

# Relevance of EQA: accountability and improvement

## CASE STUDY 1

For an integrated and progressive methodological EQA  
approach in the French-speaking  
community of Belgium

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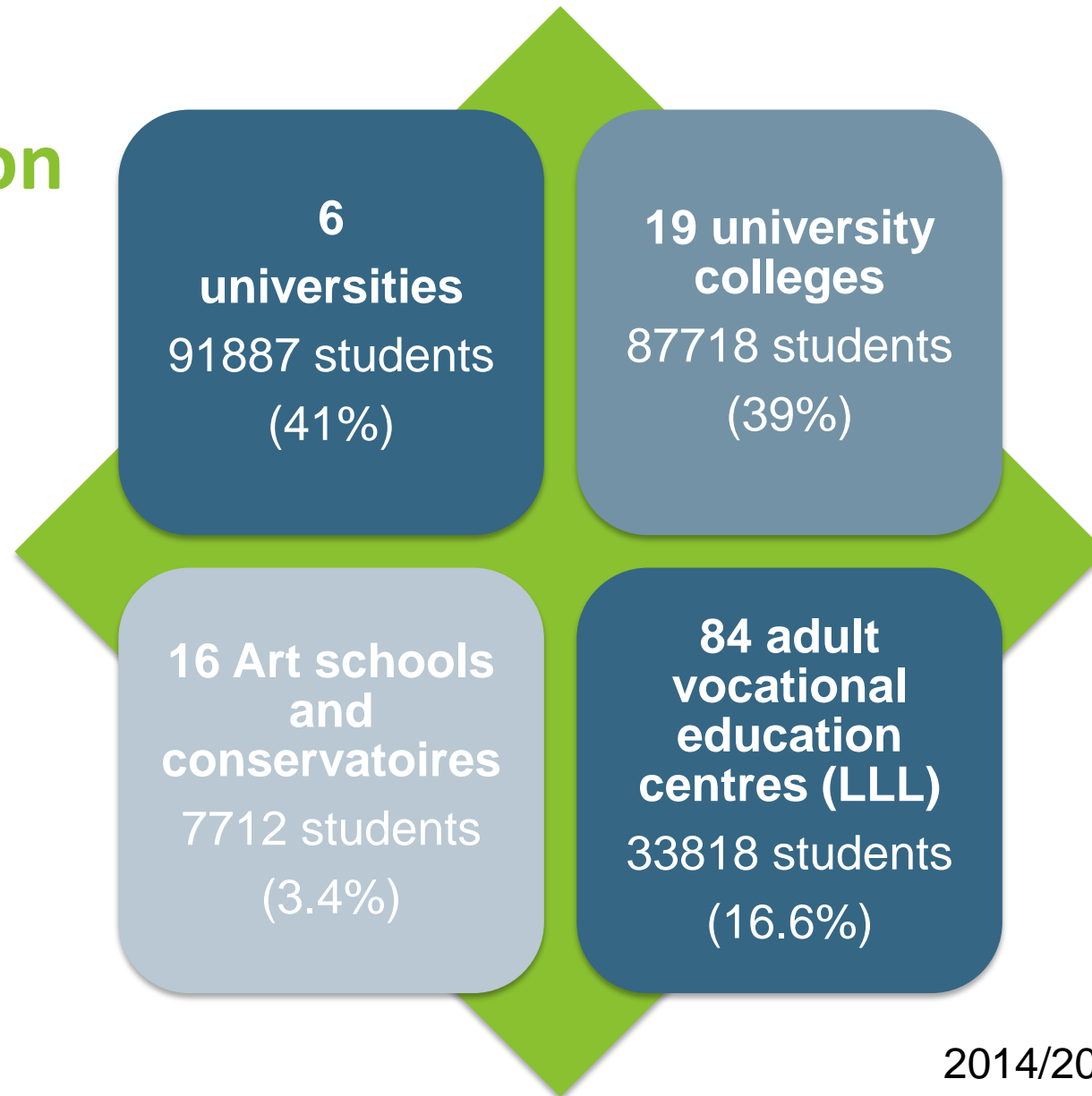
# Outline

- context data of the present situation : HE system, AEQES main features
- why changing the EQA approach?
- overview of the whole process
- consultation results
- the future model and the pilot phase
- lessons learned so far



# the HE system

## diversity of provision



2014/2015 figures

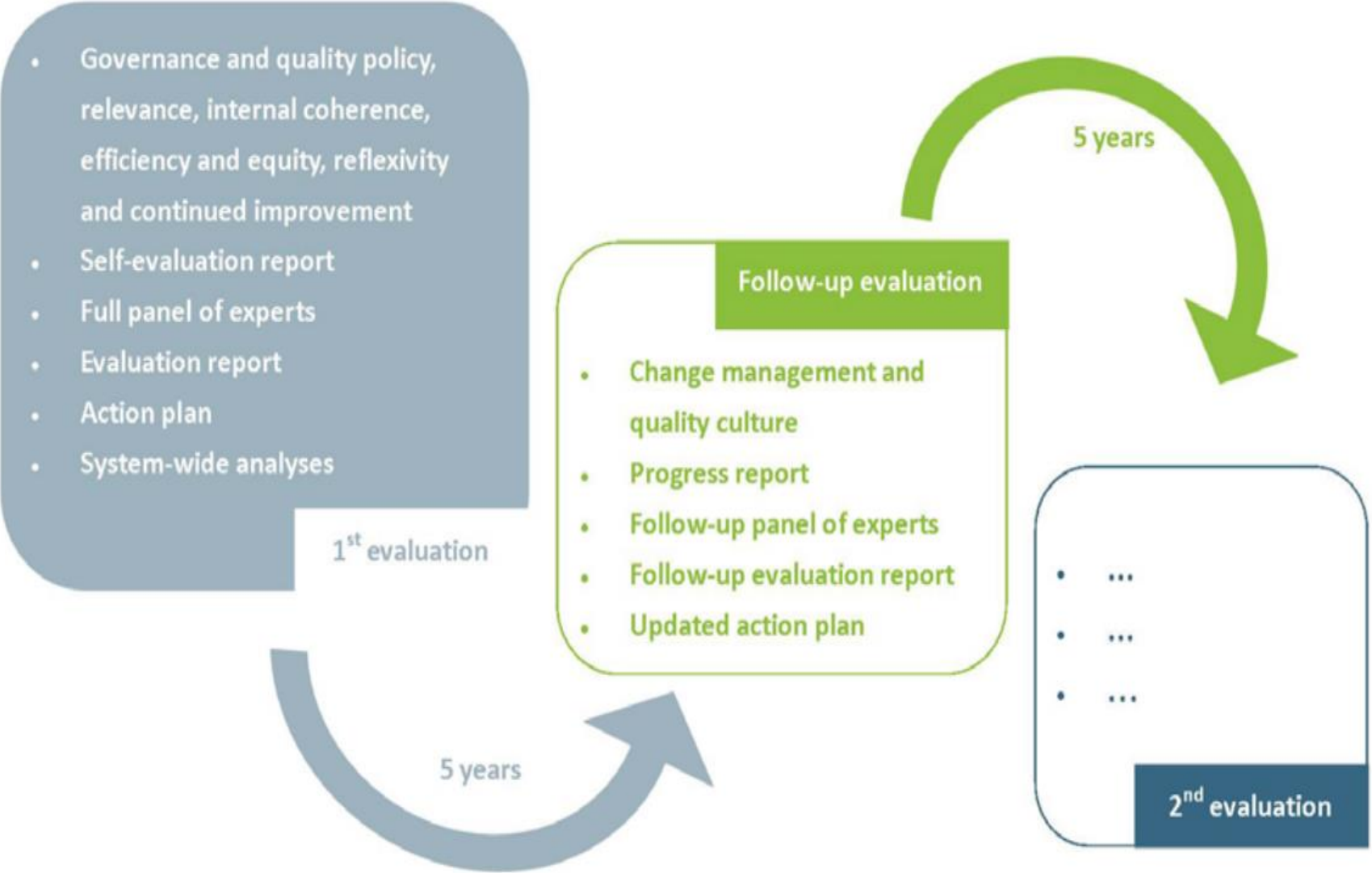


## AEQES key features

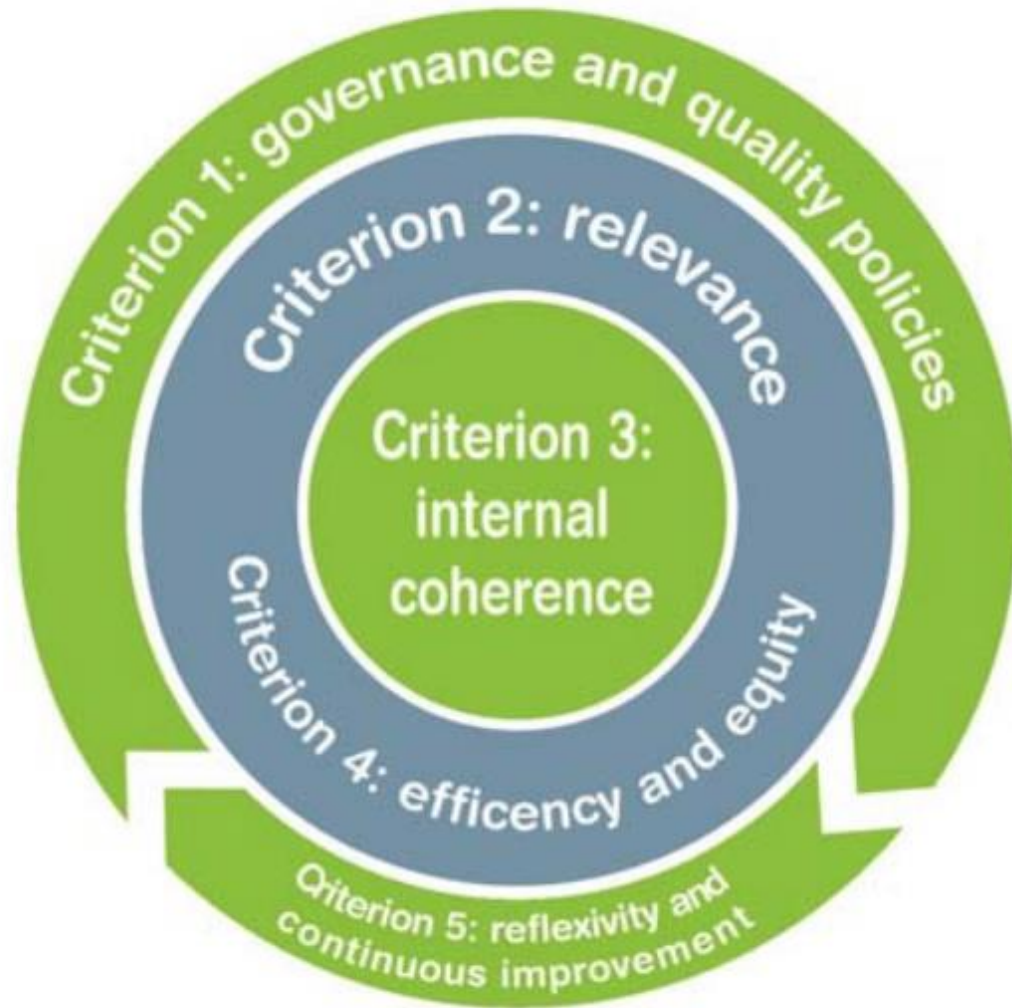
- AEQES established by decree in 2002, revised by decree in 2008
- public service QAA
- ENQA reviews in 2011 and 2016
- EQAR registered since 2012
- formative, enhancement-led programmed-based evaluation process (no formal effects on HEIs funding or authorization to operate)
- two EQA formats



# EQA methodology



# AEQES evaluation framework

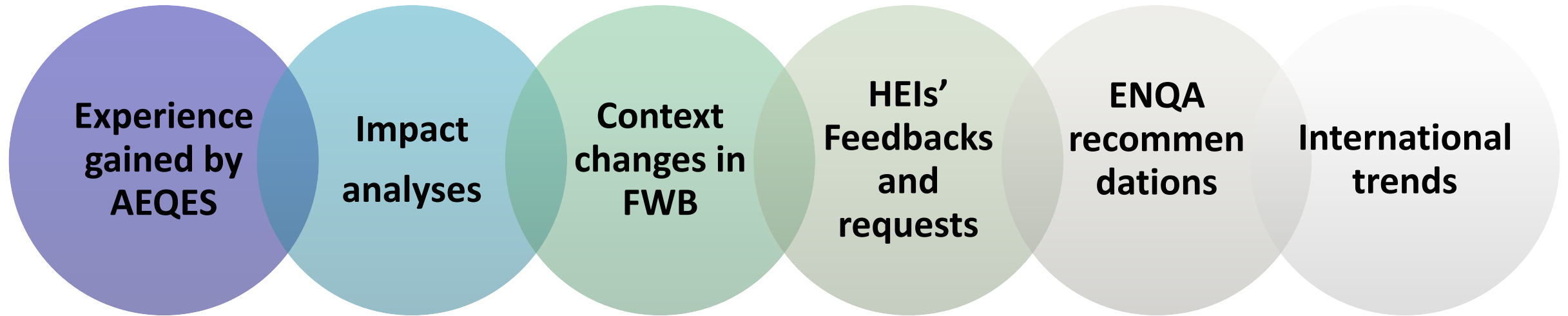


Programmatic approach but also institutional criteria

LO, competences, SCL approaches

Impact on the needed expertise for the panel

# Why changing the EQA approach?



- At the international level → strengthen the reliability and efficiency of the formative approach of FWB
- Role of EQA → support the institutions in developing their internal quality management systems, and therefore strengthening their autonomy and responsibility for the quality of the overall HE provision



# towards a new EQA methodology: an iterative and participative process

- **Exploratory desk-research**

  - Preliminary report [May 2016] + dissemination

- **Wide consultation** [Feb-June 2017]

  - Two online surveys – (1000 + 48 answers) results published

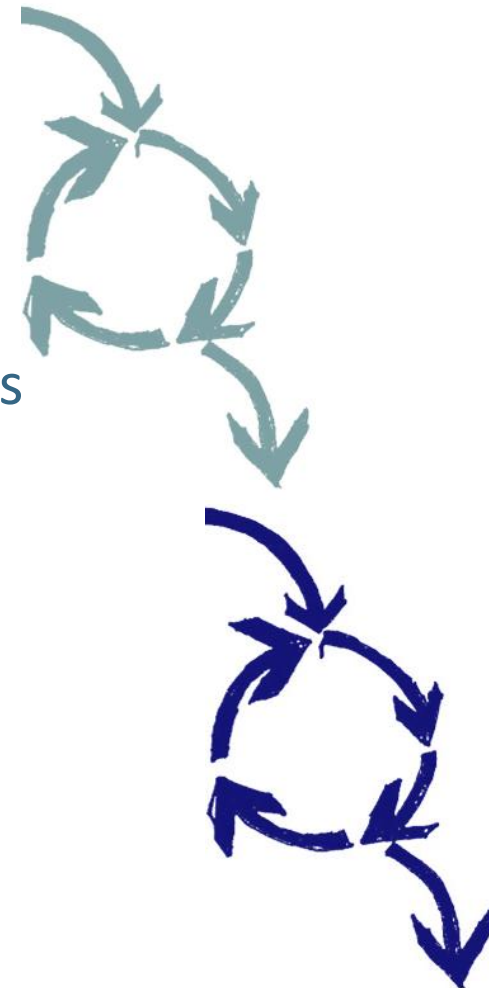
  - Consultation on “the five principles”

  - Focus groups + written feedback asked from the main HE bodies  
international independent experts and QAAs

- **Report with a methodological proposal** [October 2017]

- **Decree [Dec 2017]**

  - entrusting to AEQES the conception and implementation of the IE pilot





## consultation on « the principles note » : context, pre-requisites, desirable changes and guidelines

- Principle 1: towards a better articulation between programmes evaluation and institutional evaluation
- Principle 2: EQA mechanisms are progressively transformed to support the HEIs in developing IQA
- Principle 3: the HEIs autonomy is supported by the Agency within the ESG guidelines
- Principle 4: accountability and quality enhancement are (better) balanced
- Principle 5: workload and cost of EQA to be considered and coped with



# consultation on « the principles note » : main outcomes

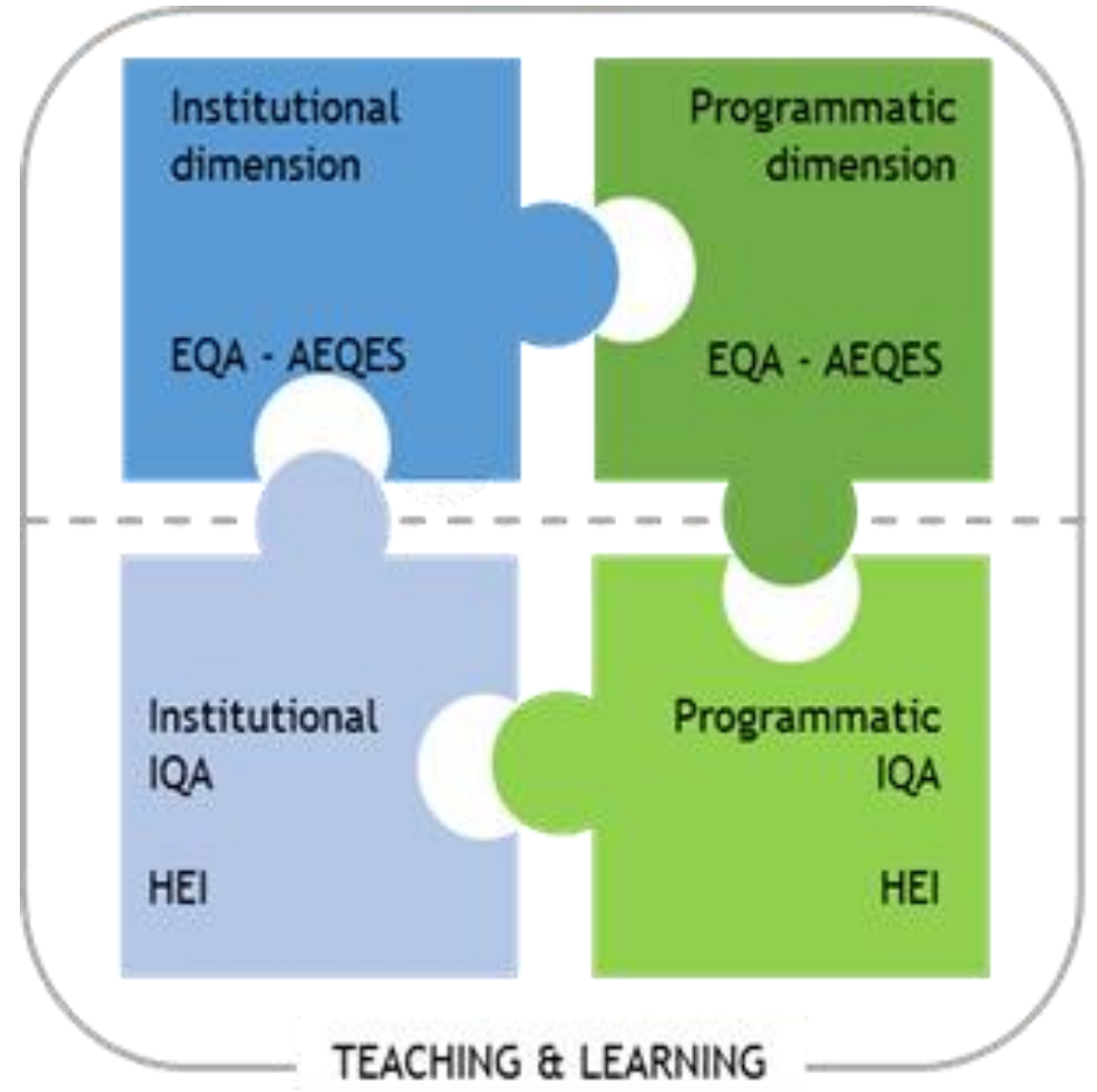
## trends (+)

- alignment with ESG, EQA evolutions
- reflexive and participative process
- keeping up the enhancement-led approach
- introducing progressively IE aimed at strenghtening all HEIs IQA and quality culture

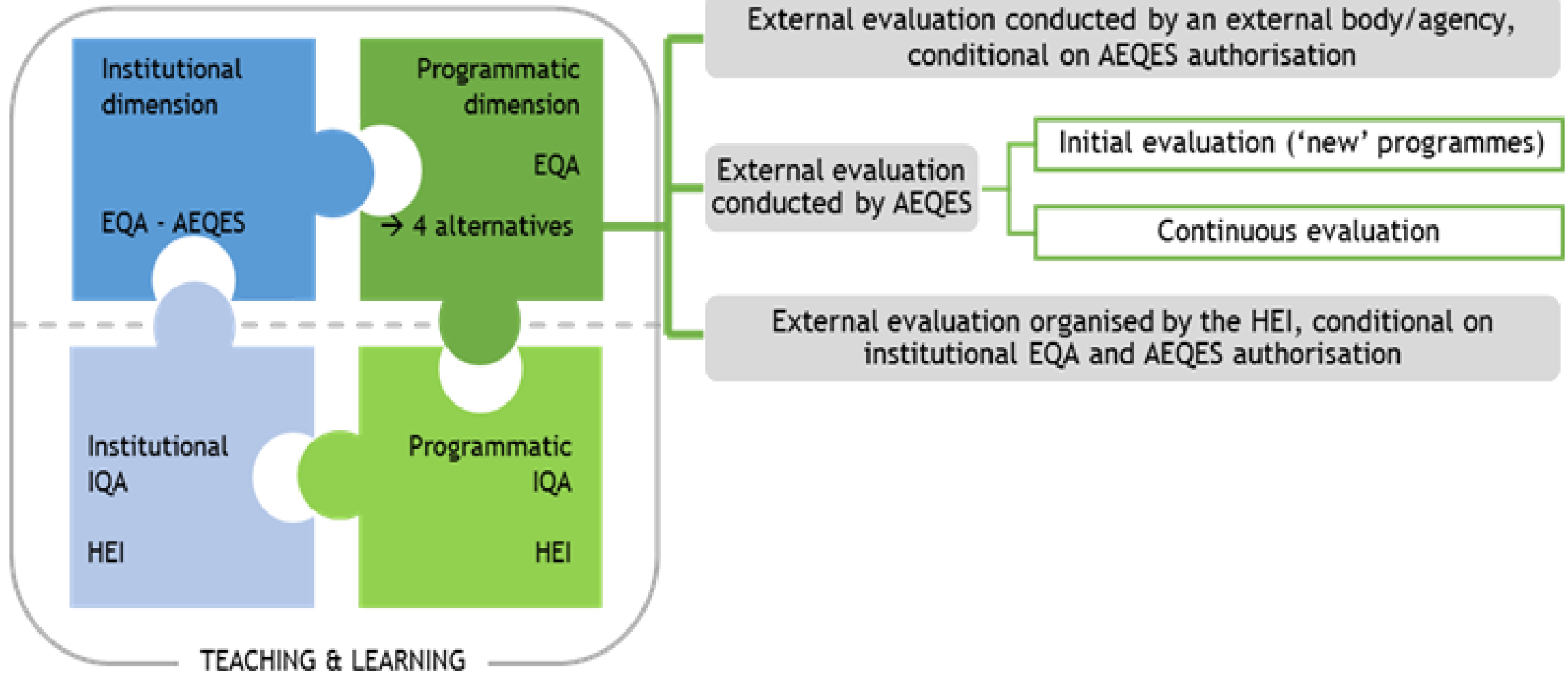
## trends (critical points)

- Yes, but how?
- principles of equity and equality
- what IE? Focus on T&L vs holistic approach
- HEIs autonomy and responsibility vs AEQES monitoring
- Financial & organisation impacts, resources available
- keep the model clear & simple!

**Towards an evaluation approach that articulates the institutional dimension with the programmatic dimension**



# EQA articulated model from 1st cycle on



## 2019-2021 the pilot phase

from 2019 to 2021: experimental institutional evaluations (pilot HEIs)

2021-2022: taking stock and co-developing the methodology

### KEY OBJECTIVES

- Fine tune the institutional evaluation features: scope, standards, criteria for robust IQA ... in collaboration with the stakeholders (ARES, HEIs, ...)
- Elaborate an efficient articulated model IE and PE (avoid overlaps, assure ESG compliance, etc.)
- Special focus on thematic analyses

### KEY ISSUES

- Communication (before, during and after the pilot phase)
- The potential selection of pilot HEIs (diversity of profiles)
- Tight timeline to carry out the pilot phase and contribute to the new decree



## Lessons learned so far

- Shift in the stakeholders' perceptions of the impacts of QA on the French-speaking Belgian HE sector as well as on the HEI governance and development
- Promoting a coherent system approach rather than a technical point of view → focus on Teaching & Learning, quality culture, strategic management, fitness for purpose....
- Engaging all stakeholders in the co-building process may produce:
  - collective awareness of the respective responsibilities of all the partners (HEI, ARES...)
  - methodological relevance
  - reinforced trust that is needed in the context of a formative approach



**Thank you for your attention**

**(for more info, read the full report...in French)**

**[http://www.aeges.be/rapports\\_details.cfm?documents\\_id=622](http://www.aeges.be/rapports_details.cfm?documents_id=622)**



# pilot phase organisation chart

