

# 4th European CAF Event

Assessment of teachers by students,  
a new challenge for Higher Education

Progressing  
towards  
Excellence

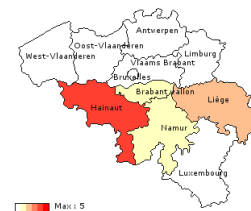
Bucharest, 23-24 September 2010



## Foreword

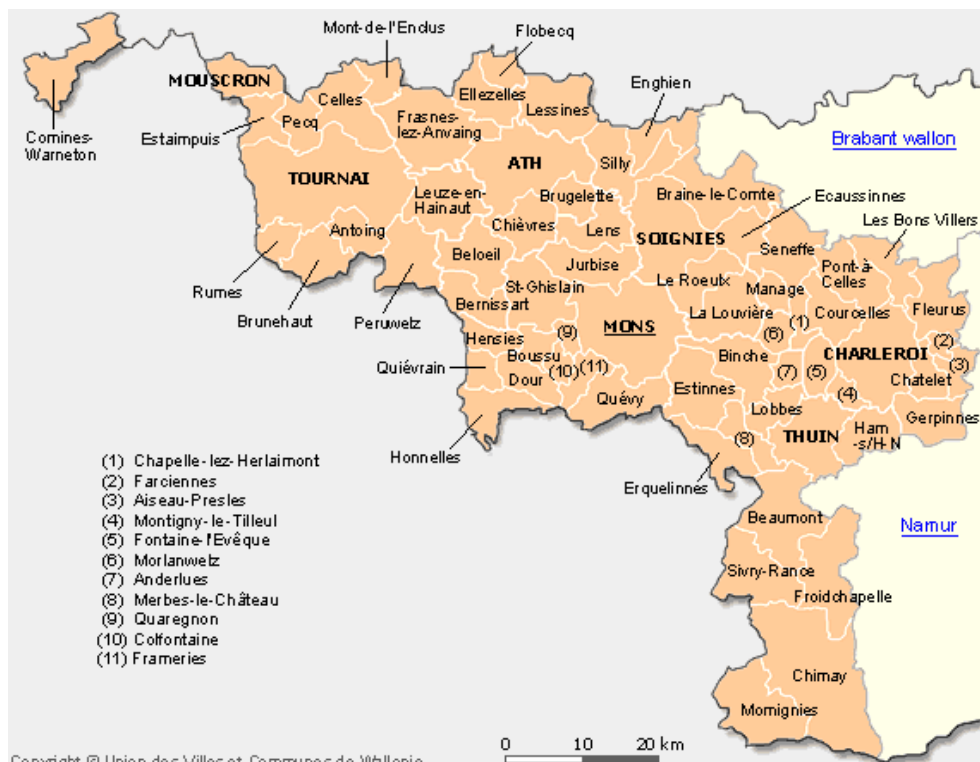
### From 1995 to 2009, the HEPCUT =

- **school for Higher Education** : students between 18 and 24 (secondary school + 3 or 5 years)
- **inside the French speaking Community Wallonia-Brussels of Belgium**
- **the school depends on the "Province du Hainaut"**



- **5 departments**  
(economic, pedagogical, social, technical, and paramedical)

- **25 types of training**
- **+/- 300 teachers**
- **+/- 2500 students**
- **3 locations**



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## Foreword

### The reasons behind the HEPCUT quality process:

- The French-speaking Community Belgian Agency for Quality Evaluation  
born on November 14<sup>th</sup> 2002 via a Decree
  
- No compulsory methodology →→ CAF
  
- In 2006, first CAF assessment
  - Very good assessment of the learners' needs and satisfaction
  - Good assessment of partnership
  - Lack of assessment of social/environmental impact
  - No teaching assessment at all

## Teaching assessment by the students...

- Present for a long time at the Belgian university level
- Generates a lot of resistance at higher education level
- June 2007: linked to the results of the CAF analysis, constitution of an institutional focus group HEPCUT called **CAPE** (Commission d'analyse des pratiques enseignantes, in French)

## **Teaching assessment by the students...**

The aim of the teaching assessment by the students as considered at the HEPCUT is to enable the teacher to integrate the assessment process and to regard it as a way of improving his/her own personal practice viewed inside the institutional context.

## **Teaching assessment by the students...**

...generates fears!

The teachers are generally afraid of:

- the way the leadership will use the results,
- the possible punishment,
- the publication of the results and whether they remain anonymous,
- losing their « honor » facing the students,
- losing their sacrosanct academic freedom,
- a tool of assessment that could be one day a tool of decision in the evolution of their career,
- and so on.

## Teaching assessment by the students...

- ...needs the production of **limits** of different kinds:
- guarantee and involvement of the leadership,
  - clear procedure from the beginning and during the whole process,
  - construction of the whole process in the hands of people,
  - information to people and transparency of the process,
  - financial, technical and human resources dedicated to the project,
  - institutional values of kindness and respect of differences in the way of working,
  - and so on.

## Teaching assessment by the students...

... needs specific tools such as

- an **institutional focus group** whose mission is to prepare the process and is composed of at least
  - ✓ the Headleader,
  - ✓ the heads of department with at least one teacher,
  - ✓ the Institutional International Relations coordinator,
  - ✓ the Institutional Quality coordinator,
  - ✓ members of the institutional **computer** team

See HEPCUT group **CAPE!**



## ★ internal rules for the assessment group

- Who composes the group? How are the people representing the departments chosen? How does the group work? How many meetings a year?...
- Missions, objectives, values of the group?
- Schedule of the project...

## ★ a CHARTER of the teaching assessment that testifies of

- the clear involvement of the institution and its leadership,
- the scope of the assessment ,
- the transparency of the assessment process,
- the real role of the assessment ,
- and so on.

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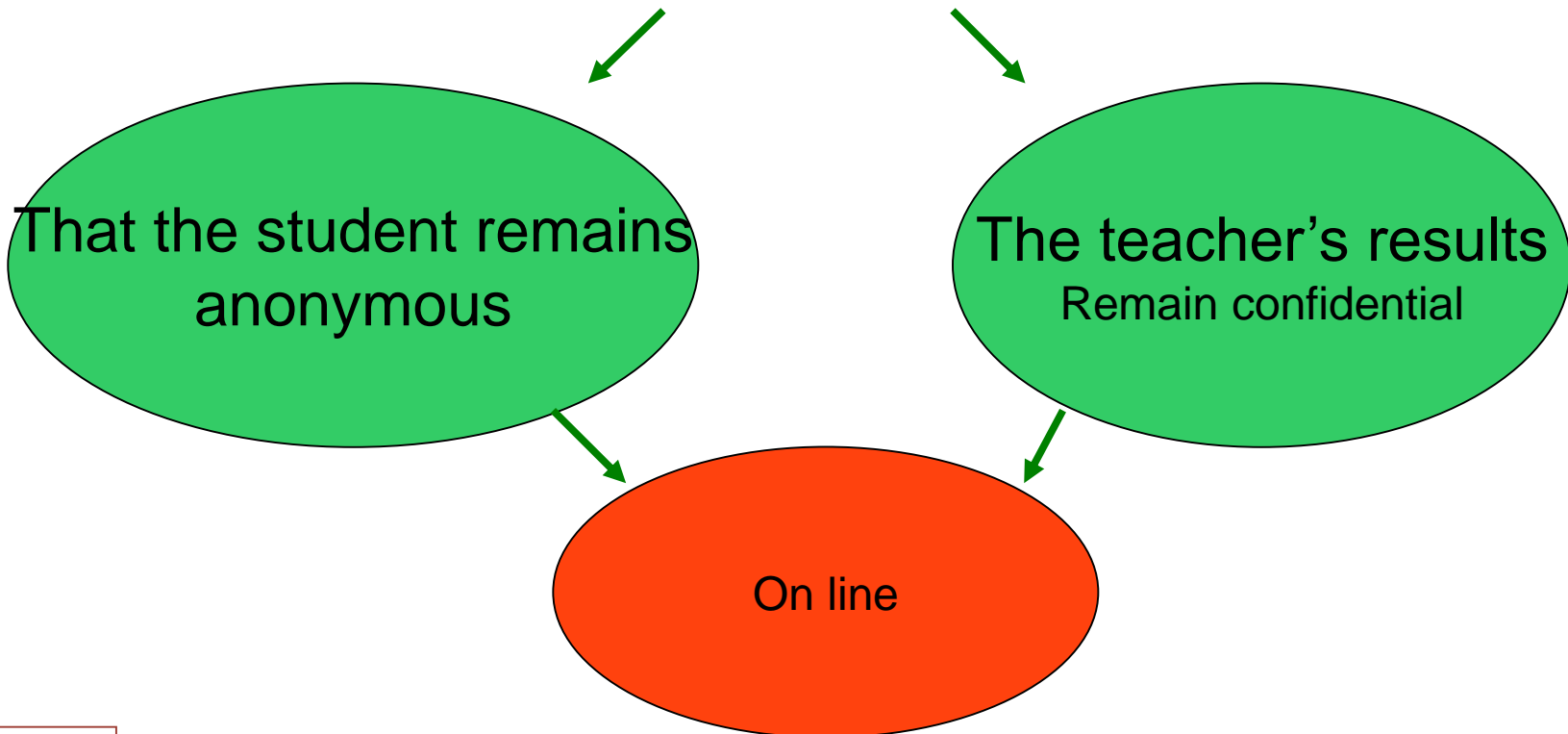
The Charter has to be a **limit** and a tool of enhancing awareness of people and students of the institution!

## Role of the focus group

- ★ To Choose the assessment method
- ★ Write a specific questionnaire linked to the institutional context and the sensibility of the different departments
- ★ Select common formal criteria
- ★ Decide WHO has an access to the results and what to do with them
- ★ Choose the means (paper or virtual)

## Role of the focus group

The means has to guarantee



## **Role of the focus group...**

- ★ to organize information for people while building the process;
- ★ to organize information for people as well as for students before the assessment begins.

## Role of the focus group...

### Teachers

- ★ Practical and conceptual information
- ★ preparing session to use the tool
- ★ Methodology paper folder
- ★ On-line support
- ★ Support from the ecampus team

### Students

- ★ Practical and conceptual information
- ★ On line methodology
- ★ Session of initiation in the **computer room**
- ★ E-mail, invitation to fill in the on-line questionnaire
- ★ Support from the ecampus team if needed

## **Role of the focus group...**

**has to assess**

**\* the support (form and contents of the questionnaire)**

**\* the method (on line platform)**

**No quality process without self-assessment...**

## After the assessment, role of the institution...

Respecting the anonymity of everyone,

- ★ to give the teachers the opportunity to ask for help or not;
- ★ not to leave the teachers feeling alone facing the results;
- ★ to support them and offer help linked to the working context;
- ★ to appoint a person in charge of the dialog with the teachers assessed, inside the institution .

## After the assessment, role of the institution...

...to offer:

- training (inside and outside the institution);
- personalized « **COACHING** » ( peer coaching, group coaching...);
- help through the person in charge of the assessment follow up;
- and so on.



**September 2008: New decree!**

Teaching assessment is now compulsory.

**September 2009: New School for higher education!**

HEPH Condorcet

Resulting from the merging of three similar schools,  
including the HEPCUT!

700 teachers, 7800 students, 7 departments, 7 locations

## The Condorcet CAPE and the decree ...

The Condorcet CAPE follows the mission given by the decree

- ★ **Compulsory participation of the students to the assessment**
- ★ **Assessment every two years for the whole school within severe dead lines**
- ★ **Strictly anonymous and confidential**

## **The Condorcet CAPE and the decree ...**

- ★ Guarantee that the assessment results will never be used against the agents' best interests
- ★ Subjects still in progress:
- ★ The global results could be discussed in the Pedagogical Council
- ★ The individual results could be discussed in the Department Council
- ★ Maybe no more follow up or coaching

## The Condorcet CAPE...

...keeps :

- ❖ the on line tool
- ❖ the methodology
- ❖ the on line support
- ❖ the self assessment of the whole process
- ❖ Le moralfait and optimism

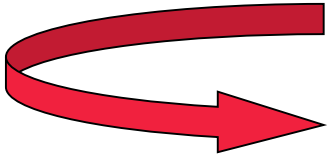
## **The Condorcet CAPE...**

... adapts:

- ❖ the Charter
- ❖ the questionnaires (Courses, Training Period, Final Works)

... creates a new specific questionnaire for teachers only to measure the satisfaction level about the conditions of teaching and the tools provided to sustain their teaching practice.

- New CAF self assessment process during the academic year 2010-2011!



- See you in the next CAF event with new results!

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