Tempus 517200-Tempus-1-2011-1-BE-Tempus-SMGR

Establishing and capacity building of the Southern Serbian Academy and the National Conference for Vocational Higher Education
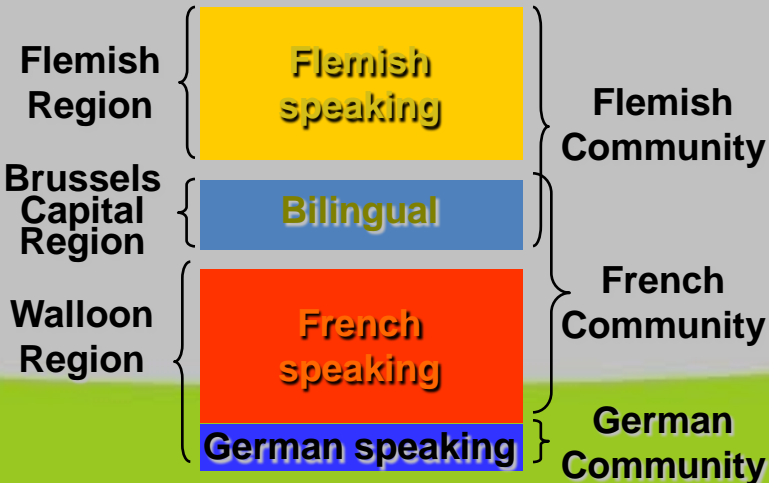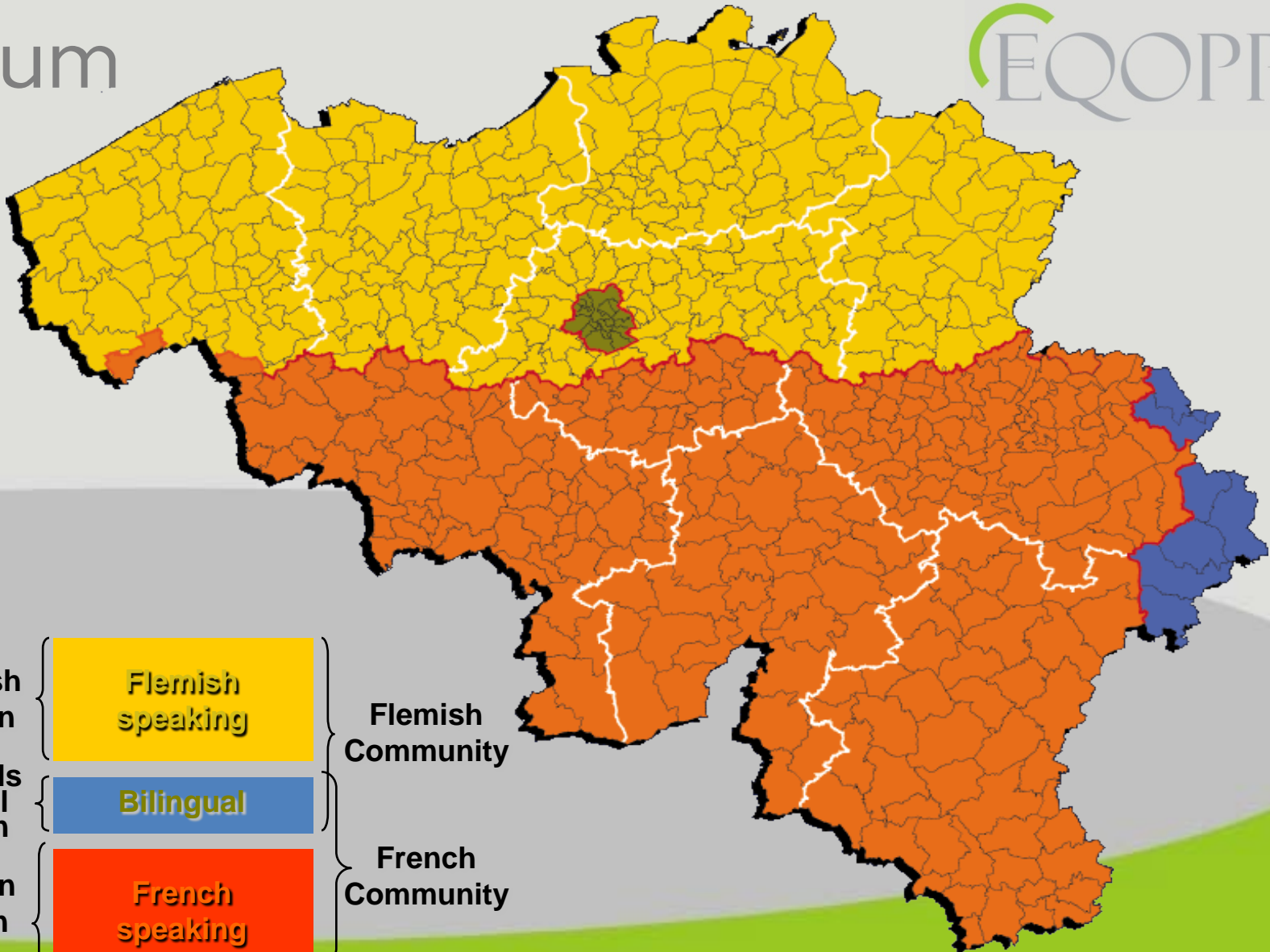
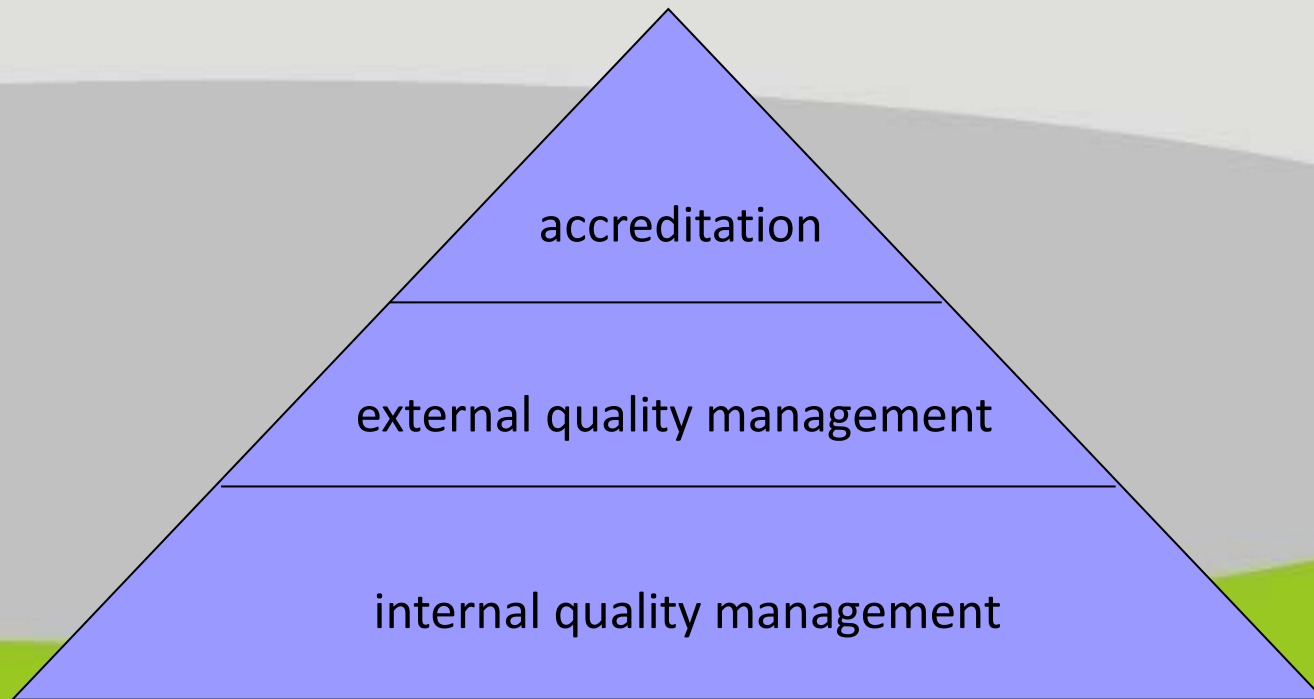# Accreditation in Flanders
Prof dr André Govaert

Belgium

EQOPP

	Flemish speaking	Flemish Community
Flemish Region	Flemish speaking	Flemish Community
Brussels Capital Region	Bilingual	
Walloon Region	French speaking	French Community
	German speaking	German Community

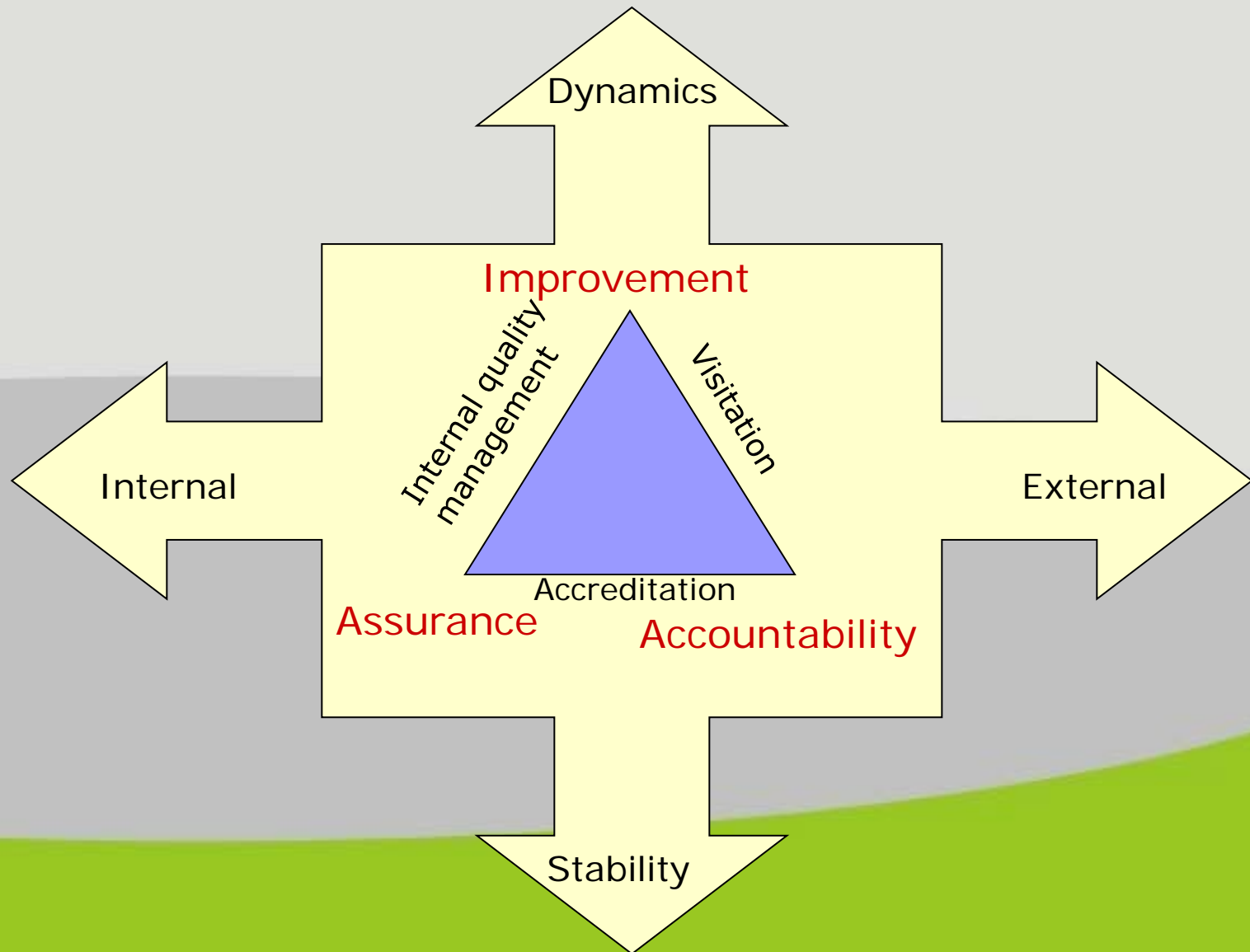Tempus project: "Equal Opportunities for Students with Special needs in High Education"

Education and Culture

1. Concepts of quality assurance in Flemish higher education

Three layered system:

accreditation

external quality management

internal quality management

Connections between internal, external quality management and accreditation

Uit: Tijdschrift voor Onderwijsrecht & Onderwijsbeleid 2002-2003 nr. 1, 53-60: GARRE, P.
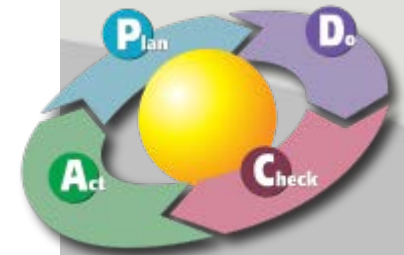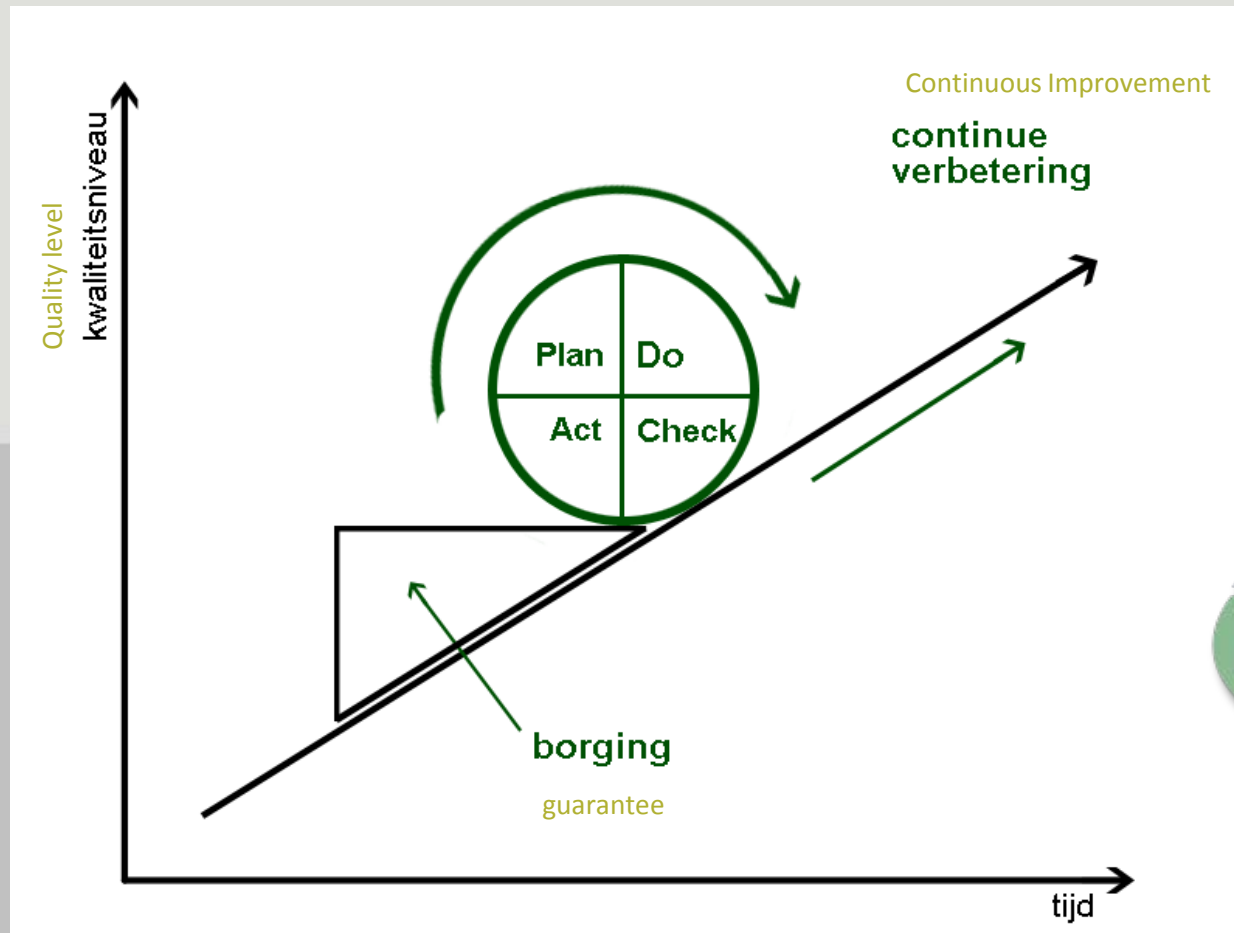
(1) Internal quality management

The higher education institutes (university colleges) and the universities are responsible for the internal quality management of the learning activities.

- They permanently monitor the quality of the learning activities on their own initiative
- They involve students, alumni and external experts from the professional field in processes of internal and external quality control

- The study programmes, in cooperation with all concerned, are responsible for the realisation of the quality management system of the university in their education

Quality Assurance

Internal quality management

- The head of the study programmes are, in cooperation with all persons involved, responsible for the realisation of the quality assurance of the university college in their study programme (educational and quality board)

Quality coordinator: taskdescription

- Stimulating, supporting and follow up of the quality policy of the University College.

- Giving advice to the managing committee concerning the quality policy

- Chairman of quality improvement committees ;
    - new accreditation system (NAS),
    - measuring management

- Coordinator Quality Manual (Intranet / Policy and organisation), advisor for setting up the quality framework

- Managing the implementation and use of intranet as an instrument for quality

- Supporting self-evaluation processes, visitation and accreditation processes.

- Member of the steering committee for quality at the association

- Co-chairman of the board for education and quality

- Coordinator and follow up of the HE database
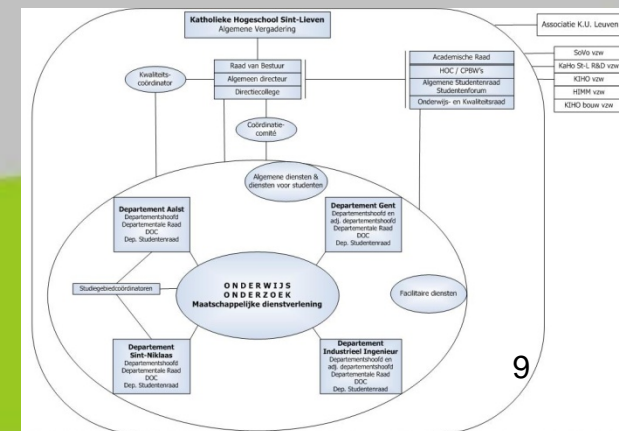
(2) External quality management

Visitation

= Evaluation of the **quality of the study programme** by an assessment panel of **independent and competent experts** in a **public assessment report**

= **VLHORA's "core business"   VLUHR**

- Goals:
    - Improvement of the quality of higher education
    - Accountability to government and society
- Coordinated by VLHORA/VLIR using a collective visitation protocol ("manual")
    - Guidelines for study programmes
    - Guidelines for assessment panels
- Basis and essential factor for accreditation

(3) Accreditation

Accreditation = The **formal acknowledgement** of a study programme based upon a decision of an **independent organisation (assessment report)** in which it is determined that the study programme meets previously fixed quality and study programme level standards

- Accountability
- Accreditation organisation = Dutch-Flemish Accreditation Organisation [NVAO]
- Decision on accreditation is binary
  - Positive – 8 years valid
  - Negative – stop / improvement process
- The management of the institute applies for the accreditation
  - Condition to finance the study programme by the government
  - Condition to grant recognized diploma

SER

- Those responsible for the management of the study programme conduct a critical self-analysis

- The results of this self-evaluation are described in a self-evaluation report

- SER = important starting point for external evaluators

- Improvement and accountability

SER

SER

- Description of the actual situation regarding each indicator

- Underpinning the actual situation

- Explain why you fulfil the indicor

- SWOT for each criterion

- Strategy mid-term

The different steps in the evaluation process

VLHORA's "core business" → external quality management

What are the different steps in the evaluation process?
1) Planning
2) Self-evaluation report
3) Site visit
4) From site visit to assessment report
5) Assessment report

(1) Planning

WHAT	WHEN (example)
• Formal announcement	✒ Autumn 2010
• Information session	✒ January/February 2011
• Cv's of potential commission members	✒ Spring 2011
• Consultation meeting	✒ Autumn 2011
• Composition panel	✒ Spring 2012
• Recognition Commission	✒ Spring 2012
• Inauguration decision	✒ June 2012 (at the latest)

(1) Planning

WHAT	WHEN
• Submission SER	✎ 01.07.2012
• Inauguration meeting	✎ Spring/Summer 2012
• Site visits	✎ Autumn/Winter 2012
• Assessment report	✎ inauguration meeting + 2 years (at the latest)
• Request for accreditation (by HEI)	✎ 2 months after publication AND 6 months before end of accreditation
• End of accreditation	✎ 30.09.2014

(2) Self evaluation report
- goal-

- to stimulate IQM-internal reflection
- internal preparation study programme
- to inform the assessment panel

(2) Self evaluation report
- language, length, form & scope -

- SER limited to 36,000 words
- Compulsory appendices:
  - Student numbers
  - Quantity and quality of staff
  - Success rates of students
- In case of:
  - Several study programmes in one SER
  - Specialisations in the study programme
  - Different locations
  - ...
  - → Clear differentiation in the description

(2) Self evaluation report
- contents-

- **Introduction** (genesis SER, genesis of the study programme, organisation chart...)
- **SIX SUBJECTS** (Accompanying **ASPECTS and CRITERIA)**
  - Objectives of the study programme
  - Programme
  - Effort of staff
  - Means / Facilities
  - Internal quality management system
  - Results
- **Conclusion** (strengths, weaknesses and corrective measures, future policies for the study programme...)

(3) Site visit

- During 2,5 days the assessment panel gathers more information about the quality of the study programme
- Discussion with stakeholders of the study programme
- Study of the available material in situ
- Assessment site visits to facilities
- Oral report on the provisional findings, conclusions and recommendations

The assessment panel members are expected to at least:

- participate in the preparatory meetings;
- prepare the visits to the study programmes by thoroughly reading the self-evaluation report and other documents received;
- participate in the visits and contribute to the proper handling of the interviews with the various interlocutors;
- contribute to the committee's final opinion;
- read, comment on and approve the various parts of the assessment visit report drafted by the secretary of the committee in consultation with the chairman of the committee;
- participate in the inauguration meetings and the discussion of the general part of the assessment visit report when sub-panels have been established.

The chairman of the assessment panel is also expected to:

- cooperate on the composition of the other members of the assessment panel in the starting up phase;

- lead the committee through the entire process (leading the interviews during the visits; preparing and chairing the meetings; taking decisions when there is a lack of unanimity in the committee; etc);

- monitor together with the secretary the uniformity of the assessment visit process when sub-panels have been established;

- read, comment on and complement the various parts of the assessment visit report drafted by the secretary of the committee before they are submitted to the committee members;

- intervene when a member of the assessment panel misbehaves in terms of content or deontology during the activities as part of the assessment visit.

Important role of secretary

- In the preparation of the site visit

  - Analyse the self-evaluation report

  - Necessary information regarding the indicators

  - Merge the preparation of the panel members

  - Make questions lists per interview

  - Necessary questions asked?

Secretary

- During the site visit
  - Requested additional information available
  - Minutes of the interviews
  - Are all relevant questions asked
  - Timekeeper
  - Facilitate the discussion within the panel
  - Facilitate the formation of a common judgement of all the indicators and the criteria
  - Gather the motivation for each judgement (arguments and reflections)

Secretary

- After the site visit

    - Merge all arguments and reflections
    - Make a draft report
    - Translate the information gathered during the interviews into the assessment framework

- Use of templates
  - For the preparation of the panel
  - For the list of questions
  - For the judgements
  - For the feedback (oral report)
  - For the assessment report

Each panel member will submit a written preparation to the secretary:
-General impression of the SER
-General impression of the criteria and indicators
-Questions
-Additional information to be available during the site visit
-Selection of final works

Study programme

1. **Sense of syntheses**

2. **Prove the basic quality**

3. **Authenticity**

4**. Focus on systematic development of the study programme**

Panel

1. A very good preparation of the visit

2. A positive attitude towards the study programme

3. An independent attitude to the visited study programmes

(4) From site visit to assessment report

- First draft assessment report sent to panel members and later to the study programme
  - Response of study programme / HEI
    - Decision of the assessment panel to (not) include the remarks in the final assessment report

- Final assessment report
  - Written statement
    - To be included as an appendix to the assessment report

- Assessment report
  - Official publication

(5) Assessment report

- **INDICATORS** are being evaluated by means of a scale: Excellent – Good – Sufficient - Insufficient

- **CRITERIA** = sufficient/insufficient is established on the basis of the importance of the different aspects that are involved (a way of deliberation)

- **FINAL JUDGEMENT** = sufficient/insufficient

To obtain a **positive final judgement** every subject has to be at least sufficient for each main subject

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Self-evaluation report: examples

- Criteria 2: Curriculum

- Indicator 2.1: correspondence between objectives and the content of the programme
  - Implementation of the objectives in the curriculum;
  - Level (bachelor's, master's) and content of the components of the study programme;
  - Existence of inter-disciplinary elements;
  - International dimension of the study programme/ integration of internationalisation in the curriculum (policy, participation rate, cooperation, international contacts, etc);
  - Degree to which recent advancements in education at home and abroad are integrated in the curriculum;
  - Procedures for curriculum revision and innovation;
  - Participation of relevant stakeholders in curriculum development, revision and innovation.

Self - evaluation

- 2.1.1 Professors are actively and systematically involved in curriculum development and revision.

- 2.1.2 Students are actively and systematically involved in curriculum development and revision.

- 2.1.3 People from outside the study programme, among who colleagues, are involved in curriculum development and revision.

- 2.1.4 Enquiries for alumni concerning the contents of the curriculum.

Subject 6 - Internal Quality management

Indicator 6.1 - Evaluation of results

The study programme is being evaluated periodaclly through usage of testable targets. Systematic measures for following up on teaching process are introduced. Quality structures are established and quality teaching on the stydu program is permanently monitored

Indicator 6.2 - Measures for improvement

Results of evaluation are the starting point for strategic and operational approach in introduction, imrpovement and development of demostrable measures necesarry for the realisation of the educational goals. Improvement measures are based on threat and weakness notived during evaluations process.

Indicator 6.3 - Involving co-workers, students, alumni and professional field

Co-workers, students, alumnus and the professional field are being involved in the internal quality control.

Indicator 6.1 evaluation results

The course is being evaluated periodically through usage of testable targets. Systematic measures for following up on teaching process are introduced. Quality structures are established and quality teaching on the study program is permanently monitored

- Description of the quality policy and the approach of the internal QA?
- Existence of quality structure?
- Depersonalised summary of the measured results of the study programme?
- Usage of results obtained during evaluation process?
- QA instruments: questionnaires, evaluation tools, etc?

Indicator 6.2
Measure for improvement

Results of evaluation are the starting point for strategic and operational approach in introduction, imrpovement and development of demostrable measures necesarry for the realisation of the educational goals. Improvement measures are based on threat and weakness notived during evaluations process.

- Degree to wich past targets were achieved?
- Degree to which the targets for the future are well founded?
- Improvement actions in the study programme: allocation of resources, designation of responsibilities and power, planning and monitoring project management?
- Special attention for the response to findings and recommendations of the former assessment visit and results of student evalutation

Indicator 6.3
Involving stakeholders

Co-workers, students, alumni and the professional field are being involved in the internal quality control.

- Performance of the boards and panels involved in the internal QA, including student participation

- Involvement of the staff and students in decision making and evaluations as the part of the IQA

- involvement of alumnus and the workingfield in educational evalutaions and curriculum innovations

- Contacts between study programmes and the alumnus and workinf field

1. Institutional audit

The purpose of the institutional audit is to establish whether the institutional management, starting from its vision on the quality of education, is able to set up an effective system of quality management with which it can guarantee the quality of its study programmes.

- What is the institutional vision on the quality of its education ?
- How does the institution plan to realise this vision ?
- How will the institution measure the degree of realisation of this vision ?
- How does the institution work to improve the quality ?
- Who is responsible for what ?

Standard 1:

- The institution possesses a widely supported vision on the quality of its education and the development of a quality culture.

- Key factors:

  - Ambition of the institution concerning the quality of its education

  - Demands for quality of the study programmes

  - Quality culture:

    - Monitoring of quality

    - Improvements

  - Active role of all actors in education

Standard 2:

- The institution disposes of an adequate policy to realise the vision in relation to the quality of its education. This includes an adequate personnel management, adequate facilities, integration of research in education, as well as the links with the professional field, and the (international) discipline.

- Key factors:

  – Standard and own management options

  – Concrete objectives resulting from the policy

  – Allocation of sufficient means for implementation of the policy

  – Integration of research in education

Standard 3:

- The institution is fully aware of the level of realisation of the vision on quality of its education, and regularly evaluates the quality of its study programmes with students, employees, alumni and representatives of the professional field.

- Key factors:
  - Dispose of the necessary management information
  - Internal evaluation
  - External evaluation

Education and Culture

Standard 4:

- The institution is able to demonstrate that it systematically works to improve the quality of its study programmes where needed.

- Key factors:

  - Active policy for improvement

  - Contribution to quality culture

Standard 5:

- The institution has an effective organisation and management culture in relation to the quality of its study programmes, in which responsibilities and tasks are clearly defined and in which representation of students and staff is ensured.

- Key factors:

  - Realise vision, policy, results and management of improvement in a coordinated way.

  - The way in which students and staff are consulted and their recommendations are taken into account.

Institutional audit: evaluation process

- Management consultation (NVAO-institution)
- Accreditation portrait (NVAO)
- Critical reflection (Institution) (max. 50 pages)
- On-site visits
  - Exploration: discussions
  - In-depth discussions of key items and audit trails
- Evaluation procedure (Auditcommission)
- Advisory report

2.Limited evaluation of study programmes

- The evaluation is the result of a discussion with "peers" about the quality of the study programme and is focused on the following questions:

  1. What is the aim of the study programme ?
  2. How does the realisation happen ?
  3. Have the objectives been achieved ?

Standard 1:

- The envisaged output qualifications of the study programme have been concretised in terms of contents, level and orientation, and are internationally accepted.

- **Key factors:**

    – Flemish qualification framework

    – Contemporary demands

    – International perspective

    – Professional field and professional discipline

- **Framework of present visitation system:**

    Topic 1: Objectives of the study programme

Standard 2:

- The contents and the structure of the study programme, the quality of the staff and the specific facilities enable students to achieve the envisaged final learning outcomes.

- Contents and design of the programme

  - Admitted students

  - Quality of staff and facilities

  - Coherent educational learning environment (programme, staff, facilities)

- **Framework present visitation Kader huidig visitation system:**

  Topic 2: Programme

  Topic 3: input of staff

  Topic 4: facilities

Education and Culture

Standard 3:

- The study programme possesses an adequate monitoring system and can demonstrate that the envisaged learning outcomes have been realised in terms of contents, level and orientation.

- **Key factors:**

  – Intermediate and finals tests

  – Final projects

  – Functioning of graduates in the professional field or further study

  – Valid, reliable and transparent tests and evaluation

- **Framework present visitation system**

  Topic 2: Programme Facet 2.7 Evaluation and monitoring

  Topic 6: Results

Limited evaluation of study programmes: evaluation process and accreditation

- Critical reflection (study programmes) (max. 25 pages)
  - Standards
  - Projects for improvement
  - Plans for the future
- On-site visit
- Evaluation procedure
- Evaluation report

- NVAO-decision: accreditation

THANK YOU !