



ECBAC

Quality Management New Bologna guidelines

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Cuprija, 25 02 15







- Fundamental shift
 - Intended learning outcomes
 - Student centred learning
 - Flexible learning paths
 - Unformal curricula
- ESG common understanding of quality assurance and improvement for learning and teaching accross borders and among all stakeholders
- Demonstrate quality and increase transparency

Competences Learning outcomes

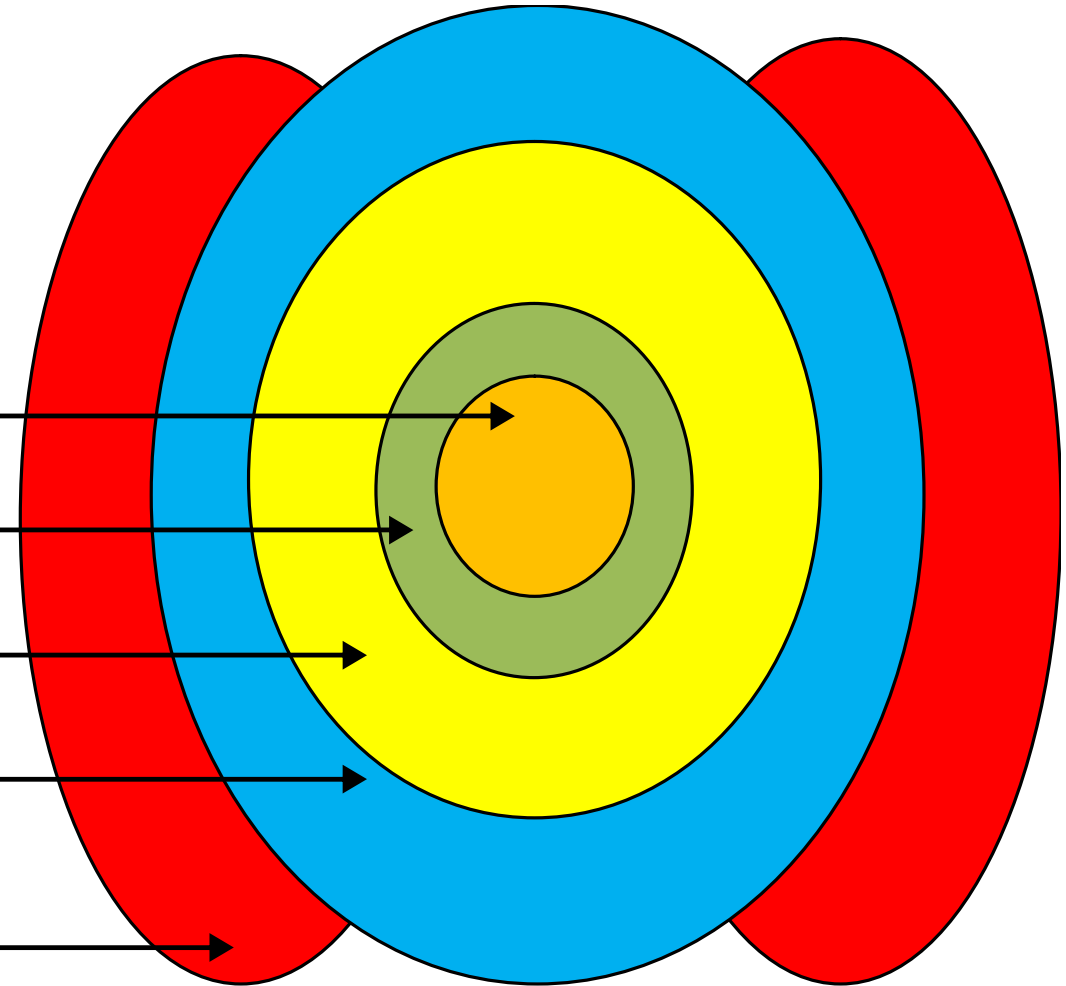
Bologna, Dublin-descriptors, EQF, Legislation

Competences of the work field

Specific competences of the university

Competences deducted by comparison with
peers of the EU, US

Chosen competences by students

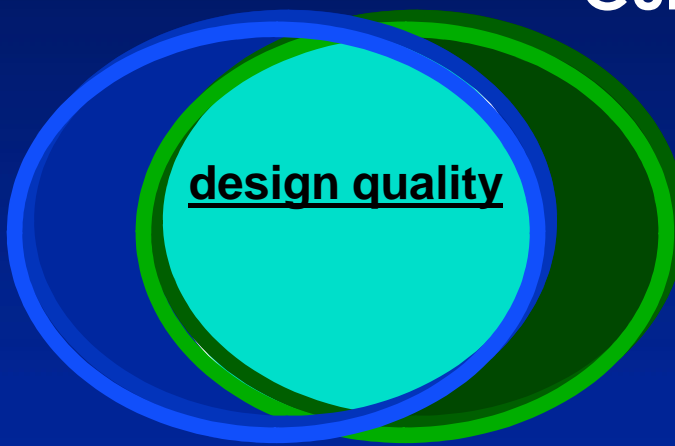


expectations – curriculum



expectations

Curriculum



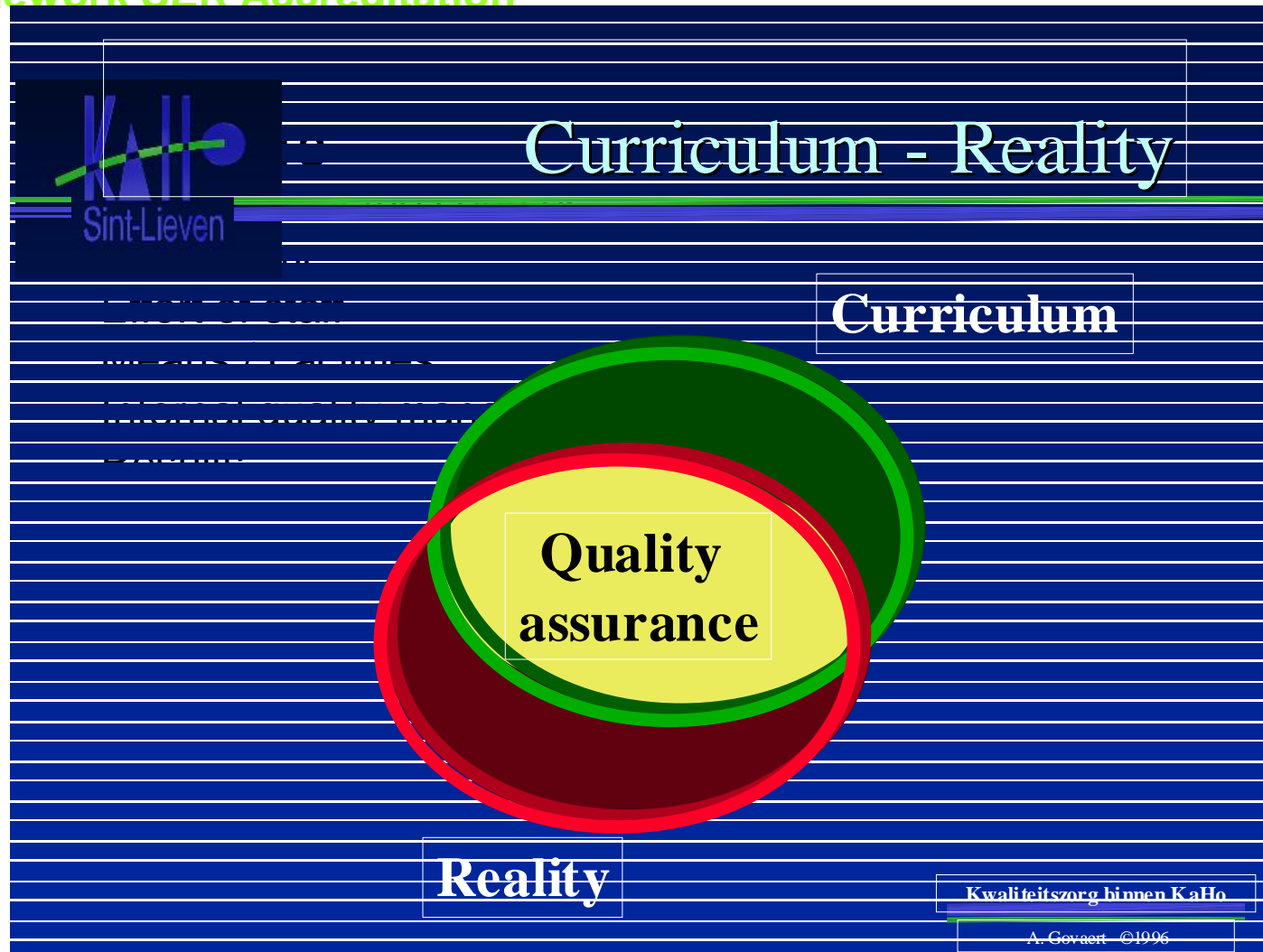
design quality

Kwaliteitszorg binnen KaHo

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Framework SER Accreditation



Quality

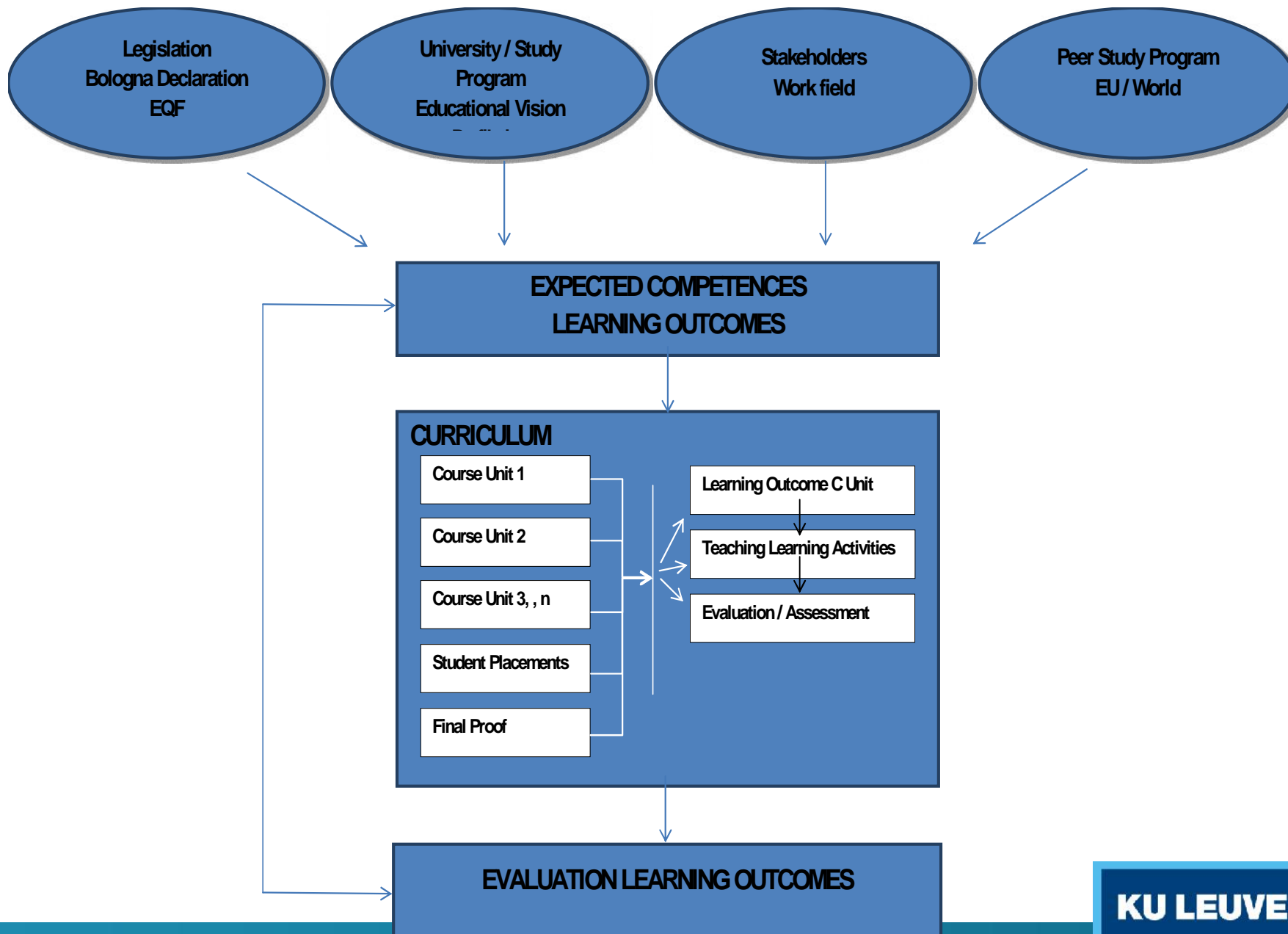
Expectations

Curriculum



Reality

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- 2-dimensional tables (matrix) illustrate the relations between the learning outcomes and the presented subjects (course units), the used didactical methods and the chosen means of evaluation.
- ECTS course unit files <http://ects200511.kahosl.be/> or course units description files

Learning outcomes in Flanders

In 2003 → “Structural Decree” (for higher education)
QF for HE in Flanders (based on Dublin descriptors)

Impact on degree programmes

- Programme goals were re-written in terms of competences based on the Dublin level descriptors
- This work was done at the *institutional level* and at *the level of the association KULeuven*
 - No guarantee for international benchmarking (except at moment of external quality assurance visit)

Dublin descriptors bachelor

- have demonstrated knowledge and understanding in a field of study that builds upon and their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy

Now

- Universities and university colleges write **domain specific learning outcomes** together
(5 = short cycle; 6 = Ba; 7 = Ma)
- NVAO (Dutch-Flemish Accreditation Organisation) validates these descriptions

http://www.nvao.net/overzicht_domeinspecifieke_leerresultaten

Domain specific learning outcomes

- Coördinated by VLUHR (= VLIR & VLHORA)
- In line with the Dublin descriptors and with the Flemish, Belgian, European and international regulations about access to a profession
- Does not lead to common programs or course units!
- A lot of work has been done
 - each HEI has defined LO's for each discipline and each course unit/module [as the result of the Structural Decree / in the framework of the external quality assurance procedures]

Domain specific learning outcomes

Basis for **Quality Assurance**

Distinctive

Basis for **international comparison**

⇒ 12 to 15 LO's per study program

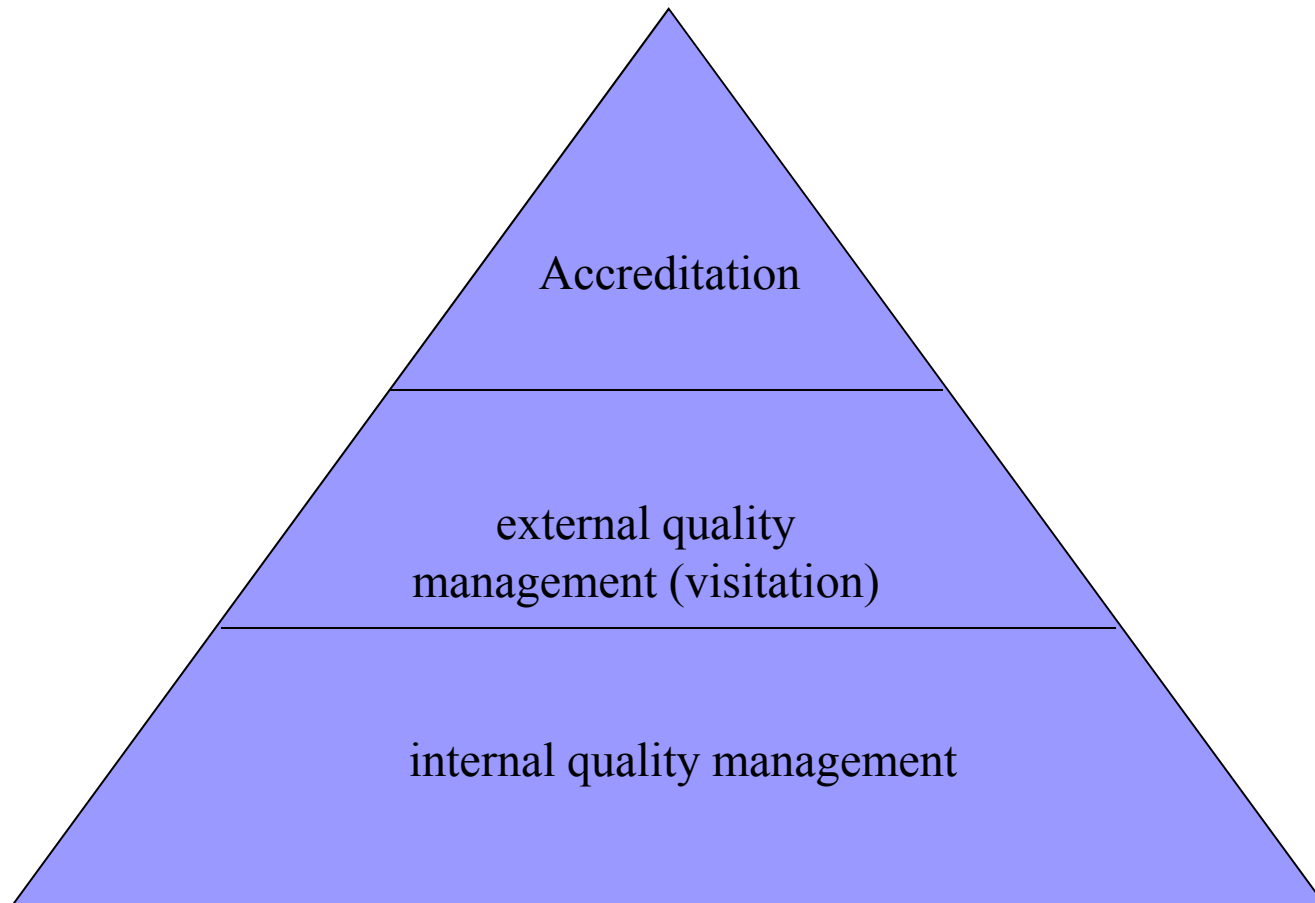
Domain specific learning outcomes

- Steering committee (benchmarking group)
 - 1 person per HEI per discipline (study program)
 - 1 chairman
 - Consultation of colleagues inside each HEI
 - Consultation of stakeholders (students, employers, social partners)
 - Comparison with international examples
 - An agreed methodology (tuning, ...)

New guidelines!!!

- Standards and guidelines for internal quality assurance (external, agencies,...)

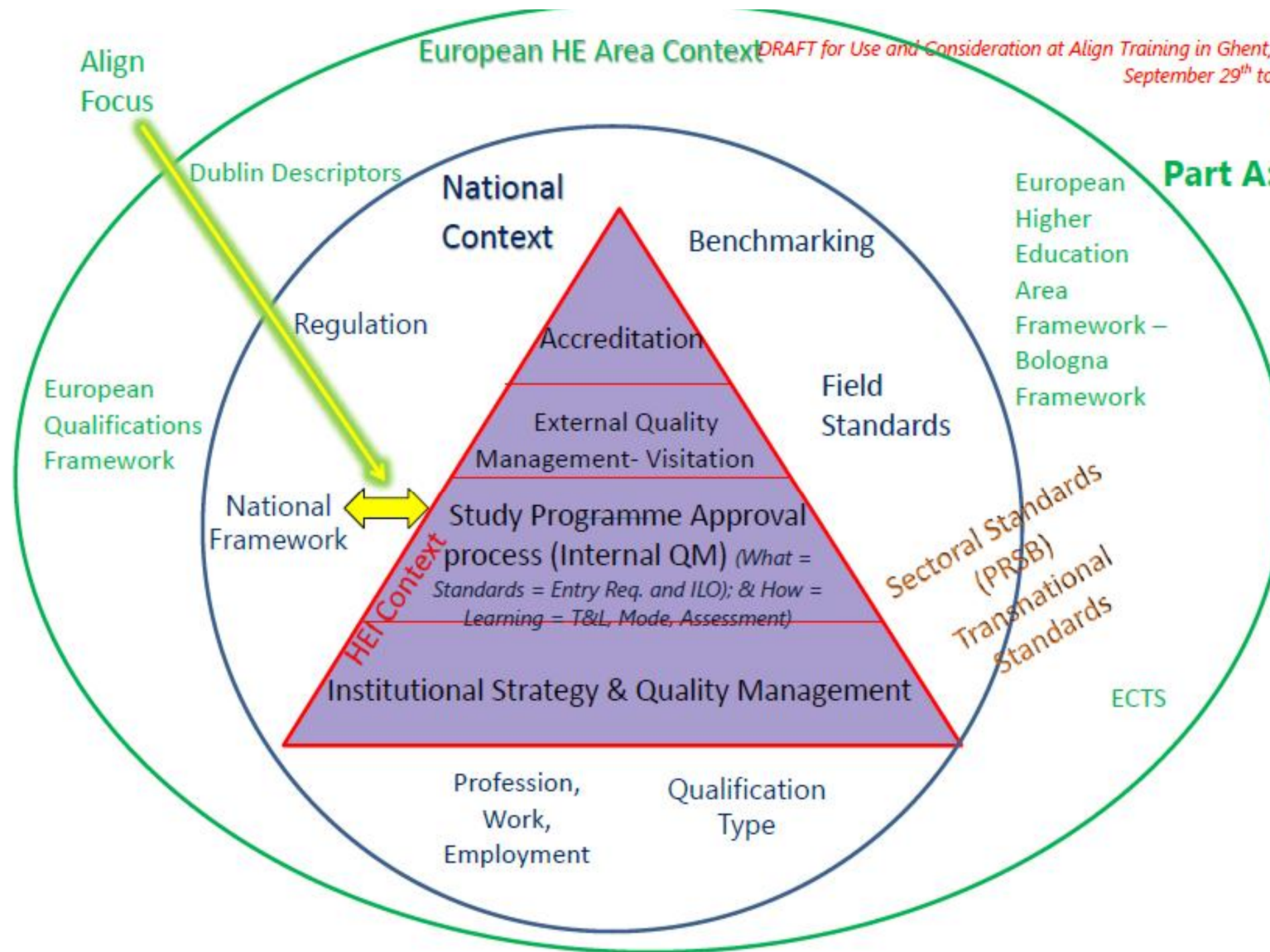
Connection between internal, external quality management and accreditation



European HE Area Context

DRAFT for Use and Consideration at Align Training in Ghent, September 29th to

Part A:



New Guidelines Yerevan

Internal Quality Assurance

1.1 Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders

1.2 **Design** and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should **be designed so that they meet the objectives set for them, including the intended learning outcomes.** The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

1.3 **Student-centred learning**, teaching and assessment

Institutions should ensure that **the programmes are delivered in a way that encourages students to take an active role in creating the learning process,** and that the assessment of students reflects this approach.

1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the **student “life cycle”**, e.g. student admission, progression, recognition and certification.

1.5 Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

1.6 Learning resources and student support

Institutions should have **appropriate funding** for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

1.8 Public information

Institutions should publish information **about their activities**, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

1.9 On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Thanks for attention!!!!!!