

UNIVERSITY OF TWENTE
Faculty BMS
Date: 30 Jan. 2017
Ref: QA 1589\3

To: Faculty Council
Cc: Programme Committees
From: Jan van Diepen and Riet Martens

Subject: Role Faculty Council in Quality Assurance and proposal for information to support that role.

According to the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (2016), internal quality assurance comprises two aspects:

- 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 organisation, “*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 commitment, and an external orientation.

The BMS quality assurance system aims at continuous improvement of the degree programmes and of the units of study (modules and courses). The Quality Assurance System consist of interlinked PDCA cycles on (a) faculty-level, (b) degree programme level and (c) for each unit of study. The coordinating teacher/teaching team has responsibility for the quality of a unit of study (accountability to programme director) and the programme director is responsible for the quality of the programme (accountability to the Dean).

Beside the PDCA-cycles on different levels, special attention is payed to assessment and to topics from the Policy Plan on Quality Assurance (for instance Quality Culture).

What are the tasks and responsibilities of the council in the context of BMS-QAS?

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 (QA 776));
- 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);
- do proposals and express their views to the dean about general matters concerning QA

Starting Sept. 2017 the main task of a programme committee will be “*to advice (the programme director) on stimulating and ensuring the quality of the degree programme*”(WHW art 9.18). The committee submits advice and proposals to the Faculty Council for information. A Programme Committee gives advice to the Programme Director about the intended improvements (advice cc Faculty Counsel)¹ and can monitor those improvements; the Faculty Council keeps some distance and monitors the process.

¹ A description of those educational processes can be found in annex 1

Proposed for information

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 Improvement Points and Course Improvement Points. The information is condensed to the presence or absence of improvement plans and the communication of the improvement point to students. This information indicates whether the PDCA cycles on programme level and course levels are closed. The content of the improvement points is monitored by the Programme Committees, whose advises will be shared with the Faculty Council.

Table 1: Monitoring the PDCA cycle for Programme and Courses/ Modules.

	PD reports programme improvement points (December)	programme improvement points on intranet	Number of modules or courses* with improvement points/ total number	Number of modules / courses with improvement points on intranet
BSc CS				
BSc EPA				
BSc IBA				
BSc PSY				
BSc TBK				
MSc BA				
MSc CS				
MSc ES				
MSc EST				
MSc IEM				
MSc PA				
MSc PSTS				
MSc PSY				
MSc SEC				
MSc LVHOM				

*) Because most master students are in general reasonable satisfied and because the number of participants for some courses is very low, we proposed (QA 1392) to ask the student opinion per track/specialisation instead of per course (for students 1 questionnaire per quartile instead of 3). We also proposed to formulate improvement points per track/specialisation (QA 1414). The Programme Directors preferred to ask the student opinion per course and also improvement points per course.

ANNEX 1: Description Educational Processes faculty BMS
JOIN BMS QA 1586/4, 19 January 2017

In the “calendar educational processes” (QA 1586/1) educational processes are defined as actions by certain persons or bodies in a calendar look, that is per weeknumber. In this document a Description is given for each process separately with successive actions:

- A. Closing the PDCA-cycle at the level of a degree programme: Programme Improvement points (PIP)
- B. Closing the PDCA-cycle at the level of a unit of study: Course Improvement Points (CIP)
- C. Annual plan: to go with next year’s estimate
- D. Safeguarding assessment quality by the examination boards
- E. Education and Examination Regulation (EER/OER): general part BSc and MSc
- F. Education and Examination Regulation (EER/OER): programme specific part

A. Closing the PDCA-cycle at the level of a degree programme: Programme Improvement Points (PIP)

1. Each year in October a Programme Director receives a factsheet QA (quality assurance) for the programme (with information such as pass rate, student opinion etc.) from Quality Support Team.
2. The Programme Director analyses this information (together with for instance the advice for accreditation) and generates improvement points for the programme (long range if necessary)
3. The Programme Director seeks advice about the planned improvement points from the programme committee (Programme Committee) (Nov)
4. Programme Committee advises the Programme Director in Nov/Dec (cc faculty council)
5. Programme Director plans implementation of improvement points and send the most important points to QST (quality support team) for communication to students (Dec)
6. Programme Director reports programme improvement to the Dean (Dec)
7. QST communicates improvement point on Intranet QA (Dec)
<https://www.utwente.nl/en/bms/education/quality-assurance-map>
8. Programme Committee monitors implementation & Programme Director reports proceedings, throughout the year

B. Closing the PDCA-cycle at the level of a unit of study: Course Improvement Points (CIP)

BSc modules:

1. Quality Support Team conducts a student opinion survey about (their learning activities in) the module (SEQ: Student Experience Questionnaire) the last week of a quartile, supported by QUEST.
2. QST distributes two weeks after the quartile the results of the SEQ to the module coordinator (Note: personal information to the person only, cc. Programme Director/P-coordinator)
2a. Programme Director and 2b. Module Coordinator receive report student opinion
3. The module coordinator (and the teachers team) analyses the information (including the results of the modules and the team’s experiences). The team formulates improvement points for next year’s module.
4. The module coordinator reports improvement points to the Programme Director and if applicable proposes changes in learning objectives or test format to the Programme Director. Main improvement point are sent to QST.
4a. Programme Director receives improvement point from Module coordinator.
5. The QST communicates improvement points on intranet QA.
6. The Programme Director seeks advice on improvement points and changes in Learning formats from the Programme Committee
7. The Programme Committee advises the Programme Director about improvement points of all modules.
8. Programme Director reports about implementation of Programme Committee-advising & the Programme Committee monitors implementation of plans, throughout the year.

N.B.: a pilot with a module factsheet for step 3 will take place in Jan 2017

MSc courses: A note about the MSc course improvement point shall be discussed in the January meeting of programme directors.

C. BMS Annual plan (for next years estimate)

1. QST prepares a 1st semester factsheet programme for the Programme Director (May)
2. Programme Director analyses the situation and proposes a plan for improving the programme for next year that will be included in the dean's BMS annual projects plan for education in the next year (May-June)
3. Programme Director seeks advice from the Programme committee (June)
4. Programme Committee advises Programme Director about plan (June)
5. Programme Director proposes plan to the dean (June)
6. Dean includes programme plans in his annual BMS project plan for next year. Dean seeks advice of Faculty Council (Sept)
7. Dean proposes annual project plan BS to Executive Board. (Sept)

D. Safeguarding assessment quality by the examination boards (Examination Boards)

Safeguarding Quality of Assessment by examination board on 4 levels:

- a. Assessment quality on Programme level (mainly based on the programme assessment plan)
- b. Assessment quality of individual exams (incl. alignment with and contribution of (course) learning objectives to ILO's (programme Intended Learning Outcomes)
- c. Assessment quality of final examinations (BSc and MSc theses)
- d. Qualifications of examiners (together with the appointment of examiners for the new academic year)

D a.: Safeguarding assessment quality on programme level

1. In May (or two weeks before the June meeting with the Examination Board) the Programme Director submits the Examination Board with the (revised) Programme Assessment Plan and some assessment improvement points
 2. In June Examination Board and Programme Director discuss the (changes in the) Programme Assessment Plan and the intended improvements points.
 3. Examination Board records the agreements and findings (also in annual report for dean)
- N.B.: If desired, a Programme Director can ask for support for the Programme Assessment Plan

D b&c: Safeguarding assessment quality of individual exams and final examinations

1. In September the Programme Director submits the Examination Board with assessment quality results of semester 2 (previous academic year) incl. some assessment improvement points
2. In October Examination Board and Programme Director discuss the semester 2 results and the intended improvements points.
3. Examination Board records the agreements and findings (also in annual report for dean)
4. In March the Programme Director submits the Examination Board with assessment quality results of semester 1, incl. some assessment improvement points
5. In April Examination Board and Programme Director discuss the semester 1 results and the intended improvements points.
6. EB records the agreements and findings (also in annual report for dean)

N.B.1: If desired, a Programme Director can get support for the screening/reviewing of test (b) and/or the calibration of thesis assessment (c).

N.B.2: In some emergency circumstances Programme Director or Examination Board can ask for extra screening/reviewing of test.

D d: Safeguarding qualifications of examiners

1. In the third week of July the QST provides the Programme Director (thought the coordinator) a list with teachers and their qualifications (based on the information in OSIRIS).
N.B.: OSIRIS course information must be completed before 1 July.
2. Before the end of July the Programme Director proposes a list of examiners per course with names and qualifications to Examination Board.
3. In August the examination Board appoints examiners for the next academic year.

E. Education and Examination Regulation (EER/OER): general part BSc and MSc

Phase 1 Guideline EER BSc.

1. Dean receives *draft* Guideline EER BSc from executive board UT (directives from Executive Board) in **January**.
2. Dean asks advice from Programme Director and from Examination Board (Programme Director **meeting Jan**),
3. Programme Director asks Programme Committee advice in **January**.
4. **Programme Committee** advises Programme Director about draft directives EER
5. Programme Director receives advice and advises the dean on Guideline EER BSc.
6. **Examination Board** advises **Dean** about Guideline EER BSc.
7. **Dean** advises Executive Board with a proposal for changes, if applicable.
8. **Executive Board** provides faculty *final* Guidelines EER BSc for next year (**March**)

Phase 2 General parts of EER for BSc and MSc

9. **OSC** prepares general EER for BSc (according guideline) and MSc EER for programmes in BMS (**March**)
10. OSC sends general part BMS BSc and MSc EER to PD and EB.
11. PD seeks advice PC about general part EER for BSc and MSc.
12. PC advises PD about general part BMS BSc and MSc EER (cc Faculty Council) (**April**)
13. EB advises dean (through OSC) about assessment in general EER BSc and MSc (**April**)
14. PD sends advice general part BMS EERs to dean (through OSC) (**April**)
15. OSC prepares BMS BSc and MSc EERs (general and programme specific parts) for dean and faculty council (**April**)
16. Dean asks Faculty Council to agree and/or give advice on the EER BMS (general and programme specific parts) for BSc and MSc (**May**)

F. Education and Examination Regulation (EER) BSc and MSc: programme specific parts

1. Programme Director asks Programme Committee advice about proposal curriculum changes for next academic year (**Jan**)
2. Programme Committee advises Programme Director about curriculum changes for next year (**January**)
3. Programme Director defines Programme for next year and starts preparation programmes specific parts of EER.
4. In **March** OSC asks Programme Director (through programme coordinator) to submit the programme specific part.
5. Programme Director seeks advice by the Programme Committee and Examination Board on programme specific part in **April**.
6. Advice Programme Committee, also to faculty council.
7. Examination Board advises Programme Director on programme specific part in **April**. Advice Examination Board also to faculty council.
8. Programme Director sends programme specific part to OSC (one week before meeting faculty Council).
9. OSC prepares BMS BSc and MSc EERs (general and programme specific parts) for dean and faculty council (**April**) (Step 9 is merged in step 15 in process above.)
10. Dean asks Faculty Council to agree and/or give advice on the EER BMS (general and programme specific parts) (**May**). (Step 10 is merged in step 16 in process above.)