

QUALITY CULTURE AND CONDUCT @ GHENT UNIVERSITY

OUR CURRENT PRACTICE AND LOOKING AHEAD

ANNELIES HUYSENTRUYT

24 03 2023

CONTENT

1. About Ghent University

2. QA system at Ghent University: current status

3. Strengths and pitfalls of the current system

4. Looking ahead to the future

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GHENT UNIVERSITY

- since 1817
- 11 faculties
- top-100 university



BELGIUM



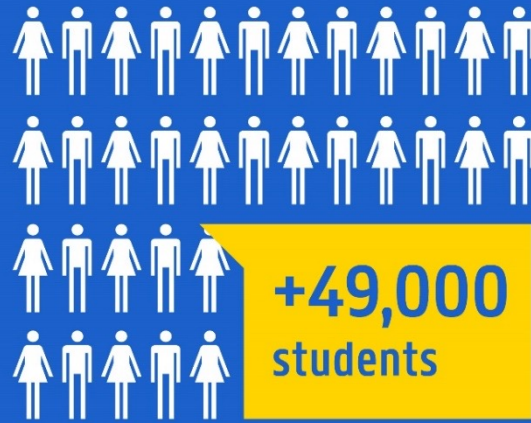
SOUTH-KOREA



GHENT UNIVERSITY
GLOBAL CAMPUS

first European university
in Korea

 **+200** study programmes



TOTAL NUMBER OF UNIQUE STUDENTS: 49,216

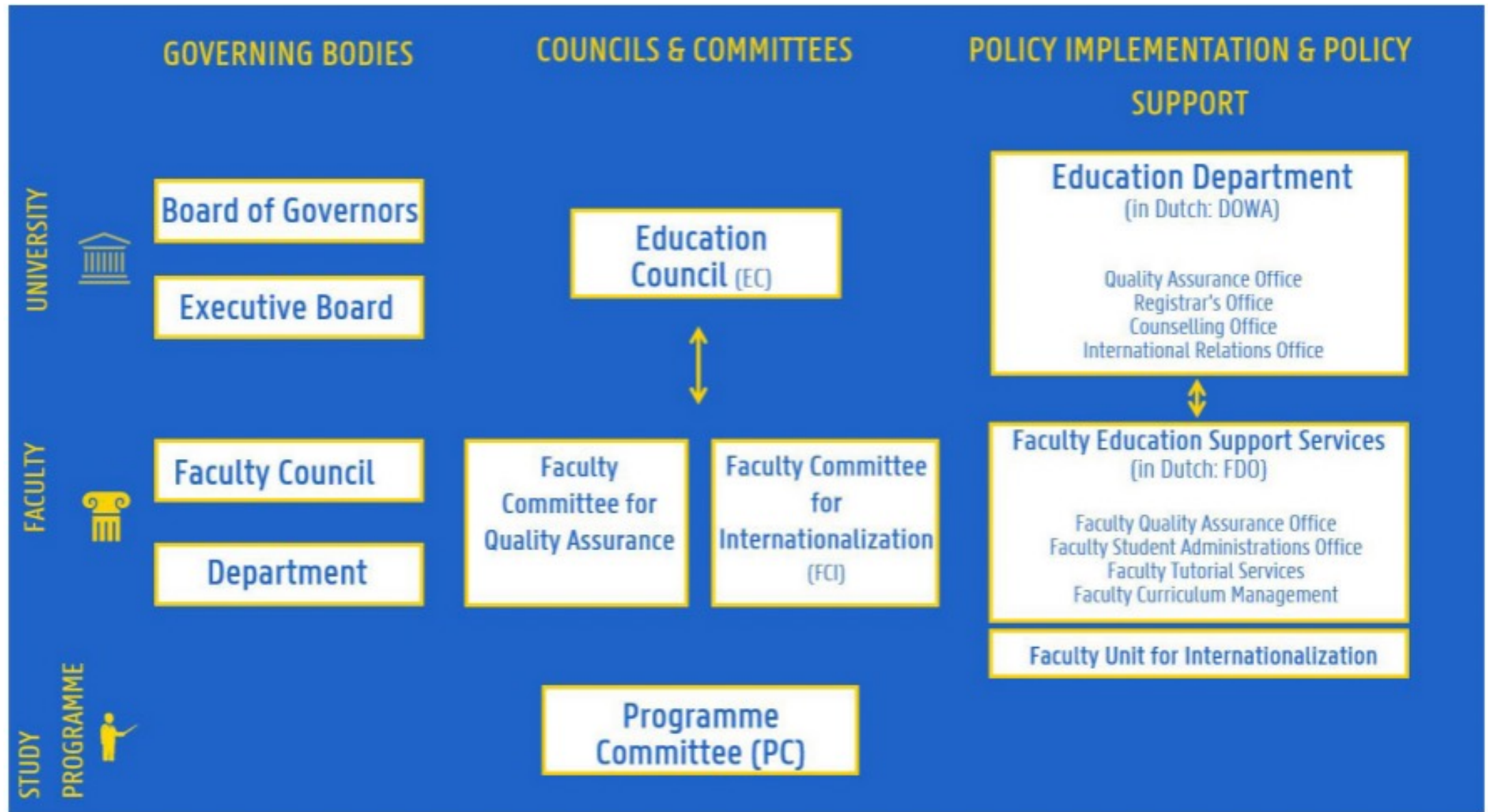
 FACULTY OF MEDICINE AND HEALTH SCIENCES 9,321	 FACULTY OF SCIENCES 3,506
 FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION 6,496	 FACULTY OF POLITICAL AND SOCIAL SCIENCES 3,137
 FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES 6,315	 FACULTY OF BIOSCIENCE ENGINEERING 2,918
 FACULTY OF ENGINEERING AND ARCHITECTURE 5,718	 FACULTY OF VETERINARY MEDICINE 2,116
 FACULTY OF ARTS AND PHILOSOPHY 4,628	 FACULTY OF PHARMACEUTICAL SCIENCES 1,299
 FACULTY OF LAW AND CRIMINOLOGY 4,051	 GHENT UNIVERSITY GLOBAL CAMPUS 396

OUR STUDY PROGRAMMES IN NUMBERS

Bachelor's programmes	50
Master's programmes	142
Advanced Master's programmes	28
Postgraduate programmes	23

OUR STUDENTS IN NUMBERS

Total	49,216
Bachelor's students	24,231
Master's students	15,744
Advanced Master's students	1,606
Postgraduate students	407
PhD students	4,594



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Until 2014

External programme reviews with focus on study programme level

2018

New Flemish Quality Code

- Institutional review in a 6-year cycle
- Implementation of 'self-administered' QA for our study programmes (Quality Conduct 2.0)

2022

- Second institutional review for Ghent University
- Point of reflection and improvement of current system (Quality Conduct 3.0)

KEY PRINCIPLES FOR QUALITY CONDUCT 2.0

- ✓ Trust
- ✓ Shared ownership
- ✓ Continuous monitoring
- ✓ Efficient tools
- ✓ Simple administrative processes

QUALITY CONDUCT 2.0

1. Quality culture at all levels

- Self-reflection
- Quality improvement
- Documentation and traceability

2. Quality screening at institutional level

- Education Quality Board
- Desktop screening of study programmes
- Quality assurance resolution

QUALITY CULTURE AT STUDY PROGRAMME LEVEL

Goals:

- Attitude of data-driven critical self-reflection
- Systematic follow-up of improvement actions

How?

- PDCA-framework with 39 operational objectives
- University-wide business intelligence system (UGI)
- Digital platform in Sharepoint for PDCA and documentation

FRAMEWORK

European Standards and Guidelines

Eight quality features in the Flemish
Quality Code



- 44 operational objectives at university level
- 28 operational objectives at faculty level
- 39 operational objectives at study programme level

SELF-REFLECTION BASED ON THE OBJECTIVES



BLUE

We largely meet the objectives. There are good practices that are exemplary and worth following.



GREEN

We meet the objectives in a demonstrable way. Improvement measures are planned where necessary.



YELLOW

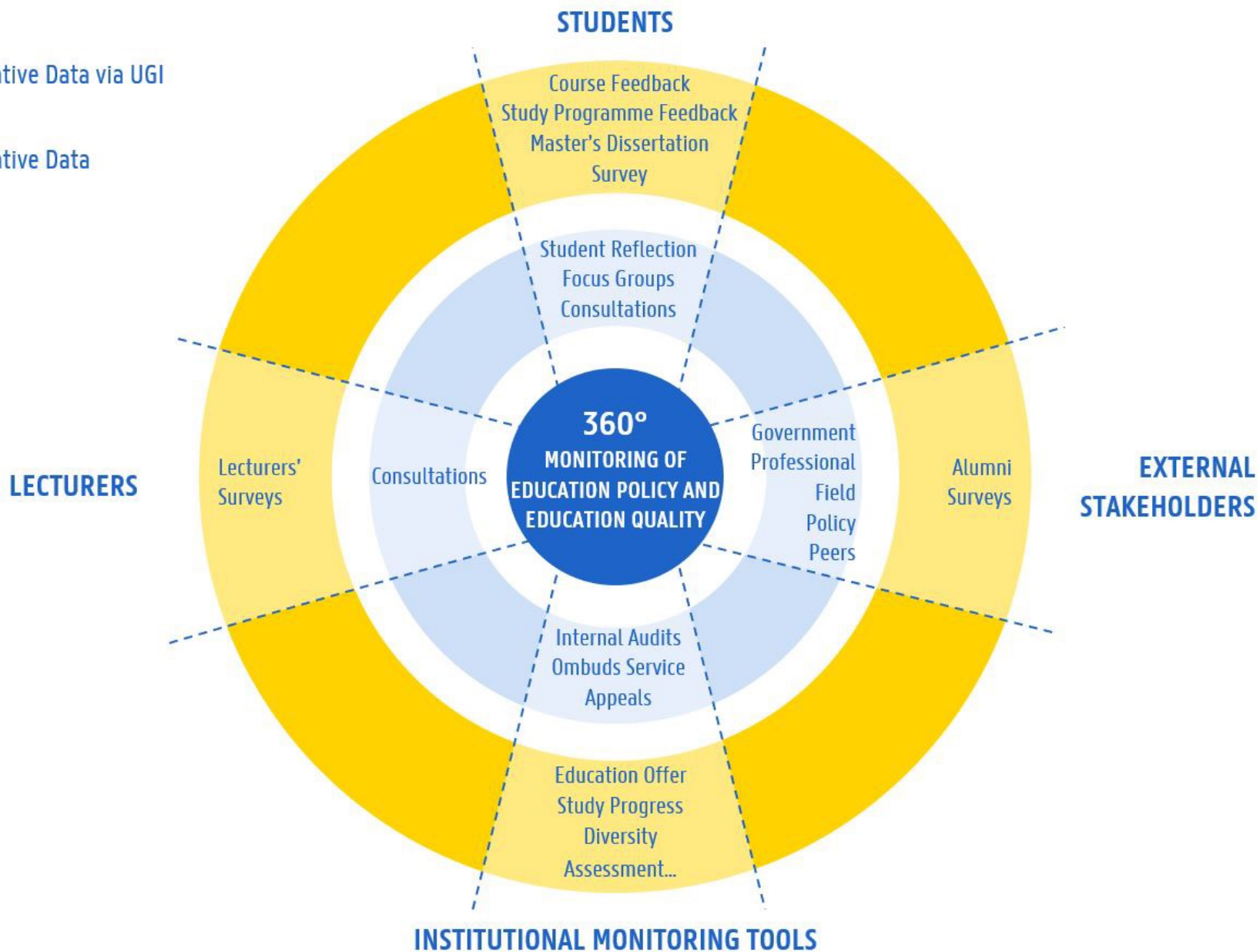
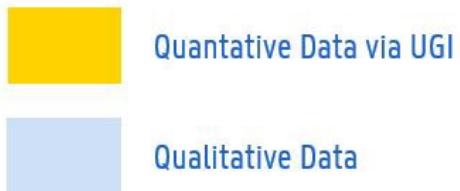
We meet the objectives on the main issues. Clear actions are identified to remedy deficiencies.



RED

We do not meet the objectives. Critical intervention with a strict follow-up is needed.

DATA




Monitor Veterinary Medicine

Quality Improvement Plan

PART 1: The Study Programme's Educational Vision and Policy

(DS-0001) The study programme has a clear and endorsed mission and vision that reflect the study programme's specificity and characterization. This mission and vision are in keeping with Ghent University's mission, vision, and strategic education objectives (cfr. §3 Strategic Objectives).

Act	Actor	Timing	% Completed
Programme change '22: clinical training > 			<input type="text"/>
Programme Change '22: Learning Pathway Research > 			<input type="text"/>

 **March 2021**
Validated
C-0010

(DS-0002) The study programme has a set of programme-specific competencies (OLR) that embodies the vision and mission, strategic choices, specificity, and characterization of the programme as well as Ghent University's competency model. These predetermined competencies are up to date and topical, and form a clear and coherent whole.

Act	Actor	Timing	% Completed
Task Awareness > 			<input type="text"/>
Update programme-specific competencies (OLR) > 		May 2019	<div style="width: 100%; height: 15px; background-color: #0056b3;"></div>
programme-specific competencies (OLR) finalised > 		Dec 2019	<input type="text"/>
Finetuning of Study Programme Competences > 	Study Programme Committee		<input type="text"/>

 **March 2019**
Validated
C-0002

(DS-0004) The programme-specific competencies (OLR) are endorsed by and known to all the relevant stakeholders (cfr. §3.4 Stakeholder Participation).

Act	Actor	Timing	% Completed
Establishment of a Stakeholder Advisory Committee > 	OC	Apr 2021	<div style="width: 100%; height: 15px; background-color: #0056b3;"></div>

 **November 2020**
Validated
C-0004

(DS-0005) The study programme adequately implements its programme-specific competencies (OLR) through several different course units (competency matrix).

Act	Actor	Timing	% Completed
Update of Learning Outcomes of Course Units > 	EQCU & lecturers	Jun 2022	<div style="width: 75%; height: 15px; background-color: #0056b3;"></div>

 **October 2021**
Validated
C-0005

(DS-0006) The study programme has a logical set-up, based on the principle of 'constructive alignment'. The study programme forms a consistent whole (e.g. by means of learning pathways), in which lecturers make sure that the various course units are both horizontally and vertically aligned. The study programme also ensures a well-balanced planning for the students in terms of deadlines and work density.

Act	Actor	Timing	% Completed

 **October 2021**
Validated
C-0006

DIGITAL PLATFORM IN SHAREPOINT

Monitor = digital platform in Sharepoint, a data-driven reflection tool, a digital document management system, dashboard & monitoring tool for improvement processes.



Biomedical Sciences

Start

Plans

Do's

Evaluations Indicators

Checks Goals

Acts

Table of contents

 Archive

PART 1: The Study Programme's Educational Vision and Policy

1.1. The Study Programme's Vision and Learning Outcomes

[1.1.1. The Study Programme's Vision, Mission Statement and Context](#) ▾[1.1.2. Study Programme Competencies \(Programme-specific Learning Outcomes - OLRs\)](#) ▾[1.1.3. Critical Reflection](#) ⊕

1.2. Study Programme

[1.2.1. Implementation of Competencies/Learning Outcomes in the Study Programme](#) ▾[1.2.2. Teaching Methods and Active learning](#) ▾[1.2.3. Master's Dissertation](#) ▾[1.2.4. Internships](#) ⊕ ▾[1.2.5. Critical Reflection](#) ⊕

1.3. Assessment and Exit Level

[1.3.1. Assessment Policy and Practice](#) ▾[1.3.2. Critical Reflection](#) ⊕

PART 2: Permanent Quality Assurance

[2.1. Embedding the External Perspective](#) ▾[2.2. Study Programme Committee: Procedures and Improvement Policy](#) ▾

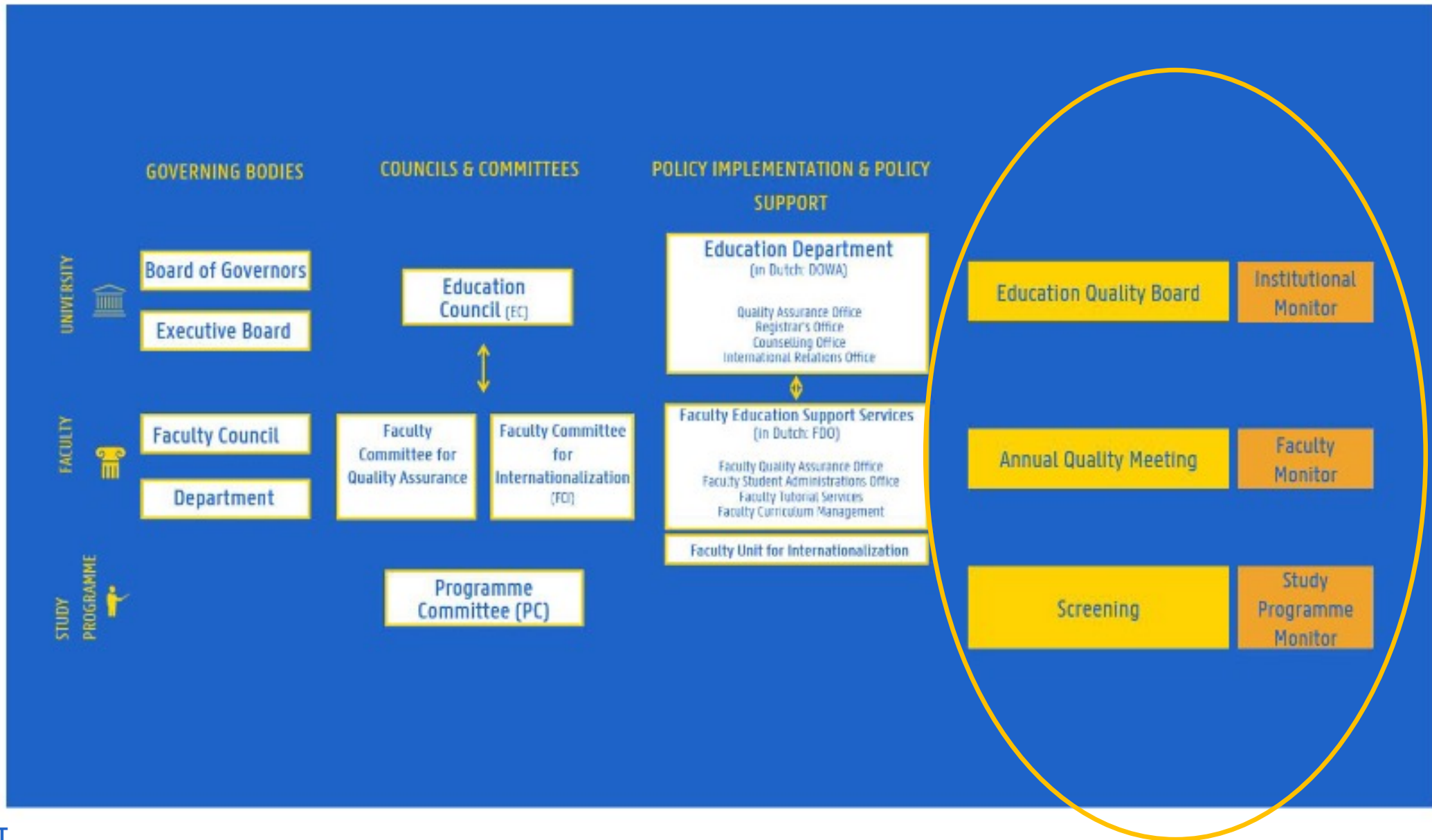
For a full understanding of the monitors and their content, it is important to comprehend the vision behind the PDCA cycle, including the operational objectives

and indicators. For more information, [click here](#).

Monitor administrators

[Home](#) [Admins](#) [Editors](#)[Overview indicators](#)[Study Programmes](#)[Core Information](#)[Quality Manual](#)

QUALITY SCREENING AT INSTITUTIONAL LEVEL



SCREENING THE MONITORS

- Quality Conduct 2.0 **ensures the quality** of every study programme
 - no longer by means of a visiting panel
 - but by means of an online screening of the monitor
- Each study programme monitor is screened between **2020 – 2024**, there are 111 study programme monitors
- **Three criteria** are assessed:
 - Data congruence
 - Embedding the external perspective
 - Quality culture and improvement capacity

QUALITY ASSURANCE RESOLUTION

1. Basic (education) quality is guaranteed, with confidence in the study programme's policy-making capacity: *positive quality assurance resolution*
2. Basic (education) quality is guaranteed, though immediate improvement actions are needed: *positive quality assurance resolution, with a compulsory referral to specific coaching tailored to the identified points of concern and a three-monthly progress report to the EQB.*
3. Basic (education) quality is not guaranteed: *negative quality assurance resolution with urgent measures*, and if necessary, immediate discontinuation of the study programme.

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STRENGTHS

- Strong programme committees
- Student participation at all levels
- Transparent and open data sharing
- Same framework for all study programmes
- Central surveys
- Strong partnership between all levels
- Mandatory coaching programme

PITFALLS

- Structural input of external stakeholders (international and independent peers)
- Workload and administrative burden
- Overwhelming amount of data
- Risk of survey fatigue
- Request for integrated approach to quality improvement for education, HR and research

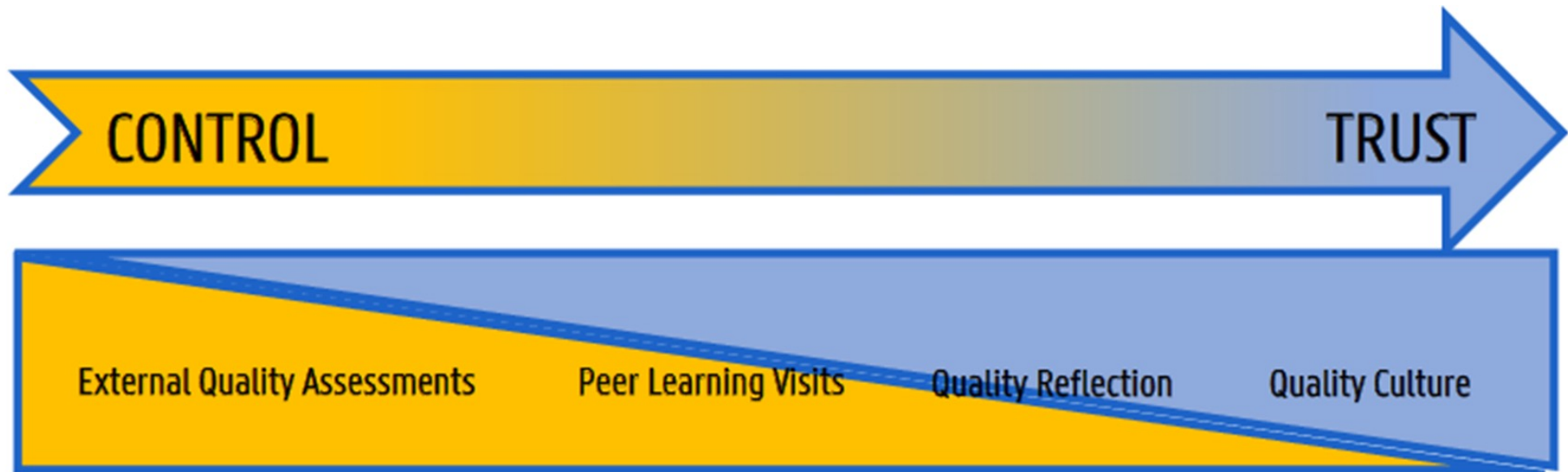
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Quality Conduct 1.0 **Quality Conduct 2.0** Quality Conduct 3.0

IDEAS FOR QUALITY CONDUCT 3.0

1. Quality culture at all levels

- Common framework and expectations remains
- Less administrative burden
- Smarter use of data
- Integrated support for study programmes and faculties

2. Quality screening and conduct at institutional level

- Random checks and red-light monitoring
- Management by exception

IDEAS FOR QUALITY CONDUCT 3.0

1. Quality culture at all levels

- Common framework and expectations remains
- More autonomy on the 'how' => less administrative burden
- Smarter use of data => less administrative burden
- Integrated support for study programmes and faculties

2. Quality screening and conduct at institutional level

- Random checks and red-light monitoring
- Management by exception

MORE INFORMATION

Ghent University websites:

- [Education Policy and Quality Assurance](#)
- [Education Tips](#)
- [Study Guide](#)

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www.ugent.be

Universiteit Gent

<https://www.ugent.be/en/ghentuniv/principles/>

