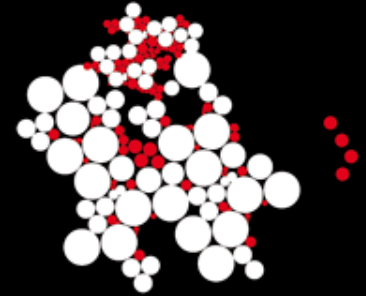


UNIVERSITY OF TWENTE.

Accreditation of Institutions and Programmes:

The UT case



Presentation for a delegation
of the University of Rijeka

UT, Enschede

Hans Vossensteyn
15 September 2016



OUTLINE

- Background: programme accreditation versus institutional audit
- Institutional audit, process and requirements
- Programme accreditation, full version
- Programme accreditation, limited version
- Experiences at the UT

BACKGROUND OF THIS PRESENTATION

- UT like other HEIs since 2010 go through a new process of quality assurance: **institutional audit** next to **programme accreditation**
- In the institutional audit:
 - the UT has to demonstrate having a proper functioning quality assurance mechanism
 - the UT makes the quality of education / teaching a shared responsibility
 - the UT stimulates a wide institutional awareness about the UT vision on education and about the quality of education
 - the UT demonstrates (to a visitation committee) that the education vision and policies are really integrated into all programmes and teaching-related processes!

FOCUS OF THE INSTITUTIONAL AUDIT

- **Vision:** The university must have a widely supported vision on education, it's quality and the development of a *quality culture*
- **Policy:** The university has to prove that it has active policies concerning the quality of its education, staff, support infrastructure, access, doability of programs, relationships with research and societal embeddedness
- **Measure:** The university must prove to have monitor the extent to which the vision on educational quality is being realised by periodical measuring and evaluation activities (among students, staff, alumni and social partners)

FOCUS OF THE INSTITUTIONAL AUDIT (2)

- **Improving:** The university has to prove that – where necessary – the quality of teaching is systematically improved with active improvement policies
- **Organisation:** The university must have a clear role-, task-, and responsibility distribution with relation to education and education quality. Students and employees must have a say in various aspects and stages

NEW ACCREDITATION REGIME IN NL

WHY INSTITUTIONAL AUDIT?

- Within the accreditation system of the NVAO – the institutional audit – the university has to prove to be “*in control*” regarding the quality of education and teaching
- If the UT is “*in control*”, individual teaching programs will only have to undergo a light program audit from the moment the request for an institutional audit was submitted

"EXTENSIVE" PROGRAMME ACCREDITATION

STANDARDS FOR “EXTENSIVE” PROGRAMME ACCREDITATION

Focus on 6 questions:

1. What is the programme aiming for?
2. With what curriculum?
3. With what staff?
4. With what services and facilities?
5. How does the programme intend to safeguard quality?
6. Is the programme achieving its objectives?

Judgement: Unsatisfactory, satisfactory, good, excellent
(per standard)

STANDARDS FOR “EXTENSIVE” PROGRAMME ACCREDITATION

Seven themes, 11 standards

Theme 1: Intended learning outcomes

1. The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements

Judgement: Unsatisfactory, satisfactory, good, excellent
(per standard)

STANDARDS FOR “EXTENSIVE” PROGRAMME ACCREDITATION

Theme 2: Curriculum

2. The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice
3. The contents of the curriculum enable students to achieve the intended learning outcomes
4. The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes
5. The curriculum ties in with the qualifications of the incoming students

STANDARDS FOR “EXTENSIVE” PROGRAMME ACCREDITATION

Theme 3: Staff

6. The staff is qualified and the size of the staff is sufficient for the realisation of the curriculum in terms of content, educational expertise and organisation

Theme 4: Services and facilities

7. The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum
8. Tutoring and student information provision bolster students' progress and tie in with the needs of students

STANDARDS FOR “EXTENSIVE” PROGRAMME ACCREDITATION

Theme 5: Quality assurance

9. The programme is evaluated on a regular basis, partly on the basis of assessable targets

Theme 6: Assessment and learning outcomes achieved

10. The programme has an adequate assessment system in place

Theme 7: Learning outcomes achieved

11. The programme demonstrates that the intended learning outcomes are achieved

"LIMITED" PROGRAMME ACCREDITATION

STANDARDS FOR “LIMITED” PROGRAMME ACCREDITATION

Focus on 3 questions:

1. What is the programme aiming for?
2. How is the programme realising this aim?
3. Is the programme achieving its objectives?

Judgement: Unsatisfactory, satisfactory, good, excellent

4 STANDARDS FOR “LIMITED” PROGRAMME ACCREDITATION

Intended learning outcomes

1.The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements

Teaching-learning environment

2.The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes

4 STANDARDS FOR “LIMITED” PROGRAMME ACCREDITATION

Assessment

3.The programme has an adequate assessment system in place

Achieved learning outcomes

4.The programme demonstrates that the intended learning outcomes are achieved

Overall, the 4 standards of the limited assessment cover about 70% of what the 11 standards of the extensive assessment cover

WHAT DOES ALL OF THIS MEAN FOR THE UT?

OFFICIAL INSTITUTIONAL AUDIT PROCESS

Steps in the process:

1. Management of UT in 2011 applied for the Institutional Audit and makes agreements with NVAO on UT-specifics: committee, language, timeframe, ...
2. Accreditation portrait: in 2012/13 NVAO collected itself “relevant information”
3. UT produced a “Critical reflection” in 2013: Is the UT “*in control*” of the quality of its educational programs? SWOT, examples, 5 standards, basic facts, reflection on policies and procedures

OFFICIAL INSTITUTIONAL AUDIT PROCESS

Steps in the process:

4. First site visit (exploring, August 2013): 1 day, identify specific fields of interest, talk to relevant players, open meeting hour.
Indicate “*audit trails*”
5. Second visit (details; September 2013): 2-4 days zooming in on identified fields of interest and *audit trails* (broad standards tested in most programs and elements of standards in few programs)
6. Evaluation procedure in the audit commission
7. Advisory report: evaluation per standard

CONSEQUENCES OF THE VERDICT

- **Positive: limited program evaluations for 6 years**
- Positive onder restrictions: 1 year to satisfy the additional criteria and continue that year with limited program evaluations
- Negative: at least 3 years of intensive program evaluations

INTERNAL PREPARATION PROCESS FOR INSTITUTIONAL AUDIT (2012-2013)

- Quick scan of potential risks per program
- Start up internal procedures (regular meetings, a coordinator and writer (Hans Vossensteyn))
- Collect relevant and obligatory documents and information from central and faculty administration offices
- Put audit on agendas of internal stakeholders (UCO, OLD's, Deans, Education support groups, other staff)
- **Link with major reform processes in the UT**
 - Reform bachelor education
 - Integral Quality Improvement Master programs
 - Reform education support structures
 - University College, TGS, ITC

VISION ON EDUCATION QUALITY UT...

- Within the vision of the UT on education, the quality of education is expressed through its content, didactics and organisational processes:



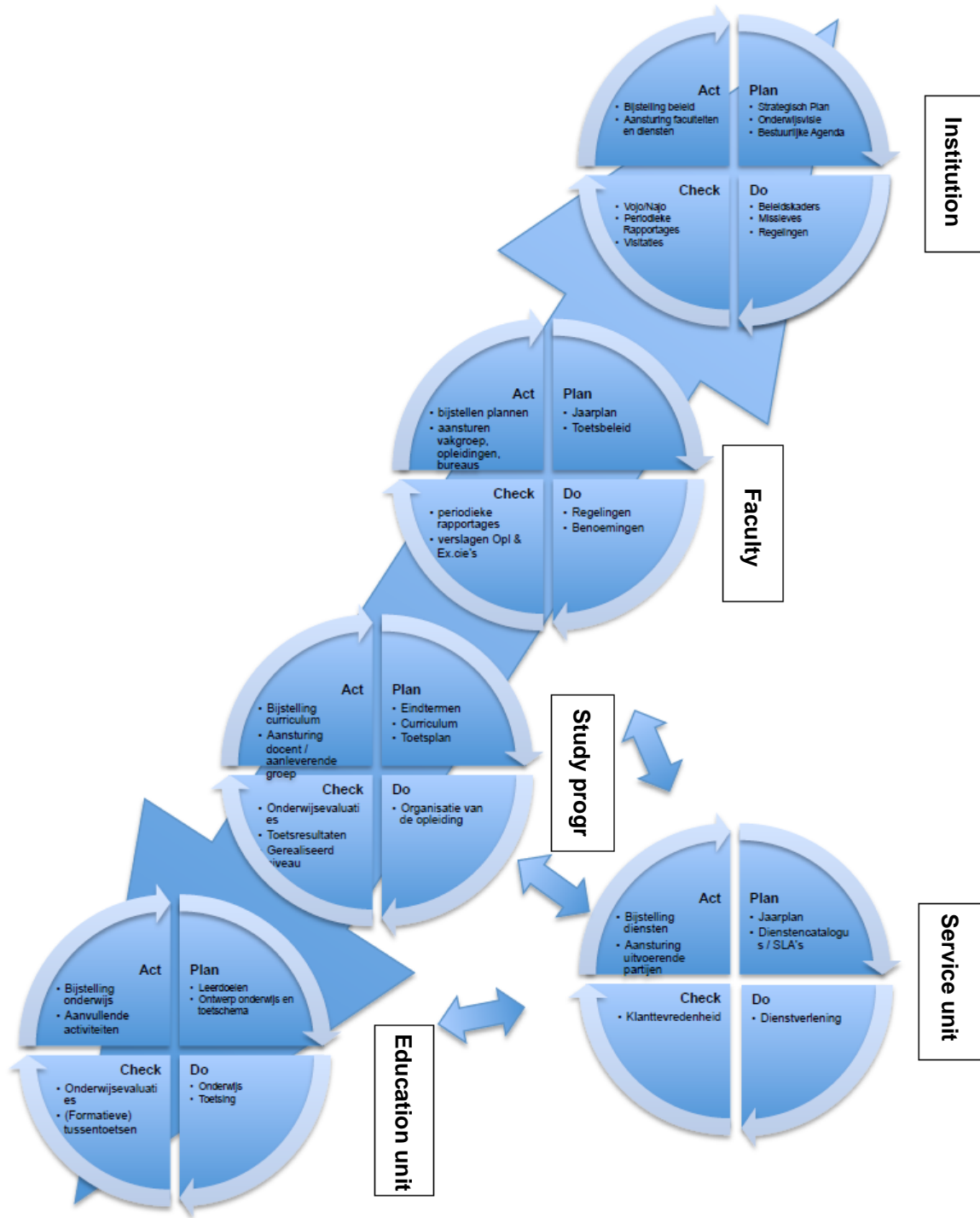
- High level academic knowledge with a focus on specialisation and (societal) context: the **T-shaped Professional**
- Graduates have three key-competences: scientist, designer and manager
- Students develop an entrepreneurial attitude: taking risks, not avoiding challenges, making business
- Students need to study intensively and be engaged



VISION ON EDUCATION QUALITY UT: PROCESSES

- Education support processes:
 - Timely, accurate and clear information provision
 - Enrollment and access to programmes and modules
 - Study planning and supervision (tutoring)
 - Planning and scheduling of education and facilities (rooms/labs/...)
 - Assessment and examination clearly regulated
 - Arrangements for students with a handicap
 - Graduation processes and protocols
 - Management information systems MISUT, OSIRIS, KPI dashboard

- High quality teaching staff: University Teaching Qualification (**UTQ**)
- PDCA cycli at all levels



PLANNING & MILESTONES INSTITUTIONAL AUDIT

- Spring 2012 → determine **UT vision on education quality**:
 - What are ambitious but realistic elements of the vision concerning the **contents** and **didactics** of our programs (high tech - human touch; student as partner; entrepreneurship; societal relevance; 3 O's; internationalisation; etc.) ?
 - What are ambitious but realistic elements of the vision concerning the **education support processes** (information; registration and access; planning & supervision; assessment; management information; etc.) ?
 - Meetings with relevant stakeholders: rector; deans; OLD's; UCO; education innovation process groups; exam committees; quality managers; ATLAS; TGS; ITC; etc.

PLANNING & MILESTONES INSTITUTIONAL AUDIT

- Autumn 2012 → writing **draft critical self reflection**:
 - Collect basic information UT and relevant policy documents; management information; relevant other dossiers;
 - Identify lacking information and dossiers;
 - Writing first short critical self reflection and discuss with relevant stakeholders
- Spring 2013 → update / add **critical self reflection**
 - Rewrite, add, final discussions, visual design
- Summer 2013 → **Prepare UT for the site visit**
 - Raising the general consciousness about the Institutional audit and deepening the quality culture within the UT
 - Organise a “mock site visit”

NEEDED

- Communication in wider UT community:
 - **Awareness** about institutional audit, vision and quality arrangements
 - Plan about what to communicate with whom and when
- Link with accreditation of study programmes
 - E.g. demonstrate all national and international accreditations
- Link with research evaluation processes

THANK YOU FOR YOUR ATTENTION !

QUESTIONS ?

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