

The Blind men and the Elephant: Audit trails in the second round of Dutch institutional reviews

Department The Netherlands
Hanze University of Applied Sciences
Februari 2018

*Nynke Dijkstra
Thomas de Bruijn
(Frank Wamelink)*



The Blind men and the Elephant





Content

- Introduction
- Developments in Dutch external quality assurance
- Brainstorm/poll
- Hanze University of Applied Sciences: Strategy, Quality Culture and Institutional review
- Discussion
- Round up: Hanze University of Applied Sciences, contribution of Institutional Review to Quality Culture



Brief introduction on the Dutch system

- Since the eighties systematic and continuous history of programme reviews (now fifth/sixth cycle)
- First by university associations
- 2005 accreditation introduced by NVAO
- 2011 introduction of voluntary institutional review
 - New combination of institutional and programme review
 - Full programme review next to institutional review combined with limited programme review
- 2011-2016 first round institutional reviews
 - 35 positive reviews (approx. 80% of Dutch programmes)
- 2017 start second round programme reviews

Institutional review: new combination of quality aspects

“FULL” Programme review	“LIMITED” Programme review	Institutional review
Intended learning outcomes	Intended learning outcomes	Strategic mission on quality of education
Curriculum	Curriculum	
Achieved learning outcomes	Achieved learning outcomes	
Assessment	Assessment	
Faculty	(lecturers team)	Policy on Faculty
Facilities	(learning environment)	Policy on Facilities
Internal Quality Assurance and improvement	(evaluation and improvement)	Effectiveness of Internal Quality Assurance
		Policy on students with an impairment



Institutional review 2017 “Optimized”

- Autonomy: strategic goals institution are starting point
- Quality culture in all is aspects, not only control/system
- Ownership of faculty/lecturers
- Strengthening of the stakeholder perspective/involvement
- Reduction of the bureaucratic burden
- Past performance/risk management (proven effectiveness of internal quality assurance at programme level)

What are we looking for?

Key question: is the institution **safeguarding** the **realisation** of its **vision** of good education, and is the institution continuously working on **development** and **improvement**?



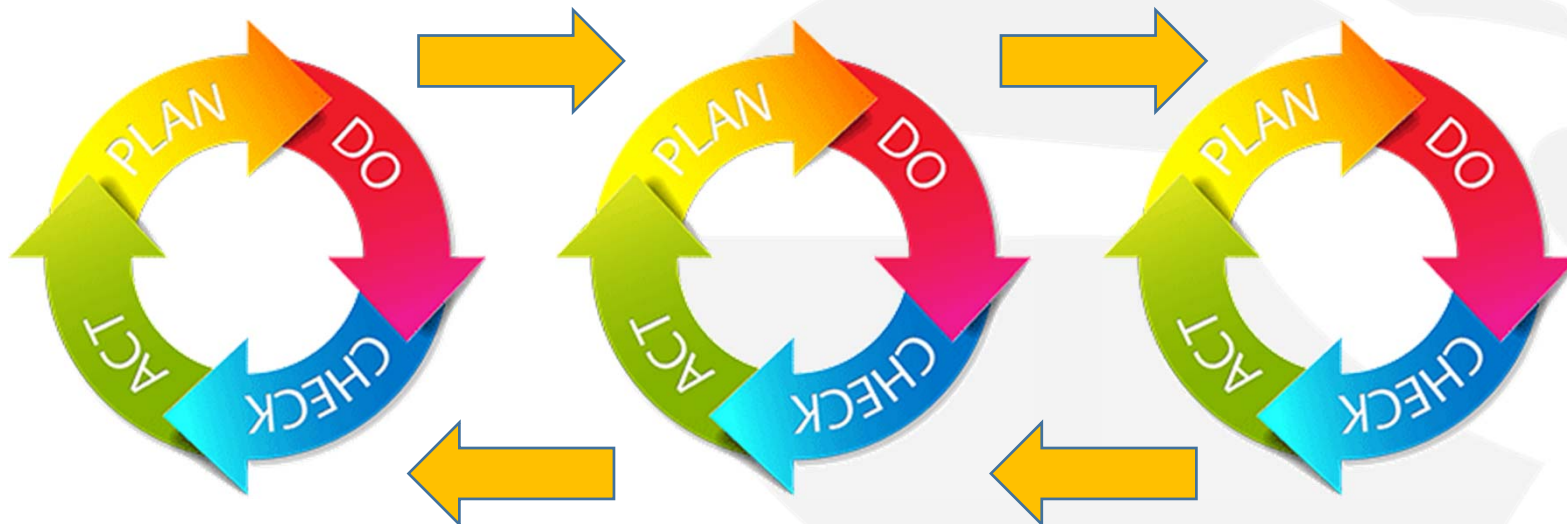
Institutional level



Intermediate level
Departments/Faculties



Programme level



Quality is a mix of system and culture

Q-System	Q-Culture
SMART objectives	Shared vision/values
Systematic follow up of evaluation (Act)	Devotion to improve
'hard' controls	'soft' controls
Management	Leadership
Clear Principles	Reflective professionalism
Information management	Open communication

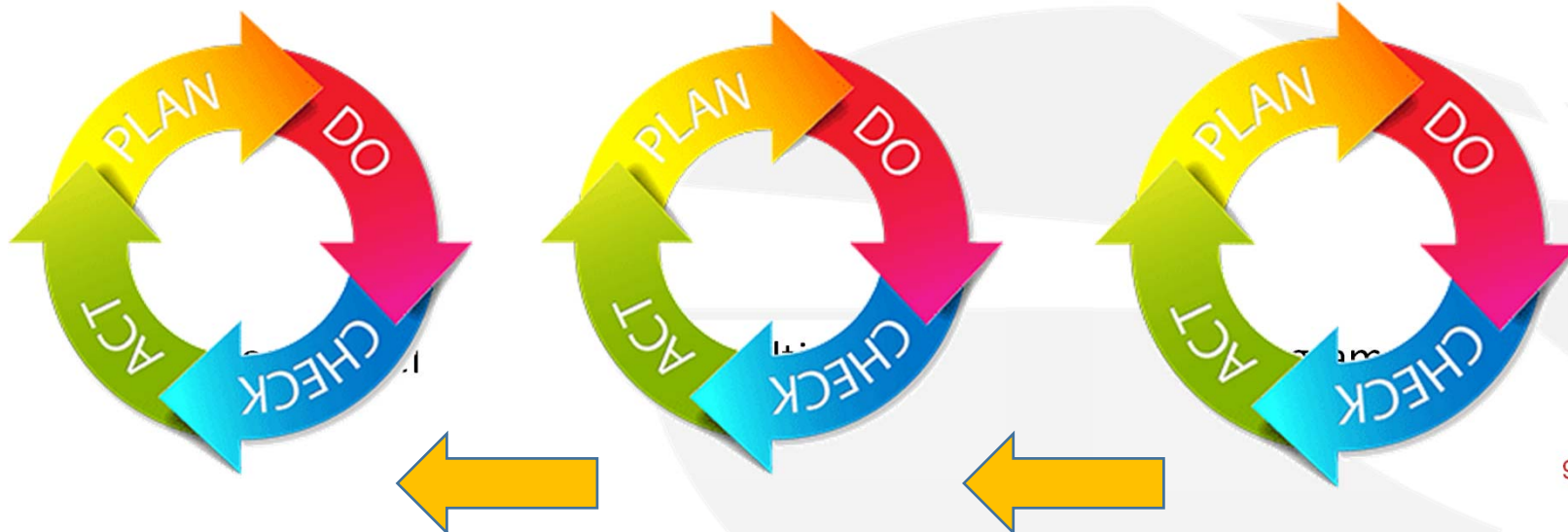
The institution demonstrates the effectiveness of its own synergy between the two dimensions, which allows it room to choose its own balance.

Audit trails, include cultural aspects

Institutional review:

- explorative visit
- in depth visit (audit trails)

Interconnected reflective cycles including cultural aspects





Selection of audit trails

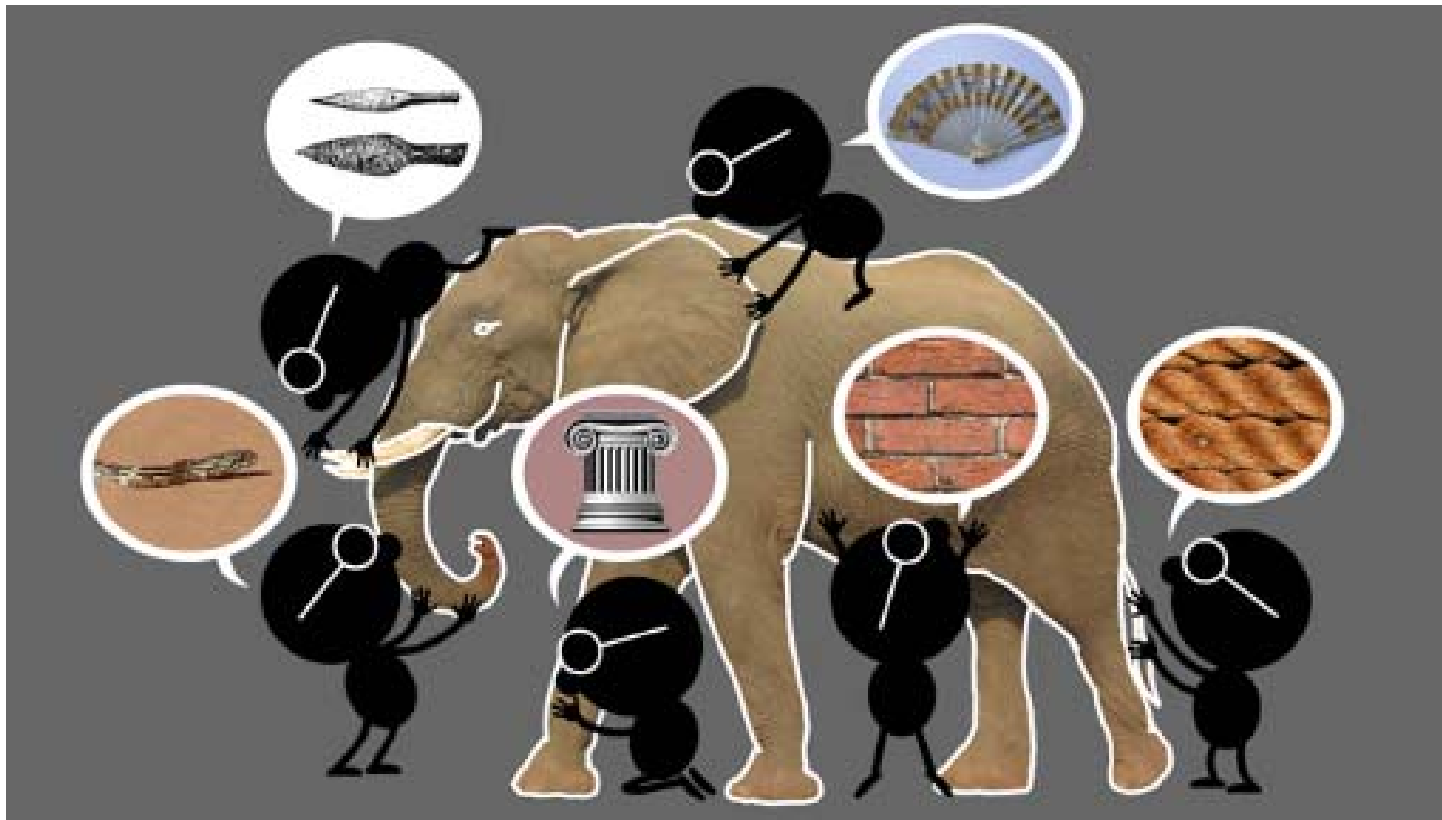
- **Horizontal trails:** examine the implementation or monitoring of a specific aim or theme in a specific layer of the organisation, e.g., all the faculties.
- **Vertical trails:** follow the implementation along the “hierarchical line” across all the organisational layers.
- **Past performance trail:** proven effectiveness of internal quality assurance at programme level. Pro active interventions, early recognition, signaling, communication
- Defined by panel
- Based on: suggestions by board and stakeholders and own findings/questions during the explorative visit

Trails conducted in the first round

Aspect	Theme	Question	
Strategic goals	Strategic choices	Wide support and implementation	4
	Teaching Citizenship	Implementation of a strategic aim	
	Internationalisation	Implementation of a strategic aim	
	Implementation of vision	Small groups delivery of teaching	
Assessment	Examination Board	Operation according to law/ safeguarding level	5
	Achieved learning outcomes Assessment policy	Internal quality assurance Closed PDCA cycle	
Governance	Leadership and governance	In control in case of problems	6
	Decentralized governance	Reporting, facilitation and interventions	
	Systematic communication	Is board informed on quality issues	
	Top down steering	Are central principles implemented	
Link research-education	Nexus (applied) research and education	Contribution to education, knowledge transfer, development and application	5
Internal QA	Risk management	Pro active interventions, early recognition, signaling, communication	15
	Capacity for improvement (Act)	Actual follow-up of evaluations and problems, concrete cases	
	Internal quality assurance	Effectiveness of internal QA/systematic evaluation	
	PDCA at programme level	Systematic evaluation, reflection and follow up	
	Relations with professional field and alumni	Systematic feedback from the professional field and alumni	
Faculty	Management of faculty (HRM)	Recruitment, career paths, professionalisation, formal assessments	8
	Professionalisation	Development of talent and leadership	

Do we see the elephant now?

We think we have a good system; are you convinced as well?





The perspective of the institution

Nynke Dijkstra

Hanze University of Applied Sciences Groningen

Experiences with trails during the institutional audit

Your information

NVAO

Accreditation Organisation of the Netherlands and Flanders
Parkstraat 28, 2514 JK The Hague
The Netherlands

+31 (0)70 312 23 00
info@nvao.net
www.nvao.net

 @nvao

