

This review was conducted in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

ACE African Higher Education
Centers of Excellence Project

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 QAA
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International Quality Review for ACE Impact

Ecole Nationale Supérieure
de Statistique et d'Economie
Appliquée d'Abidjan (ENSEA)

Review Report

April 2024

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About this review

This is a report of an International Quality Review conducted by the Quality Assurance Agency for Higher Education (QAA) at Ecole Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan (ENSEA). The review took place between 23 and 25 April 2024 and was conducted by a team of three reviewers, as follows:

- Professor Jeremy Bradshaw
- Ms Fiona Crozier
- Mrs Sala Khulumula (student reviewer).

The QAA Officer for this review was Dr Jennifer Cann.

International Quality Review (IQR) offers institutions outside the UK the opportunity to have a review by the UK's Quality Assurance Agency for Higher Education (QAA). The review benchmarks the institutions' quality assurance processes against international quality assurance standards set out in Part 1 of the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#).

In International Quality Review, the QAA review team:

- makes conclusion against each of the 10 standards set out in Part 1 of the ESG
- makes conditions (if relevant)
- makes recommendations
- identifies features of good practice
- comes to an overall conclusion as to whether the institution meets the standards for International Quality Review.

A summary of the findings can be found in the section: [Key findings](#). The section [Explanations of the findings](#) provides the detailed commentary.

The QAA website gives more information [about QAA](#) and its mission. A dedicated section explains the method for [International Quality Review](#) and has links to other informative documents. For an explanation of terms, see the [Glossary](#) at the end of this report.

The documentation for this review was presented in French. In order to ensure consistency, titles of committees and boards and any other appropriate terminology have been given in French and English and a list of these translations has been included at the start of the glossary.

Key findings

Executive summary

The Ecole Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan (ENSEA; the School) is a public institution and African Centre of Excellence (ACE) for training and research in statistics and applied economics. It is based in Cocody, Abidjan, Côte d'Ivoire. Its mission focuses on:

- training competent statisticians and economists who are capable of adapting to changing labour market needs
- contributing to applied research in the field of statistics, economics and demography
- supporting capacity-building of national statistical systems, enterprises and civil society
- promoting statistical knowledge and understanding.

Its vision is to be an internationally renowned Centre of Excellence for training and research in statistics and applied economics for economic and social development in Africa.

Since its establishment in 1961, ENSEA has gradually grown and attracts students from more than 20 African countries and boasts over 4,500 graduates since its conception. Its courses have been developed to reflect the emerging needs of the regional and national economies. The School has incrementally developed its research activity, with a new research centre currently in development.

There are 333 undergraduate students registered for 2023-24 and 63 studying on three professional master's courses. There are 33 full-time lecturing staff and more than 100 part-time professionals and academics. ENSEA has partners across the world who are involved with the School in different ways, including input into teaching. The School is part of RESA - the network of African Statistical Schools - which jointly develops, monitors and reviews a common undergraduate programme. ENSEA has a range of partnerships with government, industry and education across Côte d'Ivoire as well as with the World Bank, development agencies and universities in France, Canada and other French-speaking countries.

ENSEA has obtained the EUR-ACE label, issued by the Commission des Titres d'Ingénieur (Cti) for the training of Statistician Economist Engineers. All the courses delivered on campus are accredited by the Directorate General for Quality and Evaluation (DGQE) - the Ivorian Ministry of Higher Education and Scientific Research's quality body. In addition, the School has recently gained Hcéres (Haut Conseil d'Evaluation de Recherche et d'Enseignement Supérieure - the French equivalent of QAA) institutional accreditation and is preparing for ISO 21001 certification.

In reaching conclusions about the extent to which ENSEA meets the 10 ESG Standards, the QAA review team followed the evidence-based review procedure as outlined in the handbook for International Quality Review (October 2023). The School provided the review team with a self-evaluation and supporting evidence. During the review visit, which took place between 23 and 25 April 2024, the review team held a total of seven meetings with the President, senior management team, academic staff, professional support staff, students, alumni and external stakeholders. The review team also had the opportunity to observe the School's facilities and learning resources and Cocody campuses.

In summary, the team found four examples of good practice and was able to make 12 recommendations for improvement/enhancement. The recommendations are of a desirable rather than essential nature and are proposed to enable the School to build on existing

practice which is operating satisfactorily but which could be improved or enhanced. The team did not set any conditions.

Overall, the team concluded that l'Ecole Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan (ENSEA) **meets** all standards for International Quality Review.

QAA's conclusions about l'Ecole Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan

The QAA review team reached the following conclusions about the higher education provision at L'Ecole Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan (ENSEA).

European Standards and Guidelines

L' Ecole Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan (ENSEA) **meets** all 10 of the ESG Standards and Guidelines.

Good practice

The QAA review team identified the following features of **good practice** at l'Ecole Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan (ENSEA):

- the clear and strong links between the axes in the quality policy and the strategic pillars in the strategic plan together with the process for implementing action plans, following up and monitoring of the achievement of goals and objectives (ESG Standard 1.1, paragraph 1.15)
- the practice of running 'boot camps' at the start of each academic session, bringing students in each year of study up to a level of academic standing that places them in a strong position to start the academic year (ESG Standard 1.6, paragraph 6.17)
- ENSEA's policy on the use of social networks which aims to raise awareness and inform staff and students, and ensure consistency and control of the information released (ESG Standard 1.8, paragraph 8.7)
- ENSEA's approach to evaluating itself against external frameworks with a view to continuous improvement (ESG Standard 1.10, paragraph 10.6).

Recommendations

The QAA review team makes the following **recommendations** to l'Ecole Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan (ENSEA):

- publish the Quality Policy on the institution's website (ESG Standard 1.1, paragraph 1.6)
- review procedures and processes in order to show the explicit way in which they relate to the quality policy (ESG Standard 1.1, paragraph 1.7)
- document more formally and completely quality assurance processes and systems, including roles and responsibilities, so that operation at the day-to-day level is clear (ESG Standard 1.1, paragraph 1.11).
- develop a more formal role in internal quality assurance for internal and external stakeholders (ESG Standard 1.1, paragraph 1.13).

- develop a formal academic appeals process to ensure clarity and standardisation of practice (ESG Standard 1.3, paragraph 3.8)
- formalise the recognition of prior learning process in a documented policy to ensure it is readily accessible to any member of staff who may need to refer to it (ESG Standard 1.4, paragraph 4.7)
- invest in digital publications and resources that will be necessary to support online students in preparation for the launch of distance learning (ESG Standard 1.6, paragraph 6.4)
- use the data that is gathered to reflect on the provision that ENSEA offers and to ensure that it responds strategically rather than reactively to the analysis (ESG Standard 1.7, paragraph 7.8)
- formally and regularly survey professional and student service units so as to gather a more complete picture of the student experience (ESG Standard 1.7, paragraph 7.9)
- review web pages to ensure that information is up-to-date and institute a mechanism to ensure that content is checked regularly and updated as per the Communications Policy (ESG Standard 1.8, paragraph 8.5)
- involve professional service departments more fully in review and monitoring processes (ESG Standard 1.9, paragraph 9.7)
- develop a mechanism for providing information to students on the outcomes of their feedback (ESG Standard 1.9, paragraph 9.8).

Explanation of the findings about l'Ecole Nationale Supérieure de Statistique et d'Economie Appliquée d'Abidjan

This section explains the review findings in more detail.

Terms that may be unfamiliar to some readers have been included in a [brief glossary](#) at the end of this report. A fuller [glossary of terms](#) is available on the QAA website, and formal definitions of certain terms may be found in the operational description and handbook for the [review method](#), also on the QAA website.

Standard 1.1 Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Findings

1.1 The IQR self-evaluation states that ENSEA has developed 'a comprehensive quality assurance policy which is made public'. The Quality Policy is integrated into the Strategic Plan 2021-25 and reaffirms the four strategic axes on which ENSEA's education/training policy is based: i) Achieving excellence in teaching/learning; ii) Achieving excellence in research; iii) Achieving excellence by integrating equity and attractiveness; and iv) Achieving excellence through management and good governance. It is also aligned with the institutional vision 'to make ENSEA an internationally renowned centre of excellence for training and research in statistics and applied economics in Africa in the service of economic and social development', with a view to ensuring that, '...quality assurance does not remain an isolated process, but that it actively contributes to the achievement of ENSEA's overall objectives'.

1.2 ENSEA has established a Quality and Accreditation Commission as part of its organisational structure to enable the implementation of its Quality Policy. The Commission is responsible for ensuring that all aspects of quality assurance and improvement are addressed systematically, including programme evaluation and student feedback. A 'Cartographie des processus ENSEA' (process map) sets out areas of activity according to the overarching strategic goals set out in the strategic plan. Each of the processes in the 'Cartographie' is reinforced by a process document setting out more detailed objectives and those responsible at this more detailed level.

1.3 Each action plan that arises from a quality assurance process or external report, along with strategic objectives and goals, is allocated by ENSEA's Quality and Accreditation Commission to the appropriate unit or department. In this way, ENSEA believes that '...all teaching and administrative staff play an active role in monitoring, implementing and evaluating quality assurance processes'.

1.4 Overview and monitoring are facilitated by a detailed series of 'tableaux de bord' (dashboards) that provide the Quality and Accreditation Commission (QAC) with information about each of the processes and on the achievement of strategic goals. These dashboards are visible to all staff. The dashboards provide information at a number of levels of detail, from the overarching goals to each action point. This ensures that the link between the outcomes of detailed processes can be monitored and aligned with the achievement of overarching strategic goals. The achievement or otherwise of goals and action points is discussed regularly by members of the Quality and Accreditation Commission and with those responsible for the action plan to ensure that progress is on track and that any problems are addressed before they become too big. The Quality and Accreditation Commission then reports to and advises the Comité de Direction (Steering Committee) which is ultimately responsible for any decisions made regarding the achievement or otherwise of goals and action points. The membership of the Comité de Direction and the Quality and Accreditation Commission is the same.

1.5 According to the self-evaluation document (SED), 'ENSEA recognizes the importance of external stakeholders in quality assurance'. Strong links are maintained with employers, alumni and other relevant external stakeholders. For example, the Conseil de Gestion (the Board) includes membership from various ministries as well as the Director General of the

National Institute of Statistics and President of the National Association of Statistics and Demography.

1.6 The review team noted that the Quality Policy was prominently displayed in various locations throughout the institution but, upon seeking clarification, was told that it is referred to rather than published on the ENSEA website. The team therefore **recommends** that ENSEA publishes the Quality Policy on the institution's website.

1.7 While the quality policy sets out the School's ambitions to achieve excellence in teaching, learning and research through excellence in integrating equity and attractiveness, and through management and good governance, it provides no detail on how this is to be achieved and, before the site visit, the team had difficulty in relating the Quality Policy and other documents such as the 'Cartographie des Processus' to concrete internal quality assurance processes. The team therefore **recommends** that ENSEA reviews its procedures and processes in order to show clearly the explicit way in which they relate to the quality policy.

1.8 During the site visit, the review team was provided with a demonstration of the dashboards which reinforced the links between documents such as the Quality Policy, the Strategic Plan and organisational and process documents such as the 'Cartographie des processus'. The consistency of reference to overarching strategic goals and how those are translated into measurable objectives and action plans is clear and the dashboards provide an efficient and effective tool for measuring progress towards the achievement of goals and objectives as set out in both the Strategic Plan and action plans that arise from different internal and external quality assurance processes.

1.9 Nevertheless, as stated above, the review team took some time to understand how the documentation that was sent in advance in relation to the Quality Policy and associated goals and objectives provided a link between policy and a concrete set of internal quality assurance (QA) processes. In the view of the team, this is partly to do with the fact that ENSEA is a relatively small institution, and it is therefore easy to effectively use informal means to ensure discussion about how processes operate on the ground, their outcomes and how external and internal stakeholders are involved in those processes and discussions. The team is of the opinion that, given evidence of recent growth, it is necessary to provide a clearer picture of ENSEA's internal QA system and its processes through, for example, a Quality Assurance Manual or other such document. Such documentation will provide a clearer overview of how the institution links the objectives of its Quality Policy and Strategic Plan, will help ensure that new and existing staff, as well as external stakeholders, understand their role and responsibilities in relation to internal QA. Such a document will also help in preparing for any future external accreditations or evaluations.

1.10 At a more detailed level, the review team noted that there is a need for formal documentation in relation to certain policies; for example, the requirements for the Recognition of Prior Learning have been developed and are in place (see Standard 1.4 below). However, the team was only able to read these in the minutes of a meeting rather than in a formal policy. In the view of the team, the new complaints procedure would also benefit from further formal clarification. The team noted that recommendations with regard to formal documentation of processes had already been made in the reports by external consultants which were commissioned to evaluate ENSEA's readiness to apply for ISO certification.

1.11 The review team therefore **recommends** that ENSEA document more formally and more completely its QA processes and system, including roles and responsibilities, so that operation at the day-to-day level is clear.

1.12 The review team reiterates its view that ENSEA has developed an effective link between its policy and strategy documents and an effective means of monitoring the achievement of goals through the dashboards. Nonetheless, it suggests that, while this provides a very detailed statistical view of the achievement of goals and objectives, there was little evidence during the site visit of space for a more qualitative or reflective aspect to internal QA. A quality culture is evident at ENSEA in the strong focus across staff to respond to recommendations in the name of continuous improvement. The team recognises that some of this reflection is likely to take place informally but suggests that a formal part of monitoring and review processes that document the reflections of, for example, a teaching team will further deepen this quality culture, provide evidence for longer term planning and also a means to move beyond reaction to feedback and recommendations (see also Standards 1.7 and 1.9).

1.13 Continuing the theme of further development of a quality culture, the review team believes that a more formal identification of the input of both internal and external stakeholders to documents such as the Quality Policy, would deepen the ethos of continuous improvement by enriching the variety of input into ENSEA's internal QA system. Another example of this might be the introduction of an external member of the Quality and Accreditation Commission. The team noted that the membership of the Commission and the Comité de Direction are currently the same. As the body that reports to and advises the Comité, an external voice in the Commission will provide ENSEA with an additional viewpoint on its QA system and processes. The review team therefore **recommends** that ENSEA develops a more formal role in internal QA for internal and external stakeholders.

1.14 In the view of the review team, Standard 1.1 is **met**. ENSEA has a quality policy that is clearly linked to its strategic plan, the goals of which are regularly and effectively monitored. Given ENSEA's ethos of 'continuous improvement', the team's recommendations aim to support the embedding of the existing quality culture at the institution.

1.15 In addition to the recommendations included above, the review team views the clear and strong links between the axes in the quality policy and the strategic pillars in the strategic plan, together with the process for implementing action plans, following up and monitoring of the achievement of goals and objectives as **good practice**.

Standard 1.2 Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Findings

2.1 ENSEA has a policy in place for the design and approval of programmes with key stakeholders such as students, staff, alumni, industry and other external partners feeding into their design. Programmes are developed to align and meet the strategic objectives of ENSEA and include appropriate placements during holidays, specifically for Year 2 and Year 3 students.

2.2 ENSEA offers programmes at diploma, degree, master's and PhD levels that are aligned to: the national standards (Directorate General for Quality and Evaluation (DGQE) of the Ministry responsible for Higher Education and Scientific Research); sub-regional standards African and Malagasy Council for Higher Education (CAMES); European standards (Commission des Titres d'Ingenieurs - EURACE) and HCeres (High Council for the Evaluation of Research and Higher Education) which, like IQR, conforms to the principles and standards of the ESG.

2.3 At master's level, ENSEA uses the Ivory Coast ECTS credits (CECT according to the Ivorian nomenclature) which are mapped against North American standards where 1 credit represents 45 hours of work for the students. ENSEA has recently reviewed its programme offer to include intra-professional cross-curricular offers and is now utilising a scaffolding approach in building on its programmes from degree to master's programmes to ensure complementary fit. To further enhance its master's in Actuarial Studies to meet the requirements of the West and Central African countries, ENSEA works in collaboration with INP-HB (Institut National Polytechnique Félix Houphouët-Boigny) of Yamoussoukro, Ivory Coast and the ISFA (Institut de Science Financière et d'Assurances) of Claude Bernard University Lyon 1; other stakeholders include: the Insurance Directorate of Ivory Coast; the Association of Insurance companies of Ivory Coast; the Institute of Actuaries of Ivory Coast; with the support of the United Nations Economic Commission for Africa and Foreign Affairs Office. Other strategic partnerships include the World Bank, INP-HB, with Polytechnique Montreal and Michigan State University as part of the master's project in Transport in Abidjan funded by the Millennium Challenge Account Côte d'Ivoire (MCC). For its doctoral offer, ENSEA has a Joint Unit for Research and Innovation in Statistics and Applied Economics laboratory, and support from the Scientific Council, which advises ENSEA on its PhD programme. Scientific Council membership includes the University of Laval, Quebec, and helps inform changes and support sharing of good practice in the design of research programmes.

2.4 The team was provided with an appropriate audit trail of a new programme from design through to approval, which showed that despite having to adhere to national requirements and meet identified national needs, ENSEA is still able to autonomously develop programmes within this context due to the highly specialised nature of the programmes. In developing a new programme, the process described by the Quality and Accreditation Commission includes consultation and the use of feedback is critical as ENSEA relies on external expertise to provide the specialist statistical insights to the

programmes. A new programme is initially presented to the Conseil des Professeurs (Teachers' Council), then it goes to the Conseil de Direction (Management Committee) for approval and validation, for ENSEA-specific programmes.

2.5 ENSEA is part of the Network of African Schools of Statistics (RESA) which comprises two other institutions, namely: National School of Statistics and Economic Analysis (ENSAE), Dakar, Senegal; and the Sub-Regional Institute of Statistics and Applied Statistics (ISSEA), Yaoundé, Cameroon. The decision-making body of the Network is the Association of Directors of African Schools (CODESA). RESA works collaboratively to develop and review common programmes which are delivered at all member institutions, thus promoting common standards. For programmes developed by the network, RESA meets and discusses, giving initial approval before submission to CODESA for approval. All RESA courses have to meet national requirements and all quality agencies have the same quality references, which means regional networks have similar standards and requirements. Overall, RESA programme approval sits with CODESA decision-making processes. Once approved, the programme also goes through ENSEA's programme approval process.

2.6 All programmes are evaluated and subject to a rigorous review during the annual meeting of Directors of Studies, that is chaired by the Director of ENSEA and attended by Directors of Studies, Heads of Programmes and lecturers. There are three Directors of Studies who take responsibility for the management of specific programme areas, which includes staff recruitment and training as well as planning, curriculum and student discipline. Revision of programmes is done at several levels: for ENSEA programmes, the steering committee for each programme meets once a year to discuss and make modifications, changes are then validated for the current or following year. Any changes on PhD programmes have to be submitted to the Scientific Council.

2.7 The students, staff, alumni and external stakeholders that the team met, all concurred that ENSEA develops programmes that respond to a very specific need within the market. It engages stakeholder groups to obtain information from industry to ensure their programmes reflect the most up-to-date training requirements within the field of statistics and mathematics. Alumni and the Ministry representative that were met during the visit highlighted the open and responsive relationship they have with ENSEA, which allows for their feedback to impact programme design. The review team acknowledges the involvement of stakeholders in the design and development programmes; however, it noted that there is no formal framework in managing feedback with stakeholders and would suggest ENSEA consider setting up a more systematic approach to enhance the use of feedback as per the recommendation in paragraph 1.13.

2.8 ENSEA has developed and implemented a systematic process for the design and approval of programmes. The evidence provided to the review team shows that programmes are benchmarked against national and international frameworks, with ENSEA working in partnership or collaboratively with external stakeholders in designing and approving these programmes. ENSEA has a clear cyclical review process in place, with feedback from different stakeholders either directly or indirectly utilised to develop, update and enhance their programme offers. The review team concludes that Standard 1.2: Design and approval of programmes is **met**.

Standard 1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Findings

3.1 ENSEA's approach to training aims to promote active engagement of students in their learning experience. ENSEA uses a variety of teaching methods to achieve learning outcomes such as interactive lectures, practical case studies, group work, field trips, tutorials and practical placements. All programmes in ENSEA have a written curriculum with objectives, structure, assessment methods, and criteria and requirements for passing the programme.

3.2 All new students undergo an induction where they are introduced to the staff and informed of the requirements for progression on their programme. They are also given a student handbook that outlines the syllabus, programme outline, placements, tutorials, plagiarism, field trips and the student guide that includes assessments and regulations for student group work. To help integrate students and ensure they have the skills for their course, ENSEA has introduced Boot camps at the beginning of the academic year to help to ensure students are all at the same level of learning (see Standard 1.6).

3.3 To ensure flexibility, autonomy and interdisciplinary learning, ENSEA integrates specialisation pathways in the final year of the programmes. To prepare students for work, ENSEA has built in a job application module, and they engage alumni to help by offering career days. ENSEA utilises part-time lecturers who can bring in industry expertise to further develop students' learning. ENSEA's unique positioning as an African Centre of Excellence allows students to engage in research seminars that they host. They can also network with other students on professional courses to help give them a different perspective.

3.4 The student handbook outlines the assessment methods being used, including the criteria for marking. Different assessment methods are applied such as presentations, quizzes and assignments. These are weighted against the student workload to ensure adequacy of time allocated for students to prepare. Students commented that they do not have more than one assessment per week, and they appreciate this planning to avoid bunching of assessments.

3.5 If a module is more than 30 hours long, there is a mid-way assessment as well as a final one, which allows staff to change approach or identify students with support needs. Quizzes were seen as a useful tool for identifying how students were progressing. Students with support needs are identified either by their tutors, based on their participation and grades, or through their own fellow students (class representatives) or students asking for support from staff directly. Students support one another through study groups or mentorship by seniors (see Standard 1.6 for further detail on student support).

3.6 The lecturer delivering the module manages the assessments. One person marks the assessment and if two tutors are delivering the same module, they harmonise the marking and use a common marking scheme. Moderation of assessment is done by the programme lead to ensure that the mark awarded is accurate according to the marking criteria. Boards of Studies review assessment results, and they give feedback to the lecturers. The exam board will examine provisional marks and if there is a discrepancy they can ask the lecturer the reasons for this and/or put in place support measures for the student(s) concerned if needed. Once the marks are confirmed they are given to the registry who then distribute the grades to the students once they have submitted their module feedback. The management

of student grades is done by the teaching secretariat using specific software - the SYSGES. For RESA network programmes, which are the same in each partner institution, final assessment is conducted at the same date and time across all countries and marking is done centrally through CODESA.

3.7 Students can contest grades through the complaints procedure. Students can appeal in writing to the Director of Programme, then they can check the paper in the presence of the lecturer who marked the paper. If the claim is upheld, marks are changed. However, the QAA team suggests that ENSEA reviews the principles underlying the five-mark penalty for appeals that are not upheld. Marks should be awarded for academic merit regardless of other factors such as whether accuracy or academic judgement have been questioned.

3.8 Currently, students use the complaints procedure for this. The assessment appeals procedure was verbally articulated by both staff and students but there is no formal documentation for the process. The team therefore **recommends** that a formal appeals process be developed, as soon as possible, to ensure clarity and standardisation in the appeals process.

3.9 Students who are unable to undertake an assessment can claim mitigating circumstances via the registry with evidence; this can result in them undertaking a written assessment at the next exam date.

3.10 Students can give feedback on their learning at the end of a unit through surveys via Microsoft forms. The IT department collects students' evaluations. It is a pre-requisite for students to complete this survey in order to access their final assessment results. Students can also give feedback during the programme through regular meetings with heads of programmes; through their class representatives who have the opportunity to attend committee meetings and engage with programme directors who then utilise this feedback for continuous improvement.

3.11 The review team concludes that the delivery of programmes allows student to be active learners and undertake appropriate assessments that allow them to demonstrate achievement of the stated learning outcomes. The review team therefore confirms that Standard 1.3: Student-centred learning, teaching and assessment is **met**.

Standard 1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student 'life cycle' - for example, student admission, progression, recognition and certification.

Findings

4.1 The website publishes information about each of the programmes of study available, including general programme information, learning objectives, entry requirements and typical employment opportunities following successful completion. Hyperlinks from each programme page connect to the CAPESA website that provides details of the entrance examination, the dates of which are also listed on the ENSEA website.

4.2 RESA entrance exams are organised by CAPESA, which is the support centre for African statistical providers. CAPESA is based in France and coordinates the entrance exams for all the African schools. Hyperlinks from each programme page connect to the CAPESA website that provides details of the entrance examination, the dates of which are also listed on the ENSEA website. All applicants who meet the admissions criteria take the same examination at the same time under the same conditions. The completed examination papers go to France for marking by a panel comprising Directors of the Schools of Economics in the RESA network, the Director of CAPESA, and the Directors of French Economic Schools. The applicants are then ranked and allocated to the schools. Applicants are informed of the results by email and receive an admission letter that enables them to register. For other programmes, applicants complete a written test that is assessed by a panel that includes external members, such as representatives of other schools in the RESA network or international partners for joint programmes.

4.3 The education and management registries liaise with the academic teams to facilitate the integration of new students into the institution. The 'Service Scolarité' (education service) and others welcome new students from the day they receive their entrance exam result. They help them to find accommodation and to prepare for their studies.

4.4 ENSEA holds an induction event at the start of each academic year. This introduces new students to the staff, the support services, and general information about the School and their programmes of study. The Directors of Studies hold meetings with each class of students. New students also receive a student handbook.

4.5 The 'Guide de l'étudiant' (student handbook) and annexes list the duration of each programme at ENSEA. These vary from one to three years, and three or four years for a PhD. The rules for progression are clearly explained in this document. The Teachers' Council (Conseil des Professeurs) meets as an examination board after completion of the examinations to decide on the award of class passes and diplomas. In order to progress to the next level, or to graduate, students must obtain an annual average of at least 12 out of 20 and achieve all of the credits for the year. Mitigating circumstances may be considered when the score falls below this threshold. The Teachers' Council has the authority to allow students whose score is between 10 and 12, or who have not achieved all the required credits, to take a resit examination before the start of the next semester.

4.6 The data collected and monitored by ENSEA includes admissions and progression records. These data are maintained by the Examinations and Competitions section who monitor student registrations and performance.

4.7 Applicants with approved prior learning may enter directly into the second year of some programmes at ENSEA. The requirements for recognition of prior learning are detailed in the minutes of a meeting of the Directors of Studies of RESA institutions. While the requirements are clear, it is **recommended** that they are formalised into a documented policy on the recognition of prior learning, to ensure it is readily accessible to any member of staff who may need to refer to it.

4.8 On successful completion of their programme, students receive a diploma, details of their training content and curricula, and a transcript.

4.9 Generally, the processes for admission, progression and completion are appropriate, transparent and effective. Both undergraduate and postgraduate students confirmed that all information about entry requirements and the admissions process was readily available through the ENSEA or CAPESA websites. This included an international student that had taken the CAPESA examination at a partner organisation. Similarly, students were clear about the progression and graduation requirements. They reported that they were told about this at the induction meetings at the beginning of each year, or they could ask academic or administrative staff if they were at all uncertain.

4.10 However, in 2021, the report of an audit conducted in preparation for ISO 21001 certification found deficiencies in the record keeping of student admission documents by CAPESA, noting that only a summary table of those admitted was available for some students. A subsequent audit reported in 2022 that the deficiencies in record keeping persisted. While the traceability of admission decisions is assured by a database of candidates admitted through CAPESA, this is not true for all students admitted by ENSEA. The establishment of traceability of the student admission decision process is identified as an action in a management report dated December 2023, with a deadline of January 2024. The quality team explained that the summary information on the students assigned to ENSEA is communicated to them by CAPESA. A physical file is then compiled for each student and is used throughout their student journey.

4.11 In light of the above, Standard 1.4: Student admission, progression, recognition and certification is **met**.

Standard 1.5 Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Findings

5.1 ENSEA has a policy in place for workforce planning and they follow the recruitment procedures for academic staff as described in *Procédure de recrutement et d'intégration du personnel (Procedure for the recruitment and induction of staff)*. This policy further details the expectations of the teachers; evaluation of performance; performance management; remuneration and ENSEA's commitment to promote diversity and inclusion within the recruitment process. Recruitment is undertaken by the National Commission for the Recruitment of Higher Education Teachers (within the Ministry of Higher Education and Scientific Research) for permanent lecturers and an internal recruitment commission for temporary staff.

5.2 Staff planning is undertaken at the strategic level, with Directors of Studies in collaboration with the Director of Administration and Finance analysing requirements for skills in terms of their needs in the short and medium term, in line with overall strategic objectives to compile an expression of need which is sent to the Director to validate. This is then put into a letter of request for teaching staff, which is sent to the Minister of Higher Education and Scientific Research.

5.3 Permanent teaching staff are appointed by the Ministry of Higher Education and Scientific Research, the Human Resources Director of the Ministry has ultimate responsibility in recruiting the candidates for the relevant higher education institutions. ENSEA still plays an active role in the recruitment of the staff by informing the Ministry of their needs for teaching staff. The Ministry runs the recruitment for higher education based on the needs expressed by providers and the State's annual budget. Candidates apply to the Ministry within a specified timeframe and sit a written and oral exam that is then ranked. The Ministry sends suitably qualified successful applicants' portfolios to ENSEA who then identify those with the skills they need. If needed, the National Commission put an advert out again if ENSEA feels that candidates have not attained the standard required.

5.4 ENSEA has complete autonomy over the recruitment of temporary teaching staff. Temporary staff are recruited by an internal recruitment commission to meet the changing requirements of the School. The temporary lecturers come from professional and academic backgrounds and alumni of the School, who bring particular skills and experience to enrich the pool of experts. Applicants submit their CVs to the Director of Studies who makes an initial selection and passes it onto the Board who make the final decision on recruiting part-time teaching staff. The review team noted that most of the Heads of Programmes are ENSEA alumni. The 'Secretariat de l'enseignement' (teaching registry) supports part-time lecturers administratively and in integrating them into ENSEA.

5.5 The Human Resources Department keeps complete files for all teaching staff; this includes evidence of training and previous experience to ensure they have the appropriate skills for both permanent and part-time teachers. The Directors of Studies undertakes observation of teaching and student feedback on teaching is collected.

5.6 All teaching staff undergo induction and they are placed on a probationary period. To allow for the staff to integrate into their work environment, the Director of Studies acts as their 'coach' during this time. Part-time staff can undertake pedagogical training if needed.

5.7 All teaching staff progress according to the CAMES standards for progression, promotion and qualifications; this is standard at the national and regional levels. Directors of Studies monitor teaching as part of the CAMES requirements, which has a structured promotion process with clear criteria related to teaching and research. Some researchers can observe their supervisor as part of their induction. The review team have noted the systematic observation of teaching staff as part of the CAMES requirement and would like to suggest a more formalised, standardised teaching observation process by peers to further enrich and develop the lecturers' experience and to ensure equitable peer observation opportunities for all teaching staff.

5.8 The Directorate provides financial support for professional development whereby all staff are given the opportunity to apply for seminars and training; this planning is done across a cycle of several years, with teacher training done periodically in cohorts. The Administrative and Financial Department is responsible for building staff capacity, which includes training around productivity tools. Teaching staff can request other courses such as administrative training that they need for their role. The IT team also provides training for teaching staff.

5.9 Permanent staff are supported to attend conferences to present their research. Lecturers are given the opportunity to participate in research teams and to attend conferences, which promotes shared experience which filters to the students through their teaching. Teaching staff are trained internally on how to deliver distance and online teaching as part of capacity building to prepare them for the strategic direction of online teaching that ENSEA is looking to take (see paragraph 6.18 below), as well as encouraging innovation in their teaching methods.

5.10 Teachers meet twice a year to review what is going well and to share good practice and experience through 'educational units'. These units are made up of all teaching staff who deliver courses at the same level in the same subject area to enable them to share their work and develop their teaching together, making it easier for them to share good practice and make improvements when they meet in the annual review. To further enrich their teaching experience the review team suggests the educational units could meet across different programmes in ENSEA and across the schools in RESA to share further good practice that can cross-pollinate across programmes.

5.11 Students give feedback on teaching, which includes feedback on the delivery of teaching. Where there are issues identified, support for teaching staff through training and continuous improvement and professional development can be put in place.

5.12 Generally, the process for recruiting and supporting teaching staff is effective. The teaching staff that the team met appreciate the support they get in terms of induction, training, research and opportunities to share good practice. They shared the many opportunities available to them for continuous professional development and highlighted that progression follows CAMES structures and they adhere to this process. The team learnt that professional development is highly valued by the individual teachers and would suggest the formalisation of the continuing professional development opportunities to ensure equitable access to developmental opportunities for all staff.

5.13 The effective approach taken in recruiting, developing and supporting teaching staff ensures ENSEA staff are appropriately knowledgeable and skilled for their roles. The review team therefore concludes that Standard 1.5: Teaching staff is **met**.

Standard 1.6 Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Findings

6.1 ENSEA states that it is 'resolutely committed to providing the financial resources necessary to support learning and teaching activities, while ensuring easy access to essential educational resources and offering quality support to students'. Evidence provided to support this statement is found in the minutes of a Board (Conseil de Gestion) Meeting Report, which includes a provisional budget for 2023. An internal audit report, dated December 2023, noted alignment between the Institution's objectives and the available resources, citing the acquisition of new generation equipment for carrying out training, and construction of a lecture theatre. There is a documented process for maintaining the teaching and learning environment.

6.2 A tour of the campus revealed high-quality teaching facilities, including two 250-seat lecture theatres, a language laboratory and a video-linked classroom for virtual delivery of classes in a collaboration with Montreal Polytechnic University. A video studio has been established to facilitate the recording of material for Massive Open Online Courses (MOOCs) and online learning.

6.3 The Library has more than 3,000 documents which may be consulted in the Library or borrowed for up to two weeks. Inter-library loans are available through a PNB system for access to resources that are not available in the Library.

6.4 Digital resources include several statistical software packages and document management software. There are institutional licences for Microsoft products and Zoom. Library access is possible online for dissertations and theses, though currently not for digital publications. It is **recommended** that, in preparation for the launch of online learning, ENSEA should invest in any digital publications and resources that may be necessary to support online students.

6.5 Students have access to a virtual learning environment, Microsoft Teams, which is used for broadcasting information, hosting additional learning resources, submission of assessments and communication. Students reported that it worked well and provided relevant course and programme information. A demonstration of the system confirmed an extensive range of information is made available. A different virtual learning environment – Moodle - is being introduced in preparation for distance-learning students enrolled on the online courses and programmes currently under development.

6.6 Student support is available in a number of different forms. There is a defined approach for the provision of support. It starts with an expression of need from the student to their Director of Studies by email or letter. This is then referred to the Director, for a decision on the provision of a scholarship, accommodation or meals, as required. Alternatively, it may be referred to a medical doctor, for consideration of the student's health record. The academic performance of the student is tracked, and academic support may be provided, as required. The availability of student support is also described in the Student Handbook.

6.7 In practice, most students see the Director of Studies, or class teachers and tutors as the first point of contact for any problem they may be facing.

6.8 Peer support is available through the class representatives. Students are allocated to groups so they can help each other, and they also use students in the year above. Each new student is put in contact with a senior student, who can provide advice and guidance and, for struggling students, additional classes.

6.9 Library staff provide assistance in researching documents, locating additional materials, and giving presentations. A School Guidance Counsellor is available to provide advice and support to current students and alumni.

6.10 Students reported that they felt well-supported in terms of the advice and guidance available to them. The student handbook provides information about support for students in difficulty.

6.11 Students may take the initiative and go to see the School Guidance Counsellor, seek assistance from the teaching registry or senior management secretariat, or they may be referred by a member of staff. Low levels of participation in classes or poor performance in assessments and examinations are used to identify struggling students. Academic, social, medical and financial assistance are available, as appropriate for each student. There is an anti-harassment team that provides support for students who have suffered any form of harassment.

6.12 A mid-term 'jury' or board aims to identify struggling students in order to provide them with any additional support they may require. Following an end-of-year Board, remedial course sessions are provided to prepare students admitted to resit examinations in the second exam session in specific subjects. An example calendar of remedial course sessions was provided.

6.13 ENSEA caters for the needs of a diverse range of students including, among others, mature, part-time, employed and international students, as well as students with disabilities. On arrival, students undergo a medical examination that helps to identify students who have disabilities so that support and information can be provided. Pedagogical, sociological, psychological and physical diagnosis are available.

6.14 A range of financial packages are available to students who arrive without financial support, or who subsequently require it. The scholarship policy is available on the School's website. Full and partial scholarships are available, together with mobility grants and support in the form of study materials. The document includes eligibility considerations and instructions on how to apply.

6.15 Language support and documents in English are available for students whose first language is not French or who come from English-speaking countries. Some groups of students benefit from an early emphasis on concepts and the associated terminology, explained in everyday language.

6.16 While there are currently no students with physical disabilities at ENSEA, the School is embedding disabled access into its new buildings. This was clearly visible during the tour of the campus.

6.17 ENSEA has recently started to run 'boot camps' at the start of each academic year to provide additional instruction to help to ensure that all the students in a class are at the same level. Boot camps typically involve 40 hours of classes over two or three weeks. Students reported that the September boot camps helped them to adapt to the School and to prepare for their studies. For their role in bringing each class of student up to a level of academic standing, the practice of running boot camps at the start of each academic session is considered a feature of **good practice**.

6.18 A new initiative to make ENSEA courses more widely available is the development of online learning. This was a strategic decision in response to the perceived needs of Côte d'Ivoire and the region by building capacity locally and nationally. In recognition that the quality of the new programmes should reflect the School's Centre of Excellence status, there has been considerable human and capital investment. Classroom equipment has been improved through the provision of interactive boards and better wi-fi connectivity to enable their use in synchronous and asynchronous online delivery. There has been investment in a studio to develop videos, and in training for teaching staff. Currently the video suite is supported by existing technical staff from the IT Service, though the intention is to recruit dedicated staff for this role.

6.19 In terms of the adequacy and quality of the learning resources and student support, the views of the students are identified through annual satisfaction surveys related to the support services available to them. A dashboard is used to monitor this data. Outcomes from the surveys are reported to the senior management for consideration. Some points that come out of the surveys are discussed with the students at the beginning of the academic year. An example report on the survey findings was provided.

6.20 Students are also able to get in touch with staff, including the Director, if they identify a problem. The class representative can also report to the Director of Studies. If it is a minor issue, the programme team will take action. More serious issues are escalated to the Director. Students are also encouraged to approach the teaching and management registries if they require assistance.

6.21 Students reported a high-degree of satisfaction with the quality of teaching resources provided, including teaching accommodation, the Library, the virtual learning environment, and the availability of wi-fi. A tour of the campus confirmed the high quality of the buildings, equipment and other teaching facilities and resources.

6.22 Students also reported being satisfied with the support provided to them by the School. Given the modest size of ENSEA, informal mechanisms are effective in ensuring that students receive the support they require.

6.23 There has been considerable investment in educational resources and infrastructure. This includes the establishment of rooms for recording video modules, the installation of interactive whiteboards in classrooms, and the construction of a new lecture theatre. Two accommodation blocks have also been constructed.

6.24 The review team therefore concludes that Standard 1.6: Learning resources and student support has been **met**.

Standard 1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Findings

7.1 The IQR self-evaluation document (SED) describes the various management data that are used at ENSEA, including those collected during recruitment and admissions that allow the School to monitor the student profile. Progression, transfer and drop-out/completion data are also collected and are considered at the highest level during meetings of the Steering Committee (la réunion du Comité de Direction). Thus, data on each student from application/entry to their exit, including their course, is collected.

7.2 When recruiting students, the exams and competitions secretariat is responsible for registering candidates for the various school entrance exams and for monitoring student registration. This secretariat has all the necessary data to provide ENSEA with a profile of its student population, including their countries of origin, their gender and so on.

7.3 Student and employer satisfaction data regarding programmes and courses is collected via various surveys:

- i) Evaluation of teaching results are recorded by the Directors of the Studies, who are responsible for their analysis and use. The Steering Committee also considers the results and any issues raised. (At the level of doctoral training, the follow-up is carried out by the Scientific Council.)
- ii) Employers are surveyed following the period of a student's internship. The results of this survey are used to better prepare students for their entry into the professional world at the end of their programme.
- iii) A separate annual student satisfaction survey is implemented to gather students' needs and expectations regarding extra-curricular services such as the restaurant and health service.
- iv) An integration survey is implemented at the end of a student's programme to gather data on first employment destinations.

7.4 The review team discussed provision of data and management information at several meetings during the site visit and was also able to see, via the demonstration of the 'tableaux de bord' (dashboard) how such information is gathered and displayed (see also Standard 1.1). The team was reassured by this as some of the evidence that had been provided in advance of the site visit, such as minutes from Steering Committee meetings, did not provide a great deal of detail. Similar to action points arising from evaluations, the team learnt that the Quality and Accreditation Commission is responsible for ensuring that any work that needs to be done as a result of data analysis is allocated to the correct unit for progressing. Results are then monitored through the 'tableaux de bord'.

7.5 The review team also learnt during the site visit that, aside from the formal surveys described above, student feedback is sought almost continuously throughout the modules and programmes. It was evident to the panel that ENSEA makes every effort to address the feedback that it receives, although this indicated a reactive approach to continuous improvement, which is currently insufficiently balanced by regular, periodic reflection (see Standard 1.1).

7.6 At a meeting with representatives from professional and support services, the review team learnt that, apart from the restaurant and health services, other services in this area are not regularly surveyed, although the Library representative said that such a process was beginning for the Library service. There is informal discussion but no formal route for students to provide feedback on services. This was confirmed by students who met with the team.

7.7 In the view of the review team, Standard 1.7: Information management is **met**. ENSEA has processes in place to gather, analyse and use management information data as evidenced through the 'tableaux de bord.' However, the team believes that this could be improved to ensure that a fuller picture of the student experience is available and that a more reflective rather than reactive approach to data is taken (see also Standard 1.9). It therefore makes the following recommendations:

7.8 The review team **recommends** that ENSEA uses the data it gathers to reflect on the provision it offers and to ensure that it responds strategically rather than reactively to the analysis.

7.9 The review team **recommends** that ENSEA formally and regularly surveys professional and student service units so that it gathers a more complete picture of the student experience.

Standard 1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible.

8.1 The ENSEA website is managed and regularly updated by the Communications Service, which reports directly to the Director. The Service also manages the School's social media accounts, in accordance with the Policy for Social Media. The LinkedIn and Facebook pages are the most visited with around 20,000 subscribers each. There is also a Twitter ('X') account with 1,300 followers and a YouTube page of 2,600 subscribers with 161,000 video views.

8.2 A variety of media are used to release information into the public domain, including printed materials, the institution's website and social media. The website includes information and news items about ENSEA, and details of each of the programmes of study available, including intended learning outcomes and typical employment areas for graduates.

8.3 The arrangements for approving and checking the accuracy of published information are clearly understood. Material for publication is prepared by the Directors of Studies and the heads of units and submitted to the Director for authorisation. Following approval, the Communications Service prepares and, if necessary, translates it, before confirming its accuracy. Digital publication is handled internally; the Communications Service works with external consultants for printed media.

8.4 Students reported that course and programme information was provided on the Microsoft Teams virtual learning environment. A demonstration of the system confirmed an extensive range of information is made available. New students also receive a student handbook.

8.5 While most information is up-to-date, some pages of the website, in particular those pages giving details of the academic staff, are in need of updating. Similarly, the version of the student handbook published on the website is no longer current. The QAA review team therefore **recommends** that ENSEA reviews its web pages to ensure that information is up-to-date and institutes a mechanism to ensure that content is checked regularly and updated as per the Communications Policy.

8.6 External stakeholders reported that the media profile of ENSEA had increased in recent years. Recognising the importance of promotion of the institution, there has been a policy shift from media silence to proactive engagement with news, social and published material to tell the world what ENSEA is doing. The ENSEA website has been made more accessible. The management now supports students to raise awareness of ENSEA at other institutions.

8.7 An audit carried out in 2022 identified as a point of strength, the institution's external communications aimed at promoting training programmes and providing the admissions criteria. Following the audit, a formal policy on the use of social networks was developed. This policy aims to raise awareness and inform staff and students of the requirements for using the School's official social networks. It ensures consistency and control of the information released and is considered to be a feature of **good practice**.

8.8 In the view of the review team, Standard 1.8: Public Information is **met**.

Standard 1.9 Ongoing monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Findings

9.1 The IQR SED describes the three main formal processes (or events) for monitoring and review of programmes. These are:

- a At the level of the Network of African Schools of Statistics (RESA), programmes are reviewed annually at the meetings of the Directors of Studies of the relevant Schools. The meetings provide an opportunity to take stock of the academic year and the outcomes of this stocktaking are revised syllabi which ensure that they are adapted to the current needs of the profession. A mechanism for monitoring and coordinating teaching has also been set up between the Schools in the network, as well as within ENSEA. Modifications are proposed to CODESA who validates them for introduction at the start of the next academic year.

In addition, RESA holds monthly virtual meetings to monitor the progress of teaching and to share practice and experience among the Schools.

- b For ENSEA programmes that are validated by CODESA as part of the RESA network, Directors of Studies are appointed to coordinate and monitor teaching within each programme and a framework for student feedback is also in place (See Standard 1.7). There is a 'Comité de Pilotage' (Steering Committee), at which professors and lecturers are represented, which meets annually to review and discuss the programmes. Modifications are validated at institutional level and put in place for the following academic year.
- c In 2018, ENSEA initiated a process of pedagogical renewal (rénovation pédagogique). This process occurs every 10 years for all programmes offered by the School. It is intended to engage all stakeholders. This process has taken place once to date.

9.2 All of the above processes involve exchange and interaction with students - the first two on a regular basis. There is an annual meeting at the start of each academic year and also after each semester. The ethos of 'continuous improvement (see Standard 1.1) is evidenced in monitoring and review by this continuous student feedback, which is supplemented by informal mechanisms during modules.

9.3 All of the monitoring and review processes described above were discussed and amplified during the review visit. The review team learnt that, in addition to what it had read in the SED and the supplementary evidence, student interaction with staff in terms of providing feedback is almost continuous. It also learned that external stakeholders, such as alumni, feel strongly involved in providing an input into the review and monitoring processes, and RESA representatives who met the team confirmed that these formal processes, along with more informal discussion, provide opportunities for sharing experience and good practice among the Schools.

9.4 The review team discussed processes for reviewing and monitoring with representatives of the Professional Services (PS) teams and noted that, while there is a clear focus on teaching and learning, there is little role for participation of the learning

resource and student support departments in these evaluations. The team believes that this involvement in the formal review and monitoring processes would provide ENSEA with a fuller picture of the student experience at the institution. The team also believes that it would be beneficial to inform the PS departments formally of the outcomes of any monitoring and review processes.

9.5 Students who met with the panel were clear about the opportunities available to them for providing feedback and were able to give examples of things that had changed as a result. However, they were not aware of any of the formal review and monitoring processes, nor were they clear about what happened to their feedback, unless they saw an obvious example of a change as a result of their input. The review team is of the view that a more formal mechanism for providing students with information on the results of their feedback (for instance, on those areas where it is not possible or desirable to implement particular actions related to feedback) would help ENSEA to move away from a solely reactive approach to continuous improvement, to one that is more reflective (see Standard 1.1 and 1.7).

9.6 In the view of the review team, Standard 1.9: Ongoing monitoring and periodic review of programmes is **met**. The processes that are currently in place for review and monitoring of programmes are well-embedded and focus on the teaching and learning involved to ensure that programmes are up-to-date and reflect the changing needs of society and students. However, a fuller picture of the student learning experience could be gained from a more formal involvement of the PS departments to highlight feedback on learning resources and student support and to ensure that, as programmes change in terms of teaching and learning, the PS departments can adapt accordingly.

9.7 The review team **recommends** that ENSEA involves its professional services departments more fully in review and monitoring processes.

9.8 The review panel **recommends** that ENSEA develops a mechanism for providing information to students on the outcome of their feedback.

Standard 1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Findings

10.1 Over the last 10 years, ENSEA has undertaken several external processes and, among others, has been awarded the label of African Centre of Excellence by the World Bank for training in statistics in 2015. Following this, ENSEA was designated by the French Development Agency as an African Centre of Excellence with Impact in statistics training. Institutional accreditation was granted by the High Council for Evaluation of Research and Higher Education (HCERES), for the period 2023-28.

10.2 ENSEA has also been accredited by the African and Malagasy Council for Higher Education (CAMES), and the General Directorate of Quality and Evaluations of Côte d'Ivoire (DGQE) (2023-28) and its undergraduate ISE courses have been awarded the French EUR-ACE label by the Commission des Titres d'Ingénieur (2019-25).

10.3 The SED states that this process of external evaluation continues with this IQR process by QAA and the progress towards ISO 21001 certification. Thus, ENSEA has had the opportunity to experience several self-evaluation and external review processes.

10.4 The review team noted that all external evaluation processes that are undertaken by ENSEA are organised by reputable and legally established bodies. During the site visit, the panel was informed by both internal and external stakeholders of the pride they felt in their association with ENSEA, whether that is as the holder of an ENSEA qualification, as an overseeing body such as the Ministry, or as a project partner regionally or internationally.

10.5 The team commends ENSEA for its increasingly positive profile following its efforts in external review and accreditation and encourages the institution to continue to seek external perspectives on its operations and to learn from these in the name of continuous improvement.

10.6 Overall, the team concluded that ENSEA undergoes regular external evaluation against national, regional (ESG) and discipline-based standards. The team views the institution's approach to evaluating itself against external frameworks with a view to continuous improvement to be **good practice**. Meetings with internal and external stakeholders confirmed the value of such evaluations for ENSEA. Based on the evidence, the review team concludes that Standard 1.10: Cyclical external quality assurance is **met**.

Glossary

Translations used within the report

Cartographie des processus	Process map
Comité de Direction	Management Committee - senior internal committee chaired by the Director
Comité de Pilotage	Steering Committee
Conseil de Gestion	The Board (this is the top-level committee that includes the Ministry of Higher Education and Scientific Research)
Secrétariat	Registry
Service scolarité	Education service
Tableau de bord	Dashboard

Action plan

A plan developed by the institution after the QAA review report has been published, which is signed off by the head of the institution. It responds to the recommendations in the report and gives any plans to capitalise on the identified good practice.

Annual monitoring

Checking a process or activity every year to see whether it meets expectations for standards and quality. Annual reports normally include information about student achievements and may comment on the evaluation of courses and modules.

Collaborative arrangement

A formal arrangement between a degree-awarding body and another higher education provider. These may be degree-awarding bodies with which the institution collaborates to deliver higher education qualifications on behalf of the degree-awarding bodies. Alternatively, they may be other delivery organisations which deliver part or all of a proportion of the institution's higher education programmes.

Conditions

Conditions set out action that is required. Conditions are only used with unsatisfactory judgements where the quality cannot be approved. Conditions may be used where quality or standards are at risk/continuing risk if action is not taken, or if a required standard is not met and action is needed for it to be met.

Degree-awarding body

Institutions that have authority - for example, from a national agency - to issue their own awards. Institutions applying to IQR may be degree-awarding bodies themselves or may collaborate to deliver higher education qualifications on behalf of degree-awarding bodies.

Desk-based analysis

An analysis by the review team of evidence, submitted by the institution, that enables the review team to identify its initial findings and subsequently supports the review team as it develops its review findings.

Enhancement

See **quality enhancement**.

European Standards and Guidelines

For details, including the full text on each standard, see www.enqa.eu/index.php/home/esg

Examples of practice

A list of policies and practices that a review team may use when considering the extent to which an institution meets the standards for review. The examples should be considered as a guide only, in acknowledgment that not all of them will be appropriate for all institutions.

Externality

The use of experts from outside a higher education provider, such as external examiners or external advisers, to assist in quality assurance procedures.

Facilitator

The member of staff identified by the institution to act as the principal point of contact for the QAA officer and who will be available during the review visit, to assist with any questions or requests for additional documentation.

Good practice

A feature of good practice is a process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to the institution's higher education provision.

Lead student representative

An optional voluntary role that is designed to allow students at the institution applying for IQR to play a central part in the organisation of the review.

Oversight

Objective scrutiny, monitoring and quality assurance of educational provision.

Peer reviewers

Members of the review team who make the decisions in relation to the review of the institution. Peer reviewers have experience of managing quality and academic standards in higher education or have recent experience of being a student in higher education.

Periodic review

An internal review of one or more programmes of study, undertaken by institutions periodically (typically once every five years), using nationally agreed reference points, to confirm that the programmes are of an appropriate academic standard and quality. The process typically involves experts from other higher education providers. It covers areas such as the continuing relevance of the programme, the currency of the curriculum and reference materials, the employability of graduates and the overall performance of students. Periodic review is one of the main processes whereby institutions can continue to assure themselves about the academic quality and standards of their awards.

Programme of study

An approved course of study that provides a coherent learning experience and normally leads to a qualification. UK higher education programmes must be approved and validated by UK degree-awarding bodies.

Quality enhancement

The process by which higher education providers systematically improve the quality of provision and the ways in which student learning is supported.

QAA officer

The person appointed by QAA to manage the review programme and to act as the liaison between the review team and the institution.

Quality assurance

The systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet the necessary standards, and that the quality of the student learning experience is being safeguarded and improved.

Recognition of prior learning

Assessing previous learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences.

Recommendation

Review teams make recommendations where they agree that an institution should consider developing or changing a process or a procedure in order to improve the institution's higher education provision.

Reference points

Statements and other publications that establish criteria against which performance can be measured.

Self-evaluation document

A self-evaluation report by an institution. The submission should include information about the institution as well as an assessment of the effectiveness of its quality systems.

Student submission

A document representing student views that describes what it is like to be a student at the institution, and how students' views are considered in the institution's decision-making and quality assurance processes.

Validation

The process by which an institution ensures that its academic programmes meet expected academic standards and that students will be provided with appropriate learning opportunities. It may also be applied to circumstances where a degree-awarding institution gives approval for its awards to be offered by a partner institution or organisation.

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