. The institution recognises, encourages and values student involvement in a variety of missions.
- C6. The institution's student and campus life policy incorporates issues of parity, inclusion, reduction of discrimination and sexual and gender-based violence.

Resource policy

- C7. The institution structures and manages its service offer to students and staff internally and with its partners.
- C8. The processes for allocating financial, material and human resources to student and staff services reflect the institution's commitment to developing the quality of student and campus life.

APPENDICES

Concordance table between Hcéres and European Standards and Guidelines (ESG)

The evaluation framework for foreign higher education institutions is being overhauled to bring it into line with the Hcéres' new integrated evaluation framework. The latter links the evaluation of the institution's strategic and operational management with the evaluation of its activities, taking into account in particular the results obtained by the teaching and research entities that make it up. This recast focuses on a synthetic and readable formulation of the evaluation standard framework in 17 standards. However, institutions have the possibility of modulating this single standard framework according to their specificities, by not retaining certain evaluation criteria or by suggesting particular focuses on other criteria, these adaptations making it possible to build both internal quality assurance processes (self-evaluation) and external quality assurance processes (peer evaluation). The standard framework itself is structured on three levels: the Fields of evaluation, of which there are three (strategic and operational management; research, innovation and inclusion of science in society policy; teaching, student life and campus life policy); the summary statement of the standard, which expresses general expectations; the criteria, grouped into coherent thematic sets, which specify each standard by defining the subjects that will be analysed to verify the institution's level of response to the expectations expressed by the standard to which they are associated. The link between the summary statement of the standard and the criteria that specify it is based on the structure of the ESG, which also specifies the contents of quality assurance at these two levels.

| ESG PART 1 | Hcéres standard numbers linked | Further analysis (The standard to the criteria of the standards - C1, C2, C3, etc. - refers to the details of the expectations of the cited standards. - refers to the detailed expectations of the cited standards) |
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| 1.1 - Quality assurance policy | 5, 16 | <p>In standard 5, the institution is asked to describe how it is engaged in a process of continuous improvement of its activities and to what extent it has set up a coherent organisation of its self-evaluation process involving staff and students (C1). The institution is also invited to specify the continuous improvement tools it uses, in connection with prospective analysis, internal evaluation and external evaluation practices (C2). Finally, the institution must demonstrate that it has followed up the recommendations of the previous evaluation by explaining how they were taken into account (C3).</p> <p>In standard 16, the institution is invited to present the mechanisms for steering and continuous improvement of its educational offer (C3). In particular, it specifies how it organises, in conjunction with the components or teaching teams, the evaluation of courses and teaching by students and how it ensures that the results of these evaluations are taken into account in the development of courses (C4).</p> |
| 1.2 - Preparation and approval of programmes | 13, 14, 16 | <p>In standard 13, the institution is asked to explain its ambitions, orientations and thematic priorities in the field of education, in line with its identity, which structure its educational offer (C1). It is invited to highlight the overall coherence of the educational offer, emphasising the articulation between the educational cycles (C2).</p> <p>In standard 14, the institution is also invited to specify the pedagogical organisation of its programmes, in particular the framework for defining programmes, and to demonstrate progress in its implementation (C1)</p> <p>In standard 16, the institution is invited to specify how its internal evaluation process and the steering tools put in place enable it to develop the teaching offer (C3).</p> |
| 1.3 - Student-centred learning, teaching and assessment | 13, 14 | <p>In standard 13, the institution is invited to provide evidence of the tools that promote the individual approach of each student. In particular, it specifies the coherence of the programmes offered to students (C2), their interdisciplinary and multidisciplinary nature (C4), and highlights how student-centred learning is supported by an internationalisation policy (C6, C7), a documentation policy (C14, C15) and a policy on professionalisation</p> |

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| | | <p>(C16 to C18) that are adapted. Particular attention is also paid to the policy of research-based learning and courses on research methods (C8 to C13), inviting the institution to demonstrate the measures implemented for doctoral students.</p> <p>In standard 14, the institution must demonstrate the effectiveness of the pedagogical organisation of its courses (C1), the development and diversification of pedagogical practices (C3 to C5) and the adaptation of its teaching offer to the continuing and work-link learning public, through the implementation of appropriate methods (C8 and C9)</p> |
| 1.4 - Admission, progression, recognition and certification | 14, 15 | <p>In standard 14, the institution specifies how it relies on a programme approach and a competency-based approach, the progress of which it monitors (C1). The institution should demonstrate the arrangements for the valorisation of competences acquired within or outside the curriculum (C2). The institution should also specify the procedures for the award of foreign qualifications and their linkage with the curriculum (C6).</p> <p>In standard 15, the institution demonstrates the admission arrangements (C1) and their monitoring (C2), the monitoring of students' progress and success (C3) and their integration (C4). The institution is also invited to specify the arrangements for the award of foreign qualifications and their articulation with the curriculum (C6)</p> <p>The RAE will also address the reception arrangements for specific groups.</p> |
| 1.5 - Teaching staff | 7, 16 | <p>Through standard 7, the institution is invited to explain and analyse its multi-annual human resources management policy devoted to teaching by self-evaluating, on the one hand, the recruitment, employment and promotion mechanisms (C1, C2 and C5) and, on the other hand, the support and teaching mechanisms for the faculty (professors, researchers, assistant professors, adjents)(C6 and C7), thus demonstrating the performance of the forward-looking management of jobs, staff and skills of its teaching and teaching-research staff (C4)</p> <p>Through standard 16, the institution is invited to demonstrate that its teaching offer is supported by an appropriate human resources policy. In particular, the RAE must show that the human resources policy takes into account the needs of the programmes and that it contributes, through its criteria for recruitment, promotion and recognition of teaching activities, to the enhancement and improvement of the quality of its teaching activities (C1). The institution also specifies its policy on support and training for the faculty (professors, researchers, assistant professors, adjents)(C2).</p> |
| 1.6 - Learning resources and student support | 6, 13, 14, 15, 16, 17 | <p>Standard 6 deals with the institution's financial resources through the economic model that underpins the institution's activity (C1) and the strategic management dialogue that enables it to allocate these resources to the educational components (C5).</p> <p>Standard 13 specifies certain resources likely to be dedicated to learning, including documentary resources (C14 and C15). It also addresses the issue of specific support for doctoral students (C12) and students towards professional integration and entrepreneurship (C20)</p> <p>Standard 14 deals with the issue of educational resources for quality teaching, and in particular with educational innovation mechanisms (C3 to C5) and those focused on continuing education and work-linked programmes (C8, C9)</p> <p>Standard 15 deals with student support for success, including guidance and induction arrangements (C1) and programme support arrangements (C3)</p> <p>Standard 16 essentially addresses the issue of human resources (HR) devoted to teaching through an HR policy adapted to teaching issues (C1, C2). It also deals with the sustainability of teaching through cost control (C5). Standard 17 addresses the issue of resources devoted to student life, particularly in terms of the quality of student services (C1, C7, C8), the specific reception of international students (C3) and the encouragement of student involvement in all its forms (C2, C4, C5).</p> |

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| 1.7 - Information management | 2, 3, 4, 5, 6, 7, 8, 15, 16 | Information management is specified by the standards at three levels: 1) the integrated information system that the institution must put in place to meet its steering needs (Ref 4, C7), with a view to monitoring its activity by means of appropriate dashboards and indicators (Ref 2, C4) and with a view to the continuous improvement of its activity (Ref 5, C2); 2) The management of information relating to the institution's support functions such as financial monitoring (Ref 6, C2 and C4), forward-looking management of jobs and skills (Ref 7, C4), property management (Ref 8, C1 and C2); 3) Monitoring information relating to learners: 3) monitoring of information relating to learners: measurement of success, professional integration and the effectiveness of associated systems (Ref 15, C3 and 4), attractiveness of the teaching offer (Ref 15, C2), monitoring of teaching costs (Ref 16, C5). |
| 1.8 - Information for the public | 4, 11, 15 | Public information is deployed in four ways: 1) the institution's external communication (Ref 4, C5); 2) internal communication dedicated to the efficient information of staff and students (Ref 4, C6) 3) communication aimed at improving the public's knowledge of the teaching offer (Ref 15, C1) and its performance in terms of student success and professional integration (Ref 15, C3 and C4); 4) cultural and scientific mediation (Ref 11, C9) and participatory sciences (Ref 11, C8) associated with the institution's research activities. |
| 1.9 - Ongoing monitoring and periodic evaluation of programmes | 13, 14, 15, 16 | This monitoring and evaluation takes place in four ways: 1) the formalisation of continuous improvement mechanisms by internal evaluation of the teaching offer (Ref16, C3) and evaluation of the teaching by the students (Ref16, C4); 2) the measurement of the effectiveness of the material and immaterial teaching resources mobilised (Ref14, C3 and C4) as well as of the support mechanisms for success and integration (Ref15 C3 and C4); 3) taking into account the socio-economic needs of teaching (Ref13, C16) and the challenges of sustainable development in teaching (Ref13, C5); 4) linking programmes to research (Ref 13, C8 and C11). |
| 1.10 - Periodic external quality assurance process | 4, 5, 9, 11 | The institution's external quality assurance process has the following characteristics in particular: 1) the comprehensive, transparent and rigorous nature of the internal quality policy is taken into account in this process (Ref 5, C1); 2) it is part of a logic of continuous improvement (Ref 5, C2) integrating the follow-up of the recommendations of previous external evaluations of the institution (Ref 5, C3) |