

UNIVERSITY of TWENTE  
FACULTY BMS  
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**Subject: Progress Report Policy QA for Faculty Council**

In the BMS Policy Plan on Quality Assurance of Education (Sept 2015 – Sept 2018) seven areas of attention are mentioned for the coming period (in line with the UT-framework).

1. Promotion of a Quality Culture
2. Improvement of management information and supporting processes (including optimization of the PDCA-cycles on programme en course level)
3. Development of assessment policy and development of procedures to attune quality assurance of assessment by the management degree programmes and the safeguarding of academic standards by the Examination Board.
4. Further development of the evaluation policy (incl. student engagement) and evaluation tools
5. Encouraging further professionalization of teachers and assessment of teaching performance
6. Further development of international orientation
7. Making programme intended learning outcomes (ILO's) more explicit (including strengthening of the relationship with the professional field) and the quality of graduates.

In this report the progress on all seven point is described and the actions for the coming period are mentioned. In part 1 for the period from Sept 15 to Sept 16 and in part 2 for the period from Sept 16 to Jan 17.

**Part 1: Progress report policy plan on Quality Assurance (Sept. 2015-Sept. 2016)**

<b>Actions quality assurance Education in 2015-2016</b>	<b>Status 31 Aug 2016</b>	<b>Planning Sept 2016 –Sept 2017 e.v.</b>
<b>1. Promotion of a Quality culture</b>		
<p>a. Unlocking and sharing of information The NVAO (Dutch-Flemish Accreditation Organisation) sees promoting quality culture as one of its core tasks. In its "Strategy 2013-2016" is stated that quality culture is essential in the light of the improvement function of the accreditation system. This includes among others the unlocking and sharing of information.</p>	<ul style="list-style-type: none"> <li>- Information about quality of education has been made available in JOIN (the document management system of the UT) for all staff members, and up to date.</li> <li>- Results Student Opinion and Improvement Points of BSc modules available for students on intranet.</li> <li>- Available Improvement points for courses in 15/16 CW: 3; EPA: 10; IBA: 8; PSY: 11; TBK: 8</li> </ul>	<p>Similar to the improvement point of the BSc modules, improvement points for MSc on intranet (16/17)</p>
<p>b. Characteristics of a Quality culture In its report "Quality in higher education" (August 2015) the National Education Council (<i>Dutch: Onderwijsraad</i>) distinguishes seven characteristics of degree-programmes with a strong quality culture: a) A clear, shared and lived through educational philosophy resulting from an open dialogue; b) Improvement orientation from collective and individual learning capacity; c) Leadership on programme level; d) A supporting organization structure that encourages teamwork and working together; e) A carrying human resources policy; f) Large student involvement; g) External orientation</p>	<p>-</p>	<ul style="list-style-type: none"> <li>- In Oct. 2016, a summary of the report "Quality in higher education", together with some possibilities for support, will be sent to the programme management (OLD and OWC) and the programme committees.</li> <li>- Focus on enhancement of student engagement (point 4) by QST, also taking into account the new formal role (WHW) of the programme committee (starting Sept 17)</li> </ul>
<b>2. Improvement of management information and supporting processes (including optimization of the PDCA-cycles on programme en course level)</b>		
<p>a. Improvement of management information on programme level</p>	<p>In the first semester of 2015-2016 programme directors have had the first version of the programme factsheets (over 2014-15) and have formulated points for improvement of the programme.</p>	<p>- To give programme directors a broader view on the programme, in the factsheets 2016 (over 2015-2016) more information will be added</p>
<p>b. Improvement of management information on course level</p>	<p>-</p>	<ul style="list-style-type: none"> <li>- To work out: Do module coordinators want factsheets for BSc modules (pass rates, grade average, student opinion, contact time, etc.)</li> <li>- automatic uploads from Evasys in course dossier</li> </ul>
<p>c. Optimization of PDCA-cycles</p>	<p>Descriptions (including the position of the programme committee) were made of the PDCA-cycles on programme- and BSc Module-level and discussed with most of the programme committees. The programme committees monitor the progress of improvement actions on programme level in BSc and MSc programmes.</p>	<ul style="list-style-type: none"> <li>- October 2016: note about role programme committees in WHW (Sept 2017)</li> <li>- October 2016: discuss improvement cycle MSc courses with programme directors (PDCA cycle for MSc courses).</li> </ul>

d. Improvement of supporting systems	-	System/procedure to support task examination board to appoint examiners In October examination boards receive factsheets with regards to the safe guarding of assessment
<b>3. Development of a policy on assessment and development of procedures to attune quality assurance of assessment by the management of degree programmes and the safeguarding of academic standards by the Examination Board</b>		
a. Support degree programme conform wishes programme directors.	Programme directors were asked what support they want with regards to assessment plan, calibration of assessment of final projects, screening the quality of tests and examinations, and professionalization of teachers. An overview of support questions is made.	Support degree programme conform wishes programme directors.
b. development of procedures to attune quality assurance of assessment by the management of degree programmes and the safeguarding of academic standards by the Examination Boards	Examination boards have formulated four aspect they want to concentrate the safe guarding on: 1) Are the programme ILO's (intended learning outcomes) reached by every student, 2) quality of exams and tests, 3) quality and assessment of final project (theses), 4) quality of examiners (competences on assessment)	Agreements between examination boards and OLD'
c. policy plan on assessment In Feb. 2016 the Dutch Inspectorate of Education ( <i>Onderwijsinspectie</i> ) has published its report "quality of the assessment in higher education". The Inspectorate stresses to pay extra attention to 1) consistency in assessment 2) professionalization of everyone who has to do with assessment 3) the organizational embedding.	Summary of the report (1 A4 in Dutch) to programme coordinators and Examination Boards	Formulate BMS policy plan on assessment as soon as agreement between examination boards and OLD's are made (see point 3b) and the new UT policy plan is decreed (November). Discuss policy plan assessment in meeting programme directors and -after approval - ask advice from Examination Boards.
<b>4. Further development of the evaluation policy and evaluation tools</b>		
a Policy on evaluation of education The UT policy on educational evaluation (May 2015) focusses mainly on listing the student opinion on courses and modules. Evaluation of education is an activity of programme directors and module/course coordinators or teaching teams: they analyse information to make decisions about improvements. For the evaluation of a degree programme QST provides the programme director with a factsheet with information in October. For the evaluation of modules (BSc) and courses (MSc) the results of student opinion on the module/ course and the pass rates of the unit of study are available for the module coordinator/teacher(steam).	Factsheets programme level	October: discuss note on new role (in WHW) in programme committees, including information available and procedures

<p>b Evaluation tools Some national tools are used (programme level, NSE and NAE), for BSc-modules the SEQ is used (digital, UT wide), for MSc courses a BMS questionnaire is use to ask students for their opinion</p>	<ul style="list-style-type: none"> <li>- Questionnaire module 12 and BSc exit questionnaire (digital, UT wide)</li> <li>- Programme directors didn't support a proposal for evaluation MSc quartiles or tracks instead of units of study (purpose: make improvement plans easier and teachers talk together about quality)</li> </ul>	<ul style="list-style-type: none"> <li>- Sept: question for programme directors: Is information alumni in NAE and BMS MSc exit questionnaire sufficient?</li> <li>- Oct.: Discuss teachers questionnaire with programme directors</li> <li>- Questionnaire opinion other stakeholders: employers (17/18)</li> </ul>
<p>c. Student engagement</p>	<p>Paper on student engagement (in surveys) discussed with programme coordinators</p>	<ul style="list-style-type: none"> <li>- Discuss note on student engagement (based on UK quality code for higher education) with study associations</li> <li>- Initiate annual steady panels for student feedback meetings</li> </ul>
<b>5. Encouraging further professionalization of teachers and assessment of teaching performance</b>		
<p>a. professionalization</p>	<p>In line with the quality of assessment a number of assessment workshops will be given during regular teacher meetings (educational consultants)</p>	<p>idem</p>
<p>b. Teaching performance</p>	<p>Preparation support teachers by student opinion of teaching performance</p>	<p>Starting Sept 2016 QST offers support for teachers who want to asked the student opinion about their (the teacher) performance in a certain (part of a) unit of study (apart from formal course evaluations).</p>
<b>6. Further development of international orientation</b>		
<p>a. internationalisation ambitions</p>	<ul style="list-style-type: none"> <li>- inventory ambitions degree programmes on internalisation (together with fainco)</li> </ul>	<p>Include ambitions in factsheet QA</p>
<p>b. distinctive quality feature</p>	<ul style="list-style-type: none"> <li>- tool for SWOT analysis distinctive quality feature to programme directors</li> </ul>	<p>support for programme directors who want the distinctive quality feature</p>
<b>7. Making programme intended learning outcomes (ILO's) more explicit (including strengthening of the relationship with the professional field) and the quality of graduates</b>		
<p>a. Programme ILO's and relation with professional field</p>		<ul style="list-style-type: none"> <li>- Overview relation between aim and programme ILO's of all degree programmes and the mission/strategy of institute and faculty (16/17)</li> <li>- Support programme directors in alignment of aim and ILO's in relation to strategic goals UT and BMS</li> </ul>
<p>b. Quality of graduates</p>	<p>NAE report to each programme.</p>	<ul style="list-style-type: none"> <li>- Questionnaire employers (17/18)</li> <li>- Simulate programme directors to involve teachers of international programmes (for instance double degree) in calibration of assessment of theses (and compare quality with quality of their graduates)</li> <li>- Pilot: involving workfield committee in calibration in assessment of final projects (17/18)</li> </ul>

## Part 2 Progress Report policy QA for FC: Status of actions on quality assurance planned for 2016-2017

<b>Actions quality assurance Education in 2016-2017</b> (and 17-18)	<b>Status Dec 2016</b>	<b>Planning Jan –July 2017</b>
<b>1. Promotion of a Quality culture</b>		
a. In Oct. 2016, a summary of the report "Quality in higher education", together with some possibilities for support, will be sent to the programme management (OLD and OWC) and the programme committees	Done (QA 1413), both to progr. management and programme committees (to discuss it together)	To ask programme committees to discuss it (new role), see point 2d
b. indirect		
- improvement points for MSc on intranet (similar to BSc)	See point 2c	
- Focus on enhancement of student engagement by QST, also taking into account the new formal role (WHW) of the programme committee (starting Sept 17)	See point 4d	
<b>2. Improvement of management information and supporting processes (including optimization of the PDCA-cycles on programme en course level)</b>		
a. To give programme directors a broader view on the programme, in the factsheets 2016 (over 2015-2016) more information will be added	Done	Procedure to close PDCA and put into calendar EP (educational processes). OLD-meeting Jan. 2017
b. To work out: Do module coordinators want factsheets for BSc modules (pass rates, grade average, student opinion, contact time, etc.)		Jan. 2017 (OWC's)
c. October 2016: discuss improvement cycle MSc courses with programme directors (PDCA cycle for MSc courses).	(QA 1414) postponed (busy agenda OLD meetings)	OLD-meeting Jan. 2017
d. October 2016: note about role programme committees in WHW (starting Sept 2017)	(QA 1415) send to programme committees, not yet discussed	Meeting(s) with chairs programme committees in <b>Jan./Febr.2017</b> .
e. System/procedure to support task examination board to appoint examiners	Done Report available every June and for SAR	- To control HR info together with departments - Put into calendar EP ( <b>Jan. 2017</b> )
f. In October examination boards receive factsheets with regards to the safe guarding of assessment	Done (feedback Dec. /Jan.)	Put into calendar EP ( <b>Jan. 2017</b> )
<b>3. Development of a policy on assessment and development of procedures to attune quality assurance of assessment by the management of degree programmes and the safeguarding of academic standards by the Examination Board</b>		
a. Support degree programme conform wishes programme directors.	Partly done, procedure for support test screening, calibration assessment thesis and programme assessment plan	Put into calendar EP ( <b>Jan. 2017</b> ) - Ask programme director for other support questions on assessment ( <b>Jan. 2017</b> )
b. Agreements between examination boards and OLD's	Done. OLD-meeting 12 Dec.	Put into calendar EP ( <b>Jan. 2017</b> )
c. Formulate BMS policy plan on assessment as soon as agreement between examination boards and OLD's are made (see point 3b) and the new UT policy plan is decreed (November). Discuss policy plan assessment in meeting programme directors and -after approval - ask advice from Examination Boards.	Postponed due to alignment assurance and safeguarding (see 3b) and UT framework assessment (UCO Nov 2016)	OLD-meeting March 2017
<b>4. Further development of the evaluation policy and evaluation tools</b>		
a. automatic uploads from Evasys in course dossier	For now uploads on BMS level (in JOIN). QUEST sens e-mails to teachers	

b. October: discuss note on new role (in WHW) in programme committees (PC), including information available and procedures	See point 2d	Put into calendar EP (Jan. 2017) (ask PC improvements for QA system)
c. alumni: question for programme directors in Sept.: Is information alumni in NAE and BMS MSc exit questionnaire sufficient?	Done (QA 1395), programme directors need no more information from graduates and alumni	
c. Oct. 2016: Discuss teachers questionnaire with programme directors	(OQ 1394) postponed (busy agenda OLD meetings)	OLD-meeting Jan. 2017
c. Questionnaire opinion other stakeholders: employers (17/18)		In combination with point 7
d. Discuss note on student engagement (based on UK quality code for higher education) with study associations	Done (QA 1429)	Continuation, Feb. 2017
d. Initiate annual steady panels for student feedback meetings.		Discuss panel meetings with study associations (Feb. 2017)
<b>5. Encouraging further professionalization of teachers and assessment of teaching performance</b>		
a. In line with the quality of assessment a number of assessment workshops will be given during regular teacher meetings	See point 3a	
b. Starting Sept 2016 QST offers support for teachers who want to asked the student opinion about their (the teacher) performance in a certain (part of a) unit of study (apart from formal course evaluations).	Postponed due to discussion in OLD meetings	Proposals SEQ and extra questions in meeting Faculty Council Jan. 2017
<b>6. Further development of international orientation</b>		
a. Sept 2016: discuss with programme directors ambitions intake international students	Done, new international officer takes further steps	
b. include internationalisation ambitions in factsheets, so that degree programmes can monitor their ambitions every year	No concrete points for factsheet QA	
c. support for programme directors who want the distinctive quality feature	All programme directors have received list with points of interest	Ask PD's if support is needed
<b>7. Making programme intended learning outcomes (ILO's) more explicit (including strengthening of the relationship with the professional field) and the quality of graduates</b>		
a. Overview relation between aim and programme ILO's of all degree programmes and the mission/ strategy of institute and faculty		According standard 2 of the NVAO a strong relation between university degree programmes and the professional field is expected. In spring 2017 we will ask OLD's about their ideas and support those.
b. Support programme directors in alignment of aim and ILO's in relation to strategic goals UT and BMS		
c. Simulate programme directors to involve teachers of international programmes (for instance double degree) in calibration of assessment of theses (and compare quality with quality of their graduates)	See also point 3a	
d. Pilot: involving workfield committee in calibration in assessment of final projects (17-18		