Chapter 16

From Quality Assurance to Value Management to Improve Training and Increase All Actors’ Competencies: Talents and Welfare at Work to Solve Complexity

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ABSTRACT

The construction of European Higher Education Area had urged the Higher Education providers to improve their operations for readability, trade and mutual recognition. The recent socio-economical phenomena had raised difficulties: a new and more constraint frame (funds reduction, greater profitability, autonomy of universities in France); evolution of the public’s expectations symbolized by the “digital natives” (entirely connected urging instant satisfaction) and change of paradigm for actors facing complexity. These issues enhance the necessity of Quality Management for sustainability; by obligation or voluntary initiative, it is an opportunity to develop innovative trainings relying on the collective and intercultural skilled workforce. This paper shows how HE providers implement Quality Assurance; mainly focusing on organization. A feedback on trainings with distinct history will stress the operational aspect; bringing out good practices: trainers are customers too! Finally, a prospect will be done by focusing on social responsibility to involve the workforce in the process.

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INTRODUCTION

Evolution of the European Frame for Higher Education

The construction of European Higher Education Area (EHEA) started in 1999 with the Bologna Process and the creation of the European Credit Transfer and Accumulation System to allow mutual recognition of curricula and promote European mobility. Besides the knowledge and competency framework, an additional benefit of ECTS (European Communities, 2009) is to consider the full learning workload required for an enrolled student in a training; either as synchronous time during lessons or asynchronous over time outside the classroom (like reading notes and documents, practicing with exercises and individual or collective activities, exchanging within the group, doing homework, preparing actions for the class, e-learning…). This “customer focus” therefore entails taking into account this factor during the design of the training to achieve the outcomes during the training realization. Quality stands as a major criterion of success for Higher Education Providers that urges them to improve their operations. Outcomes will be measured through the graduate employability but it is not simply a training offer; a more ambitious challenge is launched for giving access to a good education at anytime and for anyone. This means to train the right way (adapting pedagogy with respect to the trained group), to realize training in the right manner (with a set of learner-centered pedagogies, hybrid pedagogical devices, processes and procedures, supervision, control and support) with sufficient resources to satisfy society’s expectations (proper installations, skilled workforce for realization but also for support services, funding). Like any enterprise, the Higher Education providers are production units that produce offers of diplomas and

Figure 1. Synthesized functional analysis of the acts of higher education providers (they transform to achieve outcomes and have impacts) in their environment (being controlled and internally supervised) through training processes supported by funding and skilled workforce
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