

RÉPUBLIQUE FRANÇAISE

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The practice of self-evaluation by 17 higher education institutions of Ile-de-France

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Purpose of the presentation

- The scope of the study
- The involvement of HEIs in self-evaluation
- The content of self-evaluation
- An insight into QA processes
- Conclusions & questions

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Outlook on higher education in France

- Low level of autonomy of the HEIs
- Low level of selection, low fees
- implementation of BMD
- Overlaps of research and training in the area
- New law governing finance

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Involvement of HEIs in self-evaluation

- Centralised, involving academics but not the students
- 3 levels of involvement of Rectors:
 - Factual approach
 - Activist approach
 - Formal approach

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HEIs' interest in self-evaluation

Communication strategy	Reforming management
Talking points	Sign of adherence to QA philosophy

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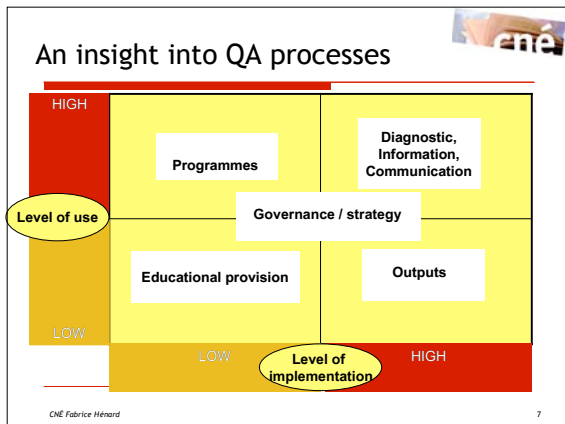
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What the content sets out:

Self-awareness	BUT	Self-critical or self-promoting ?
Projects procedures	BUT	One-time exercise
Awareness of worldwide competition	BUT	No mention of European Higher Education Area
Sticking to Handbook of Standards	BUT	Limited self-evidence reasoning

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- ### Conclusion 1: what shapes quality culture?
- External environment (State, Europe, socio-economic factors) influences level of quality culture
 - Internal quality culture depends on the operating methods in the institution:
 - Long-term policies
 - Cooperative efforts and dialogue
 - Innovation
 - Identity
 - Culture of reflection
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- ### Conclusion 2: self-evaluation is a political tool
- It reveals a picture of the institution: values, ways of governance, visions of its mission
 - It reflects the institutional operating methods of the institution:
 1. The institution pays attention to governance, discussion, strategic policies: QA is a help
 2. The institution is in trouble or reluctant to evolve: QA is under-utilised and burdensome
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Conclusion 3: Tensions exist

- Primary responsibility of quality lies with each institution ≠ sole responsibility of the institution
- Links quality assurance - self-evaluation
 - A good self-evaluation does not automatically mean a high level of internal quality culture
- Strategy *for* QA or strategy *before* QA?
 - Is it possible to enhance Quality culture before adopting a strategy in the institution ?
- Transparency vs self-evaluation
 - Shall HEIs reveal everything in a written report?

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Questions for the debate...

- Does self-evaluation reveal the reality of an institution?
 - Is self-evaluation capable of addressing every challenges met by the institutions?
- Some tracks:
 - To find out new areas for discussion with academics?
 - To clarify collectively the use and the objectives of self-evaluation?
 - To work on the relation internal-external evaluation?

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