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Frameworks for the Assessment of Quality in Internationalisation

Certificate for Quality in Internationalisation

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The European Consortium for Accreditation in Higher Education

Frameworks

for the Assessment

of Quality in

Internationalisation

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"Current literature suggests that higher education's internationalisation is perceived as an important contribution to the quality of higher education. Nonetheless few approaches have been developed to assess the quality of internationalisation."

*More information about the **Certificate for Quality in Internationalisation**, supporting documentation, templates and identified good practices can be found on www.cequint.eu.*

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Preface

Over the past 25 years, the international dimension of higher education has become more important for governments, higher education institutions and accreditation bodies. Internationalisation is perceived to be a key factor for modern knowledge-based societies; and has been steadily increasing in importance and scope.[1] Higher education institutions pursue internationalisation as a pro-active strategic issue. Internationalisation of the curriculum and of the teaching and learning process has become increasingly relevant for higher education institutions and various forms of cross-border education have become widespread in Europe (e.g. joint programmes).

Following this trend, higher education institutions and programmes have been asking quality assurance (QA) agencies to include internationalisation in their assessment. A consistent, qualitative methodology was however not readily available. Internationalisation is a complex phenomenon and is strongly influenced by the context in which it takes places. As a multidimensional concept, the realisation of internationalisation widely varies in different higher education settings. This

> **This methodology is the first to assess the quality of internationalisation in compliance with current international quality assurance practices.**

means the context and the varied ways in which it is operationalised need to be taken into account when assessing the quality of internationalisation.

Based on these observations, the members and partners of the European Consortium for Accreditation in Higher Education (ECA) have developed this methodology to assess the quality of internationalisation.

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[1] **De Wit, H.** (2009). Measuring success in the internationalisation of higher education, NVAO, 2009

1. Introduction

The frameworks in this document provide a methodology for the assessment of internationalisation. Such an assessment intends to provide an impetus for the enhancement of (the quality of) internationalisation.

The assessment methodology focuses on the impact internationalisation has on teaching and learning. While international student mobility steadily developed as a very tangible instrument for internationalisation, it has also become clear that internationalisation is much broader than cross-border activities. The most commonly referred to definition of what is meant by internationalisation demonstrates this best. It is coined by Jane Knight: "*The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education*"[2].

> **The assessment methodology focuses on the impact internationalisation has on teaching and learning.**

This definition incorporates a system-level perspective and includes a focus on the preparation and delivery of education (teaching). Betty Leask has further characterised internationalisation by focusing on the curriculum: "*The incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study*"[3]. This definition also includes a focus on the outcomes (learning). When assessing the quality of internationalisation, we therefore need to focus on teaching and learning.

The assessment methodology includes qualitative standards and criteria to best capture the realisation of internationalisation in different higher education settings. The imperative for higher education to internationalise is currently evident, but the reasons and challenges differ. The national and institutional contexts give rise to diverse approaches to and manifestations of internationalisation. To accommodate all approaches and manifestations, the assessment methodology includes descriptive standards. By describing the levels of quality or attainment, the frameworks avoid prescribing internationalisation practices. In addition, the standards focus on assessing qualitative aspects. These aspects can be, but are not necessarily, informed by quantitative indicators.

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[2] **Knight, J.** (2004). *Internationalization remodelled: definition, approaches, and rationales*. Journal of Studies in International Education, Vol. 8, No. 1, 5-31.

[3] **Leask, B.** (2009). Using formal and informal curricula to improve interactions between home and international students. Journal of Studies in International Education, Vol. 13, No. 2, 205-221.

The aim of the *Frameworks for the Assessment of Internationalisation* is to enhance and reward internationalisation. First, the frameworks contribute to the enhancement of internationalisation by providing a holistic approach to internationalisation and by using descriptive criteria that include a developmental perspective. The assessment is undertaken by experts and peers. The goal of their assessment report is to present considerations and to give feedback. In addition, they are also explicitly expected to identify good and exemplary practices. These practices will be presented on CeQuint Platform.

The aim of these assessment frameworks is to enhance and reward internationalisation.

Second, internationalisation is rewarded when an assessment leads to the award of the **CeQuint Certificate for Quality in Internationalisation**. The Certificate provides a mark of distinction. It can only be awarded to those programmes or institutions that have successfully incorporated a significant international and intercultural dimension into the purpose, function and delivery of its education. The awarded Certificates are presented on CeQuint Platform.

The assessment of internationalisation is voluntary, and it does not substitute existing external quality assurance or accreditation procedures. An assessment of internationalisation may be combined with regular external quality assurance procedures, but it is a supplementary and improvement-oriented service. This means that the **Certificate for Quality in Internationalisation** can only be awarded to programmes and institutions that have been externally quality assured, though not necessarily at the same level.

The assessment of internationalisation is voluntary and it does not substitute existing external quality assurance or accreditation procedures.

This document should be read in conjunction with the information and explanatory documentation available on CequInt Platform. Some of that documentation is outlined in the Annex: Supporting methodological documentation.

2.   Programme-level assessment framework

2.1.   General principles

The following principles apply to the assessment of quality in internationalisation at programme level:

1. The assessment is based on the programme's ambition level, demonstrated through its internationalisation goals;
2. The programme's internationalisation must have a significant impact on the overall quality of the programme and its graduates;
3. The impact of internationalisation on the overall quality of the programme and its graduates is reflected in the intended and achieved international and intercultural learning outcomes;
4. The operationalisation of internationalisation should be reflected in the programme's teaching and learning, staff, and students;
5. The assessment should be undertaken by a panel that has the appropriate expertise;
6. The assessment is geared towards improvement and therefore includes scaled assessments at the level of each standard.

The following clarifications are meant to illustrate these principles.

Because of the multiplicity of issues related to internationalisation, it is reasonable that the internationalisation of each programme will vary greatly. Some programmes focus on an international professional field (e.g. international business), others are based on a discipline which because of its nature has no national boundaries (e.g. physics), and even others integrate internationalisation by internationally benchmarking their nationally oriented programme.

This framework does not endorse any particular approach to internationalisation. Rather the programme's internationalisation goals provide the context in which the assessment should take place. Such internationalisation goals can be part of a programme's vision, mission or strategy but they may also be formulated separately. In any case, these internationalisation goals need to be documented and they need to relate to the overall quality of the programme in order for them to be the starting point of the assessment of the quality of the programme's internationalisation.

It is important that the impact internationalisation has (or should have) on the delivery and outcome of education is clear for all stakeholders. For meaningful internationalisation, the

intended learning outcomes of a programme must comprise appropriate international and intercultural elements and/or competences. Here, they are referred to as the international and intercultural learning outcomes, i.e. the international and intercultural components of the learning outcomes.

Programmes can demonstrate that their graduates have achieved international and intercultural learning outcomes. In order to do so, programmes explicitly address international and intercultural learning outcomes in their students' assessments.

To be meaningful, the operationalisation of internationalisation takes place throughout the delivery of education. The assessment framework therefore also includes a focus on the teaching and learning provided through the programme, the way the staff is specifically suited to enable students' achievement, and the way the students are facilitated in achieving international and intercultural learning outcomes.

Finally, it has been considered useful to assess the standards for internationalisation on a four-point scale: unsatisfactory, satisfactory, good and excellent. This provides a developmental perspective and incorporates a strong element of achievement and further improvement into the system. A programme can be challenged to progress from satisfactory to good or from good to excellent.

The overall assessment does not apply this four-point scale. A programme either receives the **Certificate for Quality in Programme Internationalisation** or it does not.

2.2. Assessment standards & criteria

The framework for the assessment of quality in internationalisation at programme level comprises five standards and each of these standards is defined by three criteria.

For further clarifications, elaborations and examples, please refer to the supporting documentation outlined in the Annex: Supporting methodological documentation.

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.*
Criterion 1b:	**Verifiable objectives** *Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.*
Criterion 1c:	**Impact on education** *The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*
Assessment:	Unsatisfactory, satisfactory, good or 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.*
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.*
Criterion 2c:	**Graduate achievement** *The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.*
Assessment:	Unsatisfactory, satisfactory, good or 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.*
Criterion 3b:	**Teaching methods** *The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.*
Criterion 3c:	**Learning environment** *The learning environment is suitable for achieving the intended international and intercultural learning outcomes.*
Assessment:	Unsatisfactory, satisfactory, good or 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.*
Criterion 4b:	**Experience** *Staff members have sufficient international experience, intercultural competences and language skills to further develop the programme's internationalisation.*
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.*
Assessment:	Unsatisfactory, satisfactory, good or 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.*
Criterion 5b:	**Experience** *The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.*
Criterion 5c:	**Services** *The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) effectively support the programme's internationalisation goals and correspond to the composition of the student group.*
Assessment:	Unsatisfactory, satisfactory, good or excellent

2.3. Assessment scale

The assessment-scale relates to the assessments 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.

2.4. Decision rule to award a Certificate

The decision-rule relates to the overall assessment. An overall positive assessment is defined as follows:

The programme has successfully incorporated a significant international and intercultural dimension into the purpose, function and delivery of its education. Based on documented internationalisation goals, the programme has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning.

A programme receives the Certificate for Quality in Programme Internationalisation when at least three standards are assessed as good or excellent and no standard is assessed as unsatisfactory.

2.5. Composition of the assessment panel

At the core of any external quality assurance procedure is the expertise provided by the assessment panel. They contribute greatly by providing input from various relevant perspectives, including those of (academic) peers, students and (internationalisation) practitioners.

The composition of the assessment panel should therefore meet the following requirements:

- The panel is composed of a minimum of four members, among whom there is at least one student;
- The panel comprises the following dimensions of expertise:
  - Subject- or discipline-specific expertise;
  - Internationalisation expertise;
  - Relevant experience in teaching or educational development;
  - Relevant experience in quality assurance or auditing;

  Members may contribute more than one type of expertise and/or experience.
- Each panel should include:
  - at least two members who have an unquestionable international profile;
  - at least two members who are not from the country of the programme under assessment;
  - at least one member who is from the higher education system of the programme under assessment;
  - at least one member, who is specifically trained by ECA for the assessment of internationalisation or who has more than three experiences in assessing the quality of internationalisation as a panel member.

- The panel is independent. Over the past five years none of the panel members have had ties with the institution providing the programme to be assessed and they have no personal interest in the (positive or negative) outcome of the procedure;
- The student on the panel needs to have international or internationalisation experience and experience in previous quality assurance procedures;
- All panel members need to have a good command of the English language.

3. Institutional level assessment framework

3.1. General principles

The following principles apply to the assessment of quality in internationalisation at institutional level:

1. The assessment is based on the institution's ambition level, demonstrated through internationalisation goals;
2. The institution's internationalisation must have a significant impact on the overall quality of its education;
3. The impact of internationalisation on the overall quality of education is reflected in at least the following dimensions: international and intercultural learning outcomes; teaching, learning and research; staff, and students;
4. The institution's ambition level must be mirrored by appropriate action plans and activities for which realisations can be demonstrated;
5. The continuity of the institution's internationalisation is ensured by suitable quality assurance measures and an appropriate governance structure;
6. The assessment of internationalisation should be undertaken by a panel that has the appropriate expertise;
7. The assessment is geared towards improvement and therefore includes scaled assessments at the level of each standard.

The following clarifications are meant to illustrate these principles.

Because of the multiplicity of issues related to internationalisation, it is reasonable that the internationalisation of each institution depends on the context and the overall aims and objectives of that institution.

This framework does not endorse any particular approach to internationalisation. The institution's internationalisation goals provide the context in which the assessment should take place. Such internationalisation goals can be part of an institutional mission, vision or strategy, but they may also be formulated separately. In any case, these internationalisation goals need to be documented and they need to relate to the overall quality of education in order for them to be the starting point of the assessment of the quality of the institution's internationalisation.

It is important that the impact internationalisation has (or should have) on the delivery and outcome of education is clear for all stakeholders. An institution's internationalisation goals must therefore be converted into corresponding action plans (such as policies, etc.) and actions. For meaningful internationalisation, an institution's activities and realisations must at least cover international and intercultural learning outcomes; teaching, learning and research; staff, and students.

Internationalisation can be regarded as an integral part of higher education. To support its further development and improvement, institutions should include internationalisation in the scope of their quality assurance system. This will provide the management of the institution with information on the quality of its activities and with recommendations on how to improve what it is doing.

Finally, it has been considered useful to assess the standards for internationalisation on a four-point scale: unsatisfactory, satisfactory, good and excellent. This provides a developmental perspective and incorporates a strong element of achievement and further improvement into the system. An institution can be challenged to progress from satisfactory to good or from good to excellent.

The overall assessment does not apply this four-point scale. An institution either receives the **Certificate for Quality in Programme Internationalisation** or it does not.

3.2. Assessment standards & criteria

The framework for the assessment of quality in internationalisation at institutional level comprises five standards and each of these standards is defined by three criteria.

For further clarifications, elaborations and examples, please refer to the supporting documentation outlined in the Annex: Supporting methodological documentation.

Standard 1:	Intended internationalisation
Criterion 1a:	**Supported goals** *The internationalisation goals for the institution are documented and these are shared and supported by stakeholders within and outside the institution.*
Criterion 1b:	**Verifiable objectives** *Verifiable objectives have been formulated that allow monitoring the achievement of the institution's internationalisation goals.*
Criterion 1c:	**Impact on education** *The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*
Assessment:	Unsatisfactory, satisfactory, good or excellent

Standard 2:	Action plans
Criterion 2a:	**Fitness for purpose** *The institution's internationalisation plans ensure the achievement of its internationalisation goals.*
Criterion 2b:	**Dimensions** *The institution's internationalisation plans appropriately include at least the following dimensions: "international and intercultural learning outcomes", "teaching, learning and research", "staff" and "students".*
Criterion 2c:	**Support** *The institution's internationalisation plans are complemented by specific institution-wide instruments and adequate resources.*
Assessment:	Unsatisfactory, satisfactory, good or excellent

Standard 3:	Implementation
Criterion 3a:	**Information system** *The institution has a functional management information system which enables it to collect and process relevant information regarding internationalisation.*
Criterion 3b:	**Information-driven management** *The institution makes use of processed information for the effective management of its internationalisation activities.*
Criterion 3c:	**Realisations** *The institution can demonstrate the extent to which its internationalisation plans are realised through documented outcomes and results.*
Assessment:	Unsatisfactory, satisfactory, good or excellent

Standard 4:	Enhancement
Criterion 4a:	**Measures for enhancement** *As a result of periodic evaluations of all internationalisation dimensions and activities, the successful implementation of measures for enhancement can be demonstrated.*
Criterion 4b:	**Enhancing education** *The institution utilises internationalisation approaches as part of its regular quality assurance activities in order to enhance the quality of its education.*
Criterion 4c:	**Stakeholders involvement** *The institution actively involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation.*
Assessment:	Unsatisfactory, satisfactory, good or excellent

Standard 5:	Governance
Criterion 5a:	**Responsibilities** *The responsibilities regarding the institution's internationalisation (goals, plans, implementation and enhancement) are clearly defined and allocated.*
Criterion 5b:	**Effectiveness** *The organisational structure, decision-making processes and leadership (regarding internationalisation) support the realisation of the institution's internationalisation goals and action plans.*
Criterion 5c:	**Responsiveness** *The institution can demonstrate that it readily reacts to input from within and outside the institution regarding internationalisation activities.*
Assessment:	Unsatisfactory, satisfactory, good or excellent

3.3. Assessment scale

The assessment-scale relates to the assessments 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 institution does not meet the current generic quality for this standard.
	The institution 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 institution meets the current generic quality for this standard.
	The institution 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 institution surpasses the current generic quality for this standard.
	The institution clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.
Excellent	The institution systematically and substantially surpasses the current generic quality for this standard.
	The institution 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.

3.4. Decision rule to award a Certificate

The decision-rule relates to the overall assessment. An overall positive assessment is defined as follows:

The institution has successfully incorporated a significant international and intercultural dimension into the purpose, function and delivery of its education. Based on its internationalisation goals, the institution has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning.

An institution receives the Certificate for Quality in Institutional Internationalisation when at least three standards are assessed as good or excellent and no standard is assessed as unsatisfactory.

3.5. Composition of the assessment panel

At the core of any external quality assurance procedure is the expertise provided by the assessment panel. They contribute greatly by providing input from various relevant perspectives, including those of peers, students and (internationalisation) practitioners.

The composition of the assessment panel should therefore meet the following requirements:

- The panel is composed of a minimum of four members, among whom there is at least one student;
- The panel comprises the following dimensions of expertise:
  - Management experience;
  - Internationalisation expertise;
  - Relevant experience in teaching or educational development
  - Relevant experience in quality assurance or auditing;

  Members may contribute more than one type of expertise and/or experience.
- The panel is well acquainted with developments in the higher education sector;
- Each panel should include:
  - at least two members who have an unquestionable international profile;
  - at least two members who are not from the country of the institution under assessment;
  - at least one member who is from the higher education system of the institution under assessment;

- at least one member, not the student, who is specifically trained by ECA for the assessment of internationalisation or who has more than three experiences in assessing the quality of internationalisation as a panel member.
- The panel is independent. Over the past five years none of the panel members have had ties with the institution providing the programme to be assessed and they have no personal interest in the (positive or negative) outcome of the procedure;
- The student on the panel needs to have international or internationalisation experience and experience in previous quality assurance procedures;
- All panel members need to have a good command of the English language.

4. Assessment procedure

4.1. Self-evaluation report

The self-evaluation report forms the basis for the assessment and the interviews during the site-visit. *Templates for self-evaluation reports of programmes* and *of institutions* are available on CequInt Platform. These obligatory templates ensure that the expectations of the assessment panel are consistently met. As a rule, the self-evaluation report should only cover the last three years and it needs to be written in English.

The self-evaluation report should provide information with regard to the corresponding standards and criteria of this framework. The report should not duplicate or extensively copy from existing documentation. The original documentation may be included as an annex.

The information provided by the self-evaluation report should be sufficient to supply the panel with the necessary information to understand the level of attainment across a standard's entire spectrum. This understanding can then be tested and amended during the site-visit.

> *Related documents:*
> - *Template for self-evaluation reports of programmes*
> - *Template for self-evaluation reports of institutions*
> - *Guide to Assessing the Quality of Internationalisation*

4.2. Site visit

The assessment of the quality of internationalisation includes a site visit. An outline of a site visit agenda is included in the *Template for the assessment reports of programmes* and *of institutions*. The panel is expected to interview the management, teaching staff, students, external stakeholders, and staff responsible for internationalisation activities (international officer, exchange coordinator, international students mentor, etc.).

In case of a programme assessment, the panel reviews a sample of the actual student assessments. This is a sample of the list of actual student work provided in mandatory annex 5 of the *Template for self-evaluation reports of programmes*. The sample is provided by the programme under assessment and should be differentiated by marks achieved.

4.3.   Assessment report

The goal of the assessment report is to present considerations and to give feedback to the programme or institution. *Templates for assessment reports of programmes* and *of institutions* are available on http://www.cequint.eu/. These obligatory templates contribute to the overall transparency and consistency of the assessment procedures.

For each criterion, the assessment panel presents (objective) findings and (subjective) considerations. **Here, the panel is required to explicitly identify shortcomings and exemplary or good practices. Identified good practices will be published on** CeQuint Platform.

For each standard, the assessment panel presents an overall conclusion. Here the panel substantiates its assessment on the basis of the criteria by which the standard is defined. This overall conclusion finishes off with a judgement.

A programme or an institution is proposed to receive the **Certificate for Quality in Internationalisation** when at least three standards are assessed as good or excellent and no standard is assessed as unsatisfactory.

4.4.   Decision-making

After due process by the coordinating quality assurance agency, the assessment report is sent to ECA. Due process can be any process relevant for that agency, such as a methodological evaluation and a formal decision. After due process by ECA, the relevant information and the assessment report is published on CeQuint Platform. Due process includes a check whether the assessment report falls within the scope of ECA's Terms of Reference and, where this was not part of the due process of the ECA member, a methodological evaluation and formal decision. The award of the Certificate is formalised once the assessment report is published on CeQuInt Platform. **The Certificate is awarded for six year**

Annex: Supporting methodological documentation

The following documents are available on CequInt Platform to support the assessment of the quality of internationalisation.

Frameworks for the Assessment of Internationalisation

This is the current document. It is the most essential document since it outlines the methodology to assess the quality of internationalisation at programme and institutional level. The standards and criteria form the most substantive part of the assessment frameworks.

Guide to Assessing the Quality of Internationalisation

This document is targeted at the wider higher education community. The aim of this guide is mainly to complement the *Frameworks for the Assessment of Internationalisation*. The guide shows how the essential elements that make up the standards and criteria are to be interpreted. It also presents the elements that can be used by programmes and institutions to demonstrate realisations and by expert panels to substantiate considerations and conclusions. In this way, it guides both the self-evaluation and the assessment of the quality of internationalisation.

Templates for self-evaluation reports

There are two templates for self-evaluation reports: one for programme-level and one for institutional-level self-evaluations.

These templates aim to facilitate the presentation of the outcomes of the self-evaluation procedure and to make this information easily accessible for the members of the assessment panel.

Templates for assessment reports

There are two templates for assessment reports: one for programme-level and one for institutional-level assessments.

These templates aim to consolidate the presentation of findings, considerations and conclusions of assessment panels. By using templates, panels will be able to increase transparency in and consistency of reporting.