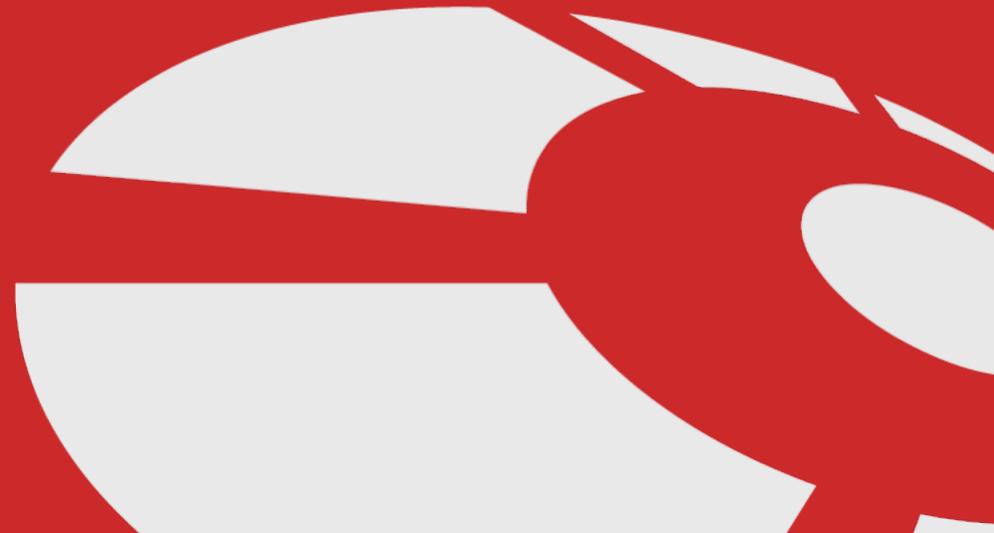


# Institutional Reviews Flanders

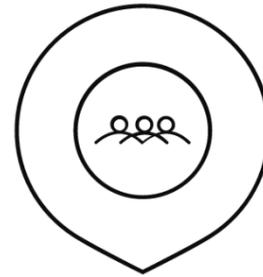
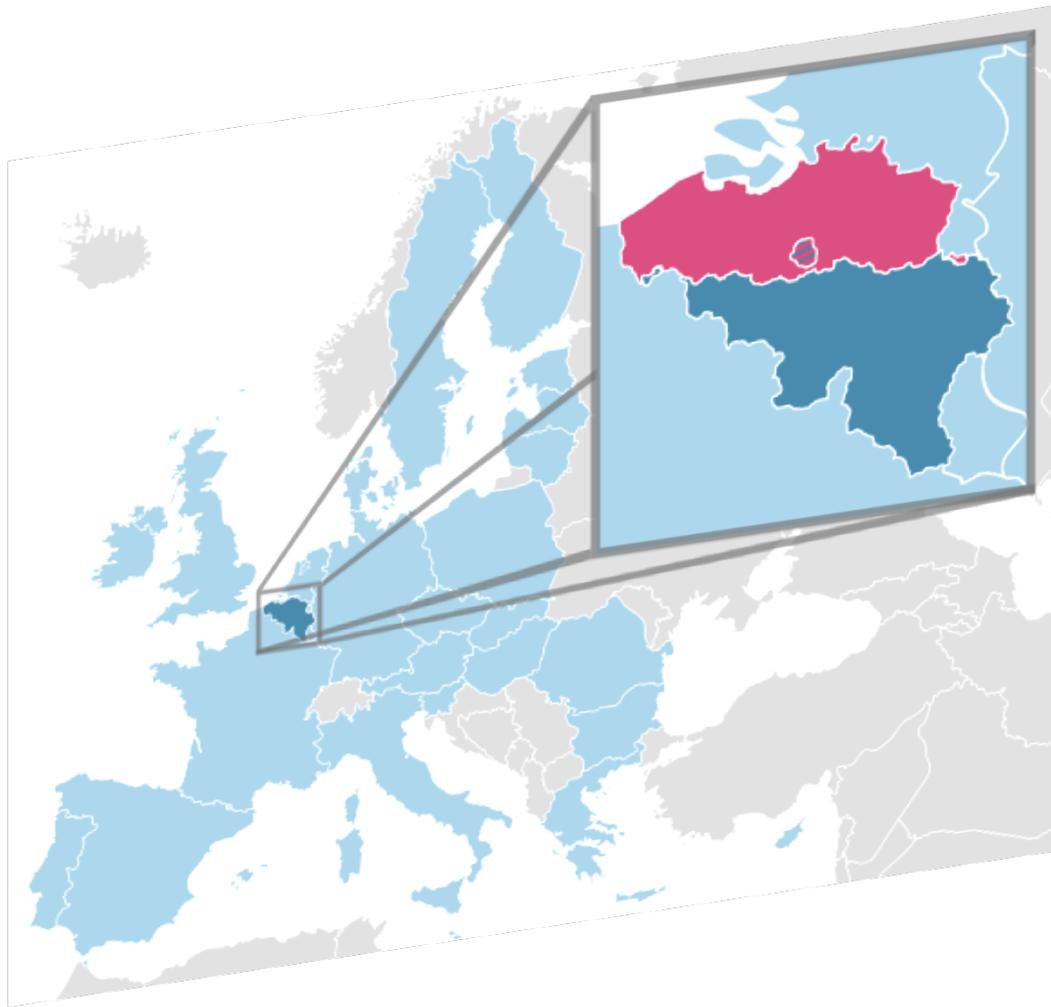
*Back to the future*

dr. Dagmar Provijn

- 16 February 2018



# Flanders in figures



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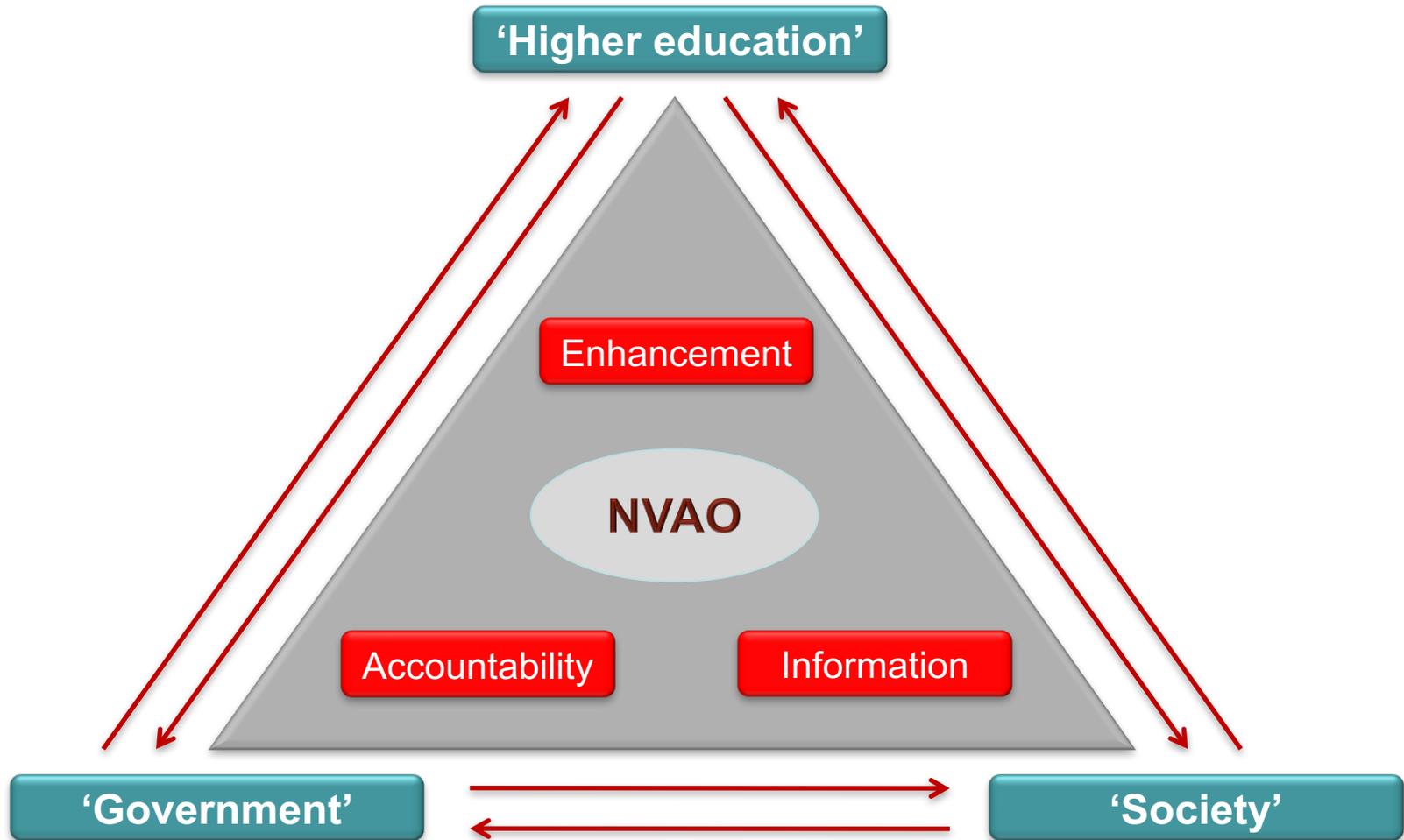


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# NVAO's Positioning System



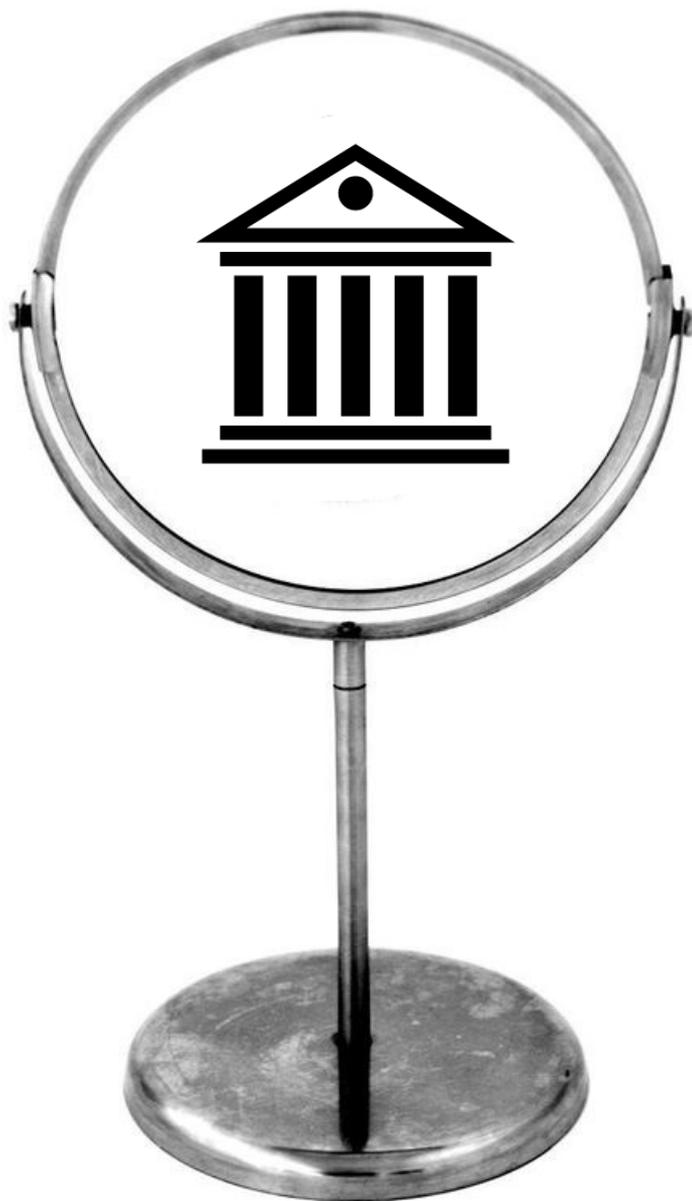
## Universities & University Colleges (18)

- Institutional Review
  - Educational policy
  - Conduct to confirm programme quality
- Accreditation of specific programmes ('full accreditation')
  - New programmes (initial & first)
  - Joint programmes
  - Programmes with limited accreditation period ('in recovery')

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## All other institutions

- Accreditation of all programmes



# NVAO's Appreciative Approach

- A philosophy, a mind-set, a style, an attitude
- Not a QA-model
- Leading when developing methodologies and implementing procedures
- NOT: Focus on what should be done
  - Assessing or prescribing the 'how'
  - Judging the model
- BUT: Focus on what is and can be
  - Starting point is 'the own(ed) context' (of the assessed)
  - Judging whether the model works
  - Coming to judgements in dialogue, in co-creation

# Institutional reviews (2016-2017)

## Educational policy & quality culture

- Vision on higher education and its quality as an adequate response to societal challenges
- Adequate implementation to realise policy and support quality
- Effective policy implementation through evaluation and monitoring
- Improvement & innovation policy

Framework  
for the Institutional Review  
- Flanders 2015-2017

Horizontal trails

Vertical trails

Evaluation report

## Conduct to confirm programme quality

- Focus on **quality features**
- Assessment on the basis of results and outcomes of “involvement”
- Required involvement of internal & external stakeholders, peers & experts (edu. & prof. field)
- Information regarding the quality of the programme is publicly accessible

Quality Code  
- Flanders 2015 - 2017

Conduct

Advisory report

Overview report on the institutional reviews

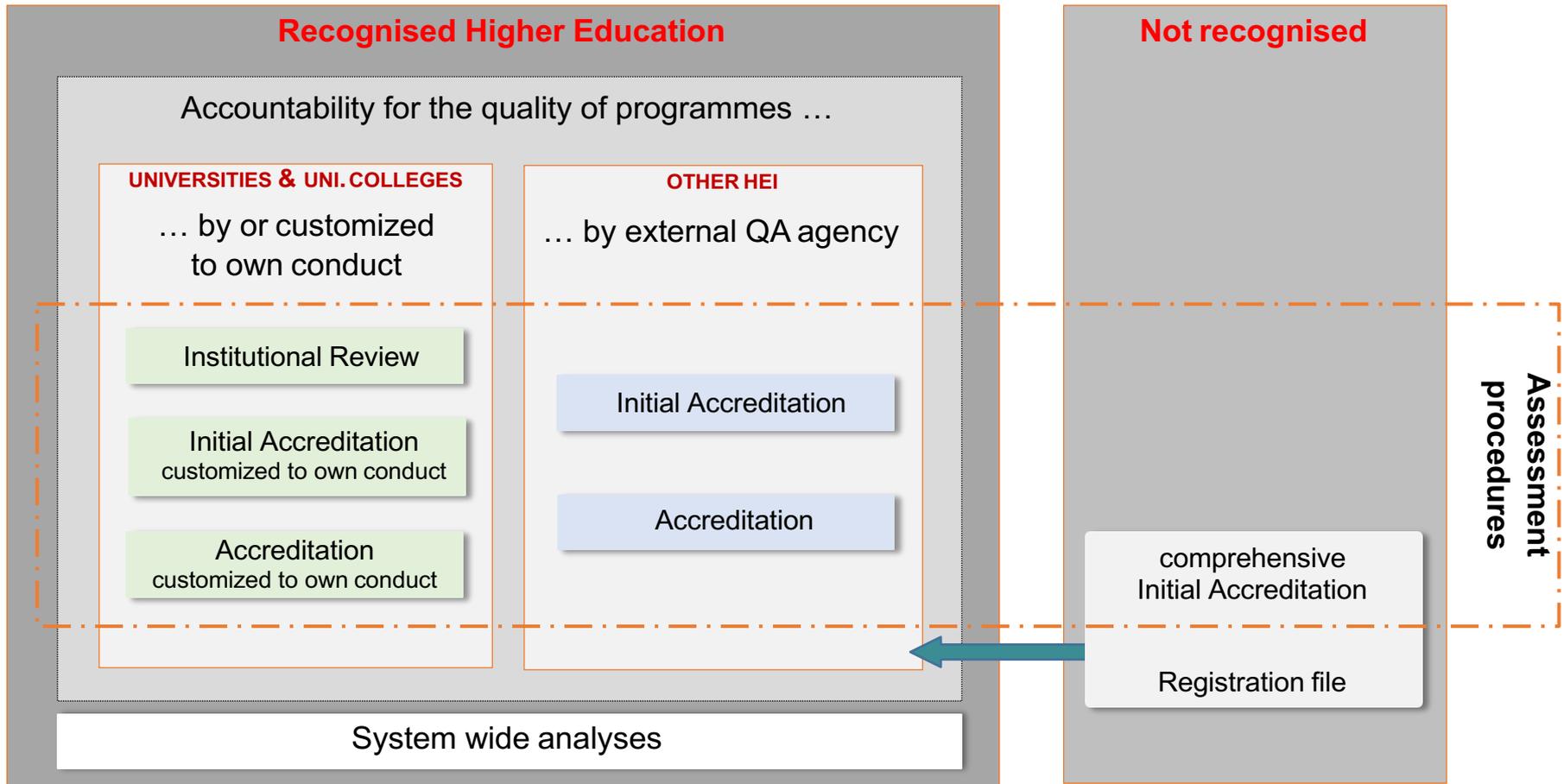
# Insights from the institutional reviews

- Strong vision on education & resulting policies
  - Societal challenges are addressed
  - Quality culture is apparent
  - Quality is agenda-setting on all levels
- Conduct of confirming quality of programmes
  - Include external perspectives (stakeholders & experts)
  - Provide valid & traceable public information regarding programme quality

# Lessons learned – Appreciative Approach

- Appreciative Approach works well (in Flemish context)
- Not ‘soft’
  - Does not impede critical remarks or judgements
- Requires continuous attention from all involved
  - Thorough (re-)training of panel members
  - New position for NVAO’s process coordinators
    - Guardian of the Appreciative Approach
    - Coach of panel in establishing an appreciative dialogue
  - Institutional openness for dialogue
- All HE institution have implemented (aspects of) AA
- Survey shows relationship with added value of eQA

# ... THE FUTURE







# Quality features

- The programme's learning outcomes constitute a transparent and programme-specific interpretation of the international requirements regarding level, content and orientation.
- The programme's curriculum ties in with the most recent developments in the discipline, takes account of the developments in the professional field, and is relevant to society.
- The staff allocated to the programme provide the students with optimum opportunities for achieving the learning outcomes.
- The programme offers the students adequate and easily accessible services, facilities and counselling.
- The teaching and learning environment encourages the students to play an active role in the learning process and fosters smooth study progress.
- The assessment of students reflects the learning process and concretises the intended learning outcomes.
- The programme provides comprehensive and readable information on all stages of study.
- Information regarding the quality of the programme is publicly accessible.

**IR vs. IA – A of P**

**NVAO – gatekeeper**

**In line with ESG**

**PUBLIC  
INFORMATION**

**INV. EXT. STAKEHOLDERS &  
PEERS**

**AA**

**SWA**

# The external perspective

- Enables the institution to demonstrate the quality features of its programmes in an authoritative manner
- The less frequently the external perspective is introduced, the more elaborate this perspective should be

# Transparant and public information

- Autonomy and ownership on QA of programmes implies public accountability
- QA based on results and outcomes of conduct
- Decision on quality for each programme by institutional board
- Strengths, opportunities, actions and timeframe
- Recognizable and traceable
  
- Starting point for bottom-up approach

# The IR in the new Flemish QA system

- Connection of educational policy with educational vision and societal challenges
- Policy implementation and continuous evaluation and improvement of effectiveness
- Conduct of QA of programmes – **CONFIRM QUALITY**
- Connection between conduct and quality features
- Quality culture within the institution

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