REVIEW

Institutional Review of Institut Universitaire International Luxembourg (IUIL)

2017

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Section 1: Introduction to the Review of the Institut Universitaire International Luxembourg (IUIL)

1.1 Background to IUIL

The Institut Universitaire International Luxembourg (IUIL) was established in April 1974 by regulation of the Grand Duchy of Luxembourg. It was created at a time when there was no university in Luxembourg and during a period when the expansion of the then European Economic Community was occurring rapidly. The name of the Institut reflects this historical context, and its mission at inception was to engage in postgraduate level higher education and research and to do so in a widening European context. Over time the mission evolved, in particular following the establishment of the University of Luxembourg in 2003. Between 1974 and 2006, IUIL engaged in a diverse range of educational programme provision and activity, including the organisation of summer schools, conferences, and the provision of a specialist postgraduate diploma – *diplôme d'études supérieures spécialisées* – in Community Litigation in partnership with an entity which preceded the university, the Luxembourg University Centre. This latter qualification ultimately became a Masters programme in EU Law and Litigation and was taken over by the University of Luxembourg – *Université du Luxembourg* (UL) in 2006.

With the reduced popularity of summer schools, and the establishment of UL, the Ministry of Higher Education and Research, (*Ministère de l'Enseignement Supérieur et de la Recherche* (hereafter MESR or the Ministère)) amended the IUIL mission by requiring a new focus on the development of continuing education and the conduct of related applied research in the form of 'studies'. The studies undertaken aim "to identify current and future skills required by certain sectors of the Luxemburgish economy, so that implemented training is compatible with the needs of companies and/or the public sector". This remains the primary objective of the Institute, to provide university-level, lifelong learning programmes along the continuum of professional education. The Institute has developed this type of education in specific employment sectors, leading to the situation where IUIL is a now a niche provider of bespoke education and training for the healthcare management sector, and to a lesser extent for human resource management. While the Institut does not limit itself to education provision in these areas, these are the sectors in which it has established a distinguished reputation. Other education and training is offered by an increasing number of private or semi-private providers with which IUIL does not seek to compete.

1.2 Impetus for the review of IUIL

Since 2014, the MESR has implemented an annual formal contract with IUIL which identifies areas of work for the Institute and associated Key Performance Indicators (KPIs), and also provides a yearly budget. In 2016, the Ministère included a clause in the annual contract which stated:

> **Art. 9.** *An external evaluation of IUIL will be carried out in relation to its university and postgraduate-type lifelong training activities. The specifications relating to the external evaluation are drawn up by the Ministry. This evaluation is performed by independent, external specialists chosen by the Minister, with experience in university and postgraduate-type lifelong training course evaluations. Following*

counter-analysis of the conclusions, the final report is issued to the IUIL bodies and to the Minister. At the end of the evaluation procedure, the conclusions of the final report and any specific stance of IUIL shall be made public. IUIL undertakes to cooperate and to make available all necessary information for the evaluation.

Following the appointment of Quality and Qualifications Ireland (QQI) by MESR to conduct this review, formal Terms of Reference for the review were agreed, and four objectives of the review were set. A team of five international reviewers, selected by QQI in 2016, were appointed with the agreement of MESR, and IUIL confirmed that there were no conflicts of interest with the persons selected. The review was conducted in accordance with the Terms of Reference agreed with MESR, which are provided in appendix 1. The membership of the Review Team is provided in appendix 2.

The review process required the preparation of an Institutional Self-Evaluation Report (ISER) by the staff of IUIL whereby they reflected on their operations through the lens of the four objectives set in the Terms of Reference. This was submitted to QQI in December 2016, and following a desk review forwarded to the members of the Review Team in early January 2017.

In late 2016, the Review Team members had each received a briefing from QQI on their roles, and the team as a whole received training from QQI between 1st – 2nd February 2017. Subsequently the Chair and Coordinating Reviewer undertook a planning visit to IUIL on 2nd February. The main review visit was conducted by the full team between 27th and 30th March 2017.

1.3 Context in which the review was conducted

The Terms of Reference for the review, agreed by the Ministère with QQI in Summer 2016, have been to some extent overtaken by events in late 2016 and early 2017, where the Luxembourg government prepared draft legislation which would dissolve IUIL and re-establish it as a new entity which would have a defined relationship with the University of Luxembourg with an aligned mission. This is due to take place in Spring 2017. However, this was not within the scope of the commissioned review and it did not form part of the Terms of Reference. Consequently, the Review Team has not focussed on this development nor made comment on it, but has taken it as an item of important context. The comments of the Review Team should be of help to Institute management whatever the future brings, as they focus on key issues for any European institute providing higher professional education and/or training, such as that being provided by IUIL.

It is also worthy of note that the Luxembourg government is in the middle of a consultation and drafting exercise to develop a national policy and strategy on Lifelong Learning. This instrument should be of great use to IUIL in its future operation; its current anticipated completion date is mid-2018. Equally the further development of the Luxembourg qualifications framework, the Cadre Luxembourgeois des Qualifications (CLQ) will be of assistance to IUIL. The 2014 *Report on Referencing the Luxembourg qualifications framework to the European Qualifications Framework for Lifelong Learning and to the qualifications framework in the European Higher Education Area*[1] states that:

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1   http://www.men.public.lu/fr/actualites/grands-dossiers/formation-adultes/clq/140131-referencing-report.pdf

Initially, the CLQ will only cover...formal qualifications... During the second stage, bodies issuing non-formal qualifications will be able to request alignment with all eight levels of the national framework. This will be done using an accreditation procedure that still remains to be defined...(paragraph 4.3)

Current legislation does not permit IUIL to award qualifications, and there is as yet no mechanism to seek formal alignment of its in-house certification to the CLQ. This may change in the future.

These factors established the particular context in which the review was conducted, and the Review Team sought to both remain within its defined Terms of Reference, and to be sensitive to the changing environment in which IUIL is operating.

The Review Team is also very conscious that the Institute experienced a tragedy in October 2016, with the death of one of its young staff members, in a traffic accident at the Belval campus, a person who had also been assigned a key role in institutional review. The Review Team members wish to record their condolences to the Institut.

1.4 Conducting the review

As stated above, the Review Team visited the Institut from 27th–30th March 2017 and conducted meetings with representatives of all relevant bodies of IUIL, including learners, alumni, employers, trainers, the University of Luxembourg and other external stakeholders. During the visit, in scheduled stakeholder meetings, the Review Team sought to triangulate information provided in the self-evaluation report, the documentation and the face-to-face meetings with the different Institute bodies and constituencies.

The Review Team explored the work of the Institute through the lens of the four objectives set in the Terms of Reference, which broadly look at mission and strategic direction; quality assurance policy and procedure; quality of programme provision; and certification of awards. Within each area of activity, the Review Team referred to the criteria set out in the Terms of Reference in reaching its judgements and associated recommendations.

1.5 Preparing the report and making conclusions

The Institutional Review Handbook indicated the style and model for the report (this text). In preparing the report, the Review Team has addressed fully the Terms of Reference, but has not adopted some of the formulaic text proposed in the Handbook. In particular, *the summary statements of compliance or non-compliance, associated with each objective, and proposed for use in the final report, were deemed by the Review Team to be unhelpful and potentially misleading; therefore they have not been used.* However, the substantive issues identified have been addressed in all instances. This approach was adopted to best reflect the experience of the review and the particular context of the Institute.

Section 2: Institutional Self-evaluation Report (ISER)

2.1 IUIL preparation of the Institutional Self-evaluation Report (ISER)

IUIL prepared an Institutional Self-Evaluation Report (ISER) of 32 pages with 3 Annexes. A further suite of appendices was made available to the Review Team following their initial consideration of the document and their request for additional information. References to this documentation are made in this report. One item sought by the Review Team was a commentary on how the ISER had been prepared. It was established through consideration of this commentary and the dialogue at various meetings, that the drafting process was conducted in its entirety by a small team within the Institute, the 'self-evaluation team', or the 'quality assurance team'. Due to what were described as 'time constraints' the team did not seek input from other members of staff, learners, employers or other external stakeholders. Neither did members of the Comité de Direction or the Conseil Universitaire contribute to the process. After the submission of the report to QQI, it was presented to staff at one of the standing IUIL Monday morning staff meetings. Staff indicated that they were broadly happy with the content, though not necessarily aware of all the detail underpinning it. The Conseil was not provided with a copy subsequent to its submission. The Comité de Direction had seen it, though they had no role in its approval. Staff members of IUIL did not perceive the absence of involvement by the Conseil or the Comité as a matter of concern. No stakeholder group with whom the Review Team met had received a copy of the ISER. The Review Team endorses IUIL's observation that elements of the process "could be better" as stated in the document *Few words about the institutional review process: the writing of the ISER*. In particular, the Review Team was surprised by the absence of engagement by the Council in the development of the ISER. The Council has formal regulatory responsibilities set in legislation which mandate oversight of certain activities.

The preparation of the ISER as part of an external quality assurance review had not been previously undertaken by the Institute or any of its staff. From the Review Team's engagement with the stakeholders and university partners, it was clear that none had previous experience/exposure to the Institutional Review exercise. The small self-evaluation team did however take the process seriously and prepared a frank and open ISER: there was no attempt to mask perceived shortcomings, which reflected a culture committed to self-improvement. Nevertheless, the ISER lacked strong self-analysis and was broadly descriptive. While the report was candid in identifying areas where IUIL did not have certain documented systems or processes, e.g. particular areas of quality assurance, there was no attempt to take the concepts offered through the Terms of Reference (around mission, quality assurance, certification) and conduct a comprehensive analysis of their relevance to the current situation of IUIL.

It was evident during the meetings, and in the manner in which the Institute interacted with the *European Standards and Guidelines for the Quality Assurance of Higher Education* (ESG) in the ISER, that there was little consideration of the broad concepts and how they might apply to a wide variety of educational contexts. It is also of note that the ISER did not systematically address how IUIL met the requirements of the 2016 contract with the Ministère, e.g. pages 14-15 provide some of the KPIs and state that some have not been met, but the analysis lacks specificity. No information is provided on how this is routinely communicated to the Ministère, how the Comité de Direction monitored or responded to this, or how the Conseil considered this detail. Clarity on the exact lines of authority and responsibility for the

fulfilment of the contract was not provided. Some KPIs were not commented on at all, e.g. *nombre de publications et outils*. This lack of detail and analysis led to an overall impression of an open organisation, but one used to operating on an ad hoc basis, with little formality, or focus on prescribed processes or assigned responsibilities. The conduct of the ISER brought many of these dimensions to the surface for the staff. They spoke clearly with the Review Team members and acknowledged that the institutional management tools and processes could be much more integrated and seamless.

Nevertheless, all members of the Institute staff indicated that the preparation of the ISER was a very positive exercise, particularly those who were directly involved in the drafting. The requirement to document the current state of the Institute and reflect on it has provided a baseline by which staff can plan for the future. It has also provided a model by which the staff can adopt a method of self-analysis to assist in future strategic planning. There was clear evidence, as will be discussed in the next section, that staff are already committed to the ongoing and periodic evaluation of programme provision of the Institute, and the self-evaluation exercise has added a greater appreciation of the benefits of these types of processes. However, the tools employed have neither been extended nor adapted to other aspects of the Institute's activities. It is evident that the review provided a positive opportunity for self-evaluation and strategic reflection. It has confirmed, too, for the staff of the Institute, the desirability of more formalised processes which would make explicit what is implicit in their practices. Such processes would also allow for formal reflection on the mission and values of the Institute. Overall it was evident that the conduct of the ISER was a very positive exercise for the Institute. The ISER was open and transparent, demonstrating an openness to developing a quality culture.

It also provided a good opportunity to document some of the processes, structures and systems and to expose gaps where they existed. While the exercise demonstrated to the staff the value of ongoing and periodic self-reflection, the ISER was primarily descriptive and lacked deep analysis of the areas of focus; it was not sufficiently analytical or self-evaluative, nor was the process by which the ISER was drafted sufficiently participative. Nevertheless, the experience of the process will provide the Institute with a better understanding of how to approach the development of formal standards and procedures in the future, thus encouraging the staff of the Institute to actively engage with this.

2.1.1   Commendations

The Review Team commends:

1.   The commitment of the small self-evaluation team appointed by the Institute and their engagement with the process during the meetings at the site visit and in the frankness displayed in the ISER.

2.   The openness and transparency of the ISER which demonstrated a willingness to develop a quality culture in IUIL.

2.1.2   Recommendations

The Review Team recommends that:

1.   IUIL establish formal comprehensive quality assurance systems and procedures through which all institutional stakeholders contribute to periodic self-analysis.

2.   IUIL provide training to staff on approaches to and techniques of self-evaluation in institutions of higher education and training.

3.   IUIL ensures that there is awareness and understanding of the formal governance structures of the Institute and responsibilities which arise. The Institute would have benefited from greater involvement of the Comité de Direction and the Council in the development of the ISER and greater awareness by these bodies of their statutory obligations.

4.   IUIL formalise and integrate quality assurance and management processes, tools, and instruments already in use.

Section 3: Quality assurance and accountability: addressing the four objectives of the review

3.1 Objective One: *The alignment of the mission of IUIL with its work programme and its unique position in the education system of Luxembourg*

Objective one of the Terms of Reference requires the consideration of the alignment of the mission of IUIL with the work programme of the Institute in the light of its unique position in the education system in Luxembourg. The role of institutional planning and governance, in ensuring the alignment of the work programme with the mission, is also part of objective one. Effective planning and governance are also key elements of a quality assurance system.

The Review Team confirmed that the mission of IUIL is partly defined by law and partly by the yearly contract with the Ministère, but that it has clearly changed over the years of the Institute's existence. There is a shared understanding in the Institute and amongst its stakeholders of an implicit mission to contribute to the Luxembourg economy through the development of professional continuing education in collaboration with specified sectors, where there is no private entity providing education. Stakeholders view IUIL as an Institute which effectively organises tailor-made programmes in collaboration with various employers. There is strong sense of the Institute's implicit mission, and its role in Luxembourg, amongst stakeholders, but it was acknowledged by both Institute staff and stakeholders that this is neither clearly communicated nor widely understood in the country.

The Institute's role in undertaking applied studies or consultancies is not a function perceived by stakeholders. It was evident to the Review Team in meetings with both institutional staff and stakeholders that IUIL is very flexible in responding to this implicit mission, and that there is deep engagement with employers to investigate the learning needs of employees, and how they can be addressed through the development of bespoke programmes. Stakeholders also observed that while the current IUIL focus is narrow and limited to particular occupational sectors, the Institute would benefit from a widening to other employment areas where professional education and education is needed.   The Review Team acknowledge this challenge and would have a concern about the Institute's capacity to deploy its resources effectively given the current low numbers of learners and programmes. Whilst Institute staff also acknowledged this difficulty, there was no formal strategic plan to address this, nor a systematic model of institutional planning to identify and address risks. The challenge for an educational organisation to conduct strategic planning within the confines of a yearly contract and budget is acknowledged by the Review Team. It may be a constraining factor, but it also offers the Institute a set of key performance indicators where the organisation has no alternative metrics. If it were possible to negotiate multi-annual contracts this would be useful from the Institute's perspective, but this may not be feasible.

The Review Team further noted that there is an absence of clear governance and decision-making structures through which Conseil and Comité de Direction exercise their formal responsibilities, including ensuring that an effective quality assurance system enables alignment of the Institute's mission and strategy. The model outlined in the ISER provided insufficient clarity and transparency of the authority for certain decisions and the criteria by which decisions are made. It was evident through a variety of conversations that the

Conseil is perceived as having an advisory role in respect of the mission, and it appears that direction is undertaken at an executive level, through the Comité de Direction. The understanding of the Conseil's responsibilities and authority was not clear. There is no formal internal management structure outside of the role of the Director. This model of informal management, while understandable in a small organisation, does not assist in providing clarity for staff and stakeholders on strategic direction, or responsibility for meeting targets. For example, while the contract with the Ministère is a legal agreement, there is no mechanism to monitor or report on its implementation. There are no formal indications of consequences for non-implementation, for the Conseil, or the Comité de Direction or for staff. Overall it was evident that governance responsibilities are not sufficiently clearly defined and understood by the respective bodies, Conseil, Comité de Direction, Director, and staff members. Greater awareness of the formal responsibilities of parties is essential for good governance. It is important too that the relationships between governance, management and quality assurance be well understood. A comprehensive and systematic approach to quality assurance will encompass clear decision-making processes, clarity on lines of authority as well as criteria for decision-making.

IUIL retained consultants at Deloitte Touche Tohmatsu Limited to conduct a benchmarking exercise to identify an appropriate peer educational body. The findings suggested that the Institute has no exact peer either in Luxembourg or internationally. The closest fit identified was the Swiss higher education institution, *Universität St. Gallen, formerly the Handels-Hochschule St. Gallen* (HSG), which has specialisations in the fields of business administration, economics, law, and international affairs. HSG Swiss is a teaching and research university which is significantly different to IUIL, and while there may be some programme or outreach synergies, the organisational structure and scope of provision is radically different. The Review Team noted that IUIL is planning to engage consultants to work on the branding of the Institute. This branding exercise will need to be cognisant of the uniqueness of the Institute, which should be clearly articulated in a formal mission, embedded within a coherent documented strategic plan. Work on these strategic documents is underdeveloped as yet. The development of these formal documents should be integrated with the branding exercise and not be undertaken separately.

During the site visit, the Review Team explored the implications of the Institute developing a closer relationship with the University of Luxembourg with both the staff and various stakeholders. The overarching observation was that this could be a positive development which could provide both synergies and opportunities for both parties. A more formal relationship with the University could give access to accreditation, provide better visibility for the Institute and its offerings and also provide access to the academic and technical staff of the University. It may enhance IUIL's prestige and also provide greater clarity for the Institute on its name, function, and branding. Other key positives include the possibility to build synergies with university researchers enabling the Institute to take on an extension or translational research function in certain sectors.

However, stakeholders also expressed an anxiety that the relationship may produce mission-drift within the Institute and there was a risk that the Institute would lose its unique character. In particular, a fear was articulated that IUIL's flexibility and responsiveness could be restricted, or the content of the programmes could become abstract and less connected to the real or practical world, undermining the key strengths of the Institute. There was also a concern that being more closely related to a larger more bureaucratic organisation

would lead to a situation where decisions would be made more slowly and the organisation would be less flexible. There was a stated fear, too, that the Institute might be drawn into the field of research and away from professional formation, and knowledge translation, which stakeholders perceived as IUIL's unique strengths.

In this context too, concern was expressed by some stakeholders and Institute staff, that the possible provision of a professional bachelor by the Institute would confuse the Institute's focus and would compromise its historic mission and significant experience in the provision of Lifelong Learning. The Review Team regards the concerns expressed as both real and legitimate and would caution the Institute to be clear in the articulation of its future vision and mission, and to ensure that it is recognises the skill sets of staff and their organisational strengths. IUIL's unique selling proposition (USP) is perceived to be the Institute's flexibility, ability to create bespoke programmes and to do so swiftly in a professional manner. Future association with the University should enhance these distinguishing features rather than undermine them. A phrase that was repeated by a number of parties in different meetings was that it was important that IUIL not become a "bad bank for education".

3.1.1   Commendations

The Review Team commends:

1.   IUIL for providing its stakeholders with a strong sense of its implicit mission and its role in Luxembourg.

3.1.2   Recommendations

The Review Team recommends that:

1.   The various organs of governance, Conseil, Comité de Direction, Director provide greater clarity on their formal, legal responsibilities and any consequences for non-fulfilment, and make these transparent to staff and stakeholders.

2.   The Institute should develop and document a clear vision and mission with an associated strategic plan which would be embedded within a formal, fit-for-purpose quality assurance infrastructure, using both qualitative and quantitative indicators, and reflective of the unique role of IUIL. In doing this:

a) The Conseil and Comité de Direction should have an explicit role in this exercise.

b) It should also include a formal model for the development, monitoring and review of strategic plans.

c) The proposed review of branding should be undertaken following a clear articulation of vision, mission and strategy.

3.   In dialogue with the University of Luxembourg on future collaboration consideration should be given to the development of an arrangement whereby the provision of any professional bachelor would be undertaken by the University and the Institute could contribute to certain modules or elements but would not be the lead provider.

3.1.3   Summary statement

The frankness and openness demonstrated by the Institute in the preparation of the ISER is a strength which can be drawn upon in future self-reflection. A more inclusive and analytical approach to such exercises will benefit the Institute. It is essential that the various governance bodies be fully aware of their legal responsibilities and discharge them in a transparent manner. Engaging with all relevant parties in a more systematic way will set a context in which a vision, mission and strategic plan can be articulated focussing on the Institute's unique features and strengths.

3.2 Objective Two: *The extent to which the IUIL meets its responsibility for the operation of internal quality assurance procedures for education, training, studies and other services*

Objective two relates to Part One of the *Standards and Guidelines for Quality Assurance in European Higher Education Area* (2015) (ESG). The ESG is intended to be a text which sets standards and guidelines at a high level and can be interpreted for a wide variety of contexts in a non-prescriptive manner. IUIL indicated in the introduction to its ISER, that it "does not have official standards or a quality charter…. [t]his means that the IUIL does not have an 'official' definition of 'quality' to which it can refer" (p. 2). The Institute however, stated that it does have a range of "formal procedures" "to regulate and validate the work of IUIL"; a key example provided was the Educational Engineering Model (a methodology for course design) which includes feedback and impact analysis steps. The elements of quality assurance in place are not aligned to vision, mission, strategy, and overall institutional governance. The quality tools are neither integrated nor linked.

The Review Team acknowledges the juxtaposition of the Institute's approaches to quality assurance, which evidences a strong culture of commitment to quality in educational provision and in learner experience, but does not include a formal quality assurance framework, and the variable model of systematic tools in place for supporting educational provision and ensuring an effective learner experience, which are neither integrated nor in consistent use across the Institute. For example, 'effectiveness criteria' are not available to measure critical mass (ISER, p. 24) and thematic studies (ISER, p. 26).   While the Institute staff structured their ISER around the headings of the ESG, it was apparent that little consideration was given to how the concepts might apply to an organisation such as IUIL. There was no evidence of deep reflection on the ten elements of internal quality assurance identified in Part One of the ESG. Continuing university education programmes may not yet be part of a formal educational framework in Luxembourg, but this does not preclude the use of the ESG as a broad infrastructure for quality assurance. The Institute has a niche, and whilst it has not historically offered initial education, it conducts itself as a university-type, adult learning organisation, and therefore the ESG is the most appropriate quality assurance model.

In the ISER the staff identified many areas for improvement with which the Review Team concurs, and it is suggested that the improvements proposed can be achieved through the development of a more systematic approach to quality assurance using the framework of the ESG, but recognising that the system must be fit for the purposes of a small organisation. Reflection on the ESG principles should enable this development. IUIL's establishment of

itself within a formal QA framework would allow the Institute to benchmark itself against other education and training providers both within and outside the Grand Duchy. It may also be an opportunity to provide training to other providers on this model, as the Institute could make itself an early adopter of transparency tools and formal quality assurance: this could be an opportunity for the Grand Duchy. This would also be an opportunity for the Institute to differentiate itself in an increasingly competitive market. Finally, it could also assist in future access to credit and recognition system for the programmes being offered.

A very positive feature, indicated in sections 2 and 3.1, is the Institute's implicit appreciation of key elements of a quality assurance culture. The model of tailor made programme development ensures a unique return on investment for both the employers and the learners; this was reflected in stakeholder feedback during meetings. This model also demonstrates that the Institute is driven by the needs of the market, and IUIL's specific remit to fill education and training gaps, where there is no provision by private providers. However, this approach makes it difficult to maintain consistency in planning. Stakeholders offered excellent examples of learner and employer feedback being received by the Institute and acted upon quickly. Feedback was collected in a variety of manners including mid-term reviews on programmes of longer duration[2], as well as six-month post-participation focus groups. These approaches to programmes of longer duration provided evidence that the Institute is enhancement driven, seeking and responding to feedback from employers and learners: from needs analysis to programme design and evaluation of the programmes, there is a model of co-ownership with employers.

Institute learners and employers met by the Review Team indicated that they view the work of IUIL as effective, open and responsive to feedback they give. Examples given were that employers and learners welcomed the revised modality of provision, reducing the contact time of one of the long programmes through the additional use of digital platforms and e-learning. These examples evidence a positive quality assurance culture.

Additionally, the professional and specialised programmes offered are clearly at a high standard, as attested to by the trainers who work across a variety of higher education settings, including a university. Equally the applied nature of the programmes means that while the entry requirements are not implemented in a uniform or systematic manner, the attendees perceive them to be at the right level, and meeting the needs of professionals who are seeking higher specialised learning of a vocational nature. There was good evidence in the responses of learners and employers that employability is well-embedded in the programmes provided. There was appreciation within both employer and learner groups of the impact of the learning process, which includes learner coaching, the development of a work-related project and an oral presentation before a jury. This process was perceived to add significant personal and in-company value.

There was less evidence of the effectiveness of the thematic studies undertaken. While tools were cited, such as the www.etudesdecas.lu/, there was no evidence of their use or transmission beyond their original intended audience, which may be a missed opportunity for the Institute.

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2   Programmes of at least one-year duration with formal assessment.

Quality assurance and accountability: addressing the four objectives of the review

The Institute was well-resourced and has many excellent staff who were evidently appropriately qualified and effective in their roles. Accurate information is provided on the Institute, its staff and its programmes through its websites. It disseminates information on its various projects through websites and repositories, some of which were described in the ISER, including humancapital.iuil.lu, www.businessplan.lu, and www.business-learning.lu.

3.2.1   Commendations

The Review Team commends:

1.   The ample evidence of a strong implicit quality enhancement culture.

2.   The embeddedness of the concept of employability within programmes.

3.   The openness, responsiveness and effectiveness of programme provision to learners and stakeholders.

4.   The approach to measuring and monitoring the quality and impact of the programmes in such a way that they are evident.

3.2.2   Recommendations

The Review Team recommends that:

1.   Quality assurance policies and procedures should be embedded at every level of the Institute.   This should ensure transparent and explicit oversight of all quality processes, explicitly assigning responsibility to specific parties or bodies to ensure activities are aligned to an explicit strategy, authority for formal decision-making is appropriately assigned and there are explicit criteria for decision making.

2.   Quality assurance processes should be appropriately mapped to the ten elements of internal quality assurance in Part One of the ESG which provides a set of principles that can be applied conceptually and in a bespoke manner to diverse models of higher education types. Models of measurement and monitoring should be embedded into one integrated and consistent system across all of the Institute's activities.

3.2.3   Summary statement

The Institute has a positive approach to quality and many strengths in this regard. However, a more formal and systematic integrated approach is required to ensure consistency, stability, and transparency, and offer greater confidence to stakeholders.

3.3 Objective Three: *The extent to which the IUIL offers quality provision in the areas of training programmes and studies and the extent to which these meet the expectations of learners, employers and partner organisations*

Objective three looks at the contract in place between the Ministère and the Institute and also the degree to which employer and learner expectations are met by the programmes. The latter point has been addressed in section 3.2, when considering the quality assurance system and engagement with stakeholders. As stated there, considerable satisfaction was expressed by learners and employers in respect of their experience in working with IUIL. A telling term used during the site visit by both IUIL staff and employers, was that they perceived themselves as "co-creators" of the programmes. There was significant and consistent praise by learners and employers of the coaching model employed by IUIL, and the time given by IUIL staff to their learners/mentees. It was evident to the Review Team in these meetings that the learning experiences were valued and were contributing to an effective working environment in the employing bodies.

In considering the 2016 contract in place between IUIL and the Ministère, it was clear in the ISER and throughout meetings with IUIL staff, that the KPIs in respect of student numbers had not been fulfilled. The Institute Director explained that this non-fulfilment was noted by the Ministère and there were no implications – financial or otherwise. The Ministère recognised the impact of challenging situations which occurred in 2016, principally IUIL's movement to a new premises with the impact that some KPIs could not be met. A draft 2017 contract included a range of KPIs with increased targets, which suggests both a confidence and a desire in the Ministère to continue work with IUIL. Nevertheless, as identified in earlier sections, there was no formal model in place in the Institute for the monitoring of the KPIs identified, nor was there any awareness at any level of the organisation, staff, Comité de Direction, or Conseil of the implications of not meeting the KPIs. In order for contracts to be meaningful, it is important that KPIs should be monitored and the achievement or non-achievement of them should be communicated to the various governance bodies and staff of the Institute.

The Review Team noted that the Institute implements elements of student-centred learning, such as the provision of flexible learning paths. Another practice is the maintenance of a good balance of staff between team teaching and one-to-one coaching which goes beyond the formal programme objectives to assist in addressing particular in-company problems. For example, learners on the programme, *Formation managériale pour le secteur hospitalier (Management training for the hospital sector)* reported that they had regular contact with their coach during their participation on the course and during the preparation of their project, which is the key assessment for this programme. Learners commented that the various approaches contributed significantly to their professional development and enhanced their employability. As noted in section 3.4, IUIL staff indicated that a flexible approach to the implementation of entry requirements is applied: when the minimum number of learners is not reached learners who have not attained the specified level of prior education are also accepted; and relevant work experience is deemed to fulfil the requirement. There is a continuous improvement approach to the programmes based on feedback provided by learners which is effectively responded to by staff, examples given included the placing of content online to reduce the amount of contact time on some programmes as mentioned in section 3.2.

3.3.1   Commendations

The Review Team commends:

1. The education and training courses provided by IUIL to meet the criterion of employability: they are aimed in particular at developing the technical and social skills of participants and, in turn, of their employing companies.

2. The levels of satisfaction indicated by participants and sending employers with both the model of course development and course evaluation.

3. The very positive views of stakeholders about IUIL's responsiveness to their professional needs.

3.3.2   Recommendations

The Review Team recommends that:

1. Future contracts should be complemented by a quality assurance model with formal monitoring and review mechanisms to ensure fulfilment of KPIs.

2. There should be explicit and formal reporting to the various governance bodies of the responsibilities under the contract with the Ministère and clear understanding of the consequences for any non-fulfilment. Governance bodies should be aware of, and exercise, their formal responsibility in this regard.

3.3.3   Summary statement

Learner and employer stakeholders indicated significant appreciation of the quality programmes provided by IUIL and noted how the IUIL bespoke model ensured that their needs were central to the process. Programmes are provided in response to employer needs and engagement. The KPIs of the contract with the Ministère are not a key focus of the staff and there is no monitoring system in place, which may result in the non-fulfilment of contract requirements.

3.4 Objective Four: *The extent to which the IUIL planning, structure and procedures support its responsibilities as an institution that currently makes awards in line with national, European and international guidelines and standards and to determine the scope of the qualifications offered by the Institut with reference to the Cadre Luxembourgeois des Qualifications (CLQ)*

Objective four addresses how the Institute's programmes are aligned to the Cadre Luxembourgeois des Qualifications (CLQ) and how learning outcomes are determined to be at a certain qualification level. This objective was considered by looking at how programmes may be implicitly at a level. Currently the CLQ does not have a procedure by which continuing education can be aligned to a framework and IUIL does not have the authority to make awards.

Therefore, the Institute's certificates are not yet formally linked to the Cadre Luxembourgeois des Qualifications (CLQ), which does not yet provide for the inclusion of lifelong learning qualifications. Only formal qualifications, such as those accredited by the University, can be formally determined to be at a particular level. As a consequence, IUIL programmes are not credit bearing. This national context makes it a challenge to align the type of training and education provided to a higher education framework and it is exacerbated by the lack of a defined and shared national understanding of the nature of Lifelong Learning, Continuing Education or Continuous Professional Development.

It was clear to the Review Team members, from both the ISER and meetings held, that this context was well understood by the Institute and its stakeholders and that information provided on IUIL's programmes was clear about their certification. Certificates issued to the learners at the end of training are designed by the Institute on IUIL templates, which were viewed by the Review Team. At the end of the training programmes learners can obtain two types of certificate depending on the chosen training programme – *certificat de participation* (short programme) and *certificat* (long programme – of at least one-year's duration with formal assessment). A certificat de participation indicates the title of the training programme, the length of the programme in hours and provides a short note of the content of the programme. It verifies a learner's participation. A *certificat* provides the title of the training programme, the learner's grade and a short note describing the content of the programme. Significantly, the *certificat* does not indicate the learner's workload, which would assist in a future process of assigning credit. Recognition of certificates issued by IUIL is typically limited to the specific employer and workplace and does not have wide recognition in the labour market or for further training. Stakeholders stated that the certificates had status within Luxembourg, but this was due to a range of local factors such as the good reputation of IUIL and its partners within Luxembourg; the bespoke programme design process which involves significant engagement with the sending employer; and the perceived high quality and value of the courses for both the employer and the learner.

The training programmes offered by IUIL are designed to provide learners with a set of competencies, which are described as learning outcomes, and which are agreed between the Institute and the employer. However, not all of the courses are defined by learning outcomes; they are generally solely developed for programmes of longer duration. This was discussed in the ISER and also evidenced in the certificates viewed by the Review Team.

The Review Team confirmed through the ISER and meetings with staff that the minimum access requirement for training programmes is a high school certificate, i.e. a baccalauréate or maturité. The training programmes are designed predominantly for staff working in regulated professions where there are specific education requirements to enable employment in the particular profession and, consequently, most participants already have achieved a bachelor or master's degree. Learners who cannot prove minimum access requirements are assessed and accepted into training programmes based on their professional experience, but this is not implemented systematically. While IUIL does apply a very informal recognition of prior learning (RPL) in this approach, procedures are not formalised and adequately documented. The key purpose of the programmes is to enhance an employee's professional skills in a particular work and employer environment. In this context, arguably the programmes are designed to meet employer needs, prior to meeting a learner's needs, and this may contribute to the absence of a systematic approach to the implementation of learner entry requirements.

Quality assurance and accountability: addressing the four objectives of the review

The model is typical of that experienced by providers, learners, and employers in the continuing education/professional education environment. Employers and learners indicated that they would be interested in programmes receiving more formal accreditation and certification, but also stated that the qualifications were fit for purpose, and that formal accreditation was not an essential requirement from their perspectives. It was agreed by stakeholders and IUIL staff that accreditation of learning may prove helpful in enabling graduates to use their qualification to gain exemptions for formal postgraduate programmes.

3.4.1   Commendations

The Review Team commends:

1.   IUIL for effectively designing their programmes to enable the development of professional competencies.

3.4.2   Recommendations

The Review Team recommends that:

1.   IUIL should consider designing programme intended learning outcomes utilising CLQ terminology, i.e. specifying outcomes in terms of knowledge, aptitudes, and attitudes *connaissances, aptitudes et attitudes* and requirements. This will assist with the transparency and transferability of their qualifications.

2.   To assist with wider recognition of programmes completed by IUIL learners, all programmes should be developed to include an identification of intended learning outcomes, workload and, if appropriate, credit and level, and these details should be included on all certificates of completion. While ECTs cannot be assigned other than to formally accredited programmes leading to awards, the workload weighting of 1 ECT to 25-30 hours of learner effort could be utilised by IUIL in calculating an Institute credit allocation.

3.   IUIL should develop a policy and procedure for the formal recognition of prior learning using the procedures advised by the European Union Council Recommendation of 20 December 2012 on the Validation of Non-Formal and Informal Learning.[3]

3.4.3   Summary statement

While the programmes provided by IUIL have a strong professional focus, they cannot be formally aligned to the CLQ or allocated credit. Notwithstanding this, the Institute should use the tools and terminology of the CLQ to assist in positioning its future programme offering.

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3   http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32012H1222(01)&from=EN

Section 4: Key findings and conclusions

4.1 Commendations

The Review Team found sufficient evidence to commend:

4.1.1	The commitment of the small self-evaluation team appointed by the Institute and their engagement with the process during the meetings at the site visit and in the frankness displayed in the ISER.
4.1.2	The openness and transparency of the ISER which demonstrated a willingness to develop a quality culture in IUIL.
4.1.3	IUIL for providing its stakeholders with a strong sense of its implicit mission and its role in Luxembourg.
4.1.4	The ample evidence of a strong implicit quality enhancement culture.
4.1.5	The embeddedness of the concept of employability within programmes.
4.1.6	The openness, responsiveness and effectiveness of programme provision to learners and stakeholders.
4.1.7	The approach to measuring and monitoring the quality and impact of the programmes in such a way that they are evident.
4.1.8	The education and training courses provided by IUIL to meet the criterion of employability: they are aimed in particular at developing the technical and social skills of participants and, in turn, of their employing companies.
4.1.9	The levels of satisfaction indicated by participants and sending employers with both the model of course development and course evaluation.
4.1.10	The very positive views of stakeholders about IUIL's responsiveness to their professional needs.
4.1.11	IUIL for effectively designing their programmes to enable the development of professional competencies.

4.2 Recommendations

The Review Team found sufficient evidence to recommend the following activities to the Institution for attention and development:

4.2.1	IUIL should establish formal comprehensive quality assurance systems and procedures through which **all** institutional stakeholders contribute to periodic self-analysis.
4.2.2	IUIL should provide training to staff on approaches to and techniques of self-evaluation in institutions of higher education and training.
4.2.3	IUIL should ensure that there is awareness and understanding of the formal governance structures of the Institute and responsibilities which arise. The Institute would have benefited from greater involvement of the Comité de Direction and the Council in the development of the ISER and greater awareness by these bodies of their statutory obligations.
4.2.4	IUIL should formalise and integrate quality assurance and management processes, tools and instruments already in use.
4.2.5	The various organs of governance, Conseil, Comité de Direction, Director should provide greater clarity on their formal, legal responsibilities and any consequences for non-fulfilment, and make these transparent to staff and stakeholders.

4.2.6	The Institute should develop and document a clear vision and mission with an associated strategic plan which would be embedded within a formal, fit-for-purpose quality assurance infrastructure, using both qualitative and quantitative indicators, and reflective of the unique role of IUIL. In doing this: a) The Conseil and Comité de Direction should have an explicit role in this exercise. b) It should also include a formal model for the development, monitoring and review of strategic plans. c) The proposed review of branding should be undertaken following a clear articulation of vision, mission, and strategy.
4.2.7	In dialogue with the University of Luxembourg on future collaboration consideration should be given to the development of an arrangement whereby the provision of any professional bachelor would be undertaken by the University and the Institute could contribute to certain modules or elements but would not be the lead provider.
4.2.8	Quality Assurance policies and procedures should be embedded at every level of the Institute. This should ensure transparent and explicit oversight of all quality processes, explicitly assigning responsibility to specific parties or bodies to ensure activities are aligned to an explicit strategy, authority for formal decision-making is appropriately assigned and there are explicit criteria for decision making.
4.2.9	Quality assurance processes should be appropriately mapped to the ten elements of internal quality assurance in Part One of the ESG which provides a set of principles that can be applied conceptually and in a bespoke manner to diverse models of higher education types. Models of measurement and monitoring should be embedded into one integrated and consistent system across all of the Institute's activities.
4.2.10	Future contracts should be complemented by a quality assurance model with formal monitoring and review mechanisms to ensure fulfilment of KPIs.
4.2.11	There should be explicit and formal reporting to the various governance bodies of the responsibilities under the contract with the Ministère and clear understanding of the consequences for any non-fulfilment. Governance bodies should be aware of and exercise their formal responsibility in this regard.
4.2.12	IUIL should consider designing programme intended learning outcomes utilising CLQ terminology, i.e. specifying outcomes in terms of knowledge, aptitudes, and attitudes *connaissances, aptitudes et attitudes* and requirements. This will assist with the transparency and transferability of their qualifications.
4.2.13	To assist with wider recognition of programmes completed by IUIL learners, all programmes should be developed to include an identification of intended learning outcomes, workload and, if appropriate, credit and level, and these details should be included on all certificates of completion. While ECTs cannot be assigned other than to formally accredited programmes leading to awards, the workload weighting of 1 ECT to 25-30 hours of learner effort could be utilised by IUIL in calculating an Institute credit allocation.
4.2.14	IUIL should develop a policy and procedure for the formal recognition of prior learning using the procedures advised by the European Union Council Recommendation of 20 December 2012 on the Validation of Non-Formal and Informal Learning.[4]

4.3 Summary statements on the review objectives

Objective One: The alignment of the mission of IUIL with its work programme and its unique position in the education system of Luxembourg

The frankness and openness demonstrated by the Institute in the preparation of the ISER is a strength which can be drawn upon in future self-reflection. A more inclusive and

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4   http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32012H1222(01)&from=EN

analytical approach to such exercises will benefit the Institute. It is essential that the various governance bodies are fully aware of their legal responsibilities and discharge them in a transparent manner. Engaging with all relevant parties in a more systematic way will set a context in which a vision, mission and strategic plan can be articulated focussing on the Institute's unique features and strengths.

Objective Two: The extent to which the IUIL meets its responsibility for the operation of internal quality assurance procedures for education, training, studies, and other services

The Institute has a positive approach to quality and many strengths in this regard. However, a more formal and systematic integrated approach is required to ensure consistency, stability, and transparency, and offer greater confidence to stakeholders.

Objective Three: The extent to which the IUIL offers quality provision in the areas of training programmes and studies and the extent to which these meet the expectations of learners, employers and partner organisations

Learner and employer stakeholders indicated significant appreciation of the quality programmes provided by IUIL and noted how the IUIL bespoke model ensured that their needs were central to the process. Programmes are provided in response to employer needs and engagement. The KPIs of the contract with the Ministère are not a key focus of the staff, and there is no monitoring system in place, which may result in the non-fulfilment of contract requirements.

Objective Four: The extent to which the IUIL planning, structure and procedures support its responsibilities as an institution that currently makes awards in line with national, European, and international guidelines and standards and to determine the scope of the qualifications offered by the Institut with reference to the Cadre Luxembourgeois des Qualifications (CLQ)

While the programmes provided by IUIL have a strong professional focus, they cannot be formally aligned to the CLQ or be allocated credit. Notwithstanding this, the Institute should use the tools and terminology of the CLQ to assist in positioning its future programme offering.

4.4 Overall conclusions

The Review Team recognise the frankness and openness demonstrated by the Institute in the preparation of the ISER and acknowledge that this is a strength which can be drawn upon in future self-reflection. Similarly, the Institute demonstrated a positive approach to quality and has many strengths in this regard. However, a more formal and systematic integrated approach is required to ensure consistency, stability, and transparency, and offer greater confidence to stakeholders. It is essential that the various governance bodies are fully aware of their legal responsibilities and discharge them in a transparent manner through the coherent integration of quality assurance and organisational governance.

Programmes are provided in response to employer needs and engagement and the key stakeholders (learners and employers) indicated significant appreciation of the quality programmes, noting how the bespoke model ensured that their needs were central to the process. While the programmes provided by IUIL have a strong professional focus, and have

recognition within certain employer sectors, they can neither be formally aligned to the CLQ nor be allocated credit. Notwithstanding this, the Institute would benefit from utilising the tools and terminology of the CLQ to assist in positioning its future programme offering.

Irrespective of the future direction of IUIL or any remodelling of the organisation, the provision of contemporary Life Long Learning or Continuing Education at university level, demands a systematic and explicit approach to quality assurance and governance. These should be key features of IUIL or any successor Institute. By drawing on the ESG and tools such as the CLQ, IUIL will strategically position itself to engage with peer higher education institutions across Europe.

Appendix 1: Terms of Reference

Terms of Reference for an External Expert Review of Institut Universitaire International Luxembourg

Section 1 Background and context for the review

1.1   Context and legislative underpinning

Commencing in 2016, Quality and Qualifications Ireland (QQI) will undertake an institutional review of the Institut Universitaire International Luxembourg (IUIL) on behalf of the Ministère de l'Enseignement supérieur et de la Recherche (the Ministère).

The IUIL (Institut Universitaire International Luxembourg) was founded by the Grand-Ducal Act of the 22nd April 1974 and is attached to the Ministère of Higher Education and Scientific Research.

- The IUIL offers a range of training programmes (adult learning vocational sphere, continuing VET) in the medical field, health care and human resources, some of which the IUIL has determined to be at EQF higher education levels, though this has not been externally verified. Programmes are offered as blended learning and are based on learning outcomes.
- A second pillar of the IUIL's mission is carrying out studies in HR (titled "applied research" by the IUIL itself).

The contract between the Ministère and the Institut provided for a review in 2015 which was subsequently postponed to 2016. This review is intended to satisfy the requirements for a review set out in the contract.

This is a review in accordance with the Terms of Reference set out in this document.

1.2   Purpose

The purpose of this review is to provide an external evaluation of the IUIL in relation to:

- congruence between mission, work, context, and the contract with the Ministère;
- institution-wide quality, the impact of mission, strategy, governance and management on quality, and the overall effectiveness of quality assurance at the institution;
- the resources of the IUIL in providing a successful learning experience; and
- the scope of the qualifications offered through the IUIL.

Section 2 Objectives and Criteria

2.1   Review Objectives

Objective 1

To consider the alignment of the mission of the IUIL, the work programme of the IUIL and the unique position of the Institut in the education system in Luxembourg.

A further element of this objective is to consider the effectiveness of quality assurance procedures in the context of planning and governance in keeping with the mission and strategy of the IUIL.

Specific questions to mission, tasks and position are:

Has the mission, set out in the contract with the Ministère, been fulfilled?

Is the IUIL well-positioned to provide a broad spectrum of training programmes, as well as carrying out studies?

Is a realignment/repositioning of the Institut necessary?

Should the mission be revised?

Has the IUIL developed over time a unique selling position in relation to other providers in the Luxembourg education and training system?

Objective 2

To determine the extent to which the IUIL meets its responsibility for the operation of internal quality assurance procedures for education, training, studies and other services, including but not limited to internal reviews, that are clear and transparent to all its stakeholders, and which provide for the continuing evaluation of all academic, research and service departments and their activities, as outlined in Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015 (ESG 2015).

This objective also encompasses the responsibilities of the institution for the quality assurance arrangements and procedures for collaborative provision and partnerships. As this is an initial quality assurance review, the emphasis will be on evaluating compliance with quality assurance standards and guidelines, particularly ESG.

Specific questions in relation to programmes:

How is demand for programmes determined?

Does the strategy and the design of training programmes meet the demands of target groups?

How could training programmes be improved?

Does the IUIL need to review the scope of programmes offered?

Specific questions in relation to studies:

How is demand for studies determined?

Does the service offered (of carrying out studies) meet the demands?

Are the short- and long-term impacts of studies evaluated?

Specific questions in relation to collaborations:

How does the Institute position itself towards other providers of comparable (higher) education and training programmes (complementarity versus collaboration / competition)?

How are partner organisations determined?

How could the choice of collaborations be improved?

Objective 3

To examine the extent to which IUIL offers quality provision in the areas of training programmes and studies.

Furthermore, to consider the extent to which programmes and studies meet the expectations of learners, employers, and partner organisations.

Specific questions in relation to targeting and resources for programmes and studies:

Does the critical mass exist to invest in all programme areas?

Are the programmes effective in meeting the needs of the target groups identified?

Are the studies effective in meeting the needs of the target groups identified?

Is critical mass sufficient to invest in all identified areas for studies?

Which sectors use the studies service of the Institute the most?

Objective 4

To evaluate the extent to which Institut planning, structure and procedures support its responsibilities as an institution that currently makes awards in line with national, European, and international guidelines and standards. A further element of this objective is to determine the scope of the qualifications offered by the Institut in reference to the Cadre Luxembourgeois des Qualifications (CLQ).

Specific question in relation to the scope of programmes:

Is the Institut a provider of both higher and vocational education and training?

2.2 Review Criteria

The criterion against which objectives 1 and 3 will be compared is the contract between the IUIL and the Ministère, taking into account the current context for the IUIL and the implementation of a work programme since the contract was agreed. The information provided by the IUIL will also be reflected on by a National Reference Group (see below) for the review to provide a context.

In line with practice in the European Higher Education Area (EHEA) and the Bologna Process, the key criterion for quality assurance procedures (objective 2) is compliance with the standards from Part 1 of the **Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) (ESG Part 1)**. This criterion will be considered in conjunction with the accompanying guidelines. The guidelines provide additional information about good practice and in some cases, explain in more detail the meaning and relevance of the standards.

As the programmes are vocational in nature, through the process of the review it may emerge that the ESG are not sufficient or appropriate as criteria. In this instance, the team appointed to conduct the review may employ the indicative descriptors devised for providers of **Vocational Education and Training for the quality assurance of planning, implementation, evaluation, and review of vocational education**[5].

The criteria for objective 4 comprise the criteria embedded in the 'best fit' approach adopted by Luxembourg in including its qualifications in the CLQ, as outlined in the report referencing the CLQ to the EQF[6]. The level descriptors of the EQF and the "Dublin descriptors" for the Framework of Qualifications of the European Higher Education Area constitute relevant external points of reference.

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5   http://www.eqavet.eu/Libraries/Policy_Documents_2009/Recommendation_on_the_establishment_of_European_Quality_Assurance_Reference_Framework_for_VET.sflb.ashx?download=true (Annex 1 and 2)

6   https://ec.europa.eu/ploteus/sites/eac-eqf/files/Referencing%20report.pdf

Section 3 Review process

3.1 Aims of this process

The process employed in this review has the following two aims:

1. To improve public confidence in the quality of the institution by promoting transparency and public awareness through:
    - convening a reference group of national stakeholders to work with the review;
    - working closely with the Ministère in the review process;
    - publishing the reports and outcomes of the review; and
    - assessing the transparency and accessibility of information and reporting by the Institut.

2. To encourage quality by using evidence-based, objective methods and advice by:
    - using the expertise of international peer reviewers who are independent of the institution;
    - ensuring that findings are based on evidence; and
    - facilitating the IUIL to identify its own outcomes and plan relevant to its own mission and context.

3.2 Process and timeline for the review

The primary basis for the review process will be the bespoke handbook developed for the review.

In line with best national and international practice, the review process will consist of the following elements:

- determination of a Terms of Reference for the review by QQI (on behalf of the Ministère) in consultation with the IUIL;
- the formation of a national reference group (NRG) for the review to advise on the education system, contexts, and national benchmarks for the Institut;
- an institutional self-evaluation process resulting in an Institutional Self-evaluation Report (referred to as ISER henceforth) to be prepared by IUIL addressing the agreed objectives, criteria, and Terms of Reference;
- the appointment of a Review Team by QQI, in agreement with the Ministère and following the removal of conflict of interest though consultation with IUIL, comprising a group of international peers with expertise in some or a range of the areas set out in the objectives, to conduct the review process;

- briefing and training to the Review Team, including briefing by the NRG;

- completion of an ISER by IUIL; a commentary on the IUIL ISER by the NRG;

- a review of the ISER and the commentary by the Review Team and consideration by the team of any other information they might consider relevant;

- a planning and site visit to IUIL by the Review Team; a meeting with the NRG;

- preparation of a review report by the team for submission to the Ministère, which will include findings and recommendations in relation to the objectives as set out in these Terms of Reference;

- preparation of an institutional response by IUIL, including a plan with timeframe for implementation of changes, if appropriate;

- consideration of the review report by the Ministère together with the institutional response and the plan for implementation of changes, if appropriate;

- publication and dissemination by IUIL, the Ministère and QQI of the review report and IUIL response; IUIL may choose to publish the ISER;

- a published one-year follow-up report by IUIL for consideration by the Ministère; and

- if the Review Team identifies in its review report what it considers to be significant causes of concern, a timeframe for addressing issues will be agreed with the Ministère.

3.3 Review team profile

A Review Team will be appointed by QQI, using the profile set out below. QQI will be the point of contact between the Review Team, the Ministère and IUIL.

The Review Team will be appointed in keeping with the following profile:

- a review Chair – an international reviewer who is a (serving or former) senior third level institution leader - usually a President/Rector or Deputy President/Rector or a senior policy advisor;

- a coordinating reviewer (acting as a full member of the team and who may fit an additional profile from the list below);

- an international reviewer with experience of the EQF and alignment processes;

- a reviewer with experience of higher education quality assurance processes;

- a reviewer with experience of vocational education and training quality assurance processes; and

- a learner representative.

3.4   National reference group profile

- representatives of institutions providing comparable education and training programmes
- a representative of the chamber of commerce
- a representative of the chamber of employees
- a representative of the University of Luxembourg
- a representative of the health sector
- a representative of the human resources sector
- a representative of the Ministère of Higher Education and Research
- a representative of the Ministère of Education, Childhood and Youth

3.5   Indicative timeline

Timeline	Action or milestone in the process	Actor/s
July 2016	Terms of Reference established by the Ministère, following consultation with IUIL	Ministère, IUIL, QQI
	Specific timeframe for the Review process agreed	Ministère, IUIL, QQI
End September 2016	Completion of the Review Handbook, in consultation with the Ministère	Ministère, QQI
October 2016	Confirmation of appointment of Review Team members by QQI, in agreement with the Ministère, following assurance of removal of conflict of interest with IUIL	Ministère, NRG, IUIL, Review Team, QQI
November 2016	Appointment of the National Reference Group by the Ministère	Ministère, NRG
Start December 2016	First completed draft of the ISER by IUIL will be forwarded to QQI for checking for completeness	IUIL, QQI
Key date 1 Mid-December 2016	Submission of the ISER and other supporting documentation to QQI for distribution: - to the Review Team - to the Ministère for noting	Ministère, NRG, IUIL, Review Team, QQI
End January 2017	Feedback by Review Team members on initial impressions of the ISER	Review Team
1-2 February 2017	Training of Review Team members for institutional review	QQI, Review Team
2 February 2017	Pre-visit planning visit between Review Team representatives, QQI and IUIL	IUIL, Review Team, QQI
27-30 March 2017	Site visit to IUIL by Review Team (2-3 days approximately) Meeting between the Review Team and NRG	IUIL, Review Team, QQI
	Additional meetings of the team to arrive at findings and prepare a draft report	NRG, Review Team

May 2017	Draft report on findings of the Review Team sent by QQI to IUIL and the Ministère for factual accuracy checking	Ministère, IUIL, Review Team, QQI
3 Weeks following receipt of draft report	IUIL and Ministère response to QQI with any factual corrections required	Ministère, IUIL, Review Team, QQI
2-4 Weeks following receipt of factual accuracy response	Final report on findings of Review Team sent by QQI to the Ministère and IUIL	Ministère, IUIL, Review Team, QQI
6-8 weeks following receipt of report	Response by IUIL to QQI and to MESR for noting including plan with timeframe for implementation of changes, if appropriate	IUIL, QQI
June 2017	Consideration of report and IUIL response by the Ministère	Ministère
	Publication of report and response on websites once adopted	Ministère, IUIL, QQI
	Publication of ISER by IUIL (optional)	*IUIL*
	If causes for concern are identified an action plan agreed between the Ministère and IUIL	*Ministère, IUIL*
2 years after adoption	Possible follow up report by IUIL to the Ministère	Ministère, IUIL, QQI
	Publication of the follow-up report and Ministère response on website once adopted	Ministère, IUIL

3.6   Role of QQI in review

The role of QQI in the review and the basis for costs will be:

1. Draft Terms of Reference for the review
2. Draft a Handbook for the review
3. Contact, confirm and appoint Review Team members including the Coordinating Reviewer
4. Facilitate the review process between the Ministère, the NRG and IUIL
5. Coordinate paperwork and communications between the Ministère, the NRG and IUIL
6. Provide advice on process and criteria
7. Check the ISER for completeness
8. Support the review activities of the Review Team and advise the team on criteria and policy
9. Provide training to the Review Team
10. Provide briefing on the process for the Ministère, the NRG and IUIL
11. Organise visits in cooperation with the Review Team and IUIL
12. Edit reports for approval and prepare them for publication in English
13. Advise the Ministère on the findings set out in the review report and the response of the institution
14. Publish the review report and the response of the institution

3.7   Review costs

The estimated costs of the review are set out below. A charge for QQI staff time and resources is not included as QQI will be testing review procedures and international review management through the conduct of this review. As there is no charge for QQI services, QQI will seek to contain the level of internal resources dedicated to this project through the retention of an external project manager for the review and an agency for the organisation of travel and accommodation services.

Category	Approximate cost
Costs to be paid by QQI (and reimbursed by the Ministère)	
Review Chair fee	4500
Co-ordinating reviewer fee*	4500
Other reviewer fees	14000
Project manager to be retained by QQI*	8000
Publication	3000
Translation	1400
General office expenses (postage, telephone etc.)	1000
Overheads and unforeseen	2000
Travel (flights and other transport)	TBD
Accommodation	TBD
Refreshments	TBD
Working dinners	TBD
Total	**38400 plus TBD****
Other known costs	
Meeting rooms	
Other expenses	
Publicity etc. for the report	

* the co-ordinating reviewer and project manager roles for this review could be carried out by one individual

** the total cost for the review will not exceed €54,000 (without tax).

Appendix 2: Review Team

Chair

Daire Keogh is Cregan Professor of History and Deputy President of Dublin City University. He has served as President of St Patrick's College Drumcondra since 2012, prior to which he was Senior Lecturer in the College's History Department. He has published extensively, on the history of popular politics, religion, and education in Ireland. A former Government of Ireland Senior Research Fellow, he is currently Principal Investigator of an Irish Research Council funded project to publish the extensive correspondence of Cardinal Paul Cullen.

Daire is a founding member of the European Quality Assurance Register Committee, the body charged by EU Governments with monitoring quality assurance in higher education across the continent. He is a Chartered Director and a member of the following Boards: Women for Election; Centre for Cross Border Studies; Edmund Rice Schools Trust; and Dublin City University's Governing Authority. He is Chair of the Board of St Patrick's BNS in Drumcondra and Marley Grange NS in Rathfarnham and a member of the board of Management of Clongowes Wood College. He is a member of the Irish Association of the Order of Malta. He recently completed a term as a Council member of the National Council for Curriculum and Assessment.

Coordinating Reviewer

Tara Ryan is Registrar of Hibernia College in Dublin. She is a higher education leader who has worked in a variety of tertiary institutions in Ireland and abroad. In her career to date, Tara has had a focus on academic policy development and its implementation, as well as the development and articulation of quality assurance principles and processes from both the internal and external perspectives. She has successfully led organisational teams through establishment phases in two different types of higher education institution; has worked in universities, institutes of technology and in Ireland's awarding body for the non-university sector (formerly the Higher Education and Training Awards Council (HETAC)).

Currently serving as a review panellist with Quality and Qualifications Ireland (QQI) Tara has an interest in the areas of collaborative and transnational quality assurance. She also acts as a review secretary for Lithuania's Centre for Quality Assessment in Higher Education (SKVC) (2012- date). She has participated in, or conducted, various reviews in Tanzania, Germany, France, Bosnia-Herzegovina, and Slovenia. Her doctoral studies at the University of Bristol were on the area of policy-making and implementation. She has an interest in the emergence of diverse forms of higher education provision in the contemporary, boundary-less HE landscape and their contribution to the public good.

Lucien Bollaert is a well-known keynote speaker on several international conferences and the author of the book *A Manual for Internal Quality Assurance in Higher Education* (Brussels, 2014) as well as numerous peer reviewed articles. Since its foundation in 2008 he has been vice-chair of EQAR's Register. Lucien is currently a member of the board of AEQES and EQ-Arts, as well as a member of QQI's Policy and Standards Committee, and visiting professor in New York and Antwerp. Before that, he was a member of the board of NVAO and of ECA from 2009 to 2015. He was involved in writing ESG 2005, a founding-member of EQAF and expert EQF.

In Flanders he worked as lecturer, director of a study programme, international officer, quality assurance manager, institutional education & research officer, and acting vice-chancellor of the University College of West Flanders. When the college associated with Ghent University in 2003 he became chairman of the experts' commission on quality assurance (QA), a member of the commission on education and of the general assembly and board of that Association. At the same time, he was a member of the steering group on QA of the Flemish Council of University Colleges (VLHORA) and the Flemish Education Council (Vlor), and Flemish Bologna expert on quality assurance, quality culture, qualifications frameworks, learning outcomes, competence-based learning, and education policy.

Baiba Ramiņa is director of the Academic Information Centre of Latvia for 16 years and has more than 26 years of professional experience in education systems, especially in professional education. She is responsible for the management of activities in the field of recognition of qualifications for academic and professional purposes, quality assurance, European and national qualification framework, Cedefop ReferNet and Europass activities in Latvia.

Baiba has a good knowledge and experience of the European and world education systems, vocational education sector, experience working with higher education institutions and other stakeholders, qualifications frameworks, together with extensive experience in the field of academic and professional recognition of qualifications and, quality assurance. She is the Latvian representative in the European Commission EQF advisory group, Lisbon recognition convention committee and in the Bologna process network of national qualifications framework correspondents.

Baiba is a leading expert on vocational education and training. She is part of ReferNet team involved in the annual reporting to the Cedefop on vocational education development in Latvia and is included in the Latvian national qualification team which is preparing the Latvian referencing report. Baiba has more than 10 years' experience in the evaluation field. She has a good knowledge of evaluation methods, an understanding of economic and political trends in sectors in her country, experience in the evaluation of projects and programmes and development of evaluation reports.

Luca Ciubotaru is currently completing a Master's Degree on International Relations and European Integration, after completing the courses of the Romanian Diplomatic Institute. Luca holds a Bachelor degree in Law and a Bachelor degree in Economics and Business Administration from the University "Alexandru Ioan Cuza" from Iași, Romania, as well as a Master's degree in Criminal Sciences from the same university. In the last two years, Luca was legal advisor to a national NGO and is currently Open Government Advisor to the Minister for Public Consultation and Civil Dialogue in the Romanian Government.

With 6 years of experience in student and youth representation, Luca was the founding president of the Law Student Association in 2014 in Iași, Romania, and in September 2014 he was appointed as one of the two Romanian Youth Delegates to the United Nations. Starting in May 2015, Luca has previously been a team member of several national or international quality assessments in Romania and Kosovo.
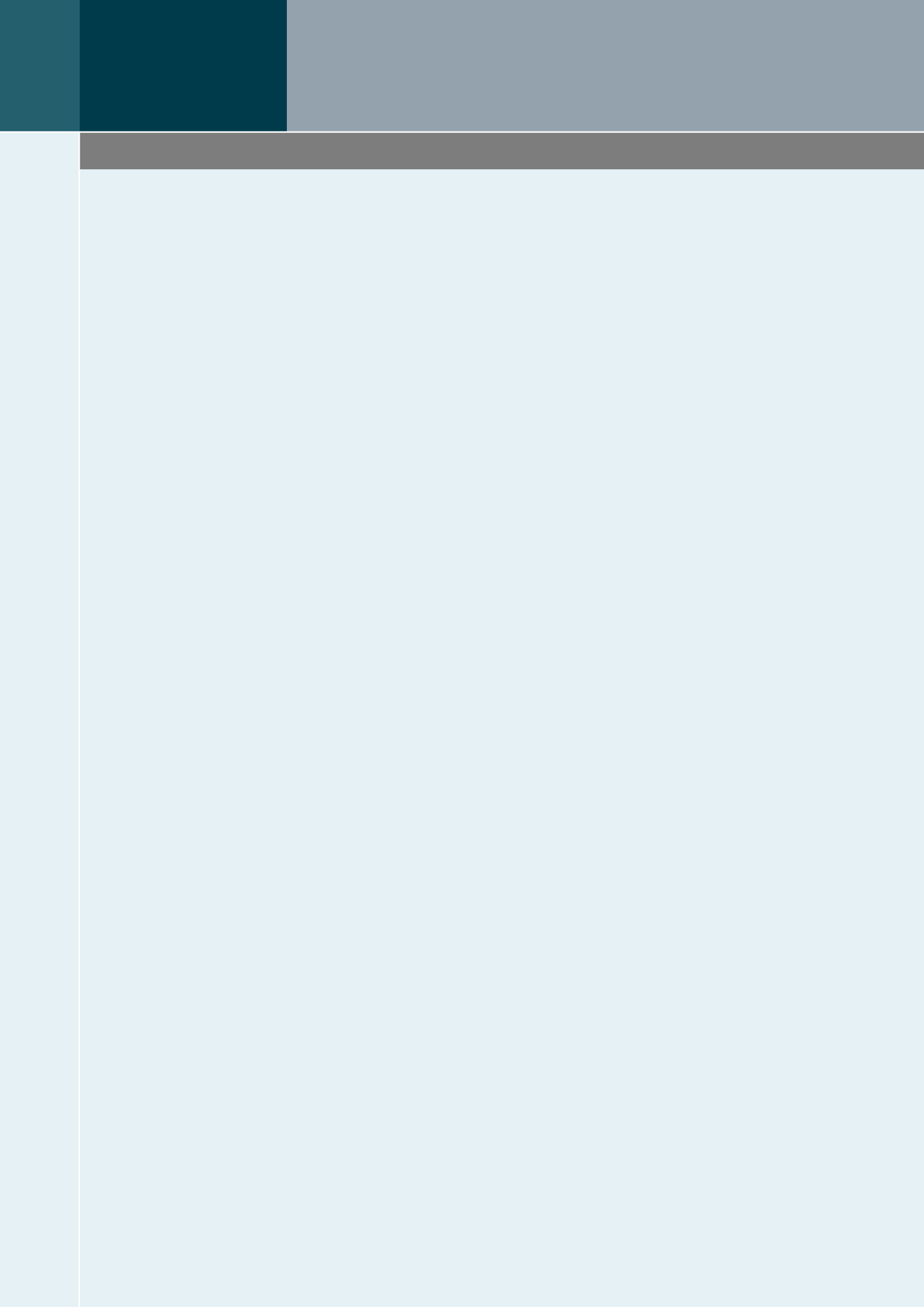
Appendix 3: Main Review Visit Timetable

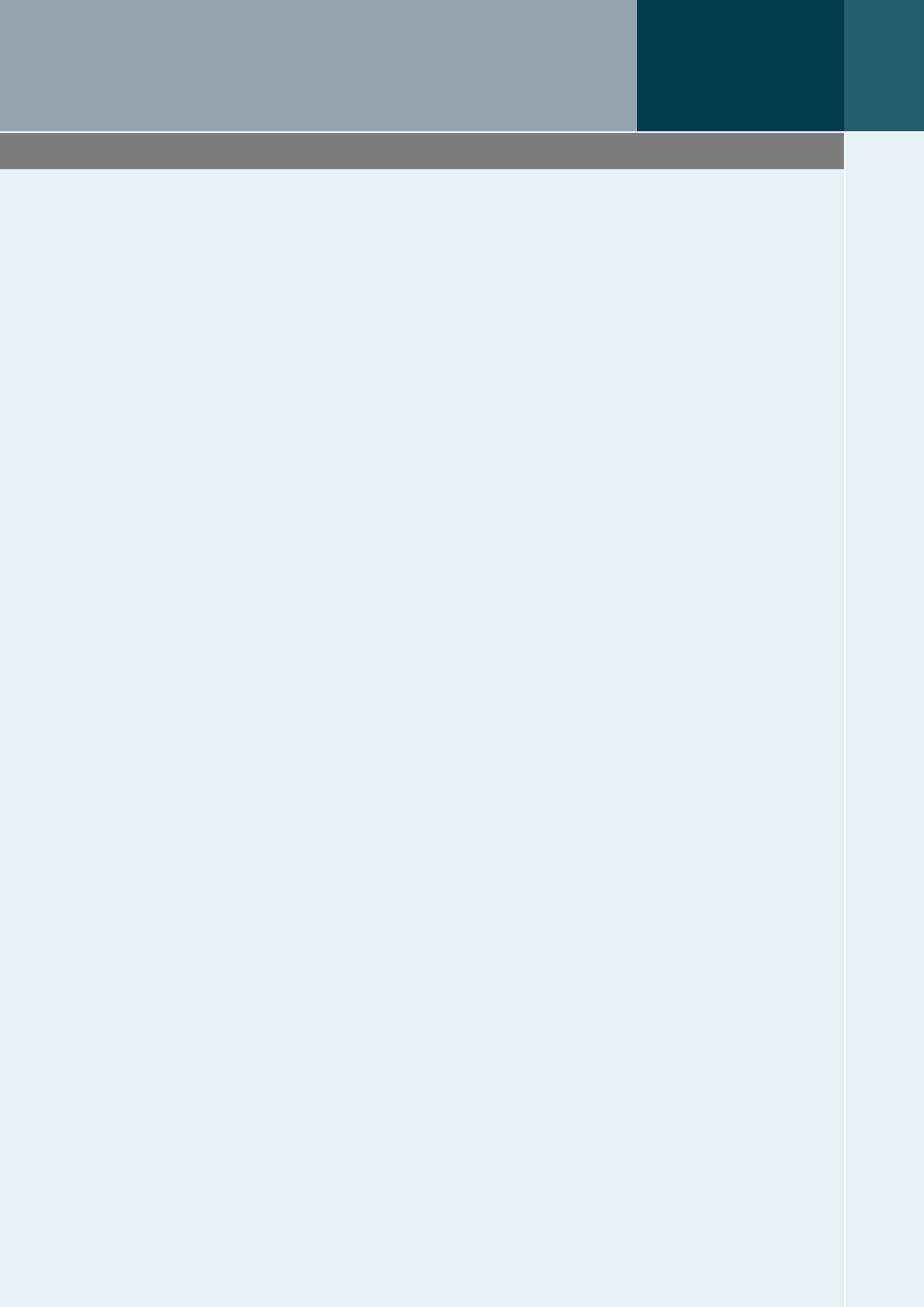|	27th March 2017	List of participants
8.30 – 9.30	Preparation for the meeting	
09.30 – 10.30	Meeting with Management Team (Director and another)	Pol Wagner, Directeur IUIL Gabriel Van Bunnen, Chef de projet (CdP) IUIL Dominique Pierret, CdP IUIL Isabel Bozet, Assistante de Direction / Responsable RH
10.30 – 10.45	Review team regroup	
10.45 – 11.45	Meeting with Self-Evaluation Group	Pol Wagner, Directeur IUIL Gabriel Van Bunnen, CdP IUIL Dominique Pierret, CdP IUIL Isabel Bozet, Assistante de Direction / Responsable IUIL Isabelle Marujo, Secrétaire de Direction IUIL
11.45 – 12.00	Review team regroup	
12.00 – 13.00	Meeting with Council of IUIL – By Phone	Jean-Luc Pütz, Member
13.00 – 14.00	Lunch	
14.00 – 15.15	Meeting with all IUIL leads from all studies to include those involved in Qualiform	Dominique Pierret (IUIL), Gabriel Van Bunnen, Chef de projet (CdP) IUIL
15.30 – 15.45	Review team regroup	
15:45 – 16.15	Meeting with employers in particular from Formation managériale pour le secteur hospitalier and Formation pour responsable de formation	Sylvie Notarnicola, Chef de projets RH (CFL Multimodal) Dr. Christiane Kieffer, Directeur médical (HRS)
16.15 – 17.00	Meeting with representatives of UL	Romain Martin, Vice-recteur académique UL
17.15 – 18.00	Private Review Team meeting	

	28th March 2017	List of participants
8.30 – 9.00	Preparation for the meeting	
9.00 – 10.30	Meeting with Adjunct staff/ trainers in particular from Formation managériale pour le secteur hospitalier and Formation pour responsable de formation	Isabelle Marujo (IUIL) Christian Weibel, Responsable Communication (IUIL) Laura Grenoux, Assistante Chef de projet (IUIL) Karine Rollot, Responsable Ressources Humaines, Hôpitaux Robert Schuman (HRS) Caroline RIOS, Directrice adjointe Qualité et Risques (HRS, Sainte Marie) Pierrot Schiltz, Avocat (Cabinet d'avocats Pierrot Schiltz) Jean-Paul Ruiz, Coordinateur qualité (HRS Zitha) Dominique Pierret / Gabriel Van Bunnen (Trainers FMSH and FRF)
10.30 – 10.45	Break	

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10.45 – 12.15	Meeting with Learners from Programmes including in particular Formation managériale pour le secteur hospitalier and Formation pour responsable de formation	Aline Bouillon, Responsable adjointe sage-femme (HRS Pôle mère et enfant Clinique Bohler) (FMSH) Bernard Vidali, Responsable service économique (HRS) (FMSH) Christiane Feil-Weber (FMSH) Daniel Wintersdorf, Département Recrutement et formation (CHEM) Anne Zavagno, Chargée de Qualité et Gestionnaire de la Formation Continue (Sodexo)
12.15 – 13.15	Lunch	
13.15 – 14.30	Meeting with IUIL Project Managers including "owners" in particular Formation managériale pour le secteur hospitalier and Formation pour responsable de formation	Pol Wagner (IUIL) Dominique Pierret (IUIL) Gabriel Van Bunnen (IUIL) Christian Weibel (IUIL) Isabelle Marujo (IUIL)
14.30 – 14.45	Break	
14.45 – 15.45	Meeting with NRG	Elisabeth De Sousa, Coordinatrice Ingénierie de formation, Marketing et Qualité (Centre de Widong) Marc Hastert, FHL Christiane Hubery, Conseiller (MESR) Jerry Lenert, Pédagogue (MESR) Romain Martin, Vice-Recteur (UL) Blanche Lamesch, Chef de service – Formation Continue (Chambre des Métiers) Gil Belling, MEN Anne Jacquemart, POG Claude Cardoso, CSL Philippe Diederich, MFP Sylvia Ridlesprige (LSC)
15.45 – 16.00	Break	
16.00 – 17.00	Meeting with key IUIL support staff	Ferdinand Tagheu, Responsable IT (IUIL) Véronique Acker, Gestionnaire financier (IUIL), Julie Duparcq, Responsable administratif et financier (IUIL), Isabelle Marujo, Secrétaire de Direction (IUIL) Andréa Elain, Assistante Chef de projet (IUIL)
17:00 – 17.30	Private Review Team meeting	

	29th March 2017	List of participants
8.30 – 9.30	Preparation for the meeting	
9.00 – 10.00	Private Meeting of Review Team	
10.00 – 10.30	Phone Meeting with Marc Jaeger, Chair of Council, and Comité de Direction	Phone Meeting with Marc Jaeger, Chair of Council, and Comité de Direction
10.30 – 10.45	Break	
10.45 – 11:45	Meeting with external stakeholders who are involved in/requested studies, to include those involved in Qualiform	Ariane Claverie, Avocat à la Cour- Partner (CASTEGNARO) Marc Bissen, Chef de Service Brevet de Maîtrise (Chambre des Métiers) Vito Savino, Chargé de la direction du Service de Formation (Fondation Kraizbierg) Stéphane Jacquemart (LIST) (Qualiform I) Daniele Waldmann, Assistante professeur FAC STC (UL) Christophe Lejeune (RBC) Stéphane Jacquemart (LIST) Massimo Malvetti, Doyen Faculté STC (UL) Véronique Winum (Interformation)
11.30 – 12.15	TBC	
12:15 – 13.15	Lunch	
13.15 – 16.00	Private Meeting of Review Team	

	30th March 2017	List of participants
8.30 – 9.00	Preparation for the meeting	
9.00 – 12.00	Private Meeting of Review Team	
12.00 – 12.30	Preliminary oral feedback to Institute	Mr Pol Wagner
12:30	End	