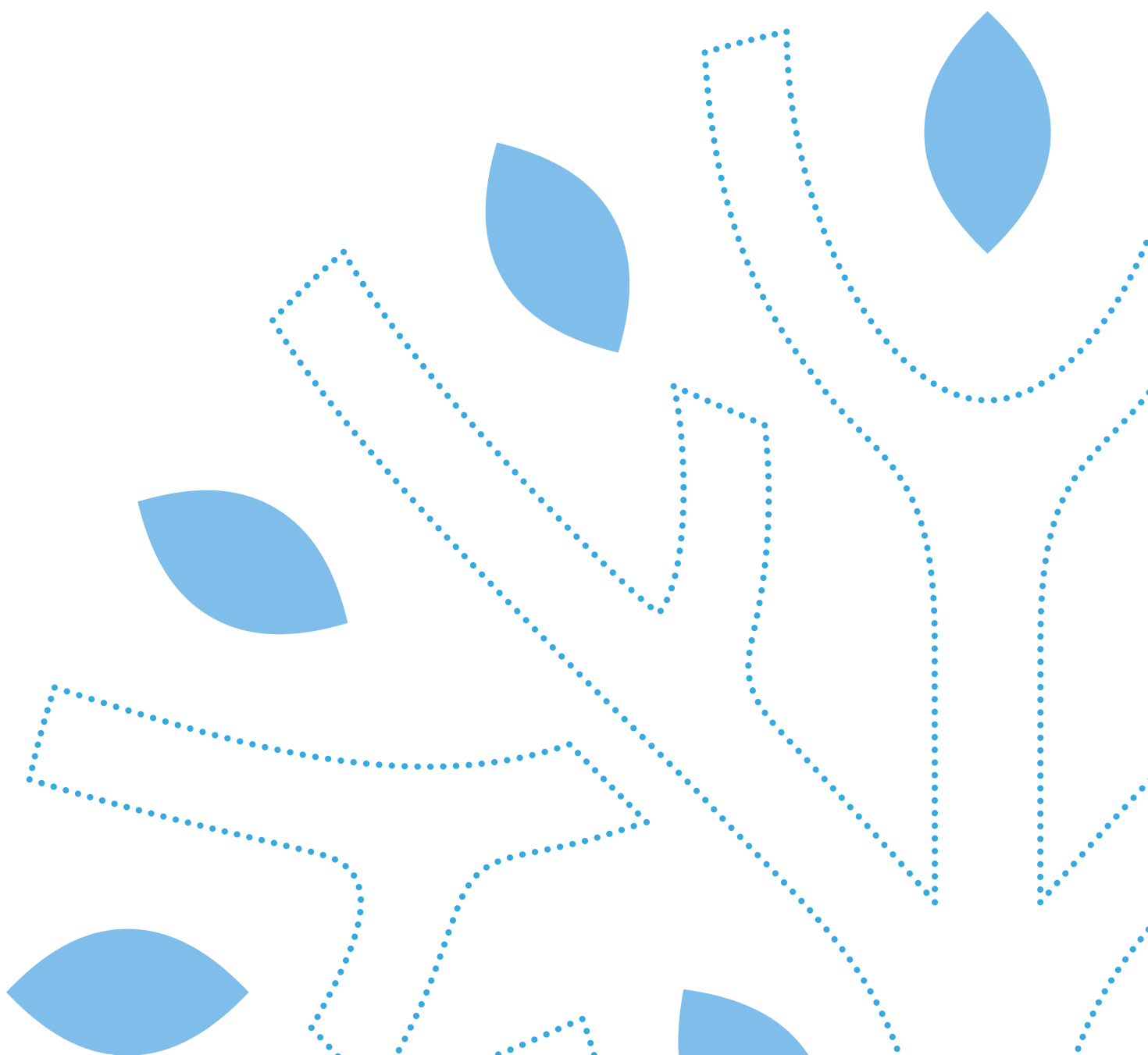


Evaluation guide



Higher education institutions

January 2026



• The High Council for the Evaluation of Research
• and Higher Education (Hcéres) is an independent
• public authority responsible for evaluating
• higher education and research institutions,
• national research organisations, research units,
• and study programmes. Active in France and
• internationally, Hcéres carries out peer reviews
• to guarantee their relevance and integrity in the
• interests of the academic community and society
• as a whole. Its reports are public and published
• on its website. Hcéres is organised into eight
• departments: five responsible for evaluations
• in France; one responsible for international
• evaluations; and the Science and Technology
• Observatory, and the French Office for Research
• Integrity.

Foreword

This guide is intended for all those involved in the evaluation of a higher education institution: governance, academic and administrative staff, supervisory authorities, expert panel appointed by Hcéres, etc. Its purpose is to facilitate the preparation, organisation and implementation of the evaluation.

The guide begins by presenting the general framework for the evaluation: objectives and principles, dimensions evaluated and procedure. It then offers recommendations for conducting the self-evaluation, before detailing the work of the expert panel. The guide thus provides each stakeholder with a comprehensive and shared overview of the process.

Questions designed to guide the institution's self-evaluation process are provided for reference in the annex.

The choice of evaluation methodology presented in this guide is based on extensive feedback, a comparative analysis of international best practices, and consultations with stakeholders of the evaluation process. These methodologies were approved by the Hcéres Board on 29 January 2026.

This guide is deliberately flexible. It is designed to adapt to the diversity of disciplines, institutional contexts and institution sizes. Each institution is invited to adapt its content in order to derive the maximum benefit and provide the information relevant to its evaluation, while ensuring that the **workload** for its staff is **kept to a minimum**.

Overall framework

Objectives and principles

The evaluation of institutions has three objectives:

- **creating a framework conducive to collective reflection:** the evaluation provides a unique opportunity to analyse the institution's performance and activities collectively over the evaluation period and to reflect on its future development. It is also an opportunity to highlight collective successes, promote best practices, identify potential weaknesses and consolidate the institution's momentum;
- **supporting continuous improvement:** the expert panel makes recommendations to help the institution improve the quality of its strategic and operational management. **Evaluation is part of a constructive approach:** it helps **institutions** strengthen their strategic capacities and monitor the effects of their policies more effectively in their various areas of competence;
- **fostering strategic dialogue:** through their diagnoses and recommendations, evaluations contribute to the contractual dialogue between institutions and the state. They can also inform institutional exchanges between institutions and local authorities.

1. The charter specifies, in particular, the possible avenues of appeal and the procedures for resolving disputes in the context of evaluations carried out by Hcéres (these procedures are defined by Decision No. 2025-43, available at www.hceres.fr).

2. https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf.

The evaluation is based on **peer dialogue** and fundamental principles: independence, objectivity, transparency, open debate and equal treatment. It is conducted in accordance with the requirements of research integrity.

The evaluation procedure is based on the [Charte de l'évaluation](#) adopted by the Hcéres Board in september 2024¹ and complies with the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG)². Evaluation report are made public, subject to confidentiality requirements protected by law.

Evaluation process and scope

The institution begins with an analysis of its positioning and strategy and then covers seven complementary dimensions³:

- partnership policy;
- international policy;
- organisation and governance;
- management;
- student life strategy;
- the strategy for research, innovation and dissemination of science with and for society;
- the education strategy.

The evaluation is carried out by a panel of independent experts in accordance with Hcéres' ethical and methodological rules. The panel includes several academic experts, one student expert and one expert in the administrative field (see the 'Evaluation Expectations' section of this guide).

The evaluation is based on an analysis of the institution's self-evaluation and a series of interviews conducted during the expert panel's site visit. The process involves the following steps:

- month 1 - **Strategic dialogue**: The institution's strategy is the starting point for the evaluation. Hcéres prepares for the evaluation by engaging in strategic dialogue with the institution to identify its key issues. This dialogue continues throughout the self-evaluation process in the form of operational meetings aimed at supporting the institution and tailoring the evaluation to its needs;
- month 6 - **Submission of the self-evaluation**: the institution submits a summary document presenting its analysis of its performance during the evaluation period, together with a few strategic perspectives;

³ The order in which they are presented has no hierarchical significance. It begins with the resources mobilised by the institution at various levels, such as local, national and international partnerships, organisation, governance and management, in order to develop its strategy. It then moves on to the implementation of this strategy through a series of missions, including student life, research, innovation, the dissemination of science with and for society, and education. However, the institution may adopt a different order of presentation if it considers this to be more relevant.

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- months 8-9 – **Site visit: The expert panel meets with the institution’s staff, students and partners to examine the self-evaluation in more detail;**
 - month 12 - **Finalisation of the evaluation report:** following the visit, the panel produces a **report** accompanied by a series of **recommendations**;
 - After a discussion with the institution, the report is **made public**.

Throughout the evaluation process, the expert panel is supported by a team of academic and administrative staff from Hcéres. This team ensures that the evaluation complies with its principles and methodology from start to finish.

The institutional evaluation is conducted in parallel with evaluations of the institution’s educational management and its research units. The visits are coordinated.

Three years after the evaluation (on average), the institution sends Hcéres a summary document outlining how the main recommendations have been implemented. This follow-up document is analysed by Hcéres and discussed with the institution before being finalised.

Expectations for self-evaluation

Self-evaluation is an important milestone for any institution. It provides an opportunity to take a step back, share observations, and reflect collectively on priorities for the coming years. Although this exercise is not intended to excessively increase the workload of the institution's staff, the involvement of internal stakeholders is essential, as is the formalisation and transparency of the chosen self-evaluation procedure.

Each institution can organise the self-evaluation process as it sees fit. In all cases, it is important that the evaluation is honest, highlighting positive points and relevant actions implemented. It should also include an element of self-criticism, identifying the difficulties encountered by the institution and areas for improvement.

The self-evaluation process typically involves four stages:

- **organising the self-evaluation:** this step involves defining how the self-evaluation process will be conducted. Who will lead the process? How will the institution's diverse communities be mobilised, for example through working groups? What information will be required?
- **explore, analyse, understand:** this step forms the core of the work. It can involve working groups, individual interviews, surveys, data processing or calls for contributions. This step enables information to be gathered and reflection to be initiated. Regarding quantitative information, the self-evaluation process must identify data that is useful for conducting this critical analysis.
- **drafting and validating the report:** the final document brings together the collective findings, reflections and proposals. Validation by the board or central management committees ensures that the process has been shared, the conclusions have been reached collectively, and the proposed guidelines are consistent with the institutions' projects.
- **share the self-evaluation internally:** Self-evaluation is particularly useful when it is shared and discussed. Encouraging ownership of the work in this way facilitates the implementation of the new strategic project.

Editorial advice

The self-evaluation should take the form of a structured argument of no more than **50 pages** in length (excluding appendices and, where applicable, the institution's faculty/college fact sheets).

As the evaluation is intended to be **contextualised**, it is important for the institution to explain its specific characteristics and the context in which it carries out its activities.

A **list of questions** is provided in the appendix for each dimension to facilitate the institution's work. These questions are intended to guide the reflection process. They are not intended to be answered individually and do not constitute a detailed, mandatory outline; they merely serve as concrete illustrations to help the institution develop its argument.

Organisation of the self-evaluation report

The institution should provide an overview of the self-evaluation process implemented within the institution, including the method, stages, participants and report preparation. It should also reflect on the scope and limitations of the work accomplished. It may also provide any additional information that it deems useful for a proper understanding of its activities, and mention any difficulties that may have arisen since the last evaluation.

To facilitate **contextualised reading** of its self-evaluation, the institution opens the report with an analysis of its **positioning¹** and **strategy during the evaluated period²**.

The institution may use the following questions as a basis:

- What are its distinctive characteristics? What history and regional features have shaped them? What values does the institution uphold?
- Which of the institution's choices make it stand out the most?
- How does it compare to others in France or internationally? What steps need to be taken to fully achieve the target model it has set for itself?
- How has the institution's project enabled it to consolidate its position, role, and ambition during the evaluation period? What obstacles hindered the implementation of its strategy?
- What decision-making dashboard enables it to effectively monitor the implementation of its strategy?
- How does the institution integrate social and environmental responsibility missions and what strategy has it adopted in this area?

1. The institution's positioning reflects its place in its local, national and international environment, the role it plays there and its overall ambition. This positioning is shaped by the institution's history, ambition and identity. It also refers to the institution's long-term future.

2. The strategy translates the positioning into broad, general guidelines and operational objectives that the institution has set itself for the evaluation period. It refers to a short timeframe in the institution's life (typically the length of the contract). It is broken down into different activity areas. Consequently, there are strategic objectives for all the dimensions covered in the evaluation. These objectives stem from the strategy and clarify how the institution exercises its responsibilities within the framework of its autonomy.



The main text addresses seven dimensions in the order chosen by the institution. For each dimension, the analysis is structured around five cross-cutting questions:

- How has the institution taken previous recommendations into account?
- What were its strategic objectives?
- What resources were mobilised to achieve these objectives?
- How were internal and external stakeholders involved?
- What were the most notable results? How does the institution measure its efficiency? What were the most significant weaknesses in the implementation of the strategy, and what measures could be taken to address them?

Finally, the institution has carte blanche to present **one of its most significant achievements** and to analyse what also constitutes its **greatest challenge** for the period ahead.

Dimension 1



Partnership policy

The institution is invited to present and analyse its partnership policy over the evaluation period (including collaborations with higher education institutions, as well as stakeholders from academia, business, the public sector, local authorities, associations, and cultural organisations), and how this policy aligns with the institution's positioning and strategy.

This dimension enables the institution to showcase its contributions to the regional higher education policy, its integrated strategy with research organisations, its shared objectives with the university hospital, its integration into the local socio-economic environment, and its role in local and regional higher education, research, and innovation in collaboration with local authorities.

Dimension 2



International policy

By carrying out its missions, particularly in the areas of research and education, the institution is forging its own path towards internationalisation. This is reflected in:

- tangible results that can be evaluated in various ways, in line with the main objectives of its institutional strategy, such as the international influence of research and innovation activities;
- membership of structured mobility networks for the benefit of its students and staff;
- the international attractiveness of its study programmes and job opportunities.

Dimension 3



Organisation and governance

The internal organisation, allocation of responsibilities, degrees of subsidiarity and decision-making procedures that enable the institution to fulfil its mission and implement its strategy are an essential dimension of the evaluation. This can be analysed by showing how the institution's governance and organisation, including its faculty, colleges, departments and services, are adapted to its strategic objectives and are clear and effective. This dimension may also include the institution's internal and external communication methods, which support its strategy by promoting its identity to partners and the public, increasing its visibility in higher education and research, and developing a sense of belonging among students and staff.

Dimension 4



Management

This dimension concerns the mechanisms and tools used by the institution to implement its strategic objectives. It includes change management mechanisms and tools for monitoring activities and results, in particular information systems and instruments that facilitate management, such as multi-year planning tools for human resources, finance and property management.

The analysis may therefore consider the effectiveness of these mechanisms and the quality of these management tools. It may examine their suitability for the institution's positioning and strategy. This analysis may highlight the effectiveness of the quality policy within the institution and its ability to structure an internal audit function.

Dimension 5



Student life strategy

This dimension focuses on student well-being and fulfilment, both of which are essential aspects of the university experience and academic success.

Analysing student life policy involves more than just listing actions; it also considers whether the policy meets the needs of the student community, involves them in democratic life, and integrates them into the institution's strategy and governance. It can also be used to evaluate the management and implementation of the policy by various services, in collaboration with the CROUS (Regional Centre for University and School Work) and local authorities.

Dimension 6



Strategy for research, innovation and dissemination of science with and for society

The missions of higher education institutions are centred on research activity, the transfer of its results to socio-economic actors likely to derive innovations from them for the benefit of society, and the desire to make science a shared common good for all citizens.

Improving activities in this area is therefore a key strategic objective. This involves defining scientific priorities and allocating the necessary financial and human resources, establishing relations with stakeholders (research organisations, businesses, European alliances, etc.), supporting university staff (including doctoral and postdoctoral students), ensuring compliance with the rules and values of research integrity, and adhering to the principles of professional conduct and ethics. It also encompasses the institution's capacity to analyse its results and implement strategic and operational adjustments as required.

Dimension 7



Education strategy

The transmission of knowledge derived from research, and the development or acquisition of scientific, cultural and professional skills more generally, are also among the core missions of higher education institutions.

The institution's strategy in this area aims to showcase its distinctive features to the academic community, the general public, and its partners in the socio-professional community and local authorities. This strategy is based on policy choices that differentiate the institution's position, role and ambitions. The analysis may focus on these choices, which relate to the structure of educational offerings, research support, internationalisation and professionalisation, among other things.

Documents attached to the self-evaluation

These documents are intended to support the analysis. They must be numbered and directly related to the elements discussed in the text.

Some documents are essential:

- the organisation chart of the institution;
- the financial accounts and budgetary orientation letters for the last five years and the budget for the current year;
- the social balance sheets for the last five years;
- the Contract of Objectives, Resources and Performance (COMP);
- the social balance sheets for the last five years;
- the last five annual institutional performance reports (Rapet);
- where applicable, other external evaluation reports (e.g. COS, SAB).

For experimental public institutions or large institutions, the self-evaluation report includes a document for each component institution [faculty/colleges]. This document includes:

- a one-page fact sheet describing the component institution and providing some key figures³;
- a maximum four-page document following up on the main recommendations of the previous Hcéres report;
- a document of no more than ten pages analysing the component institution in the form of a SWOT analysis, for example, covering:
 - the positioning and strategy of the component institution;
 - how it fits into the EPE's or larger institution's overall strategy, and how it contributes to joint action.

³ Number of students enrolled in bachelor's, master's and doctoral programmes; list of research entities; budget; human resources; assets; etc.

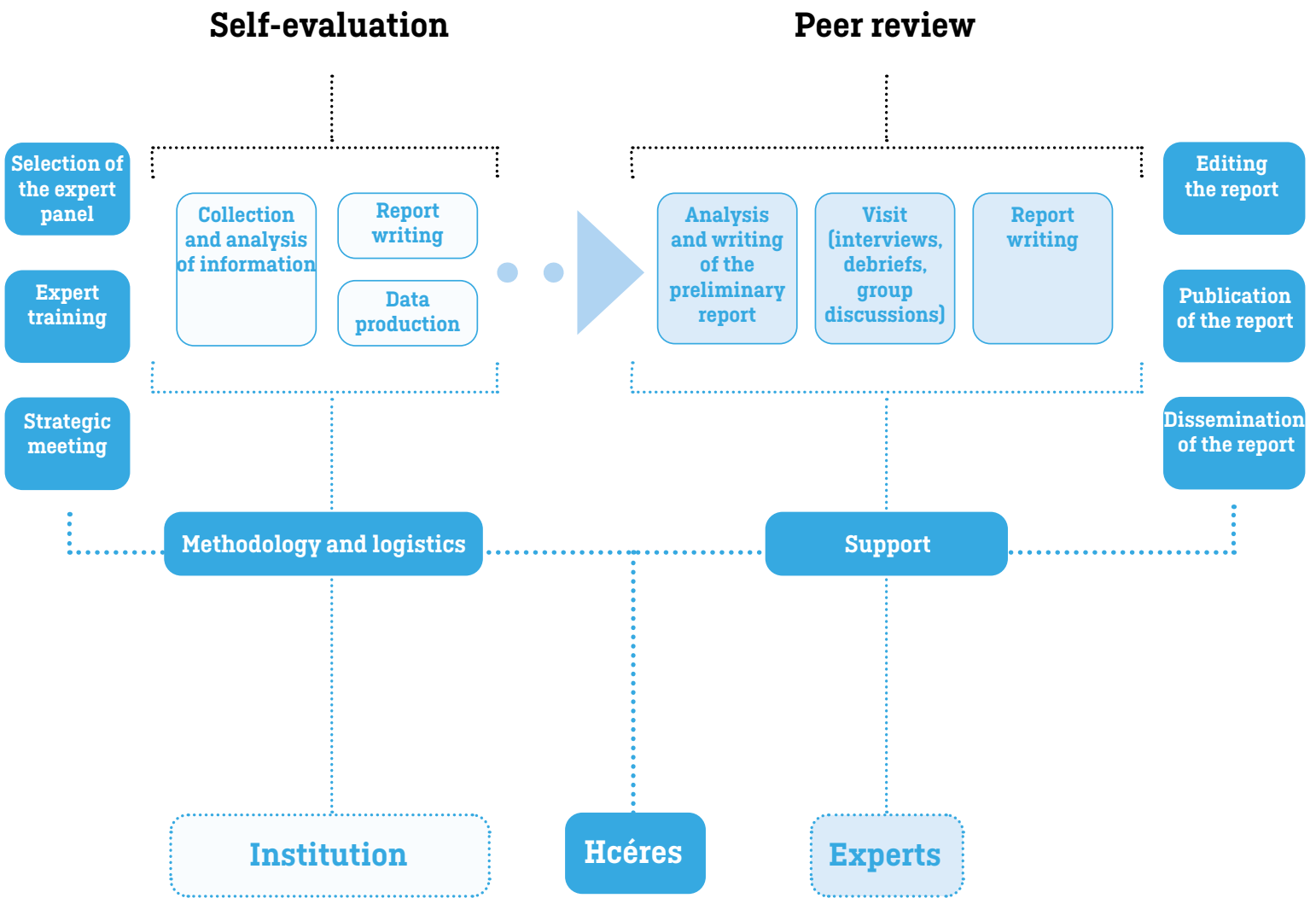
The institution may include any additional documents or indicators that it deems relevant in order to report on its successes and areas for improvement. However, it is important to ensure that these documents form a coherent whole that the experts can easily understand as a whole.

Additionally, throughout the evaluation process and up until the final report is sent to the institution, the expert panel may ask the institution to provide additional documents.

The evaluation process

It involves the participation of three categories of stakeholders:

- Institutions
- Hcéres
- Experts



Expectations for the evaluation

The evaluation conducted by the expert panel favours a qualitative approach: it evaluated the consistency between the institution's strategy, the resources it has implemented and the results it has achieved.

Composition of the expert panel

The expert panel includes experts with a variety of backgrounds, enabling them to understand the different aspects of an institution's strategy.

The chair and other experts on the panel are appointed by Hcéres¹ according to the following general principles:

- the selection of experts responsible for evaluations is guided by the principles of neutrality and impartiality, as well as an absence of conflicts of interest²;
- Hcéres selects its experts based on their proven experience and skills, ensuring that they are suited to the evaluation tasks entrusted to them. The organisation also ensures diversity of expertise and gender balance³;
- the presence of international experts, where possible, is an important aspect of peer review⁴ as it provides a complementary perspective on higher education and research in France;
- each panel includes a student or recent graduate expert;
- each panel includes an expert from the administrative sector of higher education and research;
- each panel includes an expert with proven experience and expertise in the socio-economic, associative or cultural sphere.

1. Conditions for the appointment of experts adopted by the Hcéres College on 16 February 2022.

2. Article L. 114-3-1 of the Research Code. code de la recherche.

3. Evaluation charter approved by the College on 18 September 2024.

4. When these experts are not French-speaking, English-speaking experts may be called upon if this meets the expectations of the institution being evaluated. The report is then written in English.

To identify experts, Hcéres draws on its pool of experts, which has been built up through a permanent call for applications on its website. The pool is also supplemented by directly soliciting experts when certain profiles or areas of expertise are not represented.

To prevent conflicts of interest, Hcéres asks each prospective expert to complete a declaration of interests. This declaration lists all activities carried out over the last six years that could constitute a conflict of interest, as well as any information that could call their impartiality or objectivity into question.

Once the expert panel has been selected, Hcéres invites the institution to report any potential conflicts of interest that it detects in the panel's composition.

Finally, the experts undertake to comply with Decree 2021-1537 of 29 November 2021, which defines the **advertising rules** applicable to the evaluations referred to in Article L. 114-2 of the Research Code, as well as the [*Hcéres Evaluation Charter*](#).

One of the members of the expert panel responsible for evaluating the institution is also the chair of the panel responsible for evaluating its programme offerings.

Role of the expert panel

The panel operates on a collegial basis. The role of the experts is defined as follows:

- analyse the self-evaluation document and the attached documents provided by the institution, and producing a preliminary report (an internal document for the panel);
- analyse existing public data on the institution;
- prepare for interviews during the visit;
- participate in all preparatory working meetings and the site visit;
- draft the evaluation report under the direction of the panel chair.

The chair of the panel also has the following responsibilities:

- coordinating and leading the panel's work;
- conducting the evaluation in accordance with the procedure defined by Hcéres;
- signing the evaluation report.

The Hcéres teams support the expert panel to ensure the evaluation runs smoothly. They do this by:

- assisting the panel chair in organising the panel's work;
- acting as an interface between the expert panel and the institution's management, and guaranteeing the quality of the evaluation process;
- assisting and advising the panel in understanding the academic, scientific and political context of the institution being evaluated and contributing to the panel with their knowledge of the higher education sector;

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- acting as a guarantor, through its advice, support and reviews, of the rigour of the analyses and the evidence on which they are based, the quality of the writing and compliance with Hcéres' methodological and ethical rules;
 - reviewing the report, suggest editorial improvements, and liaise with the panel chair to finalise it.

Interviews

Interviews with the panel are organised during an on-site visit to the institution. If necessary, a videoconference can be arranged for any expert or interviewee who is unable to attend in person. The interviews take place over several days, according to a schedule communicated in advance and established in consultation with the institution and the experts. The interviews are organised as direct exchanges with the panel and do not involve any formal presentations.

During these interviews, the panel will meet with the following stakeholders:

- the management and representatives of the institution's boards and panels (governance and social dialogue bodies);
- administrative support services;
- department heads (and, where applicable, heads of component institutions);
- key public and private partners;
- student representatives.

The purpose of the interviews is to enable the panel to deepen its analysis of the topics it has identified.

Evaluation report

The expert panel produces an evaluation report, which is made public.

This report includes a summary in the form of key messages, which include strategic recommendations. It also includes a presentation of the institution and an analysis organised according to the major issues identified by the panel. It is based on contributions from experts, the preliminary report they drew up, and input from interviews. The report is discussed and validated collectively. It is generally written in clear, intelligible French with a strong evaluative dimension and supported by concrete examples, figures, and other evidence.

Once validated, the provisional report is sent to the institution. This marks the start of the contradictory phase. During this phase, the institution can send Hcéres a list of factual errors for analysis by the expert panel. These errors may lead to changes being made to the provisional report. Once these corrections have been made, the final report is sent to the institution, which then sends Hcéres its more general comments. These comments are attached to the final report, which is signed by the chair of the expert panel and countersigned by the President of Hcéres. The report is then sent to the institution and published on the Hcéres website.

Examples of questions for self-evaluation

This guide provides a flexible framework. Each institution can select and adapt the questions according to its own context, arranging them in whatever order seems most appropriate. The institution may also add other elements of analysis if it wishes.

1. Partnership policy

- What criteria does the institution use to select and prioritise its **partnerships**, where applicable?
- What joint **projects** in education, research or dissemination of these activities do these partnerships enable? To what extent are they part of a regional higher education policy?
- How do **agreements** with private institutions fit in with its education and research strategy? How do these agreements relate to the regional higher education policy?
- In the case of institutions with a health sector, to what extent do the hospital-university agreement and the efficient operation of the Centre for Biomedical and Public Health Research demonstrate the existence of shared **strategic objectives** between the institution and the university hospital? How do the relevant departments within the institution participate in the **development and implementation of the strategic guidelines** defined with the university hospital?
- In what ways can partnerships strengthen links with **local authorities, cultural organisations and associations** in the regions, and facilitate interactions with **socio-economic stakeholders**?
- How can they increase the institution's **visibility** and **attractiveness**?

2. International policy

- What were the institution's main **internationalisation goals** during the evaluation period, and did it succeed in achieving them?
- What structural partnerships have they relied on? Is the institution involved in a **European alliance**, and if so, does this have a tangible impact on its activities? Does it participate in any large-scale international consortia or networks that could strengthen its influence in research, education, and the dissemination of these activities?
- Does the institution rely on certain **labels** that enable it to strengthen its international profile. For example, HRS4R, Bienvenue en France a,d international accreditations?
- In what ways does the institution support the development of **international skills** among its students and staff? Does it effectively prepare them for this development?
- Is its strategy based on lessons learned from analysing **international rankings** or other reference frameworks, such as DORA and CoARA?
- What **indicators** suggest notable **performance** in the institution's internationalisation policy, and what conclusions can be drawn from them?

3. L'organisation et la gouvernance

Organisation

- Is the institution's organisation¹ suited to its project and in line with its strategy?
- What **framework** exists for **subsidiarity** between the central and decentralised levels of the institution? Has the organisation² undergone a review, and if so, what was the purpose?

La gouvernance

- Do the **decision-making procedures** within the institution enable it to implement its strategy in an optimal manner³?
- What procedures are in place for involving the **institution's** various departments and **services**⁴?
- How does the institution ensure the **quality** of democratic **debate**, collegiality and social dialogue within its internal bodies?
- How are the **political** and **administrative** spheres linked?
- What role do **informal structures** play, such as strategic orientation meetings, management meetings, working groups and consultative bodies? – in the decision-making process and the implementation of actions?

Internal and external communication

- In what ways does the institution's **communication plan** enable it to promote its strategy and assert its identity?
- To what extent is essential information shared by the institution both internally and externally⁵?

1. Statutes, hierarchical and functional organisational charts, institution's research and education components, etc.

2. Consolidation or creation of institution's components, departments, new services, establishment of intermediate-level structures, etc.

3. Role of central councils and panels provided for in the statutes, etc.

4. Role of the panel of directors of components, management panels, management dialogues, existence of documented and monitored target contracts, etc.

5. Relevance and variety of materials, level of effective appropriation by the target audiences (impact measurement), etc.

4. Management

Quality assurance and internal audit function

- What concrete evidence is there to establish that the institution has a **comprehensive quality policy** covering all of its missions and functions and enabling the effective implementation of its strategy?
- To what extent does this comprehensive policy contribute to the **continuous improvement process** and what is its scope?
- What concrete evidence is there to establish that the institution has an **internal audit function** and **internal control capacity** to assess the effectiveness of its strategic and operational management?

Budget, finances

- For strategic and operational management purposes, how does it use **key indicators** and **ratios** to measure its financial health⁶?
- What constraints have influenced the institution's financial trajectory?
- What room for manoeuvre has the institution carved out to implement its strategy?
- Is the **sustainability of the educational offerings** taken into account in the institution's financial strategy and what place does it occupy in its economic model?

Human resources

- How does **human resources policy**⁷ serve as a lever for implementing the institution's strategy?
- How does the institution assess the impact of its **recruitment policy** in terms of attractiveness, staff-student ratio, inclusion and gender equality?
- What proportion of the institution's staff are **contract** employees and **temporary employees**? What training do they receive when they are recruited?

6. Budgetary and accounting results, self-financing capacity, cash flow, weight of expenditure by destination and revenue by origin, etc.

7. Redeployment and creation of positions, including junior professor chairs on the tenure track, forward-looking management of jobs, staffing and skills (Gpeec), management guidelines and the social report.

- How does it combat discrimination, harassment, sexual and gender-based violence?
- How does it assess the **social dimension** of its human resources policy⁸?

Assets

- How does the **property portfolio** constrain⁹ the implementation of the institution's strategy?
- What support functions, planning tools (real estate plan, energy planning, etc.) and operating indicators has the institution put in place to implement its real estate strategy?
- How does it measure the **environmental impact** of its real estate?

The information system

- How does the institution assess the efficiency of its **information system** and to what extent does it support its strategic projects?
- What **planning tools** (e.g. roadmaps) does the institution have at its disposal, and what improvements to its information system is it considering¹⁰?

8. Analysis of the work of social dialogue bodies, guidelines for managing remuneration and promotions, training plans, disability plan, occupational risk prevention, quality of life at work plan, etc.

9. Age, surface area and occupancy rate, number of sites, buildings, building accessibility rate, strategic real estate projects and financing arrangements, etc.

10. Infrastructure, software coverage, technical solutions, security, dashboards, use of artificial intelligence within an ethical framework, etc.

5. Student life strategy

Overall strategy, governance, partnerships

- Does the institution have a **roadmap** for student life? What are its milestones and how is it monitored?
- How is this policy supported within the governance structure?
- How are students involved in democratic life and what results have been achieved in this area?¹¹
- What is the **internal organisation** in place to manage student life initiatives; what human and financial resources are allocated to the support services responsible for this?
- What is the policy for using funds from the student and campus life contribution (CVEC)?
- What relations does the institution maintain with the CROUS (Regional Centre for University and School Works) and how do these benefit students?
- How does the institution involve **local authorities** in student life policy and what results has it achieved: provision of sports and cultural facilities, access to transport and housing, financial support, etc.?

Facilities and infrastructure

- What measures has the institution taken to provide students with workspaces¹² and social areas? Cultural spaces? Sports facilities?
- How has it structured its campuses to ensure equal student **well-being**?

¹¹. Voter turnout in elections, attendance rates of elected student representatives on councils, etc.

¹². Individual and co-working spaces, access to digital equipment, videoconferencing rooms, etc.

Development of a service offering

- How are **specific groups** – disabled students, foreign exchange students – welcomed?
- What conditions must students meet to access **preventive medicine**? Social services? Accommodation managed by the institution? Or catering facilities located on its campuses?
- What provisions are in place to supervise physical and sporting activities, including high-level sports? What support does it provide for artistic and cultural activities?
- How does it combat discrimination, harassment, sexual and gender-based violence?
- What measures are taken to address **issues of gender equality and inclusion**?
- What actions has it taken to ensure the same level of **services** across all its campuses?

Development of student life and campus activities

- How does the institution encourage **community life** and related activities?
- What are the terms and conditions for using the Solidarity and Development of Student Initiatives Fund (FSDIE)?
- How does the institution communicate about the implementation of **student projects** and the resources that can be allocated to them?

6. Strategy for research, innovation and dissemination of science with and for society

La recherche

- Which research **management levers**¹³ does the institution favour, and how is their impact on achieving strategic objectives measured?
- In what ways does the institution engage with organisations and academic partners as part of its **research strategy**? What concrete effects does this involvement have, according to the partners?
- What procedures are in place at the institution to ensure responsible research conduct, ethical compliance and a commitment to open science. How are the relevant stakeholders encouraged to adhere to these practices?
- To what extent does the institution have an explicit and operational policy on **research integrity** and **ethics** in its research activities, and how is this policy implemented and monitored?
- How does the institution assess its **strengths** and **weaknesses** in research (whether or not it uses a Strategic Orientation Board [SAB] or a Scientific Advisory Board [SAB]), and how does this assessment influence its strategy?

Innovation et valorisation

- What mechanisms does the institution use to identify **potential innovations arising from its research**, and what support does it provide for innovation?
- Does the institution encourage its staff to engage in **commercialisation activities** in either the public or private sectors, such as profit sharing and career advancement, etc.?
- What **partnerships**¹⁴ does the institution mobilise for its commercialisation activities? What are their results?
- What are the **benefits** of commercialisation, technology transfer and innovation activities¹⁵?

¹³. Definition of clusters, areas of focus, structuring themes, allocation of financial resources, allocation of human resources, internal calls for projects, support for seeking external funding, assistance with organising scientific events, provisions for early-career researchers, etc.

¹⁴. Collaborative research programmes, industrial chairs, joint laboratories, development of scientific platforms, internal and/or external commercialisation structures, etc.

¹⁵. Cifre grants, intellectual property (patents, trademarks, etc.), revenue from commercialisation (licences, R&D contracts, services, etc.), business creation, etc.

Science with and for society

- In what ways does the institution's **governance** model enable it to manage science-related activities with and through society?
- How does the institution support the **expertise** of its staff¹⁶?
- How does the institution support activities aimed at mediating and disseminating **research culture**¹⁷?

¹⁶. The support they can provide to recognised charitable foundations and associations, to public policies addressing societal challenges, socio-economic needs and sustainable development imperatives.

¹⁷. Dissemination of knowledge, promotion of scientific and technical professions, development of humanistic culture, etc. What are the various audiences targeted by these activities?

7. Education strategy

- How does the institution characterise its **education policy** and how does it fit into its overall strategy? In particular, how do the educational offerings reflect the **policy choices** made¹⁸?
- How are the major strategic choices in terms of education, particularly the types of qualifications offered and the structure of the courses, adapted to **the context** in which the institution **is located**, its characteristics and the profile of the students it welcomes?
- How does the institution's education strategy enable it to welcome a diverse range of students and how is it suited to meeting the challenges of lifelong learning?
- What role is there for **apprenticeship** programmes and continuing education?
- To what extent is the education strategy based on **distinctive thematic choices** made by the institution?
- What links are forged in practice with **research**?
- In what ways do the educational offerings meet **today's and tomorrow's economic and social needs**, and how do they determine the attractiveness of the institution?
- How does the education provision of an institution with a health sector take into account the **reform of health studies** and the inclusion of paramedical education in universities?
- How are the needs generated by the education strategy taken into account in the overall human resources policy¹⁹?
- In what ways do the institution's political and strategic choices affect its **capacity to welcome students**?
- Where applicable, how has the funding obtained under the Investment for the Future Programme (PIA) affected the development of the education strategy?
- How do education results and knowledge of student profiles contribute to **improving the education strategy**?

18. Interdisciplinarity, professionalisation, attractiveness, coordination between different cycles, bridges, teaching methods, etc.

19. Recruitment of academic staff, teaching support staff, etc.

Compliance with the European standards

Hcéres' guide for the evaluation of higher education institutions is compliant with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

ESG standards	Guide for the evaluation of higher education institutions ¹
1.1 – Policy for quality assurance	Dimension 4 (questions 1 and 2)
1.2 – Design and approval of programmes	Dimension 7 (questions 1, 2, 5, and 7)
1.3 – Student-centred learning, teaching and assessment	Dimension 7 (questions 2 and 4)
1.4 – Student admission, progression, recognition of certification	Dimension 7 (questions 3 and 10)
1.5 – Teaching staff	Dimension 4 (question 9) Dimension 7 (question 9)
1.6 – Learning resources and student support	Dimension 4
1.7 – Information management	Dimension 4 (question 1)
1.8 – Public Information	Dimension 3 (question 9)
1.9 – Ongoing monitoring and periodic review of programmes	Dimension 7 (question 6)
1.10 – Cyclical external quality assurance	Section 'Objective and principles'

¹ The questions mentioned are included in the annexes to the guide.

