Self-Evaluation Report Template for IWRs in QEF 2024–2029

TEM-0004

Instructions

The self-evaluation is one of the most valuable aspect of the review process. It is a chance for the institution to reflect on itself from a distance, outside of the regular day-to-day and cyclical processes of Internal Quality Assurance (IQA). The reflection process provides an opportunity for the institution as a community to demonstrate evidence of the effectiveness and enhancement of its quality processes.

The institution is responsible for producing a self-evaluation report (SER). The SER should be the outcome of reflection by the institution’s staff and students on its successes, challenges and plans. It includes reflections on and analysis of the evidence of the institution’s own performance and development since the last IWR.

An excellent and valuable SER is open, shared across the student and staff community, evidence-based and clearly self-reflective. The SER is a document that remains confidential to the institution, IAQA and the review panel and is entirely the responsibility of the institution.

Using the template:

[Text in brackets]: For the institution to fill in (please remove the brackets)

Text highlighted grey: Instructions (remove and enter new text without highlight)

The format of this report may vary with regard to the size, scope and mission of the institution and the way it chooses to approach the self-evaluation process. However, to support institutions and to make their submissions to the review panels as accessible as possible, IAQA provides a template suggestion for the SER. The structure of this template is similar to that of the review report template given to Panels, which encourages institutions to focus on the areas that the Panels will be evaluating in their review report.

Institutions are encouraged to make sure there is a firm evidence base for all major observations and statements in the SER (see further detail in Section 3.3 of the QEF 2024–2029 Handbook).

Institutions are encouraged to write their SER in a clear and concise manner. Descriptions should be kept as brief as possible to leave room for reflection on functionality and effectiveness of the processes evidenced in the SER.

TEM-0004 Self-Evaluation Report Template for IWRs in QEF 2024–2029  
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Versions and changes

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as part of the Quality Enhancement Framework 2024-2029.

Self-Evaluation Report of [Institution]

[Month Year]

Title of Publication

Self-evaluation report of [University] [Year]

Self-evaluation team

[Name, position]

[Name, position]

[Name, position]

[Name, position]

[Name, position]

Add or delete as necessary

[Other roles / report authors / editors]

[Name, position]

Add or delete as necessary

Submitted by [University] in preparation for the institution-wide review   
as part of the Quality Enhancement Framework 2024–2029.

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Abbreviations

**ESG** European Standards and Guidelines

**IWR** Institution-wide review

**IAQA** Icelandic Agency for Quality Assurance

**SER** Self-evaluation report

**[Abbreviation** Full phrasing]

Summary

Good practices to highlight

1. [xxx]
2. [xxx]
3. [xxx]

Add or delete as necessary

Enhancement areas to highlight

1. [xxx]
2. [xxx]
3. [xxx]

Add or delete as necessary

Preface

Introduction from the Rector

Message from the President of the Student Council

This includes feedback on how students participated in the self-evaluation process.

1. Introduction
   1. Overview of the Self-Evaluation Process

Please describe how the institution approached the self-evaluation. How was evidence gathered, who participated, how was the self-evaluation team recruited, how did the team work together, how were participants engaged (including staff and students)?

* 1. Institutional Background, Profile and Mission

Please describe the institution briefly. Example of information to provide: Key characteristics, size, subject fields/schools/faculties, location, mode of delivery, mission, strategy, etc. This enables the review teams to understand the deeper context of the institution, which is an important aspect of an enhancement-led review. Further general information about the institution may be presented as supporting documentation, but should not be included in the SER itself.

1. Learning from Prior Reviews
   1. Learning from Previous IWR

Please describe how the institution has followed up on recommendations and the progress made since the last IWR. Note any examples that the institution considers to be good practice and describe challenges that have arisen during the process. If institutions have chosen not to act on certain recommendations (for example, because of internal or external changes in circumstances or mission), they are asked to provide the reasoning behind this.

* 1. Learning from Internal Reviews

Please describe how the institution has conducted internal reviews as part of its quality management system (such as SLRs, annual monitoring, review of research management, and/or review of support services) since the last IWR. Provide an analysis of key issues that have arisen from these reviews across the institution and how the institution has ensured strategic follow-up on these.

1. Evaluation Themes

The institution shall demonstrate how it meets the effectiveness statements by presenting formal evidence, e.g., of policies, rules or procedures, as well as by addressing external reference points and benchmarks.

The institution will also present examples of successful enhancement initiatives and concrete actions relating to all three themes.

The institution is asked to identify evidence and reflect on good practices as well as areas where enhancement is needed within each theme.

The Indicative Questions are intended to support the institution in mapping out its self-evaluation in light of each numbered statement below. **The document is a tool for the institution and is not meant to be used as an exhaustive checklist**. **Each indicative question may not be of equal significance to every institution, as some aspects of the themes are already well established in the sector while others are emerging areas.**

* 1. Evaluation Theme I – Learning and Teaching

This theme addresses the procedures used to manage and enhance the quality of study programmes and other educational provision. This includes the development, monitoring and delivery of education, the management of student progression and awarding of degrees or other formal qualifications, as well as academic support and other forms of support directed at student health and wellbeing.

1. New and existing programmes are based on defined planning and review procedures. These procedures are documented, effectively managed and widely understood by teaching staff and academic managers.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Procedures for the development and delivery of education make appropriate reference to external reference points, including the Icelandic Qualifications Framework for Higher Education and the expectations of professional or other accreditation bodies where relevant. Students and external stakeholders actively participate in the planning and enhancement of education.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Planning and enhancement of education includes appropriate consideration of elements such as teaching and assessment methods, learning environments, student and staff support, graduate attributes and employability, learner progression and continuing education, research–teaching linkages, academic integrity and internationalisation.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. The needs of diverse learners are taken into consideration, including arrangements for flexible study patterns and for identified physical or learning support needs. Wellbeing and equality are promoted for all student groups, and support or counselling arrangements are in place where necessary.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Policies and regulations concerning student admission, recognition of prior learning (where appropriate), student progression, and awarding of degrees and other formal qualifications are applied in a consistent and transparent way.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Information for students about their programmes are clear and readily available. Learning outcomes and workload (mapped to ECTS) are well defined, with clear protocols for the production and dissemination of handbooks and other support materials in a variety of formats. Achievement of learning outcomes is supported by teaching and assessment approaches. Students are encouraged to take an active role in their learning and receive feedback on their work to help them reach the learning outcomes.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Procedures are in place to ensure the accuracy and currency of public information, e.g., about admissions, RPL arrangements, courses, student support and academic rules.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Educational provision is linked to the institution’s overall societal engagement. Procedures are in place to support this, and these are embedded in the institution’s management system.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Development of educational provision is promoted through collaboration with partners, academic networks, professional bodies, alumni, and/or other collaborators nationally and internationally.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

Summary

Please provide a brief summary of key good practices the institution wishes to highlight and the key areas it identifies as enhancement areas.

* 1. Evaluation Theme II – Research and Innovation

This theme addresses the procedures used to manage and enhance the quality of research and innovation of all types and across all subjects. This includes collaboration, societal impact, stakeholder relationships and support for academic staff and research students.

1. The HEI seeks to strengthen the conditions for a stimulating atmosphere in relation to research and innovation, and it encourages activities with partners and collaborators both within and outside academia.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Documented procedures are in place to ensure the responsible conduct of research, research integrity and adherence to research ethics. The HEI engages with, and encourages, open science and the use of repositories for open data.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Documented procedures are in place to promote and support staff in the production of discipline-appropriate research and innovation outputs and in the pursuit of external research funding. The procedures should include support for the needs of early career researchers.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. The HEI sets its direction for future development of research and innovation activities based on analysis of its own operational capacity and strengths as well as the needs of external partners.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Research and innovation activities contribute to the betterment of society. The HEI collects relevant information regarding the societal impact of research and innovation, and this information is used in the further enhancement of these activities.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. The HEI seeks to enhance the societal impact and reach of its research and innovation. It has defined goals for such enhancement and strategies for achieving them, supported by its management system.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Documented procedures are in place for managing, developing and updating stakeholder relations and collaboration networks in relation to research and innovation.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Documented procedures are in place to manage the recruitment, monitoring and support of postgraduate research students and the awarding of postgraduate research degrees. Student representation arrangements for postgraduate research students are in place.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

Summary

Please provide a brief summary of key good practices the institution wishes to highlight and the key areas it identifies as enhancement areas.

* 1. Evaluation Theme III – The Quality System and Strategic Management

This theme addresses the development and effectiveness of the quality management. This includes the functionality of the quality management system, the use of data and student feedback, and links to strategic planning and management, across all institutional activities.

1. The HEI maintains an effective quality management system that forms a cycle for continuous improvement of all operations. The quality management system builds on the quality policy, which is made public and forms a part of its strategic management.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. The HEI maintains documented procedures with respect to planning, delivery and enhancement of activities that relate to education, research and innovation, and societal engagement. These procedures are designed to be fit for purpose, run in a cyclical manner and address relevant support services and facilities for staff and students.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. There is evidence of clear linkages between the quality management system, strategic management and evidence-based decision-making.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Effective management structures and committees, with clear roles and responsibilities, are in place to oversee procedures. This includes the monitoring and communication of actions arising from these procedures.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. The quality management system, including policies, regulations, procedures and instructions, is maintained and periodically reviewed.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Through its quality management system, the HEI utilises appropriate metrics and data, which are systematically collected and addressed. This includes data on student performance, progression, and student or staff concerns and complaints, as well as student representation and feedback on the needs and learning experiences of students.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. The HEI makes meaningful and appropriate use of external expertise in its quality assurance as and when required.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Quality culture is participatory and inclusive, and there are opportunities for staff, students and external stakeholders to participate in the enhancement of activities in a purposeful manner. Documentation of and guidance on quality assurance is made accessible to all staff and, wherever appropriate, to students. Staff are kept aware of their individual responsibilities in relation to the quality management system.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Public information regarding the quality management system and actions arising from quality reviews is available, transparent and up to date.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Documented procedures are in place for the recruitment of full-time, part-time and sessional staff.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Documented procedures are in place to support the wellbeing, equality and non-discrimination of all staff, regardless of contract or job type.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

1. Documented procedures are in place to identify any development needs relating to staff skills and expertise and to support the required development of all staff.

Add formal evidence of policies, rules or procedures in relation to the statement above, as well as examples of enhancement (if applicable). Reflect on good practices and identify areas where enhancement is needed.

Summary

Please provide a brief summary of key good practices the institution wishes to highlight and the key areas it identifies as enhancement areas.

1. Enhancement Topic

This is where the institution provides an analysis of and reflection on the chosen enhancement topic. The institution receives feedback from the Panel on the chosen topic. Feedback on this topic does not contribute to the final review outcome.

The proposed topic should fall within the scope of the QEF, be central to the institution’s profile or strategy, and be clearly relevant to its quality enhancement goals. The proposed area will be approved by IAQA in advance of the IWR process.

1. Conclusion
   1. Good Practices

Please provide a brief summary of key good practices the institution has identified during the self-evaluation process.

1. [xxx]
2. [xxx]
3. [xxx]

Add or delete as necessary

* 1. Enhancement Areas

Please provide a brief summary of key enhancement areas the institution has identified during the self-evaluation process.

1. [xxx]
2. [xxx]
3. [xxx]

Add or delete as necessary

1. Supporting Documentation

The institution itself decides on supporting documentation to accompany the SER. This should include the main sources of evidence on which the SER is based, assisting the Panel in understanding the processes and structures of the institution. Supporting documentation includes:

* institutional strategy, published regulations and relevant policies;
* a quality manual describing the quality management system and structure;
* reports of key internal quality reviews that have been conducted;
* key data and statistics;
* relevant committee meeting minutes;
* descriptions of curricula (e.g., a link to course and programme catalogues or sample course descriptions);
* student handbooks; and
* other relevant documents at the discretion of the institution.