



DIALOGUE PROJECT

Relations Research and Training throughout Life

Group on the theme: QUALITY

Framework and case studies offered by the University of Versailles Saint
Quentin en Yvelines (UVSQ)

The quality and training throughout life: general framework

Context: The French universities have set up internal services to meet the LLL, the network is grouped in an association Inter (www.fcu.fr). These services manage an audience of employees, job seekers and individuals. The application focuses on the validation by the national diplomas. The activities of these services represent only 4% are used for annual training. The establishment of the Validation of Acquired Experience is a new way to acquire degrees. These services often have their own quality management (ISO9000), but their connection with the qualifications place them in the context of Training National University.

1) The procedures applicable to a global institution with regard to quality are:

- ♣ ISO 9000 certification
- ♣ The total quality management (Deming's Total Quality Management)
- ♣ The assessment by the AERES agency

1_1) ISO 9000-9001

This system of quality management issued from industry, has evolved into more generic as to be used by several utilities, including educational institutions. ISO officials are developing a standard suitable for the educational world.

Any establishment or internal service, especially service training throughout life can be engaged in an ISO 9000 certification.

The guiding principles of ISO 9000 are: the customer is king and promises must be kept. In the educational context, these customers are not only students or only future employers, but also all those involved in the system, administrative and educational stakeholders.

The ISO9000 can help universities to ensure the quality they offer not only helping to organize the context, but also by encouraging communication, on the basis of a common vocabulary among the various stakeholders .

In education, the key is to recognize that the dynamic interactions are essential to the

relationship between teacher and student and the learning process and its adaptation to the customer is essential.

The 2000 version of the standard line quality assurance **does not check** on procedures but on reviewing the competence of all stakeholders.

The sub-committee JTC1 ISO / IEC SC36 on information technology for learning, education and training is developing the standard 19796 on quality assurance structures and descriptive. This standard provides a framework for the development and the description of quality approaches and allows:

- To implement an harmonization of quality approaches in a common vocabulary
- To develop quality systems by providing a model
- To indicate the characteristics of quality management systems in place
- To combine different quality approaches
- To develop tools supporting the development of quality

This standard does not define educational standards, or cultural conventions, or learning goals, or specific learning content. Its purpose is not to dictate a way of teaching or organizing an educational institution.

It allows the flexibility to continue **by using** the mechanisms of management and quality control in place, but aims to make the process more transparent for all parties involved so that, as the basis of a common vocabulary, the correct or improve them if necessary.

1_2) Overall quality (ISO 9004)

Quality is defined as a pre-determined set necessary to systematically and provide adequate confidence that a product or service meets the requirements for quality. The overall quality can be characterized by the transition from a single customer / supplier relationship to a mode of management of an organization. The internal and external organization must be part of the process. We stay in a quality public service type, which is fundamental to French universities and in opposition to the principle of commodification of education.

The concept of learning throughout life included the concept of continuous quality and therefore the adjustment of supply for excellence but also over time.

1_3) AERES Agency (evaluation of research and higher education)

It's Decree No. 2006-1334 of November 3, 2006 which specifies the organization and functioning of the Agency for the Evaluation of Research and Higher Education. (NOR: MENX0600140D). The consolidated version is February 9, 2009

AERES develops its activities in compliance with the law that establishes and decrees that organize, in accordance with its principles of scientific and technical competence, independence and transparency.

AERES responsible for:

- to evaluate institutions and research organizations, institutions of higher education and research institutions and foundations for scientific cooperation, taking into account all of their missions and their activities

- to evaluate the research activities conducted by the research units of institutions and research organizations
- evaluate training and qualifications of higher education institutions
- validate the assessment procedures of personnel of institutions and agencies and provide advice on the conditions under which they are implemented.

The basic principles for ensuring the quality of the evaluation of higher education and research are defined in the charter of evaluating the AERES, namely:

- the principles of impartial and objective assessment of competency-based evaluators, collegiality evaluations, lack of conflict of interest between local assessors
- ethical principles concerning respect for people and institutions based on dialogue and transparency
- the principle of efficiency based on the consistency of procedures, methods of adaptation to the objectives and characteristics of its various areas of intervention and periodic evaluation.

This charter is published.

AERES believes that the quality of its evaluations is essential to ensure credibility and guarantee the trust of higher education institutions, organizations, public authorities, students and all stakeholders.

AERES applies the standards and guidelines for quality assurance in the European area of higher education ("Standards and Guidelines for Quality Assurance in the European Higher Education Area") adopted in Bergen in 2005 by the Ministers of Higher Education of the member countries of the Bologna process.

In this context, the AERES will:

- Implement a system of quality management, based on the process approach and adapted to the purposes of the action of the agency throughout its structure and activities
- assign the necessary
- provide a durable framework for establishing and reviewing its objectives in terms of quality, regularly assess their suitability to the needs of different stakeholders, implement changes and improvements needed
- continuously improve the effectiveness of its methods and procedures.

The quality policy statement is submitted by the management board of the agency and made public.

The quality policy desired by management is also provided to all its staff. The accession of the whole community in the process of continuous improvement is a major component of the quality approach of the agency.

AERES is recognized by the ENQA and EQAR:

On May 13, 2011, the EQAR (European Quality Assurance Register for Higher Education) recorded in the register AERES European agency for evaluation and quality assurance in higher education.

On September 2, 2010, the European partners ENQA (European Network for Quality Assurance in Higher Education) has renewed AERES as a full member and praised the high quality of its evaluations.

The reference documents

- Quality Policy Statement - October 2009
- Reference Quality - December 2009
- Standards and Guidelines for Quality Assurance in the European Higher Education Area - ENQA 2006
- Charter of the evaluation - December 2007
- Status of the expert - June 2009
- Status of Scientific Authority - June 2009

We will present first as a case study the consequences of the implementation of the AERES for our university.

2) The steps in the internal service applicable to an action or project

2_1) University Diploma and a new national diploma

To meet demand, particularly business or related to changes in technology universities are setting up university graduates and new graduates. University graduates are authorized by the Scientific Council and the Board of Directors. New graduates, who have a national character, are empowered by CNES. The National Council of Higher Education and Research (CNES) is a body that is both an advisory position to the minister for higher education, and an administrative court. It represents the public in scientific, cultural and professional (EPCSCP) whose staff and students are elected by secret ballot and by separate colleges and on the other hand, the great national interests, including educational, cultural, scientific social, economic and whose representatives are appointed by the Minister of Higher Education. It is chaired by the Minister for Higher Education and has 69 members. CNES decides on general guidelines for higher education and degrees, including bachelor who is considered the first higher education degree. CNES is also consulted on the case of each of the French public universities in three cases:

1. for grants and subsidies granted to these institutions;
2. for four-year contracts between the State and the institution;
3. for service agreements between universities and businesses

2-2) Preparation and signature of a quality document (FONGECIF, region, employment center)

The various funding agencies for training throughout life require the signature of a quality charter for the actions they fund.

2_3) Plan quality associated with a project

As part of various projects and especially in Europe, sets our quality plans. These plans concern the implementation of learning mechanisms rather than specific training. **We will present a second example as a case study.**