

INSTITUTIONAL EVALUATION PROGRAMME

A TOOL FOR STRATEGIC CHANGE
SUPPORTING CONTINUOUS IMPROVEMENT



IEP

EUA-Institutional Evaluation Programme

KEY FEATURES OF IEP

IEP is based on the following core characteristics:

- comprehensive evaluations, which take into account the institution's specific **goals, objectives and profile**, with emphasis on an **inclusive self-evaluation process** and institutional self-knowledge;
- an **improvement-oriented approach**, which actively supports the institution in fulfilling its mission, independent from governments or other such bodies and is not geared towards an accreditation or rankings;
- a **European focus**, which takes into account the framework of current developments in higher education, such as the Standards and Guidelines for Quality Assurance in the European Higher Education Area, with international evaluation teams representing diversity in the field;
- an option of having an institutional evaluation with a **specific focus**, considering in greater detail issues of strategic importance to the institution;
- a **non-profit basis**, with the registration fee used to cover the costs of the Programme.

Among the many positive aspects within the institutional self-evaluation process, conducted in preparation for IEP, we can highlight the committed and permanent participation of all university stakeholders. The impact of the IEP evaluations became evident in many specific actions following the IEP recommendations, related to the organisational structure, academic aspects, research, and quality and curricula management.

El Bosque University, Colombia

The evaluations undoubtedly had a profound effect on the Irish universities, requiring them to approach their quality assurance arrangements in a more systematic way than before, giving them an opportunity for increasing their self-knowledge and providing collective information about the condition of the quality and quality assurance of their sector.

Quality and Qualifications Ireland

THE EVALUATION PROCESS

An evaluation usually takes place over a whole academic year. However, IEP is able to work with each participating institution to adapt the timeframe to specific circumstances and requirements.

An indicative evaluation cycle

Registration period (April-June)

Sign up to take part in IEP

Preparatory training for institutions (October)

Detailed information on the objectives and content of the evaluation; guidance on the self-evaluation phase

Self-evaluation process (October-February)

Collective institutional reflection, resulting in a self-evaluation report, providing information to the evaluation team

Two site visits by the evaluation team (March-June)

A series of meetings of the evaluation team with internal and external institutional stakeholders leading to findings and recommendations

Preparation of the final report by the evaluation team (July-September)

Identification of good practices and provision of recommendations for improvement of the institution's policies, structures, processes and culture

Institutional follow-up

Examination of the findings of the evaluation team by the institutional community and addressing the recommendations

IEP supports an institution after the evaluation by requesting a progress report after one year and inviting it to register for a **follow-up evaluation** one to three years after the initial evaluation. Follow-up evaluations aim to identify the impact that the initial evaluation has had on the institution, investigate the changes implemented after the initial evaluation and give further impetus for development.

IEP METHODOLOGY

The evaluation process is based on four strategic questions:

- 1 What is the institution trying to do?**
The mission and objectives of the institution
- 2 How is the institution trying to do it?**
The operational aspects of the institution
- 3 How does the institution know it works?**
The internal monitoring and quality assurance arrangements aimed at ensuring that objectives are met
- 4 How does the institution change in order to improve?**
The institutional capacity for change in a rapidly developing context

The evaluation teams

The experience and knowledge of its experts is one of IEP's greatest strengths and all evaluations are conducted on the basis of peer-review. The IEP expert pool includes current and former rectors and vice-rectors, students and senior higher education professionals from across Europe.

Each evaluation team is carefully composed on the basis of the institution's priorities and profile, while offering a diversity of expertise and backgrounds.

In the case of the University of Liège, successive IEP evaluations have suggested major recommendations for internal improvement. It was the clear-sightedness of the evaluation teams that were appointed by IEP that helped set a path and lead the way for a university in search of identity and prospects. What more could be expected from critical friends?

University of Liège, Belgium

WHAT IS IEP?

IEP offers higher education institutions the opportunity to take part in a comprehensive, improvement-oriented **institutional evaluation** conducted by a team of experienced higher education leaders. The evaluation process and the report delivered by the IEP team aim to support the institution in developing its **strategic leadership and capacity to manage change**.

The IEP methodology, due to its flexibility and context-sensitivity, is particularly suited to increasing the potential of higher education systems and helping them address the challenges that they are currently facing. Upon request from local stakeholders or intergovernmental bodies, the Programme conducts **coordinated evaluations** at national or regional level. As a result of a coordinated exercise, each institution receives its own evaluation report and, if appropriate, IEP produces a sector report that highlights shared challenges and facilitates a dialogue among all stakeholders, including governments.

Created in 1994, IEP has carried out nearly **400 evaluations** and follow-up evaluations in **45 countries** worldwide. These have included all sizes and types of higher education institutions: public and private, comprehensive and specialised institutions and polytechnics. The Programme has also completed coordinated evaluations in numerous European countries.

IEP was a great experience oriented to improving our institution. It was like a pair of glasses, which helped us see ourselves and our institution better. It also strengthened the relationship between members of the institutional community, and enhanced our international reputation.

University of Bucharest, Romania

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