UPPA was the first French university to put in place a quality procedure for its courses.

This process was launched in 2007 for the Bachelor’s degrees, then extended in 2012 to the Master’s degrees.

The IAE (business school) and the engineering schools (ISABTP and ENSGTI) have also developed their own quality procedure in parallel.

Quality procedure for Bachelor’s and Master’s degrees: a tool that ensures that courses can be continuously improved

Since the launch of the quality procedure, the main aim has been to provide support for course supervisors in a process of continuous improvement of the courses. The procedure is based mainly on the effective use of Development Boards which analyse the features of the course, both in teaching and in strategic terms. This analysis concerns the 4 processes of the course (design, recruitment, operation and assessment) and is based on a range of input data, including statistics from the student monitoring service.

Development Board: a key role in ensuring continuous improvement

The Development Board meets regularly to consider all the information necessary with which to assess the performance of the course and recommend improvements, which may cover the course programme, student recruitment or the organisation of teaching. This board
is made up of representatives from the academic world and from the professional field related to the course subject. In addition to representatives from the teaching staff, students and former graduates, for the Bachelor’s degrees there are also representatives from secondary schools, and for the Master’s degrees there are representatives from the professional world. This mix ensures that the board has a constructive vision and can anticipate future changes in the world of work.

Student opinion as a source of progress

For each course, students carry out an assessment of the course and the teaching. The aim is to improve continuously and adapt to ever-changing expectations: international exchanges, courses taught in foreign languages or distance learning, etc.

A mutual commitment between the course and the institution

Each course begins the process by drawing up a list of objectives and actions for improvement.

In return, it receives:

* specific funding for developing innovative actions which contribute to quality or to enhancing the reputation of the course (e.g. specific guidance for students, study trips, company visits, etc.)
* specific support from university departments in implementing transversal actions: SCUIO-IP, ODE, Directorate of Digital Technology, Directorate of Communication, etc.
* methodological support from the quality unit for implementing the quality procedure.

Bachelor’s Degrees

In the case of Bachelor’s degrees, the quality procedure focuses on how students are welcomed and monitored and how they are helped to succeed; it also looks at how the course is run. Since the pilot action on one Bachelor’s course in 2007, 19 Bachelor’s degree courses are now committed to this process:

* UFR Arts, Humanities, Social Sciences, Sport: geography-planning, history, history of art and archaeology, LEA (languages), French literature, LLCE English, LLCE Spanish, STAPS
* UFR Law, Economics, Management: AES (economic and social administration), law
Master’s Degrees

Master’s degrees incorporated the quality procedure in 2012, with an ambitious aim: to offer teaching and courses that would meet and anticipate the expectations of students and the world of work. Employment prospects: an important indicator for Master’s degrees

Master’s degrees are “final” courses, at the level of Bac+5 years, and therefore monitoring the jobs held by graduates is key.

Every year, the Student monitoring department carries out a survey of what has become of Master’s graduates 30 months after their graduation. For each Master’s degree surveyed results are available in several formats: directory of alumni, directory of jobs and analysis.

With the quality procedure in place, these surveys can be exploited in more depth and courses and course content can be adapted to the needs of the job market.20 Master’s degrees are committed to a quality process

- Master’s Arts: History, Theory, Practice,
- Master’s Leisure, Tourism and Regional Development (LTDT),
- Master’s Sustainable Development, Planning, Society, Territory (DAST),
- Master’s STAPS.

UFR Law, Economics, Management:

- Master’s Research in Economic Studies and Markets (CEEM),
- Master’s International Economy, Europe and Development (EIED).

UFR Science and Technology Pau:

- degrees where all options and all specialities are included in the quality procedure: biology, chemistry, petroleum engineering, information technology, mathematics and applications, engineering sciences).

UFR Science and Technology Anglet:

- Master’s in Dynamics of Aquatic Ecosystems

A quality label at UPPA
For the Master’s degrees, an internal quality label has been developed. The maturity of the courses is recognised in the quality procedure. There are currently 10 that have obtained the quality label:

* Researcher in Economic Studies and Markets;
* International Economics, Europe and Development;
* Leisure, Tourism and Regional Development;
* Sustainable Development, Planning, Society, Territory;
* Chemistry: Analysis and Processing for the Environment;
* Internet Technologies;
* Materials Sciences and Engineering, Electrical Engineering and Industrial IT;
* Bioprotection and Microbiology of the Environment;
* Dynamics of Aquatic Ecosystems

The aim in the years to come is to persuade as many courses as possible to apply for and be awarded the UPPA quality label.