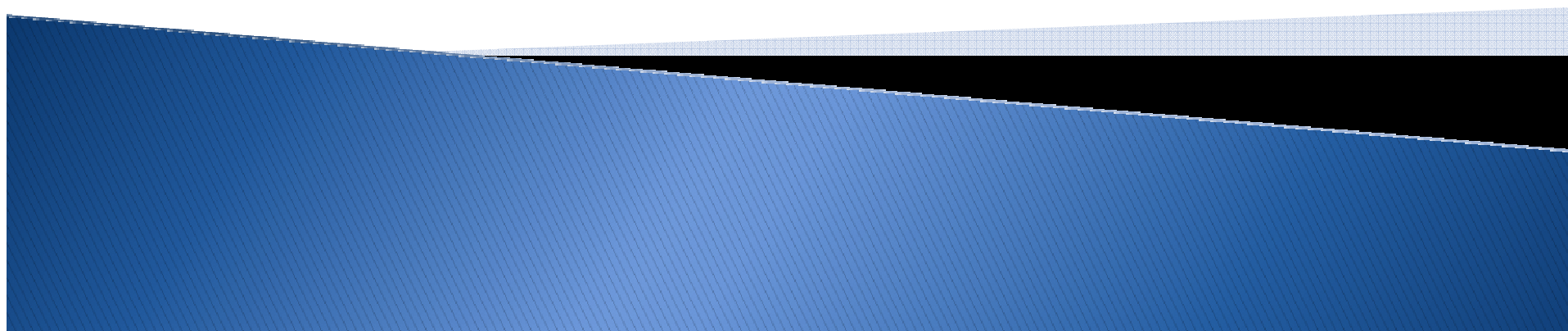
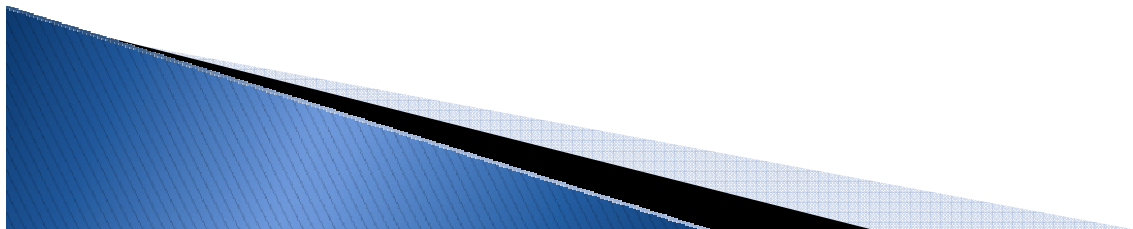


EUA's Institutional Evaluation Programme



Distinctive features

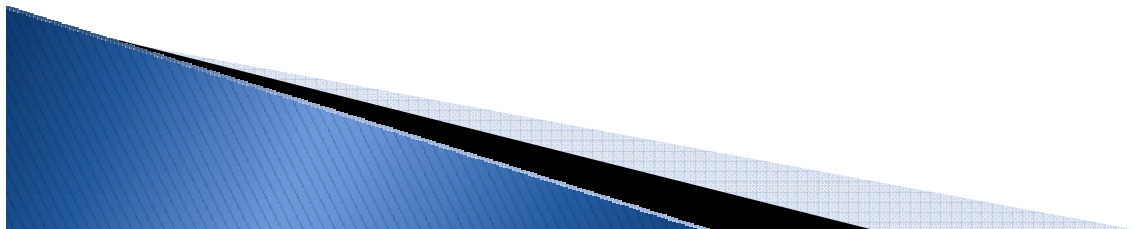
- A voluntary process
- Strong emphasis on the self-evaluation phase
- A European and international perspective
- A peer-review approach
- Improvement oriented: recommendations to improve the strategy of the institution
- Focus on institution as a whole
- Aim: Contribute to the dynamics of development and evaluates the university's capacity for change



Methodology

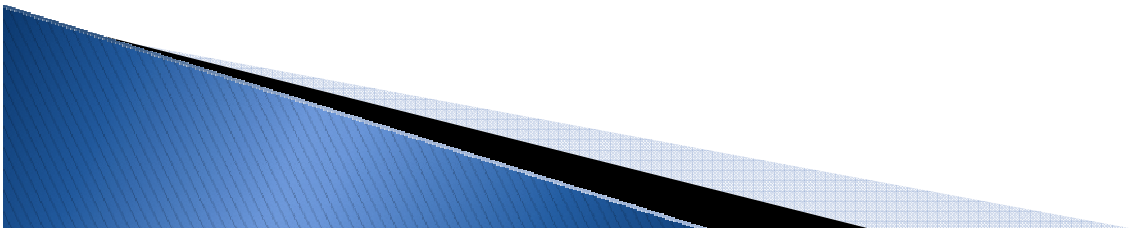
- ▶ Examination of short and long term objectives (mission statement)
- ▶ Examination of external and internal constraints, as well as the strengths, weaknesses, opportunities and threats
- ▶ No standardised solution nor imperative proposals, but support to the institution for improvement

Contributes to the dynamics of development and evaluates the University's capacity for change



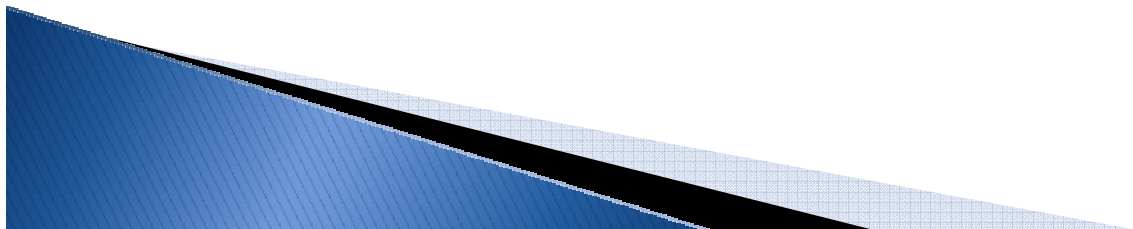
4 key questions

- ▶ What is the institution trying to do?
 - *Mission, aims, objectives and their appropriateness, how the university sees itself locally, nationally, internationally*
- ▶ How is the institution trying to do it?
 - *Processes, procedures, practices in place and analysis of their effectiveness*
- ▶ How does it know that it works?
 - *Feedback systems in place, in particular QA mechanisms*
- ▶ How does the institution change in order to improve?
 - *Strategic planning, capacity and willingness to change*



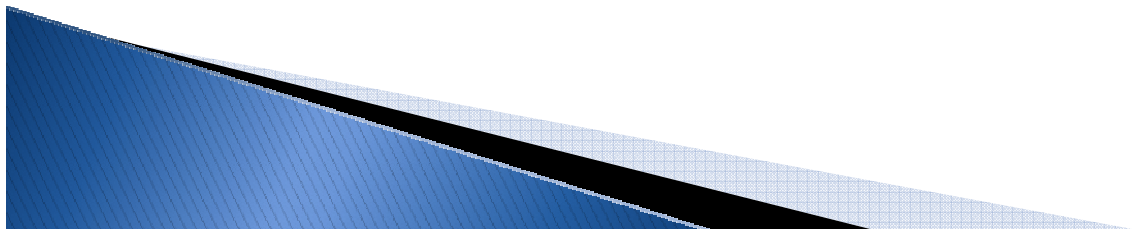
The evaluation process

- ▶ Self-assessment process and self-evaluation report
- ▶ Two visits by the evaluation team (current or former rectors and vice-rectors, one student, one senior HE expert as coordinator)
- ▶ Oral report (main findings)
- ▶ Written report
- ▶ Dissemination by the University and the IEP
- ▶ Follow-up evaluation (on request)



Lessons learnt from the IEP and EUA experience

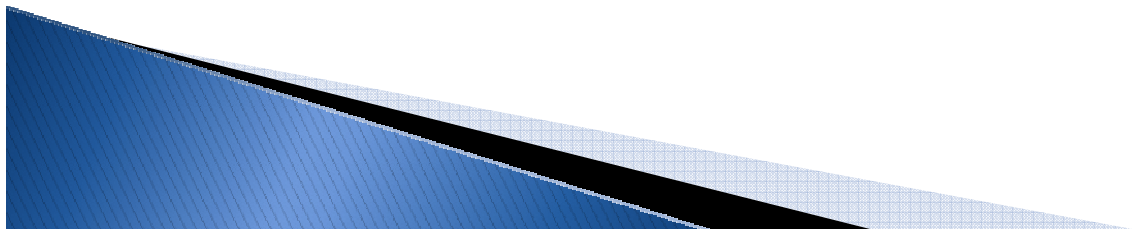
- The “exceptionalism” of higher education institutions
- The challenge then is two-fold:
 - ✓ To systematise standards and operations across an institution while taking into account the professional concentration of expertise at the grass roots.
 - ✓ To develop a set of standards in line with the institutional mission, without stifling individual initiatives and departmental diversity.



Lessons learnt from the IEP and EUA experience (2)

Central philosophical tenet for EUA

- An institution must develop quality measures that are congruent with its **internal environment**
- An institution must develop quality measures that are congruent with its **external environment**



Thank you for your attention!

For further information on IEP: www.eua.be/iep
or contact IEP secretariat: iep@eua.be

