





A photograph of a young person with voluminous curly brown hair, wearing a dark jacket, looking down at an open book in a library. Bookshelves filled with books are visible in the background. The image is partially obscured by a white diagonal graphic element.

# **SMAQ Présentation**



# Legal context

## Bologna Decree of 2004

- ▶ Article 9. - Higher education institutions are required to monitor and manage quality for all the tasks they perform.

## Landscape" Decree of 2013

- ▶ Article 9. - Institutions are required to monitor and manage the quality of all their activities and to take all measures for effective internal self-evaluation and monitoring.



# What is the QUALITY

Two ways of looking at quality:

- ▶ Normative approach: accreditation, certification;
- ▶ Formative approach: quality "audit" (self-evaluation and external expertise).



# ULiège

Quality management has been one of the institution's major challenges for several years. A considerable number of initiatives have been successfully implemented In the areas of teaching and research like

- ▶ study promotion,
- ▶ student support services
- ▶ Success assistance.
- ▶ Creation of the Institute for Training and Research in Higher Education (IFRES)



# ULiège

Since 2009, the internal evaluation of the various components of the University (Research, Teaching and Administration) has been applied systematically and transversely for all entities

>>> This has required the establishment of an institutional framework for this internal evaluation

>>>>> The SMAQ



## Uliège ..... A Vice Rector for Quality ?

In this respect, a Vice Rector in Quality Management, took office on October 2009

His mission : Bringing together the various initiatives to ensure their coherence and visibility.

Its challenge was to establish a "quality attitude" throughout the institution

It is to ensure the implementation of this mission that the Service de Management et d'Accompagnement à la Qualité (SMAQ) was created at the end of 2009.





# Uliège ..... The SMAQ

An operational cell currently composed of 3 people ensures the operational and daily application of the SMAQ's missions.

- It supports and monitors **both internal and external** evaluations.

The mission of the Service de Management et d'Accompagnement de la Qualité (SMAQ), as defined in its statutes, is :

**to promote, coordinate and disseminate within the University of Liège a quality culture based on critical reflection and strategic planning.**



# In terms of activities, it is translated into **five functions**

Design and  
ensure the  
proper  
functioning  
of an  
institutional  
quality  
system

Assist  
entities in  
implementing  
the quality  
system as  
part of their  
responsibility

Identify in the  
conclusions of  
the evaluations  
conducted in  
the entities the  
cross-cutting  
elements  
deemed useful  
for institutional  
governance  
and  
communicate  
them to the  
authorities

Promote the culture  
of quality at the  
University of Liège by  
communicating, in a  
transparent manner,  
by helping members  
of the university  
community to fit into  
the framework and  
spirit of the  
institutional quality  
system, by initiating  
reflections and  
sharing of practices  
related to evaluation,  
by proposing,  
designing, preparing,  
structuring and  
accompanying  
projects aimed at  
improving the quality  
of ULiège's activities  
and operations and  
by being the driving  
force behind a  
community of  
practices within the  
institution

Contribute to  
ULiège's  
visibility by  
highlighting  
its expertise  
in quality  
matters



# The mission also includes:

**A policy** : quality management is based on values that have been defined by the SMAQ since its creation:

**critical thinking, active participation, consultation, transparency and change planning.**

These values, which guide the SMAQ in its action, are described in a document entitled "Le SMAQ, prendre sur le valeurs de l'institution".

**Methods and tools**: the quality system is implemented mainly through periodic evaluations of training and research entities and general administrative services.

These evaluations constitute the quality assurance (QA) processes

**Structures** : the quality system is **the responsibility of the Rector**, who mandates the SMAQ to implement the QA processes.

> Where the SMAQ is the operator, it has designed and applied the methodology to all types of entities.

> Where the SMAQ is a partner, it provides logistical support and asks to be informed and even to sit on the decentralized bodies managing quality



# To help us : Commission d'Aide Technique à la Qualité et à l'Analyse des Référentiels CATQuAR

*Technical Assistance Commission Quality and Repository  
Analysis*

Composed equally of representatives of the  
Institution's training, research and logistics  
partners:

- ▶ 5 members of the academic or scientific staff (teacher-researchers);
- ▶ 5 members of the administrations;
- ▶ 5 student members (basic cycles and doctoral students);
- ▶ 5 members of the support structures.

# Commission d'Aide Technique à la Qualité et à l'Analyse des Référentiels CATQuAR



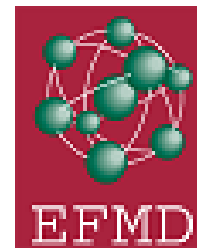
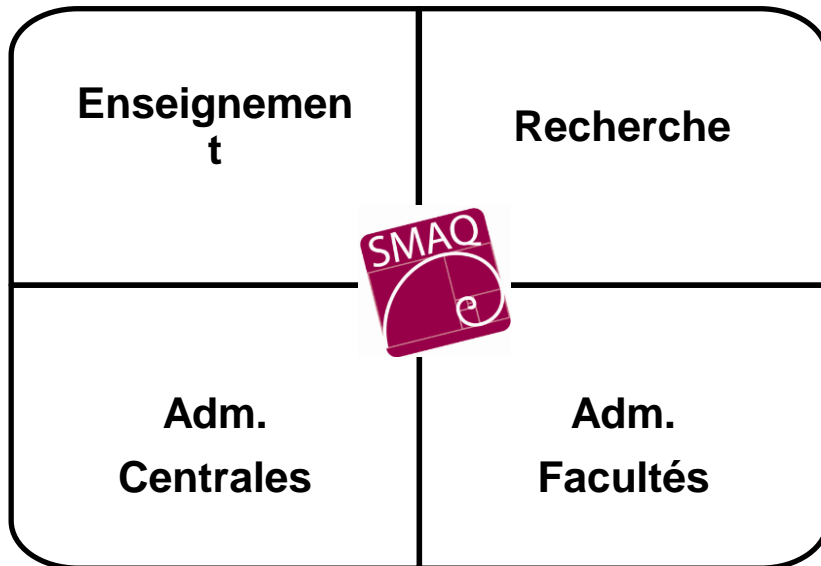
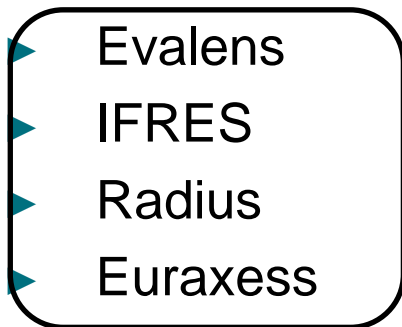
Periodically review the evaluation procedures and documents on the basis of the comments made by the entities;

Examine and analyse the other quality management standards used in the Institution (ISO 9001, AACSB, etc.).



## Internal initiatives

## External apply





# Our relationship with AEQES

- ▶ The current president comes from our University (this is the 3rd time)
- ▶ We participated in many activities (working group, surveys, focus group)
- ▶ Systematic support for all programme evaluations
- ▶ Participation in the pilot study "institutional evaluation"

# Methodology for assessment for IQA







# Experts ..... Who ?

Who?

- ▶ 3 academic (training and research) or administrative-professional (administration) experts

How?

- ▶ Joint selection by the SMAQ and the entity

Role?

- ▶ Read and analyze the RAEs; Exchange observations;
- ▶ Check the adequacy between what is written in the self-assessment report and the reality on the ground;
- ▶ Write a report according to the procedure defined by the SMAQ.



# Expert .... visit

2 days on site

Meetings :

- ▶ The president of the evaluated entity + the Quality Advisor;
- ▶ The evaluation committee;
- ▶ Representatives of all the constituent bodies of the visited entity (academic, scientific, PATO, students, alumni, users...)
- ▶ Representatives of the socio-professional world or external partners
- ▶ The authorities

First conclusions in the form of an oral report at the end of the 2nd day.



# Other actors : IFRES

Institute for Higher Education Training and Research - Its mission

By creating IFRES, ULiège has expressed its desire to support the professional development of its supervisors and has affirmed its concern for quality in university pedagogy (PU).

The Board of Directors of the University of Liège created IFRES 2005.

- ▶ To promote the teaching mission in higher education.
- ▶ To support teachers and departments in their student training activities, both in person and at a distance.
- ▶ To coordinate the provision of training in higher education pedagogy.
- ▶ To promote research in higher education pedagogy.
- ▶ To facilitate the integration of Information and Communication Technologies (ICT) and eLearning in education : develop the University's virtual campus.
- ▶ To promote a "quality" approach in the evaluation of students and teaching.



# Other actors : IFRES

In accordance with its missions, IFRES carries out actions with specific objectives in three areas: training, support and research.

Through the missions and activities developed, IFRES defines itself as an institute whose expertise and experience in PU are at the service of teachers, courses, curricula and authorities of ULiège.

Through the beneficiaries, it is the students and the quality of their training that are targeted.



# Other tools

The entity (Faculty or Department) is invited to apply the institution's instructions.

- ▶ Each course is the subject of a **pedagogical engagement**, describing its objectives, its organization and its evaluation criteria and methods.
  - Recently, pedagogical engagements have been accompanied by Learning Outcomes that comply with the European ECTS label.
- ▶ **The Study Council** is the body that defines the objectives of the program and their content, and ensures the overall quality of education.
- ▶ In addition, all courses are regularly **evaluated by students** and the results are communicated to those concerned (Teacher and Dean).



# The Study Council

The Study Council is **the forum for dialogue between teachers and students.**

Its mission is to give an opinion to the Department/faculty Council on any question related to training and evaluation, in particular:

- ▶ The content and internal organisation of the study programmes.
- ▶ The forms and modalities of examinations and any other knowledge assessment procedure.
- ▶ Requirements for students' personal, written and oral assignments.
- ▶ Requirements for practical work and internships.
- ▶ Projects to modify programs and course lengths.
- ▶ The modalities of application of the academic calendar, including the organization of questions and examinations (in conjunction with the boards of examiners) and evaluation procedures.



# INITIATE A REVIEW OF THE PROGRAMS

The **revision of program** may be initiated at the request of a Departmental Council, a Study Council or the Faculty Council.

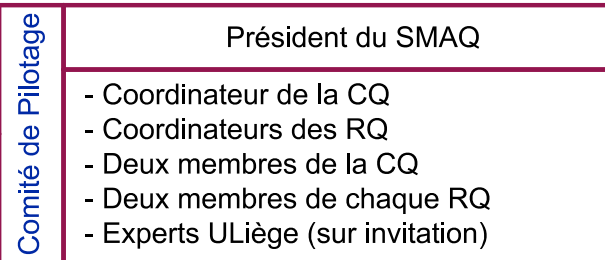
The bodies involved in the process of developing, steering and revising program are the various Councils and, as required, the working groups mandated by these various councils.

- ▶ Each year, the presidents Study Councils are invited to review the course program and communicate the proposed changes validated by the Study Council, which coordinates the program
- ▶ Program revisions or reforms are then presented for approval to a Faculty Council.
- ▶ Nevertheless, independently or in conjunction with the **annual review of program**, various elements can lead to a change in a program :
  - the elaboration of the Faculty's Strategic Plan
  - the implementation of a new Decree at the higher education level
  - the retirement of a teacher
  - the reorientation of the program towards goals more adapted to societal demands, the results of a survey of students/graduates/practicum teachers, an internal evaluation or an external evaluation (AEQES).

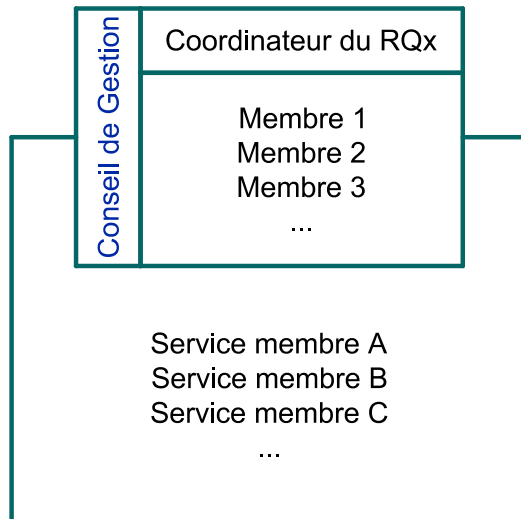


# RQLab and SMAQ 2.0

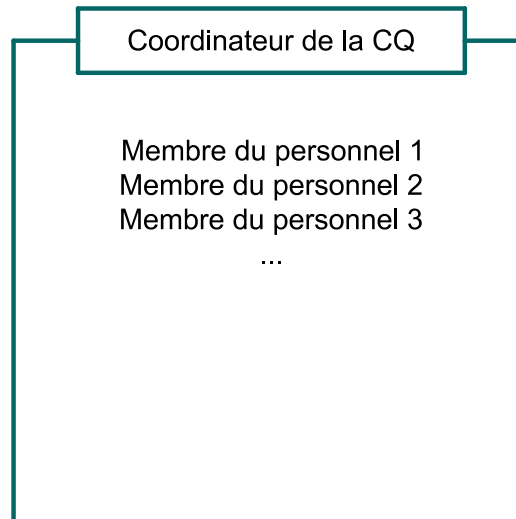
## SMAQ



### Composante **RQx**



### Composante **CQ**



### Composante **RQLab**

