

Proposed structure and content for the self-evaluation report

Introduction

Brief analysis of the self-evaluation process:

- Who are the self-evaluation group members?
- To what extent was the report discussed across the institution?
- What were the positive aspects, as well as the difficulties, encountered in the self-evaluation process?

Institutional context

Brief presentation of the institution and the context in which it operates:

- Brief historical overview
- Legal status of the institution (public, private non-profit, private for-profit. If private who are the owners and what is the legal form.)
- Level of autonomy of the institution
- Geographical position of the institution (e.g., in a capital city, major regional centre, concentrated on one campus, dispersed across a city)
- Number of faculties, research institutes/laboratories, academic and administrative staff and students
- Status of the institution with respect to the external quality assurance requirements (cf. ESG 1.10)
- A brief analysis of the current regional and national labour-market situation

Body of the report

The body of the self-evaluation report should be structured according to the guiding questions for the self-evaluation process (**Annex 2**).

As mentioned in section 3.2, the body of the self-evaluation report should not be simply descriptive, but *analytical, evaluative and synthetic* as well. It should assess strengths and weaknesses, identify threats and opportunities and show how the various elements of strategic and quality management are interconnected. In addition, the analysis should take into account changes that have taken place in the recent past as well as those that are anticipated in the future. After each of the six topic areas three specific areas for improvement may be identified (dealing with existing weaknesses or strengths that could further enhanced). A SWOT analysis should form an integral part of the report and be evidence based.

Conclusion

The conclusion summarises the strengths, weaknesses, opportunities and threats and offers a specific action plan to remedy weaknesses and to develop strengths further.

A useful conclusion has the following characteristics:

- Since the goal of the evaluation is to promote ongoing quality and strategic development, the report should be honest, self-reflective, and refer back to the institution's mission and goals. Therefore, strengths and weaknesses need to be stated explicitly; specifically, it is best to avoid playing down or hiding weaknesses.
- Strengths and weaknesses that are discussed in the main body of the report are summarised again in the conclusion.
- Strengths and weaknesses that are not discussed in the body of the report should not appear in the conclusion since they would be unsubstantiated.
- Plans to remedy weaknesses should be offered in the conclusion in the form of a specific action plan.

Appendices

- Appendices will typically include the following:
- The current Institutional Strategic Plan (if one exists) or preferably, an Executive Summary of it
- An organisational chart(s) of the
 - management structure (rector, council/senate, faculty deans and councils, major committees, etc.)
 - institution's faculties (or any other relevant units of teaching/research)
 - central services administration and support services (rector's office staff, libraries, etc.)
- Student numbers for the whole institution, with a breakdown by faculty, over the last three to five years; student/staff ratio (lowest, highest and mean ratios); time-to-graduation; drop-out rates; gender distribution by faculty; demographic trends in the wider target population
- Academic staff numbers for the whole institution, over the last three to five years, with a breakdown by faculty, rank, gender and age
- Key data on finances: i.e. government funding (amount and percentage of total budget), other funding sources (type and percentage of total budget) and research funding (percentage within total budget); breakdown of institutional funding for teaching and research per faculty over the last three to five years
- Infrastructure in relation to the number of students and staff: number and size of buildings, facilities, laboratories, and libraries; their location (e.g., dispersed over a large geographical area or concentrated on a single campus); condition of the facilities
- Handbook for prospective international students (if one exists).

Beyond these appendices, the institution is free to add other information, but the number and length of appendices should be limited to what is strictly necessary in order to understand the statements and argumentation in the self-evaluation report.

Where possible, weblinks to documents/resources available online should be provided, rather than sending the full documents as appendices to the report.

If appropriate, a list of abbreviations used may also be provided at the start or end of the report.