

A GROWTH MODEL FOR EXAMINATION BOARDS

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CONTEXT

Examination Boards have a lot on their plates, mainly because of recent changes in the regulatory landscape. In addition, the EB of Health Sciences was newly erected, following the transfer from the faculty of BMS to the Health cluster of the faculty of S&T. An analysis of the current situation of this EB has led Hans to develop a growth model for (this) EB(s).

GROWTH MODELS

A growth model, aka a 'maturity model', is a staged representation of an object's development over time. Think, for example, of the growth stages of a human being. At the UT, we already have developed three different growth models in recent years - for the module level of TOM, for educator development to Student-Centred Learning, and for internationalisation at the level of a degree programme. The aim of a growth model is to support development, by providing a language for development. Growth models are not intended for managerial (ranking) purposes.

THE EXAMINATION BOARD GROWTH MODEL

Hans developed the EB growth model in SQE based on the above experience, the as-is analysis, and a range of academic and other sources. Following a tree metaphor, he has created growth models for the 'water', the 'soil', the 'roots' and the 'trunk'.

Sounds vague, or abstract? Well, to date (July 8), Hans initiated six actions - interventions, if you will - based on these models. For example, to free up EB capacity for the all-important overall quality assurance role of the EB, he has used one of these growth models in an action with the *back office* the EB of which he is a member.

The external SQE assessors have provided some feedback, and will provide more. Hans looks forward to this, and to your views.

Draft 2

EB: Towards a growth model of growth models

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There's more to add to this model of growth models, e.g. the way Faculty Mngt, Programme Mngt and EB operate

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DO YOU WANT TO KNOW MORE?

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