



HoGent

University College Ghent

Quality Assurance, Educational Development and eLearning

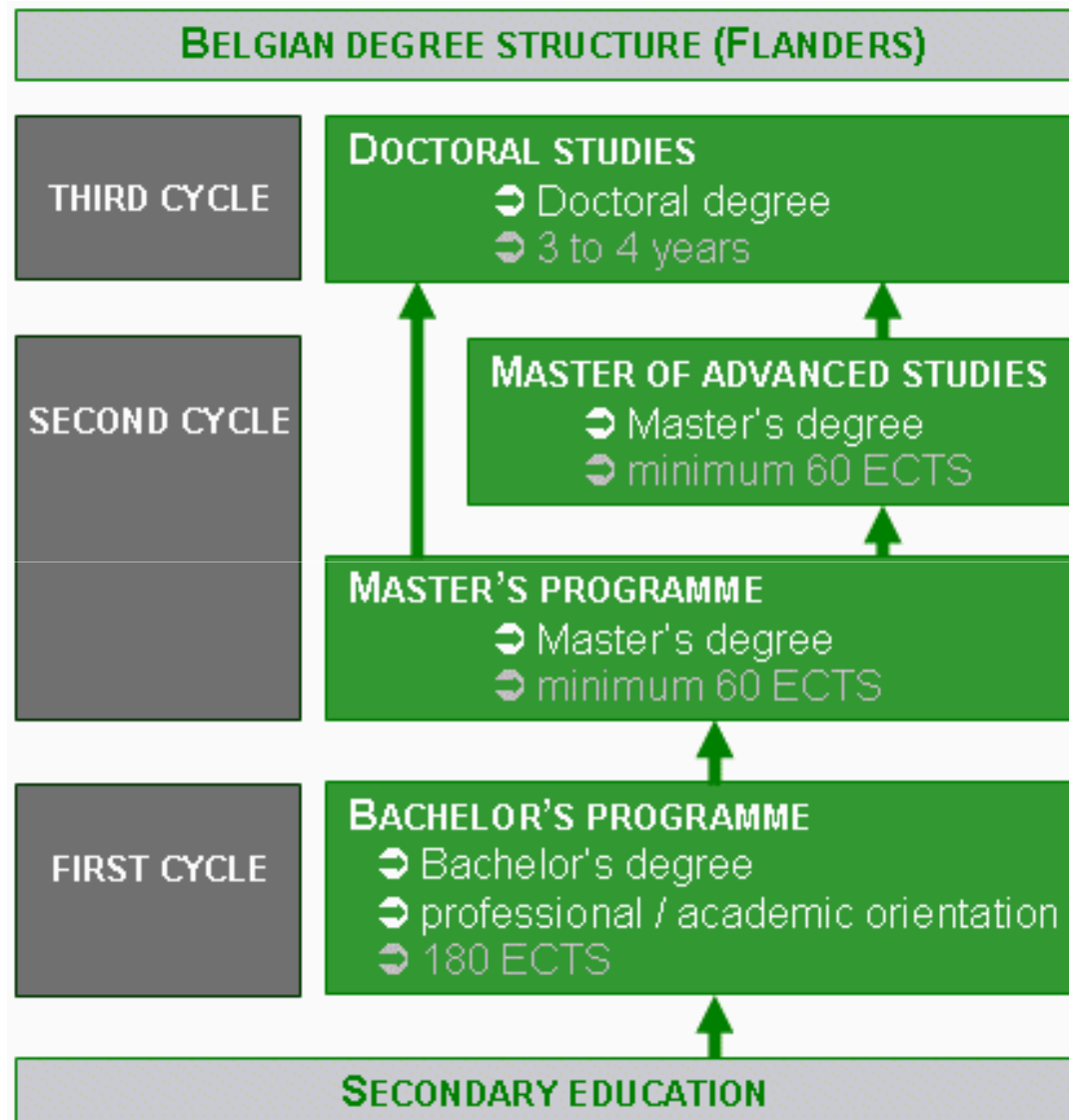
How did we do it? Practice in implementing IQA at the institutional level



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HoGent

Flanders HE structure



Universities (Universiteit) - University colleges (Hogeschool)

- **Universities:** academic Bachelor-Master programmes, Advanced Master, and PhD programmes
- **University colleges:** professional Bachelor programmes and also some academic Bachelor-Master programmes in arts

EQA - Umbrella organizations

VLIR-VLHORA

- VLIR: Umbrella organization Flemish Universities / °1976 since 1991 internal and external quality assurance.
- VLHORA Umbrella organization University colleges / °1996 since 2003 internal and external quality assurance

EQA - Quality Assurance Agency VLUHR

- 2010: founded by VLIR en VLHORA
- Recognized by EQAR
- Visitation protocol is inspired on the ESG

EQA – accreditation by NVAO

- The Accreditation Organization of the Netherlands and Flanders (NVAO)
- Independent accreditation organization set up by the Dutch and Flemish governments,
- Primary goal is to provide an expert and objective judgment of the quality of higher education in Flanders and the Netherlands.



Changing approach in Higher Education Quality Management in Flanders

- The early days of higher education quality management
- The PDCA systematic
- The strategic approach of quality management

The early days of higher education quality management


- Focus on self-evaluation and peer review
- Quality management was new in HE
- Fear that QA would threaten the autonomy of the educational professionals and of the institutions
- Risk for a bureaucratic approach


The PDCA systematic

- Focus on procedures and processes
- Involvement of the stakeholders
- Professionalization of Quality management

The strategic approach of quality management

NAS (new accreditation system)

 Institutional focus: total quality management and strategic management

 Course level focus: intended and realized learning results, the educational process, student transformation and assessment

Engaging students and staff in a quality culture

NAS: Indicators on institutional level

- Vision
- Policy actions, processes, procedures, practices and tools
- Feedback and follow up system
- Adjustments

NAS: Indicators on course level

- The intended learning outcomes
- The educational process and assessment practices
- The realized learning outcomes
- The quality care system and the involvement of all stakeholders

Hogeschool Gent (HoGent)

- Established in 1995
- The outcome of two successful mergers in which fourteen institutions of higher education were involved.
- 18.373 students (2012-13)

Faculties

- Education, Health & Social Work
- **Science & Technology**
- Business & Information Management
- School of Arts
- Applied Engineering Sciences
- Applied Bioscience Engineering
- Applied Language Studies
- Business Administration & Public Administration

Actual challenges for HoGent

- Rapid changing environment inside and outside HE
- Growing expectations of the stakeholders (students, work field, government)
- Stronger demand for quality care and accountability
- Greater competition between HEI (resources depend on student numbers and performance)
- The economic crises sets limits on the resources

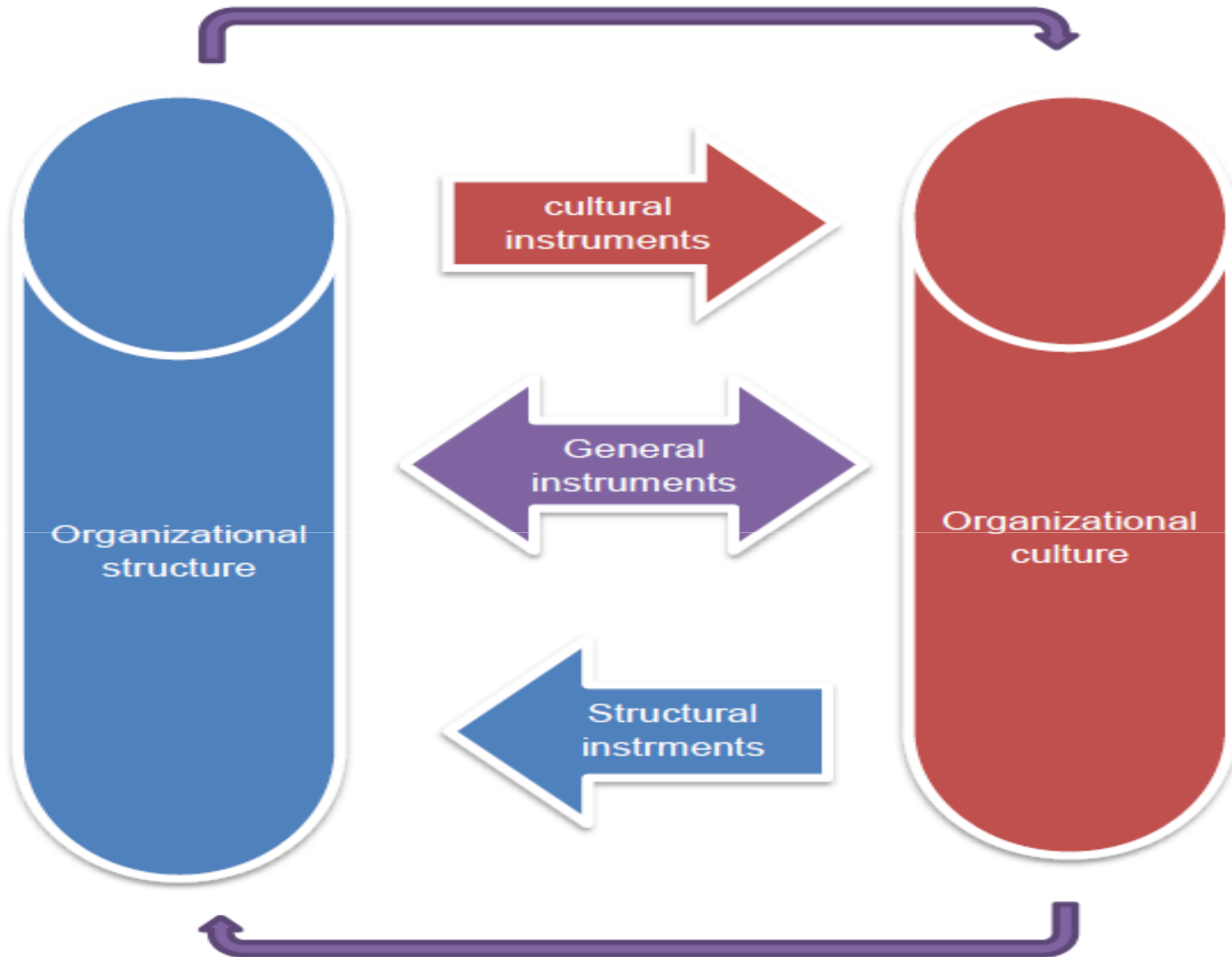
Alignment is a necessity

- Orienting resources on core goals
- Same focus for the whole organization
- All units cope together with the challenges
 - Scale effects by accumulation of resources
 - Sharing knowledge and good practices

TQM Plan HoGent

Inspired on

- EFQM
- PDCA-approach
- New Accreditation System with focus on strategic management



General instruments

- Strategic plan
- Organizational structure
- Vision on quality
- Management of human resources
(attraction, selection, training, assessment,
and rewarding of employees)

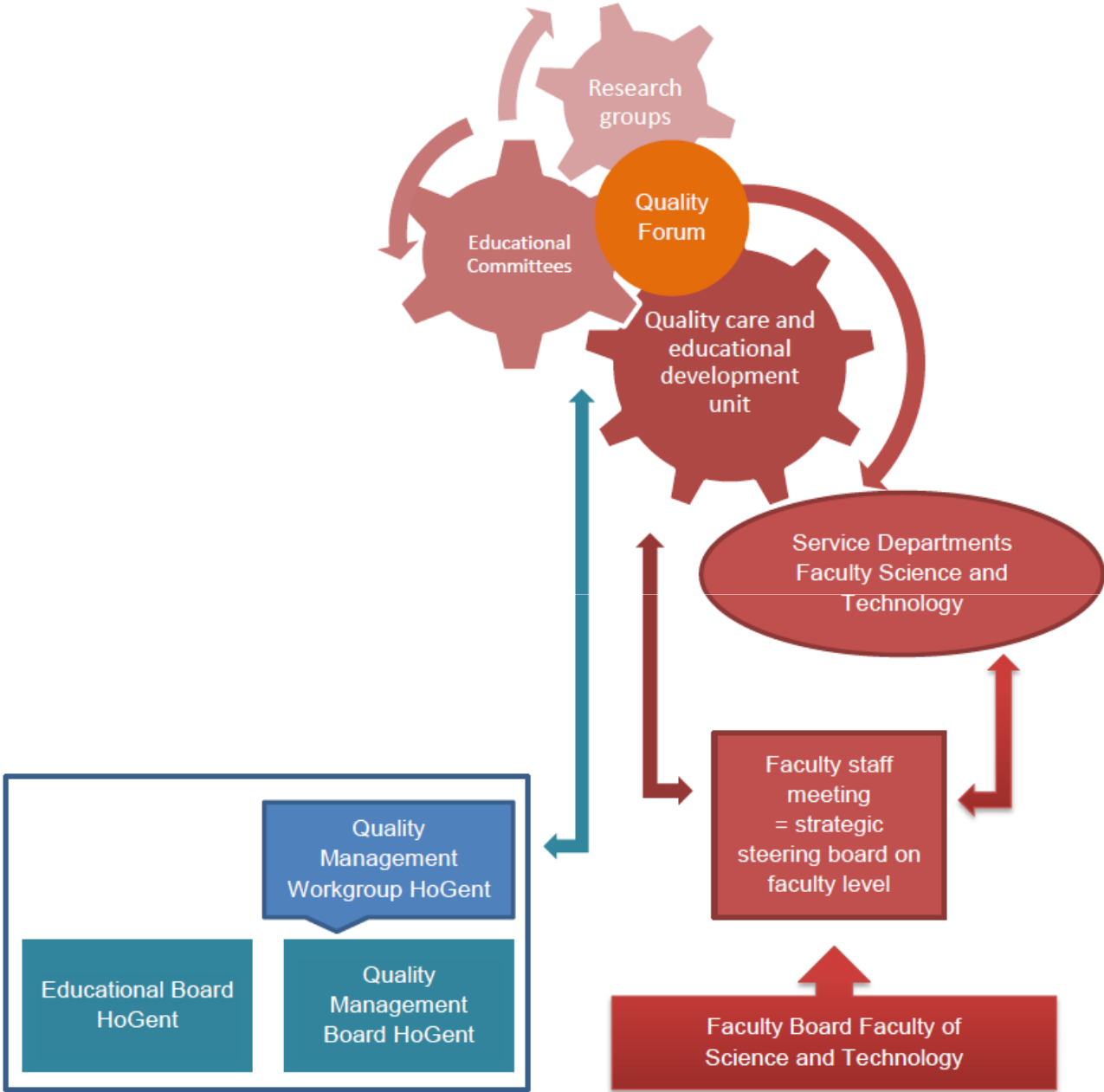
Structural instruments

- Measurement instrument (SMART): K-index
- Stakeholder evaluations
- Study time measurements
- Sounding boards with the work field
- Quality manual
- PDCA Process management
- Competency matrix and assessment matrix

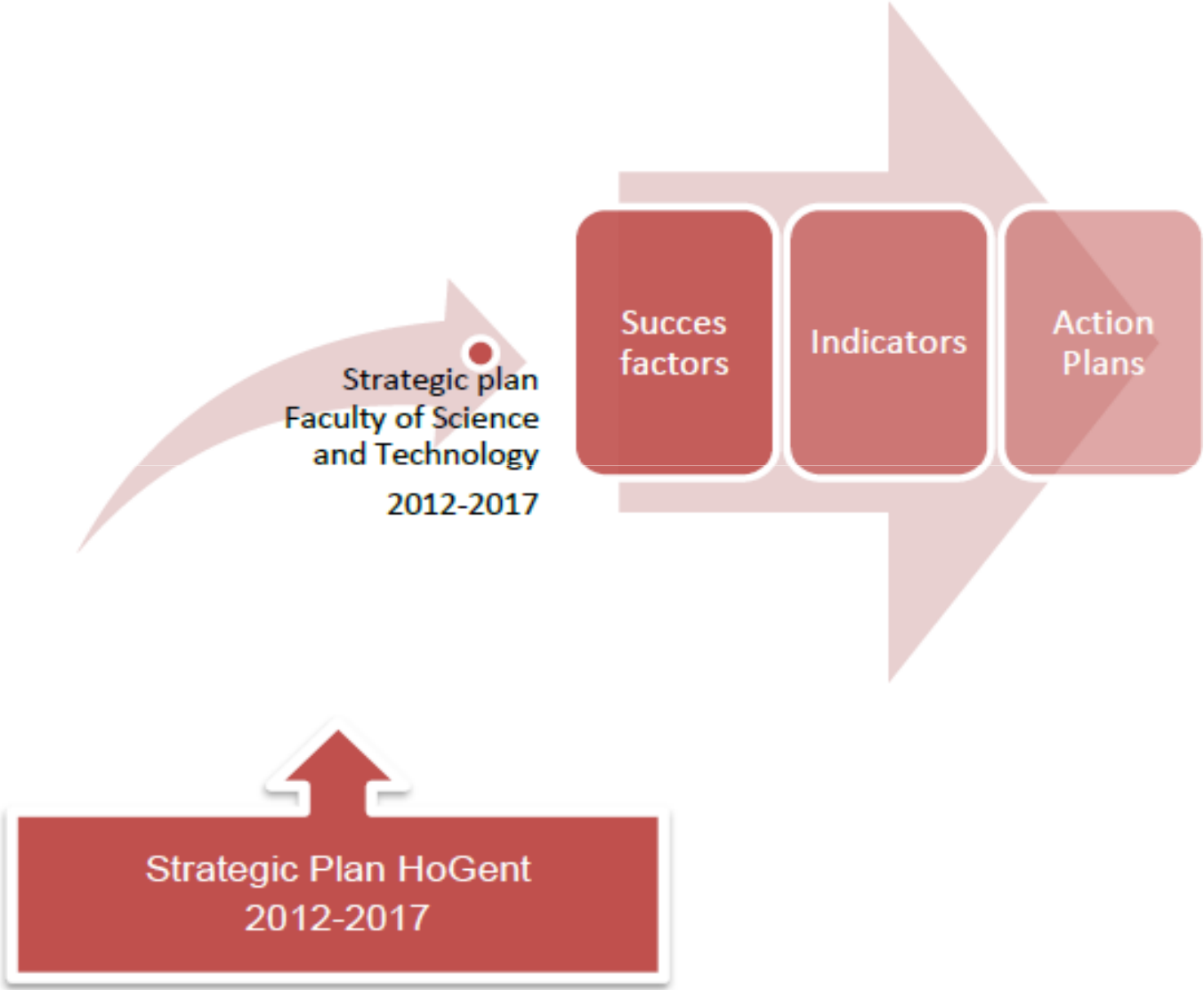
Cultural instruments

- Self-evaluation on course level
- Self-evaluation on institutional level
- Critical reflection
- Curriculum screening instrument

TQM



Strategic Management



Elements of the quality culture

- Commitment of all employees of HoGent
- Empowering of all units (Faculties, Educational Committees, research groups, service management units) with respect to the strategic goals
- Open culture based on collaboration and knowledge sharing
- Involvement of all stakeholders (students, graduates, alumni, work field)
- PDCA approach to ensure continuous improvement
- Capability management: to build the skills that are needed for the future

Enhancing the quality culture

PDCA spiral of never ending improvement



Conclusions with relevance for the Jordanian case

- QA is a long during process
 - HEI's are big institutions, even with a strong strategic leadership and vision, it is difficult to change direction
 - If we aim long during, profound cultural changes in the institutions, we can only take one step at a time
- In order to develop a quality culture QA must have full respect of the academic autonomy and responsibility
 - Academics and people in general want to change but they don't want to be changed
 - QA must start from the existing values and strengths and must be based on realistic trust

Questions for further debate

How does this match with the situation in Jordan?

Is it comparable with the Jordanian case?

And with the regional situation/picture?





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