

**Garantie de la qualité et évaluation  
dans l'enseignement supérieur**

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Séminaire de formation TLQAA

# **Le modèle TLQAA**

## **Les principales caractéristiques**

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# Plan de la présentation

## 1. Concept du séminaire

## 2. Le projet TLQAA

## 3. Le contexte international et national de TLQAA

Les grands principes de la garantie de la qualité dans l'enseignement supérieur

Les objectifs du projet de loi sur l'enseignement supérieur

Pourquoi la communauté universitaire doit-elle se saisir de la question de la qualité?

## 4. La documentation TLQAA

## 5. Le modèle TLQAA

Les objectifs / Les principes / Approche du système qualité national / L'indépendance de l'agence / Les engagements de l'agence / Les résultats

## 6. L'expert promoteur et ambassadeur du modèle

## 7. La légitimité de l'évaluateur

# 1. Concept du séminaire

- Un séminaire de information/formation/autoformation
  - Connaître la documentation...
  - Se préparer à utiliser les standards
- Appropriation de la logique et de l'esprit du modèle
  - Echanger, débattre...
- Développer une approche partagée de l'évaluation
  - Se mettre d'accord sur le niveau d'exigence
- Le programme du séminaire

## 2. Le projet TLQAA

- Un projet TEMPUS
- Un projet pilote
- Une opportunité
- Un test
- Un contexte: les projets de lois sur l'enseignement supérieur et l'agence nationale d'évaluation

### 3. Le contexte

## Les grands principes de la garantie de la qualité dans l'enseignement supérieur

- L'enseignement supérieur comme bien public
  - Garantir des formations de qualité (compétences des diplômés, employabilité...)
  - Garantir les missions de recherche et de développement scientifique
- Respect de l'autonomie des institutions
- Pourquoi des agences de garantie de la qualité
  - Indépendance de l'évaluation
  - La gouvernance du système
- La notion de système national de la qualité
- Le modèle évaluation interne évaluation externe
- La publicité des résultats

# 3. Le contexte

## les objectifs du projet de loi sur l'enseignement supérieur

1. Providing all those who would like to pursue their education and have the capacity to continue learning at this level of education, including people with special needs.
2. Providing students with academic, personal, and professional competences and promoting their capabilities.
3. Preparing specialized intellectual leaders to run the various institutions of society and cater for needs in development and work market.
4. Developing the spiritual, intellectual, and physical dimensions of all men and women and providing them with a supporting academic environment that fosters their creativity and innovation and nourishes their talents.
5. Providing continuous learning.
6. Preserving, spreading, and developing knowledge.
7. Fostering critical thinking methodology.
8. Accompanying international developments and advancements in the fields of knowledge production and transfer.
9. Promoting social integration and the advancement of the society and committing to fundamental human rights.
10. Opening up to cultures and promoting inter-cultural communication.
11. Sustaining scientific research through the creation of research centers and laboratories.
12. Promoting scientific, cultural, and technical cooperation and expertise exchange among Higher Education and scientific research institutions, both private and public, in Lebanon and abroad, and with productive establishments.

### **3. Le contexte**

## **Pourquoi la communauté universitaire doit-elle se saisir de la question de la qualité?**

1. Weak quality higher education institutions are prejudicial to all institutions and for the reputation of the national higher education system.
2. The QA agency is a key element for the development of the Lebanese higher education system. It ensures that the institutions and their programs continuously seek ways to enhance their academic quality. This will have a positive impact on the development of the institutions' autonomy.
3. The evaluation procedures and methods should respect internationally recognized good practices (ESGs, Chiba principles, UNESCO/OECD guidelines for quality provision in cross-border higher education, INQAAHE good practices guideline for instance). These procedures should also take into consideration the Lebanese environment and context.
4. The national quality assurance system should protect the citizens' interests in higher education. Its role is to ensure the citizens and the general public that an institution or a program meets standards or thresholds of quality.
5. The national QA system would impact the development of national higher education policies.
6. Higher education Institutions shouldn't be restricted to apply for foreign accreditations or evaluation procedures.

## 4. La documentation TLQAA

- Une proposition de modèle
- Des standards et des critères
- Des règles de sélection des évaluateurs et de formation au travail d'évaluation
- Un guide de l'évaluation interne
- Un guide de la procédure d'évaluation externe



## 5. Le modèle : Les objectifs

The proposed model for the Lebanese Quality Assurance System has the following goals:

1. Encourage the improvement of quality in possibly below standards institutions;
2. Develop quality of each institution and increase trust in the higher education system;
3. Provide the society with clear and trustable information about the quality of programmes;
4. Help a better international recognition of Lebanese Higher Education

## 5. Le modèle : Les principes

1. An independent Lebanese quality assurance agency is a key element of the national quality assurance framework;
2. The quality assurance agency should rely on clearly stated minimum acceptable quality that defines a threshold;
3. The national QA agency should develop specific standards, criteria and reference in order to take into consideration the different types of programmes and organizations;
4. Peer review is fundamental in the evaluation process conducted in a Quality Assurance system;
5. The internal and external QA processes are not ranking processes;
6. The primary responsibility for quality assurance in higher education lies with each institution through its commitment to self-study, external peer review, and the employment of quality assurance mechanisms and institutional best practices;

## 5. Le modèle : Les principes (suite)

7. As a result of an evaluation, the national quality assurance agency should identify the strengths, weaknesses and critical points. It is the responsibility of the institution not the agency to define a process to respond to the concerns raised;
8. The national quality assurance agency could award accreditation or develop quality labels as incentive to the development of quality;
9. The strength of the link between education and research is a criterion with regard to the quality of university higher education;
10. A distinction between higher education (post-secondary) and university education (based on research) may have sense and stimulate quality;
1. Stakeholders and students have an active role to play in external and internal quality assurance mechanisms;
12. External quality assurance should help and foster the development of internal quality assurance mechanisms;
13. The national quality assurance system should be a learning system;
14. The national QA agency should be a learning organization.

## 5. Le modèle :

### Approche du système qualité national

1. A national quality assurance framework is made of actors that should be identified and of relationships between them that should be clearly described;
2. A national quality assurance framework is a system of relationships and tensions that can be schematized like proposed hereafter in the [Figure 1](#);
3. The national quality assurance system should take into account the already existing quality assurance mechanisms in the Ministry (technical committees, ...) and make sure that it is coherent and well understood by all;
4. The distinction between the evaluation of quality and the evaluation of systemic, social or economical interests (evaluation of appropriateness) is crucial to the transparency of the steering decision-making processes within the higher education system;
5. The national quality assurance system could be developed through different phases and thus accompany the step-by-step building of institutional competencies by each actor involved;
6. The national recognition could be given with conditions in order to provide institutions with remediation opportunities;

## 5. Le modèle : Approche du système qualité national (suite)

7. The recognition could be given for a limited period of time;
8. The agency's evaluation procedures should be evidence based and the evaluation criteria should be clearly articulated;
9. The panels of experts should include international experts;
10. The evaluation can be at institutional or programmatic levels. Both activities can be combined according to the purpose. The choice is important with regard to the development of the evaluation approaches and methodologies;
11. The national recognition seal will have to coexist with foreign evaluation or accreditation seals;
12. The relationships between the national QA agency and foreign QA agencies have to be carefully structured and organized.

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## 5. Le modèle : L'indépendance de l'agence

Its operational independence must be unambiguously guaranteed in the official documents. This operational independence should cover:

- The design and update of terms of reference or standards;
- The definition and operation of methods and procedures;
- The selection and nomination of experts;
- The execution of an institution or programme evaluation;
- The determination of outcomes.

## 5. Le modèle : Les engagements de l'agence

- Institutional Improvement
- Accountability
- Relation with the Ministry
- Mandatory Process
- Coverage and Scope
- Follow-up
- Respect of Diversity
- Involvement of the Stakeholders
- International Good Practices and Experts
- Clear Appeal Process
- Confidentiality
- Training
- Awareness Raising

## 4. Le modèle : Les résultats

L'agence développera ou produira des :

- Standards
- Procédures
- Rapports d'évaluation
- Éventuellement des accréditations et des labels de qualité
- Formations et de la documentation de sensibilisation
- Procédure d'évaluation interne et des résultats publics sur son fonctionnement (*reporting*)
- Etudes, articles et communication dans des conférence internationale



## 6. L'évaluateur : Promoteur et ambassadeur du modèle

- Développement et co-construction du modèle
- Une agence est connue par ses évaluateurs
- Le débat national pourra bénéficier de l'expérience concrète des évaluateurs
- ...

## 7. La légitimité de l'évaluateur

- Expertise et évaluation
- Expert et évaluateur
- La méthode
- Le dialogue

**Je vous remercie de votre attention**

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# Higher education governance and national QA systems

