



## Bibliographie

# Assurance qualité dans l'enseignement supérieur

**Projet Aqi-Umed : Renforcement de l'Assurance qualité interne  
dans des Universités de la Méditerranée  
158889-TEMPUS-1-2009-FR-SMGR**

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## Bibliographie

# Assurance qualité dans l'enseignement supérieur

*Avril 2010*

Hélène BEAUCHER  
*documentaliste*

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## Introduction

Cette bibliographie rassemble une série de références sur l'assurance qualité dans l'enseignement supérieur. Il s'agit d'une sélection de références, d'ouvrages, d'articles comportant un résumé en anglais et/ou en français.

En première partie on trouvera les différentes approches de la qualité et du vocabulaire de la qualité avec une définition des concepts. L'assurance qualité interne et externe ainsi que l'accréditation font l'objet de la seconde partie. L'enseignement technique et professionnel est ensuite abordé, il est suivi des outils pour l'évaluation tels que par exemple des lignes directrices.

Une dernière partie propose des études de cas sur divers aspects de l'évaluation de l'enseignement supérieur.

Une sitographie complète la bibliographie arrêtée le 19 avril 2010

Hélène Beaucher



## Différentes approches de la qualité

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### Définitions et concepts

CROZIER Fiona, CURVALE Bruno, DEARLOVE Rachel, et al.

***Terminology of quality assurance : towards shared European values ?<sup>f</sup>***

Helsinki : ENQA : European Association for Quality Assurance in Higher Education, 2006, 40 p. (Occasional Papers n°12)

The present publication incorporates two different but thematically related reports: the workshop report on the language of the European quality assurance and the final report of the second Quality Convergence Study (QCS II). Both reports aim to contribute to understanding of the different concepts and notions of quality assurance across languages, and especially in English, which is the most widely used language in the European quality assurance. [Publisher's summary]

[http://www.enqa.eu/files/terminology\\_v01.pdf](http://www.enqa.eu/files/terminology_v01.pdf)

HARVEY Lee, GREEN Diana

**Defining quality**

*Assessment and evaluation in higher education, volume 18, n°1, 1993, p. 9-34*

This paper addresses the nature of the concept of quality in relation to higher education. It analyses ways of thinking about quality, considers their relevance to higher education, explores their interrelationships and examines their philosophical and political underpinnings. The relative nature of quality is examined. First, quality means different things to different people. Second, quality is relative to 'processes' or 'outcomes'. The widely differing conceptualisations of quality are grouped into five discrete but interrelated categories. Quality can be viewed as exception, as perfection, as fitness for

purpose, as value for money and as transformative. [Author's summary]

VAN KEMENADE Everard, PUPUIS Mike, HARDJONO Teun W;

**More value to defining quality**

*Quality in higher education, n° 14, issue 2, 2008, p.175-185*

There are lots of definitions of quality, and also of quality in education. Garvin (1984) discerns five approaches: the transcendental approach, the product-oriented approach, the customer-oriented approach, the manufacturing-oriented approach and the value-for-money approach. Harvey and Green (1993) give five interrelated concepts of quality as: exceptional, perfection (or consistency), fitness for purpose, value for money and transformative

A new definition of quality is needed to explain recent quality issues in higher education. This article describes a quality concept with four constituents: object, standard, subject and values. The article elaborates on the values. Four value systems derived from Beck and Cowan (1996) are transformed into four value systems on quality and quality management: control, continuous improvement, commitment and breakthrough. These value systems make it possible to explain some recent developments in quality management in higher education. [Authors'summary]

VLASCEANU Lazar, GRÛBERG Laura, PARLEA Dan

***Quality assurance and accreditation : A glossary of basic terms and definitions***

UNESCO-CEPES : Bucharest, 2007, 119 p.

The main purpose of this glossary is to facilitate understanding of various terms applied in the fields of quality assurance and accreditation; It may also be used as a reference tool to understand the connotations of the terms in circulation. This revised and update version also reflects new developments in quality assurance and accreditation. [Author's summary]

Ce glossaire a pour but de faciliter la compréhension des différents termes et notions liés aux domaines de l'assurance qualité et de l'accréditation.

[http://www.cepes.ro/publications/pdf/Glossary\\_2nd.pdf](http://www.cepes.ro/publications/pdf/Glossary_2nd.pdf)



## Ouvrages généraux

ALANISKA Hanna, ESTEVE Arboix Codina, BOHRER Janet et al

***Student involvement in the processes of quality assurance agencies***

Helsinki : ENQA, 2007, 48 p. (Workshop reports n°4)

The present report is a product of the "ENQA" workshop on student involvement in the processes of quality assurance agencies" hosted by the ENQA member agency ANECA in Madrid in October 2006. It includes four articles submitted by the presenters of the workshop as well as an analysis of the ENQA membership survey on student involvement.

<http://www.enqa.eu/files/Student%20involvement.pdf>

AMOUGIS Spyros , COSTES Nathalie , FROESTAD Wenshe , et al.

***Programme-oriented and institutional-oriented approaches to quality assurance : new developments and mixed approaches***

Helsinki : ENQA : European Association for Quality Assurance in Higher Education/Helsinki, 2009, 49 p.(Enqa workshop report n°9)

<http://www.enqa.eu/files/ENQA%20workshop%20report%209.pdf>

BENETT Paul ,BERGAN Sjur, CASSAR Daniela , et al.

***Quality assurance in transnational higher education***

Helsinki : ENQA : , 2010, 38 p. (ENQA workshop report n°11)

Le présent rapport rend compte des conclusions du séminaire de Bologne organisée par l'ENQA à Londres en décembre 2008, sur le thème : "Quality Assurance in Transnational Education: from words to action". Le séminaire a permis de discuter des tendances actuelles en matière d'internationalisation de l'éducation, de l'influence des lignes directrices produites par l'Unesco et l'OCDE et de leur compatibilité avec les standards d'assurance qualité développés dans le cadre de l'espace européen de l'enseignement supérieur. Les résultats de ce séminaire ont ensuite été présentés au groupe de suivi du Processus de Bologne (BFUG : Bologna Follow-up Group).

<http://www.enqa.eu/files/ENQA%20workshop%20report%2011.pdf>

BESO Anela, BOLLAERT Lucien, CURVALE Bruno, et al.

***Implementing and using quality assurance : strategy and practice : a selection of papers form the second european quality assurance forum***

Bruxelles : EUA (Case Studies), 2008, 93 p.

[http://www.eua.be/fileadmin/user\\_upload/files/Publications/Implementing\\_and\\_Using\\_Quality\\_Assurance\\_final.pdf](http://www.eua.be/fileadmin/user_upload/files/Publications/Implementing_and_Using_Quality_Assurance_final.pdf)

BIENEFELD Stefan, HARRIS Nick, HELLE Emmi et al

***Quality assurance and qualifications frameworks***

Helsinki : ENQA, 2008, 48 p. (Workshop Reports n°5)

The present report is as product of the "ENQA workshop on quality assurance and qualifications framework", hosted by the ENA member agency HETAC in June 2007; The articles have been submitted by the presenters of the workshop. The report gives an overview on recent European developments and examines the implications of the qualifications frameworks for quality assurance in different European countries.

<http://www.enqa.eu/files/Quality%20Assurance%20and%20Qualification%20Frameworks.pdf>



BOLLAERT Lucien, CARAPINHA Bruno, CURVALE Bruno, et al.

***Trends in quality assurance from the third european quality assurance forum***

Bruxelles : EUA : Association of european institutions of higher education, 2009, 80 p.

The third european quality assurance forum, hosted by Corvinus University of Budapest and focused upon "Trends in Quality Assurance", attracted 500 participants from 55 countries, including 11 from outside Europe, thus demonstrating the growing international interest in this European event. Participants included academics responsible for internal quality and students, as well as representatives from QA agencies, national authorities and intergovernmental organisations. The main themes of the 2008 Forum included discussions on how higher education institutions and QA agencies are responding to new challenges, such as earning outcomes, and an of the (positive or negative) impact that rankings have on quality levels and their unintended consequences. This publication gathers together a representative sample of the contributions to the forum. The keynotes discuss quality assurance from a conceptual and policy perspective. The papers are mostly focused on institutional case studies and show the variety of ways in which higher education institutions and QA agencies work on quality. It is worth noting that many contributors used the 2008 forum as an opportunity to test their ideas for new quality assurance initiatives or to receive feedback on ongoing activities. Among these is the rising interest in involving students in quality assurance or examples of QA cooperation across borders.

[http://www.eua.be/fileadmin/user\\_upload/files/Publications/Trends in Quality Assurance.pdf](http://www.eua.be/fileadmin/user_upload/files/Publications/Trends_in_Quality_Assurance.pdf)

CAMPBELL Carolyn, VAN DER WENDE Marijk

***International initiatives and trends in quality assurance for European higher education : exploratory report***

Helsinki : ENQA : European association for quality assurance in higher education, 2000, 38 p.

The main focus of the report is on providing a review of the current trends of the international quality assurance scene. The first chapter of the report gives an introduction to the theme of internationalisation and quality assurance, discussing both the links and tension between them as a way to introduce the main questions to be addressed in this paper. Chapter two gives an analyse of the wider context for European higher education by discussing some world-wide trends and the challenges that they represent for Europe. Chapter three focus on the recent initiatives that have been taken in Europe in order to respond to these wider challenges. Chapter four reviews the current state of the art in the area of quality assurance and recognition in Europe, illuminating in particular those initiatives and processes beyond those undertaken at the national level and compare those with the challenges of the emerging European agenda. In chapter five the main issues and questions to be answered are summarized. [Authors' summary]

<http://www.engq.eu/files/initiatives.pdf>

Ce rapport fournit un examen des tendances européennes liées à l'assurance qualité de l'enseignement supérieur.

CHERI : centre for higher education research and information

***Counting what is measured or measuring what counts , League tables and their impact on higher education institutions in England : report to HEFCE by the centre for higher education research and information (CHERI)***

Bristol : HEFCE : Higher education funding council for England, avril 2008, 67 p.

A partir de l'analyse de trois classements britanniques et de deux classements internationaux sélectionnés pour leurs méthodologies et leur contenu, ce rapport s'intéresse à l'impact des classements sur les établissements d'enseignement supérieur anglais. Il montre les réponses généralement apportées par les établissements et l'influence des classements sur la prise de décision et la politique institutionnelles.

[http://www.hefce.ac.uk/Pubs/HEFCE/2008/08\\_14/08\\_14.pdf](http://www.hefce.ac.uk/Pubs/HEFCE/2008/08_14/08_14.pdf)



Commission européenne

**Rapport sur la situation de l'assurance de la qualité dans l'enseignement supérieur : Rapport de la Commission au Conseil au Parlement européen au Comité économique et social européen et au Comité des régions**

Luxembourg : OPOCE, septembre 2009, 13 p.

[http://ec.europa.eu/education/higher-education/doc/report09\\_fr.pdf](http://ec.europa.eu/education/higher-education/doc/report09_fr.pdf)

CROZIER Fiona, CURVALE Bruno, HENARD Fabrice

**Quality convergence study : a contribution to the debates on quality and convergence in the european higher education area.**

Helsinki : ENQA : European Association for Quality in Higher Education, 2007, 25 p. (Occasional Papers n°7)

The Bologna Process supposes a convergence of quality assurance practices in order to achieve the goals determined by the signatory States. This Quality Convergence Study (QCS) project, carried out between September 2003 and October 2004, aimed to seek possible areas of convergence in order to assist further ENQA projects in the field of European co-operation.

<http://www.enqa.eu/files/Quality%20Convergence%20Study.pdf>

MARTIN Jean-Christophe, SARRAZIN Francine

**De Berlin à Bergen : nouveaux enjeux de l'évaluation**

Paris : CNE : Comité national d'évaluation, 71 p., 2004

Créé en 1984, le Comité national d'évaluation (CNE) avait pour mission d'évaluer les institutions d'enseignement supérieur et de donner des avis sur la situation générale de l'enseignement supérieur. Ses principes d'action reposaient, sur la conception de l'évaluation comme partenariat avec l'université évaluée – une évaluation par les pairs (au sens large), une procédure d'évaluation comportant trois phases principales (évaluation interne, évaluation externe, rédaction d'un rapport) et dialogue avec l'établissement, la publicité des résultats.

Cette publication présente les actes du premier colloque organisé par le Comité national d'évaluation.

Les objectifs du colloque étaient d'engager le débat autour du processus de Bologne pour ce qui concernait l'évaluation et l'assurance de la qualité.

[https://www.cne-](https://www.cne-evaluation.fr/WCNE_pdf/Colloquecne.pdf)

[evaluation.fr/WCNE\\_pdf/Colloquecne.pdf](https://www.cne-evaluation.fr/WCNE_pdf/Colloquecne.pdf)

Association internationale de pédagogie universitaire/Montpellier

**« Le défi de la qualité dans l'enseignement supérieur : vers un changement de paradigme » : Actes du 25<sup>e</sup> congrès de l'Association internationale de pédagogie universitaire (AIPU) 19 au 25 mai 2008**

La qualité dans l'enseignement supérieur est aujourd'hui au cœur des préoccupations des Etats comme des établissements qui délivrent grades et diplômes pour permettre à leurs étudiants d'être compétitifs et performants sur le marché du travail et répondre aux besoins de développement humain, social, économique et culturel des pays. Cette prise de conscience se généralise et se traduit par la publication de textes de références et de lignes d'orientation à l'intention des établissements, des prestataires d'enseignement supérieur et des agences d'évaluation. Elaborés à leur demande, et approuvés par les Etats participants, leur objectif n'est pas de « normer » mais de fournir un cadre au management de la qualité dans un souci permanent d'amélioration de celle-ci.

La qualité dans l'enseignement supérieur au niveau mondial entre donc désormais dans des politiques institutionnelles destinées à valider la qualité des diplômes et de prestations qui y conduisent. Son management concerne l'ensemble des parties prenantes, gouvernements, organismes de reconnaissance académique, établissements prestataires, personnels enseignants et administratifs, étudiants, partenaires professionnels, organismes certificateurs...

<http://www.aipu2008->

[montpellier.fr/index.php?dossier\\_nav=641#Q](http://www.aipu2008-montpellier.fr/index.php?dossier_nav=641#Q)

EUA : European University Association

**Quality culture in European universities : a bottom-up approach. Report on the three rounds of the quality culture project 2002-2006**

Bruxelles : EUA, 2006, 42 p.

This report is the result of a four-year project, which involved 134 education institutions grouped in 18 networks. The major aim of the project was to identify how internal quality culture can be developed and embedded in institutions.

[http://www.eua.be/eua/jsp/en/upload/Quality\\_Culture\\_2002\\_2003.1150459570109.pdf](http://www.eua.be/eua/jsp/en/upload/Quality_Culture_2002_2003.1150459570109.pdf)



Projet Aqi-Umed :

« Renforcement de l'Assurance qualité interne dans des Universités de la Méditerranée »

158889-TEMPUS-1-2009-FR-TEMPUS-SMGR

Centre de ressources et d'ingénierie documentaires



EUA : Association of european institutions of higher education

**Improving quality enhancing creativity : change processes in european higher education institutions : final report of the quality assurance for the higher education change agenda (QAHECA) project**

Bruxelles : EUA : Association of european institutions of higher education, 2009, 47 p.

QAHECA aimed to explore what kind of quality process for teaching and learning, both internal and external, support creative and innovative higher education institutions and seeks to limit the potentially problematic effects of these processes. In a series of three seminars, the participants tackled this challenging topic and tested ideas that emerged in the course of the project in their own institutions. This report includes an overall presentation of the project, followed by chapters discussing the relationship on how HEIs and QA agencies, through their processes, can foster creativity and innovative practices.

[http://www.eua.be/fileadmin/user\\_upload/files/Publications/QAHECA\\_Report.pdf](http://www.eua.be/fileadmin/user_upload/files/Publications/QAHECA_Report.pdf)

**E4 GROUP (ENQA, EUA, EURASHE, ESIB) Report to the London conference of ministers on a European register of quality assurance agencies**

Helsinki : ENQA : European Association for Quality Assurance in Higher Education, 2007, 30 p. (Occasional Papers n°13)

Bologna Process ministers of higher education welcomed in 2005 the principle of a European Register of Quality Assurance Agencies. They asked ENQA in cooperation with EUA, EURASHE and ESIB (E4 Group) to develop the practical aspects of the Register and report back through the Bologna Follow Up Group. The present publication is the E4 Group's final report on the Register to the Bologna Process ministerial conference of London (17–18 May 2007). [Publisher's summary]

<http://www.enqa.eu/files/ENQA%20occasional%20papers%2013.pdf>

HELDENBERGH Anne, dir.

**Les démarches qualité dans l'enseignement supérieur en Europe**

Paris : L'Harmattan, 2007, 284 p.

Cet ouvrage collectif rassemble les points de vue d'économistes, de gestionnaires, de pédagogues etc. pour rendre compte de la diversité des approches de la qualité, notion ne faisant l'objet d'aucune définition unanime. Le premier chapitre éclaire le débat en définissant les démarches qualité, l'assurance qualité et l'évaluation par rapport notamment au contrôle, à l'accréditation et à la certification. Le second analyse les réponses nationales différentes destinées à évaluer la qualité de l'enseignement supérieur en Europe. Le suivant analyse les enjeux de l'évaluation de la qualité pour une institution d'enseignement supérieur, dans une réflexion à la fois idéologique, théorique et opérationnelle. Puis les cinq chapitres suivants constituent autant d'expériences réussies de développement de démarche qualité, mettant en évidence la diversité des voies menant à la qualité ainsi que les avantages et les inconvénients des différents modèles. Les exemples sont empruntés à la Suisse et à la Belgique.

HANKEN, Ingrid Maria

**The actors' lenses: on understanding prevailing conditions for introducing quality assurance measures in an institution : paper submitted for the 3<sup>rd</sup> European quality assurance forum 20-22 November, 2008, Budapest**

*EUA : European university Association, 2008, 11 p.*

This paper discusses challenges that can confront institutions when quality assurance measures such as student evaluation of teaching are introduced.

<http://www.eua.be/events/quality-assurance-forum-2008/presentations/>



KIS Viktoria

**Quality assurance in tertiary education  
:current practices in OECD countries and a  
literature review on potential effects**

This paper examines the current academic and policy literatures surrounding quality assurance in tertiary education. It provides a typology of existing national quality assurance mechanisms, in addition to presenting the advantages and disadvantages of different quality assurance systems. Finally, it provides an account of the current empirical evidence on the effects of quality assurance mechanisms.

This paper is a contribution to the OECD Thematic Review of Tertiary Education.

It was prepared by Viktoria Kis, a graduate student at the Institut d'Etudes Politiques de Paris (Sciences Po), France, during an internship at the Education and Training Policy Division Directorate for Education, OECD for the period July-August 2005. [Publisher's summary]

Paris : OCDE, 2005, 47 p.

<http://www.oecd.org/dataoecd/55/30/38006910.pdf>

HÄMÄLÄINEN Kauko, PEHU-VOIMA Satu, WAHLEN Staffan

**Institutional evaluations in Europe**

Helsinki : ENQA, 2001, 40 p. (Workshop Reports n°1)

In 2000, ENQA organised a workshop on institutional evaluations in Paris. The results of this seminar are published in this report. To start, different concepts close to institutional evaluation are defined. Section 2 deals with the context of evaluation : universities cannot be evaluated isolated from the environment in which they operate. Furthermore, section 3 consists of six cases from different countries. These examples present different institutional evaluations, including audit-type procedures.

<http://www.enqa.eu/files/institutional.pdf>

MARIJK C, VAN DER WENDE, WERSTERHEIJDEN DON F.

**International aspects of quality assurance with  
a special focus on European higher education**  
*Quality in higher education, vol 7, n°3, 2001, p.  
233-245*

This paper illustrates how and why the link between internationalization and quality assurance in higher education is being established by looking at developments that suggests convergence between the two. It emphasizes the implications of wider international developments on Europe as a whole, and elaborates implications for quality assurance of the Bologna declaration. [Publisher's summary]

MARTIN Jean-Christophe ed. , SARRAZIN Francine ed.

**De Berlin à Bergen : nouveaux enjeux de  
l'évaluation**

Paris :CNE : conseil national d'évaluation, 2004, 71 p.

Créé en 1984, le Comité national d'évaluation (CNE) avait pour mission d'évaluer les institutions d'enseignement supérieur et de donner des avis sur la situation générale de l'enseignement supérieur. Ses principes d'action reposaient, sur la conception de l'évaluation comme partenariat avec l'université évaluée – une évaluation par les pairs (au sens large), une procédure d'évaluation comportant trois phases principales (évaluation interne, évaluation externe, rédaction d'un rapport) et dialogue avec l'établissement, la publicité des résultats. Cette publication présente les actes du premier colloque organisé par le Comité national d'évaluation, les objectifs du colloque étant d'engager le débat autour du processus de Bologne pour ce qui concernent l'évaluation et l'assurance de la qualité.

[http://www.cne-evaluation.fr/WCNE\\_pdf/Colloquecne.pdf](http://www.cne-evaluation.fr/WCNE_pdf/Colloquecne.pdf)



MIDDLEHURST Robin

**Quality assurance implications of new forms of higher education : part 1 : a typology**

Helsinki : ENQA : European association for quality assurance in higher education, 2001, 20 p. (Occasional Papers n°3)

ENQA commissioned a project to understand and identify the principal forms and characteristics of new forms of higher education and implications of these forms for current approaches to internal and external quality assurance. This report is the report of the first stage of the project. [Publisher's summary]

<http://www.engq.eu/files/newforms.pdf>

OCDE : Organisation de coopération et de développement économiques

**Qualité et reconnaissance des diplômes de l'enseignement supérieur : un défi international** Paris : OCDE, 2004, 228 p.

L'enseignement supérieur connaît des développements nouveaux tels que la cyberformation, les organismes de formation à caractère commercial, les campus communs et les consortiums transnationaux. Ces changements remettent en cause les systèmes nationaux d'assurance qualité ainsi que les organismes et les dispositifs d'homologation. Parallèlement, l'accroissement de la mobilité internationale des étudiants et des salariés a donné de l'importance à la reconnaissance mutuelle des diplômes et des qualifications professionnelles. Cet ouvrage dresse un panorama des moyens qu'emploient certains pays pour faire face à ces défis. [Résumé de l'éditeur]

With rapid growth in cross-border education and developments such as e-learning, for-profit providers, and remote campuses challenging accreditation frameworks, this book examines the situation in Canada, the United States, Europe, Australia, and Japan with a view towards working with UNESCO on a set of guidelines on quality provision in cross-border higher education. [Publisher's summary]

SAARINEN Taina

**Brève histoire de la qualité dans la politique européenne de l'enseignement supérieur : analyse des discours sur la qualité et de leurs conséquences sur les changements de politique**

*Education et sociétés n°24, 2009, p.79-92*

Cet article dresse l'historique du caractère polysémique de la qualité dans les documents sur le processus de Bologne depuis la fin des années 1990. Quels sens lui sont-ils donnés ? Comment est-elle représentée ? Quelles valeurs lui sont-elles liées ? L'article analyse ensuite les initiatives prises en son nom. Quel acteur de l'enseignement supérieur est-il mis en avant au nom de la qualité ? Qui est relégué au second plan ? Quelle initiative est jugée importante en matière de qualité ? Enfin, l'approche discursive de la politique sur la qualité est discutée de façon critique à partir des différentes conceptions des changements de politique.

SANTIAGO Paulo, TREMBLAY Karine, BASRI Ester, et al

**Tertiary education for the knowledge society : volume 1 : special feature : governance, funding, quality. Chapter 5 : assuring and improving quality, p. 259-324**

Paris : OCDE, 2008, 324 p.

This chapter reviews quality assurance in tertiary education. It starts by providing definitions and concepts in quality assurance. It then reviews current practices in tertiary quality assurance systems. The chapter further discusses the main issues at stake and the related policy challenges. It includes descriptions of policy initiatives in participating countries, develops policy options for countries to consider. Although quality assurance is relevant to both the teaching and research missions tertiary education, this chapter focuses on quality assurance systems that assess the quality of teaching and learning as opposed to the quality of research. [Author's summary]



STELLA Antony, GNANAM A.

**Quality assurance in distance education : the challenges to be addressed**

*Higher Education, vol 47, n°2, 2004, p; 143-160*

Integration of technology in all forms of education has narrowed down the gap between the on- and off-campus students and has resulted in the use of the more broad-based term 'distributed learning'. Consequently, distance learning is seen as a subset of distributed learning, focusing on students who may be separated in time and space from their peer and the instructor. The new forms and meanings it is acquiring, its convergence with traditional learning and its global impact pose several challenges. It has caused a serious concern to the governments and the quality assurance agencies all over the world about the safety of the national systems, legitimacy of the providers, protecting the public from fake providers, quality of the offerings etc. the common element being 'concern for quality'. Many quality assurance agencies have responded to this need and there is considerable dialogue about ensuring quality in distance education. Some think that quality assurance practices for distance education are essentially the same as those used for traditional education. Others argue that distance education tests conventional assumptions and hence the present mechanisms of quality assurance are not adequate to ensure the quality of distance education. This paper highlights the aspects of distance education that deviate so markedly from what has been practiced for hundreds of years and argues that quality assurance of distance education has to be approached differently. [Author's summary]

SYLAIN Michel, DELAUSNAY Nathalie

**Les démarches qualité dans l'enseignement supérieur : quels choix méthodologiques fondamentaux ?**

Lyon : INRP : 8<sup>e</sup> biennale de l'éducation de la formation, 2006, 5 p.

Les auteurs s'intéressent ici aux deux types d'approches de la gestion de la qualité dans l'enseignement supérieur qu'ils ont identifiées : celles qui consistent se baser sur un ou plusieurs référentiels existants où six modèles se démarquent (le prix Deming de la qualité, le Malcom National Academy Award, les normes ISO 9000, le modèle de l'European Foundation for Quality Management, le prix français de la qualité et l'European Quality Improvement System), et, celles qui ont pour objet de créer au sein de la structure les outils de questionnement nécessaires à la démarche impliquant la création d'outils ad hoc.

<http://www.inrp.fr/biennale/8biennale/contrib/longue/335.pdf>

TRES Joaquim, SANYAL Bikas C., GIRO ROCA Antoni

***Higher Education in the world 2007 : accreditation for quality assurance : what is at stake ?***

New York : Palgrave Macmillan, 2007, 415 p.

This annual report explores in depth the key issues facing Higher Education institutions in the twenty-first century including perspectives from the five continents, with special emphasis on the theme of the social commitment of universities. It includes papers from eminent scholars, a Delphi poll from over 70 key experts/practitioners on the subject under discussion, and extensive supporting statistics and analytical maps. Its publication coincides with the annual International Barcelona Conference on Higher Education. [Publisher's summary]



WATTY Kim

**Want to know about quality in higher education ? Ask an academic**

*Quality in higher education, volume 12, n°3, novembre 2006, p.291-301*

How would you decide on the quality of a higher education institution ? Would you ask the academic registrar (or equivalent); look up the most recent quality audit report; or contact the teaching staff directly to discuss their perceptions about the quality of the services provided in their institution ? While there is no one correct answer to the above question, the proposition underpinning the empirical research reported in this paper is : if you really want to know about quality in higher education, then ask those closest to the student-academic interface - the academics or the students. This paper focuses on the former. Using a postal survey, the views of accounting academics from 39 Australian universities about quality in accounting education were investigated from two perspectives - beliefs (what is currently occurring) and attitudes (what ought to be occurring). The findings suggest differences in those beliefs and attitudes, and an overall view that quality in accounting education has declined over recent years.

WEBER Luc , DOLGOVA-DREYER Katia

***The legitimacy of quality assurance in higher education***

Strasbourg : Editions du Conseil de l'Europe, 2008, 158 p.

Quality assurance is one of the key topics in the current higher education debate in Europe. In 2005, the ministers involved in the Bologna Process adopted a set of European guidelines for quality assurance. The matter is high on national and European agendas. In this publication, quality assurance is seen as part of the public responsibility for higher education. The contributions by policy makers and practitioners consider the role of quality assurance as an element of higher education governance and explore its function in the recognition of qualifications. Case studies illustrate its various aspects in two quite different national settings.





## Assurance qualité interne, assurance qualité externe, accréditation

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### Assurance qualité interne

ADAMS R., STRONG J., MATTICK L. E., et al.  
**Self review for higher institutions**  
 Melbourne : AUQA : Australian Universities Quality Agency, décembre 2008, 74 p.  
 The publication is presented in two parts. Part A is a general account of principles and processes, with some personal reflections and insights from the literature, by Robyn Adams. Part B provides an extended account of program and school review processes at the University of Queensland by Jenny Strong, Louise Mattick, Michael McManus, Kelly Matthews and John Foster.  
 The general principles described in the publication are applicable to higher education institutions of all sizes, not only universities and larger institutions. While the processes need to be scaled to take account of the size, complexity, range of disciplines and types of students at the individual provider, the following principles in particular are important for any successful self review: clarity of purpose and scope, an emphasis on review for improvement, appropriate timing and resourcing, authenticity, engagement of stakeholders and building the trust needed for active reflection and self-disclosure, more than one reviewer, transparency in processes and in reporting outcomes, normalising expectations around self-reviews. [Author's summary]  
<http://www.auqa.edu.au/files/publications/self-review%20for%20heis.pdf>

AELTERMAN Guy  
**Sets of standards for external quality assurance agencies : a comparison**  
*Quality in higher education*, volume 12, n°3, 2006, p. 227-233  
 The aim of quality assurance codes of practice and guidelines is, in theory, to give a clear indication to stakeholders, governments, financiers, partners and the public at large about the various course providers and the level of education they offer. This paper compares six different quality assurance codes of practice and guidelines and uses the INQAAHE guidelines as a baseline. The paper investigates the extent to which there is a degree of transparency and comparability between the standards and criteria that are applied by the different networks. Overall, there appears to be considerable transparency and comparability between the codes of the major international networks of quality assurance agencies.

BITZER E. M., MALHERBE W. S.  
**Internal quality assurance in university teaching : a case study**  
*Quality in higher education*, vol. 1, n° 1, 1995, p. 49-57

The development of a strategic management model for internal quality assurance at universities and proposals for quality promotion are briefly outlined in the paper. A case study illustrates the criteria, structure, process and outcomes of a teaching quality exercise within a university faculty by utilising a strategic planning framework and implementing an institutional teaching policy. The pitfalls, complexities and challenges of such an exercise are outlined. In conclusion, the paper suggests a number of practical guidelines and perspectives which might be considered by quality assurance committees when assessing teaching quality within and among university departments. [Author's summary]

BOTHA Jan, FAVISH Judy, STEPHENSON Sandra  
**Institutional audits : a comparison of the experiences of three south african universities**  
*Quality in higher education*, volume 14, avril 2008, p. 29-53, bibliogr.

COMET SENAL Nuria, DE LA ROSA Cecilia, GONZALEZ Florian, et al.  
**Internal quality assurance and the European standards and guidelines**  
 Helsinki : ENQA : 2008, 53 p. (Workshop report n°7)  
 L'objectif des membres de l'ENQA chargés de l'assurance qualité interne dans leurs agences respectives est d'une part de développer des systèmes d'assurance qualité interne efficace en partageant expérience mutuelle et bonnes pratiques, d'autre part de garantir la mise en œuvre des référentiels ("standards et lignes directrices", ESG) au sein des agences. Le standard européen portant sur les procédures de responsabilisation/accountability fut au centre des débats lors de leur rencontre d'avril 2008 à Barcelone, séminaire qui fut également l'occasion de découvrir les avancées de plusieurs agences régionales et nationales en Espagne, aux Pays-Bas et en Flandres, en Norvège, au Danemark et en Allemagne.  
[http://www.enqa.eu/files/ENQA\\_wr7\\_IQA.pdf](http://www.enqa.eu/files/ENQA_wr7_IQA.pdf)



EUA : European University Association  
***Developing an Internal quality culture in European universities : report on the quality culture project 2002-2003***

Bruxelles : EUA, 2003, 59 p.

The project revealed great commitment on the part of participating institutions to develop a more systematic internal quality culture, identify and compare good practises and implement appropriate action plans. The following report analyses the results of this project and offers a set of concrete recommendations, illustrated with examples, for introducing and embedding a quality culture in higher education institutions.

[http://www.eua.be/eua/jsp/en/upload/QC\\_report\\_fi nal.1076424814595.pdf](http://www.eua.be/eua/jsp/en/upload/QC_report_fi nal.1076424814595.pdf)

EUA : European University Association  
***Quality culture in European universities : a bottom-up approach. Results on the three rounds of the quality culture project 2002-2006***

Bruxelles : EUA, 2006, 42 p.

This report is the result of a four-year project, which involved 134 education institutions grouped in 18 networks. The major aim of the project was to identify how internal quality culture can be developed and embedded in institutions. [Author's summary]

[http://www.eua.be/eua/jsp/en/upload/Quality\\_Culture\\_2002\\_2003.1150459570109.pdf](http://www.eua.be/eua/jsp/en/upload/Quality_Culture_2002_2003.1150459570109.pdf)

EUA : European University Association  
***Institutional evaluation programme guidelines: self-evaluation and site visits***

Bruxelles : EUA : European University Association, 2007, 30 p.

The EUA Institutional Evaluation Programme (IEP) is a membership service that has been designed to ensure that higher education institutions gain maximum benefit from a comprehensive evaluation conducted by a team of experienced European higher education leaders

and that the procedures and processes in place in these institutions can be reviewed against best practices internationally. The intention is that these evaluations will support the participating institutions in the continuing development of their strategic management and internal quality culture. The distinctive features of the Institutional Evaluation Programme are : a strong emphasis on self-evaluation, a programme which is undertaken from a European and international perspective, and undertaken by peers. The institutional evaluation programme is also a non-profit approach, being geared solely towards the interests of the university;

The European standards for internal quality processes have been collected in the "Standards and Guidelines for Quality Assurance in the European Higher Education Area". [Publisher's summary]

[http://www.eua.be/fileadmin/user\\_upload/files/Institutional\\_Evaluation\\_Programme/Guidelines\\_IEP\\_unis\\_07.pdf](http://www.eua.be/fileadmin/user_upload/files/Institutional_Evaluation_Programme/Guidelines_IEP_unis_07.pdf)





GARCIA Eduardo, PEREZ José Antonio, CAZALLA Caterina, et al.

**Audit programme : an initiative to promote internal quality assurance systems in higher education institutions : paper submitted for the 3<sup>rd</sup> European quality assurance forum 20-22 november, 2008, Budapest**

*EUA : European University Association , 2008, 10 p.*

In accordance with the trust placed by society in the autonomous administration of the universities and the transparency called for within the framework of European Higher Education Area (EHEA), a number of higher education institutions (HEIs) in Spain are participating in the AUDIT programme, which involves the design, evaluation and future certification of their internal quality assurance systems (IQAS) to ensure the correct alignment of their activities and for goals associated with degree programmes to be achieved. To this end, there is a need for policies and processes that are formally laid down and publicly available. The aim of the AUDIT programme, which is jointly promoted by the ANECA, AQU Catalunya, and ACSUG quality assurance agencies, is to guide and facilitate universities, in particular their institutes, faculties and colleges, in the process of defining these systems, and furthermore, to establish responsibility for external review processes and ensure that the goals of university quality are achieved. [Author's summary]

<http://www.eua.be/events/quality-assurance-forum-2008/presentations/>

HOUSTON Don, ROBERTSON Tom, PREBBLE Tom,

**Exploring quality in a university department perspectives and meanings**

*Quality in higher education, volume 14, n° 3, 2008, p. 209-223*

This paper examines the potential of critical systems thinking enacted through 'total systems intervention' to explore quality and to promote improvement in a university academic department. Critical systems approaches, building on commitments to the systems idea, sociological awareness, methodological pluralism and human improvement, can help to structure problems as a precursor to problem solving. Total systems intervention was used initially to structure the 'quality problem' for an academic unit within a university in New Zealand from the perspective of internal stakeholders. For staff and student participants, the quality problem mainly related to better promoting learning. Analysis and reflection on the problem and local context drawing on systems methodologies identified underlying tensions and issues and shaped specific interventions for improvements in learning. A systemic perspective on quality and critical systems approaches are likely to be of value in encouraging debate and promoting different interventions to improve quality. They offer a diversity of methods to help improve complex socio-psychological systems like a university department. [Authors'summary]

ROZSNYAI Chistina

**Changing focus : internal quality audit as an element in external quality evaluation**

*Tertiary education and management, n°7, 2001, p.341-344*

In summer 2000, the Hungarian Accreditation Committee (HAC) completed the initial round of its eight-year cycle evaluations of all higher education institutions in Hungary. Based on the experiences and information gained during this initial phase of quality control in Hungary, higher education institutions are developing an internal quality audit mechanism. Some have already submitted draft reports outlining their basic and specific standards relating to their missions and programmes. Since autumn 2000, they have been submitting a quality audit report to the HAC annually. Concurrently, the HAC is working on a new quality evaluation manual intended to eliminate redundancy of data and include the institutions' annual quality audit results in its own external evaluation. [Author's summary]



WILLIAMS Ruth

**Valuing the Student Voice – Evidence from the UK : paper submitted for the 3<sup>rd</sup> European quality assurance forum 20-22 November, 2008, Budapest**

*EUA : European University Association , 2008, 5 p.*

The role of students in institutional quality assurance and enhancement processes has a long tradition in UK higher education and elsewhere. In the UK students are invited to respond to institutional mechanisms for collecting their views about the learning experience, and to represent their peers on institutional education and quality governance committees. However, the increasing marketisation of higher education and continuing drives to greater public accountability have prompted renewed institutional efforts to ensure that student voices are listened to and acted upon. This paper draws on the findings of a study that is exploring institutions' deliberate attempts to involve students in their internal quality assurance and enhancement processes, both formal and informal. While the study focuses on one particular country – England, the findings from this research are likely to be of interest to other countries in Europe and beyond that are grappling with similar issues. [Author's summary]

<http://www.eua.be/events/quality-assurance-forum-2008/presentations/>



## Assurance qualité externe

AVBET MORSE Jean

### **The INQAAHE guidelines of good practices for external quality assurance agencies : assessment and next steps**

*Quality in higher education, volume 12, n°3, novembre 2006, p. 243-252, bibliogr.*

INQAAHE is working to improve the portability of degrees and credits across national boundaries. By defining 'good practices' for quality assurance agencies, INQAAHE will promote mutual recognition among agencies in different countries and the acceptance of their accreditation decisions outside their own country. This will allow students and others to rely on the judgments of the local quality assurance agency where the institution granting the degree or credits is located. This paper outlines the nature and importance of the Guidelines of Good Practice (GGP), describes how they were created and modified, and explains recommendations for various uses of the GGP made by INQAAHE members during their last meeting. The paper identifies ways in which the GGP could be enhanced and argues for coordination of the INQAAHE guidelines with those produced by international, regional, national, and other agencies.

BILLING David

### **International comparisons and trends in external quality assurance of higher education: communality or diversity ?**

*Higher education, vol. 47, n°1, 2004, p; 113-137*

The paper explores international comparisons of the extent of commonality or diversity in the main national external quality assurance frameworks for higher education. These comparisons show that a 'general model of external quality assurance does not universally apply. We conclude that the 'general model' provides a starting point from which to map deviations. In each country there may be specific additions of elements or omissions from the model, but more usually there are modifications or extensions of elements. These variations are determined by practicalities, the size of the higher education sector, the rigidity/flexibility of the legal expression of quality assurance, and the stage of development from state control of the sector. The paper also considers efforts to produce an international scheme for external quality assurance, and the applicability of the 'general model' to the transfer of quality assurance frameworks from country to country. [Author's summary].

CARMICHAEL Rob, GERKENS Dorit, MOSER Marion, et al.

### **International benchmarking of external quality assurance agencies : looking in from top to bottom**

Dublin : ETAC : Higher Education and Training Awards Council, 2008, 45 p.

This is the report of a benchmarking project between ACQUIN (Accreditation, Certification and Quality Assurance Institute), AUQA (Australian Universities Quality Agency) and HETAC (Higher Education and Training Awards Council). Each of these agencies recently underwent a self-review and external evaluation, which provided the basis for the benchmarking relative to internationally accepted standards.

The decision of the three agencies to participate in this unique exercise stems from their desire to place these recent external panel evaluations in an international context. Specifically, this project offers an opportunity to share experience and learn from each other in asking the fundamental question – who has responsibility for quality assurance? The standards developed by transnational agencies such as ENQA and INQAAHE offered a framework within which such experiences could be shared. While the national systems, organisational contexts and operational environments are different for ACQUIN, AUQA and HETAC, it is possible to identify some common strands in the conduct of their own self-reviews and the external evaluations. This facilitates the emergence of some views on the sharing of good practices and the lessons that were learned, which may also serve to offer some guidance for peer agencies embarking upon similar exercises.

Based on their variety of experiences, the participants intend to offer some views on the extent to which the standards promoted by ENQA and INQAAHE may assist the transformation process from written statements into reality. [Author's summary]

[http://www.enqa.eu/files/International\\_Benchmarking\\_Mar\\_2008.doc](http://www.enqa.eu/files/International_Benchmarking_Mar_2008.doc)



Danish Evaluation Institute

**Quality procedures in European higher education**

Helsinki: ENQA : European network for quality assurance in higher education, 2003, 43 p. (Occasional papers n°5)

In the Prague Communiqué of 19 May 2001, the European ministers of education called upon the universities, other higher education institutions, national agencies and ENQA to collaborate in establishing a common framework of reference, and to disseminate good practice. A major focus in the extent, to which national external quality assurance procedures may meet the Bologna requirements for European compatibility and transparency. This focus is reflected in ENQA's decision to initiate this major survey. The main purpose is to identify shared protocols of quality assurance among European countries. Each European agency has been asked to fill in a questionnaire detailing the evaluation practices in place in the agency. The survey is thus able to determine which models are used in various countries and to analyse basic similarities and dissimilarities. [Author's summary]

<http://www.engq.eu/files/procedures.pdf>

Le présent rapport actualise les conclusions de la première enquête de l'ENQA réalisée par l'Institut danois d'évaluation (EVA) en 2002. L'enquête se penche sur les points de vue des agences quant à leur conformité avec la partie 3 des normes et lignes directrices pour l'assurance qualité dans le domaine de l'enseignement supérieur européen, leurs attitudes à l'égard du registre européen d'assurance qualité pour l'enseignement supérieur ainsi que leurs plans d'évaluation externe.

<http://www.engq.eu/files/ENQA%20Occasional%20papers%2014.pdf>

HEUSSER Rolf, BECCARI Laura

**Towards Institutional Accreditation: The Swiss Experience in external QA : paper submitted for the 3<sup>rd</sup> European quality assurance forum 20-22 November, 2008, Budapest**

*Budapest : EUA : European University Association , 2008, 10 p.*

The focus of the external quality assurance system in Switzerland is on institutional assessments. Periodic assessments of the internal quality assurance systems of the Swiss universities are mandatory and linked to the financing of the institutions. The OAQ has successfully carried out a first cycle of such audits in 2003-4 and has repeated it in 2007-8 on the basis of new national Directives for internal quality assurance (compatible with the European Standards and Guidelines in that domain). The institutional assessments are supplemented by selective and voluntary programme accreditations. A new Federal law regulating the whole Swiss higher education sector is under discussion and will enter into force in 2012. According to the new law – and based on the positive experience made with the two past audit-cycles, a new institutional accreditation model will be mandatory for all public higher education institutions in Switzerland.

<http://www.eua.be/events/quality-assurance-forum-2008/presentations/>



MARTIN Michaela, STELLA Antony  
**Assurance qualité externe dans  
 l'enseignement supérieur : les options**  
 Paris : IIPÉ-UNESCO / Paris, 2007, 117 p.  
 (Principes de la planification de l'éducation,  
 n° 85)

Cet ouvrage présente les résultats d'un projet de recherche mené par l'IIPÉ sur les options méthodologiques et organisationnelles des systèmes d'assurance qualité. Il dresse un état complet des diverses options possibles et en décrit les caractéristiques et les mécanismes. Dans une première partie, les auteurs s'intéressent à la place de l'assurance qualité externe dans les systèmes d'assurance qualité. L'objet de cet ouvrage est de conseiller et d'aider les décideurs et les administrateurs à définir une politique adaptée en matière d'assurance qualité dans l'enseignement supérieur. Les auteurs décrivent et analysent les principaux enjeux que doivent considérer les responsables chargés de créer ou de concevoir un mécanisme d'AQE. Différentes options sont envisagées pour chacun de ces enjeux, à la lumière d'une analyse comparative des systèmes d'assurance qualité existants dans une multitude de pays de différents continents. La mise en œuvre de ces options dans un contexte national donné est illustrée par des exemples de réalisation dans ces pays. Les auteurs présentent tout d'abord les grandes tendances internationales qui incitent les pays à adopter un système d'AQE, avant d'en discuter avec des approches organisationnelles et méthodologiques de base. Les différentes définitions de la qualité de l'enseignement supérieur et les différents moyens d'évaluer sont également évoqués. En fin, les questions relatives à la structure de soutien de l'AQ en termes d'affiliation administrative, de gestion et de besoins en ressources sont abordées. [Résumé de l'auteur]

<http://unesdoc.unesco.org/images/0015/001520/152045f.pdf>



## Assurance qualité des Agences

COSTES Nathalie , CROZIER Fiona , CULLEN Peter, et al

### **Quality procedures in the European higher education area and beyond : second ENQA survey**

Helsinki: ENQA : European network for quality assurance in higher education, 2008, 112 p. (Occasional papers n°14)

The present report updates the findings of the first ENQA survey on quality procedures in European higher education, undertaken by the Danish Evaluation Institute (EVA) in 2002, and considers the main developments that have taken place since then. In addition, the survey looks at agencies' views on their compliance with Part 3 of the Standards and guidelines for quality assurance in the European higher education area (ESG), their attitudes towards the European quality assurance register for higher education (AQAR), and their external review plans. [Author's summary]

<http://www.enqa.eu/files/ENQA%20Occasional%20papers%2014.pdf>

HEUSSER Rolf, BECCARI Laura

### **Towards Institutional Accreditation: The Swiss Experience in external QA : paper submitted for the 3<sup>rd</sup> European quality assurance forum 20-22 November, 2008, Budapest**

*Budapest : EUA : European University Association , 2008, 10 p.*

The focus of the external quality assurance system in Switzerland is on institutional assessments. Periodic assessments of the internal quality assurance systems of the Swiss universities are mandatory and linked to the financing of the institutions. The OAQ has successfully carried out a first cycle of such audits in 2003-4 and has repeated it in 2007-8 on the basis of new national Directives for internal quality assurance (compatible with the European Standards and Guidelines in that domain). The institutional assessments are supplemented by selective and voluntary programme accreditations. A new Federal law regulating the whole Swiss higher education sector is under discussion and will enter into force in 2012. According to the new law – and based on the positive experience made with the two past audit-cycles, a new institutional accreditation model will be mandatory for all public higher education institutions in Switzerland.

<http://www.eua.be/events/quality-assurance-forum-2008/presentations/>

LINDEBERG Tobias, KRISTOFFERSEN Dorte ed.

### **A method for mutual recognition : experiences with a method for mutual recognition of quality assurance agencies**

Helsinki : ENQA : European association for quality assurance in higher education, 2002, 25 p. (Occasional Papers n°4)

This report is the outcome of a pilot project for a mutual recognition procedures between two Nordic quality assurance agencies. The most important aim of the project has thus been an introduction on an international scale in addition to the Nordic perspective for a practical learning experience, which has allowed the participants to test possibilities and shortcomings in the recognition method. The key issue is what this kind of system would imply in terms of recognition of other related education issues, e. g. recognition of degrees and diplomas and labour market recognition of graduates. [Authors' summary]

<http://www.enqa.eu/files/mutual.pdf>

MORSE Jean Avnet

### **The INQAAHE guidelines of good practice for external quality agencies : assessment and next steps**

*Quality in higher education, volume 12, n° 3, 2006, p. 243-252*

is working to improve the portability of degrees and credits across national boundaries. By defining NQAAHE 'good practices' for quality assurance agencies, INQAAHE will promote mutual recognition among agencies in different countries and the acceptance of their accreditation decisions outside their own country. This will allow students and others to rely on the judgments of the local quality assurance agency where the institution granting the degree or credits is located. This paper outlines the nature and importance of the Guidelines of Good Practice (GGP), describes how they were created and modified, and explains recommendations for various uses of the GGP made by INQAAHE members during their last meeting.



## Accréditation

AGENCIA PER A LA QUALITAT DEL SISTEMA UNIVERSITARI DE CATALUNYA

***A review process in Mexico using methods and standards : report by AQU on the international accreditation process of university degree programmes at the Centro Universitario de la Costa Sur (Universidad de Guadalajara)***

Barcelona : Agència per a la qualitat del sistema universitari de Catalunya, 2008, 37 p.

AQU is an independent public quality assurance agency recognised at the European level by the European Quality Assurance Register (EQAR). Its main mission is to carry out external reviews of the university system in Catalonia (Spain). The methods implemented by AQU are based on evaluation, certification and accreditation. The review process established for the *Centro Universitario de la Costa Sur* has been test on approximately a hundred recognised degree programmes offered at public and private universities in Catalonia. The application of this methodology in Mexico involved its adaptation to enable both the terminology and the structure of various indicators to be adapted to the local situation, although no change was necessary in the structure of the protocol.

This report describes the aims of the project, the methodology used, the organisation of the self-evaluation and external review processes, the results of the project and the priorities of improvement that must serve to define plans and measures to enhance the degree programmes assessed, together with the conclusions and recommendations to be born in mind for projects in the future. [Publisher's summary]

[http://www.enqa.eu/files/InformeAQU\\_CUCSUR\\_ang.pdf](http://www.enqa.eu/files/InformeAQU_CUCSUR_ang.pdf)

DAMME VAN, Dirk

**Trends and models in international assurance quality assurance in higher education in relation to trade in education**

*Higher education management and policy, 2002, Volume 14, n°3, p. 93-136*

This article describes and analyzes four modes of development of international quality assurance in higher education: (1) strengthening national capacities for quality assurance and accreditation; (2) promoting cross-border quality assurance and mutual quality assurance and accreditation; (3) developing meta-accreditation on an international and global level; and (4) establishing international quality assurance and accreditation schemes. [Publisher's summary]

DI NAUTA Primiano, OMAR Pirjo-Liisa, SCHADE Angelika

***Accreditation models in higher education : experiences and perspectives***

Helsinki : ENQA : European association for quality assurance in higher education, 2004, 67 p. (ENQA Workshop reports n°3)

Accreditation is a complex concept and wide-ranging as a practice, without one single denotation.

In 2003, ENQA organised in co-operation with its Italian member agency, Comitato per la Valutazione del Sistema Universitario, a workshop on *Accreditation Models in Higher Education – Experiences and perspectives* in Rome. The intention of the workshop was to understand the principles of the various accreditation methodologies and models in higher education, to demonstrate examples of possible good practices on the basis of country case studies, to discuss and evaluate the usefulness of accreditation activities, their strengths and weaknesses, and to make recommendations for the future.

The Rome workshop contributions have been collected to this workshop report. Thought the publication of this report, ENQA wishes to emphasise its support for accreditation as an important method of the overall concept of quality assurance. [Publisher's summary]

<http://www.enqa.eu/files/ENQAModels.pdf>

EBKOVA Helena,

**L'accréditation et l'assurance de la qualité en Europe**

*Enseignement supérieur en Europe, vol XXVII, n°3, 2002, p. 239-249*

Cet article fournit des informations complètes au sujet des nouveaux développements dans le domaine de l'évaluation de la qualité en Europe. Il se concentre sur les plus importants documents internationaux adoptés et signés par les autorités européennes responsables de l'enseignement supérieur – les Déclarations de la Sorbonne, de Bologne et le Communiqué de Prague.

Il analyse brièvement les activités de suivi du processus de Bologne initiées par la communauté académique des institutions européennes d'enseignement supérieur, leurs étudiants et leurs différentes organisations, et décrit un nombre de conséquences importantes y encourageant. On présente également certaines informations générales sur plusieurs pays européens, en vue de mettre en valeur des situations réelles existantes sur le terrain. [Résumé de l'éditeur]

[http://www.cepes.ro/publications/pdf/hee\\_fre\\_pdf/3fre\\_02.pdf](http://www.cepes.ro/publications/pdf/hee_fre_pdf/3fre_02.pdf)



CHUKWU ANYAMELE Stephen

**La mise en œuvre d'une gestion de la qualité dans l'université : le rôle de la direction dans les universités finlandaises**

*Enseignement supérieur en Europe, Vol XXX, n°3-4, p. 118-132, 2005*

Cet article analyse la mise en œuvre par des dirigeants d'universités de Finlande de la gestion de la qualité dans leurs établissements. L'étude utilise un modèle modifié de la Fondation européenne pour la gestion de la qualité (European Foundation for Quality Management – EFQM), le modèle d'excellence, en tant que fondement théorique pour obtenir des informations concernant des stratégies de gestion de qualité des dirigeants de ces universités. Le but principal de l'étude est d'explorer les différentes approches managériales du développement de la qualité dans la gestion universitaire de la perspective des dirigeants. L'étude a employé des questionnaires administratifs et des entretiens comme méthodes de collection des données. Même si les résultats montrent beaucoup d'approches de développement de la qualité dans la gestion universitaire, une des conclusions qui résulte de l'étude est que les réponses finlandaises concernant leurs styles de gestion peuvent servir de source d'inspiration pour d'autres universités, surtout en matière de contrôle de la qualité. [Résumé de l'éditeur]

[http://www.cepes.ro/publications/pdf/hee\\_fre\\_pdf/3-4fre\\_05.pdf](http://www.cepes.ro/publications/pdf/hee_fre_pdf/3-4fre_05.pdf)

EL-KHAWAS Elaine

**Accreditation in the USA : origins, developments and future prospects**

Paris : UNESCO-IIEP, 2001, 136 p. (New trends in higher education)

In the United States, quality assurance has a long record of experience, extending back to the early twentieth century. This publication reviews the accreditation experience in the United States in some details. It emphasizes the choices made by accrediting agencies at different times on how to conduct evaluations and what standards to use. A case study illustrates one university's experiences with the accreditation process.

Attention is also given to the broader question of co-operation between accreditation and government, the effect of accrediting requirements on the ways that universities function, and the arguments that can be made about accreditation's overall role and impact. It also reviews early steps

taken by US accrediting agencies to address the issues of educational quality that are raised by the rapidly expanding role of information technology.

As this book demonstrates, the underlying issues encountered when shaping an effective system of quality assurance for higher education are much the same in differing times and places. This account of how accreditation was developed in the United States offers rich lessons for today, when all countries face new challenges and have to find new ways of strengthening their systems of higher education. [Publisher's summary]

[http://unesdoc.unesco.org/images/0012/001292/129295e.pdf?class=IIEP\\_PDF\\_recent&page=M196&estat\\_url=http://unesdoc.unesco.org/images/0012/001292/129295e.pdf](http://unesdoc.unesco.org/images/0012/001292/129295e.pdf?class=IIEP_PDF_recent&page=M196&estat_url=http://unesdoc.unesco.org/images/0012/001292/129295e.pdf)

HÄMÄLÄINEN K., HAAKSTAD J., KANGASNIEMI J., et al.

**Quality assurance in the Nordic higher education - accreditation-like practices**

Helsinki : ENQA : European association for quality assurance in higher education, 2001, 38 p. (Occasional Papers n°2)

A group of member agencies from the Nordic countries joined in 2000 in a common project to analyse the concept of accreditation and identify accreditation procedures and similar practices. The report provides a clear account of Nordic thinking on accreditation and evaluation, but also contains a very coherent and understandable general account of the various issues. [Publisher's summary]

<http://www.enqa.eu/files/nordicquality.pdf>





HAMI ÖZ Halit

**Les processus d'accréditation dans l'enseignement supérieur de Turquie**

*Enseignement supérieur en Europe, Vol XXX, n°3-4, p. 96-106, 2005*

Le processus national d'assurance de la qualité en Turquie a suscité un intérêt *considérable* à la suite du projet d'accréditation pilote du Collège d'ingénierie de l'Université technique du Moyen-Orient (METU) par le Comité d'accréditation pour l'ingénierie et la technologie (ABET), en 2000. L'accréditation par l'ABET des Collèges d'ingénierie des Universités du Bosphore et de Bilkent a suivi celle de la METU. Ces universités utilisent leur accréditation par l'ABET afin d'attirer les meilleurs étudiants du pays. Les universités privées récemment créées, en particulier, cherchent à employer l'accréditation de leurs programmes par des agences internationales d'accréditation dans des buts commerciaux. Le Conseil pour l'enseignement supérieur [Yüksek Öğretim Kurumu (YÖK)], qui gère toutes les universités de Turquie, soutient actuellement les études pour l'accréditation afin de développer la qualité de l'enseignement supérieur dans les universités. Ceci est un rapport sur les processus d'accréditation dans l'enseignement supérieur en Turquie. [Résumé de l'éditeur]

[http://www.cepes.ro/publications/pdf/hee\\_fre\\_pdf/3-4fre\\_05.pdf](http://www.cepes.ro/publications/pdf/hee_fre_pdf/3-4fre_05.pdf)

HERNES Gudmund ed. , MARTIN Michaela ed.

**Accreditation and the global higher education market**

Paris : IIPPE-UNESCO, 2008, 20 p.

Ce forum organisé par l'Institut international de planification de l'éducation porte sur la conception de systèmes d'accréditation pour l'enseignement supérieur qui soient conformes aux bonnes pratiques internationales et aux priorités des politiques éducatives nationales. Il est notamment question des modèles d'assurance qualité externe et de la régulation des nouvelles offres éducatives internationales.

<http://unesdoc.unesco.org/images/0016/001635/163514e.pdf>

STEED Carol, MASLOW Dmitry, MAZALETSKAYA Anna

**Le modèle d'excellence de l'EFQM pour le déploiement de la gestion de la qualité : une expérience franco-russe**

*Enseignement supérieur en Europe, Vol XXX, n°3-4, p. 68-95, 2005*

L'enseignement supérieur est vu par beaucoup comme essentiel pour la création d'opportunités et de prospérité dans toutes les économies modernes. Le rythme du changement mondial requiert une évolution continue de l'enseignement, de l'apprentissage et de la recherche – avec l'apparition d'activités plus sensibles et plus concentrées afin de répondre aux besoins du marché de demain. Pour cette raison, il est vital pour nous de continuer à développer constamment nos établissements, allant vers 'l'excellence' à travers la reconnaissance, l'anticipation et la compréhension des besoins de nos étudiants, et l'amélioration de l'ensemble de leur expérience étudiante. [Résumé de l'éditeur]

[http://www.cepes.ro/publications/pdf/hee\\_fre\\_pdf/3-4fre\\_05.pdf](http://www.cepes.ro/publications/pdf/hee_fre_pdf/3-4fre_05.pdf)





## Enseignement technique et professionnel

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BALFE Walter , BEIDERNIKL Gerl , CAMPBELL F. J. David , et al

***Quality in education and training : cases of good practice in vocational education and training and higher education***

Vienne : Federal Ministry for Education Science and Culture, 2006, 82 p.

One of the central aims of the European agenda is to make European education and training systems a “world quality reference” by 2010. Pursuit this policy, quality assurance is a Key element to make European education more competitive and more attractive for European citizens and citizens from other continents alike. Beyond that, quality assurance is an instrument to establish synergies between vocational and higher education and higher education.

This study has been carried out in the run-up to the conference “Quality assurance in higher education and vocational education and training” (Gras, 11-12 may 2005). Its purpose is to serve as a “guiding input” to the conference, providing information and basis for discussion. Four workshops at the conference are foreseen to deal with the case study “examples presented in this report. The study presents eight cases of good practice from Member States (Austria, Denmark, Germany, Ireland, Netherlands, Spain, Sweden, United Kingdom), connected to the core elements of the common quality assurance framework (CQAF). The aim of the study is to provide material for discussion and further development of quality development and quality assurance (QD/QA), in vocational education and training (VET) and higher education (HE) in Europe. [Publisher’s summary]

[http://www.3s.co.at/pdf/11\\_5\\_2006\\_study\\_quality\\_in\\_education\\_and\\_training\\_Studie.pdf](http://www.3s.co.at/pdf/11_5_2006_study_quality_in_education_and_training_Studie.pdf)

CEDEFOP

***Accreditation and quality assurance in vocational education and training. Selected european approaches***

Luxembourg : OPOCE, novembre 2009, 62 p.

The study selected analyses several national approaches to accreditation and draws comparisons between them. Some sectoral examples are also included. The publication paves the way for a more substantial comparative study in 2010, which will mark the tenth anniversary of Cedefop’s work on quality issues in vocational education and training in cooperation with the European Commission, the Member States and social partners.

[http://www.cedefop.europa.eu/etv/Upload/Information\\_resources/Bookshop/568/4089\\_en.pdf](http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/568/4089_en.pdf)

CHAUVIGNE Christian dir.

***Accréditation des formations supérieures professionnelles et amélioration continue de la qualité : séminaire international sur l’accréditation des formations supérieures professionnelles***

Rennes : Ecole nationale de la santé publique, 2003, 174 p ;

Danish Ministry of Education

***The Danish approach to quality in vocational education and training***

Copenhagen : Danish Ministry of Education, 2005, 45 p.

In this publication, focus is on the Danish approach to quality assurance and development. The publication deals with quality assurance in both initial vocational education and training and continuing vocational and training. The common quality assurance framework (CQAF) has been chosen as a framework for the description of the Danish approach to quality. Quality is built into the very fabric of the Danish VET system by involving all the major stakeholders, and entrusting them in light of social, technological and economic changes. [Publisher’s summary]

<http://pub.uvm.dk/2008/vetquality2/helepubl.pdf>

Commission européenne

***Rapport européen sur les indicateurs de qualité de l’éducation et de la formation tout au long de la vie : quinze indicateurs de qualité : rapport fondé sur le travail du groupe de travail sur les indicateurs de qualité***

Luxembourg : OPOCE, 2008, 102 p.

[http://ec.europa/education/policies/III/life/report/quality/report\\_fr.pdf](http://ec.europa/education/policies/III/life/report/quality/report_fr.pdf)



DUBOIS Pierre, LEPAUX Victor, VOURC'H Ronan

**Evaluer la qualité de la relation formation-emploi : le cas des DUT et des licences professionnelles**

*Education et formations*, n°67, mars 2004, p. 129-143

Comment se construit la relation entre la formation et l'emploi pour les D.U.T et les licences professionnelles ? Qui l'élabore ? Comment est-elle évaluée au niveau national et au niveau local ? La première partie est consacrée aux procédures d'habilitation nationale et la deuxième à l'évaluation de la qualité de la relation formation-emploi des diplômés mis en œuvre. La troisième partie fait le bilan de la prospective des emplois et de sa prise en compte dans l'adaptation des D.U.T et des licences professionnelles au marché du travail. Pour chacun de ces types d'évaluation, on observe des difficultés, des paradoxes. La conclusion identifie trois enjeux : renforcement des évaluations, professionnalisation des diplômés, établissement de la carte des formations. [Résumé de l'éditeur]  
<http://media.education.gouv.fr/file/85/8/4858.pdf>

GERARD François-Marie

**L'évaluation de la qualité des systèmes de formation**

*Mesure et évaluation en éducation*, vol. 24, n°2-3, p.53-77

L'évaluation de la qualité des systèmes de formation, qu'ils soient éducatifs ou professionnels, nécessite de prendre en compte des critères d'ordre économique (l'efficacité et l'efficience) et d'ordre social (l'équité), mais aussi d'ordre pédagogique (l'équilibre conçu comme étant la capacité du système à développer de manière harmonieuse tous les types d'objectifs liés au savoir) et d'ordre conatif (l'engagement, conçu comme étant la capacité du système à développer auprès des apprenants un réel engagement en vue d'apprendre ou d'agir). [Résumé de l'éditeur]  
[http://www.bief.be/docs/publications/eeeeee\\_070223.pdf](http://www.bief.be/docs/publications/eeeeee_070223.pdf)

NORMAND Romuald coord.

**De la formation à l'emploi : des politiques à l'épreuve de la qualité : dossier**

*Education et sociétés*, février 2006, n° 18, p. 5-109

Plusieurs articles de ce numéro portent sur les politiques de la qualité dans l'enseignement supérieur et la recherche et de leurs conséquences. L'adoption de critères de qualité tend à exacerber les tensions entre les pays du Nord et du Sud ; les écarts se creusent, à l'échelon européen, entre les universités tournées vers la recherche et celles tenues de s'adapter à leur population locale. Enfin, l'évaluation de la qualité devient un gigantesque marché économique. [Résumé de l'éditeur]

RAVNMARK Lise-Lotte

**An european guide on self-assessment for VET-providers : technical group on quality in VET : final version**

Thessalonique : CEDEFOP, 2003, 76 p.

This guide for self-assessment is addressed to the VET-providers operating in the fields of initial and continuing training, in the public and private sectors, and aims at assisting them in better managing the quality of their training provision.  
[http://www.saaic.sk/leonardo/htm\\_kniznica/rozne/CEDEFOP/selfassessment\\_guide.pdf](http://www.saaic.sk/leonardo/htm_kniznica/rozne/CEDEFOP/selfassessment_guide.pdf)

VARGAS ZUNIGA Fernando

**Quality management in vocational training : the use of standards and their different applications**

Monvideo : CINTERFLOR/ILO, 2004, 65 p.

This document does not intend to be a technical reader for the application of standards. Instead, it seeks to reflect the experiences and motivations of those who both inside and outside the institutions have been in touch with these processes. Theoretical references regarding standardization as the philosophical basis of quality centred on continual improvement have been included in this document. Also, various training institution experiences regarding quality certification are reported and there is a final section where the substantial part of a number of standards regarding institutional work is presented.

<http://www.ilo.org/public/english/region/ampro/cinterfor/publ/papel/12/pdf/papel12.pdf>



## Outils pour l'évaluation

### Lignes directrices et références

CNE : Comité national d'évaluation

***Livre des références : les références de l'assurance de la qualité dans les établissements d'enseignement supérieur***

Paris : CNE : Comité national d'évaluation, 35 p., 2003

Conçu comme un outil d'aide à la mise en place de procédures internes de contrôle de la qualité, ce document recense un certain nombre de critères - références - destinés à aider les établissements d'enseignement supérieur à s'évaluer. Cette auto évaluation servira ensuite de base aux différents organismes d'évaluation externe. L'ouvrage s'articule en trois chapitres : la politique de formation, la politique scientifique et le management de l'établissement au service de ses missions.

[https://www.cne-evaluation.fr/WCNE\\_pdf/LivreferencesCNE.pdf](https://www.cne-evaluation.fr/WCNE_pdf/LivreferencesCNE.pdf)

CNE : Comité national d'évaluation

***Références et lignes directrices pour le management de la qualité dans l'espace européen de l'enseignement supérieur***

Paris : CNE, janvier 2006, 44 p.

Cet ouvrage constitue la traduction en français proposée par le CNE du rapport «Standards and guidelines for quality assurance in the European higher education area» établi par l'ENQA.

[https://www.cne-evaluation.fr/WCNE\\_pdf/ESGCNE\\_vFrance.pdf](https://www.cne-evaluation.fr/WCNE_pdf/ESGCNE_vFrance.pdf)

ENQA : European Association for Quality Assurance in Higher Education

***Guidelines for external reviews of quality assurance agencies in the european higher education area***

Helsinki : ENQA : European Association for Quality Assurance in Higher Education, octobre 2009, 72 p.

The membership regulations of ENQA require all member agencies to undergo an external review at least once every five years. The present Guidelines contain information and guidance to assist agencies to be reviewed, coordinating organisations and review panel members. The Guidelines apply irrespective of whether the review is co-ordinated by ENQA or another body.

<http://www.enqa.eu/files/Guidelines%20for%20external%20reviews%20of%20quality%20assurance%20agencies%20in%20the%20EHEA.pdf>

ENQA : European association for quality assurance in higher education

***Standards and guidelines for quality assurance in the european higher education area***

Helsinki : ENQA : European Association for Quality Assurance in Higher Education, 2005, 38 p.

Ce rapport a été établi par l'Association européenne pour le management de la qualité dans l'enseignement supérieur (ENQA) en coopération avec l'EUA, l'EURASHE et l'ESIB). Il constitue la réponse au double mandat donné à l'ENQA par le Communiqué de Berlin en septembre 2003, de mettre en place "un ensemble accepté conjointement de références, de procédures et de lignes directrices sur l'assurance de la qualité" et de "rechercher les moyens pour mettre en place un système adéquat et l'évaluation par les pairs pour les agences d'évaluation". Il a été adopté en mai 2005 à Bergen par 45 ministres engagés dans le processus de Bologne

[http://www.enqa.eu/files/ESG\\_3edition%20\(2\).pdf](http://www.enqa.eu/files/ESG_3edition%20(2).pdf)

EUA : European University Association

***Guidelines for quality enhancement in European joint master programmes***

***EMNEM : European masters new evaluation methodology : guidelines for higher education institutions***

Bruxelles : EUA : European University Association, 2003, 32 p.

These guidelines for quality enhancement in European joint master programmes are addressed to all higher education institutions either considering or actually running joint programmes. It is the outcome of the follow-up to EUA's 2003-2004 joint masters project, which is the challenge for institutions to assume responsibility for enhancing the quality of their programmes through a more robust and systematic approach. [Publisher's summary]

[http://www.eua.be/eua/jsp/en/upload/EMNEM\\_report.1147364824803.pdf](http://www.eua.be/eua/jsp/en/upload/EMNEM_report.1147364824803.pdf)



STELLA Antony

**Quality assurance of cross-border higher education**

*Quality in higher education, volume 12, n° 3, 2006, p. 257-276*

Cross-border higher education raises a number of challenges and there is a growing awareness among quality assurance agencies that they have to work together to address these challenges. The joint effort of UNESCO-OECD to develop Guidelines for Quality Provision in Cross-border Higher Education is an educational response to this need. This paper presents the background and outcome of discussions of the quality assurance agencies with specific reference to these Guidelines, during the workshop held at The Hague in May 2006. Section 1 presents the background to the theme. Capacity building emerges as a major challenge to be addressed. Section 2 explains how UNESCO-OECD joint effort is an educational response to this challenge. Section 3 argues that the Guidelines are helpful to address the concerns of different perspectives but also raises six specific questions that need attention. Section 4 summarises what emerged during the parallel group discussions on those six questions. Finally, section 5 draws the emerging pattern from the discussions and attempts to identify future directions for the networks such as INQAAHE and its member agencies. [Author's summary]

UNESCO/OEDE

***Lignes directrices pour des prestations de qualité dans l'enseignement supérieur transfrontalier***

Paris : UNESCO, 2005, 23 p.

Cet ouvrage a pour objectif de proposer des outils et une synthèse des meilleures pratiques susceptibles d'aider les Etats à évaluer la qualité et la pertinence de l'enseignement supérieur transfrontalier et de protéger les étudiants et autres parties prenantes de l'enseignement supérieur contre les services éducatifs de qualité médiocre. Les lignes directrices s'adressent à six parties prenantes de l'enseignement supérieur : les gouvernements, les établissements et les prestataires d'enseignement supérieur, notamment le personnel universitaire, les associations étudiantes, les organismes de reconnaissance des qualifications académiques, et les organismes professionnels.

<http://unesdoc.unesco.org/images/0014/001433/143349f.pdf>

VINTHER-JORGENSEN Tue, HANSEN Signe Ploug, ed.

***European standards and guidelines in a nordic perspective***

Helsinki : ENQA : European Association for Quality Assurance in Higher Education, 2007, 64 p. (Occasional Papers n°11)

This report is the outcome of the project conducted by the Nordic Quality Assurance Network in Higher Education (NOQA) in 2005-2006 on the interpretation of the European Standards and Guidelines in the Nordic perspective. The project is aimed at interpreting and clarifying the European standards and guidelines for quality agencies, as agreed by the responsible ministers under the Bologna process. The project is also aimed at sharing and comparing practices among the Nordic agencies, for mutual inspiration concerning how organisations, processes and procedures could be enhanced in connection with the new European standards. [Publisher's summary]

[http://www.enqa.eu/files/nordic\\_v02.pdf](http://www.enqa.eu/files/nordic_v02.pdf)

**Autres outils**

CAMPBELL , ROZSNYAI Christina

***Quality assurance and the development of course programmes***

UNESCO CEPES, 2002, 223 p. (Papers on higher education)

This volume is both an extended essay and a source manual on the necessary for good quality assurance mechanisms in higher education.

Part I of the volume describes the origins and the concepts of the quality assurance systems that have been emerging in higher education throughout Europe, North America, and elsewhere. Examples are chosen from Western Europe and from Central and Eastern Europe. The question of programme assessment and evaluation *versus* institutional evaluation is discussed as is the question of one or several evaluation and assessment agencies for any one country. Part II of the volume consists of a number of readings on topical issues drawn from a variety of mostly official sources illustrating how different quality assurance organizations in different countries operate. In addition, a glossary of frequently used terms is included as well as a set of short descriptions of the quality assurance institutions in fifteen Central and Eastern European countries. [Publisher's summary]

<http://www.cepes.ro/publications/pdf/Campbell&Rozsnyai.pdf>



GARCIA Eduardo, PEREZ José Antonio, CAZALLA Caterina, et al.

**Audit programme : an initiative to promote internal quality assurance systems in higher education institutions : paper submitted for the 3<sup>rd</sup> European quality assurance forum 20-22 november, 2008, Budapest**

*EUA : European University Association , 2008, 10 p.*

In accordance with the trust placed by society in the autonomous administration of the universities and the transparency called for within the framework of European Higher Education Area (EHEA), a number of higher education institutions (HEIs) in Spain are participating in the AUDIT programme, which involves the design, evaluation and future certification of their internal quality assurance systems (IQAS) to ensure the correct alignment of their activities and for goals associated with degree programmes to be achieved. To this end, there is a need for policies and processes that are formally laid down and publicly available. The aim of the AUDIT programme, which is jointly promoted by the ANECA, AQU Catalunya, and ACSUG quality assurance agencies, is to guide and facilitate universities, in particular their institutes, faculties and colleges, in the process of defining these systems, and furthermore, to establish responsibility for external review processes and ensure that the goals of university quality are achieved.

<http://www.eua.be/events/quality-assurance-forum-2008/presentations/>

GRUPE DE PILOTAGE DU PROJET EVAL-UM5A

**Autoévaluation institutionnelle : Référentiel de l'autoévaluation et glossaire**

Agdal : Université Mohammed V, 2006, 28 p.

Le projet EVAL-UM5A avait pour objectifs de réaliser l'évaluation institutionnelle de l'Université Mohamed V Agdal avec ses phases, interne et externe, de développer des mécanismes internes d'assurance qualité, et de contribuer, par cette évaluation pilote, à l'élaboration du système d'évaluation de l'enseignement supérieur marocain ; Ce fascicule propose une première édition d'un référentiel d'autoévaluation institutionnelle ; Ce référentiel a été adopté comme guide de base pour l'évaluation institutionnelle interne des différentes institutions de l'Université.

<http://www.um5a.ac.ma/pdfs/AutoevaluationInstitutionnelle.pdf>

FINHEEC : Finnish Higher Education Evaluation Council

***Audits of quality assurance systems of Finnish higher education institutions : Audit manual for 2005-2007***

Helsinki : FINHEEC : Finnish Higher Education Evaluation Council, 2006, 37 p.

This handbook presents the principles of the Finnish audit model and its targets, criteria, methods and follow-up measures. In the audits, the universities and polytechnics receive feedback on the strengths and development needs to undergo a re-audit in the two years. The Finnish audit model was prepared in cooperation with Finnish universities and polytechnics and their students in accordance with the European standards for quality assurance in higher education. [Publisher's summary]

FINHEEC : Finnish Higher Education Evaluation Council

***Audits of quality assurance systems of Finnish higher education institutions : Audit manual for 2008-2011***

Helsinki : FINHEEC : Finnish Higher Education Evaluation Council, 2007, 35 p.

The present audit manual is a revised edition of the first released in 2005. The new manual is not the final word in the evaluation of higher education institutions (HEIS). In the international context, this field never stops developing. The book follows the general principles and procedures of the earlier version, but includes certain technical precisions and corrections based on the feedback obtained from the HEIs and auditors, as well as on experience accumulated by FINHEEC in its own work.

[http://www.finheec.fi/files/147/KKA\\_1007.pdf](http://www.finheec.fi/files/147/KKA_1007.pdf)



Ministère de l'enseignement supérieur tunisien  
**Programme d'appui à la qualité pour  
 l'enseignement supérieur : manuel de  
 procédures opérationnelles**

Tunis : Ministère de l'enseignement supérieur, mai 2006, 73 p.

Ce manuel de procédures opérationnelles (MPO) contient les accords convenus entre le Ministère de l'Enseignement Supérieur (MES) de la Tunisie et la Banque Internationale pour la Reconstruction et le Développement (BIRD) durant la préparation du projet de Développement de l'Enseignement Supérieur et d'Appui à la Qualité (PDESAQ) en 2005-2006. Il souligne les procédures opérationnelles à suivre dans la mise en œuvre du programme d'Appui à la Qualité (PAQ) pour l'enseignement supérieur en Tunisie- un programme d'allocations sur la base concurrentielle pour attribuer les ressources publiques aux institutions de l'enseignement supérieur pour les investissements ciblés dans le but d'améliorer la qualité de l'enseignement et de l'apprentissage.

<http://www.uc.rnu.tn/paq/PAQmanuel.pdf>

QAA : The Quality Assurance Agency for Higher Education

**Handbook for institutional audit : England and Northern Ireland**

Mansfield : QAA : Quality Assurance Agency for Higher Education, 2006, 39 p.

The quality assurance agency for higher education's mission is to safeguard the public interest in sound standards of higher education (HE) qualifications and to inform and encourage continuous improvement in the management of the quality of HE. To this end, QAA carries out institutional audits of higher education institutions (HEIs). This handbook describes the revised process of institutional audit that operates in England and Northern Ireland for the cycle that extent from 2005-06 to 2010-11.

The aims of this institutional audit process are to meet the public in knowing that universities and colleges in England and Northern Ireland have to effective means of ensuring that the awards and qualifications in HE are of an academic standard at least consistent with those referred to in *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and where relevant, exercising their powers as degree-awarding bodies in a proper manner, effective means of providing learning opportunities of a quality that enables students, whether on taught or research programmes, to achieve those HE awards and qualifications, and effective means of enhancing the quality of their educational provision, particularly by building on information gained through monitoring, internal and external reviews from stakeholders. [Author's summary]

<http://www.qaa.ac.uk/reviews/institutionalAudit/handbook2006/Handbook2006.pdf>

TAVENAS François

**Assurance qualité : référentiel partagé  
 d'indicateurs et de procédures  
 d'évaluation/Quality Assurance : a reference  
 system for indicators and evaluation  
 procedures**

Bruxelles : EUA, 2003, 54 p.

Ce rapport propose d'une part une analyse comparative de diverses pratiques en matière d'indicateurs de performance et d'autre part une typologie et un mode d'utilisation d'une famille d'indicateurs à disposition des responsables d'établissements.

[http://www.eua.be/eua/jsp/en/upload/ELU\\_FR.1082043002992.pdf](http://www.eua.be/eua/jsp/en/upload/ELU_FR.1082043002992.pdf)





## Etudes de cas et exemples

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### Etudes de cas

ARCELO Adriano A.

**In pursuit of continuing quality in higher education through accreditation : the Philippine experience**

Paris : UNESCO-IIEP, 2003, 136 p. (New trends in higher education)

Over recent years, higher education has expanded enormously in the Philippines. It is also extremely diversified, in part due to the legacy of its colonial history, where structures for higher education were established consecutively under Spanish, American and Filipino rule. In this context, accreditation has been found to be an effective scheme for distinguishing quality levels among higher education institutions in the Philippines.

Furthermore, the accreditation process is based on the democratic and participatory involvement of members of the academic community in analyzing strengths, weaknesses, threats and opportunities. This study argues that the initiative is in itself essential for the stakeholders concerned, as well as society at large. Accredited institutions perform better, as demonstrated by income and employment indicators, as well as performance in examinations. Nevertheless, the accreditation procedure is also beset with problems and issues that have yet to be resolved, including the pressures of globalization, and the need to speed up the process.

This booklet traces the history of accreditation in the Philippines, relating it to the development of higher education in the country, and identifies and analyzes critical issues. It evaluates the impact of accreditation both at the institutional and at the system level. [Publisher's summary]

<http://unesdoc.unesco.org/images/0013/001336/133645e.pdf>

BASHSHUR Mounir dir., COURBAGE Youssef dir., LABAKI Boutros dir.,

***L'enseignement supérieur dans le monde arabe : une question de niveau ?***

Beyrouth : Institut français du Proche-Orient, 2006, 214 p.

Cet ouvrage (en arabe, français et anglais) fait suite à la tenue d'un atelier international en 2005 à Beyrouth. Les auteurs observent l'organisation universitaire de six pays d'Afrique du Nord et du Proche-Orient, au regard de leurs contraintes démographique et financière et dressent un état des lieux sur le niveau et la qualité de l'enseignement dans le monde arabe. Un dernier chapitre offre une vision comparatiste sur la base des différentes analyses et des discussions tenues durant l'atelier international.

BOLLAERT Lucien, BRUS Sanja, CURVALE Bruno, et al

***Embedding quality culture in higher education : a selection of papers from 1st European forum for the quality assurance***

Bruxelles : EUA : European University Association, 2006, 99 p.

This publication gathers a representative sample of the contributions of the forum. The papers are mostly focused on institutional case studies and show the various ways that higher education institutions, students and quality assurance agencies ensure quality. The keynotes discuss quality from a conceptual. [Publisher's summary] [http://www.eua.be/fileadmin/user\\_upload/files/Publications/EUA\\_QA\\_Forum\\_publication.pdf](http://www.eua.be/fileadmin/user_upload/files/Publications/EUA_QA_Forum_publication.pdf)



BRENNAN John, SHAH Tanha

**Quality assessment and institutional change : experiences from 14 countries**

Higher education, vol.40, n°3, 2000, p; 331-349

The paper draws on an international study of the effects of national and institutional quality management systems on higher education institutions in 14 countries. Over the last decade almost all European countries have established national systems for the assessment of quality in higher education; Similar developments can be found in many other parts of the world. In most countries, these developments have been largely sponsored by the State even if the national quality agencies so formed generally have a significant degree of operational autonomy and mainly use a form of peer review as their primary assessment method. The paper presents a conceptual method of the relationship between quality management and institutional change in higher education which takes into account variations in the national context in which quality management assessment takes place as well as difference in the method used. The authors argue that central to the establishment of quality management and assessment systems, whether national or institutional are questions of power and values. [Publisher's summary]

CAROLL Martin, PALERMO Joséphine

**La démarche qualité en Australie : un prisme des transformations universitaires**

*Revue internationale d'éducation, septembre 2007, n° 45, p. 111-125*

Les trente-neuf universités australiennes sont soumises à des audits de qualité externes par l'Agence pour la qualité des universités australiennes (Australian Universities Quality Agency). Les conclusions de l'audit donnent des informations sur chacune des universités ; elles permettent aussi une lecture comparative de l'évolution des universités, en particulier dans les relations entre l'enseignement et la recherche. Les conclusions de l'audit sont étudiées dans le contexte d'une analyse critique du Research Quality Framework, le cadre réglementaire en évolution dans lequel les universités opèrent.

[Résumé de l'éditeur]

CHEVAILLIER Thierry, SOLAUX Georges

**L'évaluation des universités en France**

*L'Orientation scolaire et professionnelle*, vol. 28, n° 4, décembre 1999, p. 517-538

Dans cet article, les auteurs font le point sur les diverses procédures d'évaluation de l'enseignement supérieur. Le propos est centré sur l'évaluation des formations, des modes de gestion ; des coûts et financements.

The authors review the different higher education assessment procedures. They focus on assessing training, management, costs and financing

ENQA : European association for quality assurance in higher education

**Quality assurance of higher education in Portugal – an assessment of the existing system and recommendations for a future system**

Helsinki : ENQA : European Association for Quality Assurance in Higher Education, 2006, 96 p. (Occasional Papers n°10)

In the framework of the EPHE project, an international experts panel was appointed by ENQA and worked on two complementary tasks from December 2005 and November 2006. The first mission consisted in reviewing the existing Portuguese quality assurance practices as conducted by CNAVES, the Portuguese National Council for the Evaluation of Higher Education. Secondly, the panel worked on providing recommendations to the Portuguese government on the organisation, processes and methods of establishment of a national accreditation system which would meet the European standards and guidelines for quality assurance in the European higher education area. The final review report presents the results of the panel's work focusing on the strengths and challenges of the Portuguese quality assurance system as well as giving recommendations for future developments.

<http://www.enqa.eu/files/EPHEreport.pdf>



LEBANESE ASSOCIATION FOR EDUCATIONAL STUDIES

**Quality assurance in arab universities : fifth year book : abstracts**

Beirut : Adnan El-Amine, 2005, 15 p.

The present publication incorporates many different but thematically related articles in the field of quality assurance.

For example, the first paper focus on theoretical and practical frameworks in quality assurance, giving examples from international experiences. The second one sheds lids on documented efforts taken by Arab states, organizations or universities in the field of quality assurance. Regarding attempts taken by individual Arab states, the authors reviews legislation, establishment of specific bodies and particuler experiences of Lebanon, Jordan, Palestine, Egypt, Sudan, Oman, and the United Arab Emirates. He gets into the analysis of available documents, texts, reports and information available on these states, and conducts comparisons among them, the terms they use, and also between declared objectives and accomplishments. Chapter tree deals with accreditation of higher education institutions in the United States and the experience of the American university of Beirut. In chapter four, the study presents an overview of the Lebanese university's first attempt at self-assessment.

<http://www.laes.org/frameset/publications.htm>

JACOBS Gerrie J., DU TOI Anci

**Contrasting faculty quality views and practices over a five-year interval**

*Quality in higher education, volume 12, n° 3, 2006, p. 303-314*

This study explores possible changes in the views of six faculty quality committees at a South African university. The initial investigation was replicated after five years and relates to the extent to which these committees perceive: (i) quality improvement as an indicator of faculty effectiveness; and (ii) faculties as the owners of quality. It was found that besides a far greater awareness of quality promotion, the committees also realised that quality must be shown to exist and that the processes of quality improvement are important. However, five years since their inception, most quality committees still view quality as 'something that exists out there'. The implication of the study is that higher education institutions should not only promote institution-wide quality cultures internally, but should expect it from each faculty. [(Author's summary)]

MATERU Peter

**Higher education quality assurance in sub-Saharan Africa : Status, challenges, opportunities, and promising practices**

Washington : World Bank, 2007, 104 p. (World Bank working paper n°124)

This report summarizes the findings from a study on quality assurance for higher education in Sub-Saharan Africa. The research was conducted through document and web reviews, interviews and six detailed country case studies covering Cameroon, Ghana, Mauritius, Nigeria, South Africa and Tanzania. It communicates the results of the first steps to map and to assess higher education quality assurance (QA) in Sub-Saharan Africa. On purpose of the study is to establish a baseline on the status of quality assurance in higher education in Africa second is to provide information to education policymakers, stakeholders (including employers) and development partners involved in tertiary education in Africa that may assist them with identification and prioritization of capacity enhancement needs for quality improvement. [Publisher's summary]

[http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/WP124\\_QA\\_Higher\\_Edu\\_Africa.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/WP124_QA_Higher_Edu_Africa.pdf)

MINELLI Eliana, REBORA Gianfranco, TURRI Matteo

**Governance and evaluation in the Italian University system: an analysis of the Italian experience : paper submitted for the 3<sup>rd</sup> European quality assurance forum 20-22 november, 2008, Budapest**

*EUA : European University Association , 2008, 15 p.*

Evaluation and quality assurance in higher education are closely linked to system governance. The paper proposes four possible patterns of university system governance. This frame of reference takes into consideration the Italian university system over the past twenty years where great changes have taken place and evaluation has been introduced. The paper pinpoints those characteristics that Italian university system governance has taken on over time which are in line with the external (locus), negotiation-based (focus) pattern. This model requires strong support by suitable evaluation systems geared to fully implement the ENQA guidelines.

<http://www.eua.be/events/quality-assurance-forum-2008/presentations/>



SAARI Seppo, FRIMODIG, ed.

***Leadership and management of education, evaluation and education at the university of Helsinki 2007-2008***

Helsinki : ENQA : European association for quality assurance in higher education, 2000, 580 p.

The University of Helsinki is Finland's oldest, largest and most diverse institution of higher education conducting research and providing education based on research. The University of Helsinki consists of 11 Faculties, representing all academic disciplines with the exception of technology and business, and it operates on four campuses. The strategic aim of the University of Helsinki is to reinforce its position among leading European universities both in research and teaching. To achieve this aim, the University regularly carries out international evaluations of its research and education. The evaluations are a part of the University's quality assurance system. The previous evaluation of education was conducted in 2001–2002; this evaluation focused on all the fields of education represented at the University, language and communication studies, and subject teacher education. [Publisher's summary]

<http://www.helsinki.fi/laatu/arviointi/PDF/Evaluatio%20of%20Education%202007-2008.pdf>

SCHENKER-WICKI Andrea

**Accréditation et assurance qualité : le modèle suisse**

*Politiques et gestion de l'enseignement supérieur n°14, 2002, p. 29-41*

En Suisse, comme dans d'autres pays européens, les notions d'accréditation et d'assurance qualité à l'université ont pris une nouvelle dimension sous les effets conjugués de l'autonomie grandissante des universités, de l'apparition de nouveaux types d'établissement d'enseignement offrant des programmes internationaux, et de la mise en œuvre de la Déclaration de Bologne. Au vu de ces développements, le gouvernement fédéral suisse et les cantons universitaires ont convenu d'instituer conjointement un Organe d'accréditation et d'assurance qualité qui serait chargé des questions non seulement d'accréditation, mais aussi d'assurance qualité et de promotion de la qualité dans les universités. Les discussions entourant la création d'un organe chargé d'examiner de manière critique la qualité de l'enseignement supérieur ont déclenché en Suisse un vif débat. Toutefois, après des mois de débat acharné entre les universités et les autorités politiques (gouvernement et administration), les différents points de vue ont fini par converger vers un modèle qui jouit aujourd'hui du soutien sans réserve de toutes les parties concernées. Ce modèle présente l'avantage de ne pas se limiter aux seules questions d'accréditation (c'est-à-dire de respect de normes minima), mais de comprendre aussi la mise en œuvre des mécanismes d'assurance qualité nécessaires pour garantir un développement durable de la qualité dans les universités. Les propositions d'accréditation formulées dans le cadre de ce modèle concerneront en outre les filières d'études comme les établissements universitaires. [Résumé de l'auteur]



SERRANO-VERLADE Kathia E.

**Quality assurance in the European higher education area : the emergence of a German market for quality assurance agencies**

*Higher education management and policy, volume 20, n° 3, 2008*

Most European countries have introduced systematic quality assurance as part of an overall governance reform aimed at enhancing universities autonomy. Researchers and economic entrepreneurs tend, however, to underestimate the political dimension of accreditation and evaluation when they consider the contribution of quality assurance to the economic competitiveness of universities and/or the economic system as a whole. This article intend to shed light on this aspect of quality assurance by analysing how the provision of quality assurance is constrained by the institutional setting in place, and studying the implications of that constraint on the constitution of a national and international market of quality assurance. [Author's summary]

TANAKA Masahiko

**Objectifs stratégiques et effets majeurs de l'assurance qualité dans l'enseignement supérieur en Allemagne : perspective comparative**

*Politiques et gestion de l'enseignement supérieur, volume 18, n°3, 2006, p. 165-182*

Cet article explique comment le système d'enseignement supérieur allemand a exploité de manière stratégique l'assurance qualité pour offrir des formations débouchant sur des diplômes de licence (*Bakkalaureus*) ou de maîtrise (*Magister*). Suit une évocation des différents effets de cette stratégie sur la structure actuelle du système d'enseignement supérieur en Allemagne. Pour nourrir la discussion, on évoque par ailleurs les effets les plus notables du financement par objectif de qualité sur la structure du système. [Résumé de l'auteur]

VARTIAINEN Pirko

**Tendances institutionnelles dans l'évaluation légitime : une comparaison des évaluations des enseignements supérieurs en Finlande et en Angleterre**

*Enseignement supérieur en Europe, vol XXX, n°3-4, 2005, p.133-147*

Le présent article analyse les évaluations institutionnelles de l'enseignement supérieur en Angleterre et en Finlande à travers le concept de légitimité. L'article s'intéresse aux tendances institutionnelles de la légitimité. L'hypothèse de l'auteur est qu'une évaluation est légitime lorsque le processus d'évaluation est de bonne qualité et accepté à la fois moralement et en pratique par les personnes impliquées dans le processus. La principale question est la suivante : quelles sont les tendances institutionnelles de l'évaluation moderne de l'enseignement supérieur ?

Le présent article examine les nombreux éléments de l'évaluation légitime et conclut en montrant les similarités et les différences entre les tendances institutionnelles de l'évaluation de l'enseignement supérieur dans les pays étudiés. [Résumé de l'auteur]

[http://www.cepes.ro/publications/pdf/hee\\_fre\\_pdf/3-4fre\\_05.pdf](http://www.cepes.ro/publications/pdf/hee_fre_pdf/3-4fre_05.pdf)

VINTHER-JORGENSEN Tue , HANSEN Signe Ploug

European standards and guidelines in a nordic perspective

Helsinki : ENQA : European Association for Quality Assurance in Higher Education; 2006, 64 p. ( Occasional papers n°11)

The present report is the outcome of the project conducted by the Nordic Quality Assurance Network in Higher Education (NOQA) in 2005-2006 on the interpretation of the European Standards and Guidelines in the Nordic countries.

[http://www.engq.eu/files/nordic\\_v02.pdf](http://www.engq.eu/files/nordic_v02.pdf)



## Exemples d'évaluations

PAPP Inkerri, CAROLAN Des, HANDAL Gunnar, et al

### ***Audit of the quality assurance system of Seinäjoki Polytechnic***

Helsinki : FINHEEC : Finnish Higher Education Evaluation Council, 2006, 76 p.

The most common quality assurance methods in European higher education are the accreditation of programmes and institutional audit. Some countries have opted for a national solution using both methods in parallel. In its operations FINHEEC underlines the principles of enhancement-led evaluation. Audits of the quality assurance systems of higher education

Audits of the quality assurance systems of higher education institutions are compatible with this principle. Auditing is a method respecting the autonomy of the HEIs, based on the conviction that they are ultimately responsible for the quality of the education they provide. In practical auditing, the enhancement-led principle is manifested in the practical auditing, the enhancement-led principle is manifested in the interaction and dialogue between FINHEEC and the HEIs. The aim is to generate information that the HEIs can use to develop their own operations. The results of the audits also highlight good practices to be disseminated and exploited by the entire HEI sector. The reports always include recommendations to support the HEI in the further development of its quality assurance system.

Seinäjoki Polytechnic is a multidisciplinary regional higher education institution.

[http://www.kka.fi/files/174/KKA\\_1506.pdf](http://www.kka.fi/files/174/KKA_1506.pdf)

QAA : Quality Assurance Agency for Higher Education

### ***Integrated quality and enhancement review : summative review : city College Manchester***

Mansfield : QAA : Quality Assurance Agency for Higher Education, 2008, 30 p.

QAA undertakes reviews of higher education provision delivered in further education colleges. This process is known as Integrated quality and enhancement review (IQER).

Higher education programmes delivered by further education colleges (colleges) lead to awards made by higher education institutions or Edexcel. The awarding bodies retain ultimate responsibility for maintaining the academic standards of their awards and assuring the quality of the students' learning opportunities.

The purpose of IQER is, therefore, to safeguard the public interest in the academic standards and quality of higher education delivered in colleges. It achieves this by providing objective and independent information about the way in which colleges discharge their responsibilities within the context of their partnership agreements with awarding bodies. IQER focuses on three core themes : academic standards, quality of learning opportunities and public information.

IQER is a peer review process. It is divided into two complementary stages: Developmental engagement and Summative review. In accordance with the published method, colleges with less than 100 full-time equivalent students funded by the Higher Education Funding Council for England (HEFCE), may elect not to take part in Developmental engagements but all HEFCE-funded colleges will take part in summative review.

This report presents the findings of the Summative review of higher education funded by the Higher Education Funding Council for England (HEFCE) at City College Manchester (the College).

The purpose of the review is to provide public information on how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. [Publisher's summary]

<http://www.qaa.ac.uk/reviews/reports/institutional/IQER/ManchesterCityColg08.pdf>



LUOMA Mikko, DANIEL Hans-Dieter,  
KRISTENSEN Lauri, et al

***Audit of the quality assurance system of the Helsinki school of Economics***

Helsinki : FINHEEC : Finnish Higher Education Evaluation Council, 2008, 82 p.

The Finnish Higher Education Evaluation Council will perform audits of the quality assurance (QA) systems of all Finnish higher education institutions (HEIs) by 2011. The key aim is to support the HEIs while they are developing their QA systems to meet European QA principles and to demonstrate that competent and consistent higher education QA is in place in Finland at the national level. The point of departure for QA auditing in enhancement – led evaluation, which has been established as a strong tradition within Finnish evaluation practices. The method is based on trusting the HEIs to be responsible for the quality of their activities. [Publisher's summary]

[http://www.finheec.fi/files/597/KKA\\_1008.pdf](http://www.finheec.fi/files/597/KKA_1008.pdf)

QAA : Quality Assurance Agency for Higher Education

***Academic review : subject review : computing, engineering : Manchester college of Technology***

Mansfield : QAA : Quality Assurance Agency for Higher Education, 2003, 12 p.

This report presents the findings of a review of the learning standards achieved, and the quality of the learning opportunities provided in computing and engineering programmes at Manchester College of Arts and Technology (MANCAT). The review was completed in the academic year 2002-2003. [Publisher's summary]

[http://www.qaa.ac.uk/reviews/reports/subjectLevel/sr181\\_02.pdf](http://www.qaa.ac.uk/reviews/reports/subjectLevel/sr181_02.pdf)







## Sitographie

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### Accreditation, Certification and Quality Assurance Institute (ACQUIN)

ACQUIN was founded in the year 2001 as a consequence of the [Bologna process](#) and the upcoming need for assuring the quality of newly introduced undergraduate and postgraduate degrees in Germany. ACQUIN is a [member-based](#), non-profit organisation located in the South-East of Germany. The Institute operates under the licence of the [German Accreditation Council](#) and is thus empowered to award its quality seal to study programmes which have successfully undergone accreditation. ACQUIN was reaccredited by the German Accreditation Council until 30th of September 2011. Its activities: Accreditation of German Bachelor and Master study programmes, accreditation in all subject fields based on the expertise of our Standing Expert Committee members, evaluation and accreditation of selected international study programmes, international cooperation and networking, projects and workshops with national and international partners development of new quality assurance methods, pilot project "process quality in teaching and learning".  
[www.acquin.org/](http://www.acquin.org/)

### Agence d'évaluation de la recherche et de l'enseignement supérieur (AERES)

La pratique de l'évaluation en France, indispensable dans un système de recherche tourné vers l'excellence, est confiée désormais à AERES. Dotée du statut d'autorité administrative indépendante, elle est chargée de procéder à l'évaluation des établissements, des unités de recherche mais aussi des formations supérieures. La démarche qualité inscrit l'agence dans un processus d'amélioration continue. Cette démarche concerne toutes les fonctions et implique toutes les personnes qui concourent à la réalisation des missions de l'agence. Elle met en œuvre des dispositifs destinés à assurer la fiabilité et l'impartialité des évaluations, la pertinence et la transparence des méthodes. Elle vise à garantir la cohérence et la clarté des indicateurs utilisés et l'objectivité des résultats. Cette démarche est conforme aux exigences des références et lignes directrices pour le management de la qualité dans l'espace européen de l'enseignement supérieur et doit conduire l'agence à obtenir en 2009 une reconnaissance européenne  
[www.aeres-evaluation.fr/](http://www.aeres-evaluation.fr/)

### Agencia (Nacional de evaluacion de la calidad y acreditacion (ANECA)

L'Agence nationale pour la qualité de l'évaluation et de l'accréditation a été établie en 2002. Son but est de contribuer à l'amélioration de la qualité du système d'enseignement supérieur aux moyens de l'évaluation, de la certification et de l'accréditation des diplômes universitaires, des programmes, du personnel enseignant ainsi que des institutions.  
<http://www.aneca.es/>

### AUQA Good Practice Database

The Database is intended to make information about good practices in the Australasian Higher Education sector (the 'sector') publicly available. It is intended that such information will serve as a general guide to the sector to assist it in its efforts to improve. The Database is not intended to present 'standards' for the sector nor will AUQA audit an institution/agency against entries in the Database. It deals with a wide range of topics such as: Accreditation and Approval, Research and Consultancy, Research Training, Students, Support Services, Teaching and Learning.  
[www.auqa.edu.au/gp/index.php](http://www.auqa.edu.au/gp/index.php)



### **Arab network for quality assurance in higher education (ANQAHE)**

The idea of establishing an Arab network was conceived in July 2004 at a conference in Cairo, Egypt. Many higher education expertises from Arab countries were invited to address issues of quality assurance in their respective countries. A round table discussion on how quality assurance bodies in the Arab States might work together took place. The brain storming produced three possible scenarios: The first was to create a network; the second to start an NGO for Quality Assurance; and the third to develop a commission for quality assurance and accreditation for Arab HEIs. A final consensus to establish an Arab network for quality assurance and accreditation was agreed upon in Abu Dhabi in 2005. The president of INQAAHE was invited to this meeting to support the initiation of the network. The Outcomes of this meeting was to develop the first draft of constitution. A third meeting in Cairo, 2006 was organized to agree on the draft constitution, and on the launching the network. Finally the Arab Network for Quality Assurance in Higher Education ANQAHE has been launched in Jordan in June, 2007 as a nonprofit nongovernmental organization. The Network is working in Association of the International Network of Quality Assurance Agencies and in connection with the Association of Arab Universities

<http://anqahe.kasralainy.com/>

### **Australian Universities Quality Agency (AUQA)**

The AUQA is an independent, not-for-profit national agency that will promote, audit, and report on quality assurance in Australian higher education. It operates independently of governments and the higher education sector under the direction of a Board of Directors. AUQA is owned by and receives core, operational funding from the Commonwealth, State and Territory Ministers for higher education who are members of MCEETYA.

AUQA is the principal national quality assurance agency in higher education with the responsibility of providing public assurance of the quality of Australia's universities and other institutions of higher education, and assisting in enhancing the academic quality of these institutions. AUQA is established to be the principal national quality assurance agency in higher education, with responsibility for quality audits of higher education institutions and accreditation authorities, reporting on performance and outcomes, assisting in quality enhancement, advising on quality assurance; and liaising internationally with quality agencies in other jurisdictions, for the benefit of Australian higher education.

[www.auqa.edu.au/](http://www.auqa.edu.au/)

### **Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ)**

The purpose of the OAQ is to assure and promote the quality of teaching and research at the universities in Switzerland. It operates independently, and bases its work on international practices and research findings. It organizes and manages its own affairs under the terms of its bylaws and has its own budget. On line: publications, quality evaluations, points of view, newsletter.

L'OAQ a pour objet d'assurer et de promouvoir la qualité de l'enseignement et de la recherche dans les hautes écoles universitaires de Suisse. Organe indépendant, il s'organise et s'administre lui-même et dispose de son propre budget. Il met en ligne sur son site (anglais, français, allemand et italien) plusieurs documents : publications (rapports annuels, newsletter, enquête université), examens qualité (procédures d'accréditation, audits de qualité), conférences, sélection de liens nationaux et internationaux.

[www.oaq.ch/pub/fr/02\\_04\\_00\\_national.php](http://www.oaq.ch/pub/fr/02_04_00_national.php)



### **Central Eastern European Network for Quality Assurance (CEEN)**

The Network of Central and Eastern European Quality Assurance Agencies in Higher Education was founded on October 13, 2001 in Cracow, Poland, and was formally established on October 19, 2002 in Vienna. It succeeds the Regional Subnetwork of the International Network of Quality Assurance Agencies in Higher Education, established November 19, 2000 in Budapest, Hungary. The CEE Network is a non-governmental and non-profit organization. The objectives of the CEE Network are to share experiences and to foster cooperation among member agencies, to exchange information about background, aims, procedures and outcomes of activities of member agencies, to recommend experts, to serve as a clearing house for issues on quality assurance in higher education in the Central and Eastern European countries, to assist each other in elaborating measures for harmonizing activities in quality assurance, in order to participate in the European dimension of higher education, and to play a proactive role in shaping the European higher education area, to open common possibilities in launching new projects for the sake of better quality in higher education and build consortia for joint activities, including the applications to funds.

[www.ceenetwork.hu/](http://www.ceenetwork.hu/)

### **Finnish Higher Education Evaluation Council (FINHEEC)**

FINHEEC collaborates closely with other Nordic countries on evaluation issues and has world-wide co-operation contacts, including Africa. The Finnish Higher Education Evaluation Council (FINHEEC) has been developing the audit procedure focusing on the quality assurance systems of Finnish higher education institutions (HEIs) in order to show the international community that Finland has a valid and competent quality assurance practice.

[www.finheec.fi](http://www.finheec.fi)





# Ciep



**Centre international d'études pédagogiques**  
**Centre de ressources et d'ingénierie documentaires**  
1, avenue Léon-Journault - 92318 Sèvres cedex - France  
Contact : Sol BEAUCHER - Courriel : [beaucher@ciep.fr](mailto:beaucher@ciep.fr)  
Téléphone : 33 (0)1 45 07 60 84 - Télécopie : 33 (0)1 45 07 60 01  
Site Internet : [www.ciep.fr](http://www.ciep.fr)