



**GHENT
UNIVERSITY**

Quality Assurance at Ghent University

GHENT UNIVERSITY'S SELF-DIRECTED QUALITY ASSURANCE SYSTEM 2.0

Bologna Peer Support Group on Quality Assurance, 16th January 2020 Ghent

Past * Present

External
Quality
Assessments

QA System 1.0
peer learning visits

Institutional Review

2014

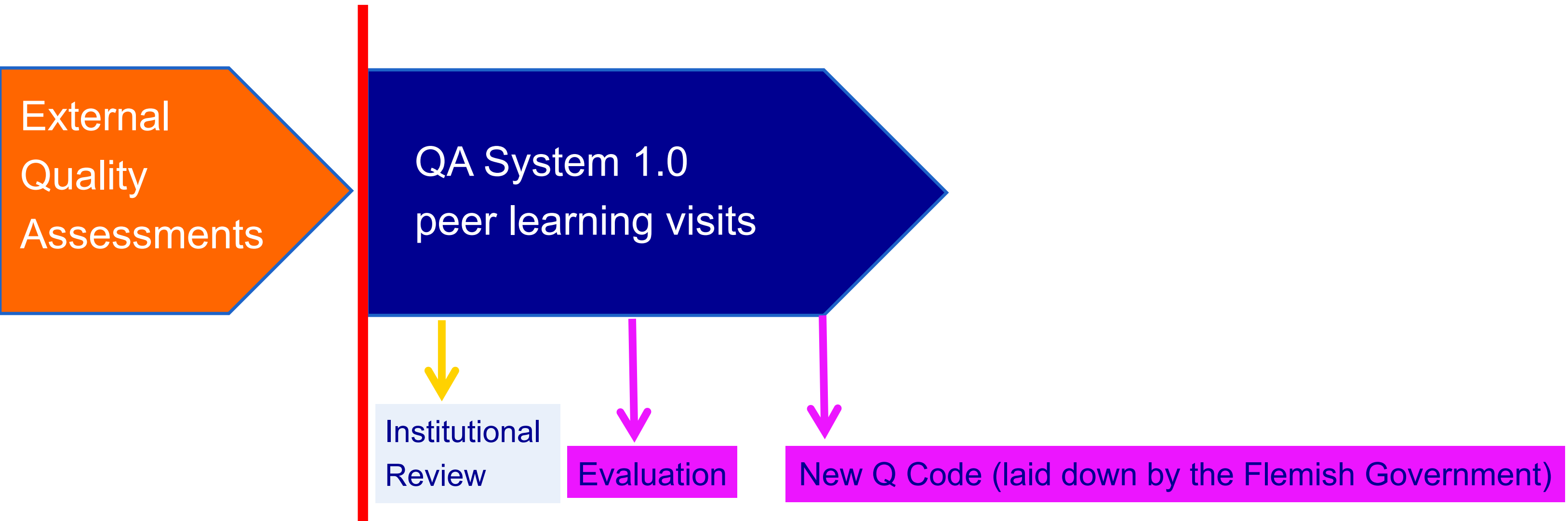
QA System 1.0

- New QA system developed in 2015
- Self-directed
- Portfolio : PDCA , prove quality
- Cycle of peer learning visits (6 year)
- Establishment of Education Quality Commission (central)

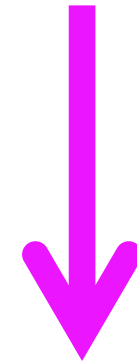
peer learning visit panel

- 3 chairs of other programme committees
- 1 student
- 1 external expert on the programme
- 1 process coordinator from the dep. of educational policy

Past * Present * Future



2014



Evaluation
QA System 1.0

New Q Code for
Higher Education

2016 – 2017 – 2018

2018 – 2019

Evaluation

QA System 1.0

1. consultation rounds with all faculties about the portfolios
 2. survey of 805 Ghent University staff involved in the peer learning visits (34% response)
 3. five “breakfast sessions” for in-depth feedback
- appreciation for general approach
 - inventory of the main points of concern

Evaluation QA System 1.0

Points of Concern?

- portfolios
- peer learning visits
- support
- Education Quality Commission
 - Dept. of Educational Policy

Evaluation

QA System 1.0

Points of Concern?

- **portfolios**
- peer learning visits
- Support
- Education Quality Commission
 - Dept. of Educational Policy
- too much text: “paper mountain”
- data not integrated: evidence!
- no dashboard function
- too static: not a real working tool
- no efficient and flexible system

Evaluation QA System 1.0

Points of Concern?

- portfolios
- peer learning visits
- support
- Education Quality Commission
 - Dept. of Educational Policy

- too much feeling like external assessments
- too much focus on control
- window dressing vs. reflection & introspection
- time-consuming & overhead
- only 1 expert from the field?
- concerns about public information

Evaluation QA System 1.0

Points of Concern?

- portfolios
- peer learning visits
- **support**
- Education Quality Commission
 - Dept. of Educational Policy

- exchanging good practices
- real peer learning
- coaching tailored to specific needs

Evaluation QA System 1.0

Points of Concern?

- portfolios
 - peer learning visits
 - support
 - Education Quality Commission -
Dept. of Educational Policy
- feasibility of organizing 120 peer learning visits in 6 years
 - amount of 'unnecessary' visits, many study programmes deserve our trust
 - problem of cyclicity vs. quality culture

Need for...



QA System 2.0

Evaluation
QA System 1.0

New Q Code for
Higher Education

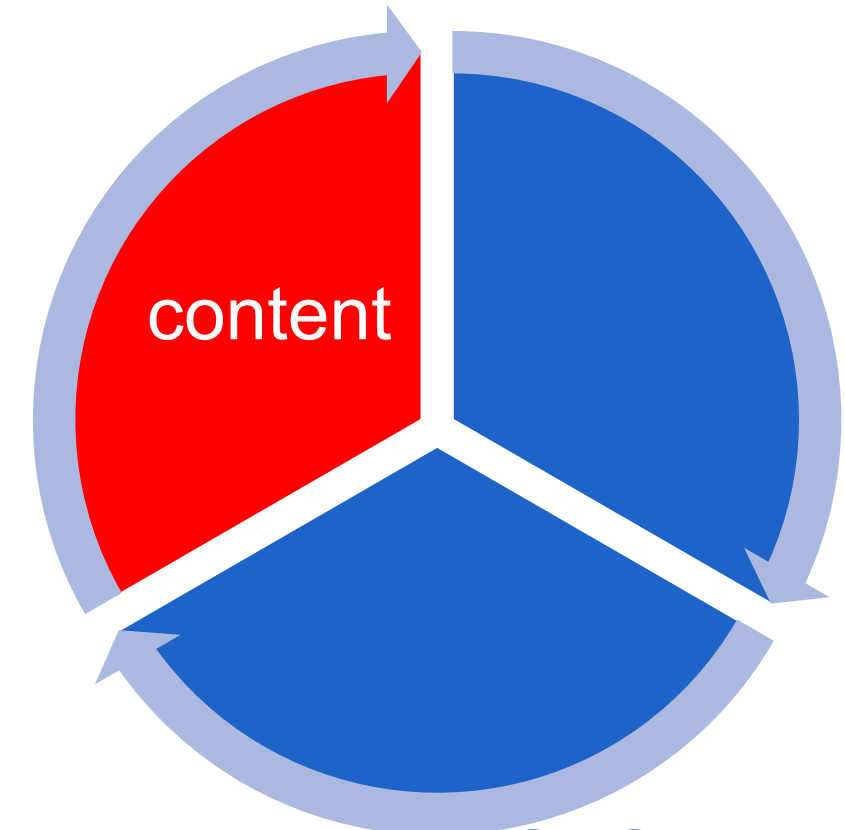
2016 – 2017 – 2018

2018 – 2019

New Quality Code (by Flemish government)

1. Study Programme Content

- internationally up to par & evidence-based
- occupational qualification
- employability
- exit level



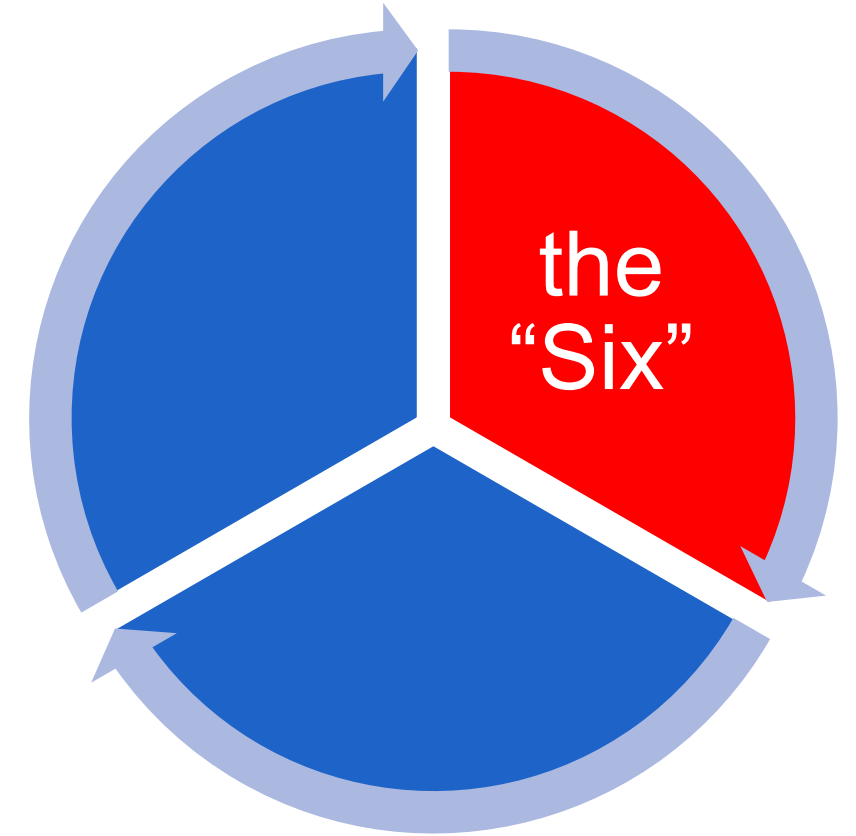
=> embedding the EXTERNAL perspective is laid down by the Q Code:

- independent international peers/colleagues/experts
- occupational field, alumni, external stakeholders, students

New Quality Code

2. The HEI's Realization of Education Policy

- Six strategic education objectives
- = Ghent University's "Six"
- integration into content, processes and QA System



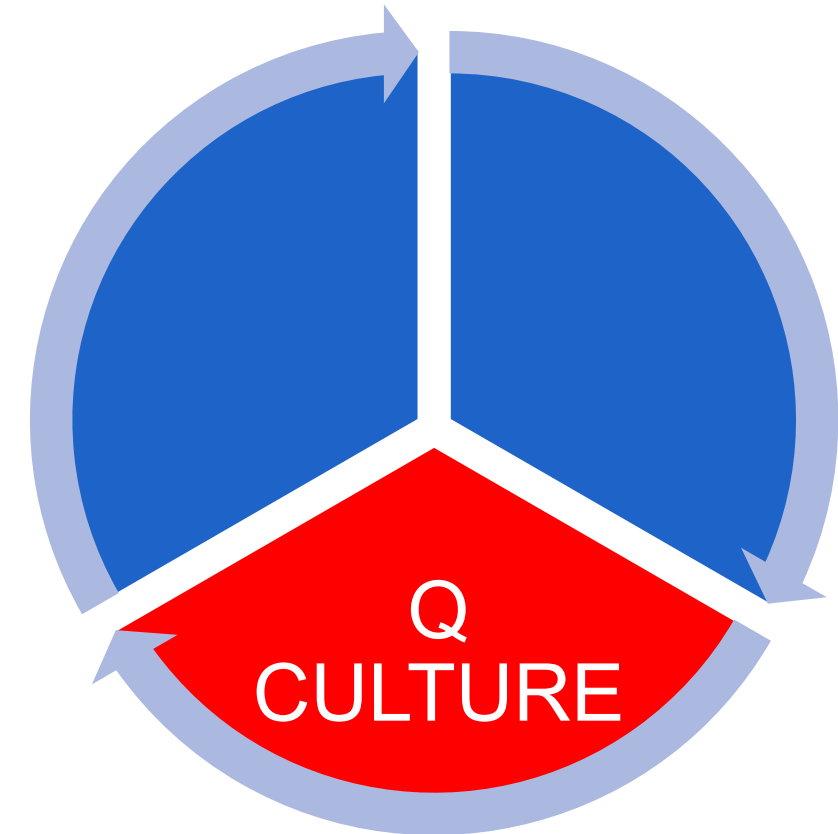


= The SIX strategic education objectives UGent

New Quality Code

3. Quality Culture in Every Study Programme

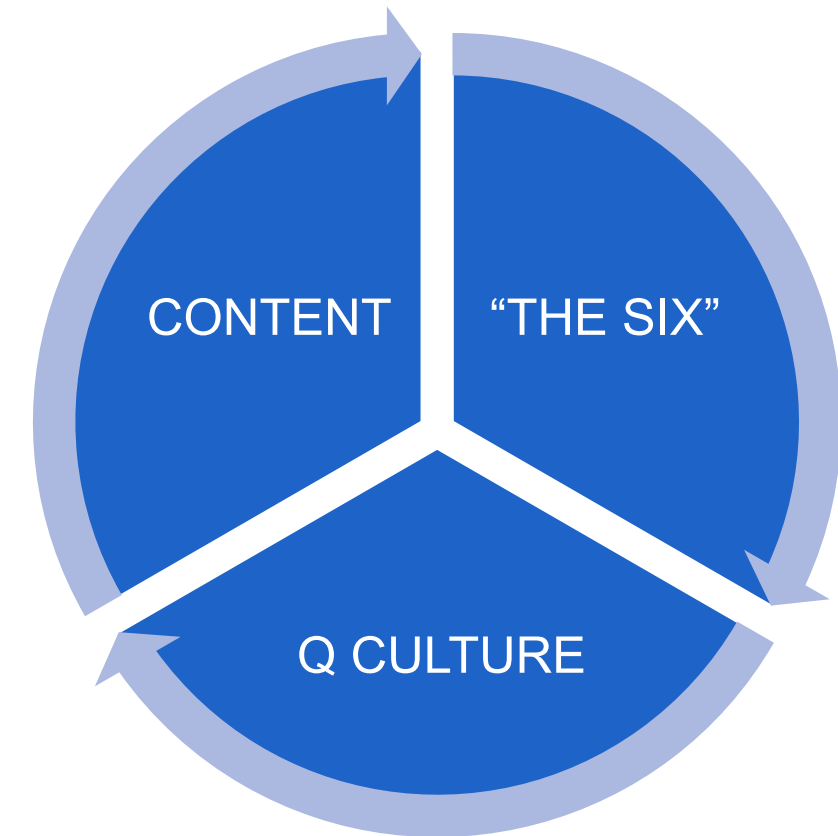
- PDCA methodology
- importance of monitoring
- closing the circle = solving existing problems
- process efficiency
- fulfilling 8 quality features (ESG)



New Quality Code

Legislative focus on these 3 elements leads to:

- formal **quality assurance resolution (QAR)** for ALL study programmes by the university board
- publication and follow-up of the QAR through **‘public information’**

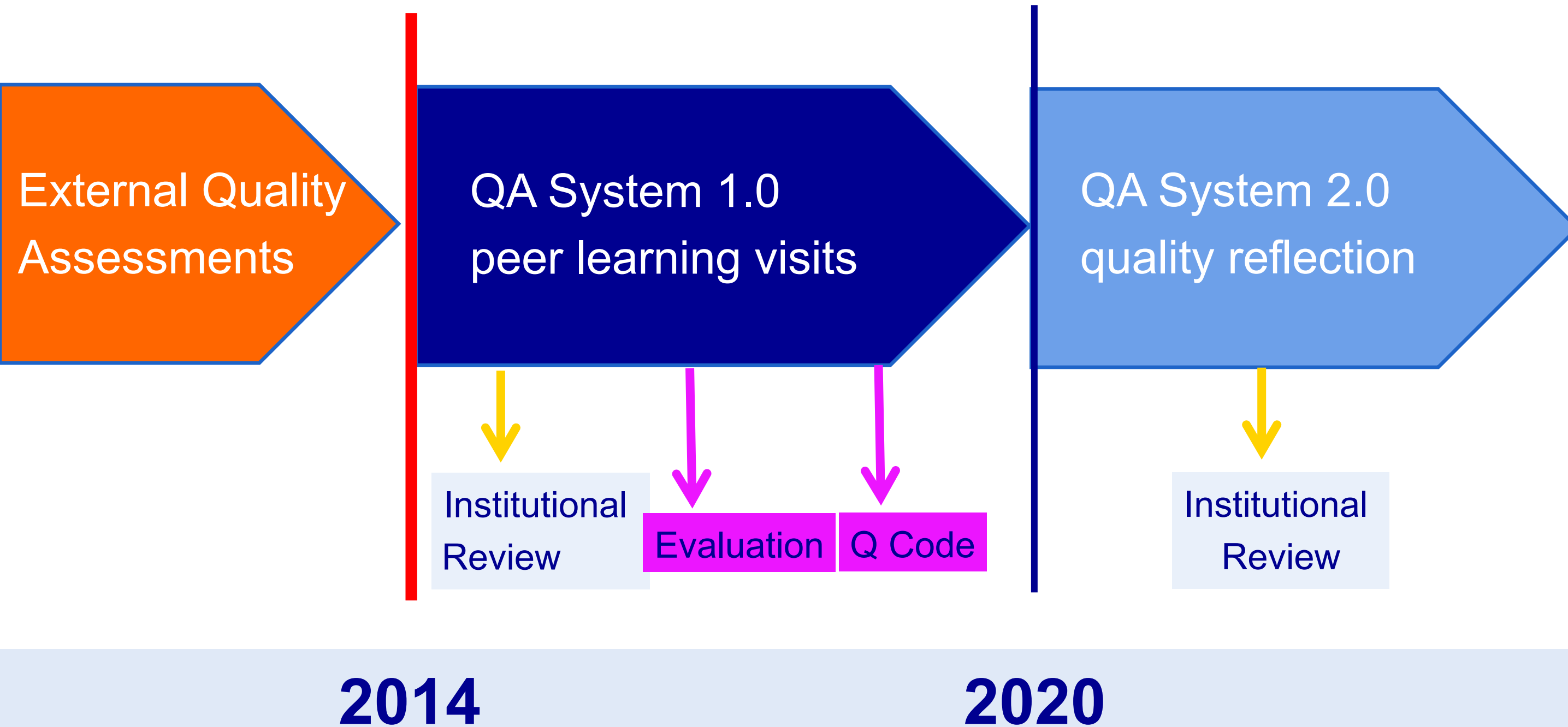


Need for...



QA System 2.0

Past * Present * Future

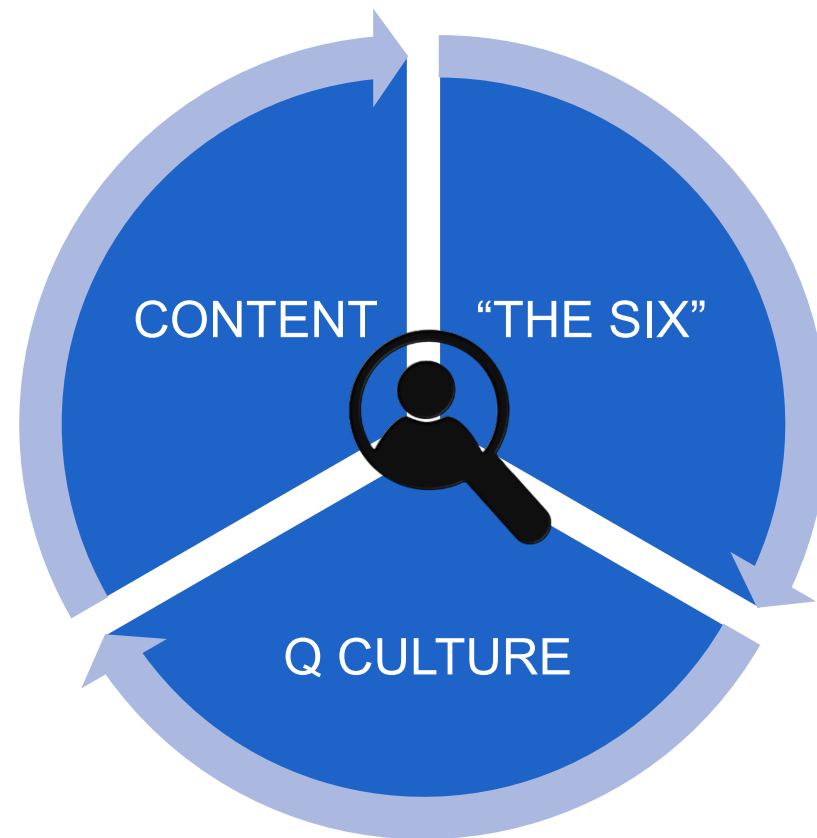


QA System 2.0

1. QA at Study Programme Level

1. QA at Study Programme Level

WHAT?

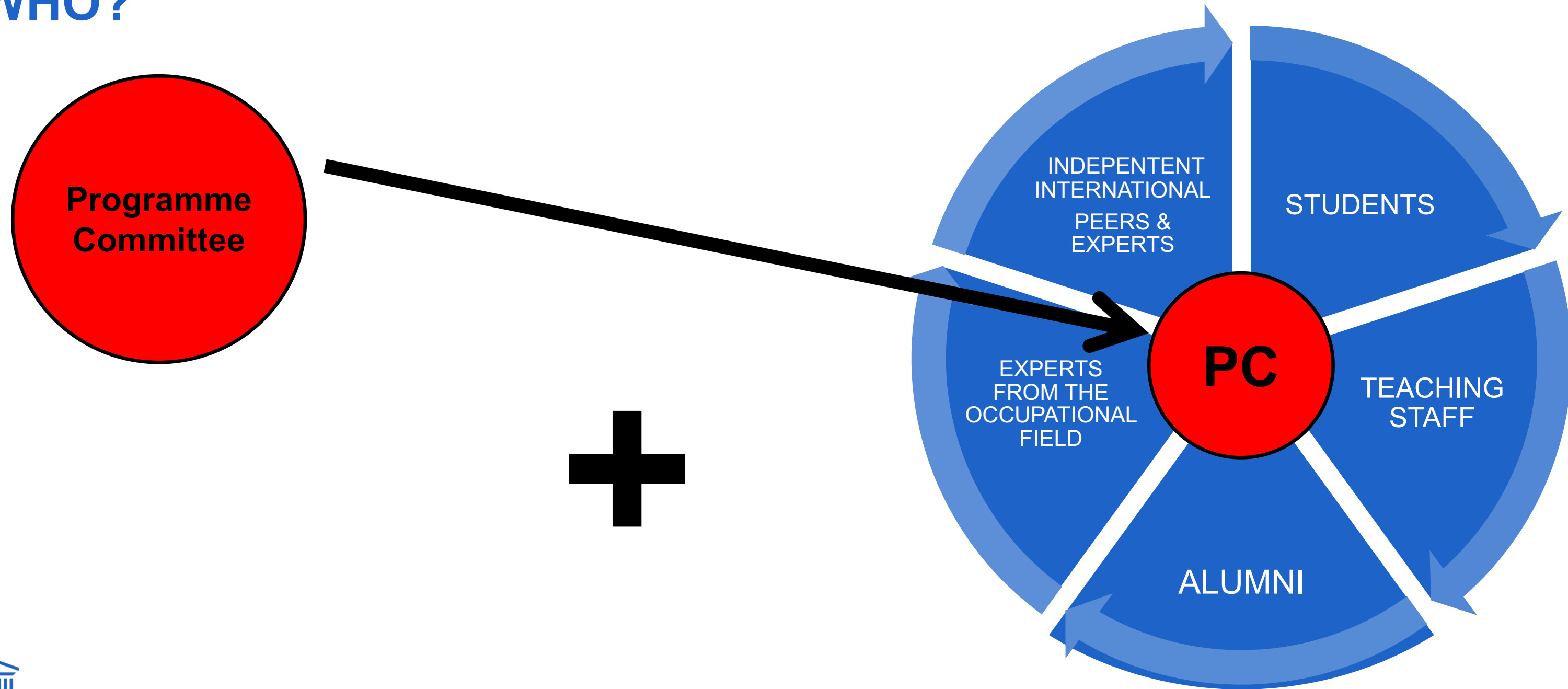


Self- reflection



1. QA at Study Programme Level

WHO?



1. QA at Study Programme Level

HOW?

EDUCATION
MONITOR

Portfolios → monitors (sharepoint)

PC
TEAMSITE

“back office” = workplace for the PC

PC MINUTES

Ghent University Document Management

- Each study programme has its own PROGRAMME MONITOR
- Educational policy and quality assurance in this monitor
- Central element in the monitor: the study programme objectives
- Method : PDCA

PROGRAMME MONITOR

RELATIVELY STABLE PART

PLAN

- vision & policy
- per x objectives
- 1 A4

DO

- policy implementation & actions
- based on PLAN
- 1,5 A4 per DO

**study
programme
objectives**

DYNAMIC PART

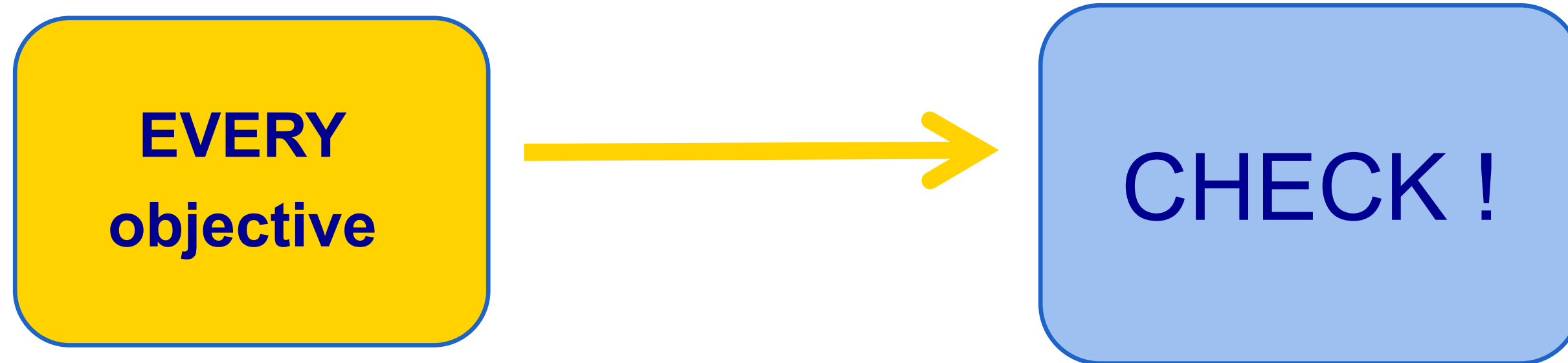
CHECK

- each objective
- reflection
- once a year
- automatic UGI
integration = indicators

ACT

- improvement initiatives

PROGRAMME MONITOR



CHECK: "We reach the objective?"

"What evidence do we have?"

- 1. based on what we do (=DO)*
- 2. based on quantitative data (UGent Business Information System (BI-system))*

check of each study programme objective:



BLAUW

We halen de doelstelling ruimschoots. Er zijn goede praktijken die we naar voren kunnen schuiven en die navolging verdienen.



GROEN

We halen de doelstelling aantoonbaar. Er zijn eventueel acties ter verdere verbetering gepland.



GEEL

We halen de doelstelling op de hoofdlijnen. Er worden werkpunten geïdentificeerd om de tekorten te remediëren.



ROOD

We halen de doelstelling niet. Er zijn kritieke ingrepen nodig die dringende opvolging vereisen.

PROGRAMME MONITOR



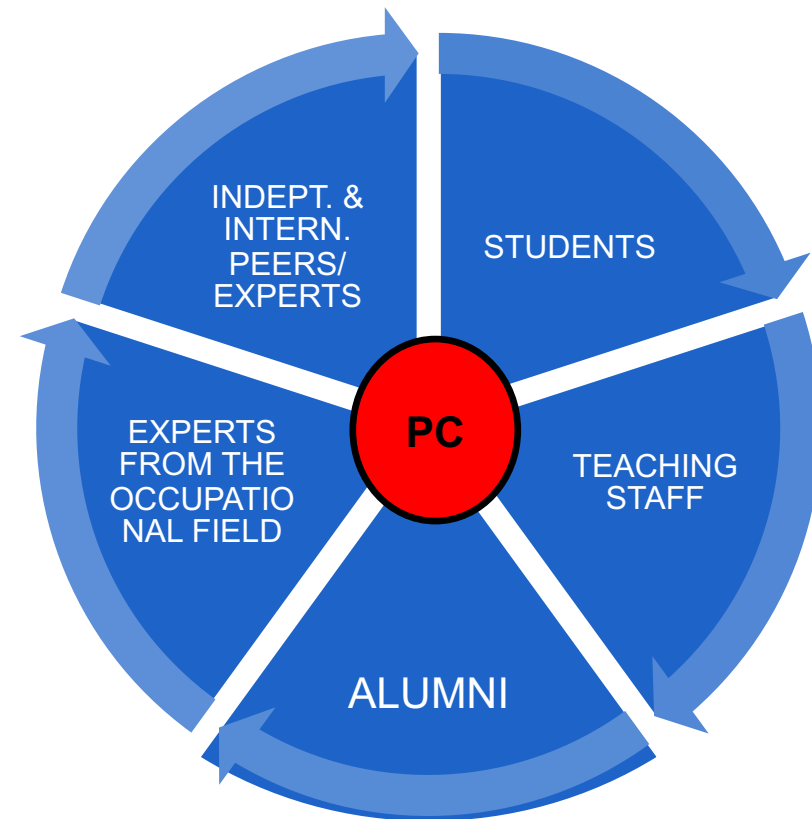
ACT: “What do we want to improve?”

*All ACTs together = action plan
= automated Quality Improvement Plan*

1. QA at Study Programme Level

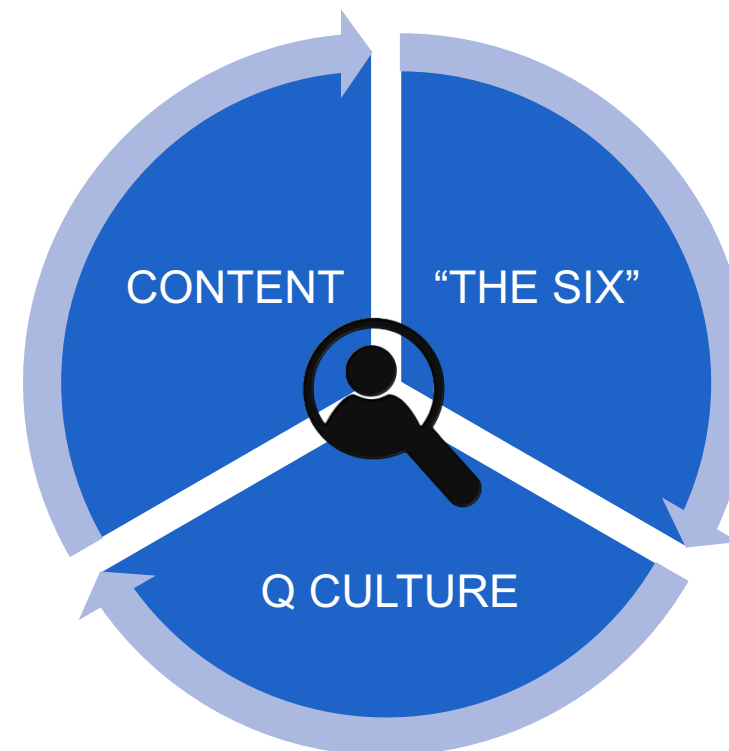
Who?

reflection on



What?

by means of the



How?

EDUCATION
MONITOR

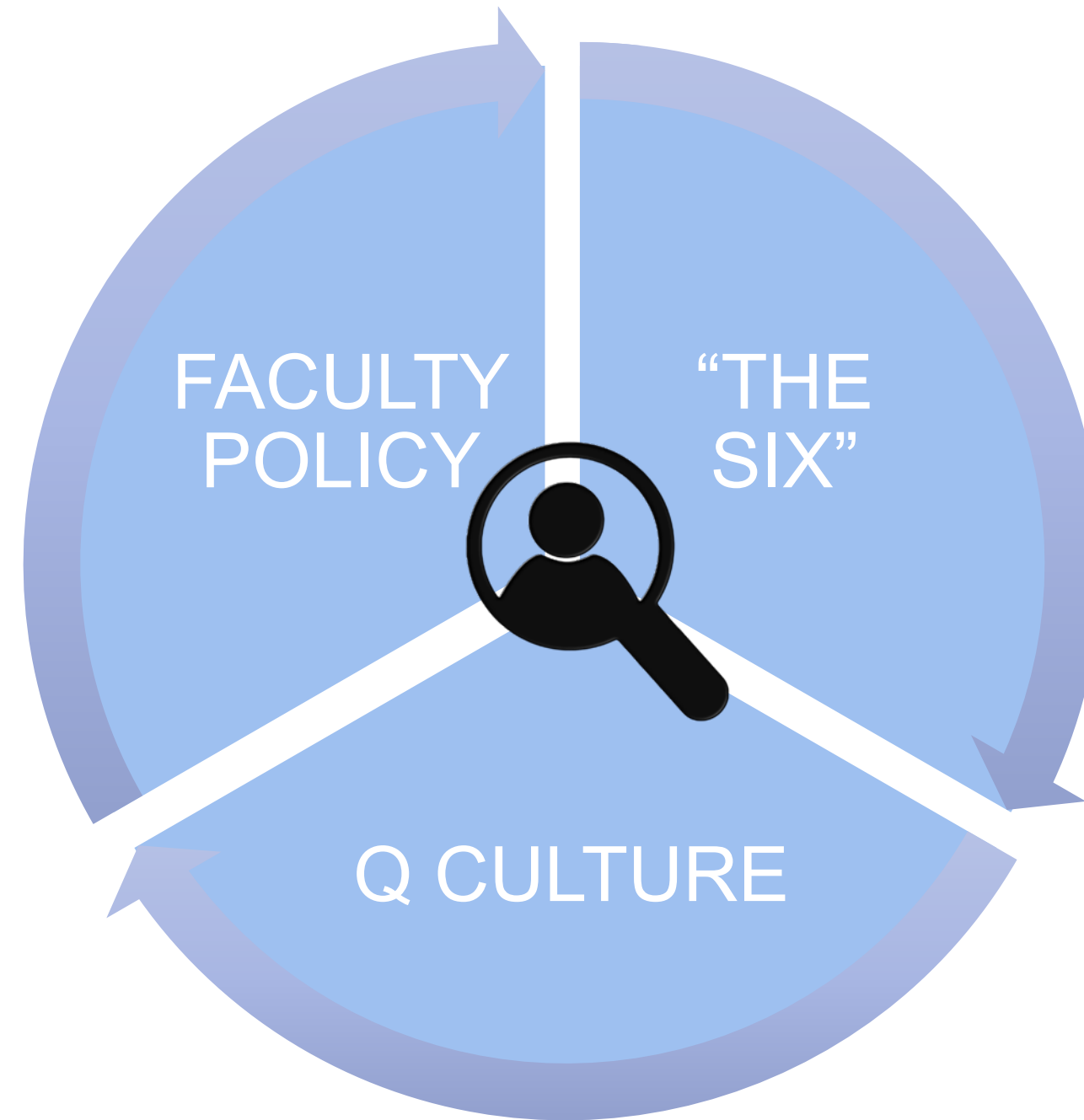
PC
TEAMSITE

PC MINUTES

QA System 2.0

2. QA at Faculty Level

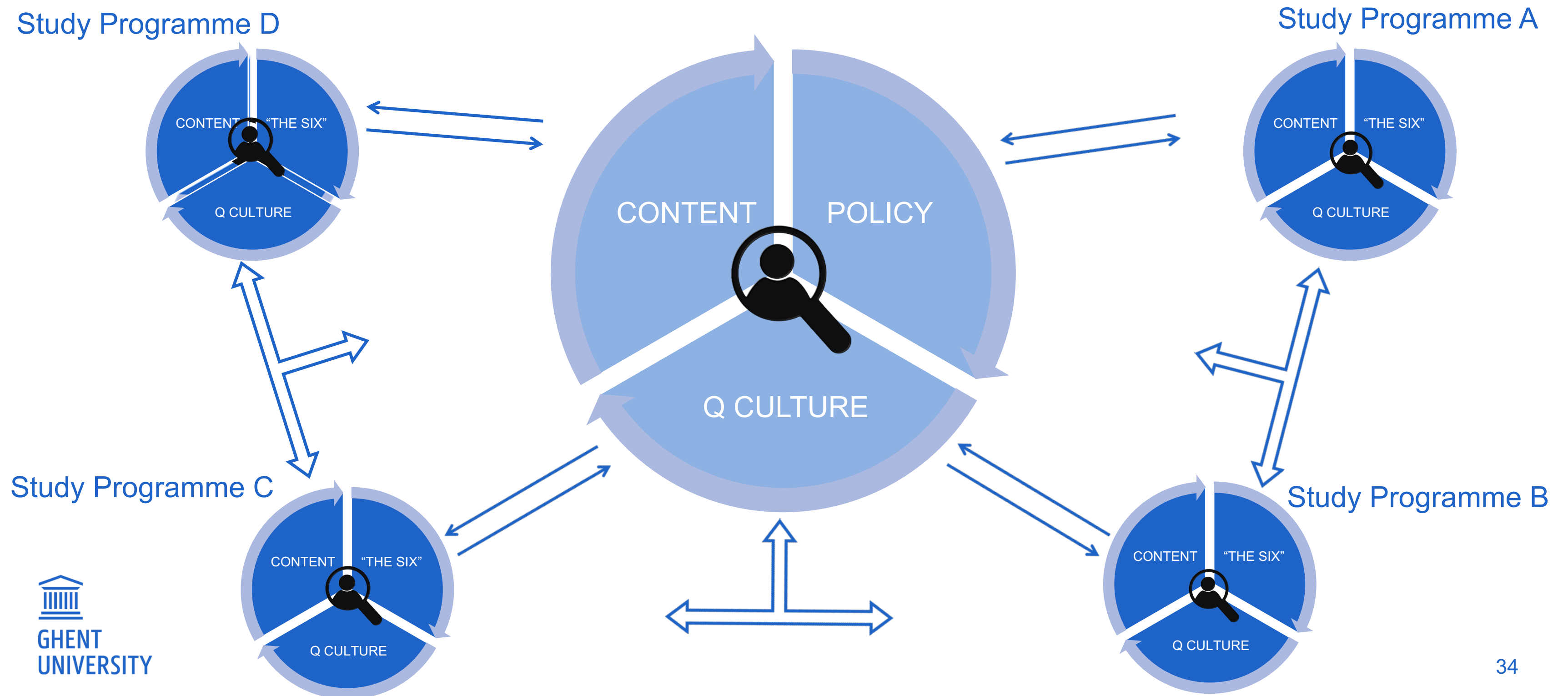
2. QA at Faculty Level



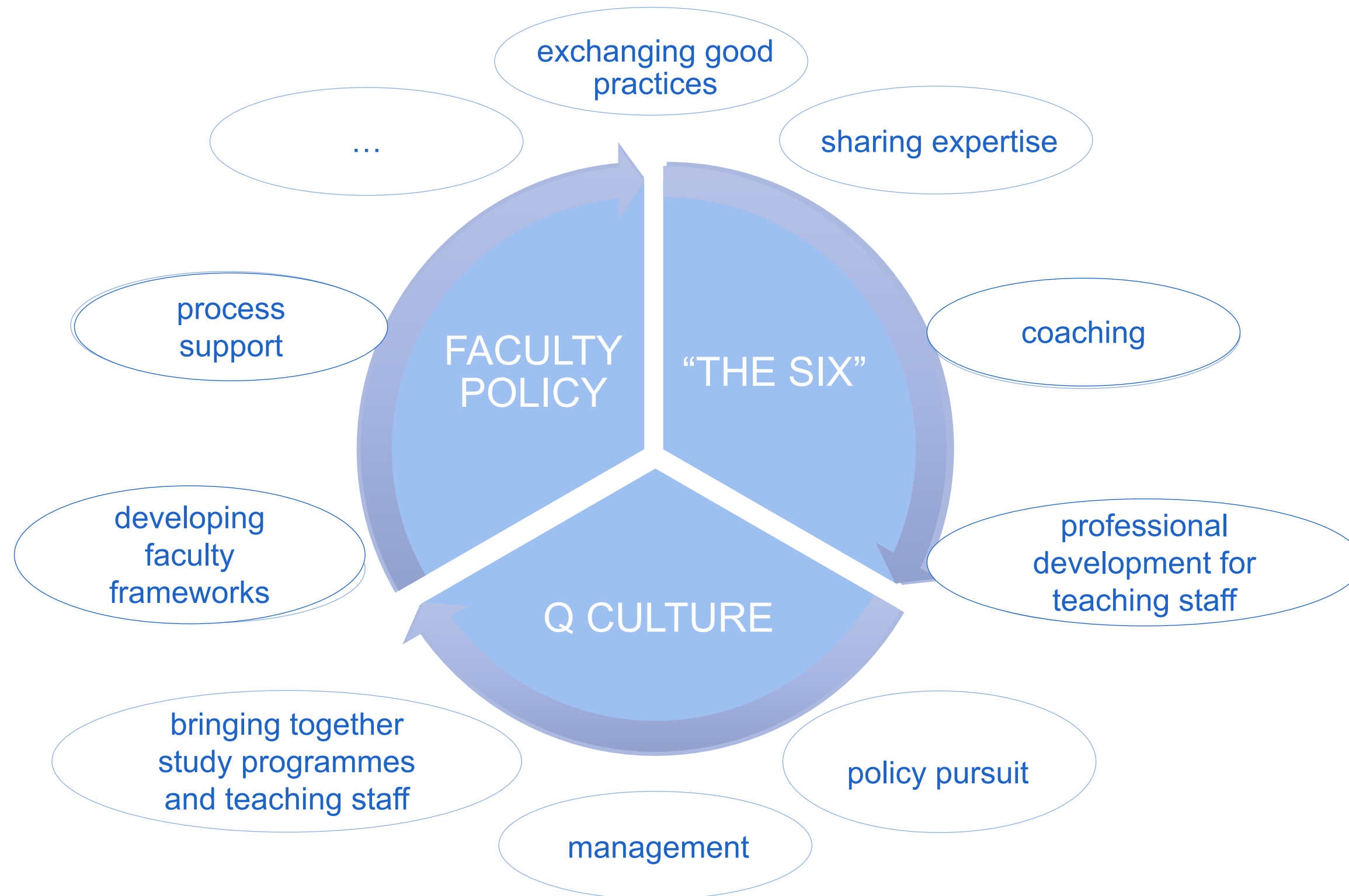
Self-
reflection



2. QA at Faculty Level



2. QA at Faculty Level



2. QA at Faculty Level

FACULTY
MONITOR

Faculty monitor in Sharepoint (11 faculties)

FACULTY
TEAMSITE

work place with the possibility to communicate with PC teamsites (work-in-progress)

FACULTY
MINUTES

Ghent University document management (documentenbeheer.ugent.be)

FACULTY MONITOR

RELATIVELY STABLE PART

PLAN

- vision & policy
- per x objectives
- 1 A4

DO

- policy implementation & actions
- based on PLAN
- 1,5 A4 per DO

FACULTY objectives

DYNAMIC PART

CHECK

- each objective
- reflection
- once a year
- automatic UGI integration = indicators

ACT

- improvement initiatives



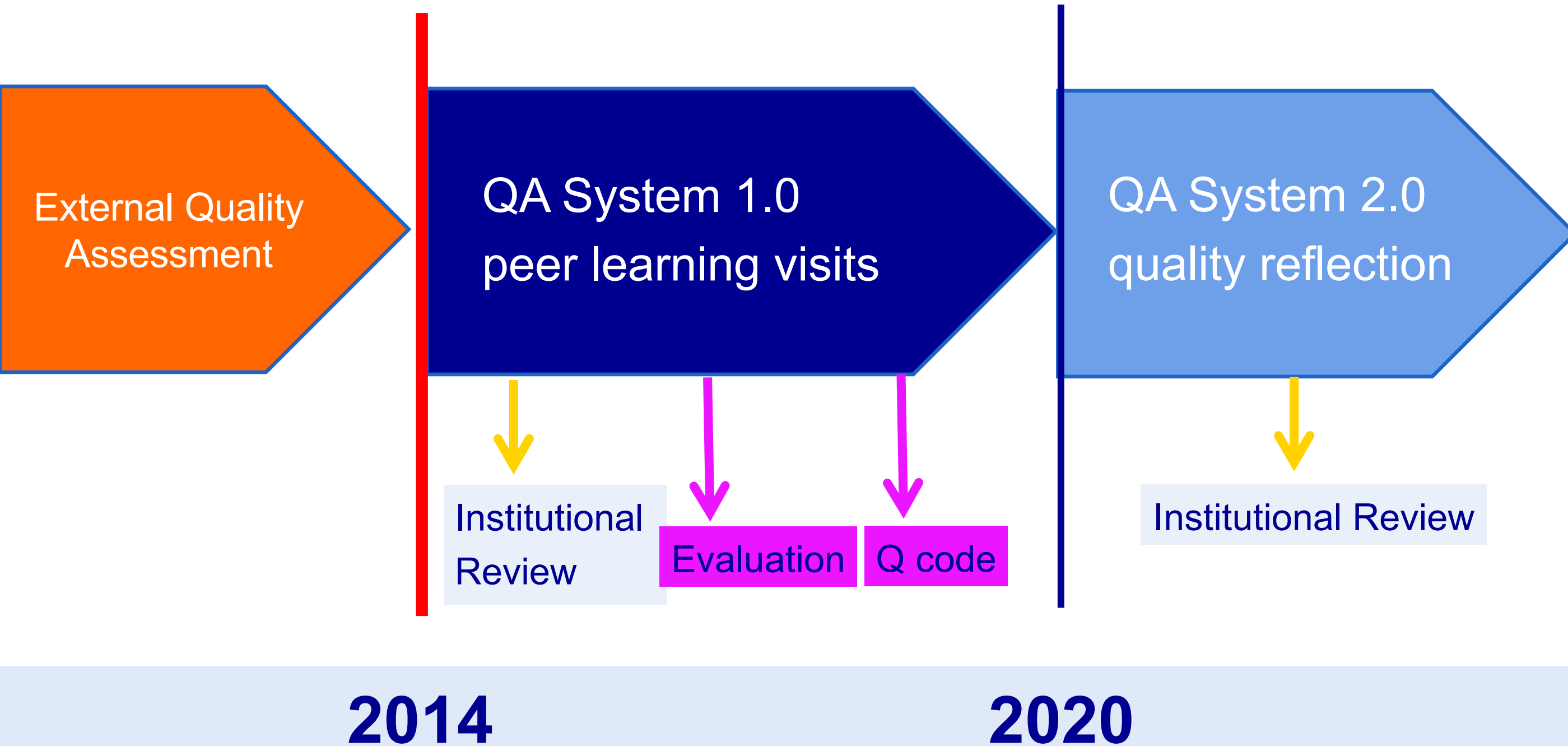
QA System 2.0

3. Quality Assurance Resolution & Public Information

Past *

Present *

Future



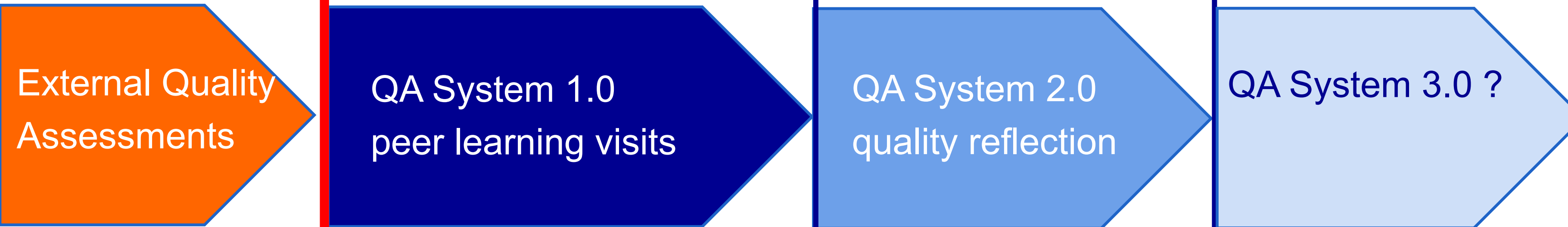
Past

*

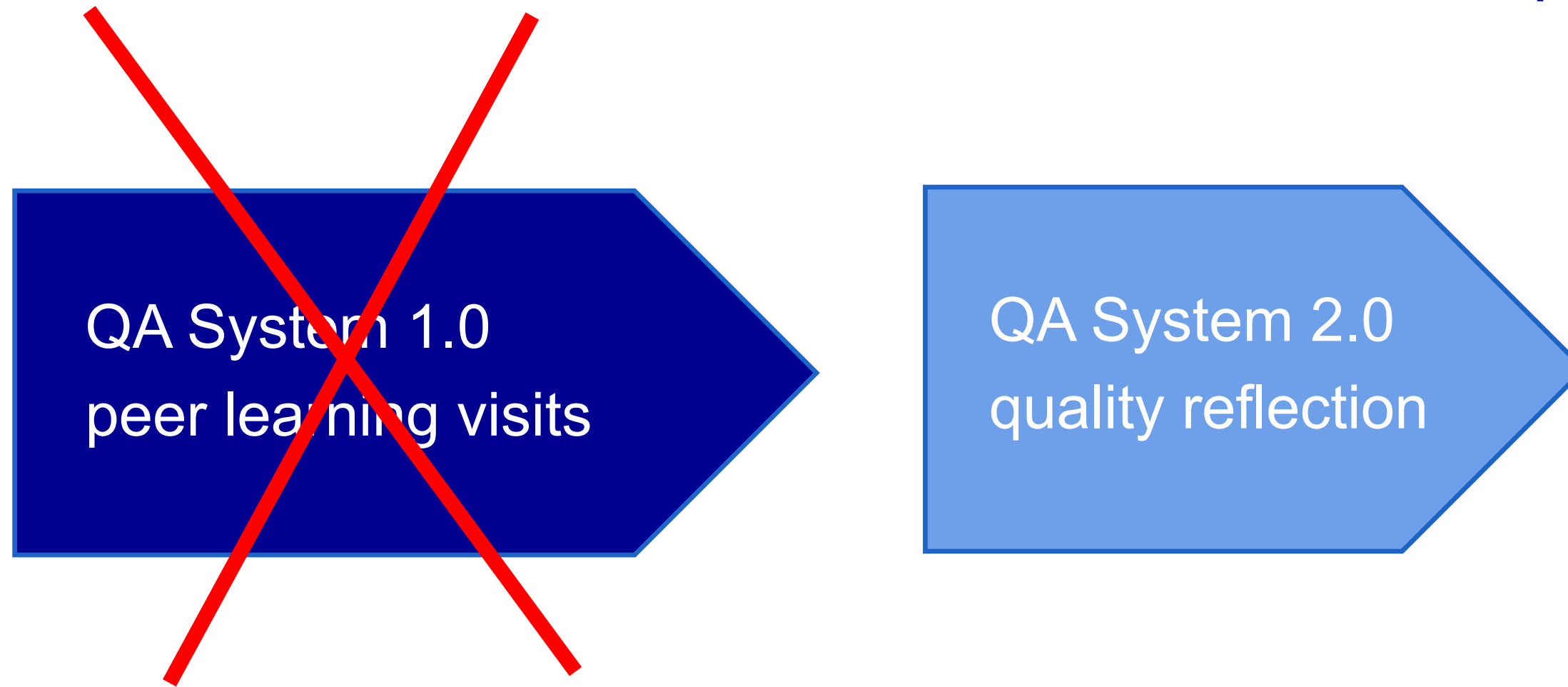
Present

*

Future



Need for an intermediate step towards Q culture



- basis: programma monitor
- study programme's self- reflection & improvement policy
- no more unnecessary peer learning visits
- basic assumption is trust

QA System 2.0

Quality Reflection by EQC

QA System 2.0
Quality Reflection

EQC:

Education Quality Commission

1. screens the programme monitor

2. passes quality assurance resolutions
(QAR) with 3 possible outcomes

3. confirms public information

1. EQC Screens the Programme Monitor

Criteria

1. is the study programme monitor congruent with other available data?
2. is the external perspective on programme content sufficiently embedded?
3. is there a solid quality culture?
 - a. PDCA model
 - b. PC performance and stakeholder process efficiency

Timing

- Sept 2019 – Dec 2020: study programmes are given time for reflection, and mastery of the monitor
- Jan 2021: EQC starts screening monitors
- 2021-2023: all 120 monitors will be screened cyclically in 3 phases



2. EQC passes Quality Assurance Resolutions (QAR) with 3 possible outcomes

Positive

- trust in study programme's quality
- non-committal recommendation
- referral to professional development catalogue

Positive with specific coaching

- trust in study programme's quality
- important points of concern in need of follow-up
- referral to specific coaching

Negative

- no trust in study programme's quality
- critical points of concern in need of immediate follow-up
- urgent measures are necessary

3. Public Information

- Based on QAR passed by the EQC
- The criteria are validity and traceability >< no publicity
- Template:
 1. assets
 2. strengths
 3. weaknesses + actions + timing
- Publication on Study Guide (website) + QA website together with all QAR
- Possibility of a biennial update at the faculty's and study programme's request



QA System 2.0

4. Professional Development Catalogue

4. Professional Development Catalogue



Positive

- trust in study programme's quality
- non-committal recommendation
- referral to professional development catalogue

Basic principles:

- ownership for study programmes and faculties
- self-regulating
- train-the-trainer
- Blended, online, face2face
- Expert learning and peer learning
- Basic and advanced offer
- Supply and demand driven

Catalogue = “menu” for study programmes
& educational support staff

| | Teaching Staff | | Study programmes / teams | O n d e r w i j s t i p s |
|---|---|--|--|---|
| BASIC | <ul style="list-style-type: none"> • ZAP-basistraject • Docenten-basistraject • Assistenten-basistraject • Traject Onderwijsbeleid en -management | Online modules “Lesgeven aan de UGent” | <ul style="list-style-type: none"> • Gericht coachingstraject opleidingen • Lerend netwerk OC-voorzitters • Lerend netwerk facultaire KZ-medewerkers • CKO-overleg • "Basics werking opleiding" voor nieuwe OC-voorzitters • DOWA komt naar je toe (3 delen monitor) | |
| ADVANCED | <ul style="list-style-type: none"> • Presentatietechnieken 1 & 2 • Online stelsystemen • Motiverend lesgeven • Multiple choice • Lesgeven aan grote groepen • Lecturing skills in English • Videotraining • Groepswerk • Peer Assessment • Collectieve feedback • Stemtraining | Online modules | Train-the-trainer <ul style="list-style-type: none"> • Deel 1 opleidingsmonitor: beleid (bv. curriculumopbouw, toetsing) • Deel 2 opleidingsmonitor: kwaliteitscultuur (bv. externe blik, datadriven beleid voeren met UGGI) • Deel 3 opleidingsmonitor: de "zes strategische onderwijsdoelen" en andere UGent onderwijsbeleidsthema's (bv. internationalisering, taal, diversiteit, ondernemerschap, duurzaamheid) | |
| ACTIVE LEARNING | <ul style="list-style-type: none"> • Redesign in Overleg (RIO) • Do It Yourself: RIO light | Actifora | <ul style="list-style-type: none"> • Activerend leren in mijn opleiding (MONACO) • Activerend leren Quick Wins | |
|  ONDERWIJSCOMPETENTIES LESGEVERS | | |  MONITORS | |

QA System 2.0

5. Specific Coaching

5. Specific Coaching

Positive with
specific coaching

- trust in study programme's quality
- important points of concern in need of follow-up
- referral to specific coaching

Basic principles:

- solution-oriented trajectory
- clear-cut roles:
 - faculty = primary support
 - Dept. of Educational Policy = secondary support
- goal: evolution from intensive & specific support management to optimal self-management

Types of problems:

- content-related, curriculum design, didactics
- thematic, "The Six"
- policy issues, Q culture
- managerial issues

Quality Assurance at Ghent University

QA System 2.0...

... towards 3.0 ?

Past * Present * Future



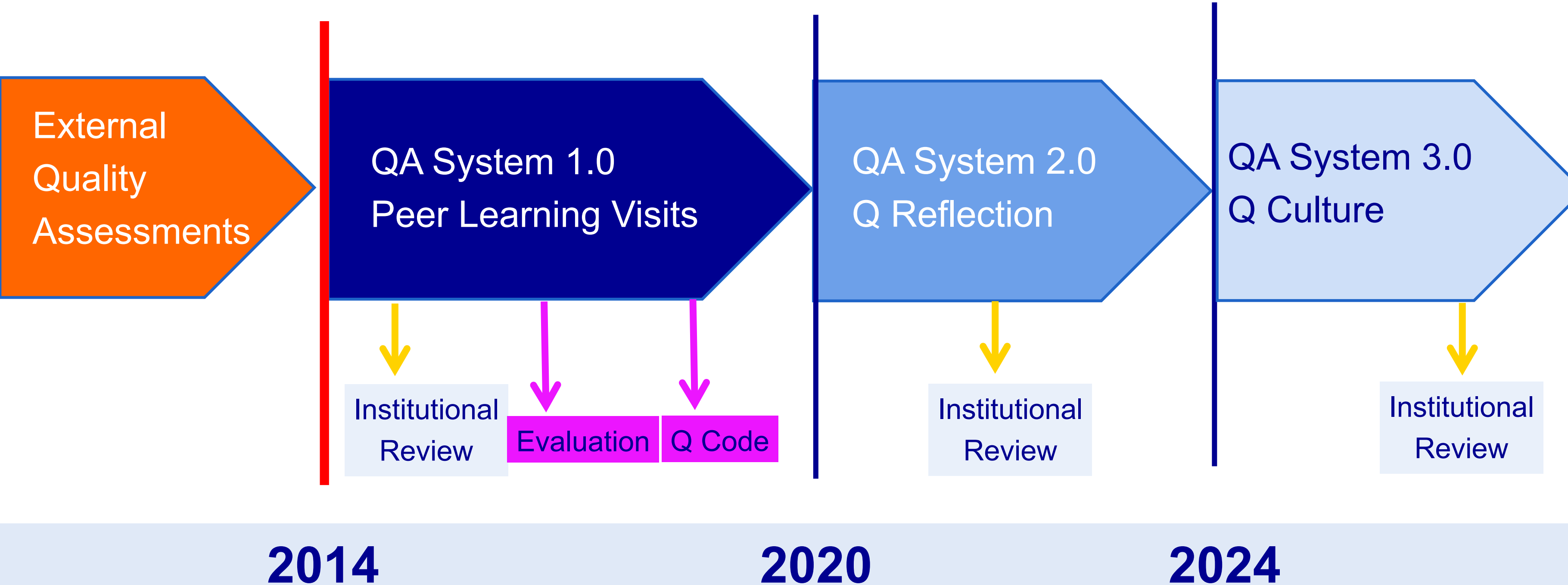
Past

*

Present

*

Future



QA System 3.0
Q Culture

System of Continuous Q Culture

- from 2024 onwards, after every monitor has been screened in the period 2021 - 2023
- abandoning cyclicity in favour of continuous Q culture
- stronger evolution towards trust
- stronger focus on coaching & support
- monitoring based on data (BI system) & self-reflection in the monitors

Strengthening the Faculty's Role

- the faculty =
 - a crucial intermediary for study programme QA
 - supports, coaches, manages its study programmes
 - signals problems
- professional development track for faculty staff is being set up

QA System 3.0
Q Culture

Innovative Vision on QA

- far-reaching trust
- abandoning cyclicity
- abandoning the 'compliance' model
- embedding the external perspective is essential

We welcome all feedback and questions!



DOWA

Department of Educational Policy

Prof. Ilse De Bourdeaudhuij
Director of Education

Ilse.Debourdeaudhuij@UGent.be
www.ugent.be



Ghent University



@ugent



Ghent University

GLOSSARY

General Quality Assurance Terminology

| Dutch | English |
|---|---|
| beroepsbekwaamheid | professional/occupational qualification |
| borgingsbesluit | quality assurance resolution (QAR) |
| externe visitaties | external quality assessment |
| instellingsreview | institutional review |
| kwaliteitszorg in eigen regie | quality assurance conduct |
| Kwaliteitszorgsdecreet (decreet houdende vaststelling van het kwaliteitszorgstelsel in het hoger onderwijs) | Quality Code for Higher Education |
| onderwijsbeleid | education policy |
| verankeren van de externe blik | embedding the external perspective |
| | |
| | |

Specific Ghent University Terminology

| Dutch | English |
|--|---|
| afdeling Onderwijskwaliteitszorg | Quality Assurance Office |
| Directie Onderwijsaangelegenheden | Department of Education Policy |
| Facultaire Dienst Onderwijsondersteuning | Faculty Education Services |
| Onderwijskwaliteitsbureau | Education Quality Commission |
| Onderwijsraad | Education Council |
| opleidingscommissie | Programme Committee (PC) |
| opleidingscommissievoorzitter | Programme Committee Chair |
| peer-leerbezoeken | peer learning visits |
| 6 strategische doelstellingen/"De Zes" | Ghent University's Six Strategic Objectives/ Ghent University's "Six" |
| | |
| | |