

EUA Institutional Evaluation Programme: An overview

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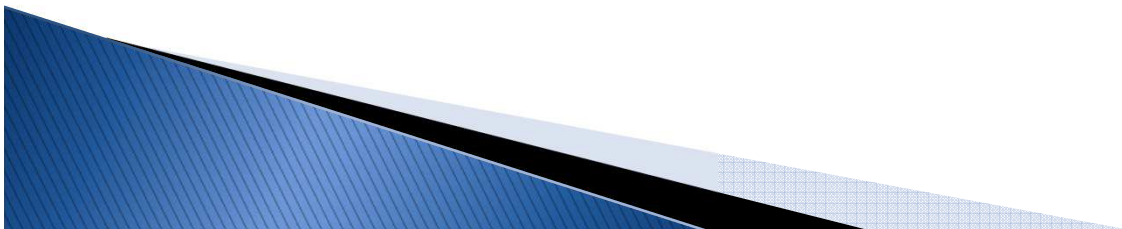
Some Facts

- Nearly 300 evaluations in 45 countries (Europe, Latin America, South Africa, Asia) since 1994
- Independent (membership) service of EUA
- Full member of the ENQA and INQAAHE
- Listed in EQAR
- Not for profit approach



Distinctive features

- Strong emphasis on the self-evaluation phase
- A European and international perspective
- Improvement oriented: recommendations to improve the strategy of the institution
- Focus on institution as a whole
- No standardised solutions nor imperative proposals
- Aim: Contribute 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*



Quality and Organizational Development: The „P, D, C, A – Cycle“





EUA-Institutional Evaluation Programme

Key Questions and Key Fields of Development

„Philosophy“
of the Institution
Norms and Values
Strategic Goals

	Research	Teaching + Learning	Strategic Management	Human Resources	Quality Management
Plan					
Do					
Check					
Act					

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)



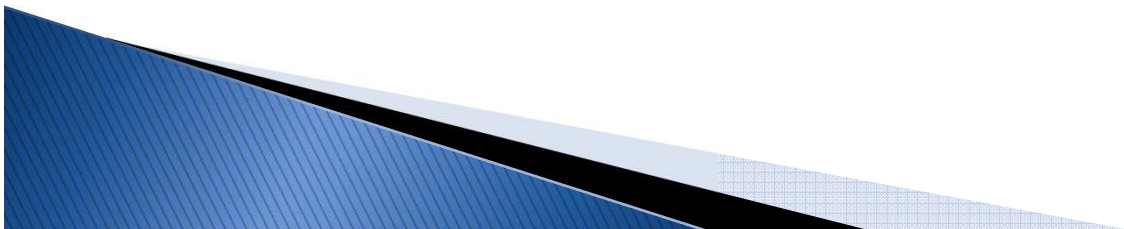
The Impact of the IEP Process (1)

- Strengthens a long-term strategic development and aims to support the university
- Allows the mobilisation of main University actors and representatives for the necessary discussion regarding the development of a strategy and self-awareness based on shared understanding, analysis and data
- Stimulate the relationships within the University community, or between the University and its partners (external stakeholders, regional partners...)



The Impact of the IEP Process (2)

- The valorisation, at internal level and through an external eye, of important institutional aspects “hidden” by routine and everyday practice
- At both internal and external level, increased trust towards existing or planned initiatives
- For stakeholders (Ministry, partners, prospective students...), added demonstration of the quality of the institution and the effectiveness of its strategic choices





More information on IEP can be found under:

www.eua.be/iep

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