

ArtEZ University of the Arts Quality Assurance Plan 2015-2021

Organisation-Wide Quality Assurance Ambitions and Plans

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Abbreviations used in this Policy Plan:

ABC	=	Art Business Centre (department)
EB	=	Executive Board
MM	=	Management meeting
RAC	=	Representative Advisory Council
BoE	=	Board of Examinations
VLE	=	Virtual Learning Environment
UAC	=	University Advisory Council
E&Q	=	Education & Quality (department)
BoS	=	Board of Studies
TER	=	Teaching and Examination Regulations
EQSA	=	Education, quality and student affairs (policymaking-themed meeting)
P&C	=	Plan and check
P&O	=	Personnel and organisation (department)
PDCA	=	Plan, Do, Check, Act
SB	=	Supervisory Board
ACC	=	Academic career counselling

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Introduction

During the 2009-2015 period, ArtEZ experienced significant development in quality assurance. The PDCA cycle is a familiar term within the organisation; conducting evaluations has become a 'normal' part of the work process for virtually all study programmes and the importance of the results is recognised. Within the institution, we have also gained new insights into quality assurance, thanks in part to various assessment and accreditation processes. The current quality assurance plan, which dates back to 2009, is therefore in need of an update that better reflects the advanced quality culture and sets new ambitions for the coming years.

The insights gained in 2014 and 2015 from the many discussions about ArtEZ's vision and course, and the adjustments that take place in the organisational structure as a result, also require an appropriate quality plan. The Strategic Plan 2016 - 2021 provides the framework that will guide the work of all organisational units of ArtEZ in the coming years. Following on from this, *the quality of the institution as a whole* is the subject of this new quality assurance plan.

In recent years, the quality of the various processes within ArtEZ has been stimulated:

- a) by clarifying tasks and responsibilities through the description provided about the jobs in the job classification system and the system of performance and assessment interviews ([Intranet Employees](#));
- b) through the introduction of the professionalisation plan (staff training, strengthening middle management) adopted in 2014;
- c) through the institution-wide introduction of the project-based employee training programme (launched in 2014);
- d) by consistently posting survey results to DigOport and discussing them at various meetings;
- e) by positioning and professionalising the Board of Examinations;
- f) by establishing and implementing the rules for participation in decision-making.

A new plan

The Quality Assurance Plan 2015-2021 differs in a number of ways from its predecessor:

- It describes for ArtEZ as a whole a quality assurance vision, which is more focused on assurance and less on audits. The PDCA cycle remains a tool, but the debate on quality is central.
- It provides insight into quality assurance for both education and research processes and supporting and organisational processes.
- It clarifies the tasks and responsibilities of stakeholders.
- It describes ambitions for quality assurance across the organisation and activities that contribute to fulfilling these ambitions.

What is retained is the objective from the first quality assurance plan: it offers an adequate number of frameworks, but also provides ample room for our own policy, which seeks to preserve the identity of organisational units.

Structure

The quality assurance plan begins in Chapter 1 with a description of the quality assurance vision within ArtEZ. Characteristic of quality assurance is the conversation about quality and the shared responsibility of all employees within the organisation. Chapter 2 describes the resources we use (and intend to use) for quality assurance. Chapter 3 covers the tasks and responsibilities of stakeholders. Chapters 1, 2 and 3 each end with an account of the state of affairs and the ambitions for the coming years. Chapter 4 sets out these ambitions and describes the actions that are planned for the next five years to fulfil these ambitions.

Development and Implementation

This document is written for everyone in the organisation who is actively engaged in improving his work. It will be made available through the Intranet and the VLE of the Education & Quality department. The quality assurance plan was presented across the board via three focus groups (Organisation, Research and Education) to the various organisational units as it was being developed and was discussed at the theme meeting Education, Quality and Student Affairs (EQSA). These meetings have led to a more concrete implementation of the ambitions and plans regarding quality assurance for the coming years.

The final version has been approved by the MM, UAC and EB.

We ask the directors, lecturers, heads and coordinators of study programmes and departments to actively inform their staff about the content of the plan and to further flesh out quality assurance in their own department.

1. Quality Assurance Vision

In recent years, the EB and faculties, with support from the Education & Quality department, have devoted considerable attention to providing systematic quality assurance. More and more heads and coordinators of study programmes are aware of the importance of this and give it the attention it deserves, focussing mainly on evaluating education and discussing its results.

ArtEZ is now ready to take a new step. We want to continuously improve the quality of what we do - provide education and conduct research. Quality assurance involves ensuring the quality of education and research, as well as the supporting processes that are conditional on them and, which in part, determine that quality. It is important that all stakeholders in the organisation have an understanding and knowledge of what quality is and assume responsibility for achieving it.

In this chapter, we will describe ArtEZ's ambitions in terms of *quality assurance*. For us, this means: actively working on quality requirements, structurally engaging in the conversation about quality, and the resources required for giving shape and content to this conversation.

1.1 The Desired Quality Culture: the Ongoing Dialogue

"Excellence as standard". That is the central ambition of ArtEZ, formulated in the Strategic Plan 2016 - 2021. To fulfil this ambition, ongoing dialogue about the quality of education and research will be encouraged and facilitated in the coming years. Initial principles include:

- ArtEZ employees have a joint responsibility in monitoring the quality of education and research.
- Management creates the conditions and the right climate for fostering the ongoing discourse on quality.
- The Strategic Plan is provided as a framework that will guide academies, study programmes, research groups and staff departments in formulating their own goals for the next five years and in describing in their annual plans how they will work towards achieving them.
- The Executive Board has a quality-driven function and will facilitate ongoing conversation about quality across ArtEZ.

The vision underlying the focus on the quality dialogue is that the quality of ArtEZ is determined by the extent to which all organisational units internally discuss what quality is, what requirements we place on it and how we work on and meet these quality requirements.

Working on Internal Quality Requirements

The requirements that ArtEZ places on the quality of education and research are not static. The quality culture within ArtEZ is based on developing internal quality requirements and refining them by engaging in dialogue about quality: both internally and with the professional field.

The ambitions and quality requirements of ArtEZ have been developed in specific terms in various policy papers¹ and accompanying instruments (supporting formats, manuals, etc.):

- ArtEZ's quality requirements for the institution are described in the Strategic Plan 2016-2021, in ArtEZ-wide regulations and articles of association, ArtEZ-wide long-term (policy)

¹ An overview of policy papers, with clarification of the responsible persons and the associated PDCA cycle, is available in Appendix 2.

plans in the areas of staff, research, communication, assessment and testing, housing, finance, etc.

- Using the Strategic Plan as framework, the quality requirements for academies and research groups are formulated as ambitions and objectives in long-term visions/long-term plans and annual plans as well as in formation plans, admissions policy, facilities plans, etc.
- The quality requirements for study programmes are described in course catalogues, assessment plans, course descriptions (goals, content and assessment of education), etc.

Education and Research Ambitions in the Strategic Plan

ArtEZ strives to put in place good and excellent study programmes. To achieve this, we need to improve our quality standards and raise the quality awareness of our employees. ArtEZ seeks to do so:

- By building a body of knowledge and skills: all organisational units are tasked to create, share and develop knowledge and expertise.
- Through a centralised organisation of valorisation: publish knowledge, experience and insights and gather clear feedback from the field. Entrepreneurship will be encouraged and ambassadorship emphasised among students and alumni.
- By implementing multidisciplinary: seek common ground and cooperate with other disciplines (where value can be added) and explore the benefits of common grounds with other sectors.
- By strengthening international cooperation: seek more partners and foster meaningful relationships (driven by content, depth, specificity, expansion).
- By creating more diversity among the student population, with focus on international students, talent from pre-university secondary education and more cultural and socio-economic diversity.
- By selecting unique talent: we want to maintain the selection policy that is in place. *(For a detailed description of the ambitions see the Strategic Plan 2016-2021).*

Monitoring External Quality Requirements

As an art academy with recognised study programmes, ArtEZ complies with national requirements for higher education. Education (the institution and the study programmes) is subject to the Accreditation Organisation of the Netherlands and Flanders [NVAO] frameworks, research is subject to the IPOAR (Industry Protocol for Quality Assurance in Research (BKO) and Validation Committee for Quality Assurance in Research (VKO) frameworks. ArtEZ as a whole is subject to the laws and regulations adopted by the Government, the Ministry of Education, Culture and Science. Appendix 1 describes the external quality requirements.

The external standards are ensured by the supporting and advisory role of the departments within ArtEZ, who must be apprised of current statutory and national quality standards for bachelor's study programmes. Where the organisation is concerned, these are the departments of Personnel and Organisation, Finance, Facilities and Student Affairs. For education and research, these are the departments Student Affairs, Deans, Education & Quality and the Board of Examinations. They participate in the policymaking-themed meetings and various other meetings at the various implementation levels, bringing to them their knowledge of the external requirements. They also incorporate the external requirements in policy papers and supporting instruments, such as manuals and formats for performance and assessment interviews, formats for teaching and testing programmes, formats for evaluations, manuals for accreditations, guide for academic career guidance counselling, checklist for assessment plans, etc.

1.2 Quality Assurance: Engaging in the Discourse Based on Data

Quality assurance consists of informed activities aimed at continuous quality improvement. This means that we ensure compliance with the internal ambitions, objectives and quality requirements, as well as with the standards and quality requirements that are placed on us externally. We do this by engaging in the discourse based on qualitative and quantitative data - both internally and with critical external parties.

Qualitative and Quantitative Data

On the one hand, quality assurance involves the question: 'how can you show that you are doing what you say you are doing?'. ArtEZ has a number of tools it can use to demonstrate this, such as student and employee surveys, audits by the Board of Examinations and the staff and student-related data the management can use to gauge this. These tools are described in Chapter 2. Checking results and performing evaluations are useful means for gaining insight into the quality of the work you do. Checks and evaluation results can also play a pivotal role: they identify improvement points on which action can be taken.

But quality assurance goes beyond that. Instead of emphasising reviews, manageability and accountability, we want to place the focus of quality assurance on preventing poor results and learning from past experiences. In which case, quality assurance means that we check whether all conditions are met in achieving good results. Thus, we will also look at the teaching and research processes, support, facilities, collaborative processes with both colleagues and external parties, etc. The subject of quality assurance involves the quality of the institution as a whole, not just the quality of its units.

Shared Responsibility

Quality assurance is a matter that concerns the entire organisation: lecturers, study programme managers and coordinators, the management of the faculties, support services, the EB. Everyone in the organisation experiences their environment in a very personal way. At ArtEZ, quality assurance is not fleshed out centrally by management. We use the diversity of opinions among employees to carry out quality assurance with adequate support in a manner that is consistent with the principles of ArtEZ, but also with the culture of the academy or the location.

The input by individual employees and the flexibility of the organisation are important factors in achieving quality. It is important for us to speak to, inspire, mobilise and appreciate each other. These processes cannot be recorded in a quality manual, but should be part of the quality culture.

Engaging in Discourse

In addition to actively carrying out each phase of the PDCA cycle (see explanation in Chapter 2), quality assurance involves engaging in discourse with both internal and external parties based on quantitative and qualitative data. This involves, for example:

- being critical of yourself, being aware of where you stand and substantiating what you do;
- talking to each other about your own findings and that of others with regard to what you do;
- pro-actively engaging various parties, including the professional field and experts.

In addition, you can use the results of surveys and evaluations and other data as an important source of information and identification tool.

For all units of the organisation, discourse takes place in the following - ever recurring - steps of quality assurance:

1. Talking about what quality is (depending on the group engaged in the conversation, this may be about different levels of quality: from the quality of a lesson to the policy of a faculty or the availability of a support service).
2. Jointly determining the requirements you want to set for quality.
3. Agreeing on an approach or process to achieve that quality.
4. Doing what you say you will do.
5. Evaluating and checking the quality and the actions you have taken to achieve it.
6. In consultation, adjusting the quality requirements and agreements to further improve quality.

1.3 Where Do We Stand and Where Do We Want to Go?

The state of affairs regarding quality awareness and attention to quality assurance is currently described as follows:

Where Do We Stand?

Education (bachelors and masters)

Study programmes involve a basic to advanced awareness of the importance of quality assurance. Student satisfaction surveys are conducted structurally and the response is often high. Results are insightful and available. Increasingly, but not yet structurally, feedback on the surveys is provided to and discussed with lecturers and students and utilised for improving the quality of education. Outcomes of accreditations are viewed as provisional by some study programme departments. The importance of the input by the professional advisory committees and other external bodies, such as external experts who provide input on assessment, is increasingly recognised.

Research (Research Groups)

Research groups discuss research programmes in the knowledge network and organise a formal evaluation with the professional field every two years. Structural coordination takes place among professors on the professors platform and with the EB. Research projects are discussed in the knowledge networks, but there is no structural evaluation of research programmes as of yet. Also, research results (knowledge) are not structurally incorporated in teaching.

Organisation

At the organisational level, the job satisfaction survey is conducted every three years. Managers discuss results of this survey with the employees. Performance interviews are conducted structurally. The participation structure has been strengthened.

Engagement in the discourse within ArtEZ is currently shaped within:

- the policymaking-themed meetings, where various departments talk about shared themes (launched in 2015);
- bilateral meetings between the EB and directors, supported by employees from the departments of P&O, E&Q, Student Affairs, Board of Examinations, etc.;

- meetings between the EB and SB and UAC;
- performance interviews;
- departmental meetings/team meetings;
- meetings of the various representative advisory bodies (UAC, representative advisory councils, boards of studies);
- meetings about study programmes with professional advisory committees.

These meetings are structural. Moreover, additional meetings take place as new developments occur, such as meetings between support and study programme departments, within project groups, with network partners, coordination with internship companies, etc.

Where Do We Want to Go?

To further embed quality assurance in the organisation, we have set the following ambitions for the coming years:

- The dialogue about quality will become even more central and carried out across all organisational units.
- The quality assurance cycle will be applied within all organisational units.
- Quality awareness will be deeply embedded in the organisation.
- Monitoring and evaluation will be seen and used as a tool for improving the quality of your own work.

In Chapter 4, the ambitions from this policy plan are translated into concrete plans.

What is quality assurance? And how can we improve quality awareness within ArtEZ?

The following are a number of remarks from the EQSA theme meeting and discussions with the Quality Assurance Focus Groups:

Quality assurance is an internal process that is comparable to all phases of the accreditation process: you prepare, make sure you have everything in order, look critically at yourself, substantiate what you do. You discuss this with the various stakeholders: heads, lecturers, students, professional field. Based on the findings, you determine where you stand and what you need to do.

You must do what you say you will, and check it.

Quality assurance is about implementing improvements based on objective data.

Quality means being transparent about what you do. And determining whether you have achieved it.

Good quality assurance requires naming your tasks and responsibilities in the organisation.

You must be proactive, not merely react when a complaint is received.

Each organisational unit must implement its own quality assurance.

Quality requirements must be clearly defined in the annual plans so that you can perform the check.

The discourse about quality must take place within the study programmes and departments, and they have to organise the discourse.

Quality improvement tools must be available.

We must not only have resources and tools that enable us to look back, but also to engage in the discourse and to look forward.

Natural places - such as the finals - where the discussion can take place must be utilised. Providing an academic award, for example, can incentivise the discussion about quality of graduates.

Peer feedback based on results from evaluations can serve as a resource.

Using each other's expertise is important for improving quality. Expertise is all too often consolidated in one place. That is why we need to establish common grounds between different levels of the organisation.

Audits can serve as a tool for promoting quality. Internal audits, for example.

2. Resources and Tools

This chapter describes the resources and tools that give context to, provide input for and make quality assurance transparent. These resources and tools include:

- the PDCA cycle as base model for quality assurance;
- the digital environment of ArtEZ in which the PDCA cycle is made visible: DigOport;
- policy which describes quality requirements;
- evaluations, accreditations and audits that provide input for improvement requirements and opportunities;
- quantitative data which can be used to achieve improvement.

The quality assurance policy and associated resources are grouped in the Virtual Learning Environment (VLE) of the Education & Quality department. The purpose of this VLE is to make it easier for managers, employees and lecturers to fulfil their role in the area of quality assurance. A breakdown has been made in the area of supporting resources in Accreditations, Quality Assurance (policy and surveys), Education, TER, Testing and IT and Education. To date, the VLE has been used in supporting quality assurance in education.

2.1 The PDCA Cycle as Base Model

ArtEZ has been using the PDCA cycle for some years to design a quality assurance system that meets our unique needs. We find this cycle to be a great tool for working systematically on improving quality: we look at how we act, evaluate that, reflect on and learn from what we do, and take steps to improve our actions. Going through the cycle gives shape and content to the conversation about quality.

Figure 1. PDCA Cycle

PDCA stands for: plan, do, check and act.

Plan: Develop policies and processes, determine ambitions and goals, plan activities.

Do: Implement policies, carry out processes and planned activities.

Check: Evaluate whether goals have been achieved; engage in discussions based on the results.

Act: Formulate improvement points or set forth the plan based on the results.

The power of the cycle is its applicability to and between different levels of the organisation. A few examples:

- The lecturer can use the cycle to systematically reflect on his own actions.
- In performance interviews, the model can be used to determine the areas in which an employee will develop, and to evaluate where the employee is in terms of performance.
- A director can use the cycle by establishing goals in annual plans and evaluating them with the management of departments.
- At study programme level, the teaching evaluations (National Student Survey (NSE), curriculum evaluations, etc.) are part of the 'check' phase of the cycle. The student indicates what he thinks of the level of his education in the 'do' phase.

To show how the PDCA can be used at different units in the organisation, Appendix 2 describes the PDCA cycle at different levels: institutional level, academic level, study programme level.

For ArtEZ, the premises for using the PDCA cycle include:

- The fleshing out of the phases in line with the development cycle of the organisation, departments, research groups, study programmes, courses, employees; at institutional level, for example, ArtEZ uses a five-year strategic cycle and an annual budget cycle.
- The results of the process can be rendered usable and insightful for external accreditations and validations by external validation committees.
- The various organisational units are afforded the room and the responsibility to implement the PDCA as they see fit.

The PDCA cycle is visible in concrete results, such as:

Plan: policy papers, education plans, project plans, overview of departmental activities for the coming year.

Do: lessons, research projects, presentations, provision of services.

Check: results of surveys, reports of quality meetings.

Act: improvement actions in annual plans, specific improvement plans or project plans.

2.2 DigOport as Support Tool for Quality Assurance

DigOport is ArtEZ's digital quality assurance system, which enables organisational units and study programme departments to set up their own online portfolio and render their PDCA cycle visible. DigOport is used both for rendering the quality cycle visible for internal use, and for external accreditations. The published portfolios make critical reflections and relevant content of the digital portfolio available to assessment panels. DigOport has been up and running since 2003 and has since been evaluated and updated a number of times. Version 3.1 is currently in use. Based on experiences with this version and following on from this new quality assurance plan, a functional design for the next version will be made in autumn 2015. The aim is to make the PDCA cycle even more visible and to create more user-friendly portfolios.

The functional management of DigOport is in the hands of the Education & Quality department. The department also makes the results of evaluations available in the portfolios on DigOport.

2.3 Available Policy

Policy refers to all centrally-defined memos, frameworks and guidelines and the formats, manuals, or other tools that are developed to support the implementation of the general frameworks. The policy describes general quality requirements regarding Teaching and Examination, research, support and establishment of the organisation. Policy is adopted at institutional and academic level. Then based on this overall policy, the study programmes and support departments develop their own policy for the quality of their own work.

ArtEZ's policy papers provide the basis for the internal quality requirements of ArtEZ. They provide key points for engaging in the conversation about quality and the requirements we place on it. The conversations then provide input for the policy.

For monitoring compliance with agreed commitments at institution level, a complete monitoring function will be implemented in 2015. The plan and check cycle will therefore receive explicit

attention within ArtEZ in the coming years. The P&C cycle can be regarded as a specific development of the PDCA cycle at administrative and (strategic) business level.

Appendix 2 shows ArtEZ's main policy papers and their place in the PDCA cycle.

2.4 Available Evaluation Tools

The Education & Quality department offers the study programme department the ability to conduct internal online evaluations using the online tool *Survey Monkey*. Formats for questionnaires, tips and background information on evaluation is also available in the virtual learning environment. The department provides assistance in tailoring evaluations for specific purposes. Evaluations may also take place orally. During important processes, lecturers from the Education & Quality department are sometimes asked to supervise oral evaluations as an objective interview leader. Results of the evaluations are made available to the management by the Education & Quality department via DigOport. Managers then decide how they will share and discuss the results with those involved.

Study Programme Evaluations

Evaluations that are conducted on a regular basis by the study programme department are:

- a) Student evaluations (at course, year or curriculum level)
- b) Graduate surveys
- c) Alumni surveys
- d) Practitioner surveys
- e) Interviews with students or employees (evaluation interviews, consultation, study days).

Research Evaluations

The research units (research groups) are evaluated according to the IPQAR frameworks. In addition to the six yearly assessments, the research groups organise the following evaluations (through meetings and interviews):

- a) Feedback sessions with the professional field (every two years)
- b) Consultation with peer groups (annually from 2015/2016)
- c) Evaluations of research programmes with the research group or knowledge network (not yet structural).

These evaluations are then written into a report.

ArtEZ-Wide Evaluations

In addition to these evaluations, a number of ArtEZ-wide evaluations are conducted structurally.

EVALUATIONS	Frequency	Under direction of
Students		
National Student Survey (nationwide) Provides information about student satisfaction with various aspects of the study programme, education, examinations, academic student counselling, etc.	Annually	Education & Quality
First-Year Survey Provides information about satisfaction of first-year students with the study programmes and alignment with previous education.	Twice a year (2016 - 2018 - 2020)	Education & Quality and Communication
Exit Survey Provides insight into the reasons for ending the study.	Continuously	Education & Quality
Staff		
Job Satisfaction Survey	Three times a year (2017 - 2020)	Personnel & Organisation

Provides insight into the satisfaction of ArtEZ employees with their jobs.		
Organisation and Finance		
Auditor's report The auditor's report contains findings and conclusions that have emerged as a result of the auditor's work	Annually	Finance
Alumni and Externals		
Art Monitor (nationwide) Provides information about the professional practice of alumni about 1.5 years after receiving their degree and their satisfaction with the alignment of the study programme with the professional field.	Annually	Education & Quality
Image Survey Provides insight into ArtEZ's image as an organisation.	Twice a year (2016 - 2018 - 2020)	Communication

Accreditations

In addition to the evaluations, the accreditation programmes also provide a good amount of information about the state of affairs regarding the quality of education. In the Critical Reflections, the study programme departments and research groups indicate their strengths and improvement points, and the accreditation reports contain the findings and recommendations of the external validation committee. During the entire process itself, in the conversations with colleagues, students and professional field, improvement points often come to light as well. An accreditation process can therefore provide an important quality momentum. An improvement point would be to continue this momentum in improvement programmes after the accreditation period.

Audits by the Board of Examinations

The Board of Examinations of ArtEZ has a clear picture of the quality of assessment of the study programme departments based on their position and through the assessment plans and assessment and testing programmes. The assessment and testing programmes presented for approval by the study programme departments to the Board of Examinations has been included for this purpose as a step in the annual TER process. The Board of Examinations also conducts audits of the student files. Based on the inspection of assessment plans, assessment and testing programmes and student files, they provide the study programme departments with advice on improving the assessment and administration processes.

2.5 Quantitative Data Available for Quality Assurance

In addition to the results from surveys, ArtEZ provides quantitative data the departments can use for quality assurance.

MANAGEMENT INFORMATION		
STAFF		
Formation vs. budget, formation including names vs. budget, formation including	Monthly	Service Company

personnel data, employment contract per employee		
Sickness absence, theory lecturers with master's degree, vocational training lecturers, SS/TSS/GSS including ratio, gender, age, salary grade, type of contract, full-time/part-time	Monthly	Service Company
Number of employees with employment contract, number of FTE with employment contract, mean FTE with employment contract, SS to total staff ratio	Per year	Service Company
Students		
Academic year registration, academic year registration history, admissions and academic year enrolments, admissions to full-time first year, interim graduate rate	Monthly	Service Company
Full-time first-year intake, dropouts, student population by location, foreign students, ethnicity, bachelors and masters, gender, country of origin, age, financial aid status For comparison with other universities of applied sciences: enrolments per CROHO and market share, intake per CROHO and market share	Annually	Service Company
Students		
Transfer rate, country of origin, prior education	Annually	Service Company
Finance		
Financial reporting	Monthly	Service Company
Annual financial report For comparison with other universities of applied sciences: <ul style="list-style-type: none"> • Monokuo multi-year comparison • Monokuo annual comparison Monokuo HBO total multi-year comparison	Annually	Service Company

2.6 Where Do We Stand and Where Do We Want to Go?

A great number of support resources and tools have been developed and used. In this section, we will discuss how these resources are utilised, what can be improved and what we want to add on in order to make achieving our quality assurance ambitions possible.

Where Do We Stand?

Generally, various tools are available and used for evaluating set goals. In keeping with the quality culture of the ongoing discourse, it is also necessary to develop resources for engaging in the dialogue about quality and sharing of knowledge and expertise. This includes setting up internal audits, a quality assurance platform, sharing experiences in quality assurance, organising peer feedback meetings on quality assurance, etc. Central to this is the idea of peer review: colleagues engage in dialogue on quality and how to improve it. Experts from the field are also important.

Education (bachelors and masters)

The PDCA cycle is used by managements and study programme departments as model for quality assurance in education. Not all lecturers are familiar with the PDCA cycle.

In general, the PDCA cycles can be made even 'rounder'. The 'A' in the cycle often requires attention. Evaluations are performed, but should be used more often in conversations on quality and in implementing improved or new plans.

An example is that of students participating in the NSE who report that they are less satisfied with the quality assurance; the score across the organisation just hits the satisfactory mark. Focus groups held in spring of 2014 about the digital information services of ArtEZ show that information about quality improvements is not communicated properly to students.

The results from evaluations, accreditations and from audits/findings of the Board of Examinations have been discussed structurally in the bilateral meetings of the EB and the directors/heads of departments since early 2015. Education and Quality draws up quarterly reports on this. Subjects discussed in these meetings include: developments in accreditation, NSE scores, implementation of improvement measures, quality of student files and the status of assessment plans. Management information also serves as input for these bilateral meetings. Support staff members participate in the meeting to discuss these data.

Experience with the use of DigOport for the accreditations of education programmes is positive. With this system, the study programme departments can present themselves in a clear way and the critical reflections and necessary documents can be made available in a transparent manner. Other than for accreditations, DigOport is not yet structurally used by all stakeholders. Based on this new quality assurance plan, we will identify the desirable improvements for the organisation and the use of DigOport.

Research (Research Groups)

The research groups work with a quality assurance system that is based on annual monitoring of the annual reports, a biennial feedback session with the professional field and a six-year external validation. At the end of 2014, new formats were developed and introduced for the annual plans and annual reports, and the PDCA cycle was described. No structural evaluations of research processes will be performed as of yet, and results of evaluations should be used more actively in determining follow-up processes. To strengthen the critical and constructive quality culture, the professors will consult peer groups every year. To determine the research agenda, research roundtables will be organised with stakeholders from the education community. DigOport was redesigned in early 2015 to include a portfolio for the research groups.

Organisational Level

A comprehensive check function will be implemented in 2015. All departments are aware of the ArtEZ policy and contribute to it. Compliance with the frameworks and commitments made in the policy must be monitored more systematically.

Support departments do not use the PDCA cycle strategically or structurally. There are various procedures and work processes at departmental level, and there is coordination among the heads. The departments have also started holding theme meetings. The conversation about quality, establishing quality requirements for own department(s) and evaluation of the results must be organised.

DigOport is not used effectively and will be redesigned.

Where Do We Want to Go?

The above leads to the following ambitions:

Knowledge of and Working in Accordance with the PDCA Model:

- The PDCA model is well known to all employees and is used at employee level.
- The plan and check function has been implemented.
- Essential business processes have been discussed and coordinated within and among departments.
- All organisational units (teaching, research and support) have formulated and implemented quality requirements.
- The 'A' in the cycle receives additional attention.
 - General: conversation will be held about the results achieved, quality requirements will be discussed in critical terms and adjusted as necessary, and decisions will be made about the improvement measures to be taken.
 - Specifically about outcomes of evaluations: communication on outcomes of evaluations will be improved. Results will be shared and discussed with respondents and other stakeholders, and included in (short or long-term) improvement actions.

Use of Resources:

- The conversation about quality will take place within all organisational units using the tools that have been developed and implemented for this purpose.
- Research processes will be evaluated structurally and the results incorporated in follow-up processes. The connection with education is strengthened. Peer groups and research roundtables are organised. Knowledge from research is introduced structurally in teaching.
- Results and insights from accreditation processes are incorporated into the quality assurance cycle.
- The design and use of DigOport have been improved, and it provides effective support in making quality assurance visible.

3. Stakeholders

As described in Chapter 1, Quality Assurance is a matter that concerns the entire organisation; it is a shared responsibility. For quality assurance to be executed properly, it is important to know who is responsible for what within the organisation. This chapter briefly outlines the key roles and duties of ArtEZ employees in maintaining high quality.

3.1 Employees

All ArtEZ employees will increasingly share responsibility for monitoring the quality of education and research. They will engage in ongoing dialogue about quality and how it can be improved. Everyone will contribute to this. In specific terms, this means that employees will be well-informed and gain proactive knowledge of the frameworks, ambitions and goals from the Strategic Plan and annual plans, and from the operational policy of support disciplines, and that they will discuss this within their own department, jointly determine what it means for them, jointly evaluate how they will go about doing that and use the information and knowledge gained to improve their work. The input and critical view of external experts and alumni will also be incorporated in the dialogue.

Lecturers

Lecturers have an important role in the quality of the education they provide. They are responsible for the quality of teaching and the corresponding tests. Lecturers prepare and implement the lessons, evaluate their own teaching, discuss it with students and fellow lecturers and study programme management, and implement improvements at lesson level. To ensure the quality of study programmes as a whole, it is important for them to know what their contribution is to the overall curriculum. Exchange of knowledge and discussions among lecturers about the coherence of the programme are essential to this. Given that there are many part-time and temporary lecturers at ArtEZ, the coordinators, heads and directors must organise effective knowledge exchange sessions.

Representative Advisory Bodies

ArtEZ students, lecturers and employees are involved in the management of the institution in terms of quality improvement.

The Boards of Studies (BoS) represent the ArtEZ students and lecturers and are legally responsible for advising on the quality of the study programmes. They also advise on the TER (including the education and testing programme) and on the implementation thereof. The University Advisory Council (UAC) has advisory and approval rights in a number of matters that concern the university as a whole. For example, the EB must seek the approval of the UAC for designing the 'quality assurance system' as well as the intended policy in the light of the outcomes of the quality assessment. The various faculties and services of ArtEZ are represented by the representative advisory councils and services council.

To ensure the quality of participation in decision-making, work is carried out in accordance with the rules of responsibilities and cooperation method from the Regulations of the UAC, representative advisory councils, services councils and boards of studies

3.2 The Board

Supervisory Board

The Supervisory Board oversees the (policy of the) Executive Board and the general affairs of the foundation and can provide solicited and unsolicited advice to the Executive Board. The oversight will in any case include the achievement of the objectives, strategy, risk management and control, quality policy, financial reporting process and compliance with laws and regulations. The Supervisory Board has a Teaching Committee which conducts oversight of the quality of education at this level.

Executive Board (EB)

The Executive Board is ultimately responsible for the vision and policy of ArtEZ, which also includes the four-year performance agreements of ArtEZ with the Secretary of the Ministry of Education, Culture and Science (on the quality of education and study success, the profiling of the university and the way in which knowledge is put into practice outside the university). The EB provides ArtEZ with a quality assurance plan and a quality assurance system and ensures that it is implemented in the organisation. The EB makes resources available for implementing the quality assurance plan.

In the Strategic Plan, the role of the EB is formulated as a quality-driven function. The modified version is designed to achieve high-quality ambitions. The Executive Board consists of three members: a chairman and two deans. The chairman monitors the constructive climate and the quality of the organisation-wide portfolios. The Dean for research and master's programmes facilitates the discourse between heads and lecturers of master's programmes and professors. The Dean for bachelor's programmes facilitates the conversation among directors, heads and lecturers of study programmes. Both deans facilitate the cooperation and exchange of knowledge and experience among the organisational units.

3.3 Management

Management creates the conditions and the right climate for fostering the ongoing discourse on quality. Where necessary, coaching or training will be provided to promote the conversation about quality.

Directors, heads and lecturers translate the Strategic Plan into their own annual plans and draw up plans and objectives specifically for employees and students.

The directors and heads of study programmes are responsible for the quality of the bachelor's and master's degree programmes and direct the study programme managers to promote the quality culture. They engage in the debate on quality requirements and, in turn, provide input for the policy.

The lecturers are responsible for assuring the quality of research and for development of knowledge and contribution of this research to professional practice, to the education and professionalisation of lecturers. To monitor the quality of the research, they will work in accordance with the ambitions and frameworks from the Research Policy of ArtEZ and the standards of the Industry Protocol for Quality Assurance in Research. They will draw up annual plans in consultation with directors and heads of study programmes. They will also involve external experts in their long-term planning.

The heads and/or coordinators of study programmes are responsible for the quality of the teaching processes and for promoting the quality culture. They plan the admissions and study programmes, are responsible for setting up the teaching and testing programme based on the competence profiles and contents of the course components, evaluating the study programmes and determining and coordinating improvement activities at curriculum level with the lecturer team and the education office. They are informed of the frameworks and ambitions from the Strategic Plan and the annual plans, engage in the debate on quality and provide input for policy.

3.4 Support Disciplines

The heads of support disciplines develop the strategic frameworks of the Strategic Plan and translate them into operational policies. As mentioned in Chapter 1, the Strategic Plan for the support disciplines is the guiding policy document. The support disciplines facilitate the primary process of education and research.

Because of their specific role in monitoring the quality of teaching and testing programmes, we will explain the role of the Board of Examinations and the Education & Quality department separately.

Boards of Examinations

The Boards of Examinations promote the quality of assessment and testing and determine whether the study programme department assesses and administers examinations in accordance with the TER regulations. They make decisions on binding negative recommendations regarding the continuation of studies (BAS) in the first year, requests regarding individual study programmes and complaints about the administration of tests. The Boards of Examinations review the assessment plans and assessment and testing programmes and perform file checks. They play an important role in monitoring the quality of the study programmes and the diplomas.

Education & Quality

The Education & Quality department is a supporting and driving force in the quality assurance process. The educational policy staff advises the various stakeholders on their role and responsibilities, drafts procedures and develops tools that can support quality improvements. The department is responsible for the annual updating of the TER, oversees accreditation processes and has a project or advisory role within various projects on education quality improvement. It also manages the DigOport quality management system, performs evaluations for the study programme departments and makes the results of evaluations available for inspection. The department also manages the VLEs and digital student portfolios of the study programme departments.

3.5 The Professional Field

For ArtEZ, the relationship with the professional field is essential. Every faculty and study programme department has its own networks with the professional field, through the national networks, the network of lecturers and guest lecturers with their own professional practice, contacts with internship companies, etc. In addition, coordination with the professional field takes place structurally through professional advisory committees and Expert Committees, which can be used per study programme or group of study programmes. Professional advisory committees assist in monitoring and guaranteeing the quality of education and the relevance of objectives and curricula from the (independent) perspective of the professional field. The committee:

- advises on all substantive aspects of education, study programme and organisation based on information and developments available in the professional field;
- advises on how these quality aspects can be translated into educational requirements.

In the coming years, experts from the professional field - the so-called Expert Committees - will become more involved in the conversation about quality. We want to make even more use of their expertise in our pursuit of excellence.

3.6 Where Do We Stand and Where Do We Want to Go?

The state of affairs regarding the involvement of all ArtEZ employees cannot be summed up in a single paragraph. In general, involvement can be further shaped by actively discussing policies and annual plans. It is also important to have a good network in place where information and knowledge can be shared and discussed.

The ambitions are as follows:

- Employees in all organisational units are familiar with and pay attention to quality assurance: they have jointly formulated their own quality requirements and use various sources (policy, evaluations, conversations with peers and experts) to review, evaluate, and adjust their activities and results.
- Information is available to different users.
- Employees will find common grounds through networks where exchange of experience and expertise will take place.
- Expertise of the professional field will be utilised through Expert Committees, professional advisory committees and contacts with alumni.
- Students will become more involved in developing and improving education and research.

4. Ambitions and Plans

In this chapter, the ambitions from this Quality Assurance Plan are grouped and operationalised into activities, with a rough planning and list of key stakeholders. The activities and planning will be annually developed into annual plans and reviewed and adjusted in line with developments in the organisation.

Ambitions

The overall ambitions include:

1. The conversation about quality within all organisational units (with peers and experts).
2. The PDCA cycle is embedded across the organisation.
3. The resources available are used effectively.
4. Resources for engaging in the conversation are developed and implemented.

To achieve these ambitions, a culture change must take place within the organisation. Where previously a line organisation was in place, the current quality assurance vision and the proposed ambition level from the Strategic Plan calls for a network organisation. Moving forward, platforms must be formulated for forging connections and exchanging expertise. It is our ambition to build this network organisation within five years. In addition, it is important to start implementing the plans below simultaneously with the development of these networks. The theme meetings that already exist are intended for developing policies. Exchange of knowledge will take place on the various platforms, be they thematically designed or not.

Plans

To realise our ambitions, we will start implementing the following actions in the coming years. A Quality Assurance Plan Implementation Working Group will be set up for coordinating these activities.

Under the direction of support disciplines

(in close cooperation with directors, heads and employees)

Activities	Rough planning
1. Establish the network organisation by identifying existing platforms and creating new ones that support the vision on quality in education and research (reassessment), testing and examination etc	2015-2021 design and launch
2. Develop resources/tools that support and encourage the conversation about quality	2016 - 2020
3. Create a transparent and accessible digital structure for sharing results, good examples and quality assurance information.	2016 - 2017
4. Develop and adjust formats for evaluating teaching, research and support processes, etc.	2016
5. Incorporate quality assurance in new employee induction processes (link with HRM policy, BODS and BOE/SOE).	2016 design and launch
6. Develop and implement a modified version for DigOport with frameworks for use.	2016

7. Name, describe and coordinate critical processes of support disciplines where possible using HERA.	2016-2017
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Under the direction of directors, heads and lecturers:

Activities	Rough planning
1. Describe the quality assurance process, incorporate it in annual plans and discuss it in own organisational unit. Organise debates about this.	2016 and beyond
2. Inform all lecturers and researchers about evaluation opportunities and agreements.	2016
3. Share and discuss survey results with respondents. Jointly determine improvement activities and communicate them clearly.	2016 and beyond
4. Evaluate research processes and projects and organise peer reviews.	2015 and beyond
5. Strengthen the use of internal and external networks for improvement of quality in education and research: Boards of studies, professional advisory committees, Expert Committees.	2015 - 2020
6. Organise peer feedback - perhaps on a platform - on quality assurance.	2017 and beyond

Under the direction of EB:

Activities	Rough planning
1. Flesh out and implement Plan & Check function	2015
2. Provide room, time and funding for quality assurance activities	2016 - 2020

Appendices:

Appendix 1: Description of external standards

Appendix 2: Quality assurance overview: description of the PDCA cycles at institutional, academic and study programme level, format for PDCA support disciplines.

Appendix 1 Description of External Standards

Organisation

Laws and regulations

The most important law with which ArtEZ has to deal with as a university is the [Higher Education and Research Act](#) (WHW). The Act defines rules for organisation, management, study programmes, testing, the requirements to be met by universities of applied sciences.

A legislative amendment was adopted (Higher Education (Quality in Diversity) Act) in 2013. This brought about a number of important changes in the WHW with regard to: selecting a higher number of students from the pool of prospective students, providing more differentiation between study programmes, admitting PhD candidates to higher education and eliminating the distinction in system of titles between higher education with an applied emphasis (HBO) and higher education at research universities (WO), both for bachelors and masters programmes.

The internal frameworks of ArtEZ, which are laid down in regulations on education and examinations and participation in decision-making, were developed in accordance with the requirements of the WHW, pursuant to which the Board of Examinations of ArtEZ was also set up as a functionally independent body for promoting the quality of assessment and testing (see Chapter 3).

Ministry of Education, Culture and Science and Performance Agreements

In 2012, performance agreements were entered into with the institutions of education. The education budget of the institutions is linked to this. In 2012, the then-Secretary of State for Education, Culture and Science (OCW) entered into performance agreements with all universities of applied sciences and universities. The institutions were allowed to formulate ambitions in the area of quality of education and academic success rate, profiling and valorisation.

The performance agreements of ArtEZ are available on the [ArtEZ website](#). Performance agreements are incorporated by the EB and faculties into annual plans and the policy is tailored to them. Monitoring takes place annually and interim evaluations are conducted with the Ministry of Education, Culture and Science.

Association of Universities of Applied Sciences

Agreements are made by the national Association of Universities of Applied Sciences. They are adopted by sector and the policy of a university of applied sciences complies with them. The development of the agreements is reflected in the Industry Protocol for Quality in Research. Other iterations of the agreements are the translations of sector plans into performance agreements with the Ministry of Education, Culture and Science.

The Service Company also has to deal with the following external requirements:

Financial regulations:

- Guidelines for annual reporting
- Requirements of banks, funding bodies
- Tax laws and regulations

Student Affairs:

- WHW
- Code of Conduct for International Students
- Erasmus Charter for Higher Education

Staff regulations:

- Collective Bargaining Agreement for higher education with an applied emphasis

- Procedure for recruitment and selection/Selection by Dutch Association for Personnel Management (NVP)
- Gatekeeper Act

Facility management regulations:

- Laws/regulations on facility management (occupancy permits, fire safety, mechanical and electrical equipment, architectural affairs)
- Occupational health and safety legislation

Communication and IT rules:

- Personal Data Protection Act
- Protection of information, information systems and information system hardware
- Surfnet regulations
- Regulations for using third-party software
- Cookie legislation
- Requirements of the ministry (names, titles, etc.)
- Industry code governance
- Image rights
- Compliance with unsubscribe legislation (CRM and Summit)
- Copyrights
- Stichting Pro regulations

Education (bachelors and masters programmes)

NVAO standards

The NVAO has formulated standards regarding the quality of the organisation (institutional assessment) and the quality of education (new study programme test, accreditation frameworks). The standards cover the following subjects:

- The end qualifications of the study programme
- The programme
- The assessment
- The competence level of graduates

If the institute does not have an institutional audit, the following will be explicitly looked into:

- Staff
- Provisions
- Quality assurance

The Education and Quality department has developed guides for the accreditation processes. These are available for all ArtEZ employees via the VLE, [VLE of E&Q](#).

The complete and current set of NVAO [assessment frameworks](#) is available on the NVAO website.

National Networks of Study Programme Profiles

The HBO study programme profiles have been prepared at the national education meetings with the professional field and adopted by the Association of Universities of Applied Sciences. ArtEZ's study programmes are represented in the respective national networks. Universities of applied sciences have agreed that the objectives of each study programme are in line with the nationally adopted study programme profile.

Peer Review in Teaching Qualification Programmes for Lecturers

Besides the accreditation framework, a new framework is currently being developed for teaching qualification programmes for lecturers in order to check whether the knowledge base is sufficiently covered in the curriculum of a qualification programme. In most teaching qualification programmes for lecturers, a nationwide knowledge test is administered at the end of the

programme. The teaching qualification programmes for art lecturers uses the Peer Review method.

Research by Research Groups

The research task of HBO institutions is subject to the Industry Protocol for Quality Assurance in Research (BKO) and the requirements of the national Validation Committee for Quality Assurance in Research (VKO). The BKO has been adopted by the HBO council (currently known as the Association of Universities of Applied Sciences) for 2009 -2015. The new BKO will be adopted in the near future. At present, the national quality assurance system consists of:

- I. Validation of the research by research units (research groups) based on the external expert committee audits organised by the institution itself.

The BKO quality requirements cover the following subjects:

- Knowledge development and research
- Contribution to professional practice and society
- The link with education and professionalisation within the institution
- Network of/collaboration with external parties

The external audits took place in 2013. New external audits are scheduled for 2019. Annually, each research group will evaluate the research profile together with its own knowledge network, and organise a feedback session - where the long-term vision will also be discussed - with the professional field every two years (May 2015, 2017, 2019).

- II. Validation of the quality assurance of the research (validation of compliance with industry agreements) by the National Validation Committee (VKO). This validation is valid for six years for the university of applied sciences.

The VKO in November 2015 will assess ArtEZ's quality assurance system based on the following questions:

1. Is there adequate structure and coherence in the quality assurance of the university (for research)?
2. Are the preconditions for implementing quality assurance (for research) adequate?
3. Will the research evaluations be conducted in a professional and independent manner and in accordance with the applicable industry agreements?
4. Will evaluations be used for maintaining and improving the quality of research and the organisation?

The new quality assurance system for research in universities of applied sciences will be defined and implemented before long. The standards for research by the research units and the quality assurance of research will then be consolidated. For more information, please visit the [Vereniging Hogescholen website](#). E&Q will prepare a memo for implementation of the new framework in autumn 2015.

Appendix 2 Quality Assurance Overview

To align the processes and the policy centrally and locally and provide clarity about the division of tasks and responsibilities, we will provide in this appendix an overview of the main PDCA cycles at institutional, academic/research group and study programme level, thereby drawing a distinction between organisational, educational and research processes.

Quality of the processes not detailed in the overview will be ensured through the regular work processes (professional practice). For example, the cooperation within a department does not need to be evaluated through a formal method. It is assumed that the relevant team will periodically examine the cooperation (e.g. once a year), reflect on and report ideas in notes for improving the approach, where necessary.

Clarification of columns:

What = regulations, policy papers, etc.

Who = persons responsible and implementing parties

Participation in decision-making = consent or advice by UAC, BoS, representative advisory council, services council.

Also: BoE.

P = What will be prepared, planned, organised

D = What will be done, what are the main activities?

C = How and with whom will the check, evaluation, interviews/conversations, etc., be performed/conducted?

A = How will results be examined, discussed, used, what will it impact, how will the circle be rounded?

Abbreviations:

ABC = Art Business Centre

UAC = University Advisory Council

BoS = Board of Studies

RAC = Representative Advisory Council

BoE = Board of Examinations

Cycles of Policy and Processes at Institutional Level

Lead time: **five years**

What	Who	Participation	Plan	Do	Check	Act
	Responsible: EB Execution:					
Organisation						
Strategic Plan	EB	UAC	Strategic policy will be developed, discussed and adopted in policymaking-themed meetings.	Strategic policy will be translated at tactical level (faculties and departments), which is then used for implementation by EB, MM and with assistance from support services.	Collecting results: -Management information -Results of accreditations - Results of evaluations (NSE, employee satisfaction, etc.).	Based on the results and discussions /interviews, improvements are incorporated each year in the annual plans and in the long-term policy when it is revised.
Staffing policy	P&O	UAC				
Quality assurance plan	E&Q	UAC				
Regulations of Professional Advisory Committees	EB		Based on (analysis of): -Developments in the professional field			
Facilities policy	Service company					
Regulations of University Advisory Council, Boards of Studies, Representative Advisory Councils and Services Council	UAC		-Developments within higher education - Agreements with the Association of Universities of Applied Sciences		The results of the policy implementation are discussed in bilateral meetings of the EB with various organisational units based on interim results (quarterly reports) and annual reports.	
HRM policy plan and professionalisation plan	P&O		-Laws and regulations			
IT policy	IT		-Sector plan			
Communication policy	Communication		-Performance agreements			
Valorisation	ABC		-Accreditation planning		Accreditation of study programmes and research units: every six years.	
Internationalisation	EB					
Purchasing policy	Finance					
Teaching and examinations						
Regulations of Board of Examinations	EB					
Teaching and learning vision (in development)	E&Q					
Assessment policy	E&Q					
Policy for studying with learning disabilities	Deans					
Research						
Research policy	EB					
Graduate school plan	EB					

Cycles of Policy and Processes at School Level (Academies, Research Groups, Masters)

Lead time: **1 year**

What	Who	Participation	Plan	Do	Check	Act
	Responsible: deans, directors and heads of masters programmes Execution:					
Organisation						
Annual plans	Directors and heads of study programmes, heads of masters programmes Professors ²		Tactical policy will be discussed, developed and adopted. Based on (analysis of): - Strategic policy - Developments and agreements in network - Performance agreements - Accreditation planning	Policy will be implemented in programmes and departments, with advice and assistance from support services.	Collecting results: - Management information - Results of evaluations (first-year survey) and incorporated into annual reports. The results of the policy implementation will be discussed - in bilateral meetings of EB with the various organisational units - by the deans with the directors, heads of masters programmes, professors and support services	Based on the results and discussions /interviews, improvements are incorporated each year in the annual plans and in the long-term policy when it is revised.
Formation plans	Execution: Directors and heads of study programmes, professors					
Student Charter	Student Affairs					
Recruitment and selection	Communication and heads of study programmes					
Admissions policy and procedure	Directors and heads of study programmes, Heads of masters programmes					
Regulations for studying with learning disabilities	Student Affairs					
Guide for academic career guidance counselling	Student Affairs and Education & Quality					

² The PDCA cycles for the research groups are developed in detail in the Procedures for Quality Assurance in Research in Graduate School, which is available on the DigOport at <http://digoport2007.artez.nl/digoportIII/werkomgevingen/Lectoraten/Beleid/Forms/AllItems.aspx>

What	Who	Participation	Plan	Do	Check	Act
Teaching and examinations						
TER (basic text)	Execution: E&Q, adopted by EB+	UAC (advice by BoE)	Every year, the Teaching and Examination Rules will be checked, revised and re-issued for the coming academic year, with advice by BoS and consent of UAC.	Teaching and assessment will be scheduled and carried out.	Teaching evaluations: -NSE -Course and curriculum evaluations	Based on results and discussions improvements are determined and incorporated in the TER, curriculum, assessment and testing programme, planning and/or course descriptions of the next academic year.
Curriculum development/ curriculum (also Appendix B TER)	Head of study programmes	Advice by BoS	Study programmes will re-establish their teaching and testing programmes.	Student progress will be tracked.	Discussions of results and improvement needs by heads of study programmes with: BoS, lecturer teams, professional advisory committee, etc.	
Assessment plan (policy, can be established for multiple years) with Assessment and testing programme (per academic year, also Appendix C TER)	Head of study programmes	Advice by BoS BoE				
Annual planning and scheduling Osiris	Education office		The assessment vision will be defined in the assessment plan every 4 years, with authorisation from BoE.			
Course catalogue	Head of study programmes					
Development projects						
Research						
Annual plans	Professors		Research themes and activities will be developed and discussed in Research-themed meeting and incorporated in the annual plans of research groups and study programmes.	Perform research/knowledge development	Evaluations with knowledge network (annually)	Based on the evaluations, ambitions, goals and activities are determined and/or refined for the coming year.
Grant applications	Professors			Coordinate, cooperate and network with professional practice and social organisations.	Evaluations with professional field (twice a year)	
Research projects	Professors			Cooperate and contribute to education (development, counselling, lessons) and professionalisation.	Incorporate results in annual reports. Evaluation per research process	
					Discussion of results on professors platform (based on	

					internal quality requirements), in theme meeting and with EB	
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Cycles at Study Programme Level

Lead time: 1 year or less

What	Who	Participation	Plan	Do	Check	Act
Teaching and examinations						
Scheduling	Education office	BoS	Study programmes establish goals, content, work and test formats in course descriptions and assessment forms.	Lessons, projects, lectures, internships, etc., are carried out. Lecturers give lessons, provide guidance and administer tests.	Project and course evaluations by lecturers.	Based on evaluations, improvements are identified and incorporated in the curriculum, course descriptions, assignments and/or study materials of the next academic year.
Course descriptions	Heads, coordinators, lecturers of study programmes					
Assessment procedures and forms	Heads, coordinators, lecturers/reviewers of study programmes					
Assignments	Lecturers					
Study materials	Lecturers					
Counselling students with learning disabilities, personal, financial problems	Deans					
Academic student counselling	Lecturers and coaches					
Research						
Research projects	Professors, graduate students, lecturers, etc.	BoS	Prepare research activities with internal and external stakeholders.	Conduct research, provide guidance, give internal and external presentations and lectures, etc.	Evaluations per project/process by professors. Evaluation with knowledge network members. Annual report.	Based on the evaluations, goals and activities are determined and/or refined for the coming year.
Curricular activities	Professors, knowledge network members, lecturers					
Professionalisation activities	Professors, knowledge network members					
Networking and external activities	Research group, knowledge network members					

Development of PDCA Support Services

What	Who	Participation	Plan	Do	Check	Act
	Support services	Services council				
			See development	of PDCA support	services below.	
Organisation						
Student administration	Student affairs					
Technical management and IT helpdesk	IT					
Management of restaurants, reception desks, cleaning, catering, maintenance, etc.	Facility services					
Financial management	Finance and payroll					
CRM support and communication means, internal and external communication	Communication					
Personnel administration and support	P&O, directors, heads, coordinators					
Management and lending out of multimedia library materials	Multimedia library					
Providing assistance in quality assurance, guiding accreditation processes, providing advice on and assistance in improving teaching and testing.	E&Q					
Carrying out valorisation activities ABC	ABC					

Education & Quality

Plan	Do	Check			Act
<p>E&Q Annual plan (goals, activities, budget) based on:</p> <ul style="list-style-type: none"> • Strategic Plan • Annual plans: <ul style="list-style-type: none"> - Plans of Academies (bachelors) - Plans of Graduate School (professors + masters) 	<p>Perform the activities from the E&Q annual plan in four task areas:</p> <ol style="list-style-type: none"> 1. Accreditation processes 2. Projects (policy, course development, etc.) 3. Support/counselling (course and test development, quality assurance) 4. Quality assurance: surveys <p>In addition: ongoing work (themed meetings, work meetings, etc.)</p>	<p>Evaluation of goals achieved and</p> <p>What Regarding the accreditation processes: -Results of the accreditation and contents of the report -Evaluation of the process -Evaluation of own role</p> <p>Regarding the other tasks: Evaluation of expertise and processes (service)</p>	<p>activities performed:</p> <p>How/with whom: -Analysing contents of report with relevant study programmes. -Process evaluation with stakeholders. -Based on evaluations with own team.</p> <p>Perform analysis of expertise and rendered service and discuss with Deans</p>	<p>When After each process</p> <p>Annually</p> <p>Annually</p>	<p>The results from the evaluations provide input for determining procedural and substantive (improvement) actions for the four task areas and the ongoing work.</p>

Format to be developed for the support services:

IT

Plan	Do	Check	Act
		Evaluation of goals achieved and activities performed: What will be evaluated? How and with whom? When/how often?	

Communication

Plan	Do	Check	Act
		Evaluation of goals achieved and activities performed: What will be evaluated? How and with whom? When/how often?	

Student Affairs

Plan	Do	Check	Act
		Evaluation of goals achieved and activities performed: What will be evaluated? How and with whom? When/how often?	

Multimedia library

Plan	Do	Check	Act
		Evaluation of goals achieved and activities performed: What will be evaluated? How and with whom? When/how often?	

P&O

Plan	Do	Check	Act
		Evaluation of goals achieved and activities performed: What will be evaluated? How and with whom? When/how often?	

Facility services

Plan	Do	Check	Act
		Evaluation of goals achieved and activities performed: What will be evaluated? How and with whom? When/how often?	

Finance and payroll

Plan	Do	Check	Act
		Evaluation of goals achieved and activities performed: What will be evaluated? How and with whom? When/how often?	

Sources

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(*Quality of Education: What are We Talking About?*) – <http://hbo-proofafstuderendenbegeleiden.nl/wat-is-pdca-en-hoe-verbetert-dat-de-onderwijskwaliteit/>

Regeling werkveldcommissie, 2013 (Professional Advisory Committee Regulations, 2013)

Reglement Hogeschoolraad, deelraden, dienstenraad en opleidingscommissies (Regulations of University Advisory Council, Representative Advisory Councils, Services Council and Boards of Studies)

Statuten van de Stichting ArtEZ (Articles of Association of Stichting ArtEZ)

Realisation

Version 0.1: 24-04-2015. First draft, for discussion in themed meeting, EQSA
Version 0.2: Draft sent to a number of colleagues for informational purposes
Version 0.3: Draft, for discussion with the focus groups Organisation, Research and Education (2 June and 15 June), and EQSA-themed meetings (15 June)
Version 1.0: 80% version used for discussion with MM on 2 July and with steering committee on 29 June
Version 1.1: Includes comments and remarks of MM and steering committee
Final: 100% version adopted by EB and UAC in September 2015