


## Methodology - Evaluation Design

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### In this seminar


Evaluation types, subjects (recapitulation)  
Methodology – The four step model  
External evaluation, step by step  
Questions, comments at any time!

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### Note on terminology



The word “Evaluation” in this presentation is used in the general, overarching sense, thus including all the major types of external QA (evaluation in the narrow sense, accreditation, audit).

“Review” is used as a synonym of “Evaluation” in the wide sense.



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### Recapitulation: seminars No. 2-3

evaluation   Accreditation   Audit

Inst. (exist.)	EUA, CNE	FINHEEC
Exist. progr.	EVA-QAA	NVAO
New progr.	HAC	
Theme	HSV	


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### In this seminar: Evaluation design for...

evaluation   Accreditation   Audit

Inst. (exist.)	✓	✓	✓
Exist. progr.	✓	✓	(✓)
New progr.	(✓)	(✓)	
Theme	✓		

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### Methodology


The four-step model

- A) self evaluation
- B) external review panel, site visit
- C) public report
- D) follow-up

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### Overview of Evaluation steps

1. Criteria and procedures
2. Self evaluation
3. Expert tasks
4. Selection of experts
5. Training of experts
6. Site visit
7. Evaluation report
8. The results of evaluation
9. Feedback
10. Monitoring and follow-up
11. Closing the quality loop




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### Step 1

*Criteria and procedures (ESG 2.3)*

- Involvement of HEIs, students, stakeholders
- Aims, objectives (← context, the national system)
- Fitness for purpose (types of HEIs, programmes)
- Use of internal QA processes and results
- Quantitative data, qualitative info (analysis)
- Consistency
- Appeals (accreditation)
- International (“best”) practice
- Publication of criteria and procedures



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### Step 2

*Self evaluation*

Who? Responsible team + involvement of all  
What? (Guidelines for HEIs!)

- Context, mission, profile, organisation of HEI / progr
- Strategic goals
- Description + quantitative data  
students, staff, infrastructure, research, financing etc.
- Analysis  
constraints + SWOT  
attainment of learning outcomes, employability of students
- Internal QA
- Improvement measures and tasks

See still areas of eval., seminar No. 2.

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### Step 3

*Expert roles*

External party, critic + friend (good advice)  
Division of labour:

	agency	experts	council
organisation	✓	(✓)	
visit, checking	✓	✓	
report writing	?	?	
recommendations	(✓)	✓	✓
accr. decision	(✓)		✓
publication	✓		✓
lessons	QA (+QE)	(QA+) QE	QA + QE

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### Step 4

*Selection of experts*

Expertise of panel:

- context knowledge
- disciplinary knowledge (theory)
- professional knowledge / experience (practice)
- QA experience
- student experience
- international experience

Peers (field, status, rank)  
No conflict of interest  
Objective, impartial approach  
Student: full member, training!



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### Step 5

*Training of experts*

National and international context  
Legal regulations  
Principles of Evaluation  
Procedures, method(s)  
Roles

How to execute/implement the review  
preparation, visit, report writing (see following slides)  
Group work and decision, consensus  
Efficiency!

General (e.g. yearly) and  
specific (given task) training!




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**Site visit<sub>1</sub>** **Step 6**

Preparation

- thorough reading of SER + additional info
- panel meeting, S+W, problems, things to check at visit
- roles, division of labour  
Who goes where? Who does what?
- logistics




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**Site visit<sub>2</sub>** **Step 6**

Organisation and methodology

- agenda (agreed with HEI)
- separate meetings (manag., students, instructors)
- semi-directed interviews, closed and open questions, control questions
- class visit(s)
- facilities (library, labs, IT etc.)
- brief closed panel meetings in between
- additional documentation if needed
- final meeting with HEI/prog leader(s)




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**Site visit<sub>3</sub>** **Step 6**

Focus

- HEI / programme specifics, strategy
- Organisation and management
- Teaching and learning (attainment of learning outcomes!)
- Infrastructure
- Student services
- QA
- Development opportunities (→ recommend.)

See still areas of eval., seminar No. 2.



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**Evaluation report** **Step 7**

Concise and easily readable


Various possible structures, containing

- context of evaluation
- context of operation of HEI
- description of evaluated subject(s)
- findings, analysis
- judgements (proposal for accreditation decision)
- conclusions and recommendations

Balance (+/-), (C)SWOT

Evidence → judgements → recommendations

Draft – HEI factual check – final report → public



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**The results of evaluation** **Step 8**

(depending on the type of evaluation)

Recommendations for HEI

Proposal for decision-makers / Decision


Information for students, stakeholders and the public

Benchmarking

Sector-wide analyses (ESG 2.8)

Lessons for agency and (national) QA system

Input for national (international) policy development



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**Feedback** **Step 9**

Is to be collected from

- HEI
- expert panel
- agency staff
- Council
- stakeholders


after (each) evaluation

annually (regularly)

Written and (or?) oral

Analysis and discussion of results

Enhancement measures for agency/Council



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**Step 10**


*Monitoring and follow-up*

Responsibilities of

- HEI
- agency
- decision-making body

should be made clear

Enhancement measures for HEI



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**Step 11**

*Closing the quality loop*


The PDCA cycle for

- HEI
- agency
- decision-making body

Implementation of enhancement measures

Policy development, strategy

A never ending story...



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Thank you for your attention!

