

## Decision on the Substantive Change Report by Agence pour l'Evaluation de la Qualité de l'Enseignement Supérieur (AEQES)

Register Committee

Ref. RC/C140

Ver. 1.0

Date 2025-05-30

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<b>Decision of:</b>	2025-05-29
<b>Result:</b>	Take note
<b>Report received on:</b>	2025-02-28
<b>Agency registered since:</b>	2011-06-01
<b>Last external review report:</b>	2022-04
<b>Registration until:</b>	2027-04-30
<b>Absented themselves from decision-making:</b>	n/a
<b>Attachments:</b>	1. <a href="#">Substantive Change Report, 2025-02-28</a>

1. The Register Committee considered the Substantive Change Report of 2025-02-28.
2. The Register Committee took note of that AEQES has developed new, temporary, external quality assurance activity in order to conduct pilot reviews for universities in three African countries. The Committee understood that this activity has been developed by AEQES as part of a project consortium and the methodology developed for this activity has been based on the African Standards and Guidelines for Quality Assurance (ASG-QA).
3. Given that this activity relates to other set of standards and not the ESG, the Register Committee concurred with AEQES' assessment that this activity is outside the scope of the ESG.

## EQAR Substantive Change Report

Agency #1	Agence pour l'évaluation de la qualité de l'enseignement supérieur (AEQES)
Agency acronym	AEQES
Expiry date #1	30/04/2027
Contact #1	Eva Jaroszewski
Phone #1	
Email #1	<a href="mailto:eva.jaroszewski@aeqes.be">eva.jaroszewski@aeqes.be</a>
Other organisations?	No
A. Has the organisational identity of the registered agency changed?	No
B. Has the organisational structure changed?	No
C. Changes in EQA activities	1. One or several new external QA activities were introduced
Description new/changed	<p>AEQES is part of a consortium implementing an Erasmus + project called Joint QA for Africa : <a href="https://jointqa.obreal.org/">https://jointqa.obreal.org/</a>. The project is coordinated by OBREAL-Global.</p> <p>As part of this project, AEQES is tasked with organising six institutional evaluations in African universities that are members of the consortium and located in Burkina Faso, Cameroon and Ivory Coast.</p> <p>AEQES, together with CAMES (Conseil africain et malgache pour l'enseignement supérieur) and members of the consortium, has elaborated a methodology to implement formative institutional reviews of 6 African universities. These reviews are planned for 2025. This is a temporary project</p>

that should be finalised by 2026.

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## 1. New EQA activity:

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Institutional evaluation - Joint QA Africa Erasmus + project

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### Focus

study programmes or higher education institutions

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### ESG 2.1

The set of standards for the Institutional evaluation - Joint QA Africa Erasmus + project (see annex number 1) was developed in three major stages:

#### 1. Collection of the existing sets of standards

In this first phase, the existing sets of standards available in the three participating countries as well as those developed by CAMES were collected and examined.

#### 2. Analysis of the existing sets of standards

a. The national standards were compared with the CAMES standards in order to identify convergences and divergences.

b. The national standards and those of CAMES were compared with the African Standards and Guidelines for Quality Assurance (ASG-QA). During their drafting process, ASG-QA were benchmarked with the ESG 2015 and other international standards and guidelines. A comparative analysis of ASG-QA and ESG elaborated by AEQES and its partners from the FrAQ-Sup network shows that ASG-QA and ESG largely converge (see <https://www.eua.eu/publications/conference-papers/capacity-building-in-quality-assurance-through-international-cooperation-key-takeaways-from->

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the-haqaa2-initiative-for-four-experts-from-european-agencies.html).

c. Development of the Institutional evaluation - Joint QA Africa Erasmus + project set of standards : based on the results of the comparison and convergence, a specific joint set of standards was developed, taking into account the specificities of the different national contexts.  
d. The specific set of standards was then evaluated to ensure its consistency with the PDCA cycle, thus ensuring its adaptability and...

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... relevance in a context of continuous improvement.

3. Validation and Consultation (see below, ESG 2.2).

NB : the set of standards that is attached is in French. It includes standards and detailed guidelines. The reader will find a translation in English of the standards (without the detailed guidelines) in the methodological note (annex 2).

## ESG 2.2

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The draft set of standards for Institutional evaluation - Joint QA Africa Erasmus + project, drafted by a working group composed of several members of the consortium, was presented to the project Steering Committee for validation. It was then submitted to a consultation of stakeholders (including associations, networks and quality assurance agencies sitting in the consortium and associated partners), as well as universities. The comments received were carefully examined and integrated into the process of finalising the set of standards.

The set of standards is the result of all these validation and consultation stages, thus

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guaranteeing its legitimacy and relevance in the context of Quality Assurance in higher education in Africa.

The definition of the Institutional evaluation - Joint QA Africa Erasmus + project that is used to implement the evaluation methodology is the following (see the methodological note, p. 6 - see annex 2): "Institutional evaluation examines to what extent and in what way the institutional quality policy and its associated processes and, more generally, the operation of the governance of a higher education institution are adapted to its objectives and profile."

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### ESG 2.3

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<https://jointqa.obreal.org/wp-content/uploads/sites/2/2025/02/D.2.3.-Joint-institutional-evaluation-model-ENG.pdf>

2

<https://jointqa.obreal.org/wp-content/uploads/sites/2/2024/07/D.2.2.-Referentiel-evaluation-institutionnel-JointQA.pdf>

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### ESG 2.3

The methodology of Institutional evaluation - Joint QA Africa Erasmus + project includes:

- a self-assessment phase;
- an external assessment including a site visit;
- a external evaluation report resulting from the external assessment;
- a follow-up phase: universities are expected to draw up a draft action plan as early as the self-assessment phase and to update it after the external evaluation phase. This finalised action plan is to be published on the universities' website no later than six months after the publication of the report on the institutional evaluation on the Joint-QA Africa project website and on AEQES' website. A dissemination

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seminar (half-day work and exchanges with the universities) will then be organised to enable universities to share best practices that have contributed to their development.

The AEQES is the main body responsible for this evaluation, as stipulated in the project framework document. It benefits from the collaboration of the CAMES in this organisation, with which it regularly holds working meetings to make joint progress on this project. AEQES will organise and monitor itself all the phases outlined above.

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## ESG 2.4

Based on the definition given to the Institutional evaluation - Joint QA Africa Erasmus + project and the areas and fields to be investigated, here is the expertise expected of the members of the external

evaluation panels :

- Governance expertise: a person with expertise in governance and management strategic direction of a higher education institution or organisation
  - Quality assurance and management expertise: someone with experience in quality management and of its tools
  - Pedagogy: a person with experience in pedagogical practice in higher education, pedagogical research, project management, quality approach, success support, elearning, etc.).
  - Student expertise: person studying at the time of external evaluation or graduated no more than one year ago
  - Professional expertise: person with professional experience (outside higher education), aware of the links between teaching, research, and the needs of the professional sector(s)
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Experts are selected after a open-call and following the principles set out in a jurisprudence (annex 3). They are appointed by AEQES and CAMES.

AEQES and CAMES will jointly organise the training of the experts. This training, offered in the form of 2 videoconference modules, will cover the context of the evaluation, the Institutional evaluation - Joint QA Africa Erasmus + project methodology and set of standards, the appropriation of methodological principles (such as the formative approach, the "observation-analysis-recommendation" reflex for a substantiated evaluation, the critical friend posture) and a reflection on collaborative work (roles and tasks of each, complementary expertise and involvement).

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## ESG 2.5

The set of standards and explanatory elements of the frameworks are published on Joint QA Africa project website and are disseminated widely to the 6 institutions and experts (during the preparatory meetings organized for universities and during the training seminars for experts).

As for its other formative EQA activities, AEQES will introduce several mechanisms to ensure that the set of standards is applied consistently by the experts for the Institutional evaluation - Joint QA Africa Erasmus + project:

- a three-day study visit to Belgium also provided an opportunity to work on disseminating the set of standards to the universities evaluated (presentation of the standards, discussions, appropriation of concepts, differences between standards and guidelines, etc.).
  - the experts are also given clear explanations on
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how to conduct interviews and write reports so as to ensure rigorous and consistent treatment across all evaluated programmes and institutions;

- AEQES and CAMES staff members will personally accompany each of the site-visits in order to guarantee systematic application of the methodological framework and consistent coverage of the set of standards;
- practices are shared and coordination for the purposes of harmonization and consistency (fair treatment) is carried out inside staff members (at AEQES level but also between AEQES and CAMES) and among chairpersons of the panels;
- although the reports are written entirely by the experts, they are monitored and reviewed by AEQES to ensure that the set of standards is consistently covered and the methodological principles are respected.

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**ESG 2.6**

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<https://jointqa.obreal.org/>

2

[https://aeqes.be/rapports\\_intro.cfm](https://aeqes.be/rapports_intro.cfm)

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**ESG 2.7**

A preliminary institutional evaluation report will be drawn up by the experts and sent to the institution so that it can, if necessary, exercise its right of response (both on factual elements and on the content of the evaluation).

In the event of complaints from universities, an ad hoc committee will be set up to deal with these complaints independently. This committee will be made up of three members, one appointed by the complaining university, one appointed by the "associated partners" of the Joint QA Project, and one appointed jointly by these two parties. These elements are described

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in the methodological note (annex 2).

The evaluation process doesn't lead to any decision, judgment or condition as it is a formative QA activity.

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**ESG 3.4/ESG 3.6**

At the end of the evaluation process, a workshop involving the ministries, CAMES and AEQES, and the evaluated universities will be held to discuss the results of the evaluations. It will be based on a presentation of the evaluation results and a discussion on the implications and the next policy steps to be taken with regard to this project. A summary report will then be produced (mainly by CAMES and RAFANAQ).

The project has its own IQA mechanisms: risk management processes and external assessment of the project are planned and implemented by the project coordinator (OBREAL global). AEQES mainly engages in these processes through its participation to the Steering committee of the project.

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**D. Activity outside the scope of the ESG**

No

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**File #1**

[1.\\_Joint\\_QA\\_-\\_institutional\\_evaluation\\_-\\_set\\_of\\_standards\\_-\\_French.pdf \(862 KB\)](#)

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**File #2**

[2.\\_Joint\\_QA\\_-\\_institutional\\_evaluation\\_-\\_methodological\\_note\\_-\\_English.pdf \(534 KB\)](#)

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**File #3**

[3.\\_Joint\\_QA\\_-\\_institutional\\_evaluation\\_-\\_jurisprudence\\_experts\\_-\\_French.pdf \(396 KB\)](#)

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**File #4**

[4.\\_Joint\\_QA\\_-\\_mapping\\_set\\_of\\_standards\\_Joint\\_QA\\_-\\_ASG-QA.pdf \(172 KB\)](#)

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**Submit form?**

I am ready to submit the change report form

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