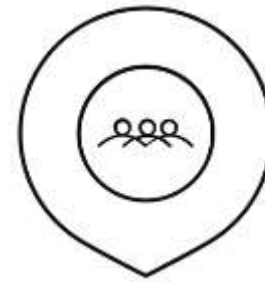
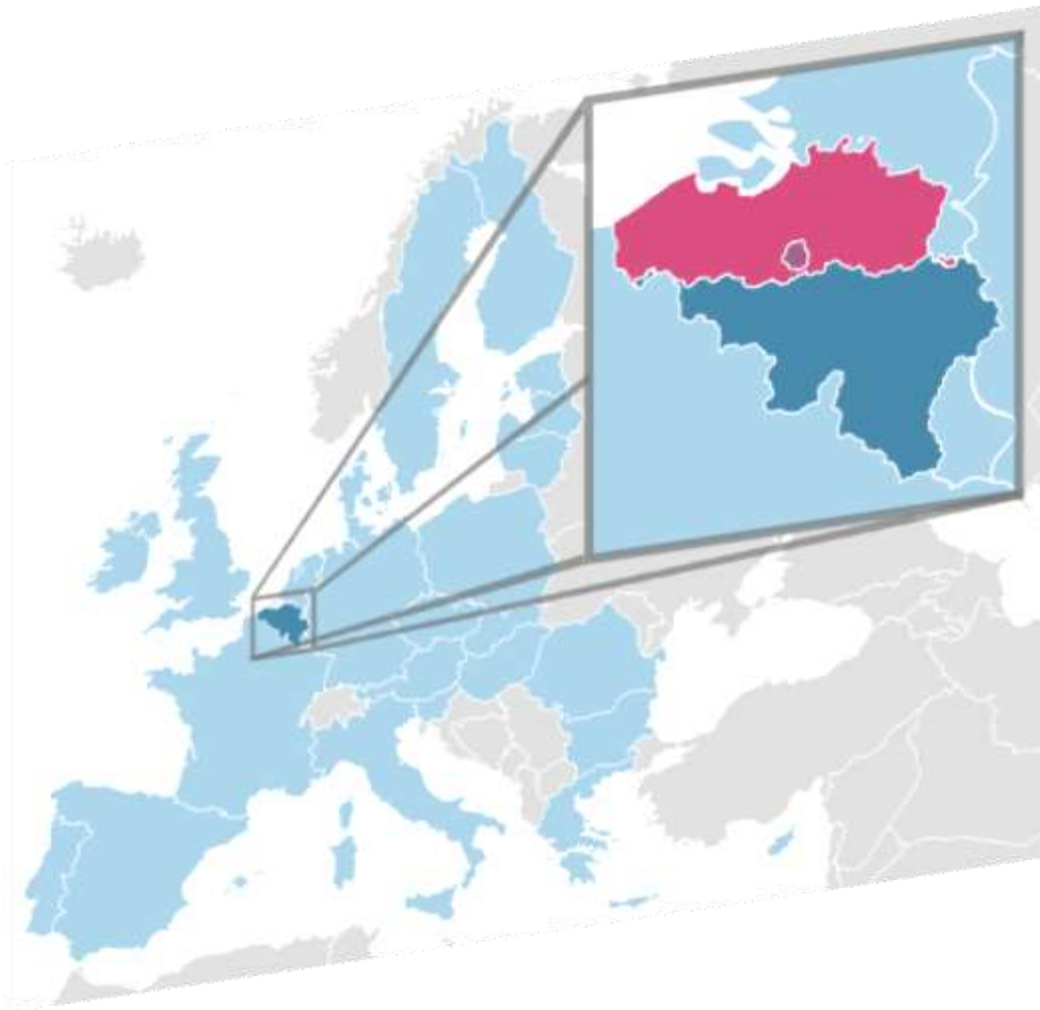


NVAO's Quality Assurance System (Flanders)

Ann Verreth
Dagmar Provijn



Flanders in figures



6 404 715



34



1183



246 497

Context

2012

2004

1994

1991

1986

Accreditation fatigue

Administrative burden

Lack of ownership

Focus on accountability

Lack of trust and faith

Diminishing returns

Lack of transparency



Challenge



Ownership



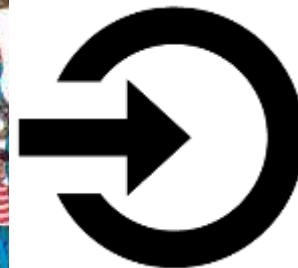
Responsibility

Quality
of
programmes

Institutional



Trust



Overview of QA System

Universities & University Colleges (18)

- Extensive Institutional Review
 - *Institutional review*
 - *Conduct* of QA by institution
- Accreditation of specific programmes (“full accreditation”)
 - New programmes (initial & first)
 - Joint programmes
 - Programmes ‘in recovery’ programmes

All other institutions

- Accreditation of all programmes

The extensive institutional review

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

Horizontal trails

Vertical trails

Evaluation report



Conduct of assuring the quality of programmes

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

Conduct trails

Advice report



HE BE-fl



HE NL



HE BE-fr



Prof. field



Student



Executive



Educational



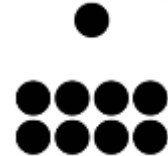
QA/Audit



International



Independent



The Appreciative Approach





Appreciation



Meet-&-Greet



Observers



Mixed



Thematic



Co-creation



The Appreciative Approach

- Contextualisation
 - ~ “Empathy”
- Postponement of judgements
 - Separate the generation of insights from the evaluation
- Focus on strong aspects
 - To expand on good practices
 - To examine unclear or weak aspects
- In dialogue
 - With strong, appreciative questions
 - No “why questions”
- From insights to co-creation

What do you think?

- What do you like?
- Possible caveats?
- Any suggestions?

Proactive organisation of consistency

- Pool of trained committee members; each ± 3 procedures
- 5 process coordinators (PC) for 18 procedures
- Strong management of process (\leftrightarrow content):
 - Check on self evaluation report
 - Model programme for site visits
 - Check individual appreciation committee members by PC
 - Check evaluation report in different stages; content + style
- Consistency analyses in 3 clusters:
 - 2 critical reviewers for each report
- Feedback to the institution by QA coordinator + PC
- Analysis of all reports and outcomes will be discussed in focus group with committee chairs

First observations

- Appreciative approach is successful and positively welcomed by all parties
- The system of institutional reviews has resulted in:
 - a revival of quality assurance in HE
 - a boost for the development of a quality culture within HE institutions
- A review at the institutional level requires a certain scale
- Challenges:
 - Thorough evaluation of the conduct and well chosen trails to guarantee robustness of the QA system
 - Transparency of quality of the programmes for the public

THANK YOU FOR YOUR ATTENTION
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