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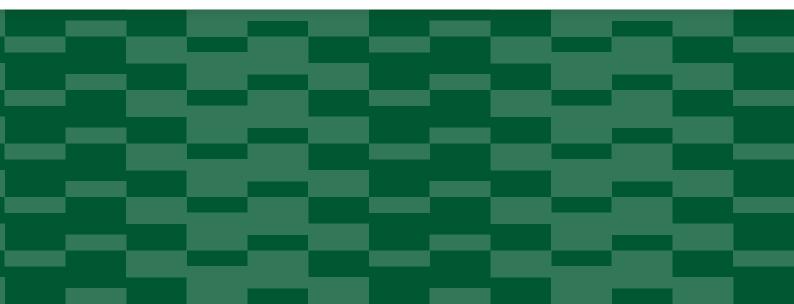
ENQA
AGENCY
REVIEW

2019

ENQA AGENCY REVIEW:
EUROPEAN UNIVERSITY ASSOCIATION –
INSTITUTIONAL EVALUATION PROGRAMME (EUA-IEP)

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EXECUTIVE SUMMARY

This report results from an external review assessing the compliance of the European University Association's (EUA) Institutional Evaluation Programme (IEP) against the 2015 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). As it is already the third ENQA-coordinated review of IEP, it is important to recognize that in 2015 the ESG were updated potentially requiring agencies to adjust some of their processes. IEP is a member of the European Association for Quality Assurance in Higher Education (ENQA) and has been listed in the European Quality Assurance Register for Higher Education (EQAR) since 2011. IEP is registered in Switzerland with EUA as its legal representative, but performs evaluations all over the European Higher Education Area (EHEA) and beyond, and is thus an international agency. This external review report is based on the review process that primarily used IEP's self-assessment report (SAR), a site visit of the ENQA appointed review panel to Geneva, and published information available on IEP's website.

IEP's evaluations are voluntary for the institutions, who fund them in full. They are performed by the IEP's pool of experts, which consists of former and current rectors and vice-rectors, students and quality assurance (QA) and higher education (HE) professionals. IEP's evaluations take into account the European Standards and Guidelines for Quality Assurance in the EHEA (ESG) and are guided by a set of questions focusing on various aspects of the institutions, and not on predefined criteria. These three aspects – lack of cyclical evaluations and no possibility to impose follow-up procedures, the specific composition of the pool, and the degree in which the evaluations follow the part I of the ESG, were identified as issues in the previous evaluations and thus checked by the panel thoroughly in this review. The panel was satisfied to learn that since the introduction of the 2015 ESG, IEP has taken steps to assure its compliance in all the areas mentioned. The panel also suggested some other potential steps for further improvement.

In the light of the documentary and oral evidence considered by it, the review panel is satisfied that, in the performance of its functions, IEP is in compliance with the ESG. The panel thus found IEP was fully compliant will all ESG part II and III standards except the standard 2.3, where substantial compliance was established due to lack of consistent follow-up procedures.

The review panel was particularly inspired by the discussions with IEP internal stakeholders at the site visit, who all proved to be experienced professionals in QA and HE, and deeply involved with both discussing the current issues and supporting the work of IEP and the institutions they evaluate. Their efforts are also evidenced by the studies and thematic analyses produced by the IEP secretariat which assess the impact of IEP work and its various aspects in order to improve them. A recurring topic in the discussions was the future of IEP and how to increase the number of applications to the evaluations. The panel came up with some suggestions on this in the report, at the same time feeling that the specificities of IEP evaluations, together with the expertise and dedication of its pool members, do present a significant comparative advantage, which will continue to draw the interest of institutions from various parts of the world.

INTRODUCTION

This report analyses the compliance of the Institutional Evaluation Programme (IEP), an external quality assurance agency of the European University Association (EUA) with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG). It is based on an external review conducted from May 2018 until January 2019 (from self-analysis until the finalisation of the review report).

BACKGROUND OF THE REVIEW AND OUTLINE OF THE REVIEW PROCESS

BACKGROUND OF THE REVIEW

ENQA's regulations require all member agencies to undergo an external cyclical review, at least once every five years, in order to verify that they act in substantial compliance with the ESG as adopted at the Yerevan ministerial conference of the Bologna Process in 2015.

As this is Institutional Evaluation Programme's third review, the panel is expected to provide clear evidence of results in all areas and to acknowledge progress from the previous review. The panel has adopted a developmental approach, as the *Guidelines for ENQA Agency Reviews* aim at constant enhancement of the agencies.

MAIN FINDINGS OF THE 2013 REVIEW

IEP underwent its last ENQA-coordinated review in 2013 (with the report published in 2014). It was assessed as fully compliant on all but the following criteria:
- ENQA Membership Criterion 1 and the section 3.1: external quality assurance built on the results of internal quality assurance on which it was judged substantially compliant, due to the lack of follow-up procedures (explained by the voluntary nature of IEP reviews) which were suggested to be included in the review price and absence of cyclical reviews (again, due to the fact that IEP reviews are voluntary),
- ENQA Membership Criterion 4: Mission statement on which it was deemed partially compliant, because IEP's mission statement failed to refer to the voluntary nature of its reviews,
- ENQA Membership Criterion 6: External Quality assurance criteria and processes used on which it was deemed substantially compliant, again due to the lack of regular follow-up procedures.

The 2013 Review Panel recommended that IEP:
- diversifies its pool of experts with members who are not at the rector/vice-rector levels, also monitoring the age of the pool and their training and experience with quality assurance,
- continues using the report template to increase the consistency of the reports,
- improves the use of the follow-up procedure as noted;
- explicitly states or refers to the voluntary nature of an institution's engagement with the IEP in the Mission Statement.
- launches discussions on the IEP's future and strategic planning into concrete initiatives, focusing on the perceived weaknesses; also taking up the suggestion of the Panel to introduce a consultancy service, which would pose as a challenging benchmarking exercise for established universities.

The ENQA Board emphasised the lack of periodic reviews and follow-up procedures as the main issue in its membership confirmation letter.

The EQAR Board emphasised the following issues as flagged for future reviews:

- the degree in which all aspects of the ESG part I are taken into account in IEP reviews,
- improvement of the use of follow-up procedures, through a changing the content of the contracts with institutions,
- full IEP independence from EUA.

At the same time it confirmed that IEP has successfully proved the consistency of its evaluations and accounted for the fact that they are not cyclical (e.g. by providing an institutional label which expires after 5 years), and it also noted its efforts to diversify the pool of experts.

REVIEW PROCESS

The 2018 external review of the Institutional Evaluation Programme (IEP) was conducted in line with the process described in the *Guidelines for ENQA Agency Reviews* and in accordance with the timeline set out in the Terms of Reference. The panel for the external review of Institutional Evaluation Programme (IEP) was appointed by ENQA and composed of the following members:

- Patrick van den Bosch (Chair), Quality Assurance advisor at the Quality Assurance Unit of the Flemish Higher Education Council (VLUHR-QA), Belgium (ENQA nominee);
- Đurđica Dragojević (Secretary), Head of the Department for Higher Education Quality, Ministry of Science and Education, Croatia (ENQA nominee);
- Danutė Rasimavičienė, Dean, Faculty of Business Management, Vilniaus Kolegija/ University of Applied Sciences, Lithuania (EURASHE nominee);
- Francisco Joaquín Jiménez González, student, Universidad Politécnica de Cartagena, Spain (ESU nominee)

Self-assessment report

The IEP self-assessment process was launched in April 2017, with the establishment of a five-member self-assessment group (SAG), appointed by the IEP Steering Committee. The group consisted of members of the IEP pool of experts, including a student, and one representative of the IEP secretariat, with another one serving as a secretary and doing the write-up. In their work, the group used the SWOT analysis conducted by the IEP Steering Committee and pool of experts, formal and informal feedback from experts, evaluated institutions and other partners such as national ministries and ESU, as well as data regarding evaluations and the pool of experts. The IEP Steering Committee participated through discussing several issues that came up, and finally the report itself, which was sent to ENQA in May 2018. The interviews at the site visit indicated that the group working on SAR was able to build on the discussions that take place annually at the seminars for the pool, within the Steering Committee, and informally among the pool members who often meet in their various functions in higher education.

The SAR is clear and concise: IEP is not a national agency and there was thus no need to discuss a national higher education system and regulatory framework. The SAR contains an analysis of IEP activities against ESG parts II and III, input from stakeholders, a SWOT analysis, and a discussion of the progress made since the previous review as well as future issues. The annexes included guidelines for experts and the secretariat which are not publicly available and other internal IEP regulations and analyses. The publicly available documents were provided as links to the IEP website.

Site visit

The site visit took place from September 25th to September 27th, 2018, in the EUA offices in Geneva. While the IEP secretariat staff are located in Brussels, the IEP trainings and meetings are normally

organised in Switzerland. The site visit was planned for the first part of the week to collude with the Annual Seminar for the IEP pool of experts, which started on the 27th. This was a practical arrangement because IEP is an international organisation and that is the only yearly occasion when a number of IEP experts meet at the same place. This also meant that some meetings had to be moved due to flight issues and some of the planned participants did not arrive in time. The panel still had the opportunity to meet with a sufficient number of diverse stakeholders. The EUA management and the evaluated institutions' representatives participated via videoconferences. Almost all of the people the panel met with were experienced academics, students and quality assurance professionals well acquainted with the EHEA jargon, which some of them helped create, and this allowed for concise answers and easy mutual understanding. During the site visit, the panel was provided with additional explanations and documents by the IEP secretariat. The panel was also supported by the ENQA review coordinator.

HIGHER EDUCATION AND QUALITY ASSURANCE SYSTEM OF THE AGENCY

HIGHER EDUCATION SYSTEM

IEP is a service of the European University Association (EUA), an association of universities and national rectors' conferences. Legally a part of EUA, IEP has a separate Steering Committee which governs its evaluations and experts and is a European quality assurance agency listed in EQAR. It offers evaluations for higher education institutions regardless of their EUA membership. IEP is active primarily across the European Higher Education Area (EHEA), but also beyond, as it has conducted 19 evaluations outside EHEA. As a result, IEP does not operate within any single specific higher education system. However, its experts come from countries within EHEA and as an EQAR registered agency, it aims to operate in compliance with the ESG (regardless of whether the evaluation takes place within or outside the EHEA).

IEP only evaluates institutions formally recognised within their own national systems. As stated in the SAR, IEP functions independently from any national regulations. Institutions take part in IEP on a voluntary basis and evaluations do not lead to any judgement or decision, but result in recommendations in key areas of institutional activity.

QUALITY ASSURANCE

Apart from establishing if an institution is recognised within its national higher education system, IEP does not interact with national or regional agencies when performing individual institutional evaluations. This is considered unnecessary because IEP's evaluations do not lead to judgments of compliance which could serve as a basis for formal recognition of institutions, and thus do not overlap with the work of national agencies. In coordinated evaluations, IEP is contracted by national authorities and normally provides a sectoral report in addition to the individual institutional reports. However, the institutions are also required to individually apply for evaluations, and the results again do not lead to formal decisions.

INSTITUTIONAL EVALUATION PROGRAMME

As explained in the SAR, Institutional Evaluation Programme (IEP) was founded in 1994 by the Conférence des Recteurs Européens (CRE, one of the predecessor associations of EUA), which launched IEP as a service for its member universities, in response to a proposal at that time from the Ministers of Education and the Council of the European Communities to have a European quality evaluation system for higher education. By setting up IEP, CRE aimed to demonstrate the feasibility of a peer-review evaluation model that met the needs of universities, demonstrated their capacity to self-regulate, while also helping them prepare for national external quality assurance procedures

which were being established in many countries at that time. When EUA was formed in 2001, it retained IEP as part of its portfolio of activities. EUA continues to be the legal representative body of IEP, however the Programme is governed by an independent Steering Committee drawn from its pool of experts.

IEP was first confirmed as operating in compliance with the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) on the basis of an external review report finalised in 2009, thus achieving listing in EQAR and confirming its membership of ENQA. Since its foundation in 1994, IEP has conducted 415 evaluations in 49 different countries. 396 of the evaluations have been within the EHEA. Since the last external review, IEP has completed 66 evaluations, of which 64 have been within the EHEA.

IEP's ORGANISATION/STRUCTURE

As described above, IEP is a programme of the European University Association which is its legal representative and which provides IEP with staff, facilities and administrative support. EUA is an active stakeholder within EHEA and participates in numerous projects and expert activities, which can also include staff that works part-time for IEP. IEP itself only focuses on evaluations and institutions that wish to apply for other types of services, such as consultancy, are redirected to other EUA programmes.

Within this framework, IEP is governed independently by a Steering Committee appointed by its pool of experts, who are in turn appointed by the Steering Committee on the basis of the *Guidelines for managing the IEP pool*.

The pool members, of which there are currently around 60, represent different higher education stakeholders, including leaders of higher education institutions (rectors and vice-rectors), higher education professionals and students. Furthermore, 17 members of the pool (46% of team chairs and regular team members) come from institutions that have previously been evaluated by IEP.

The Steering Committee (SC) that governs IEP is drawn from the pool and includes representatives of the different profiles within the pool. It is composed of eight people: a chair, and seven members – 2 team chairs, 2 regular team members, 2 team coordinators and 1 student. The chair and the members are proposed by the incumbent chair (other members can also propose nominations) and appointed by the Committee to four-year terms, which can be renewed once for a further two years. The student member is proposed by ESU for a two-year term. The Committee meets twice a year, with regular communication in between the two meetings. The Steering Committee is responsible for:
- ensuring that the strategic development of the Institutional Evaluation Programme is in the context of EUA's development priorities.
- developing policy priorities and guidelines, including adopting the annual IEP work programme.
- supervising IEP secretariat in the implementation of IEP work programme.
- monitoring IEP activities, including the approval of IEP annual report taking note of the annual financial situation of the programme.

The day-to-day activities of the Programme are managed by the IEP secretariat, who work for IEP on a part time basis, spending the rest of their time on EUA activities. The Secretariat currently has a staff of four. The management of the IEP secretariat, including operational, human resources and financial management, is under the responsibility of the Director of the IEP secretariat, who is appointed by the secretary general of EUA. The principles of the secretariat procedures are described in *Guidelines for secretariat* that the secretariat updates regularly.

IEP'S FUNCTIONS, ACTIVITIES, PROCEDURES

As noted in the SAR, the IEP methodology is mission-driven, meaning that the institution's own mission and goals are taken as the starting point for the evaluation. The evaluation process reviews the fitness for purpose of the mission and goals, and the fitness for purpose of the policies and practices that the institution has in place for meeting the mission and goals. Instead of applying any set of externally defined criteria, both the institution and the evaluation team reflect on the institution's activities using the Plan-Do Check-Act cycle, which in the IEP context, is formulated as four 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).

These four key questions are further elaborated by a set of guiding questions, which are published in the *Guidelines for Institutions*. These are sent to the institution at the start of the evaluation process and are also publicly available on the IEP website. The questions cover all areas of institutional activities, including governance and decision-making, learning and teaching, research, quality culture, service to society and internationalisation, and take into account the aspects covered by the ESG part 1.

IEP's evaluation starts with a registration by the institution; there is a registration period open in spring every year. The institutions can register for an 'initial evaluation' if they have not been evaluated by IEP in the past three years and also choose an 'initial evaluation with a special focus' (on internationalisation, or management of research and use of research results). Special focus means there will be a more in-depth analysis of the area, but the evaluations follow the same methodology and remain as comprehensive as those without special focus. Evaluations can also take place as 'coordinated evaluations'. These are initiated at the joint request of institutions and public authorities, and usually involve all or most higher education institutions in the respective country. As a result of a coordinated exercise, each institution receives its own IEP evaluation report and, if requested, a sector report that highlights shared issues and challenges and facilitates a dialogue among key stakeholders, including governments.

After preliminary discussions with the institution, a contract is signed and the institution commences a self-evaluation process on the basis of the *Guidelines*, resulting in a self-evaluation report. The evaluations are conducted by teams drawn from the IEP pool of experts, which has around 60 members. Each evaluation team consists of five people: a team chair (current or former rectors), two regular team members (current or former rectors or vice-rectors), a student team member and a team coordinator (a higher education professional). Each team is composed to ensure a balance of gender, geography, nationality, discipline and experience. The work of evaluation teams is regulated by the *Guidelines for Teams*.

The evaluation team uses the institutional self-evaluation report as the first point of reference, and pays two site visits to the institution, the first normally lasting two days and the second three. At the site visit, the team gives an oral presentation of the key findings and recommendations. After the site visit, the team coordinator, with the cooperation of all panel members, drafts a written report using the *Handbook for writing IEP evaluation reports*. The report is edited for language and checked by the IEP secretariat to ensure that it meets the required standards of quality and consistency. The institution has an opportunity to check the report for factual errors before it is finalised, formally sent to the institution, and published on the IEP website.

Institutions are requested to send a progress report to IEP one year after the completion of the evaluation. Institutions also have the option to register for a follow-up evaluation between one and three years after the completion of the initial evaluation. The 'follow-up evaluations' follow the same methodology but include a single site visit and are based on separate *Guidelines for Institutions*. The evaluation teams in the follow-up evaluations include some of the experts who have participated in the initial evaluation combined with new members.

As IEP is not rooted in any particular national higher education system, all of its activities can be considered as 'cross-border'. The evaluation principles and methodology remain the same, regardless of the country in which IEP is operating. Beyond conducting evaluations across Europe and beyond, IEP is also active internationally through its participation in networks and events. Through IEP's membership of ENQA, a member of the IEP secretariat regularly attends ENQA's General Assembly and Members' Forum. IEP is also a member of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) and the International Quality Group of the American Council for Higher Education (CIQG). Staff of the IEP secretariat, as well as members of its pool, regularly attend international conferences on quality assurance and higher education and are also invited as speakers and experts for international events and meetings. As part of this, staff of the secretariat also attend the annual European Quality Assurance Forum, and in 2016 were selected to present a paper on IEP.

IEP'S FUNDING

As described in detail in the SAR, IEP operates on a non-profit, full-cost basis, with the income from evaluation fees and commissioning bodies entirely supporting the costs of running the Programme. In some cases, and particularly for coordinated evaluations, the fees are funded by a third party (for example, the World Bank and the Open Society Foundation). The costs covered by the fees include:

- Annual Seminar for pool members (travel, subsistence, organisational costs)
- Steering Committee meetings (travel, subsistence, organisational costs)
- Travel for pool members to site visits
- Honorarium for team coordinators for writing the report. Currently the honorarium is €3,300 for a full evaluation and €1,250 for a follow-up
- Staff costs (salaries) of the secretariat staff when providing direct support to IEP (financial administration, communication)
- Subcontracted services (language editing for reports, website/publication design)
- Other costs related to running IEP

The fee for EUA non-members is 37 000 euro for an initial evaluation, with that for EUA members reduced at 33 000 euro. The follow-up evaluations cost 12 500 euro, and there is a reduced 'package fee' of 42 000 euro (45 500 for non-members) for those institutions that sign up for follow-up when signing up for the initial evaluation. Overseas evaluations are offered at smaller prices (e.g. 28 000 euro for initial evaluation) but do not include travel costs for pool members, which have to be covered by the institutions.

The IEP budget and accounts are managed separately from the EUA accounts, and are audited on an annual basis. Each spring a statement of income and expenditure of the previous evaluations round and an estimation of the ongoing evaluation round is presented to the IEP Steering Committee.

FINDINGS: COMPLIANCE OF IEP WITH THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

ESG PART 3: QUALITY ASSURANCE AGENCIES

ESG 3.1 ACTIVITIES, POLICY, AND PROCESSES FOR QUALITY ASSURANCE

> Standard:
>
> Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.

The 2013 review recommendation was that IEP should explicitly state or refer to the voluntary nature of an institution's engagement with the IEP in the Mission Statement.

Additionally, and also relevant for the standard, the review found IEP non-compliant with the 2005 standard on regular reviews, and, in the discussion on further improvement, suggested that IEP engages in strategic planning and introduces a more challenging benchmarking exercise for developed institutions.

Evidence

The mission of IEP is stated at the website as "to support higher education institutions and systems in developing their strategic leadership and capacity to manage change through a process of voluntary institutional evaluations." The goals are further articulated in the IEP Strategy 2015-2020, which is also available on the website. As explained in the SAR, the mission statement was revised in 2014-15 as part of a strategic planning exercise, which responded to the recommendations made during IEP's last external review. The strategic planning exercise was carried out by a working group consisting of pool members, appointed by the IEP Steering Committee. During the process, the whole pool was consulted through sessions in the Annual Seminar and the annual survey to pool members. As a result of this exercise, the mission statement was amended to state that IEP is a voluntary programme.

The mission statement was then elaborated into a strategy document for the coming five years, which contains two main goals and eight strategic objectives. These are focused on developing IEP as a QA agency and making it better known, especially through promoting follow-up and coordinated evaluations, while remaining true to the original IEP philosophy.

The implementation of the Strategy is done through annual (the year being the academic, not the calendar year) work programmes and reports which list the activities for each objective. The SAR notes that in 2017, the SC additionally discussed the implementation of the strategy and established that the greatest challenges are sustainability – ensuring a consistent number of evaluations – and ensuring that institutions engage in follow-up evaluations. It should be noted that even though there is much discussion in the IEP documents on the need to ensure sustainability, the SAR states that annually there are between 7 and 9 individual evaluations (and 0 to 28 within coordinated evaluations) and it was confirmed at the site visit that this number has

remained fairly stable since the launching of the Programme. Finally, it was confirmed at the site visit that while introducing different types of evaluations was discussed, so far IEP plans to continue with the established evaluation model. IEP intends to promote more widely the opportunity to have an evaluation with a special focus, follow-up or a coordinated evaluation.

IEP pool, which includes students, regular professors with vice-rector or rector experience, and higher education professionals, is fully self-governed. Additionally, stakeholder participation is ensured through regular inclusion of experts coming from evaluated institutions to the pool.

Analysis

The panel finds that IEP has successfully implemented the 2013 review recommendations. It also finds that introducing new types of evaluations, such as the suggested benchmarking exercise or evaluations with formal judgments, is a possibility discussed within IEP but there is still a feeling that this would not be in line with the basic IEP philosophy.

While IEP does not perform many evaluations annually, it does perform at least five every academic year, and that is its only activity. The flexibility of IEP as a QA agency is evidenced by the fact that it was able to adapt to a huge rise in the number of evaluations within coordinated exercises (up to 28 per year, in addition to the individual ones).

The voluntary nature of IEP evaluations results in the fact that they are not cyclical and that IEP has no compelling way of ensuring that the evaluated institutions will contact IEP for follow-ups or re-evaluations. The 'evaluated by IEP' label that can be put on institutional websites is valid for five years, however, as it does not imply compliance nor a club membership, the institutions do not find themselves compelled to renew it.

The panel is of the opinion that the existence of IEP as a European QA agency based on this atypical philosophy is very valuable. It is oriented towards improving institutions basically for the sake of quality enhancement. Although voluntary, the evaluations result in reports which are sufficiently critical to be informative to external stakeholders, also for accountability purposes. IEP enables institutions to get acquainted with the European model of QA, and organise their activities around QA as an integral part of institutional activity. The experiences of IEP experts can also be of interest to the wider European quality assurance community as a number of agencies are currently leaving the model of regular programme accreditations and introducing institutional evaluations instead.

Panel conclusion: fully compliant

ESG 3.2 OFFICIAL STATUS

Standard:

Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.

Evidence

As it is explained in the SAR, IEP is a programme of EUA which is established as a legal entity in Switzerland. IEP is not in itself a separate legal personality and is therefore represented by EUA in legal and contractual matters. As the Secretariat explained at the site visit, the practice of contracting institutions for evaluations was only introduced in 2017 to provide additional transparency and guarantee that e.g. IEP does not go through with a review if it is not paid, that institutions can pay in

instalments if necessary, etc. Before that, the reviews were conducted only on the basis of an institutional invitation signed by the head of the institution.

The SAR states that the recognition of IEP as a quality assurance agency by public authorities is demonstrated by the contracts that IEP (represented by EUA) signs with national authorities for conducting evaluations or selection of IEP as an evaluating body through a public procurement procedure. Recent examples include Montenegro, FYR Macedonia, Romania and Luxembourg. As the panel learned on the site visit, such public procurement procedures often specify that applying bodies have to be listed in EQAR. IEP has been listed in EQAR since 2011.

IEP evaluations are not conducted for regulatory purposes. The panel learned at the site visit that even in the case of coordinated evaluations, the contracts with countries specify that the evaluations will be only improvement-oriented and not serve as a basis for any formal decision. It is also required that each institution independently registers for an IEP evaluation, and there have been examples of institutions that did not register and thus did not participate in coordinated evaluations in their country. It was also mentioned at the site visit that IEP internal stakeholders did discuss changing the methodology so that the evaluations can result in formal decisions, which is a requirement to conduct evaluations in lieu of national agencies in systems which allow for this, such as Austria or Switzerland. However, so far this has not been taken up for formal consideration within IEP and some of the stakeholders stated at the site visit that the fact that IEP does not check compliance with a set of predefined standards is its strength and one of the features of IEP evaluations that make them interesting and useful for all participants.

Analysis

EUA is globally recognized as one of the main stakeholders in the EHEA and a centre of expertise in a number of topics in European higher education, including quality assurance. The fact that IEP is recognized as a part of EUA supports its international visibility and is one of the basis of trust that institutions and other external stakeholders put in IEP. Another is its EQAR listing, which can be a prerequisite for its recognition by national authorities. The high level of trust that institutions put in EUA and IEP is evidenced by the fact that until 2017 evaluations were conducted solely on the basis of an institutional letter of invitation and paid without any legal guarantee to the institution that the evaluation would indeed take place.

Introducing the possibility of checking compliance, which would put IEP in competition with national agencies, is not currently an option considered by IEP. It would require significant modifications to the IEP methodology, and the panel has no reason to believe that this will be formally considered in the near future.

Panel conclusion: fully compliant

ESG 3.3 INDEPENDENCE

Standard:

Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

Evidence

Following the 2013 review, the EQAR Committee stated that "IEP's independence remains an issue for continuing attention, since IEP remains closely integrated within and dependent on EUA, at least

at the formal level". This was concluded even though the 2013 review found that, although IEP is legally and organisationally a part of EUA, "at a governance level there are clear and effective lines drawn between the EUA and the IEP Steering Committee" and "independence is also clearly valued and protected by the EUA as the legal entity which is a guarantor for IEP activities." The SAR describes further steps to increase IEP organisational independence taken since 2014. The practice of EUA Board formally endorsing the appointment of Steering Committee members was abandoned in 2015. In 2017, the EUA Board agreed that it was no longer necessary to appoint a member of the EUA Board as an ex-officio member of the IEP Steering Committee (hereafter: SC). The organisational status of IEP within EUA and IEP governance model are described in the document "Governance of IEP and the Terms of Reference for the IEP Steering Committee", last updated and adopted by the SC in March 2018. The document states that the EUA Board is to set the overall priorities and policies of EUA that inform the work of IEP, and that EUA provides IEP the support infrastructure that enables its work, including IEP secretariat staff, physical infrastructure and financial management through EUA Geneva (conducted through separate accounts in the accounting system of the association; for further details, see standard 3.5). According to the document the "Steering Committee shall have full responsibility for the development and operation of the IEP" including development of strategies and policies, monitoring of all IEP activities (supervision of the IEP secretariat, adoption of annual reports with financial information and oversight of the IEP secretariat) and appointment of the Steering Committee.

Members of the SC (except the student member, who is proposed by ESU) are proposed by the SC chair and appointed by the SC (the composition of the SC is described above). The chair, while chosen exclusively among team chairs (e.g., former or current rectors) can be also proposed by other SC members, and the SC collectively appoints the new chair.

At the site visit, IEP internal stakeholders and the EUA management confirmed that the independence is fully respected in practice and that they are guided by ESG in any decisions concerning IEP. The director of the IEP secretariat is also the director of EUA's Department of Institutional Development. As confirmed by the EUA management, the director is autonomous in appointing staff and negotiates the financial decisions with EUA based on directions from the SC while all other decisions are taken independently by the SC. The work of the Secretariat is regulated by the *Guidelines for the Secretariat*.

The management of the IEP pool experts is described in the 2015 *Guidelines for managing the IEP pool*. The IEP secretariat determines the need to recruit new team members on the basis of needs analysis which takes into account factors such as gender and geographical balance, disciplinary orientation, necessary expertise and the current number of experts in the pool. Student members are appointed by ESU on the basis of a memorandum of understanding signed with IEP. For regular team members –current and former rectors and vice-rectors, normally also regular professors with PhDs – IEP contacts national rectors' conferences to disseminate information and suggest people. Based on the proposals received, the secretariat prepares a longlist. It also considers unsolicited applications, recommendations from other pool members and other professionals in the sector, and that is how the proposals for team coordinators (experts in QA of HE) are collected. The final decision on the appointment of new members is done by the SC. In appointing the individual teams for evaluations, IEP secretariat proposes a team based on members' stated preferences (which, as experts mentioned at the site visit, are rarely met in practice), gender balance, geographical and disciplinary considerations, and previous experience, while taking into account potential conflicts of interest. The work of expert teams is further regulated by the *Guidelines for teams*, which describe team members as 'IEP representatives' and *Guidelines for institutions*. Once appointed by the SC, the team – and ultimately the team chair – bears sole responsibility for the report which does not have to be endorsed

by the SC. Institutions get the opportunity to confirm the team and the factual accuracy of the report, and any comments to the team composure or recommendations in the report are regulated by the complaints policy further discussed under ESG standard 2.7.

In coordinated reviews, while the commissioning bodies are normally governments, IEP representatives stated at the site visit that individual registrations are required for all participating institutions, and there have been examples of institutions not participating due to their own decision. SAR notes that commissioning bodies do not have access to individual reports before publication in such reviews, and thus no opportunity to require changes to the reports.

The SAR states that "there is no link between EUA membership and IEP evaluations, except that EUA members benefit from a reduced registration fee. Evaluations are open to all legitimate higher education institutions, and the outcomes of IEP evaluations are not used in assessing EUA membership applications or suitability for involvement in any EUA activities." The 2013 Report also noted the independence of IEP brand with "Institutional Evaluation Programme" registered as a trademark since 2013 and evaluated institutions receiving an "evaluated by IEP" icon after the report is published. In April 2017, IEP launched a new website, hosted separately from the EUA website, and using a different visual branding. However, it uses the logo adjusted from the former EUA logo, it is promoted as the 'EUA Institutional Evaluation Programme' and listed under Membership services on the EUA website. At the site visit, a few stakeholders -institutions and pool members – talked about 'EUA' when talking about IEP.

IEP's activities are limited to the evaluations as described in the aforementioned guidelines. The members of the IEP secretariat noted that requests to perform other services, such as evaluations following a different model (an example was given of a request to not publish the report) or consultancy, are refused or redirected to other EUA programmes, such as the EUA Solutions service which provides expert advice.

Analysis

Regarding the organisational independence of IEP, the panel came to the conclusion that IEP is obliged to work within the scope of pre-determined strategic priorities, earn their funding and negotiate for additional staff and other resources, and the secretariat director is appointed by EUA, but the SC is appointed fully independently. EUA management is by the nature of their work well acquainted with the ESG and the need to comply with them. The panel discussed if it would be advisable to separate further IEP from EUA by establishing it as a separate legal person, and agreed that this would, while also resource-demanding in itself, change the nature of IEP. It would then depend on a fixed number of evaluations every year to remain sustainable, and thus be forced to focus on soliciting applications. The panel sees no clear benefits in such a step and believes that the current model of IEP organisation and governance ensures full organisational independence as expected by the ESG. The panel also discussed the possibility of further distancing IEP from EUA through promotional activities. Regarding operational independence of IEP, the panel finds that there is sufficient evidence that IEP independently defines its procedures and methods which are adopted solely by the IEP SC. The selection of experts is equally done by the SC, and even though national rectors' conferences can nominate experts on the basis of IEP's request, they are not guaranteed that the persons they nominate will ultimately be appointed. A number of experts are also identified through other IEP's channels, without official nominations. The SC is fully independent in appointing the individual expert teams, in which it follows detailed guidelines it developed.

Regarding the independence of formal outcomes, it should again be taken into account that IEP only issues recommendations for improvement and not formal accreditations or judgments of compliance. IEP methodology is based on selecting and managing a pool of trusted and experienced experts, and then giving them full responsibility for their work without additional checks by IEP. The panel finds that it is fit for the purpose of providing a report which the institution and its external stakeholders will find useful for its improvement, that the responsibility for the final outcome remains with the expert teams.

Panel suggestions for further improvement

IEP may wish to state more clearly on their website that, although it is a EUA programme, it is open to participation to all higher education institutions regardless of the EUA membership.

The IEP website notes that specific guidelines are developed for each coordinated review. It still may be beneficial to list key principles of coordinated reviews, such as those noted in the above evidence, on the website.

Panel conclusion: fully compliant

ESG 3.4 THEMATIC ANALYSIS

Standard:
Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.

Evidence

SAR notes that IEP regularly conducts system-wide analyses of specific higher education sectors as part of its coordinated evaluations, and more than third of all IEP evaluations since the last ENQA review have been done within coordinated evaluations. Since 2013, such system-wide analyses have been published for Romania (2014) and Montenegro (2014). Reports for FYR Macedonia and Montenegro (follow-up report) are due to be published later in 2018. Such reports are published on the 'Sectoral Reports' section of the IEP website. In addition to this, SAR mentions studies exploring certain aspects of the IEP methodology, including a current study of the impact on institutions. Three have been published since 2014 on the IEP website (a publication on IEP's 20th anniversary, a study of the way ESG Part I is addressed in IEP evaluations, and a study on using international peers in evaluations). The panel viewed the sectoral reports, the study on using ESG part 1, and a draft of the study on the impact of IEP.

The SAR also mentions external studies which use information supplied by IEP - for example, two research papers were publish in peer-reviewed journals summarising findings of IEP evaluations and then drawing conclusions on the development of Turkish universities in one case, and European in another. As it seems that such research prove that it could be meaningful to produce system-wide analyses even on the evaluations which take place outside the coordinated ones, the panel discussed this possibility with members of the IEP pool of experts on the site visit. They were of the opinion that institutions were overtly diverse among themselves, regarding size, geography, national contexts, etc., to draw any meaningful commonly applicable conclusions.

Analysis

IEP's coordinated evaluations regularly include the publication of a system-wide analysis, which provide system-level recommendations on the common issues found across the evaluated institutions. IEP does not produce such reports on institutions which are evaluated individually. Because such evaluations are not very numerous (normally, less than 10 per year) and because they involve a large variety of institutions, the panel understands potential methodological issues in creating such reports. It is also possible to question if such reports would be useful for national or international stakeholders. Additionally, EUA regularly publishes various overviews of the current state of institutions across EHEA which inform the work of IEP, and it may not be necessary to duplicate this work by IEP itself. On the other hand, IEP publishes meta-analyses of its own work which are useful to improve their own methodology. The panel finds that it can also be used by other agencies wishing to reflect on the design and impact of their own methodologies, and wishes to encourage IEP to do more of such analytical work in the future.

Panel commendations

According to the resources available, IEP makes useful and practical thematic analysis which are the starting point to improve the agency´s daily work.

Panel conclusion: fully compliant

ESG 3.5 RESOURCES

> Standard:
>
> Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.

Evidence

SAR describes IEP's funding model with the price of evaluations set to cover the full costs of IEP's work. The duration of annual seminars and the number of staff working for IEP are adjusted so that they are fully covered by evaluation fees. The contracting with institutions introduced in 2017 provides additional insurance that the institution will cover the fees if the evaluations takes place.

The model of full costing without the need to implement a fixed number of evaluations is possible because IEP shares staff with EUA, and pays for the use of EUA resources in proportion to the number of evaluations performed. The number of staff working on IEP is thus adjusted according to the number of evaluations and has decreased since 2014: the IEP secretariat currently consists of four members, each working part time for IEP. Due to the variation and unpredictability of the number of evaluations each year, the workload also varies from year to year. However, IEP secretariat staff can be flexible in the proportion of their time allocated to IEP tasks, allowing for fluctuations in the workload to be accommodated. The arrangement with EUA also enables IEP staff to participate in various relevant events and perform other tasks such as drafting thematic analyses. The IEP SC has confirmed at the site visit that the IEP tasks are priorities in the daily work of the staff. The staff confirmed that, because IEP activities are more intense in parts of the year around seminars, meetings and evaluations, they are able to efficiently divide their time by devoting about 20% of their total yearly work to IEP. The staff also benefits from their thematically connected work for the EUA, which enables them to stay in touch with the latest developments within the EHEA.

While most of EUA and IEP staff are located in Brussels, IEP is officially part of the Switzerland branch of EUA and trainings and meetings often take place in Switzerland. The staff confirmed that this does not present an issue.

According to the SAR, in 2015/16 IEP saw a reduction in the number of evaluations and therefore income from fees, in part because a large coordinated evaluation exercise in Romania was finished. In response, IEP took certain measures to reduce expenditure and safeguard the financial sustainability of the Programme. These included:

- Reducing the length of the Annual Seminar as of 2015 from 1.5 days to 1 day;
- Introducing a policy that in years where a particularly low number of institutions register for an evaluation, only pool members participating in those evaluations would be invited to the Annual seminar. This policy was adopted and used in 2015. However, all pool members were again invited to the Annual Seminar in 2016 and 2017;
- Continuing the practice of replacing the workshop for institutions with individual videoconferences in case the number of institutions taking part means a physical workshop would not be feasible. This practice was first introduced to meet the needs of institutions requesting evaluations with a different timeline but was continued because it is more financially viable and allows IEP to offer a more personalised approach.

At the site visit, the EUA representatives confirmed that IEP is financially sustainable within the model. It is also important to emphasise that IEP pool and SC members are not remunerated for their work, except the team coordinators who are paid to write the report. The evaluations fees thus only cover travel and sustenance for the reviewers and the rest goes to the funding of the IEP secretariat. The reviewers stated at the site visit that they do this work because they find it useful and interesting, as part of their professional development. Some of them mentioned that they prefer working in the IEP format, with experts from all over EHEA evaluating institutions in order to improve their work, to checking compliance for national QA agencies, even if they are remunerated for the latter.

Analysis

The full costing model ensures that there is always sufficient funding for the evaluations, and that a decrease in the number of evaluations performed does not require significant cuts (such as e.g. laying off staff – when less work is needed for IEP, they take over more of EUA tasks). Likewise, the sudden increase of evaluations can also be solved independently by the secretariat which is then able to negotiate for additional staff and resources. The panel finds that this flexibility makes the model sustainable. The sustainability is further assured by the fact that the experts find working for IEP rewarding in itself and do not require fees to perform it.

The IEP secretariat staff are higher education professionals who also perform analytical and other tasks for EUA, which assures their continuing education. The panel specifically asked on any issues arising from the obligation to divide time between IEP and EUA; and found that there was none.

Panel conclusion: fully compliant

ESG 3.6 INTERNAL QUALITY ASSURANCE AND PROFESSIONAL CONDUCT

> Standard:
>
> Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

Evidence

IEP's policy on the Internal Quality Procedures is available on the IEP website. It translates IEP mission and policy tenants into clear procedures and further refers to the guidelines for institutions, which are

publicly available, and the secretariat, review teams, and SC, which further regulate the activities of stakeholders. The policy states the competence of "IEP pool of evaluators is the biggest asset of the Programme" and obliges the experts to undergo annual trainings. The policy ensures that feedback is regularly collected through surveys to experts, after evaluations and in connection to the annual seminar, and to institutions. During the site visit, the panel had access to recent survey results as well as the questionnaires, which are anonymous. Regular internal and external reviews provide additional mechanism for self-reflection, which takes place during the annual seminars and SC meetings. The policy lists regular external reviews, by ENQA and other expert bodies, as an additional feedback mechanism. In addition to this, meta-analyses mentioned under standard 3.4 provide additional basis for internal improvement. There are no formal feedback mechanisms to assess the quality of the work of each individual expert. However, it was stated at the site visit that ESU plans to introduce such a formal policy to learn about the quality of the work of their members in the review teams. The IEP pool members confirmed that there is also informal feedback to and by IEP secretariat which enables them to identify and amend any issues with individual panel members.

The policy does not specifically regulate the cooperation with national bodies or ways to establish if the institution is recognized. The IEP secretariat confirmed at the site visit that they would check if the institution is recognised before signing the evaluation contract, as this is made obligatory by the *Guidelines for the secretariat*. The coordinated evaluations also include contracts with national authorities. In individual evaluations, national agencies are typically not contacted. Individual evaluations do not result in judgments of compliance and are thus complementary. They do not replace the work of national agencies.

During the site visit, the panel learned that institutions are only able to provide anonymous feedback, and might appreciate an opportunity to reflect on the usefulness of the experience in a personalised manner. Additionally, ESU asked for more individual feedback on the work of their team members, while other pool members were sufficiently satisfied with the existing mechanisms, which also include regular informal feedback on the work of each member.

Analysis

The panel finds that the quality of IEP's work is indeed guaranteed by careful selection and training of its experts, who also perform their work free of charge simply because they find it professionally valuable. The panel is further assured that, in addition to regular surveys and discussions at the SC meetings and annual seminars, and meta-evaluations performed from time to time, there is a lot of informal feedback from the experts and institutions to the secretariat, enabling timely improvements.

All the guidelines consulted are very detailed and informative, and enable good quality of reviews. The guidelines for the secretariat achieve the level of detail which the panel finds enables any new staff member to quickly assume their responsibilities.

It is the opinion of the panel that HEIs should have opportunities to express individualised feedback, while also keeping the opportunity to provide anonymous comments on their experience. This is based on the impression of the panel that the institutions interviewed during the site visit indeed had comments to offer, but lacked the opportunity to do so.

Panel suggestions for further improvement

The panel suggests to IEP to introduce additional feedback mechanism for institutions enabling them to reflect on their evaluation in a more qualitative manner. Other options can be considered such as an additional videoconference after publishing the reports.

The panel suggests that the internal quality policy and/or guidelines for institutions explicitly state the institution needs to be recognized within its own system to undergo an IEP evaluation.

Panel conclusion: fully compliant

ESG 3.7 CYCLICAL EXTERNAL REVIEW OF AGENCIES

> Standard:
>
> Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG.

Evidence

IEP regularly undergoes reviews for ENQA membership and EQAR listing, and has in the past organised other types of expert reviews. This is IEP's first review against the ESG 2015. IEP's previous external reviews, against the ESG 2005, took place in 2013/14 and 2009.

Analysis

IEP's EQAR listing and its compliance with ESG are the bases of its international recognition.

Panel conclusion: fully compliant

ESG PART 2: EXTERNAL QUALITY ASSURANCE

ESG 2.1 CONSIDERATION OF INTERNAL QUALITY ASSURANCE

> Standard:
>
> External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

Evidence

Even though the 2013 review found IEP to be fully compliant with the relevant standard 2.1, EQAR found that the review report failed to provide sufficient evidence and thus flagged this issue. In response, IEP SC commissioned a study in 2015 to look at the ways the reports covered the ESG part I. It looked at the 2015 ESGs even though the 34 analysed reports were based on the 2005 ESG. The report developed a scale from 0 when standard was not addressed at all, across 1 for mentions of components of a standard, 2 for 'substantially addressed' when most of the standard was commented on, and 3 for 'comprehensively addressed' when the standard has been covered fully and resulted in recommendations. The study found that only ESG 1.1 was comprehensively addressed in all the reports. Standards 1.3 and 1.5 were comprehensively addressed in most reports while 1.4, 1.8 and 1.10 were not addressed in most reports. Following the recommendations of the study, in 2016 the guidelines for institutions as well as for evaluation teams were amended to directly reference 2015 ESG part I, which are also included as an annex to each of the guidelines. Table 1 provided in an annex to the SAR provides a useful illustration of this. A section on the ESG was also included in the 2015 Annual Seminar.

Table 1. Table outlining the coverage of the ESG Part 1 in the IEP guiding questions for institutions (part of the IEP Guidelines for Institutions) and the IEP report template for evaluation teams

Standard	Guiding questions for institutions	Report template for evaluation teams
1.1 Policy for quality assurance	What does the institutional quality assurance policy consist of?	Chapter: Quality culture Quality assurance policies for all aspects of institutional activity
1.2 Design and approval of programmes	How does study programme design and approval function in the institution? Who does what?	Chapter: Teaching and learning Design and approval of study programmes
1.3 Student-centred learning teaching and assessment	How and to what extent does the institution implement a student centred approach implemented to teaching and learning?	Chapter: Teaching and learning Approaches to student-centred learning, teaching and assessment
1.4 Student admission, progression, recognition and certification	What are the policies and processes covering the various phases of the student life-cycle?	Chapter: Teaching and learning Policies and processes for all phases of the student life-cycle
1.5 Teaching staff	How does the institution ensure the competences of its staff? What kind of staff development structures and processes are in place?	Chapter: Governance and decision-making Issues related to funding and human resources (including staff recruitment and development) Chapter: Teaching and learning Support for teaching staff
1.6 Learning resources and student support	Is the organisation and content of student support services adequate to meet the goals set? How effective are student support services in enhancing the achievement of students?	Chapter: Teaching and learning Student support services and resources
1.7 Information management	The question "How does the institution know it works?" refers to the internal monitoring processes and practices (sometimes also referred to as institutional research activities) in place in the institution and the information collected feeds into the strategic management of the institution	Chapter: Quality culture Collection and use of information
1.8 Public information	How does the institution communicate information about its activities to its internal and external stakeholders?	Chapter: Teaching and learning Availability of information

1.9 On-going monitoring and periodic review of programmes	What are the tools used to monitor and evaluate the institution's different activities? Specifically related to teaching and learning mission: how are programmes monitored and reviewed?	Chapter: Quality culture Quality assurance policies for all aspects of institutional activity Chapter: Teaching and learning Monitoring and review of study programmes
1.10 Cyclical external quality assurance	*Institutions are asked to include information about their status with regards to external quality assurance requirements in the 'Institutional Context' section of the self-evaluation report.*	Chapter: Quality culture External quality assurance of the institution

The guidelines for institutions contain a list of questions to guide the self-evaluation process. The list includes questions that cover all aspects of the ESG part I, in a standardised format: a broad topic is provided (e.g. Institutional self-knowledge: How does the institution know it works?) and then there is a reference to the specific standard (e.g. "The question "How does the institution know it works?" refers to the internal monitoring processes and practices (sometimes also referred to as institutional research activities) in place in the institution and the information collected feeds into the strategic management of the institution (cf. ESG 1.7)"). The *Guidelines for the evaluation teams* do not reference specific standards, but suggest topics to discuss at each meeting at the site visit and note which of them need to be discussed on the basis of the ESG. The Handbook for writing IEP evaluation reports references specific ESG part I standards, and all of them are included. To provide an example, it requires that each report contains a chapter on *quality culture* within which ESG standards 1.1, 1.7, 1.9 and 1.10 should be discussed.

At the site visit, the IEP pool members confirmed that the evaluations look at teaching and learning on the basis of the ESG. According to them, this would be the case even when evaluating institutions which operate outside EHEA and are not necessarily acquainted with the ESG. In such cases, they would simply discuss the standards without explicitly referring to them. The pool members consider that the ESG are sufficiently general and "common sense", and overlap with other regional standards globally sufficiently to be applicable even outside the EHEA. At the same time, the pool members stated that teaching and learning according to the ESG are only one segment of IEP evaluations, which look at the institution as a whole and also consider issues that are outside the scope of the ESG.

The panel also looked at a small sample of initial evaluation reports published in 2017 and 2018 and available on the IEP website. It found that the reports do not directly mention specific ESG standards, but do analyse the issues described both by the standard and the guidelines. This is always dependent on the institutional context: e.g. a report that found that the institution provides no opportunities for student mobility did not look further into issues of recognition, but only recommended the institution to develop relevant policies and join the necessary programmes. Another report, which did not explicitly analyse individual standards, established that although the national agency confirmed that the institution was compliant with the national accreditation standards which are based on the ESG, the institution was not acquainted with the ESG at all and needs to conduct a gap analysis of its practices against the ESG.

Analysis

The panel found the IEP efforts to analyse reports and to provide clear guidance on implementing the ESG standard 2.1 commendable and sufficient. It has no doubts that IEP experts are well acquainted with the ESG and proficient in analysing the degree of implementation of its part I at the evaluated institutions. The guidelines for both the institutions and the teams clearly reference the ESG part I and clearly ensure that these would not be omitted in the self-evaluation nor in the evaluation report, as is also evidenced by the reports available on the IEP website and published after the new version of the ESG was adopted and included in the IEP policies.

The panel finds that while the IEP methodology ensures that all evaluation teams and reports look at the ESG part I, the level of detail in which they are discussed depends on the degree of institutional development and the context in which it operates, as is in line with the IEP mission and methodology. The panel holds that such an approach is fit for purpose of providing comprehensive institutional evaluation with recommendations, rather than checking compliance. It provides a valuable service of helping institutions which are inexperienced with the ESG to embed them into their practices while avoiding prescriptivism and respecting the ESG principle of institutional responsibility. At the same time, it enables panels to focus only on relevant aspects of the ESG when evaluating institutions which are already evaluated by national agencies which work on the basis of the ESG.

Panel suggestions for further improvement

When IEP publishes a sufficient number of reports based on the 2015 ESG, it would be useful to create a commission to elaborate a follow-up study on the way they address ESG part I.

Panel conclusion: fully compliant

ESG 2.2 DESIGNING METHODOLOGIES FIT FOR PURPOSE

> Standard:
>
> External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

Evidence

The SAR and the information for institutions (provided in the publicly available guidelines) emphasise that the IEP methodology is context sensitive, with the purpose of supporting institutions – and primarily the institutional leadership – in reaching their stated goals and objectives in order to improve quality, governance and management and support their external accountability. The SAR further states that the methodology essentially remains the same regardless of the type of evaluation (initial, with special focus, coordinated or follow-up). Comparing the institutional guidelines supports this claim – they all contain the same basic four questions, cover the same topics in the guiding questions for self-evaluation and contain the ESG as an annex. The difference is that the follow-up evaluations are less comprehensive (they look at recommendations from the initial evaluations and any issues that have arisen in the meantime), and those with special focus contain additional questions related to the evaluation focus. They clearly describe the outcome of the review (the report with recommendations) and the follow-up (while the follow-up remains voluntary, the institutions are required to send a progress report one year after the evaluation which is commented on by the panel and is not published).

The SAR further explains that minor changes to the methodology are done in cooperation with the evaluated institutions and, in case of coordinated reviews, authorities. In coordinated reviews, such issues are identified when drafting terms of reference for the review, and can then serve as a basis for minor changes to the institutional guidelines. Upon registration, the institution (including those participating in coordinated evaluations) fills a publicly available form which requires the institution to list up to three issues it is most interested in, while emphasising that the evaluation looks at the institution as a whole. After contracting, the institutions join a workshop or a videoconference which further enables them to discuss matters of import with the IEP secretariat. The work of the evaluation team takes the self-evaluation as a starting point for the site visit, and the programme for the first one is suggested by the institution. However, the evaluation team can require changes to it, and it takes the lead in drafting the programme of the second visit.

In all evaluations but the follow-up there are two site visits and, according to the guidelines for teams and institutions, one of the main purposes of the first site visit is to understand the national as well as the local context in which the institution operates. During the second site visit, the guidelines require the team to hold a final meeting with the head of the institution before the final oral presentation of the findings to clarify any possible misunderstandings. The SAR notes that the final oral presentation needs to contain the bulk of recommendations to be provided in the report, which puts pressure on the panels which are thus provided with ample opportunities for private discussions during the two site visits as well as the period between them (which typically lasts three months). Finally, there is an opportunity for the institution to comment on factual inaccuracies in the report before the publication.

In 2016, IEP staff presented a study to EQAF on the degree in which experts are successful in this endeavour. It looked at a sample of Slovenian institutions and compared the IEP reports with the national strategic documents and legislation. It established that while there were no major misunderstandings, it was obvious from the reports that panels did not always understand the details of the national legislation, model of funding, etc., and in most cases it was visible from the report that they were aware of this (it should be noted here that the *Handbook for writing the reports* emphasises that situations in which something is explicitly written in the law should be clearly differentiated from the institutional interpretations of legal provisions). The study further finds that there were cases in which panels gave recommendations which were inapplicable for the institution because of contextual issues – more usually, issues of culture and the local context rather than the legislation. The study concludes that the IEP evaluations are most appreciated by the institutions because of their European perspective, but still recommends the Secretariat to use EUA resources to provide better background information to the teams and the panels to pay more attention to the local context. At the site visit, the panel inquired the Secretariat if this was done, and learned that the Secretariat does forward any relevant country reports to the panel, but does not create its own reports when none are readily available. The exception are coordinated evaluations, in which the secretariat provides information on the national context so that all panels work with the same information, as required by the *Handbook for writing the reports*. Additionally, at the site visit, one of the institutional representatives noted that during the evaluation of their institution, due to different cultural background of the institution and most panel members, there were minor misunderstandings on the aim/legitimacy of certain activities.

The SAR further states that the details of the methodology are adapted annually on the basis of the feedback from the institutions, secretariat and pool members, a number of whom are former or current rectors or vice-rectors of evaluated institutions. This is the task of the SC which sometimes appoints working groups to work on an issue and suggest improvements. Several internal stakeholders

at the site visit noted that an important and attractive feature of the IEP pool is a permanent academic discussion on methodological issues. In the interviews, various opinions were freely provided on the details, while broad agreement was expressed regarding the 'core' of IEP methodology, described in the IEP 2015-20 Strategy as "an improvement philosophy, the peer-review approach, the four questions and the evaluation phases (self-evaluation followed by selfevaluation report; two site visits, the latter finishing with oral report; delivery of the final evaluation report, which is published online; and a follow-up procedure)." Additionally, the results of the 2017 survey sent to the institutions and pool members show that the pool members were much more critical of the quality of evaluations than the evaluated institutions.

Analysis

The panel established that fitness for purpose is at the very heart of IEP methodology as its primary aim is to meet the needs of the institutions. The documents on which the evaluations are based (the various guidelines) are updated regularly on the basis of the feedback received and internal discussions within IEP. Through publicly available guidelines, institutions have instant access to the methodology applicable for their prospective evaluation.

Full understanding of the national context remains an issue for the international evaluation teams, as in this they are forced primarily to rely on the information provided by the institution. The teams are aware of this and the *Handbook for writing the reports* clearly instructs them to differentiate between explicit legal provisions and their institutional interpretations, which the 2016 study confirms, is done in practice. The two site-visit model, while obviously increasing the costs of the evaluation, is seen by IEP and the panel as one of the essential aspects of the IEP methodology which enables better understanding of the institution and its context. The panel also looked into options to provide better information to the panels by the secretariat and established that this would not mitigate the risk of misinterpretations while at the same time presenting a burden to the staff and resources. The current IEP evaluation model provides sufficient opportunities to discuss the national and local context, and the panel believes that misunderstandings will occasionally happen despite the numerous mechanisms meant to avoid them.

Panel suggestions for further improvement

The panel finds that the suggestion given under standard 3.6 to provide opportunities for a qualitative feedback from institutions which would not be anonymous will also help IEP understand even better the degree in which the evaluation teams misapprehend the local and national context.

Panel conclusion: fully compliant

ESG 2.3 IMPLEMENTING PROCESSES

Standard:

External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include:

- a self-assessment or equivalent
- an external assessment normally including a site visit
- a report resulting from the external assessment
- a consistent follow-up

2013 review recommendation: ˙IEP should augment the follow-up procedure by including the cost and condition of the follow-up procedure in the basic contract with an institution inviting an evaluation. A follow-up visit or review would not be as extensive as a full review, but merely focused on progress made towards implementing recommendations.

Evidence

The evaluation process is described in detail in the guidelines for institutions, which are publicly available. There is a registration period open in spring which means that evaluations are organised in rounds and any amendments to the guidelines are done before the registration is open. As already noted, in 2017 a practice of contracting with the institutions was introduced, and the contracts also contain a description of the process. The SAR emphasises the importance of preparation for the self-evaluation which includes a videoconference with the institution, or a workshop in case of coordinated evaluations. The guidelines for institutions also contain as an annex a brief presentation of IEP and its methodology meant to be distributed to the participants of the site visit. According to the results of the 2017 survey for pool members, the guidelines have been improved in clarity and reference to the ESG. The same survey indicated that there may be some confusion with both the teams and the institutions over the presentation of institutional data and metrics, and there were suggestions to improve this by e.g. offering templates to institutions, as the current guidelines only contain examples of types of indicators that might be useful.

As was already noted under the standard 2.2 it is emphasised in the Strategy that it is a part of the "core IEP methodology" that evaluations include "phases" as required by the ESG: "self-evaluation followed by selfevaluation report; two site visits, the latter finishing with oral report; delivery of the final evaluation report, which is published online; and a follow-up procedure." The exception is that the follow-up evaluations include only one site visit. According to the SAR, IEP has invested efforts to increase the participation of institutions in the follow up, as was recommended by the previous evaluation. The progress report, introduced in 2012, is explicitly mentioned as a requirement in the guidelines. The SAR notes that out of evaluations conducted in 2016, after introducing the progress report as a clause for participating institutions, it was sent by half of the evaluated institutions. The SAR notes that this should increase with a new format of the reminder for institutions to send the report, which remains confidential and is commented on by the evaluation team.

The follow-up evaluation is a separate process for which the institutions need to sign up. As described by the relevant guidelines, it is meant to discuss the progress based on the initial evaluation and any new issues with the team consisting of experts from the previous evaluation and new members. According to the SAR, in 2015 IEP started offering a 'combined package' with a reduced price for those institutions that commission both an initial and a follow-up evaluation, and about a third of registered institutions have applied for this since. At the site visit, the pool members agreed that it was not possible to force the institutions to participate in the follow-up. However, they agreed to consider a suggestion from the panel to try to make the 'combined package' the standard offer (with the possibility of institutions opting out).

Analysis

There have been no doubts with this panel nor in previous reviews regarding the compliance of IEP to this standard. The only issue in the previous evaluation was the consistency of the follow-up, primarily caused by the voluntary nature of IEP evaluations. Another reason is the fact that it is designed essentially as a new evaluation process, based on the findings of the previous one but also looking at new issues, with one site visit rather than two, shorter self-evaluation and evaluation reports, but a

full evaluation team. The panel finds that ensuring that all institutions send progress reports would be sufficient to meet this standard, as it presents no additional costs to the institutions and still provides an opportunity for self-reflection and providing feedback to the evaluation team. The panel thus supports IEP in its efforts to improve reminders to the institutions, as discussed in the SAR, "in order to better explain the purpose of the report and what is expected, putting a focus on the benefit of the exercise to the institution". At the same time, the panel acknowledges that, while IEP should set as a goal that all institutions send in progress reports, varying circumstances will probably always prevent a few institutions from doing so. Forcing them to send in such a report (by e.g. not allowing them to use the IEP 'brand' any longer) would pose a risk of making into a purely formal requirement with little use to the institution. Thus, the consistency here should be judged primarily on the basis of IEP's efforts to receive the reports.

The follow-up evaluation, as it is currently designed, is costly for the institutions and it is not realistic to expect that all institutions should ever wish to participate in it. At the same time, the panel appreciates that IEP finds it important to include all types of stakeholders in the evaluation team, and conduct a site visit to validate the institutional report before publishing its own. There are various possibilities to further increase the institutional participation, from prolonging the period when a follow-up is possible (e.g. from current three to five years), to making it an opt-out rather than opt-in option, to finding ways to decrease costs by e.g. using videoconferences instead of travel, etc. However, the panel does not find that full participation in the follow-up evaluations is necessary to meet the standard, especially considering the voluntary nature of IEP evaluations. Also, with many national agencies the follow-up is much less comprehensive than with IEP. It should also be noted that the interaction of institution with IEP does not completely finish after submitting the progress reports: about a fifth of pool members come from the evaluated institutions, and the evaluated institutions receive information on IEP activities and occasional surveys.

Panel commendations

The panel finds that the two-site visit model is a good practice as it enables the experts to get well acquainted with the institution as well as national regulations and it makes the team less dependent on the information provided by SAR, meaning that the primary use of SAR is that it provides for institutional self-reflection. While it does increase the evaluation costs, the panel supports IEP in adhering to this model.

Panel recommendations

IEP should continue its efforts to increase and promote the usefulness of progress reports and encourage all evaluated institutions to submit them.

Panel suggestions for further improvement

IEP might consider including the follow-up price in the initial price of the evaluation.

Panel conclusion: substantially compliant

ESG 2.4 PEER-REVIEW EXPERTS

Standard:

External quality assurance should be carried out by groups of external experts that include (a) student member(s).

The 2013 review recommendation was that IEP diversifies its pool of experts with members who are not at the rector/vice-rector levels, also monitoring the age of the pool and their training and experience with quality assurance.

Evidence

According to the SAR, IEP pool of experts currently has around 60 members from 27 different countries. The pool is managed by the SC in line with the *Guidelines for managing the IEP pool.* There are three types of experts in the pool:

- Former or current rectors or vice-rectors who are also regular professors and act as 'regular team members' until they prove experienced enough to become 'team chairs' – they represent almost 60% of the pool.
- Higher education professionals with experience in the areas of governance, teaching and learning, quality assurance, or research in higher education, who act as team coordinators and represent 20% of the pool.
- Student team members – graduate and undergraduate students with experience in quality assurance and university governance – who are nominated annually by ESU and this academic year represent 20% of the pool.

Every academic year the Secretariat identifies the need for additional experts in the pool on the basis of institutional registrations, and depending on the criteria such as experience, specific necessary skills such as research expertise and discipline, nationality, geography and gender. In 2014, IEP took the recommendation to monitor the age of experts, and all who turn 70 automatically retire from the pool. The nominations are collected from national rectors' conference, applications and recommendations from other pool members, and the SC chooses between all of these to appoint new experts. The SAR notes that the SC discussed the possibility of following the recommendation to further diversify the pool of experts, but decided not to do so. They consider that managerial experience in higher education is crucial to be able to evaluate the management and governance of another institution, that including primarily vice-rectors and rectors is a distinctive and important feature of the IEP methodology, and that the coordinators and students add a sufficient diversity of perspectives and possess relevant quality assurance experience while the 'regular' members are only required to have an "interest in quality development" (as specified by the *Guidelines for managing the pool*). At the site visit, the SC and members upheld the 'rector talks to rector' as an important principle, but also stressed that the quality of IEP lies on the quality of its teams (as is also stated in the Pool Guidelines) and that equal participation of all members needs to be ensured. The latter was also in the focus of the 2017 pool survey.

The training of experts takes places at the Annual Seminar which is obligatory for new members who participate in that year's evaluations. The one-day Seminar always includes a session for new members on the IEP methodology. The topics of the Seminar always include an update on IEP policies and activities, updates on current issues or trends in European higher education and practical working groups to develop evaluation skills. The practical working groups include training sessions for the different roles of pool members, such as coordinators, team chairs and students. According to the 2017 survey, the participants most appreciated the updates on IEP and asked for more practical sessions. When composing teams, the secretariat and SC take care to combine new members with experienced ones. The members can express preferences for the type of institution/country they wish to work with, but other criteria (the balance of the team composition according to gender, geography etc.) take precedence. Another principle emphasised at the site visit is that the same team cannot be appointed twice; the pool members find that this is useful to get to know all other team members directly.

Once the teams are appointed the institutions has 10 days to comment on any potential conflicts of interest. The teams work in line with the *Guidelines for teams*. The tasks are divided so that the team coordinator is in charge of coordination with the institution and drafting of the final report, while the chair organises the work of the team, takes the lead in the final oral presentation, and signs off the final report. Post-evaluation, both team members and institutions fill in a questionnaire on their experience where they are able to generally comment on the quality of the team. In 2017, the institutions were satisfied in general, with one commenting that teams should be better acquainted with the institutional guidelines (which are meant to be read by them in conjunction with the Guidelines for the teams.) The 2017 survey of the pool showed that the leadership quality of the chair is very important in order to have a balanced participation from all team members, which some – students in particular - felt was not always the case.

The *Guidelines for teams* include the *Charter of conduct for team members*. It requires them to adhere to the improvement-oriented philosophy of IEP, to identify themselves as IEP pool members and act as representatives of IEP at all times, to avoid conflicts of interest and inform IEP of any cooperation with previously evaluated institutions, especially if there is monetary compensation for that. The Guidelines state the team members are reimbursed for all costs of the evaluation but receive no compensation, except that the coordinator receives 3,300 euro to draft the report for a full evaluation and 1,250 euro for a follow-up. At the site visit, the pool members confirmed that this does not present an issue as they work for IEP for their own professional reasons, and some prefer this work to more compliance-oriented evaluations even when they include a fee. It was also confirmed at the site visit that there is no formal relationship of pool members with IEP.

At the site visit, the panel also learned from the pool that, while there is no formal feedback on each individual member, there is regular informal feedback from individual team members to the Secretariat on the quality of their peers' work, and any issues are identified early. The student members noted that they would like to also formally receive feedback on the quality of work of each member, and that ESU is currently discussing this with IEP.

Analysis

The panel was of the impression that all IEP pool members met at the site visit are committed to working on improving the evaluated institutions and learning about other organisations and systems. Several times they emphasised that they also enjoyed cooperating with experienced colleagues within IEP, and this is also expressed in the results of the 2017 survey. Overall, the panel found that the IEP philosophy serves as a common shared ethos and that all members foster a group identity as the IEP pool. All coordinators and a few of the regular team members and students, the panel met at the site visit, possess a lot of experience with quality assurance and there was a lot of critical reflection on the work of IEP as well as the state of the sector. Additionally, it does not seem likely that anyone who did not feel a professional commitment to quality assurance would be attracted to doing this work for free.

At the same time, the fact there is no reimbursement or contracting means that it is not possible to 'force' members to e.g. read all the necessary guidelines, participate actively in drafting the report etc. It is a distinctive feature of IEP that everything lies on the quality of the teams, as they are solely responsible for leading the process (as the guidelines are fairly general and leave a lot of freedom to the participants of the evaluation) as well as for the final outcome. The pool is self-regulated and for this reason careful selection of new members is of outmost importance. The current method of selection, the panel finds, much relies on the peer networks and previous experience with experts, including within evaluations (as noted, about a fifth of pool comes from previously evaluated

institutions). The panel feels that there is no need to further formalise the processes, except as regards individual feedback, at least for student members who required this, and possibly new members. Additionally, signing individual contracts/statements could aid even the current model which is fully based on mutual trust.

Team dynamics, the issue that was in the focus of the last pool survey, have been shown to rely much on personality, especially of the team chair. This is a common issue with all evaluation teams, and the risk of monopolising the teamwork is in no way specific to former vice-rectors and rectors. The panel is not able to offer details suggestions for improvement in this regard, but finds that further consideration on how to improve on this issue would benefit not only IEP, but the wider quality assurance community.

It should also be noted that the pool does not include representatives of society. The panel agrees that this is in line with IEP philosophy which emphasises the peer and collegial aspect of their evaluations. IEP, the panel feels, fills a specific niche in the quality assurance sector, and the continuing demand for IEP evaluations is sufficient proof of its relevance. Overall, the panel was satisfied to see the efforts made by IEP to renovate and expand its pool. The panel found the fact that only current or former rectors and vice-rectors can be included in the pool as regular team members can be supported in the context of the IEP's mission and the type of evaluations it performs.

Panel conclusion: fully compliant

ESG 2.5 CRITERIA FOR OUTCOMES

Standard:

Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

Evidence

As already described in the introductory sections of this report, IEP evaluations contain no pre-defined criteria, except that they take the ESG into account, but without any judgments of compliance. The evaluations start from the institutional mission and goals and use the pre-defined broad questions to establish if the institution is effective in implementing them. The *Guidelines for teams* and the *Handbook for writing the reports* guide the teams in the manner in which they should collect and present evidence and format the recommendations, but the teams are fully autonomous in defining their content.

The guidelines provide the basis for the self-evaluation and the final report, but apart from pre-defined chapters offer no detailed templates, tables etc. As the pool survey shows, there is a continued discussion within IEP on metrics – if they should be listed in a pre-determined format or specified in detail, and if they should be published within the review report.

The results of the survey for the institutions show that institutions are broadly satisfied with the results – most receive recommendations that confirm their own beliefs on what the institution should do, and a minority received recommendations that they felt were novel; they were seen as useful in both cases. The SWOT analysis offered in the SAR indicates that there may be some confusion on if IEP evaluations are actual evaluations, rather than a consultancy service. This was taken as a topic on the site visit by the panel, and all the stakeholders confirmed that while it does have some benefits of a

consultancy (e.g. the degree in which the model can be tailor-made), it is an evaluation as it assesses the current state of affairs, and provides recommendations rather than ready-made solutions.

Analysis

IEP does not have actual 'criteria' but a pre-defined set of questions and a list of topics which include, but are not reduced to, the ESG. It is fully up to the peers – their experience, knowledge and competences – to formulate the recommendations and establish the focus. The model thus shares its advantages and disadvantages with any other form of peer review, and does not easily give way to any form of standardisation. It is understandable to the panel that for this reason the evaluations can feel as a consultancy service. However, looking at a sample of recent institutional reports, it is possible to establish that although there are no judgments of compliance, the reports provide sufficient evidence to give an impression of degree in which an institution is compliant with e.g. the ESG, and provide a good picture of the institution and its degree of development.

The panel was also of the impression that differences among team members in the way they interpret "the criteria" and the recommendations they find useful are appreciated. It does make sense to the panel that, taking into account that each institution is different and working in a different context, it is valuable that the team members come with different pre-conceptions and then come to agreement depending on what they learn of and from the institution.

Panel conclusion: Fully compliant

ESG 2.6 REPORTING

Standard:

Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

The 2013 review recommendation was that IEP continues using the report template to increase the consistency of the reports

Evidence

IEP publishes reports on all types of evaluations, including follow-up evaluations, on its website. It takes only one click to reach the reports database from the home page and they are easily searchable. According to the SAR, the template for the reports was developed in 2013 and it was amended in 2016 to include reference to the ESG. It defines chapters and suggests topic that they should cover. The template for the reports includes a description of the institution and its context and the evaluation process and the names and background of the evaluation team. There are 6 topical chapters on: governance and decision-making, quality culture, teaching and learning, research, service to society and internationalisation, and a conclusion. Their maximum length is 25 pages. In 2014 IEP developed the *Handbook for writing IEP evaluation reports* which provides detailed guidelines including those on the accessibility of the language used, and is sent to all pool members. It also explains with examples how to clearly present evidence and conclusions and how to give good recommendations. While the handbook does not specifically require the team to identify good practices, the panel found that this was done in all the reports checked.

The formatting of the reports is checked by the Secretariat before the publication (as specified by guidelines for the secretariat and the handbook). The secretariat also edit them without changing the content. Even though the reports are drafted by the coordinators, all team members are required to participate in drafting and the chair signs it off. As confirmed at the site visit, the SC does not approve the reports in any way.

The institutions are able to comment on the factual accuracy of the reports. No summary reports are done, while the institutions, as learned on the site visit, usually receive a presentation from the final meeting with the team which they distribute and treat as the summary report.

Analysis

The IEP database of reports is very accessible as is the language and style of the reports themselves, and the panel finds that the reports are very informative and clear. They are fairly short and the panel feels that there is thus no need to also publish summaries. The panel appreciates that IEP understands the importance of report quality, as the reports are the only outcome of IEP evaluations: report-writing is remunerated, there are clear guidelines for the task, and regular institutional feedback on their usefulness. Regarding the consistency of the reports, the panel finds that the Handbook (and the template which is a part of it) have ensured the implementation of this recommendation from the 2013 review.

Panel commendations

The panel wishes to emphasise IEP institutional reports as an example of good practice in reporting on institutional evaluations in a clear and concise manner that is evidence based and provides improvement-oriented recommendations. They are also easily accessible and searchable thanks to the recently redesigned IEP website.

Panel conclusion: fully compliant

ESG 2.7 COMPLAINTS AND APPEALS

> Standard:
>
> Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

Evidence

IEP's complaints policy is publicly available and provides an opportunity to the institutions to complaint on aspects of the review process ('procedural' complaint according to the policy) as well as on the judgments (which are termed 'substantive' complaints). According to the SAR, it was last updated in 2015. Even though it is mentioned in the institutional guidelines, the institutions interviewed at the site visit were not aware of the policy. They felt that it was sufficient to send an email to the secretariat and did not think that there was a need for a more formal procedure. The secretariat confirmed that, when receiving a complaint by phone or email, they inform the institutions of the complaints policy.

The policy specifies that any complaint should be sent to the secretariat within a month after receiving the report, and the Chair of the SC decides within two weeks from the receipt on what to do with the complaint. As described in the SAR, "this may be to discuss the complaint with the institution and the evaluation team in order to resolve or reject it. Alternatively, the chair may establish a Complaints

Committee to investigate the matter further. A Complaints Committee is composed of three pool members, who decide whether to uphold or reject it. If a complaint is upheld, the evaluation report may be amended if appropriate, or an additional site visit may be made at the institution and the report revised or rewritten."

At the site visit the pool members either expressed agreement with the policy, or had no experience with complaints and were thus not able to express an opinion. The panel learned that there were only three complaints in total, and two since the last review. One resulted in amending the report in a detail. It was also mentioned that institutions sometimes complaint that recommendations are not applicable: this is not taken into account as complaint, because they are not obliged to implement them.

Analysis

Even though the SAR states that there is no appeals policy because there are no formal decisions, the panel finds that the 'substantive' complaints can be understood as appeals.

In practice, there are no issues with the current complaints policy, as the institutions confirmed that they were able to contact the secretariat on any issues they might disagree with. However, on a formal level, the issue is that the institutions nor the pool members were actually aware that this would be formally considered as a complaint.

Additionally, it seems that in practice the complaints received refer to wording of the reports and similar, detailed issues, and thus do not require input from a group of experts. For this reason, the practice that the SC Chair decides on any complaint was supported by everyone consulted at the site visit. The panel still finds that it would be necessary, for the sake of consistency, that the whole SC is involved in each complaint. That will also help raise awareness of the pool members of the complaints policy.

Panel suggestions for further improvement

The panel suggests that the complaints policy is revised so that the SC is informed of the complaint and able to suggest action.

Panel conclusion: fully compliant

ADDITIONAL OBSERVATIONS

It was apparent during the site visit that a number of IEP internal stakeholders are worried about a perceived decline in the number of regular evaluations – while it can be discussed if there is truly a decline, as this depends on the years one takes into account. In response they have come up with new interesting initiatives, through strategic planning and amending the existing procedures. Next to follow up evaluations, there are now the evaluations with a special focus on management of research and on internationalisation. The panel feels that these should be continued, as an asset for the future, and their impact can be assessed in time with a study.

An important issue in the context of increasing the number of evaluations is keeping in contact with the evaluated institutions, even after the evaluation and eventual follow-up are completed. This is a way in which IEP can aim towards making its evaluations cyclical. Another one is promotion, which is already done through the website and email contact. However, another, crucial channel of promotion is through the IEP pool members, who all support IEP methodology and are potential ambassadors for the Programme. They are high-level professionals with broad experience in QA and HE in general, and very dedicated to IEP and mutual exchange of experiences and good practices. This network can be used very well.

CONCLUSION

SUMMARY OF COMMENDATIONS

ESG 3.4

According to the resources available, IEP makes useful and practical thematic analysis which are the starting point to improve the agency´s daily work.

ESG 2.3

The panel finds that the two-site visit model is a good practice as it enables the experts to get well acquainted with the institution as well as national regulations and it makes the team less dependent on the information provided by SAR, meaning that the primary use of SAR is that it provides for institutional self-reflection. While it does increase the evaluation costs, the panel supports IEP in adhering to this model.

ESG 2.6

The panel wishes to emphasise IEP institutional reports as an example of good practice in reporting on institutional evaluations in a clear and concise manner that is evidence based and provides improvement-oriented recommendations. They are also easily accessible and searchable thanks to the recently redesigned IEP website.

OVERVIEW OF JUDGEMENTS AND RECOMMENDATIONS

ESG 3.1 - fully compliant

ESG 3.2 - fully compliant

ESG 3.3 - fully compliant

ESG 3.4 - fully compliant

ESG 3.5 - fully compliant

ESG 3.6 - fully compliant

ESG 3.7 - fully compliant

ESG 2.1 - fully compliant

ESG 2.2 - fully compliant

ESG 2.3 - substantially compliant

IEP should continue its efforts to increase and promote the usefulness of progress reports and encourage all evaluated institutions to submit them.

ESG 2.4 - fully compliant

ESG 2.5 - fully compliant

ESG 2.6 - fully compliant

ESG 2.7 - fully compliant

In light of the documentary and oral evidence considered by it, the review panel is satisfied that, in the performance of its functions, IEP is in compliance with the ESG.

SUGGESTIONS FOR FURTHER DEVELOPMENT

ESG 3.3

IEP may wish to state more clearly on their website that, although it is an EUA programme, it is open to participation to all higher education institutions regardless of the EUA membership.

The IEP website notes that specific guidelines are developed for each coordinated review. It still may be beneficial to list key principles of coordinated reviews, such as those noted in the above evidence, on the website.

ESG 3.6

The panel suggests to IEP to introduce additional feedback mechanism for institutions enabling them to reflect on their evaluation in a more qualitative manner. Other options can be considered such as an additional videoconference after publishing the reports.

The panel suggests that the internal quality policy and/or guidelines for institutions explicitly state the institution needs to be recognized within its own system to undergo an IEP evaluation.

ESG 2.1

When IEP publishes a sufficient number of reports based on the 2015 ESG, it would be useful to create a commission to elaborate a follow-up study on the way they address ESG part I.

ESG 2.2

The panel finds that the suggestion given under standard 3.6 to provide opportunities for a qualitative feedback from institutions which would not be anonymous will also help IEP understand even better the degree in which the evaluation teams misapprehend the local and national context.

ESG 2.3

IEP might consider including the follow-up price in the initial price of the evaluation, or consider other ways of encouraging follow-up.

ESG 2.7

The panel suggests that the complaints policy is revised so that the SC is informed of the complaint and able to suggest action.

ANNEXES

ANNEX 1: PROGRAMME OF THE SITE VISIT

Tuesday 25 September			
TIMING	**TOPIC**	**PERSONS FOR INTERVIEW**	**COMMENTS**
Morning and lunch	Arrival and review panel private meeting, including lunch	(panel alone)	Anna Gover available from c. 11.30
14.00-14.45	Meeting with the self-assessment group	Jacques Lanares, Professor, University of Lausanne, Switzerland. IEP regular team member, member of the IEP pool since 2005, member of the Steering Committee since September 2015. Raymond Smith, Higher Education Consultant, UK. IEP team coordinator, member of the IEP pool since 2012.	To discuss the self-assessment process
14.45-15.15	Break/Review panel private meeting	(panel alone)	(+ connecting next interviewees to connect to the videoconference)
15.15-16.30	Meeting with representatives of evaluated institutions (videoconference)	University of Luxembourg: • Anne Christophe, Deputy Secretary General of the Board of Governors • Jan-Tobias Doerr, PhD student	To discuss the evaluated institutions' feedback on the Programme
As necessary	Wrap-up meeting among panel members and preparation for day II	(panel alone)	
Evening	Dinner	(panel alone)	
Wednesday 26 September			
TIMING	**TOPIC**	**PERSONS FOR INTERVIEW**	**COMMENTS**

As necessary	Review panel private meeting	(panel alone)	
10.00-11.00	Meeting with representatives of evaluated institutions (videoconference)	Riga Technical University, Latvia: • Juris Iljins, Head of Quality Management unit • Kristens Raščevskis, President of the Student Parliament	To discuss the evaluated institutions' feedback on the Programme
11.00-11.45	Break/Review panel private meeting	(panel alone)	(+ connecting next interviewees to connect to the videoconference)
11.45-12.45	Meeting with IEP secretariat staff	Anna Gover, Programme Manager Elena Cirlan, Policy & Project Assistant	To discuss the daily running of IEP
12.45-14.15	Lunch	(panel alone)	
14.15-15.15	Meeting with IEP leadership	Sokratis Katsikas, Chair of IEP Steering Committee, Rector, Open University of Cyprus. IEP team chair, member of the IEP pool since 2006, member of the Steering Committee since September 2011, Chair of the Steering Committee since September 2015. Tia Loukkola, Director of IEP Secretariat	To discuss the overall governance and management of IEP
15.15-15.45	Break/Review panel private meeting	(panel alone)	

15.45-16.45	Meeting with the Steering Committee	Tatjana Volkova, Professor/Chair of Licensing and Accreditation Commission, BA School of Business and Finance/Council of Higher Education Latvia, Latvia. IEP team chair, member of the IEP pool since 2010, member of the Steering Committee since 2015.	To discuss the role of the Steering Committee
		Carmen Fenoll, Professor, Universidad de Castilla-La Mancha, Spain. IEP regular team member, member of the IEP pool since 2006, member of the Steering Committee since September 2017.	
		Jethro Newton, Professor Emeritus, University of Chester, UK. IEP team coordinator, member of the IEP pool since 2006, member of the Steering Committee since September 2015.	
		Terhi Nokkala, Senior Researcher, University of Jyväskylä, Finland. IEP team coordinator, member of the IEP pool since 2007, member of the Steering Committee since 2017.	
As necessary	Wrap-up meeting among panel members and preparation for day III	(panel alone)	
Evening	Dinner	(panel alone)	

Thursday 27 September

TIMING	TOPIC	PERSONS FOR INTERVIEW	COMMENTS
As necessary	Review panel private meeting	(panel alone)	
9.00-9.45	Meeting with EUA secretariat (by videoconference)	Julien Georis, EUA Finance & Administration Manager	To discuss the relationship between IEP and EUA

9.45-10.30	Meeting with IEP team coordinators	Lewis Purser, Director Academic Affairs, Irish Universities Association, Ireland. IEP team coordinator, member of the IEP pool since 2000.	To discuss the role of team coordinators
		Gregory Clark, Associate Secretary, University of Salford, UK. IEP team coordinator, member of the IEP pool since 2012.	
		Jose Sarsfield Cabral, Head of the Industrial Engineering and Management Department, University of Porto, Portugal. IEP team coordinator, member of the IEP pool since 2012.	
		Christina Rozsnyai, Quality Assurance Expert, Hungary. IEP team coordinator, member of the IEP pool since 2000, member of the Steering Committee October 2007 to August 2011.	
10.30-10.45	Break/Review panel private meeting	(panel alone)	
10.45-11.30	Meeting with ESU QA pool coordinators	Ian McCready, ESU QA pool coordinator / IEP student pool member since 2016	To discuss the collaboration between IEP and ESU
		Matthew Kitching, ESU QA pool coordinator / IEP student pool member since 2016	
11.30-11.45	Break/Review panel private meeting	(panel alone)	
11.45-12.30	Meeting with IEP pool members	Jurgen Kohler, Professor Emeritus, Greifswald University, Germany. IEP team chair, member of the IEP pool since 2002, member of the Steering Committee October 2005 to September 2009.	To discuss IEP from the pool members' viewpoint, and how the evaluation teams work
		Luc Hittinger, Professor, University of Paris Est Creteil Val de Marne, France. IEP team chair, member of the IEP pool since 2016.	
		Mar Campins Eritja, Vice-Dean for Research and International Relations at the Faculty of Law/Professor,	

		University of Barcelona, Spain. IEP regular team member, member of the IEP pool since 2012.	
		Melita Kovacevic, Professor, University of Zagreb, Croatia. IEP regular team member, member of the IEP pool since 2017.	
		Erdal Emel, Industrial Engineering Department Chairman, Uludağ University, Turkey. IEP regular team member, member of the pool since 2004.	
		Kerstin Noren, Professor, Goteborg University, Sweden. IEP team chair, member of the IEP pool since 2004.	
12.30-12.45	Meeting with EUA secretariat (by phone)	Lesley Wilson, EUA Secretary General	To discuss the relationship between IEP and EUA
Lunch and afternoon	Review panel private meeting to agree on findings, including lunch	(panel alone)	
As necessary (any time during the afternoon)	Meeting with IEP Programme Manager to clarify any pending issues, if necessary	Anna Gover, IEP Programme Manager	
Late afternoon / early evening	Final de-briefing meeting with IEP to give preliminary findings	Sokratis Katsikas, Chair of IEP Steering Committee Tia Loukkola, Director of IEP Anna Gover, Programme Manager	
Evening (or next day)	Departure		

External review of the EUA - Institutional Evaluation Programme (IEP) by the European Association for Quality Assurance in Higher Education (ENQA)

Annex I: TERMS OF REFERENCE
January 2018

1. Background and Context

The Institutional Evaluation Programme (IEP) is an external quality assurance agency and an independent membership service of the European University Association (EUA). It was launched in 1994 as a strategic tool for change in higher education institutions. Since then, IEP carried out over 400 evaluations in Europe and worldwide. IEP's mission is to support higher education institutions and systems in developing their strategic leadership and capacity to manage change through a process of voluntary institutional evaluations. IEP is governed by a Steering Committee, evaluations are carried out by a pool of experts, and all activates are supported by a permanent secretariat.

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, with international peer evaluation teams representing diversity in the field.

The focus of IEP is the institution as a whole rather than individual study programmes or units. It focuses upon:
- Capacity of strategic leadership and effectiveness of internal governance and management processes that support it.
- Relevance of internal quality processes and the degree to which their outcomes are used in decision making and strategic management as well as perceived gaps in these internal mechanisms. As part of this larger framework the evaluations address the issues on internal quality assurance identified by the first part of the Standards and Guidelines for Quality Assurance in the European Higher Education Area

IEP is committed to continuous improvement of its own processes and operates in a manner consistent with good international and European practice, including the European Standards and Guidelines for Quality Assurance in the European Higher Education Area.

IEP has been a full member of ENQA since 2000 and is applying for renewal of ENQA membership.

IEP has been registered on EQAR since 2011 and is applying for renewal of registration.

2. Purpose and Scope of the Evaluation

This review, will evaluate the way in which and to what extent IEP fulfils the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*. Consequently, the review will provide information to the ENQA Board to aid its consideration of whether membership of IEP should be reconfirmed and to EQAR to support IEP application to the register.

The review panel is not expected, however, to make any judgements as regards granting membership.

2.1 Activities of IEP within the scope of the ESG

In order for IEP to apply for ENQA membership and for registration in EQAR, this review will analyse all activities IEP that are within the scope of the ESG, i.e. reviews, audits, evaluations or accreditation of higher education institutions or programmes that relate to teaching and learning (and their relevant links to research and innovation). This is regardless of whether these activities are carried out within or outside the EHEA, and whether they are obligatory or voluntary.

The following activities of IEP have to be addressed in the external review:

1. Institutional evaluations (full evaluations and follow-up evaluations, whether individual evaluations or part of coordinated evaluations).

IEP does not conduct any further activities within the scope of the ESG, nor does it conduct any activities which fall outside the scope of the ESG.

3. The Review Process

The process is designed in the light of the *Guidelines for ENQA Agency Reviews* and in line with the requirements of the *EQAR Procedures for Applications*.

The evaluation procedure consists of the following steps:

- Formulation of the Terms of Reference and protocol for the review;
- Nomination and appointment of the review panel;
- Self-assessment by IEP including the preparation of a self-assessment report;
- A site visit by the review panel to IEP;
- Preparation and completion of the final evaluation report by the review panel;
- Scrutiny of the final evaluation report by the ENQA Review Committee;
- Analysis of the scrutiny by the ENQA Board and their decision regarding ENQA membership;
- Follow-up of the panel's and/or ENQA Board's recommendations by the agency, including a voluntary follow-up visit.

3.1 Nomination and appointment of the review team members

The review panel consists of four members: one or two quality assurance experts, an academic employed by a higher education institution, student member, and eventually a labour market representative (if requested). One of the members will serve as the chair of the review panel, and another member as a review secretary. For ENQA Agency Reviews at least one of the reviewers is an ENQA nominee (most often the QA professional[s]). At least one of the reviewers is appointed from the nominees of the European Association of Institutions in Higher Education (EURASHE), and the

student member is always selected from among the ESU-nominated reviewers. If requested, the labour market representative may come from the Business Europe nominees or from ENQA. An additional panel member may be included in the panel at the request of the agency under review. In this case an additional fee to cover the reviewer's fee and travel expenses is applied.

In addition to the four members, the panel will be supported by the ENQA Secretariat review coordinator who will monitor the integrity of the process and ensure that ENQA expectations are met throughout the process. The ENQA staff member will not be the Secretary of the review and will not participate in the discussions during the site visit interviews.

Current members of the ENQA Board are not eligible to serve as reviewers.

ENQA will provide IEP with the list of suggested experts with their respective curriculum vitae to establish that there are no known conflicts of interest. The experts will have to sign a non-conflict of interest statement as regards IEP review.

3.2 Self-assessment by IEP, including the preparation of a self-assessment report

IEP is responsible for the execution and organisation of its own self-assessment process and shall take into account the following guidance:

- Self-assessment is organised as a project with a clearly defined schedule and includes all relevant internal and external stakeholders;
- The self-assessment report is broken down by the topics of the evaluation and is expected to contain, among others: a brief description of the national HE and QA system; background description of the current situation of the Agency; an analysis and appraisal of the current situation; proposals for improvement and measures already planned; a SWOT analysis; each criterion (ESG part II and III) addressed individually. All agency's QA activities (whether within their national jurisdiction or outside of it, and whether obligatory or voluntary) will be described and their compliance with the ESG analysed.
- The report is well-structured, concise and comprehensively prepared. It clearly demonstrates the extent to which IEP fulfils its tasks of external quality assurance and meets the ESG and thus the requirements of ENQA membership.
- The self-assessment report is submitted to the ENQA Secretariat who has 4 weeks to pre-scrutinise it before forwarding the report to the panel of experts. The purpose of the pre-scrutiny is to ensure that the self-assessment report is satisfactory for the consideration of the panel. The Secretariat will not judge the content of information itself but whether the necessary information, as stated in the Guidelines for ENQA Agency Reviews, is present. For the second and subsequent reviews, the agency is expected to enlist the recommendations provided in the previous review and to outline actions taken to meet these recommendations. In case the self-assessment report does not contain the necessary information and fails to respect the requested form and content, the ENQA Secretariat reserves the right to reject the report and ask for a revised version within 4 weeks. In such cases, an additional fee of 1000 € will be charged to the agency.
- The report is submitted to the review panel a minimum of six weeks prior to the site visit.

3.3 A Site Visit by the Review Panel

IEP will draw up a draft proposal of the schedule for the site visit to be submitted to the review panel at least two months before the planned dates of the visit. The schedule includes an indicative timetable of the meetings and other exercises to be undertaken by the review panel during the site visit, the

duration of which is 2,5 days. The approved schedule shall be given to IEP at least one month before the site visit, in order to properly organise the requested interviews.

The review panel will be assisted by IEP in arriving in Geneva, Switzerland.

The site visit will close with an oral presentation and discussion of the major issues of the evaluation between the review panel and IEP.

3.4 Preparation and completion of the final evaluation report

On the basis of the review panel's findings, the review secretary will draft the report in consultation with the review panel. The report will take into account the purpose and scope of the evaluation as defined under articles 2 and 2.1. It will also provide a clear rationale for its findings with regards to each ESG. A draft will be first submitted to the ENQA review coordinator who will check the report for consistency, clarity and language and it will be then submitted to IEP for comment on factual accuracy. If IEP chooses to provide a statement in reference to the draft report it will be submitted to the chair of the review panel within two weeks after the receipt of the draft report. Thereafter the review panel will take into account the statement by IEP, finalise the document and submit it to IEP and ENQA.

The report is to be finalised within three months of the site visit and will not exceed 40 pages in length.

When preparing the report, the review panel should also bear in mind the *EQAR Policy on the Use and Interpretation of the ESG*, so as to ensure that the report will contain sufficient information for the Register Committee for application to EQAR.

IEP is also requested to provide a letter addressed to the ENQA Board outlining its motivation applying for membership and the ways in which IEP expects to contribute to the work and objectives of ENQA during its membership. This letter will be discussed along with the final evaluation report.

4. Follow-up Process and Publication of the Report

IEP will consider the expert panel's report and will publish it on its website once the ENQA Board has made its decision. The report will also be published on the ENQA website, regardless of the review outcome and decision by the ENQA Board. IEP commits to preparing a follow-up plan in which it addresses the recommendations of the review panel and to submitting a follow-up report to the ENQA Board. The follow-up report will be published on the ENQA website, in addition to the full review report and the Board's decision.

The follow-up report will be complemented by a small-scale visit to the agency performed by two members of the original panel (whenever possible). This visit will be used to discuss issues, based on the ESG, considered as of particular importance or challenge by IEP. Its purpose is entirely developmental and has no impact on the judgement of membership and/or compliance of the agency with the ESG. Should the agency not wish to take advantage of this opportunity, it may opt out by informing the ENQA Review Coordinator about this.

5. Use of the report

ENQA shall retain ownership of the report. The intellectual property of all works created by the expert panel in connection with the review contract, including specifically any written reports, shall be vested in ENQA.

The review report is used by the Board of ENQA for the purpose of reaching a conclusion on whether IEP has met the ESG and can be thus admitted/reconfirmed as a member of ENQA. The report will also be used for registration on EQAR, and is designed so as to serve these two purposes. However, the review report is to be considered final only after being approved by the ENQA Board. Once submitted to IEP and ENQA and until it is approved by the Board the report may not be used or relied upon by IEP, the panel and any third party and may not be disclosed without the prior written consent of ENQA. IEP may use the report at its discretion only after the Board has approved of the report. The approval of the report is independent of the decision on membership.

The Chair of the panel shall remain available to respond to questions of clarification or further information from the EQAR Register Committee provided that the ENQA Secretariat is copied in all such requests.

6. Budget

IEP shall pay the following review related fees:

Fee of the Chair	4,500 EUR
Fee of the Secretary	4,500 EUR
Fee of the 2 other panel members	4,000 EUR (2,000 EUR each)
Fee of 2 panel members for follow-up visit	1,000 EUR (500 EUR each)
Administrative overhead for ENQA Secretariat	7,000 EUR
Experts Training fund	1,400 EUR
Approximate travel and subsistence expenses	6,000 EUR
Travel and subsistence expenses follow-up visit	1,600 EUR

This gives a total indicative cost of 30,000.00 EUR VAT excl. for a review team of 4 members. In the case that the allowance for travel and subsistence expenses is exceeded, IEP will cover any additional costs after the completion of the review. However, the ENQA Secretariat will endeavour to keep the travel and subsistence expenses in the limits of the planned budget, and will refund the difference to IEP if the travel and subsistence expenses go under budget.

The fee of the follow-up visit is included in the overall cost of the review and will not be reimbursed in case the agency does not wish to benefit from it.

In the event of a second site visit required by the Board and aiming at completing the assessment of compliance, and should the agency accept a second visit, an additional fee of 500 EUR per expert, as well as travel and subsistence costs are recoverable from the agency.

7. Indicative Schedule of the Review

Agreement on terms of reference	January 2018
Appointment of review panel members	By May 2018
Self-assessment completed	Late April 2018
Pre-screening of SER by ENQA coordinator	May 2018
Preparation of site visit schedule and indicative timetable	June/July 2018
Briefing of review panel members	August 2018
Review panel site visit	September 2018
Draft of evaluation report and submitting it to ENQA coordinator for pre-screening	October 2018
Draft of evaluation report to IEP	November 2018
Statement of IEP to review panel if necessary	November 2018

Submission of final report to ENQA	December 2018
Consideration of the report by ENQA Board and response of IEP	January/February 2019 (depending on the date of the ENQA Board meeting, usually the meeting takes place in February)
Publication of the report	February/March 2019

Annex 3: Glossary

EHEA	European Higher Education Area
ENQA	European Association for Quality Assurance in Higher Education
EQAR	European Quality Assurance Register for Higher Education
ESG	*Standards and Guidelines for Quality Assurance in the European Higher Education Area,*
ESU	European Student Association
EUA	European University Association
HE	higher education
HEI	higher education institution
IEP	Institutional Evaluation Programme
QA	quality assurance
SC	IEP Steering Committee
SAR	self-assessment report

ANNEX 4. DOCUMENTS TO SUPPORT THE REVIEW

DOCUMENTS PROVIDED BY IEP
- IEP Self-Evaluation Report
- Annex 1_Governance of IEP Terms of reference Steering Committee_March2018
- Annex 2_Pool management guidelines _Oct 2015
- Annex 3_Guidelines for the Secretariat
- Annex 4_Guidelines for teams_2018-19
- Annex 5_Handbook for writing IEP evaluation reports
- Annex 6_Consideration of internal QA (ESG part 1 – Table 1 in this report)
- Annex 7_IEP Annual Report_2016-2017.pdf
- Annex 8_Survey results analysis_2017.pdf
- Annex 9_Work Programme 2018-2019.pdf
- Annex 10_Overview of the IEP pool
- Annex 11_Overview of IEP evaluations
- IEP Annual Seminar Survey 2017
- IEP survey for Institutions
- IEP ANNUAL SEMINAR PROGRAMME, 21-22 September 2017
- IEP ANNUAL SEMINAR PROGRAMME, 27-28 September 2018
- IEP ANNUAL REPORT 2015-16

OTHER SOURCES USED BY THE REVIEW PANEL
- Uslu, Baris -- Strategic actions and strategy changes in European universities- clues from institutional evaluations, European Journal of Higher Education, Volume issue 2018

From the IEP website (all downloaded in September, 2018):

- Various evaluation reports available at https://www.iep-qaa.org/reports-publications.html
- IEP paper presented at the 11th European Quality Assurance Forum in 2016 - Quality in context – embedding improvement, https://www.iep-qaa.org/downloads/publications/IEP_study_relevance_international_peers.pdf
- IEP study: how IEP reports address Part 1 of the ESG, 2015, https://www.iep-qaa.org/downloads/publications/study%20on%20esg%20part%201%20for%20sc.pdf
- IEP 2015-2020 Strategy, https://www.iep-qaa.org/downloads/IEP%20strategy%202015-2020.pdf
- Charter of conduct for pool members, https://www.iep-qaa.org/downloads/IEP_Charter%20of%20conduct%20for%20pool%20members.pdf
- IEP internal quality procedures, https://www.iep-qaa.org/downloads/IEP_Internal%20quality%20procedures.pdf
- Complaints Criteria and Procedure, 2015, https://www.iep-qaa.org/downloads/Complaints%20Criteria%20and%20Procedure%20April%202015%20(without%20templates)_new%20contact.pdf

THIS REPORT presents findings of the ENQA Agency Review of the European University Association – Institutional Evaluation Programme (EUA – IEP), undertaken in 2018.

2018 ENQA AGENCY REVIEW