



The new challenges and missions of accreditation

Bernard Remaud, ENAEE president

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After efforts on growth and spreading (still needed)

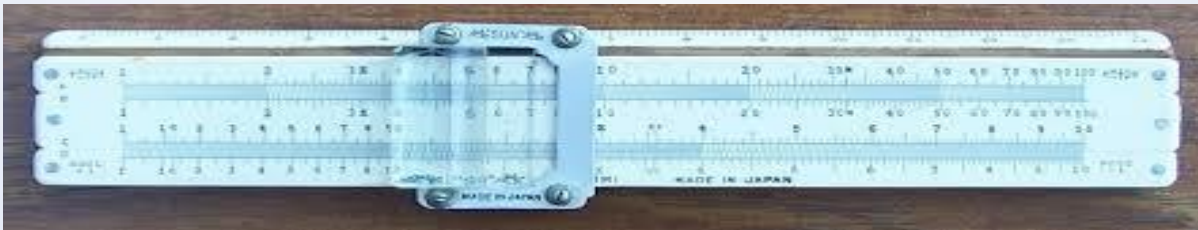
ENAE and its authorized agencies should focus on the:

- Accountability
- Reliability
- Value

of the EUR-ACE label

Reliability and value

« The Watchdogs of College Education rarely bite » (The Wall Street Journal, June 2015)



Basic standards

high quality standards

Excellence

To develop rigorous standards for quality, but also assure that the standards are rigorously enforced.

Accountability and reliability

- University education is regarded everywhere as key to a better future
- EUR-ACE label is getting increased recognition, therefore increased value

EUR-ACE label must be a safeguard against corruption and falsification

Then

- Watch on conflicts of interest in the accreditation process
- Assessment of HEI's by the agencies: what are their policy to fight plagiarism, cheating, fake diplomas, teachers' lazy or corrupted attitude,...
- Rigor of ENAEE in its authorization process

Do we assess enough?

- **Transparency and responsiveness** – General information freely available to all should include universities' ethics codes, sources of funding, recruitment procedures and a list of faculty, their CVs and the curriculum they teach.
- **Academic integrity** - Such as the rules for reporting fraud, plagiarism, addressing misconduct and dealing with whistleblowers.
- **Governance quality** - Procedures for recruitment, teaching and decision-making. Are jobs and fellowships properly advertised? Are examinations fair? Is promotion merit-based or nepotistic?
- **Financial management** - Risks of embezzlement or other financial irregularities.

“Corruption in universities: a blueprint for reform”, Times Higher Education

2013

ENAEF

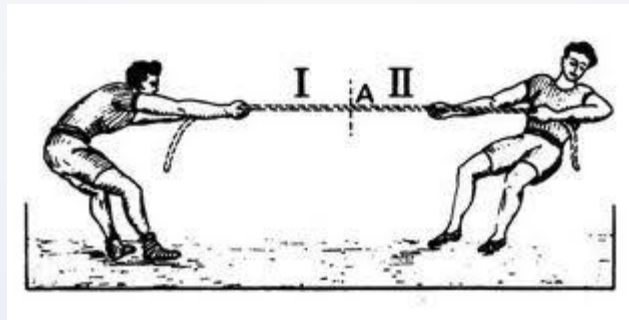
On the ENAEE roadmap

- Always question and revise the EAFSG relatively to the objectives (“pre-professional accreditation”)

What reach for the learning outcomes?

A tension within faculty and institutions between the definition of graduates profiles:

- A well-educated scientist able to find his/her own way in the professional life (**emphasis on knowledge, input-based**)

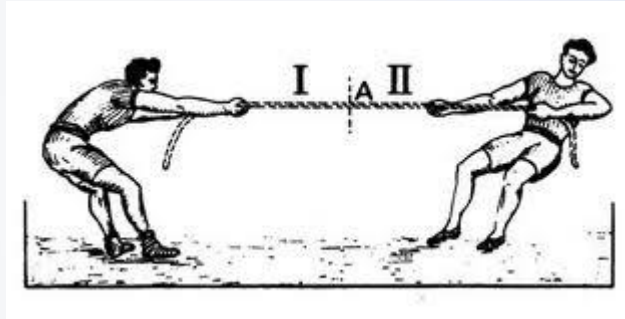


- A competent « junior » engineer able to engage rapidly into a profession (**emphasis on abilities and skills, outcome-based**)

What reach for the learning outcomes?

“Develop clear progression routes into higher education from vocational and other types of education, as well as mechanisms for recognising prior learning and experience gained outside formal education and training” (Ministries of the EHEA, Leuven 2009)

Vs.



A quasi unanimous opposition to the possibility of compensation of academic training by experience (ECEC-Vienna 2016)

A wide diversity of practice on the work-based learning for engineers.

On the ENAEE roadmap

- Always question and revise the EAFSG relatively to the objectives (“pre-professional accreditation”)
- Measure and Compare Achievements of Learning Outcomes (EAFSG):
 - In the EUR-ACE labelled programmes
 - in Higher Education in Europe (Tuning-CALOHEE)

On the ENAEE roadmap

- Always question and revise the EAFSG relatively to the objectives (“pre-professional accreditation”)
- Measure and Compare Achievements of Learning Outcomes (EAFSG):
- **Develop the benefits of the EUR-ACE accreditation on the long term.**

Issues that ENAEE needs to consider

Institution vs. programme accreditation

“Institutions that request to undergo the extensive institutional review, will be exempted from programme accreditation”

(Flemish Parliament, 2015, about the revision to the system of quality assurance by NVAO).

Accreditation « fatigue »

“Programme accreditation also brought about a substantial administrative and financial burden and these no longer outweighed the potential benefits.”

(Flemish Parliament, 2015)

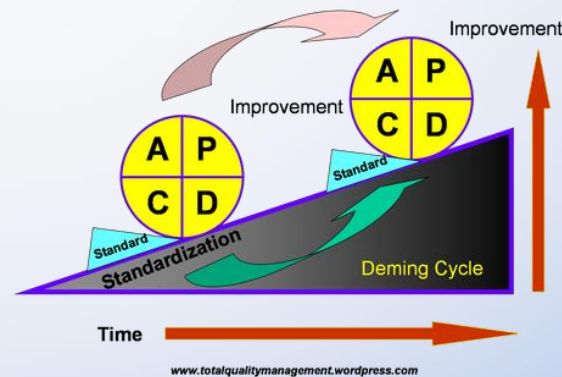
Issues that ENAEE needs to consider

- Reduction of the regulatory burden (see also Policy Brief of the CHEA), as examples:
 - Change frameworks and questionnaires with an extreme cautiousness
 - Ask for the only needed information in the application file
 - Different processes for ab initio (or first) accreditations and for regular/cyclical accreditations
 - Focus on the follow-up of the previous accreditation recommendations

Issues that ENAEE needs to consider

- Focus on the internal quality management in the institutions, so that accreditation:
 - Is not an event which mobilizes energies every five years to start from scratch
 - Is an element of the continuous improvement loop with a regularly maintained dashboard

Deming Wheel



Thank you

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