FRENCH HIGH COUNCIL FOR THE EVALUATION OF RESEARCH AND HIGHER EDUCATION

February 2018
1. BRIEF OVERVIEW OF THE FRENCH HE AND RESEARCH SYSTEM
2. BRIEF OVERVIEW OF THE QA SYSTEM
3. PRESENTATION OF HCERES
1. HIGHER EDUCATION AND RESEARCH SYSTEM
KEY FIGURES

- 2 609 700 students registered in France (2016-2017)
- 309 000 foreign students (12%)
  (+ 90% since 1998)

Source: Etat de l'enseignement supérieur et de la recherche en France, avril 2017
FRENCH HEIS

3 500 PUBLIC OR PRIVATE HEIS:

• 70 universities (2017)
• 225 engineering schools (30% in university)
• 220 business and management schools
• 120 schools of Arts
• 20 Architectural schools
• 3 000 other schools and institutes
DIPLOMAS IN THE FRENCH HE SYSTEM

Les diplômes de l’enseignement supérieur français

Organisation in ECTS and LMD System
RESEARCH SYSTEM

• National strategy of research

• But research mainly done within the HEIs, national public organizations (CNRS...), or in the private sector.

• 402 315 workers in the field (249 086 researchers).

• Domestic expenditure on R&D : 45 milliards €

• GDP dedicated to R&D : 2,25 %

• France ranked 6th in terms of worldwide publications and 4th in the European pattern system.
A CHANGING WORLD

Many recent national initiatives:

• “Excellence initiative”: IDEX, I-SITE, Labex, … (2010) and now (PIA): *promote competitiveness, growth and employment in France*

• The 22nd July 2013 law relative to French Higher Education and Research

• A new map of regions (2016)
HIGHER EDUCATION AND RESEARCH CLUSTERS IN FRANCE (Feb. 2016)
2. QUALITY ASSURANCE SYSTEM
THE EUROPEAN HIGHER EDUCATION AREA

THE FRENCH HE AND QUALITY SYSTEM IS TO BE RELATED TO THE EUROPEAN ONE:

- Bologna process (48 countries)
- Commitment to harmonize HE systems, to foster quality of European HE, to facilitate recognition
QA SYSTEM

1) Bologna Process – Berlin Communiqué 2003:
- Quality of HE at the heart of the European HE Area;
- Primary responsibility lies with each HEI itself;

By 2005, national QA systems should include:

· Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results;

· A system of accreditation, certification or comparable procedures;

· International participation, co-operation and networking.
QA SYSTEM

2) Bologna Process – Bergen 2005

· Standards and guidelines for quality assurance in the European Higher Education Area (ESG)

· a model for peer review of QAA on a national basis,

· a European register of quality assurance agencies based on national review (EQAR).
QA SYSTEM

3) Bologna Process – Erevan 2015

· Revision of the Standards and guidelines for quality assurance in the European Higher Education Area (ESG);

· European approach for QA of joint programmes
APPLICATION IN EUROPE

DIVERSITY and ADAPTABILITY

• No single definition and no european definition of QA, or evaluation

• As many applications as Bologna countries ;

• But all under the umbrella of the ESG (common principles and similar procedures)
3. PRESENTATION OF HCÉRES
THE FRENCH HE AND QA SYSTEM

MANY ACTORS, DIFFERENT MISSIONS

CEFDG - Business

HCERES
- Institutions
- Research units
- Programmes

Cti - Engineering

Evaluation

Information

Ministry of HE
- Funding to HEIs
- Contract

Decision

Higher Education Institutions
EVALUATION BY HCERES

IN A 5 YEARS PERIOD, HCERES EVALUATES

25 Territorial coordination policies (clusters of HEIs)

2 800 Research entities

250 Higher education and research institutions (public and private HE institutions and research bodies)

5 730 Programmes (bachelor's, vocational bachelor's & master's degree, engineering master's, programmes in health, doctoral school)

+ Validation of evaluation procedures carried out by other bodies
## SOME FIGURES

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* estimations
HCERES: STATUS AND ORGANISATION

Status:
National and public body with “Independent Administrative Authority” status, created by law in 2013, replacing the previous AERES, created in 2006. It is directly funded by Parliamentary vote.

Scientific organisation:
• 115 part-time scientific delegates
• 4,500 experts on average called every year, including 20% outside France

“Support” administrative organisation:
102 full-time administrative and technical staff

Budget in 2016:
18 M Euros
HCERES: MISSIONS AND OBJECTIVES

Evaluating:

• HE & R institutions (universities, schools and research bodies), taking account of all their missions and activities
• Research units
• Programmes and degrees in the French higher education system (BMD)

Assisting entities evaluated in the continuous improvement of their practices

Providing clarification for decision-makers:

• The State (financing, recognition of qualifications)
• Research bodies (certification of laboratories)
• Others (Local Authorities, Companies, Families)
ORGANISATIONAL STRUCTURE

Collège
(30 membres)

- Conseil d'orientation scientifique de l'OST
  Jacques Mairesse
- Conseil de l'intégrité scientifique
  Olivier Le Gall

Président
Michel Cosnard

- Département d'évaluation des coordinations territoriales (DECT)
  Annie Vinter
- Département de recherche (DER)
  Pierre Glaudes
- Observatoire des sciences et techniques (OST)
  Frédérique Sachwald
- Office français d'intégrité scientifique (OFis)
  N...

- Département d'évaluation des établissements (DEE)
  Michel Robert
- Département d'évaluation des formations (DEF)
  Jean-Marc Geib
- Département Europe & international (DEI)
  François Pernot
- Département du système d'information (DSI)
  Thierry Bédouin

Conseillers scientifiques

Experts

Secrétariat général
Nelly Dupin

- Service Budget – Finances
  Flavie De Busscher
- Service Ressources humaines
  Myriam Amimeur
- Délégation à la communication
  Caroline Cordier
- Délégation à la qualité et à la formation
  Julien Lecocq
- Affaires juridiques
  Martin Roux
- Pôle support à l'évaluation
  Estelle Simon
- Coordination logistique
  Sandrine Dalverny-Continouzas
FOUNDING PRINCIPLES

Independence:
Its status as an independent administrative authority enables Hceres to carry out its missions without coming under pressure from:

- government authorities,
- entities evaluated,
- or any other stakeholders.

HCERES does its utmost to guarantee compliance with the rules of ethics, in particular those concerning conflicts of interests.
FOUNDING PRINCIPLES

Competence of experts and transparency of procedures

Quality of evaluation rests on:

- the expert’s skills and correct matching his/her profile with the entity evaluated,
- a methodology and procedures guaranteeing equality of treatment,
- drawing up by HCERES of a quality management system.

Transparency of evaluation rests on (website) publication of:

- criteria for and methods of evaluation
- the list of experts and their positions,
- all evaluation reports
RECOGNITION AT EUROPEAN LEVEL

September 2010: AERES’ full membership of the ENQA is renewed
A recognition at European level that reinforces the Agency’s credibility along with that of French higher education, both in the eyes of European students and of the European job market.

An external evaluation organised in 3 major stages:
• self-evaluation by the Agency, presented in a report that includes details of its current practices and an improvement plan for 2010, in close line with its strategy plan up to 2014;
• visit to AERES by an expert committee;
• decision by the ENQA, following analysis of the expert committee’s evaluation report.

May 2011: AERES is listed in EQAR, the European Quality Assurance Register for Higher Education.

March 2015: ENQA and EQAR transfer AERES’s european recognition to HCERES

2016: new external evaluation of HCERES
INTERNATIONAL ACTIVITIES

• Information and contribution to international cooperation and networking (QAAgencies, ENQA, EUA, EQAF…) ;

• Development assistance for the definition of national QA policies and the creation of QAAgencies

• Project partners for call for tenders or call for proposals

• Evaluation or accreditation of foreign HEIs and programmes