

Certificate for Quality in Internationalisation

Assessment report

Name institution

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ECA occasional paper

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Assessment report  
- Institutional level

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# Preface [to be deleted when submitting as an assessment report]

This template is made available to expert panels assessing the quality of internationalisation. This template aims to consolidate the presentation of findings, considerations and conclusions of assessment panels. By doing so, it intends to contribute to the transparency in and consistency of reporting.

A good assessment report addresses all the issues in the standards and criteria, makes its judgement understandable and provides valuable feedback and recommendations.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) underline the importance of accessible and understandable assessment reports. Such assessment reports are an essential contribution to both enhancement and accountability.

A good assessment report addresses all the issues in the standards and criteria, makes its judgement understandable and provides valuable feedback and recommendations.

For each criterion, readers expect to find substantiations of the panel’s assessment. The panel therefore provides for each criterion (objective) findings, (subjective) considerations and a conclusion.

For each criterion, the panel provides (objective) findings, (subjective) considerations and a conclusion.

Objective findings include concrete reference to the self-evaluation report, original documentation, quotes from interviews during the site visit, etc. Here, original text can be copied and pasted from original documents. Based on these findings, the report needs to present subjective considerations. These present the panels views on the findings and explicitly include all the necessary information for the readers. Any reader would not need to read other documentation to understand the message. And from these considerations, the reader is guided towards the panel’s conclusion. The conclusions can include (a reference to already mentioned) recommendations. Some panels hesitate to include recommendations when they come to a positive conclusion. They feel recommendations could undermine their positive conclusion. This is understandable, but not called for. Recommendations strengthen the enhancement perspective of an assessment report and are actually the strength of the peer review system.

Findings and considerations can be explicitly separated but this is not a necessity. A reader should however always be able to make that distinction.

Under the findings the panel should present information “as is”. This typically includes:

* “The programme presented the following elements ...”; “The panel found/came across/learned/ ...”;
* The self-evaluation report puts forward, outlines, stated, showed, indicated, demonstrated, showcases, etc.;
* During the site visit, in the self -evaluation report, on their website, in the strategic plan, etc.

Under the considerations a panel can elaborate their subjective substantiations. These can be put more neutral but also explicitly positive or negative:

* More neutral
  + “During the site visit, the panel questioned…”; “From the interviews it was clear …”; “The panel additionally likes to mention …”
  + “The panel has been able to review/examine/analyse… and found these to be …”
  + “The panel was satisfied [not] to find …”
* Positively:
  + Agree, praise, admire, applaud, congratulate, approve, respect, appreciate, etc.
  + “The panel appreciates …”, “The panel found the programme/institution succeeded in …”
  + The panel was pleased/delighted [not] to find …
* Negatively:
  + Warn, caution, advise against, advocate, urge, etc.
  + “Additionally however, the panel also perceives …”
  + “The panel was surprised/annoyed [not] to find …”

**Do not forget to provide recommendations where these are called for. Recommendations are not necessarily a negative consideration. Experts in the panel can provide valuable insights even when presented with good practices.**

For each of the criteria, all elements included in the criterion should be addressed. These criteria are written as setting the standard. They describe the quality that can reasonably be expected from an international perspective, i.e. the generic quality.

If all the underlying criteria that make up a standard show an acceptable level of attainment, the standard is met in a satisfactory way. If any of the underlying criteria or one of the elements of an underlying criterion shows a shortcoming, that shortcoming is not meaningful.

However, if one or more of the underlying criteria shows a meaningful shortcoming, this standard is not met and the conclusion ought to be unsatisfactory.

If *all the underlying criteria clearly go beyond the acceptable level of attainment*, the standard is surpassed (“exceeded”) and the conclusion ought to be good. This means that *none of the underlying criteria have any shortcomings*. Consequently, if just one of the underlying criteria has a shortcoming, the conclusion cannot be good.

By systematically and substantially surpassing the standard, we are moving beyond good and the conclusion ought to be excellent. The programme can be regarded as an international example for this standard. This means the programme excels across the standard’s entire spectrum and that *each of the underlying criteria explicitly includes exemplary or good practices*. Consequently, if just one of the underlying criteria has no exemplary or good practice, the conclusion cannot be excellent.

The assessment report should follow the outline depicted in the following chapters. An assessment report doesn’t have a page limit but as a general rule of thumb it should not exceed 40 pages, including annexes.

This preface and all the guidelines (in green) should not be included in the final assessment report.

# Glossary

*Guideline: Only if you use a lot of acronyms, you should start the assessment report with a glossary. Use a tab to separate the abbreviation and the full text.*

EHEA European Higher Education Area

HE Higher education

QA Quality assurance

UAS University of Applied Sciences

Etc.

# Executive summary

The [name programme] was assessed by [name QA agency, abbreviation agency]. [abbreviation agency] convened an assessment panel which studied the self-evaluation report and undertook a site visit [where and when].

The panel … [cover all five standards concisely in the summary]

To conclude, … [highlight the issues shortly]

# The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

* Title Full name,[ panel chair,] current position, institution/organisation/company (country)
* Example: Dr. Nick Henard, panel chair, former President of Development and Innovation, Quality Assurance Agency (Luxemburg)
* …

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members’ expertise and experience can be found in [*Annex 1: Composition of the assessment panel*](#Annex1). All panel members signed a statement of independence and confidentiality. These signed statements are available from [abbreviation agency] upon simple request. The procedure was coordinated by [person’s full name (title/position)] at [abbreviation agency].

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#Annex2)) The panel organised a preparatory meeting [the day before the site visit OR on day Month year]. The site visit took place on [day Month year] at [name institution] in [city, if not obvious from the name of the insitution]. ([Annex 3: Site visit programm*e*](#Annex3))

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on [day Month year]. It was then send to the [programme OR institution] to review the report for factual mistakes. [Add here if there was feedback or not: No factual mistakes were reported OR Some minor issues were reported OR … AND, if feedback was received: The panel amended the report were necessary OR The panel decided not to amend the report on these points.] [It is possible to annex feedback on the report but then this has to be mentioned: The feedback on the report has been annexed.]

The panel approved the final version of the report on [day Month year].

# Basic information

|  |  |
| --- | --- |
| Qualification: | … |
| *Guideline: The full descriptive name of the programme, e.g. Master of Science in Bio-engineering.* | |
| Number of credits: | … |
| Specialisations (if any): | * … |
| ISCED field(s) of study: | … |
|  | |
| Institution: | ... |
| Type of institution: | … |
|  |  |
| Status: | … |
| *Guideline: Status refers to a status awarded to the programme by a quality assurance (accreditation) agency or by a national authority. If there is no quality assurance at programme level, please refer to the relevant agency at institutional level.* | |
| QA / accreditation agency: | … |
| Status period: | … |
| *Guideline: The period of validity of the current (accreditation/recognition) status can be a period (from – until) but might also be just a starting or expiry date* | |

**Additional information:**

*Guideline: If the panel want to add additional basic information, this can be included here. Delete if not used.*

# Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

|  |  |
| --- | --- |
| **Unsatisfactory** | The programme does not meet the current generic quality for this standard.  The programme does not attain an acceptable level across the standard’s entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming. |
| **Satisfactory** | The programme meets the current generic quality for this standard.  The programme shows an acceptable level of attainment across the standard’s entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful. |
| **Good** | The programme surpasses the current generic quality for this standard.  The programme clearly goes beyond the acceptable level of attainment across the standard’s entire spectrum. None of the underlying criteria have any shortcomings. |
| **Excellent** | The programme systematically and substantially surpasses the current generic quality for this standard.  The programme excels across the standard’s entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard. |

# Assessment criteria

Standard 1: Intended internationalisation

### Criterion 1a: Supported goals

*The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.*

* *What are the internationalisation goals at programme level?*
  + *In which document can these goals be found?*
  + *How do these goals cover internationalisation? Do they make the programme’s intentions clear?*
  + *What makes these goals reasonable but challenging?*
  + *If they are based on the institution’s or faculty/school’s internationalisation goals, how are they adopted by and made fit for the programme?*
* *Who are the stakeholders within and outside the programme?*
  + *How have the stakeholders been identified? Who are they?*
  + *How are the goals shared? Did the stakeholders contribute to these goals?*
  + *What demonstrates that the stakeholders support the internationalisation goals?*

Conclusion and recommendations

*Guideline: the following is just an example/proposal and can be rewritten to suit your wishes.*

The panel concludes that the internationalisation goals for the programme are [not/not satisfactorily] documented. The goals are [not] shared [and/but not] supported by stakeholders [within and outside] the programme. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Criterion 1b: Verifiable objectives

*Verifiable objectives have been formulated that allow monitoring the achievement of the programme’s internationalisation goals.*

*What are the internationalisation objectives?*

* *In which document can these objectives be found?*

*Are the internationalisation objectives verifiable?*

* *Does each objective have either a quantitative or a qualitative element?*

*Can the achievement of the internationalisation goals be monitored through these objectives?*

* *Are these objectives reasonable but challenging?*
* *Do these objectives correspond with the internationalisation goals?*

Conclusion and recommendations

The panel concludes that objectives have [not] been formulated [but/and] that these objectives are verifiable. They [do not] allow monitoring the achievement of the programme’s internationalisation goals. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Criterion 1c: Impact on education

*The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*

*Which measures are included in the internationalisation goals that relate to teaching and learning?*

* *Which impacts on teaching and learning can be put forward?*

*Do these measures contribute to the quality of teaching and learning?*

* *What is the programme’s definition of quality in teaching and learning?*

Conclusion and recommendations

The panel concludes that the internationalisation goals [also/more or less/barely/…] relate to teaching and learning. The measures included [do not] contribute to their quality. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Overall conclusion regarding Standard 1. Intended internationalisation

The panel found [what?]. The panel deems [none of/some of/all] the underlying criteria of this standard to be [met/systematically surpassed]. [Which elements?/ can be regarded as an international example. Conclude here: The panel is convinced that these aspects can be regarded as an exemplary practice.] [The panel recommends …] The panel therefore assesses *Standard 1. Intended internationalisation* as unsatisfactory/ satisfactory/ good/ excellent.

Standard 2: International and intercultural learning

### Criterion 2a: Intended learning outcomes

*The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.*

*What are the intended international and intercultural learning outcomes?*

* *In which document can these learning outcomes be found?*
* *Are the international and intercultural learning outcomes integrated into the overall learning outcomes of the programme?*
  + *If not, how do these international and intercultural learning outcomes relate to the overall learning outcomes of the programme?*

*Do the international and intercultural learning outcomes correspond with the programme’s internationalisation goals?*

* *How does the programme demonstrate correspondence?*
* *Is that correspondence made explicitly clear? Or is it more implicit?*

Conclusion and recommendations

The panel concludes that the intended international and intercultural learning outcomes correspond with the programme’s internationalisation goals. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Criterion 2b: Student assessment

*The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.*

*What are the assessment methods used?*

* *In which document are these assessment methods described?*

*Are these assessment methods suitable?*

* *How are international and intercultural learning outcomes assessed?*
  + *They are integrated into the regular (course) assessments and/or*
  + *They are assessed independently*
* *Are these learning outcomes included in standard assessment forms and templates or are they addressed separately?*
* *Is this approach generally suitable to assess international and intercultural learning outcomes in general?*
* *Is this approach suitable to assess the programme’s international and intercultural learning outcomes?*

Conclusion and recommendations

The panel concludes that methods used for the assessment of students are [not] suitable for measuring the achievement of the intended international and intercultural learning outcomes. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Criterion 2c: Graduate achievement

*The achievement of the intended international and intercultural learning outcomes by the programme’s graduates can be demonstrated.*

*Which demonstration does the programme provide for the achievement of its graduates?*

* *Are the achievements demonstrated directly through student assessments?*
* *Are the achievements also demonstrated indirectly through e.g. alumni and labour market appraisals?*

*Are the intended international and intercultural learning outcomes achieved?*

* *Can these assessments demonstrate that the graduates have achieved the intended international and intercultural learning outcomes?*
* *Does a sample of the student work validate this?*
* *If there is indirect demonstration, does this point in the same direction?*

Conclusion and recommendations

The panel concludes that the graduates [demonstrably/substantially/not fully/partially/do not] achieve the intended international and intercultural learning outcomes. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Overall conclusion regarding Standard 2. International and intercultural learning

The panel found [what?]. The panel deems [none of/some of/all] the underlying criteria of this standard to be [met/systematically surpassed]. [Which elements?/ can be regarded as an international example. Conclude here: The panel is convinced that these aspects can be regarded as an exemplary practice.] [The panel recommends …] The panel therefore assesses *Standard 2. International and intercultural learning* as unsatisfactory/ satisfactory/ good/ excellent.

Standard 3: Teaching and Learning

### Criterion 3a: Curriculum

*The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.*

*What is the content and structure of the curriculum?*

* *In which document(s) are the content and structure of the curriculum described?*

*Does the curriculum enable the achievement of the intended learning outcomes?*

* *How is the correspondence between the curriculum and the intended international and intercultural learning outcomes demonstrated?*
* *Is it possible for students of this programme, through the curriculum provided, to achieve all the intended international and intercultural learning outcomes*

Conclusion and recommendations

The panel concludes that [neither] the content [nor/and] the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Criterion 3b: Teaching methods

*The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.*

*Which teaching methods are used?*

* *In which document(s) are these teaching methods described?*

*Do the teaching methods enable the achievement of the intended learning outcomes?*

* *How is the correspondence between the teaching methods and the intended international and intercultural learning outcomes demonstrated?*
* *Is it possible for all the students of this programme, through the teaching methods provided, to achieve all the intended international and intercultural learning outcomes*

Conclusion and recommendations

The panel concludes that the teaching methods are [not] suitable for achieving the intended international and intercultural learning outcomes. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Criterion 3c: Learning environment

*The learning environment is suitable for achieving the intended international and intercultural learning outcomes.*

*Which learning environment is created?*

* *In which document(s) is this learning environment described?*

*Does the learning environment enable the achievement of the intended learning outcomes?*

* *How is the correspondence between the learning environment and the intended international and intercultural learning outcomes demonstrated?*
* *Is it possible for students of this programme, in the learning environment provided, to achieve all the intended international and intercultural learning outcomes*

Conclusion and recommendations

The panel concludes that the learning environment is [not] suitable for achieving the intended international and intercultural learning outcomes. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Overall conclusion regarding Standard 3: Teaching and Learning

The panel found [what?]. The panel deems [none of/some of/all] the underlying criteria of this standard to be [met/systematically surpassed]. [Which elements?/ can be regarded as an international example. Conclude here: The panel is convinced that these aspects can be regarded as an exemplary practice.] [The panel recommends …] The panel therefore assesses *Standard 3: Teaching and Learning* as unsatisfactory/ satisfactory/ good/ excellent.

Standard 4: Staff

### Criterion 4a: Composition

*The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.*

*How is the administrative and teaching staff composed?*

* *What is the quantity of the staff?*
* *What is the quality of the staff?*

*How does the staff facilitate the achievement of the intended learning outcomes?*

* *Are these the staff members needed to teach in this programme?*
* *Do these staff members have the required qualities to support their students in achieving the intended international and intercultural learning outcomes?*

Conclusion and recommendations

The panel concludes that the composition of the staff does [not/indeed] facilitate the achievement of the intended international and intercultural learning outcomes. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Criterion 4b: Experience

*Staff members have sufficient internationalisation experience, intercultural competences and language skills.*

*What are the experiences and competences of the staff?*

* *What are the staff’s international experiences?*
* *What are the staff’s intercultural competences?*
  + *How are the staff’s intercultural competences demonstrated?*
* *What are the staff’s language skills?*
  + *How are the staff’s language skills demonstrated?*

Conclusion and recommendations

The panel concludes that staff members have [in]sufficient internationalisation experience, intercultural competences and language skills. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Criterion 4c: Services

*The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.*

*Which services are provided to staff?*

* *How are these services provided (proactively, reactively, voluntary, obligatory, etc.)?*

*Are these services in line with the staff composition?*

* *How is the correspondence between the services to staff and the staff composition demonstrated?*

*Do these services facilitate international experiences, intercultural competences and language skills?*

* *How is the correspondence between the services to staff and the enablement of international experiences, intercultural competences and language skills demonstrated?*

Conclusion and recommendations

The panel concludes that the services provided to the staff are [not] consistent with the staff composition. These services [do not] adequately facilitate international experiences, intercultural competences and language skills. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Overall conclusion regarding Standard 4: Staff

The panel found [what?]. The panel deems [none of/some of/all] the underlying criteria of this standard to be [met/systematically surpassed]. [Which elements?/ can be regarded as an international example. Conclude here: The panel is convinced that these aspects can be regarded as an exemplary practice.] [The panel recommends …] The panel therefore assesses *Standard 4: Staff* as unsatisfactory/ satisfactory/ good/ excellent.

Standard 5: Students

### Criterion 5a: Composition

*The composition of the student group (national and cultural backgrounds) is in line with the programme’s internationalisation goals.*

*How is the student group composed?*

* *Which type of backgrounds do students have?*
* *Are other means used to mix students, e.g. collaborative international learning, virtual mobility, etc.?*

*Is the student group composition in line with the programme’s internationalisation goals?*

* *How is the correspondence between the student group composition and the programme’s internationalisation goals demonstrated?*

Conclusion and recommendations

The panel concludes that []. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Criterion 5b: Experience

*The internationalisation experience gained by students is adequate and corresponds to the programme’s internationalisation goals.*

*What are the internationalisation experiences gained by students?*

* *Which type of international experiences do all students have?*
  + *Internationalisation at home, mobility, etc.*
* *Are these experiences for all students and are they obligatory or voluntary?*

*Are the internationalisation experiences in line with the programme’s internationalisation goals?*

* *How is the correspondence between the international experiences and the programme’s internationalisation goals demonstrated?*

Conclusion and recommendations

The panel concludes that []. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Criterion 5c: Services

*The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.*

*Which services are provided to students?*

* *How are these services provided (proactively, reactively, voluntary, obligatory, etc.)?*
* *Are these services curricular and/or extracurricular?*

*Are these services in line with the student group composition (and their internationalisation experiences)?*

* *How is the correspondence between these services and the student group composition demonstrated?*

Conclusion and recommendations

The panel concludes that []. The panel recommends [what?]. [Why this recommendation? Explain in one sentence.]

### Overall conclusion regarding Standard 5: Students

The panel found [what?]. The panel deems [none of/some of/all] the underlying criteria of this standard to be [met/systematically surpassed]. [Which elements?/ can be regarded as an international example. Conclude here: The panel is convinced that these aspects can be regarded as an exemplary practice.] [The panel recommends …] The panel therefore assesses *Standard 5: Students* as unsatisfactory/ satisfactory/ good/ excellent.

# Overview of assessments

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Criterion** | **Level of fulfilment for each standard unsatisfactory/satis-factory/good/excellent**  **(see descriptions in chapter 4)** | |
| 1. Intended internationalisation | 1a. Supported goals |  |
| 1b. Verifiable objectives |
| 1c. Impact on education |
| 1. International and intercultural learning | 2a. Intended learning outcomes |  |
| 2b. Student assessment |
| 2c. Graduate achievement |
| 1. Teaching and learning | 3a. Curriculum |  |
| 3b. Teaching methods |
| 3c. Learning environment |
| 1. Staff | 4a. Composition |  |
| 4b. Experience |
| 4c. Services |
| 1. Students | 5a. Composition |  |
| 5b. Experience |
| 5c. Services |

1. Composition of the panel

Overview panel requirements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Panel member* | *Subject* | *Internat.* | *Educat.* | *QA* | *Student* |
|  | X |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Subject: Subject- or discipline-specific expertise;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

**Chair: Full name, position, institution/company**

Short presentation (not more than 10 lines) that highlights the relevant expertise and experience.

**Full name, position, institution/company**

Short presentation that highlights the relevant expertise and experience.

**Full name, position, institution/company**

Short presentation that highlights the relevant expertise and experience.

**Full name, position, institution/company**

Short presentation that highlights the relevant expertise and experience.

**Coordinator: Full name, position, QA agency**

1. Documents reviewed

* Self-evaluation report
* CVs of relevant staff:
* Diploma Supplement [year] Example
* Etc.

1. Site visit programme

Overview

**Date:** day Month Year

**Institution:** Full original name (and translation)

**Programme:** If relevant

**Location:** Full address

Programme

**Day day Month Year**, example: Thursday 14 February 2015

16.00 - 19.00: Preparatory meeting of the panel

19.00 Dinner

**Day day Month Year**, example: Friday 15 February 2015

08.00 - 09.00: Arrival of the panel, internal meeting and possibility to review additional documentation and student work.

09.00 - 10.00: Meeting with management of the programme

|  |  |
| --- | --- |
| *Full name* | *Position* |
|  |  |
|  |  |
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10.00 - 11.00: Meeting with students

|  |
| --- |
| *Full name* |
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11.00 - 12.00: Meeting with teaching staff

|  |  |
| --- | --- |
| *Full name* | *Module or Course* |
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12.00 – 13.00: Lunch, including internal meeting and review of materials

13.00 - 13.30: Meeting with alumni

|  |  |  |
| --- | --- | --- |
| *Full name* | *Year* | *Current position/company* |
|  |  |  |
|  |  |  |
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13.30-14.00: Meeting with professional field

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| --- | --- |
| *Full name* | *Current position/company* |
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14.00-14.30: Meeting with representatives international services

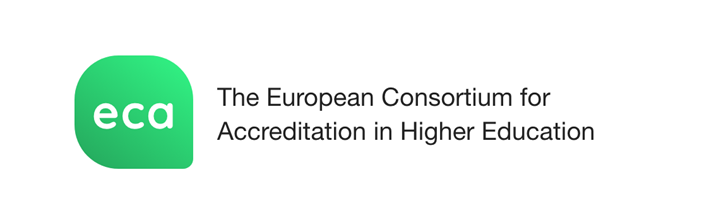
|  |  |
| --- | --- |
| *Full name* | *Position* |
|  |  |
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14.30-15.00: Panel discussion on the outcomes of the assessment

15.00-15.30: Final meeting with management

|  |  |
| --- | --- |
| *Full name* | *Position* |
|  |  |
|  |  |
|  |  |
|  |  |

End of site visit and departure



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