

**A collaboration between AEQES and CTI for the
evaluation and accreditation of civil engineering
programmes in Belgium (FCB)
in 2012-2013**

AEQES / CTI

Caty Duykaerts (AEQES)
Teresa Sánchez Chaparro (CTI)



1. why such a joint mission?
2. a brief presentation of both partners : AEQES and CTI
3. phases of the collaboration
4. lessons learnt so far

why such a joint mission?

- official demand coming from the 4 universities of the French-speaking Community of Belgium
- collaboration of **AEQES** (a generalist evaluation agency) and **CTI** (an engineering accreditation agency) in order to organize a joint mission
- twofold objective:
 - ✓ **the evaluation of engineering programmes according to AEQES' legal requirements**
 - ✓ **their accreditation according to CTI's criteria**

AEQES in a nutshell

- **public sector agency** established by the French community of Belgium in 2002, restructured in 2008
- **4 HE sectors** : universities, university colleges, art schools & conservatoires, adult education centres
- **evaluation of programmes**
- **formative quality evaluation process**, in a context where an authorisation (“habilitation”) is granted *ex ante* by Government decree
- **no scoring, no rankings**
- ENQA full member since 2011, on EQAR since 2012

CTI in a nutshell

- **nonprofit organization**, established by the French law **in 1934**
- **programme accreditation** of engineering degrees in France (compulsory accreditation every six years)
- accreditation of **engineering programmes abroad** (Belgium, Bulgaria, Burkina Fasso, China, Vietnam and Switzerland).
Results of the accreditation:
 - ✓ **"State admission" of these degrees by the French government**
 - ✓ **EUR-ACE label**
- **equitable** organization in terms of professional and academic participation.
- member of ENQA, ECA, ENAEE (one of the 8 agencies which can deliver the EUR-ACE label); on EQAR since 2010

reflecting on motivation

UNIVERSITIES

- gain of time and money + CTI's expertise + international visibility

AEQES

- a domain-specific agency provides a generalist agency an asset in terms of expertise
- contribute to fight bureaucracy (multilayers processes)
- analysis of the degree of compatibility between evaluation and accreditation

CTI

- test the significance and applicability of CTI's accreditation framework outside France
- deliver the EUR-ACE label
- benchmarking of internal processes against a generalist assessment-oriented agency

phases of the collaboration

Preparatory phase / **December 2009 to January 2011**

Two purposes:

- *to assess the feasibility of the collaboration*
- *to agree on a set of common principles*

Signature of a formal collaboration **agreement/January 2011**

Design of the collaboration / **January to December 2011**

Evaluation phase / **January 2012 to September 2013**

Accreditation phase/ **Octobre 2013**

Action plan/ December 2013

phases of the collaboration



reflecting on feasibility

Three main issues:

1. **compatibility** of the two national quality assurance systems
2. detection of possible **legal and material barriers** to the collaboration
3. applicability of **CTI's accreditation framework** to engineering programmes in the FCB.

some methodological aspects

- scope (institutions and programmes)
- common reference framework
- composition of the experts' panel
- organization of the site-visits
- outcomes of the mission: draft reports, final reports, system-wide analysis, accreditation by the CTI, action plans
- future implications

Four universities concerned

Catholic University of Louvain (UCL)

Free University of Brussels (ULB)

*University of Liège (Ulg) (including Faculty of
Agricultural Sciences of Gembloux – FUSAGx)*

University of Mons (UMons)

Four engineering programmes (BA + MA) in the field of
agronomic sciences and **biological engineering**

Fifteen (BA + MA) in the field of **engineering sciences**

T

total = 46 programmes

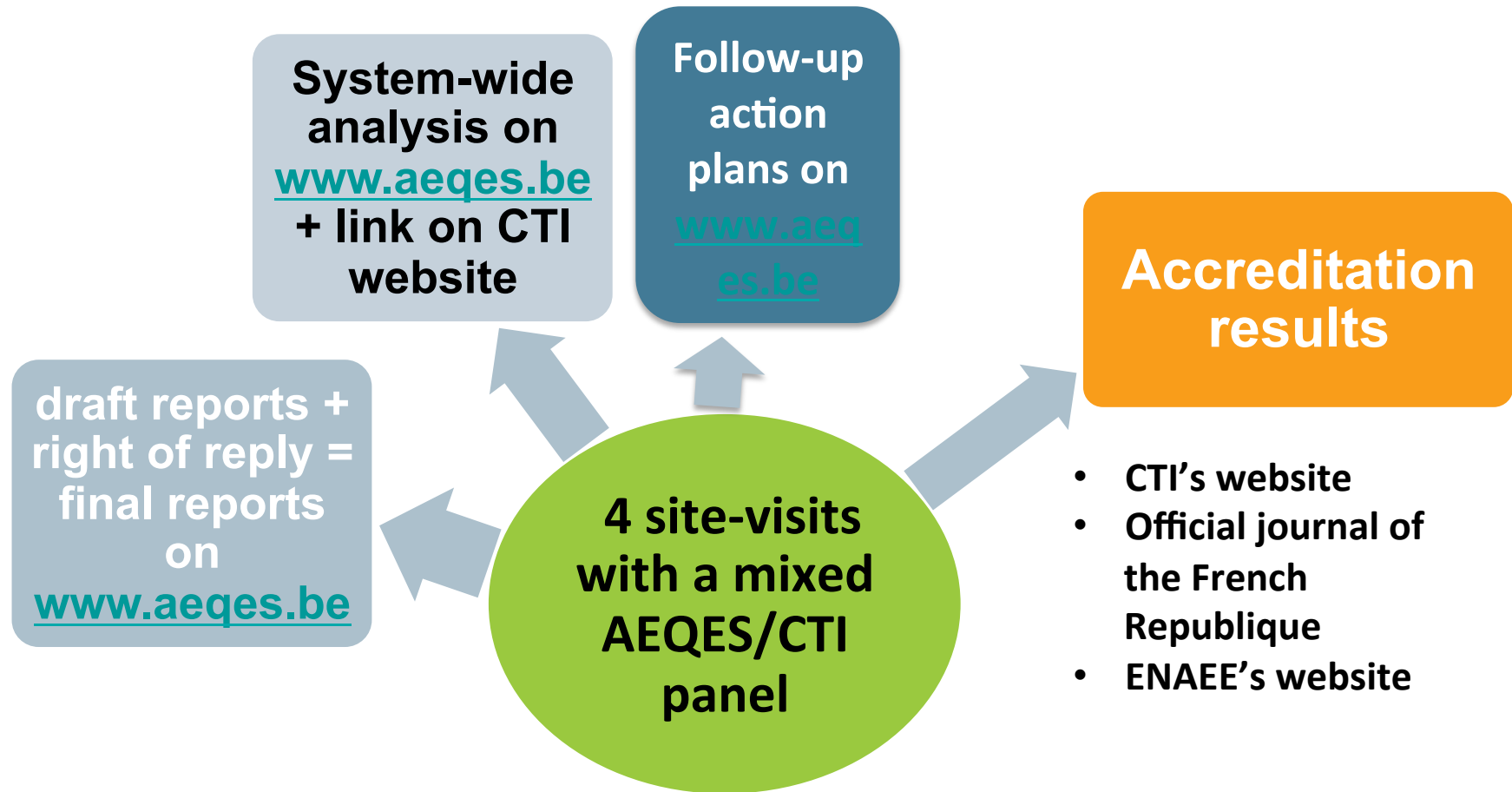
composition of the panel

- 50% CTI and 50% AEQES, a total of 32 experts
- In terms of profile
 - 39% of peers**
 - 26% of students**
 - 22% of experts (industry)**
 - 9% of peers/industry**
 - 3% educationalist**
- In terms of nationality : 2 from Switzerland, 1 from Luxemburg, 8 from Belgium (25%) and 21 from France (65%)

site-visits organisation

- 3 visits of six days and 1 visit of 3 days
- a permanent panel (attended all the visits): chair + 3 CTI rapporteurs + educationalist + expert of the industry + students
- additional domain experts (according to each HEI's provision)
- common interviews + parallel interviews + debriefing (prior preparatory meetings)

outcomes



accreditation results

- **Maximum** accreditation duration (6 years):
23 programmes - 51% (30% with a progress report)
- **3 years'** accreditation:
15 programmes - 33%
- **No accreditation:**
7 programmes - 16%

accreditation results (2)

Main reasons for no accreditation:

- Management capacity and independence of the management unit of the programme
- Some lacks in the competences approach:
 - Chain *targeted professional sectors-objectives of the programme-deployment of the different modules* not clearly visible
 - Transferable skills not sufficiently included in the design of the cursus
- Not a clear enough definition of the professional orientation of the programme.

lessons learnt so far

- learning process and space of **trust**
- **programme vs. institutional** assessment
- **attitudes and behaviours**
- review **reports**
- **scope** of the accreditation: *admission par l'état* + EUR-ACE label
- **role** of the domain experts vs. permanent experts

- a **more international panel**, with the clarification on the difference between EUR-ACE and French framework
- instructions for the **programme experts**
 - ✓ regarding attitudes and behaviours
 - ✓ regarding role of the domain experts
- **reporting**
- phasing the **follow-up**

implications and future developments

- a second phase of the collaboration for non-university (professional oriented) engineering programmes.
- currently, in the process of planning the new collaboration (number of site visits, composition of the panels, etc.)

implications and future developments (2)

- recognition of accredited engineering degrees:
 - degrees officially recognized in France (Titre d'ingénieur diplômé)
 - professional and academic recognition in Europe through the EUR-ACE label
 - what would be the **impact** over the student and professional flow among the two countries (Belgium and France)?

implications and future developments (2)

- Increased notoriety of the two agencies (in Europe and inside each country)
 - CTI and AEQES: Increasing presence in European conferences
 - CTI: scope of the exercise (whole population of civil engineering degrees in Belgium) has increased notoriety of CTI's activities
- A real experience for illustrating the European dimension at the scale of a whole national system

Thank you for listening and participating

caty.duykaerts@aeqes.be

teresa.sanchez@cti-commission.fr

