



## TLQAA External Evaluation and Final Report Outline

This document provides some precisions regarding the specific objectives of the pilot external evaluation conducted in the framework of the TLQAA project.

The external evaluation is expected to involve competences identical to the ones actually used within evaluations conducted by evaluation and accreditation agencies. However, it is not a final evaluation aiming to report in the most possible precise way on the quality of the activities of the visited institutions. It aims primarily at helping the institutions to further develop their internal quality assurance processes and to offer to the reviewers trained within the TLQAA project the occasion to experiment and test in situ the approaches developed in the frame of TLQAA.

Therefore, the main objectives of the site visit is to complete the training of the reviewers, to experiment the tools developed within TLQAA and, to report to the visited institutions as well as to the TLQAA partners elements allowing to improve the internal quality assurance mechanisms within the institutions. The following outline is proposed according to the objectives of the pilot evaluation.

### Outline of the External Evaluation Report

The evaluation aims to measure the quality level of standard 4 *Teaching and Learning*. The review committees are asked to appreciate and evaluate the level of achievement of the expectations defined in this standard. The reviewers shall have at their disposal several tools, including the *Institutional Evaluation Expert Tool*. This document presents in a synthetic form the objectives of the evaluation, the key principles and the method. It also guides the evaluation of each standard.

It is suggested that the review conducted by the committee will result in a report that shall have the following outline.

## Introduction

Presentation of the Committee.

Facts and elements regarding the external evaluation framework (institution visited, dates, ...)

- I) **Quality of the description provided in the self study report.** This is to evaluate the accuracy, veracity and relevance of this description in the light of observations made during the visit. This is a crucial point because the relevance of the internal evaluation, the self assessment and the external evaluation depend on the quality of the reported facts. If they are not precise or incomplete, both internal and external evaluation will be partial and superficial. It is an evaluation of the internal information system that can be more or less structured and of the information gathering procedure that the institution has set prior its self-study.
- II) **The quality of the self-study conducted by the institution.** This is to assess the relevance and depth of the assessment made by the institution itself. The quality of internal evaluation depends on many factors. The reviewers can use simple models such Plan, Do, Check, Act to assess the ability of the institution to leverage its evaluation. It is in this part that the reviewers should assess internal communication made around the self-assessment and the degree of ownership of the findings within the institution. It is in this part that the Committee may have issues that the institution has not identified in its self-assessment and that seem important to the Committee. In such cases, the external reviewers shall tell if it is due to a failure in the information system of the institution or to any other reasons that these issues were not mentioned or reported.
- III) **The assessment.** In this section, the Committee summarizes its opinion on the degree of achievement of the standard. The Committee opinion must be based on evidence.
- IV) **The good practices.** This is to identify good practices noticed in the internal evaluation process or in the implementation of standards that might be useful to other institutions.

## Conclusion

In this final part, the committee reports on the training of the external evaluators and prospects on anything that could allow the improvement of internal and external evaluation procedures.