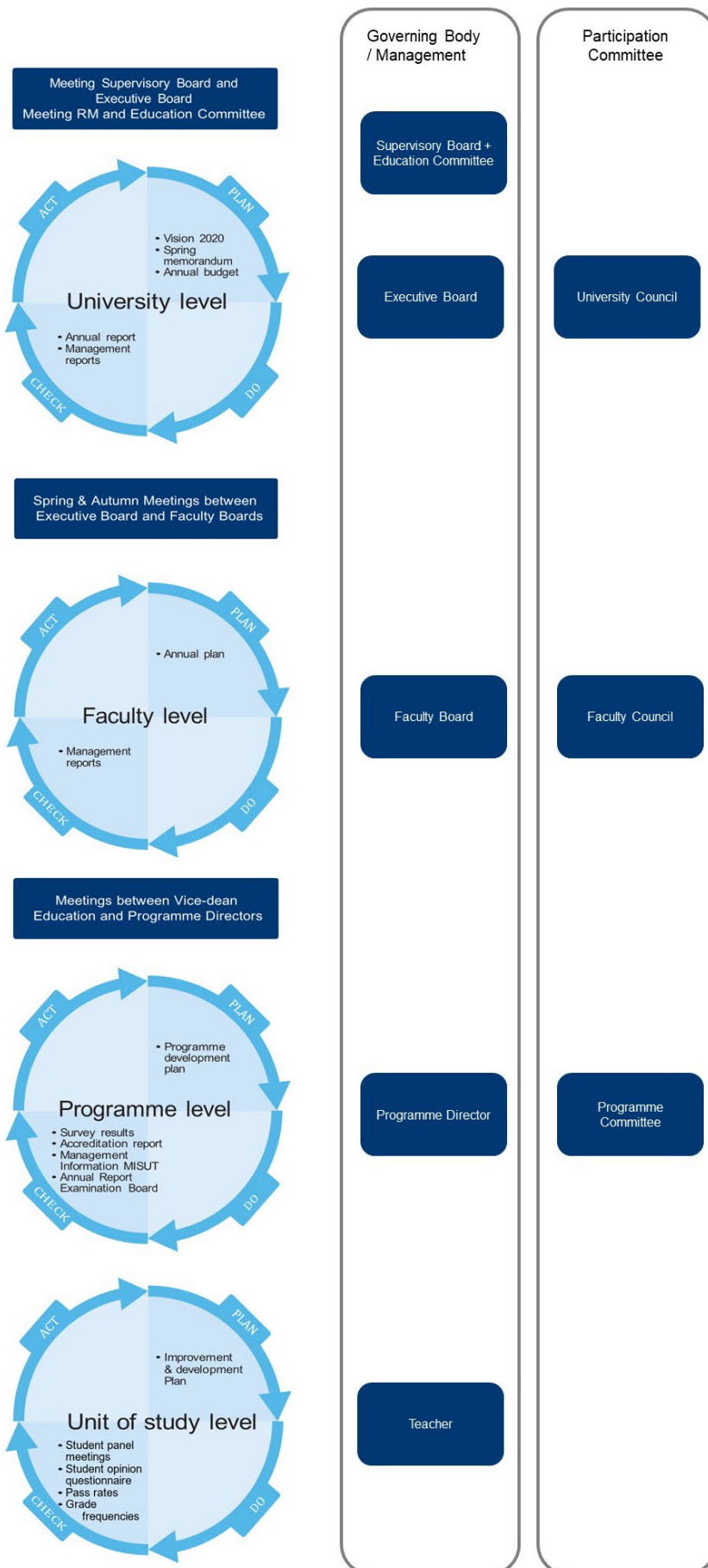


University of Twente

Faculty of Behavioural, Management and Social Sciences (BMS)

BMS Policy Plan on Quality Assurance of Education Including quality assurance of testing and assessment Sept 2019 - Sept 2024



Preamble:

Internal quality assurance comprises two aspects (NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands; 2016):

- A quality assurance system including simple, univocal and verifiable aims and objectives, procedures to safeguard quality, embedding of the Plan Do Check Act (PDCA) cycle in the organization, "*hard controls*", periodic evaluations, and systematic monitoring of improvements.
- Quality culture refers to a distinct and manifested vision, a shared focus on improvements, leadership, accountability and "*soft controls*", cooperation and self-management, (academic) professionalism, student and an external orientation.

The policy plan on Quality Assurance of Education describes the quality assurance system of the faculty BMS.

The 2019 version of the policy plan is in line with UT policy and builds on the previous BMS policy plan (2015-2018)¹. In this version the quality assurance on testing and assessment is integrated (and builds on the assessment policy 2017-2019)².

The policy plan also contains the ambitions for development and improvement of the degree programmes for the coming years. These ambitions were recently formulated (Sept. 2019) in the context of the WSV quality agreement with the Ministry of Education.

Purpose of the BMS Quality Assurance System is the continuous development and improvement (increase of quality) of degree programmes and units of study. The following topics will be discussed in in succession:

- A. Closing the quality cycles at the different levels. Interlinked quality (PDCA) cycles (i) for each unit of study; (ii) on the level of degree programmes and (iii) on faculty-level.
- B. Ambitions for the coming years (including quality agreements with the Ministry of Education)
- C. Quality of testing and assessment (Examination Board involved)

¹ Ref.: BMS QA 776\9

² Ref.: BMS QA 1657\1

A: Closing the quality cycles at the different levels

At BMS each level (course, degree programme and faculty) we describe the PDCA cycles.

i) Course (module) level: the Course (Module) Development Plan (CDP).

The teacher/teaching team has responsibility for the quality of a unit of study (accountability to Programme Director).

After each quartile the teachers(teams) evaluate the course (using the available information³) and take measures to develop and improve the course⁴. The teacher(steam) submits proposed adjustments to the programme director (in particular with regard to checking coverage of the programme ILOs) and records adjustments in the Course Development Plan. The improvements and developments are communicated to students on the intranet and during the first lecture the following year.

N.B.: It is possible that the programme director asks the coordinating teachers to pay attention in the improvement plan to certain topics do so (e.g. use of ICT).

ii) Level of a degree programme: the (multiyear) Programme Development Plan (PDP).

The programme director has responsibility for the quality of the programme (accountability to Dean (of Education)).

Yearly in October the programme director receives a factsheet/yearly overview⁵. The programme director uses this (and other) information to formulate measures for development and improvement of the programme. He or she updates the (multiyear) Programme Development Plan (including evaluation of plans from last year) and will ask advice from the Programme Committee (PC) about the updated plans⁶. The Programme Committee also monitors the implementation of the PDP. The updated PDP is published on the intranet.

N.B.: It is possible that the Dean asks programme directors to pay attention in the PDP to certain topics (e.g. PRME⁷, internationalization, assessment)

³ 1)"hard" information" such as Pass-rate, Grade average and –frequency, 2) Student opinions: panel meetings and questionnaires. Student opinion is collected to receive suggestions for possible areas for improvement for the course 3) Knowledge, insights and experiences of teacher team (such as developments in the field)

⁴ Of course, if necessary, education will also be adjusted immediately

⁵ The factsheet QA of a degree programme contains among others information about completion rates, dropouts, entry profile incoming students (previous education and nationality), teaching qualifications teaching team, opinion of stakeholders on the programme (e.g. students, alumni, teachers), pass rate and frequency of grades final project, pass rate, grade average and frequency of grades units of study.

⁶ The main task of a **programme committee** (PC) is "*to advise (the programme director) on stimulating and ensuring the quality of the degree programme*" (WHW art 9.18). Also consent to the way in which education is evaluated within the study program (WHW art 7.13 art 2). The committee submits advice and proposals to the Faculty Council for information. A Programme Committee gives advice to the Programme Director about the intended developments and improvements (advice cc Faculty Counsel) and can monitor those developments and improvements; the Faculty Council keeps some distance and monitors the process.

⁷ Principles of Responsible Management Education: Organizations that Join PRME are expressing their conviction that higher education institutions integrating universal values into curriculum and research can contribute to a more sustainable and inclusive global economy and help build more prosperous societies.

iii) Level of faculty: the (multiyear) Action Plan Education BMS.

The dean (of education) is responsible for the overall quality of degree programmes of BMS (accountability to executive board UT).

In the (multiyear) BMS action plan of education the ambitions are described the faculty want to achieve the coming period, together with the measurements that are/will be taken to achieve the ambitions. The Programme Development Plans of the degree programmes are integrated in the BMS action plan education. The action plan is updated yearly at the end of Nov./begin of Dec. The Faculty Council (FC) has to agree with the Action Plan⁸. The Faculty Council also monitors the implementation of the ambitions and measures.

Annex 1 describes the procedures that are used to be sure the quality circles are closed and education will develop continue and a time table for autumn 2019 for programme level and BMS level.

Annex 2 contains the roles of the participation body's (Programme Committees and Faculty Council).

⁸ According to the Higher Education and Research Act (WHW), the **Faculty Council** (FC) has the right of approval for the design of the system of quality assurance (WHW art. 9.37 and art. 9.33 lid 1b) and of major/important changes in that system. The council has also some general tasks and competences (WHW art. 9.37 and 9.32). When we "translate" those tasks to quality assurance the Faculty Council may:

- discuss with the dean proposed policy (e.g.. BMS Policy Plan on Quality Assurance) ;
- discuss with the dean the general state of affairs concerning QA (e.g. the working of the quality assurance system or the implementation of policy). N.B. In order to facilitate the monitoring of the working of the QA System at the level of the programmes and courses, the dean provides the Faculty Council once a year in February with information about the Programme Development Plans and Course Development Plans. The information is condensed to the presence or absence of improvement plans and the communication of the improvement point to students.)
- do proposals and express their views to the dean about general matters concerning QA

B: Ambitions for the coming years

BMS has formulated 12 ambitions for the coming years. For each ambition one or more specific measures are formulated to realize these ambitions. The ambitions and measurements reflect how the BMS faculty aims to improve the quality of education and the quality of the degree programmes.

- Ambition 1: Fostering talent development within and outside degree programmes
 - Measure 1.1 Stimulating participation in STAR-excellence programmes and honours programmes and -tracks.
 - Measure 1.2 Equip students with transferrable skills
- Ambition 2: Strengthening the involvement of the occupational field in the (design of the) degree programmes and offer students more possibilities within the curriculum that prepare them for the occupational field.
 - Measure 2.1 Improve the connection between degree programmes and the Dutch and international occupational field e.g. by establishing (international) occupational field committees
 - Measure 2.2 Improving possibilities for students to do internships in programmes
 - Measure 2.3 Organizing sufficient support for offering internships for programmes and individual students using the Student Mobility Centre
 - Measure 2.4 Better preparing students for the future occupational field by providing sufficient attention to the occupational field in curricula, e.g. by developing learning lines “preparation occupational field”
 - Measure 2.5 Enable students to develop their talent in relation to a more specific occupational field
 - Measure 2.6 Strengthening the relation with alumni and the use of alumni in curricula by the appointment of a coordinator
- Ambition 3: Creating possibilities within the curricula that enable students to function well in an international context with regard to communication and coping with intercultural differences.
 - Measure 3.1 Developing double degree programmes for one year master programmes to enable talented students to study both at the UT and at an international partner university
 - Measure 3.2 Developing exchange programmes
 - Measure 3.3 Providing sufficient support to international students. To achieve this an International Student Support Officer has been appointed
 - Measure 3.4 The BMS faculty aims to realize international classrooms with a balanced mix of Dutch and international students from various origins. (ECA-certificate)
- Ambition 4: Strengthening and enriching curricula by including the values of global social responsibility, such as the United Nations Compact (Sustainable Development Goals), and more particular, Grand Challenges for Engineering.
 - Measure 4.1 appointing a project manager to stimulate the implementation of SDG’s in curricula and attention for Grand Challenges for Engineering
- Ambition 5: Stimulating continuous teaching professionalization
 - Measure 5.1 All teachers will have achieved the University Teaching Qualification (UTQ) and all teachers will participate in professionalization activities for 24 hours
 - Measure 5.2 Making available an innovation budget for degree programmes
 - Measure 5.3 Stimulating teachers to use an feedback instrument (e.g. IMPACT) to get anonymized but specific and instant feedback from students
 - Measure 5.4 Stimulated optimal intensive feedback to students in small and intensive education

- Ambition 6: Stimulate professionalization of teachers through cooperation in testing and assessment
- Measure 6.1 Stimulating test screening by peers next to the existing screening of test and assignments by experts
 - Measure 6.2 organizing calibration sessions for improving assessment and grading of thesis
- Ambition 7: Making available modern technology oriented learning facilities that allow new types of teaching and training in the curricula to prepare students for professions that require experience with big data, profiling, data science, etc.
- Measure 7.1 Implementing use of modern data production, acquisition and analysis into the curricula of all degree programmes and give students the possibility to do research with a mobile facility for ambient measuring (BMS-lab)
 - Measure 7.2 Supporting the implementation and use of the open source statistical programme "R"
 - Measure 7.3 Investing in an E-learning specialist to support teachers to set-up digitalization in learning
- Ambition 8: Promoting social cohesion among students
- Measure 8.1 Investing in study areas in the Cubicus Building that promote studying in groups and enable social interaction between students
 - Measure 8.2 Paying extra attention to the social integration of foreign students and organize e.g. a BMS master Day
 - Measure 8.3 TEM-budget to strengthen social interaction
- Ambition 9: Improving quality culture
- Measure 9.1 Professionalization and facilitation of participatory bodies to make them well equipped
 - Measure 9.2 Further development of quality culture within programmes
- Ambition 10: Improving quality of assessment
- Measure 10.1 Supporting further development of assessment plans
 - Measure 10.2 Development of Rubrics
- Ambition 11: Structural development and improvement of degree programmes
- Measure 11.1 Adjust Intended Learning Outcomes (ILO's) to changing circumstances
 - Measure 11.2 Development or improvement of tracks and learning lines
 - Measure 11.3 Increase progression rate of students/ improving study success
- Ambition 12: Structural development and improvement of modules and courses
- Measure 12.1 Adjust learning objectives of courses to changing circumstances
 - Measure 12.2 Development or improvement of specific (parts of) modules or courses

In the BMS action Plan Education⁹ for each measure, concrete targets have been formulated, incl. the information that is necessary to monitor the actual achievement.

⁹ Ref. BMS QA 2782/27

C: Quality of testing and assessment

In the policy plan on (quality assurances of) assessment (March 2017-Sept. 2019) seven ambitions were formulated. Depending on the state of affairs in a specific degree programme, each programme director chooses a few ambitions.

1. Degree programmes have an assessment plan and keep it up to date
 2. Per year (per programme) at least two exams are reviewed (and examiners is given some advice on improvements and improving their assessment competences)
 3. Degree programmes organize a calibration session at least once in three years (in which also the level of theses is considered)
 4. Each year, at least 20 % of a programme's core teachers have improved their expertise on assessment.
 5. Degree programmes make a clear distinction between formative and summative assessment. Together with the teachers team, programmes will start pilots to explore the possibilities to make a better distinction between formative and summative assessment (on the basis of the assessment plan) and if desired any possible use of ICT.
 6. Degree programmes stimulate students to progressively take responsibility for assessment and feedback processes. Together with students and staff members of programme committees, degree programmes will start pilots to link the teachers' feedback to students considering the students' wishes and needs. Such a pilot will also explore possibilities for peer- and self-feedback and assessment.
 7. Degree programmes focus on (student-driven) integrate learning and assessment.
- Depending on the state of affairs in a specific degree programme, each programme director has chosen a few ambitions.

In this 2019 version of the quality assurance policy, measures are taken to support degree programmes with the ambitions from 2017 (mentioned above).

- Ad 1: Measure 10.1 (supporting further development of assessment plans) will help degree programmes to keep their (programme) assessment plans up-to-date.
- Ad 2: Measure 6.1 (stimulating test screening by peers) will help examiners to improve the quality of assessment (next to the screening by experts).
- Ad 3: Measure 6.2 (organizing calibration sessions) will help the teaching team of a degree programme to improve the assessment and grading of thesis
- Ad 4: Measure 5.1 (24 hours professionalization activities) helps assessors to be familiar with existing testing and examination methods and receive support in developing their own skills in this field.
- Ad 5: Measure 7.3 (E-learning specialist) supports teachers in using formative assessment.
- Ad 6: Measure 5.4 (optimal intensive feedback) is aimed at ensuring that teachers provide students with the best possible feedback and will help to link teachers' feedback to the students' needs.
- Ad 7: Professionalization of teachers (measure 5.1) and training of students (measure 1.2) will help achieving this ambition

With regard to the quality of assessment, the examination board has a special role. The Examination Board has the legal task to insure the quality of exams and examinations. This task is tightly connected to its function to determine whether a student meets the intended final qualifications as explicated in the Education and Examination Regulation (EER), before a certificate can be handed out to a student.

The BMS Examination Boards see five levels at which they should execute their obligations:

- a) Insuring assessment quality at the **programme level**
- b) Insuring assessment quality of **individual units of study**
- c) Insuring assessment quality of **final examinations**
- d) Insuring quality of **test organization**

e) Insuring qualifications of **examiners**

The policy of the faculty BMS is aimed at supporting degree programmes to meet the set requirements.

Ad a) Quality of assessment on programme level:

Measure 10.1 (supporting further development of assessment plans) will help degree programmes to keep their (programme) assessment plans up-to-date.

Ad b) Quality of assessment of individual units of study:

Measure 6.1 (stimulating test screening by peers) will help examiners to improve the quality of assessment (next to the screening by experts)

Ad c) Quality of assessment of final examinations:

Measure 6.2 (organizing calibration sessions) will help the teaching team of a degree programme to improve the assessment and grading of thesis

Ad e) Qualifications of examiners:

Measure 5.1 (all teachers have UTQ and participate 24 hours in professionalization activities) helps assessors to be familiar with existing testing and examination methods and receive support in developing their own skills in this field.

Student assessment has to fit with the European Standards and Guidelines for quality assurance in the European Higher Education Area (ESG 2015).

Standard 1.3 of the ESG is about *student-centred learning, teaching and assessment*. The Standard states that "Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that *the assessment of students reflects this approach*".

As a guideline the ESG adds that student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

According to the ESG, the implementation of student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate;
- flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and pedagogical methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- promotes mutual respect within the learner-teacher relationship;
- has appropriate procedures for dealing with students' complaints

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:

- a. Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
- b. The criteria for and method of assessment as well as criteria for marking are published in advance;
- c. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
- d. Where possible, assessment is carried out by more than one examiner;
- e. The regulations for assessment take into account mitigating circumstances;
- f. Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
- g. A formal procedure for student appeals is in place.

ANNEX 1: procedures that are used to be sure the quality cycles are closed and education will develop continuously.

Course level	<i>Time table teacher(steam)</i>	<i>Time table Programme director</i>
Three weeks after each quartile:	The teacher(steam) receives results student opinion questionnaire. The teacher(steam) analyzes the available information (student opinion questionnaire, possible panel discussions, pass rates, grading frequencies and personal experiences).	
Four weeks after each quartile:	Adjustments that the team wants to make (to the course/module) are recorded in the course/module development plan and submitted to the programme director and programme coordinator (who can monitor).	
Five weeks after each quartile:		Programme director approves the developments (whether or not after a meeting): these must fit within the developments for the degree programme in total
Six weeks after each quartile:		Programme Director asks Programme Committee for advice
	Course Development Plans are published publicly on BMS website QA	

	Programme level (time table 2019 for programme director)	BMS level (time table 2019 for vice dean of education)
First week of Oct:	The Programme Director (PD) receives the programme factsheet QA and the monitoring tables (annex 1) of the Action Plan Education BMS.	The faculty board / vice dean of education receives the updated monitoring tables (annex 1) of the Action Plan Education BMS.
Before 15 Nov:	<ul style="list-style-type: none"> - PD makes an analysis for further development of the programme on the basis of this (and any other) data and own experiences. - PD makes an update of the (multiyear) Programme Development Plan (PDP), incl. an evaluation of the plans of last academic year. <i>N.B. : if appropriate, the faculty board and/or the board of the UT may ask to pay attention in the PDP to certain points.</i> <p>In the autumn 2019 update please pay attention to the connection with the occupational field in the past academic year (measure 2.1 in Action Plan Education BMS)</p> <ul style="list-style-type: none"> - PD requests advice from Programme Committee (PC) on the update of the long-term PDP of the programme (PC can also monitor the action points during the year) 	<ul style="list-style-type: none"> - the vice dean of education checks whether the results in the monitoring tables give reason to adjust the measures taken to achieve the BMS ambitions
15 Nov:	PD sends PDP and advice PC to vice dean of education	Vice dean of education receives the updated PDP's from PD's
Before 1 Dec:	If necessary, consultation between vice dean and PD about PDP	If necessary, consultation between vice dean and PD about PDP
Before 1 Dec:		Faculty board decides on any projects (in line with the policy) that need faculty support.
Before 1 Dec:		Vice dean of education makes an update of the BMS Action Plan Education (incl. updated PDP's)
Nov:	<i>PD and PC receive overview of number Course Development Plans</i>	<i>FR receives overview with number of PDP's and number of CDP's per degree programme</i>
Dec:	Programme Development Plans are published publicly on BMS QA webpage	Faculty board asks Faculty Council for advice on possible faculty actions
Jan:		Action Plan Education is published publicly on BMS QA webpage
Febr:	PD asks PC for advice on possible changes to EER	
March:		Portfolio holder OW discusses main line of updated Action Plan Education with rector
July:	Brainstorm in PD-meeting about possible spending of innovation funds (measure 5.2 in Action Plan Education)	Brainstorm in PD-meeting about possible spending of innovation funds (measure 5.2 in Action Plan Education) (for UT annual plan it must be clear in August how WSV funds will be spent in the coming year)