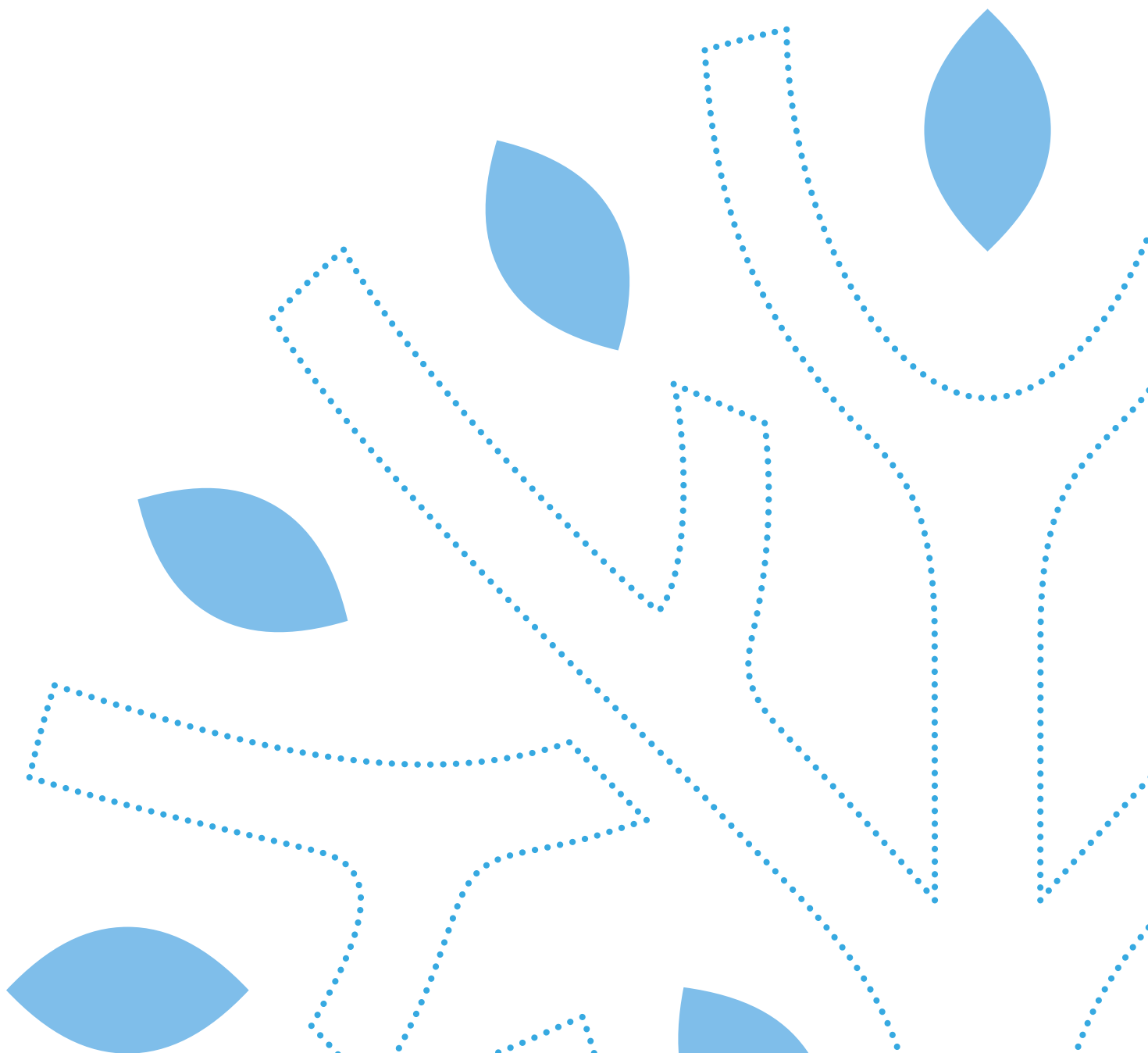


Evaluation guide



Study programmes

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 the stakeholders involved in the evaluation of study programmes: institutional governance, middle management (departments, institutions within the university, etc.), programme managers, students, including continuing education students, and the expert panel appointed by Hcéres. 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: it is neither necessary nor desirable to answer them systematically. The appendix also contains examples of indicators¹.

¹ The institution is encouraged to use the indicators it actually employs, even if these indicators do not appear 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.

The 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**.

Over framework

Objectives and principles

1. The educational offerings includes national diplomas, accredited diplomas, graded diplomas, diplomas from art and design schools, diplomas from national architecture schools, state health diplomas and institution diplomas.

2. The term «institution» is understood as a broad concept encompassing a community of universities and institutions, an experimental public institution, a large institution, a university, a school or an institute.

3. 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).

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

5. <https://op.europa.eu/en/publication-detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1>.

The evaluation of the study programmes¹ offered by institutions² purses three main objectives:

- **creating a framework conducive to reflective analysis:** the evaluation provides an ideal opportunity to collectively analyse the trajectory of the study programme and its management. 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 study programme management. The evaluation is part of a constructive process that helps to recognise successes, identify difficulties and define levers for action to support the institution's development;
- **fostering strategic dialogue:** the evaluation feeds into internal strategic dialogue and exchanges between the institution and its supervisory bodies, providing a shared framework for analysis and understanding.

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 [Evaluation Charter](#) adopted by the Hcéres Board in September 2024³ and complies with the [Standards and Guidelines for the Quality Assurance in the European Higher Area \(ESG\)](#)⁴ and the [ECTS User Guide \(2015\)](#)⁵. Evaluation reports are published in the Hcéres website.

Evaluation process and scope

The management of the educational offerings is evaluated in relation to the strategy and objectives set by the institution.

The evaluation focuses on three main dimensions:

- **management of study programmes: indicators, organisation and resources;**
- **internal quality assurance policy;**
- **students learning pathways and educational offerings.**

The evaluation is conducted by a **panel of independent experts**. It is based on the institution's self-evaluation and a series of interviews that take place during the expert panel's on-site visit.

Hcéres representatives accompany the expert panel to ensure that the evaluation runs smoothly. These representatives are not members of the expert panel.

Following the **visit**, the panel produces a **report** intended to assist the institution in making decisions about the management of its educational programmes and to provide it with a tool for strategic dialogue with the French state. This report is accompanied by a series of **recommendations**.

Expectations for self-evaluation

To report on its progress, the institution is invited to conduct an analysis of the strategy, resources, strengths and successes of its educational offerings, as well as its constraints and weaknesses, over a period of six years. The self-evaluation is based on factual elements and concrete examples, including course titles, which reflect each dimension of the evaluation. It is also based on indicators chosen by the institution. It specifies how the recommendations made during the previous Hcéres evaluation have been taken into account.

Organisation of the document

The institution submits its self-evaluation in a single document, in the format of its choice, presenting the management of the educational offerings for the three cycles. It is recommended that the institution does not exceed approximately 30 pages.

In order to contextualise its self-evaluation, the institution may write a one- to two-page preamble in which it presents the information it considers necessary for a proper evaluation of its activities and explains how it organised the self-evaluation phase. The preamble may also mention any particular difficulties or any other contextual elements relevant to the evaluation.

As an introduction to the document, the institution explains how its educational offerings reflects its educational strategy and, in particular, how the institution emphasises the strong link between education and research (research-oriented curricula and research-based teaching and learning). It adds a description of an achievement in the management of its educational offerings of which it is particularly proud, indicating the initial objectives, the difficulties encountered and the lessons learned. It also mentions a challenge for the coming period.

In conclusion, the institution answers the following three questions,

offering, if it wishes, an analysis of strengths, weaknesses, opportunities and threats:

- How does the institution measure the efficiency of the management of its educational offering and internal organisation¹?
- What are the internal and external strengths, constraints and obstacles that the institution has identified in relation to the management of its educational offerings and its development?
- To what extent has the management of the educational offerings enabled the institution to achieve its educational policy objectives?

¹ If the institution has an internal audit function, it may describe whether and how internal audit is involved in evaluating the management of the educational offerings.

For experimental public institutions or large institutions, the self-evaluation report also includes an appendix of approximately five pages for each college. Based on the follow-up to the main recommendations of the previous Hcéres evaluation of the educational offerings, the college presents an analysis of how it manages its educational strategy in light of the three dimensions of the evaluation and how it links it to the overall strategy of the experimental public institution or large institution.

Présentation of the three dimensions of evaluation

The document takes the form of a reasoned text, structured around the three dimensions of the evaluation defined below. This document closely combines a descriptive approach with a reflective analysis of the management of the educational offerings.

Dimension 1

Management of study programmes: indicators, organisation and resources

The aim is to assess the degree of acculturation to management, its practical organisation, and the diversity of resources that are mobilised and coordinated by and for management. The evaluation addresses all levels of the institution's structure.

The institution is invited to explain its approach to managing the educational offerings. Is it based on a culture of data-driven management, observation, or on other elements?

The institution describes and analyses the methods used to manage its educational offerings, enabling it to verify the adequacy of the resources deployed in relation to the objectives pursued, and to monitor and evaluate the results achieved in relation to the objectives set. In particular, it details:

- the indicators used to manage its educational offerings, describing and analysing the information and data it considers necessary and relevant for the effective management of its educational offerings;
- the organisation of the management of the educational offerings and its resources, describing how it is organised in line with its educational strategy. It specifies the resources and tools used for this management, its process and the various stakeholders involved (indicating their levels of responsibility). This description must show the trajectory of the institution and its management.

It also explains the extent to which this management depends on internal factors (the structure of the institution, educational choices, research policy, sustainability constraints, etc.), external factors (territory, academic partnerships including with private institutions, government policy, etc.), structuring projects (internal and/or national, such "new university courses", "skills and professions of the future", European universities alliances, etc.) and the consideration of societal challenges².

2. «Societal challenges» can be taken in a broad sense (non-exhaustive list): sustainable development and ecological transition, artificial intelligence and digital transition, critical thinking and scientific spirit, equality and inclusion (including in particular the fight against discrimination and gender-based and sexual violence, gender equality, health, mental health, etc.), civic and European values, etc.

Dimension 2



Internal quality assurance policy

The institution describes and analyses its internal quality assurance policy relating to its educational offerings, as well as the procedures by which it is developed with stakeholders (internal and external), published and implemented.

The aim is to assess, in particular, where the institution stands in relation to the internal continuous improvement process:

- how it involves its various stakeholders in the continuous improvement process;
- how it conducts the continuous improvement process and ensures that the results of this process are taken into account by stakeholders;
- how it communicates on these various dimensions, both internally and externally.

It also involves evaluating the quality of the processes enabling the institution to monitor the compliance of its educational offerings with regulatory texts and its own frameworks.

Dimension 3

Students learning pathways and educational offerings

This involves assessing how students learning pathways are taken into account in the management of the educational offerings, taking into account the diversity of profiles and needs.

The institution describes and analyses how it places students learning pathways in all its forms ^[3] at the heart of its educational offerings, in order to make students active participants and responsible for their own learning pathways, and how it manages this accordingly.

The institution also endeavours to show how it organises and structures all the support mechanisms it has put in place to take into account the diversity and needs of the students it welcomes into its programmes.

Finally, it specifies how informations⁴ sur les formations sont rendues publiques.

.....
3. Orientation and admission, success, students' personal projects, formal and informal learning, student engagement, internships and professional experience, microcredentials, further education and professional integration, etc.
.....

4. Admission procedures, selection criteria, intended learning outcomes, success rates, professional integration, training methods (apprenticeships, continuing education, distance learning, etc.), etc.



Editorial advice

The evaluation must be **contextualised**. The institution is therefore encouraged to explain its context and specific characteristics when presenting its educational offerings.

A **list of possible questions** is provided for each of the three dimensions (see annex).

The institution is not required to provide exhaustive answers to all the questions, but rather to prepare a comprehensive, well-argued and coherent self-evaluation that answers the questions it considers relevant. The evaluation guide provides a flexible framework: each institution should focus on the questions that are relevant to its context, arrange them in the order that it considers most coherent, and may, if necessary, add other elements of analysis.

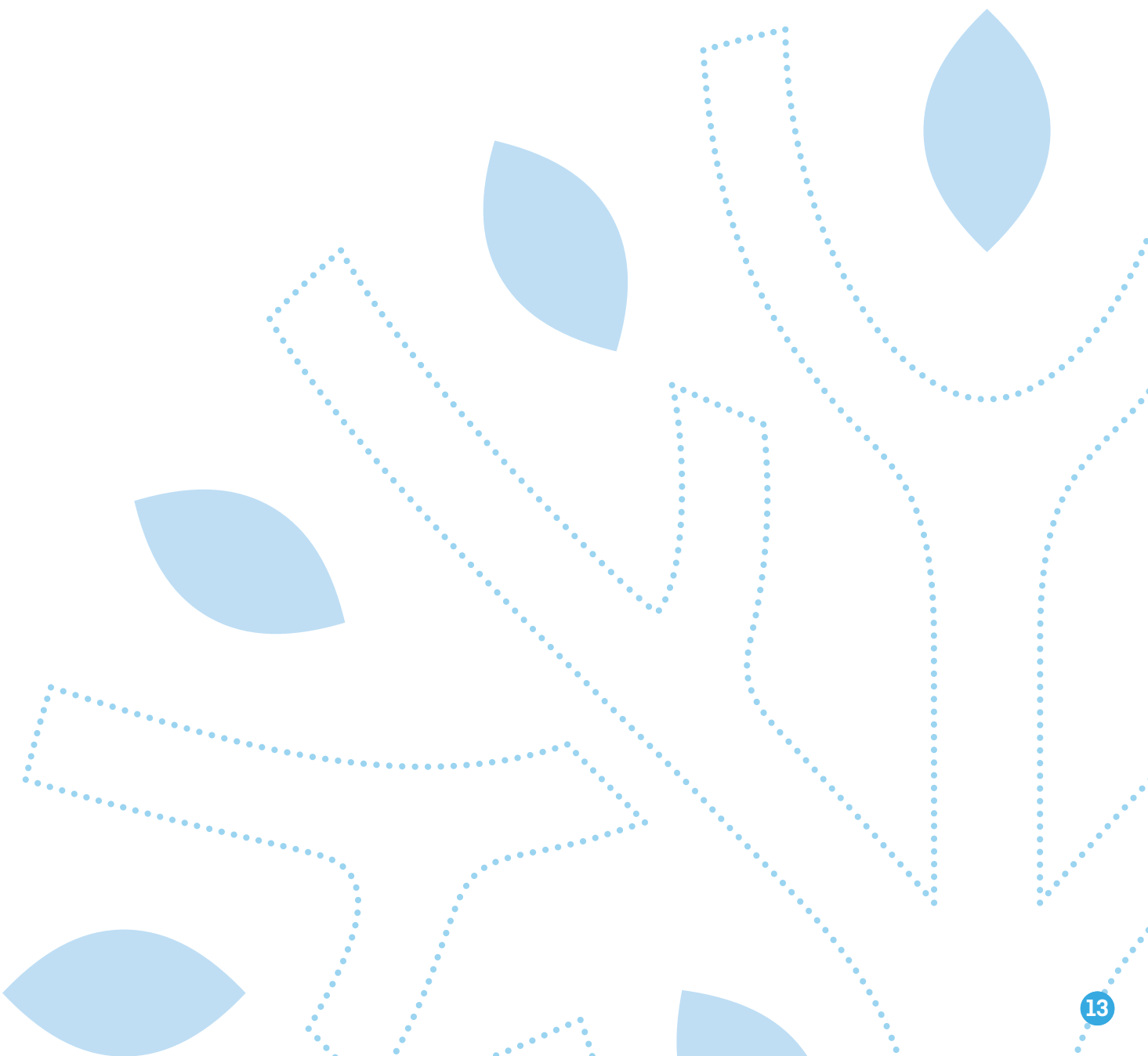
Documents to be submitted

In support of its self-evaluation, the institution shall provide, in the format of its choice:

- a file summarising the characteristics, pathways and possible bridges, objectives and potential revamping of the study programmes (maximum 2 pages per programme), excluding institutional diplomas;
- management dashboards including data (attractiveness, success, further study, professional integration, sustainability);
- a complete map of the educational offerings, including institutional diplomas;
- the regulatory documents for the educational offerings defined at the institution level: framework for curriculum, procedures for recognising student engagement, procedures for assessing knowledge and skills, definition of special study pathways, admission criteria, framework for continuous enhancement committee at the programme level;
- minutes or equivalent documents from the bodies responsible for education in the first and last years of the evaluation period;
- documents outlining the continuous improvement process implemented at the institution.

In addition, the institution may provide other documents that it wishes to bring to the attention of the panel, after consultation with Hcéres.

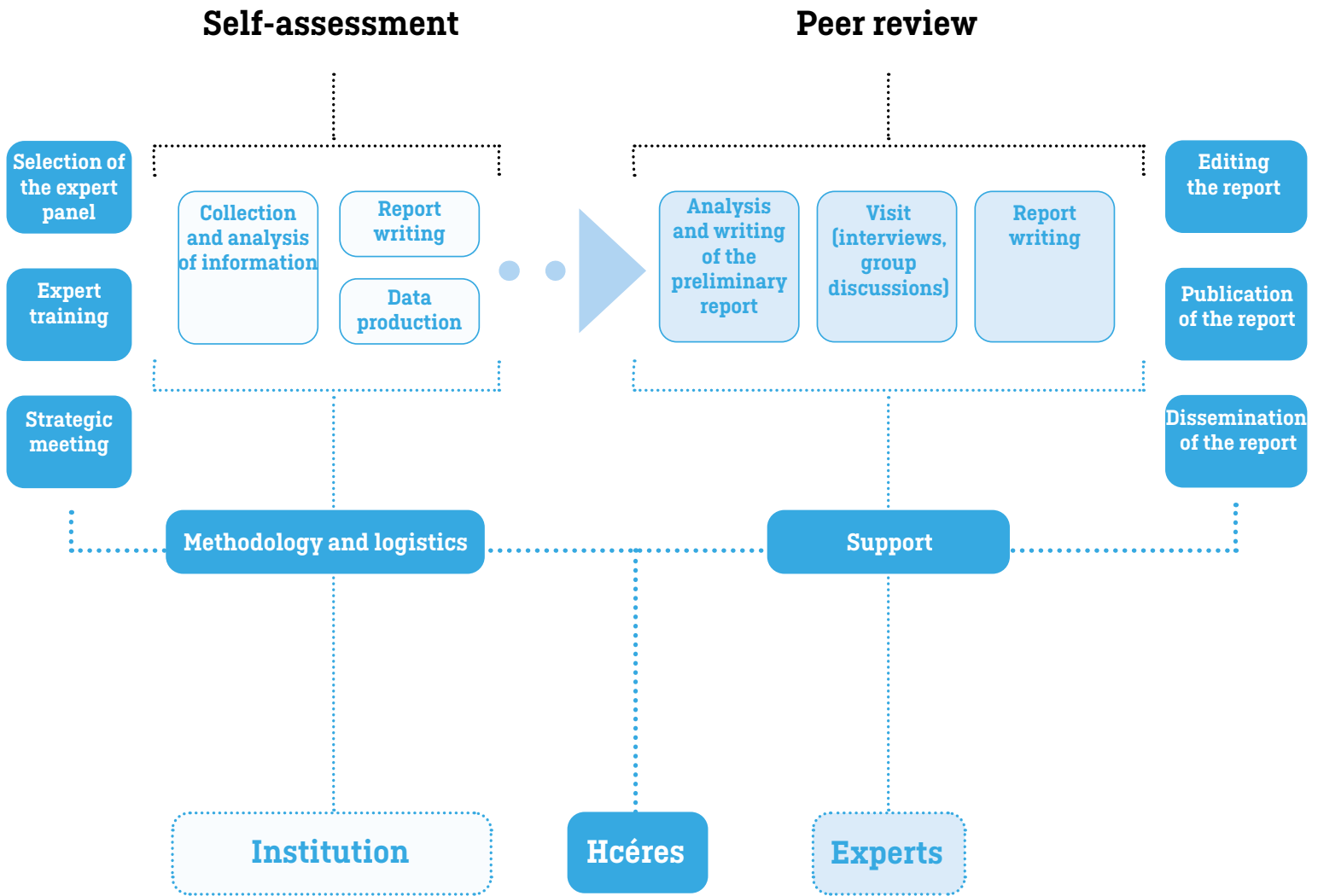
Until the week before the interviews are held, the panel may request any additional documents from the institution that it deems necessary to carry out its evaluation.



The assessment process

It requires the participation of three categories of stakeholders:

- Institution
- Hcéres
- Experts



Expectations for the evaluation

The evaluation carried out by the experts favours a qualitative approach that allows them to evaluate the trajectory, resources and results of the management process in relation to the institution's educational strategy. This evaluation takes into account the three dimensions defined in Part 2 of this guide.

Composition of the panel

1. Teachers, researchers, administrative staff, students, partners from the socio-economic (employers) and cultural spheres.

2. Conditions for the appointment of experts adopted by the Hcéres College on 16/02/2022.

3. Article L. 114-3-1 of the Research Code.

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

The expert panel is made up of individuals with a variety of backgrounds¹, enabling them to understand the different dimensions of the evaluation of the educational offerings.

The chair and the other experts who make up the panel are appointed by Hcéres² according to the following general principles:

- the selection of experts responsible for evaluations is guided by the principles of neutrality, impartiality and the absence of conflicts of interest³ ;
- Hcéres selects its experts on the basis of their proven experience and skills, in line with the evaluation tasks entrusted to them, while ensuring diversity of expertise and gender balance⁴ ;
- the presence of foreign experts, where possible, is an important aspect of peer review, as it provides a complementary perspective on higher education and research in France;
- each panel includes an expert with proven experience and expertise in the socio-economic and cultural spheres;
- each panel includes a student or recent graduate expert;
- where possible, the panel includes a representative of the administrative staff responsible for managing study programmes.

This composition may be adjusted to suit very specific situations.

In order to form the panel, Hcéres draws on its pool of experts, which is built up through a permanent call for applications on the Hcéres website,

and supplements it by directly soliciting experts when certain profiles or areas of expertise are not represented.

In order to prevent conflicts of interest, Hcéres asks each prospective expert to complete a **declaration of interests**. In this declaration, the expert 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 into question their impartiality or objectivity.

Once an expert panel has been selected, Hcéres invites the institution to report any potential conflicts of interest it may detect in the composition of the proposed panel.

Finally, the experts undertake to comply with Decree 2021-1537 of 29 November 2021 defining 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](#).

A single committee of experts is set up to evaluate the institution's educational offerings. As part of the comprehensive/overall evaluation, the chair of the panel is also the education expert on the institution committee.

At each stage of the evaluation, Hcéres supports the expert panel, which is assisted by a team of academic and administrative staff. Hcéres representatives are not members of the expert panel.



Hcéres supports the evaluation process in order to:

- assist the chair in organising the work of the panel;
- act as an interface between the expert panel and the institution's management, and guarantee the quality of the evaluation process;
- assist and advise the panel in understanding the academic, scientific and political context of the institution being evaluated and provide the panel with its knowledge of higher education;
- ensure, through its advice, support and proofreading, the quality of the analysis and writing and compliance with Hcéres' methodological and ethical rules;
- proofread the report and conduct the necessary discussions with the chair of the panel to finalise it (relevance, consistency, completeness, editorial quality).

Role and functioning of the panel

The panel operates on a collegial basis. The role of the experts is to:

- familiarise themselves with the evaluation procedure;
- analyse the self-evaluation document and its appendices provided by the institution;
- analyse national data on the institution;
- request additional documents if necessary;
- participate in all working meetings;
- take part in interviews;
- participate in the drafting of the evaluation report under the direction of the chair and vice-chair.

The chair of the panel also has the following responsibilities:

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

The chair is assisted by a vice-chair who :

- coordinates and leads the work of the panel when the chair is unable to attend;
- drafts the report in consultation with the chair.



Interviews

Organisation

Interviews with the panel are organised on site. Where necessary, a videoconference may be arranged for anyone who is unable to attend the interviews in person. They take place over several days according to a visit schedule that is communicated in advance and established in consultation with the institution. They take the form of a direct exchange with the panel, without any formal presentation by the institution.

During these interviews, the panel meets separately with :

- the institution's governing body;
- the administrative departments involved in managing the study programme;
- intermediate management levels (where they exist);
- programme managers;
- students or recent graduates.

For the 1st and 2nd cycles, the panel conducts interviews with a sample of programmes (programme managers and students), the size of which is defined by Hcéres based on the volume of the institution's educational offerings⁵.

This sample is constituted according to the following principles:

- one third of the sample is determined by the institution;
- one third of the sample is determined by random selection;
- one third of the sample is determined by the expert panel.

For the 3rd cycle, the committee conducts interviews with all doctoral programmes.

Interviews with programmes from the three cycles are conducted in groups according to a distribution defined by the expert panel. The latter may split into sub-panels to conduct certain interviews.

The panel collectively decides on the list of programmes to be selected. In order to prepare for the interviews, the panel may send the institution a

⁵ The term «programmes» here refers to national diplomas other than institutional diplomas. It also includes study programmes not covered by the nomenclature of ministries other than Higher Education and Research.

few questions requiring detailed answers two weeks before its visit. In this case, the interviews will give rise to additional questions.

Objectives

The purpose of the interviews is to enable the panel to:

- gather concrete information on the three dimensions of the evaluation;
- to deepen its analysis of the issues it has identified.

More specifically:

- the interview with the governance body aims to provide the panel with additional information to supplement the self-evaluation produced by the institution;
- the interview with the administrative departments involved in managing the educational offerings aims to evaluate the organisation and practical functioning of the the interview with the governance body aims to provide the panel with additional information to supplement the self-evaluation produced by the institution;
- the purpose of the interview with the intermediate governance bodies is to assess their ownership of the education strategy and their role in managing the educational offerings and quality assurance policy;
- the purpose of the interviews with programme managers is to evaluate the adoption of the education strategy at the level of the study programmes, particularly with regard to dimensions 2 and 3 of the evaluation;
- The purpose of interviews with students and recent graduates is to gather more specific concrete information on dimensions 2 and 3 of the evaluation.

The evaluation report

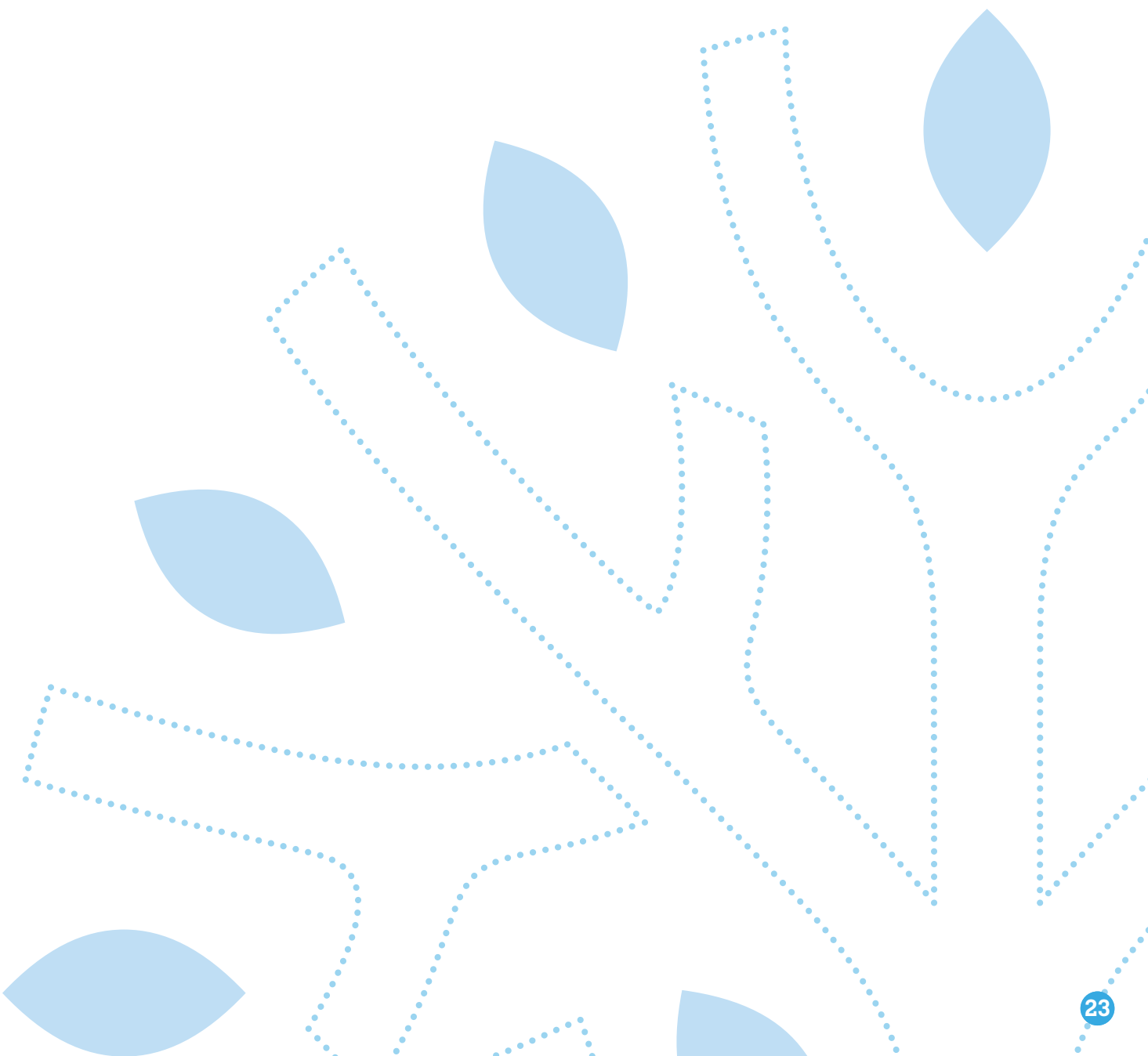
The expert panel produces two documents:

- a **working paper**, for internal use, analysing the institution's education strategy and providing context for the evaluation of the management of the educational offerings; ;
- an **evaluation report** on the institution's educational offerings that is made public.

The latter includes an introduction, an analysis organised according to the three dimensions of the evaluation, and a conclusion that formulates recommendations and highlights the salient points of the evaluation. The purpose of the report is to highlight, for each of the three dimensions of the evaluation, the quality of the institution's progress towards achieving its objectives. The report is based on the contributions of the experts and on the discussions during the working meetings that punctuate the panels work. The report is then enriched with input from the interviews, discussed and validated collegially. The evaluation report is no longer than 20 pages. It is written in French, in clear, intelligible language with a strong analytical dimension, and is supported by concrete examples citing course titles and/or quantitative data.

The evaluation report is drafted by the vice-chair of the expert panel in consultation with the chair.

The panel of experts gives an oral presentation of the provisional report to the institution during an online meeting. This presentation precedes the sending of the provisional report to the institution. The sending of the provisional report opens the contradictory phase prior to the production of the final report, which is signed by the chair of the panel, which is sent to the institution, the supervisory ministry and published on the Hcéres website.



Sample questions

These questions are intended to guide the institution's self-evaluation process for each of the three dimensions. It is neither necessary nor desirable to answer them systematically. The notes are intended to clarify the wording of certain questions.

1. Management of study programmes: indicators¹, organisation and resources

Indicators for management purposes

- What educational data² and indicators are collected and actually used by the institution? Why and how were they chosen?
- How often is the data collected and which resources and tools³?

Do you have an example of success and an example of difficulty to highlight management by indicators?

Management organisation and resources

- What are the programme management's processes and internal organisation? Which stakeholders⁴ are involved, what tasks do they perform, what access do they have to indicators and data, and what levels of responsibility do they have? How do these stakeholders coordinate with each other?
- What specific, internal frameworks result from the education strategy⁵? What role does management dialogue play with the intermediate levels of management and the departments concerned? How are the management of the educational offerings for each cycle, the management of the articulation between cycles, and the management of the bachelor's/master's/doctorate continuum organised?
- How is the sustainability of the study programme defined, measured and monitored⁶?

Could you provide one example of a success and one of an issue you have faced in your internal management organisation?

1. An indicator must be correlated with an objective. It must be reliable, quantifiable and based on consolidated data. For each indicator, it is therefore advisable to indicate its objective, its method of calculation and the justification for its choice.

2. Data can be presented by broad categories, for example by distinguishing between data relating to attractiveness, success or the professional integration of graduates.

3. The resources and tools for data collection correspond to all the human resources (e.g. those in charge of administrative enrolment), organisational resources (e.g. a digital or information systems department) and digital resources mobilised. The data collection tools correspond to the solutions implemented to collect, store and organise data from different sources. These tools may be digital (e.g. school software) or non-digital (e.g. paper questionnaires and binders).

4. Stakeholders are considered at different levels of the management organisation: institution, intermediate management levels, education, cross-functional administrative services, etc.

5. Internal frameworks refer in particular to the framework for curriculum and the reference framework for teachers' activities or services. In each case, the institution can indicate the processes by which these frameworks are decided, at what levels and how they are updated.

6. Sustainability is understood in a broad sense: financial, human resources, educational, real estate, and allows the institution to measure how its resources adequately support its educational offerings.

2. Internal quality assurance policy

- How has the institution mapped its educational offerings⁷ and implemented a formalised process for the development⁸?
- What process has the institution put in place for self-evaluation of its educational offerings (stakeholders, frameworks)? How is this process applied at the level of the different study programmes (1st cycle, 2nd cycle and 3rd cycle)? How does this process support the programme management?
- What common and/or specific measures for each cycle, which are defined by the institution, form the basis for the continuous improvement of the study programme at the institution⁹?
- How does the institution ensure student involvement in the continuous improvement process¹⁰?
- What education policy for teachers and supervisors has the institution put in place¹¹? How does it contribute to the continuous improvement of the educational offerings?
- What policies has the institution implemented to preserve the academic integrity of all its stakeholders? How does it contribute to the continuous improvement of the educational offerings¹²?
- How does the institution measure the impact of evaluations (self-evaluation and external evaluation) on the development of its educational offerings and their management¹³?

7. Beyond the list of programmes (national diplomas, dual diplomas, institutional diplomas) offered by the institution, the mapping should make it possible to examine the educational offerings through several entry points: major study fields and/or intermediate levels of management and/or affiliated doctoral schools for the 3rd cycle; cycles and types of courses; course modalities (initial training, work-study programmes, continuing education) and all possible combinations; partnerships with the socio-economic and cultural world; co-accreditations, partnerships with private institutions, distance or hybrid learning, etc.

8. For example: calendar; validation process in the various competent bodies; conditions for modifications to a request to create a specialisation, change the name of a specialisation or course, or make internal changes to a specialisation (closing/opening a course, opening up to work-study programmes, etc.).

9. Evaluation of the study programme and courses, decisions of continuous improvement committees or equivalent bodies, etc.

10. Student involvement in the continuous improvement process concerns, for each of the cycles, the place and role of students in the various management bodies: at the programme level (continuous improvement committees), intermediate management levels (faculty and college councils or equivalents), and governance (vice-presidency, education committee or equivalent, and other advisory bodies).

11. The training of teachers, including temporary staff, and supervisors refers, for example, to training in thesis supervision for postgraduate studies, training in combating all types of violence and discrimination, training in research integrity and professional ethics, or other training for teaching purposes (training in innovation and educational transformation, etc.).

12. Academic integrity refers to the set of principles, rules and values that should guide teaching, learning and assessment activities. It commits both students, to producing authentic and honest work, and teachers, to the fair and transparent design, delivery and assessment of learning. It aims to guarantee the quality of education, fairness between students and confidence in qualifications. It differs from research integrity, which relates to conduct during research, data management, reproducibility, publication, and so on.

13. The institution may provide examples of developments in its educational offerings and the actions, measures and/or frameworks it has put in place following self-evaluation and external evaluation.

-
- Do certain faculties and/or colleges within the institution hold certification, and are they involved in the process¹⁴? If so, present the measures implemented, their added value, and the constraints of the management strategy.
 - What methods and resources does the institution use to ensure that its educational offerings complies with regulatory texts (for the awarding of diplomas) and with its internal frameworks¹⁵?
 - How is the management of the educational offerings implemented based on the indicators chosen by the institution?

Could you provide one example of a success and one of an issue you have faced with your internal quality assurance policy?

14. ISO 9001, European Quality Improvement System (EQUIS), International Institute of Nuclear Energy (I2EN), etc.

15. Compliance checks may be considered on the following topics (non-exhaustive list): the awarding of degrees (accreditations, conditions for obtaining them, etc.); the structure of study programme (organisation of semesters and distribution of ECTS credits, compliance with course outlines, minimum number of hours, course content, language skills training, etc.); the composition of academic teams and the balance between researchers, teachers and professionals from the labour market; methods of assessing knowledge and skills; skills standards (National Directory of Professional Certifications, etc.). The answer to the question may distinguish between different levels of educational offerings (first, second and third cycles), different types of education (vocational bachelor's degree, health education, continuing education, work-study programmes, validation of professional experience, validation of prior learning, microcredentials, etc.).

3. Students learning pathways and educational offerings¹⁶

- How are study programmes and teaching methods designed and implemented to make students active participants in their own educational journey, and how is learning validated (formally and informally)¹⁷?
- How are the intended learning outcomes taken into account in the development of study programmes and how are they communicated to students¹⁸?
- How does the management of the study programme structure the support mechanisms for the student's learning pathways¹⁹? How are they implemented?
- How does the management of the study programme structure the support mechanisms for specific groups of students? How are they implemented²⁰?
- How do the services offered to students facilitate their educational journey, taking into account their diversity and needs, in the 1st cycle, 2nd cycle and 3rd cycle²¹?

Could you provide one example of a success story and one of a challenge to illustrate how the student experience is considered in educational policy and the management of educational offerings?

16. The student's journey is understood to be from the initial application to their future career and takes into account the evolution of their personal and professional plans: orientation, reorientation, bridges, gap years, success, formal learning, non-formal learning, student engagement, internship, professional experience and microcredentials, etc.

17. The institution may detail the specific actions implemented to support the student journey. In the 1st and 2nd cycles: special study programmes; adapted learning pace and pathways; assessments and second chance opportunities; possibilities for repeating a year; student support through tutoring, mentoring, individualised follow-up, etc. In the third cycle: doctoral funding; doctoral supervision; support for doctoral students through tutoring, mentoring, individualised follow-up, etc.

18. This involves considering the learning objectives that students must achieve at the end of each course and their study programme. These expectations can be detailed in the syllabus for each course.

19. The support mechanisms available to students are listed in note 16.

20. The question concerns continuing education students, auditors and international students.

21. Services offered include: cross-disciplinary services (student life office or department, university information and guidance or career support services, shared documentation service, disability services, academic services, university health services, student residences, etc.) and specific services such as doctoral schools or doctoral residences. Institutions are particularly encouraged to show how they take into account the prevention of gender-based and sexual violence, the fight against harassment, the prevention of conflicts between students and staff, and mental health.

Examples of indicators

A list of possible indicators is provided for guidance, particularly to help institutions that do not have their own indicators. The indicators listed are therefore not exhaustive and are inherently imperfect. Institutions may supplement them with more relevant indicators, modify them or choose others. The proposed list is the result of consultation with the network of Vice-Presidents for Research and Vice-Presidents for Education (VPCFVU) and representatives of the national network of doctoral colleges (RNCD).

These examples of indicators aim to make the implementation and management of the educational offerings more objective. The aim is to be able to:

- *assess the institution's capacity to deliver its study programmes;*
- *inform strategic thinking during the development and evolution of the programme offering;*
- *inform discussions and decisions relating to the allocation of resources, for example in the context of management meeting and the preparation of the recruitment campaign.*

1. 1st cycle and 2nd cycle

The proposed indicators can be calculated at different levels (institution, intermediate levels of governance, study programmes). They can also be broken down by type of degree, baccalaureate, and type of enrolment scheme (initial education, continuing education), in particular.

Attractiveness

- Pressure rate: number of (confirmed) applications for bachelor's degree, bachelor of technology, master's degree, in relation to the available capacity.
- Proportion of admitted candidates among ranked candidates (rank of the last candidate called out of the number of admitted candidates).
- Confirmation rate: proportion of enrolled students compared to the number of students admitted to the programme (bachelor's degree, bachelor of technology or master's degree).
- Proportion of new enrolments (outside the university of origin or outside the local area) in bachelor's, bachelor of technology or master's programmes.

Success

- Proportion of new baccalaureate holders who pass their 1st year (number of new baccalaureate holders who have passed their 1st year of bachelor's degree/number of new baccalaureate holders enrolled in the 1st year bachelor's degree).
- Percentage of new baccalaureate holders enrolled in bachelor's degree programmes who complete their degree in three or four years (number of new baccalaureate holders who obtain their bachelor's degree in three or four years/number of new baccalaureate holders in the cohort).
- Percentage of students enrolled for the first time in the second year of bachelor's degree (admitted in the 1st year of the bachelor's degree + students changing programme) who successfully complete their bachelor's degree in 2 years (number of students enrolled in the second

year of bachelor's degree for the first time who obtain their bachelor's degree in 2 years / number of students in the cohort since the second year of bachelor's degree).

- Monitoring of reorientation and dropouts: (number of students re-enrolled in another bachelor's degree programme in year N+1 / number of students enrolled in bachelor's degree in year N; students not re-enrolled in year N+1 / number of students enrolled in year N).
- Proportion of students enrolled in the first year of a master's programme for the first time who successfully complete their master's in 2 or 3 years (number of students who successfully complete their master's in 2 or 3 years / number of students in the cohort).
- Diversity and quality of support systems for success: correlation between the support and assistance systems for success (tutoring, remedial measures, etc.) put in place by the institution and their results.

Graduate outcomes

- Rate of continuation of studies (proportion of graduates from year N continuing their studies in year N+1; number of students graduating in year N continuing their studies at a higher level in year N+1 at the same institution / number of graduates from year N).
- Proportion of graduates who responded to the survey and were in employment after graduation¹.
- Proportion of graduates who responded to the survey and were seeking employment after graduation².
- Proportion of graduates in employment commensurate with their qualification.

1. These surveys may be conducted at different intervals after graduation: 6 months, 12 months, 18 months, 36 months.

2. These surveys may be conducted at different intervals after graduation: 6 months, 12 months, 18 months, 36 months.

Sustainability

- Proportion of academic staff involved in study programmes (number of teaching hours equivalent provided by academic staff / total number of teaching hours equivalent).
- Percentage of hours covered by permanent academic staff³ total service obligations of permanent staff / number of teaching hours equivalent completed).
- Teaching load/student numbers (number of teaching hours equivalent / student numbers).
- Proportion of administrative staff supporting education.

Internationalisation

- Proportion of international students in the student body (number of international students / total number of students).
- Proportion of outgoing students (number of outgoing students/total number of students).
- Proportion of international or internationalised programmes.
- Support and guidance services for international students.
- Proportion of courses delivered in a foreign language.

³. Tenured and contract teachers, excluding temporary teachers.

2. 3rd cycle

The indicators can be calculated either at the institution level or at the doctoral college or doctoral school level. They can also be refined by field.

Attractiveness and recruitment of doctoral students

- Change in student numbers over a given period.
- Proportion of doctoral students enrolled in the 1st year of doctoral studies who have graduated from the 2nd cycle (master's, engineering degree, etc.) of the institution or co-accredited institutions.
- Proportion of doctoral students with a postgraduate degree not awarded by the institution or co-accredited institutions.
- Proportion of doctoral students whose highest previous degree was obtained abroad.

Monitoring of the programme (success/dropout rates, quality monitoring, supervision)

- Average duration of theses
- Proportion of doctorates obtained in less than 52 months.
- Proportion of doctorates obtained through recognition of prior learning.
- Number of dropouts compared to the number of new entrants.
- Number of doctoral students per supervisor and/or supervision rate.
- Proportion of thesis supervisors trained in at least one of the following subjects (this indicator can be reproduced for supervisors without «*Habilitation à diriger des recherches*» [HDR] status and/or HDR candidates):
 - research integrity and professional ethics;
 - combating all forms of violence and discrimination;
 - supervision of doctoral students.
- Proportion of doctoral students responding to surveys evaluating courses and programme activities.
- Percentage of doctoral students undertaking outgoing mobility during their doctoral thesis.

Ressources and means

- Proportion of theses funded⁴.
- Number of doctoral contracts in relation to the number of doctoral students.
- Proportion of doctoral students assigned to teaching duties.
- Number of doctoral students enrolled per full-time equivalent administrative staff assigned to the doctoral school.
- Doctoral school budget per doctoral student enrolled.

Career progression

- Proportion of PhD graduates who responded to the survey and were employed 12 months (then 36 months) after graduation.
- Proportion of doctoral graduates who responded to the survey and were seeking employment 12 months (then 36 months) after graduation.
- Employment rate in line with level 8 of the European Qualifications Framework⁵ and type of employment at 1, 3 and 5 years (by field and gender).

⁴. This indicator can also be calculated separately for funding dedicated to full-time thesis (doctoral contract for exemple) work and for funding dedicated to part-time thesis work.

⁵. This level attests to an ability to produce original knowledge, advanced research skills, complete scientific and intellectual autonomy, and high-level skills, including outside the academic world (R&D, expertise, strategy, innovation).

Compliance with the European standards

Hcéres' guide for the evaluation of study programmes is compliant with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

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

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

