



Quality Assurance Handbook Willem de Kooning Academy 2018-2019

Willem de Kooning Academy
Hogeschool Rotterdam
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Preface

In this quality manual, the Willem de Kooning Academy (WdKA), and the associated study programs, shows how it sets its objectives and realizes them within the existing frameworks and possibilities. This manual presents the relationship between processes, documents and instruments used by the institute to achieve its objectives. It reflects the structure of the quality system but does not address the substantive choices made within that system or the performance indicators and standards that have been set for a specific period.

There are quality manuals at various levels within the university of applied sciences. The quality handbook per institute is an elaboration of the description in the Rotterdam University of Applied Sciences (HR) Handbook. This handbook describes the design and essence of the quality system of the university of applied sciences. This also reflects the relationship between processes, documents and instruments that the university uses to achieve its quality objective. The university-wide manual applies to the whole university of applied sciences and determines the implementation practice and the processes, including the documents used.

The PDCA cycle is central to the quality system of the university. This cycle forms the framework for the further organisation of the manual. Each chapter focuses on a phase of the cycle, and describes the phase mainly on the basis of the 'links' between the different organisational layers.

The first chapter of the institute's quality handbook provides a schematic overview of the HR quality system (which is maintained by the WdKA). The second chapter focuses on the Plan phase and describes the way in which the annual and four-year plans are developed within the institute. The coherence between and the translation of plans at university and institute level to plans at program level and agreements at employee level is made visible. The third chapter focuses on the Do phase, and describes the task assignment and task performance within the institute, and the assurance of this phase. Here too, attention is paid to the institute, the training and the employee level. The fourth chapter focuses on the Check phase. This chapter describes, from a 'bottom-up' point of view, how the employee is accountable for the execution of the agreed tasks and the results that have been achieved, how the program manager evaluates the achieved results at the program level and is accountable for this, and how the institute's management evaluates and justifies the realization of goals at the institute level. The fifth chapter describes the way in which improvement is being worked on at the various levels. Finally, the sixth chapter provides a description of the organizational structure within the institute and the distribution (and recording) of the tasks, powers and responsibilities for quality policy.

The institute's vision on quality

As with the HR, at the WdKA the student is always central and can expect high quality education. Providing educational quality means that the WdKA offers education with which it trains students to be the creative pioneers that the economy demands and who are prepared for an international professional practice. The WdKA states that quality is relevant for everyone who is active within, from or with the academy and that all actors contribute to quality. Monitoring and, where necessary, improving this quality level is done within the framework of the WHW and the Rotterdam University of Applied Sciences.

Students, alumni, the professional field, teachers, support staff and management are closely involved in the Quality Assurance system. The implementation of this system uses a wide range of evaluating bodies and measuring instruments. This range is focused not only on control, but also on the formulation and subsequent execution of targeted improvement actions. In accordance with the plan-do-check-act cycle, improvement actions are included in the annual plans, the annual quality action plan and the associated annual quality calendar of the entire institute. This ensures that the improvements are also dealt with in a coherent way.

1. Quality System of Rotterdam University of Applied Sciences¹

The university works in a structured way on the quality and improvement of education and research. Keywords are: systematic, conscious and cyclical.

Quality assurance at the university means that at every level of the organization, work is done in a purposeful and cyclical way to achieve its goals. The quality system of the university consists of four successive quality cycles. There is a cycle for every organizational level and each cycle consists of the four phases: Plan, Do, Check and Act. Between the different quality cycles there are moments of alignment, both from top to bottom and from bottom to top: the Planning and Control cycle. The WdKA also uses this cycle in the realization of its goals.

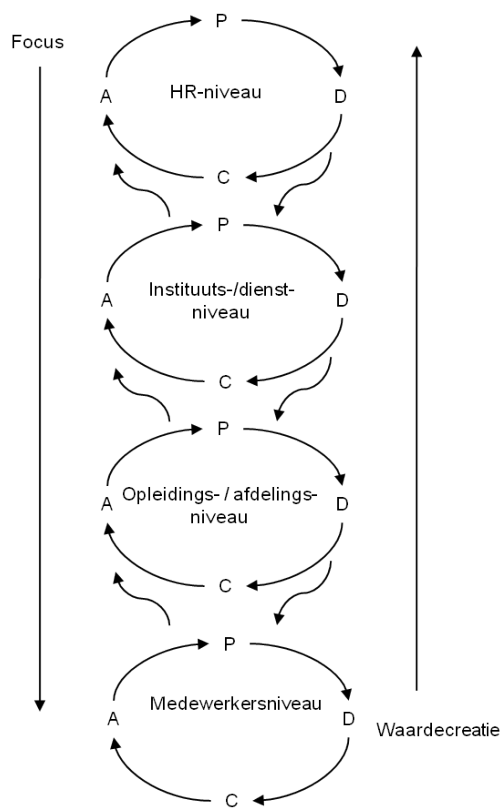


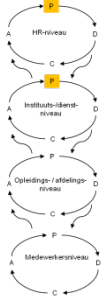
Figure 2-1. The quality system of Rotterdam University of Applied Sciences (HR): four interlocking quality cycles for each organizational level within the university. Each cycle consists of the Plan, Do, Check and Act phases.

¹ Handboek kwaliteit Hogeschool Rotterdam, February 2012

2. Plan

This chapter discusses the planning process within WdKA.

Planning process CvB (Executive Board) – WdKA



Four year cycle

The WdKA draws up a strategic policy plan once every four years. This plan is part of the strategic planning cycle of the university.

The strategic policy plan is related to ²:

- The Position Paper in which the Executive Board defines the strategic policy of the university of applied sciences every four years, as well as the critical performance indicators and (target) standards formulated on the basis thereof;
- The multi-year part-policy plans that have been adopted across the university in the areas of education, personnel, organization, finances, housing (including multi-year investment and multi-year maintenance), ICT and communication;
- An exploration of the developments and needs of the professional field on which the institute focuses;
- An analysis of the strengths and weaknesses of the institute in relation to external developments.

The strategic policy plan is presented by the management to the Academic Management Team (AMT) and the Institute Works Council (IMR). Issues and proposals from the strategic policy plan are submitted to the professional field committees. Teachers and students can provide feedback on proposals from the strategic policy plan during feedback sessions and on the annual education day. Where there is cooperation with the various services of the university of applied sciences, agreements are made at board level. These agreements are further developed in practice by those directly involved.

The strategic policy plan is evaluated during consultation between management and the Executive Board on the basis of the evaluations of the management contracts, annual plans and quality measurements.

² See 'Minimale vereisten Strategisch plan instituut'

Annual cycle

Management contract

The WdKA formulates annual targets that are laid down in a management contract during a bilateral meeting between management and the Executive Board. In the explanatory notes to the (institute) budget, these goals are underpinned / explained. The management contract and the notes to the budget are based on:

- the Policy Agenda and the notes to the budget adopted by the Executive Board;
- the goals included in the strategic policy plan of the institute. For the relevant year, the annual plan indicates the way in which it is working toward achieving the strategic goals;
- evaluation data from the previous year, and in particular, improvement plans formulated on the basis of evaluations;
- current developments (inside or outside the university) to which the institute must respond in the relevant year.

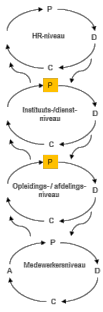
The management contract reflects how the institute responds to the given frameworks and developments, what steps are being taken to achieve this, and what specific goals are formulated for this. All this is reflected in the concrete performance agreements that are included in the management contract.

The management contract is evaluated after the end of the year by means of a Result document that is prepared by the management.

Annual plan WdKA

The strategic policy plan and management contract are translated by the management into an annual institute plan. The education managers, in consultation with the management, translate the annual plan for the institute into annual plans for the subject studies, the domain studies and the operational management column. The annual plans are discussed and determined in the AMT.

Where there is cooperation with the various services of the university, agreements are made at management level. These agreements are further elaborated in practice by education managers, department teachers and project leaders.



Planning process WdKA- program

Annual cycle

For the Master's programs and the Bachelor's programs of Leisure & Event Management and Fine Art & Teacher Training, the education manager draws up an annual plan and report each year. In the Bachelor's programs of Design and Fine Art, this is done at the level of subject and domain studies by the departmental or domain coordinator. The plan is based on:

- The management contract for the institute and the accompanying explanatory notes to the institution's budget;
- The strategic policy plan of the institute, and the objectives included therein that the degree program wants to realize in the relevant year;
- Developments and needs in the field of work on which the program focuses;
- Evaluation data from the previous year (quality assurance interviews, NSE, HBO-Monitor, etc.) and in particular, improvement plans formulated on the basis of evaluations.

When drafting the (program) annual plan, the preconditions are formed by the curriculum as described in the OER (Education and Examination Regulations), the resources that are available according to the budget, and the available people. Issues and proposals from the annual plans are submitted for discussion to the professional field committees.

Agreements with partners within and outside the Rotterdam University of Applied Sciences are also included in the annual plan. Collaboration agreements that arise during the year are discussed in bilateral consultation with the management and realized in accordance with the agreement of the management.

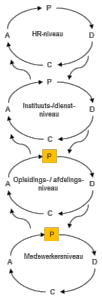
Planning process WdKA- operations

Annual cycle

Operations include the activities of the various services, namely Admissions, Lifecycle, Planning & Organisation and Service & Help. The operational manager draws up an annual plan each year, which includes the activities of these services.

The plan is based on:

- The management contract for the institute and the accompanying explanation of the institute's budget;
- The strategic policy plan of the institute, and the objectives included therein that the study program wants to achieve in the relevant year;
- Evaluation data from the previous year (quality assurance interviews, NSE, HBO Monitor, etc.) and in particular, improvement plans formulated on the basis of evaluations.



Planning process program – teacher / employee

Review cycle

In the context of the review cycle, employees³ make agreements with their (educational) manager about their duties and the intended results on an annual basis. In the planning interview, which is about the following (study) year, agreements are made about the results to be achieved and tasks to be performed for the organization or the lessons to be given. In addition, the employee makes agreements on development, training and professionalization in the context of those discussions. The planning interview and the evaluation interview take place simultaneously in the first half of the calendar year. The assessment interview follows in the second half of the calendar year. See Chapter 4 for an elaboration thereof.

The manager uses the outcomes of the planning interviews as input for the training plan and ensures that, on the whole, the agreements are in line with the vision and policy of the university, institute/service and the study program/department .

³ The term "employee" means both teachers and employees of departments within institutions. The term "teacher" is used when it is specifically about teachers.

3. Do

This chapter addresses the question: How are tasks performed within the institute based on the plans made?

Assignment of tasks

In order to implement the plans from the Plan phase, tasks are assigned at all levels within the institute. In chapter 6 the responsibilities of various quality policy actors are outlined.

The specific task assignment per employee is recorded in the planning discussion, which is part of the review cycle. Tasks of teachers are divided on the basis of the established curriculum. The planning agreements are processed in the PTD (planning task assignments teachers).

Process execution

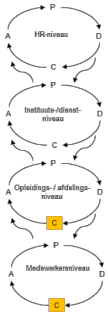
Execution of the tasks takes place on the basis of predetermined processes. The Willem de Kooning Academy distinguishes (in accordance with the 'Rotterdams Process model' that HR uses) the following processes:

- Administrative processes
 - o Developing and implementing strategy (4-year policy cycle)
 - o Implement management, policy and budget cycle
- Primary processes
 - o Recruitment and information
 - o Admission and registration *
 - o Educational performance (e.g. making a curriculum, scheduling, making PTDs, organising electives, organising assessments, certification) *
 - o Deregistration
- Supporting processes
 - o Tutoring (SLC, peer coaching, dean's office, registration study progress in Osiris)
 - o General processes (mail and archiving, complaint handling, employee participation, communication/PR/house style)
 - o Facility processes (housing, purchasing, safety, facility management) *
 - o Quality improvement (satisfaction surveys, audits, managing quality system, managing processes)
 - o Personnel processes (recruitment, development, training, health management, review cycle, personnel administration, termination of employment)
 - o Information technology (MyWdKA, ELO, Intranet, Osiris, N@tschool, Lynda.com, website)

In these processes, WdKA adheres to the HR Frameworks and, where applicable, the established procedure descriptions. For the processes with a '*' behind them, WdKA has drawn up additional procedure descriptions at the execution level for its own institute.

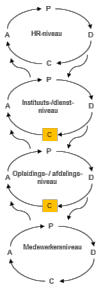
4. Check & Control

This chapter addresses the question: How does the WdKA monitor the realization of its objectives?



Link A: Employee program/department control process

The check between employee and supervisor takes place within the review cycle, during the evaluation interview. In that evaluation interview (during the first half of the calendar year) the employee discusses with the supervisor the progress of the agreements made in the planning interview for the relevant academic year. In the evaluation interview, agreements can be adjusted or extra training is used (didactic and/or subject matter content). Colleague evaluations and results from student quality assurance interviews are used as input for conversations. The assessment interview at the end of the calendar year assesses the extent to which the agreements made during the planning interview have been realised. Following the assessment interview, a decision will be made about the progress (salary increase, periodic increase, one-off extra remuneration, contract extension, contract termination, dismissal).



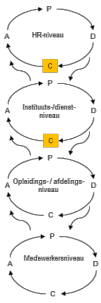
Link B: Program – institute control process

Education managers discuss the progress of the results that are included in the annual plans of the subject and domain study or the study program in consultation with the management. In preparation for the bilateral consultation, the education manager and management provide agenda items. The Education Managers and management also follow the annual review cycle. Important measurements that serve as a source for consultation between the management and the education manager are:

- Course evaluations;
- Internship and graduation evaluations;
- Alumni research (HBO-Monitor/Arts-Monitor + own alumni-survey);
- Student satisfaction (NSE/college measurement).

The outcomes of these measurements are processed by the Education Manager in the annual course plan, the implementation of which lies with the entire education team. The planning of these measurements is included in the Quality Assurance Calendar that is drawn up annually.

In addition, the Education Manager conducts consultations with all class representatives about the quality of education twice a year in accordance with the student quality assurance protocol. At the end of the academic year, this is also done by the quality assurance employee, without the education manager present. The Education Manager also holds consultations with the professional field committee (representatives from the professional field) three times a year. The quality of education is also a topic of discussion during team meetings.



Link C: Institute – Executive Board control process

During the calendar year the management conducts bilateral consultations with the Executive Board about the progress of the realisation of the agreements in the management contract. Prior to the bilateral consultation, the management prepares an interim report. In addition to the realisation of the goals in the management contract, this report also includes the progress of the university-wide projects, as well as the progress of the projects financed by the IF fund.

At the end of the calendar year, in January of the following year, management draws up a final report (results document) on the results achieved and the progress in relation to the objectives set in the management contract.

The bilateral consultations, the discussions in connection with the interim reports and the results document, form the 'critical dialogue' with which the Executive Board keeps track of the realisation of the agreements.

Input for the talks is formed by:

- Results document from the management
- Central management information system
- Outcomes of various audits and (external) assessments:
 - Critical Reflection;
 - Institutional Audit report;
 - Auditing, Monitoring & Control (AMC) Audit reports.
- Results of various measurements, including employee satisfaction measurement, the student satisfaction survey (National Student Survey), the HBO monitor and the Higher Vocational Guide.
- Requested and unsolicited information from the Financial Control department of the Finance and Student Registration Department with regard to the financial policy.
- Results of research carried out by the AMC bureau on behalf of the Executive Board, for example, whether processes are carried out in practice in accordance with agreements or regulations, or from examinations outside the regular control process about specific themes such as goal achievement, returns or declaration behaviour.
- Results of the annual discussions of the Executive Board with the management, and the management with delegated employees, lecturers and students of the institute on educational issues.

In this way, the management of the institute is accountable to the Executive Board about the realisation of the agreements made and the opinions of the professional field, alumni, employees and students on matters such as the quality of education, the work- and study environment, facilities, and the education on offer. The results are processed by the management in the institute's annual plan, the implementation of which at the educational level lies with the education managers.

Monitoring and control by third parties

Each program is accredited once every six years by NVAO on the basis of the limited accreditation criteria (provided that the result of the institutional audit at the HR level is positive). To this end, all WdKA programs draw up a self-evaluation report. The programs account for the education, the curriculum and the quality of education delivered, in accordance with the NVAO framework. An internal audit of the Auditing, Monitoring & Control (AMC) department takes place three years after the visit. In the context of this audit, a program will be assessed in the interim, also on the basis of the NVAO criteria as well as the criteria of universities of applied sciences. The audit reports are made available to the management. This instrument strengthens the insight of the management in the functioning of the different processes within the WdKA. The information obtained is linked back to the Executive Board, the Exam Board and the Program Advisory Board. The WdKA has an international audit carried out by EQ Arts every four years (the last one was conducted in 2017-2018).

Furthermore, structural agreements have been made with Central St. Martins (London, Great Britain) and Kolding (Kolding, Denmark) about the use of external assessors. Agreements have been made with the consortium partners MICA (Baltimore, USA) and Emily Carr (Vancouver, Canada) about curriculum development and cooperation in testing. Hereby feedback is requested on the level of the students at graduation and on the quality of the education program. This feedback is used as input when drawing up new annual plans.

5. Act

This chapter discusses the question: How does the improvement policy, based on (the analysis of) evaluation results, come about?

Improvement policy primarily takes place by returning to the planning phase: improvement actions are included in the annual plans for the following year. If interim improvement actions are necessary or desirable, or if there is cause for major improvement projects, a separate improvement plan will be drawn up for this. An annual quality action plan is also drawn up each year, with an accompanying quality assurance calendar. This takes place at the institute level, but actions at program and service level are also included. This action plan is based on the evaluations of the annual plans, audits that took place that year and results from the quality measurements (such as student quality assurance and NSE). The action plan is drawn up by the quality assurance employee, determined by the management and discussed in the AMT. The progress of the action plan as a whole is discussed in the bilateral consultation between the management and the quality assurance employee. Program-specific action points are discussed in the bilateral consultation between management and education manager.

Communication of improvement actions

To maintain and strengthen the involvement of students and staff in the commitment to ("Act") optimization of educational quality, they are informed in various ways about measurement results and improvement actions.

Students are informed via:

- MyWdKA
- Website
- HINT
- Class representatives (see H 6.3, paragraph Student quality assurance committees)
- Study career coaches
- WdKA mailing

Employees are informed via, among other things:

- Drive and Development weeks
- MyWdKA
- Newsletters (5 times a year)
- Website
- HINT
- Course offerings/team meetings
- Messages from the IMR

Members of the different consultative bodies (see H 6.2) and the evaluating and advisory bodies of the WdKA (see H 6.3) naturally receive the same information as the employees and students of the WdKA. The consultative bodies are informed via the system as described in Chapters 1 to 4. Section 6.3 shows which additional information about policy and organisation the evaluating and advisory bodies can have at their disposal regularly or on request.

6. Tasks, Responsibilities and Jurisdiction

In this chapter, the quality policy tasks and responsibilities of the actors within WdKA are described in section 6.1. An overview of consultative bodies is provided in section 6.2. Section 6.3 describes the tasks, jurisdiction and responsibilities of the various evaluating and advisory committees of the WdKA.

6.1 Tasks and Responsibilities of WDKA Actors

Below, key words describe instruments, tasks and responsibilities of the various parties involved, primarily in relation to quality policy. (Note: these are not complete job descriptions) The description of the tasks and responsibilities in this section correspond with the annual 'Statutes and regulations' document of the Rotterdam University of Applied Sciences.

Executive Board

The Executive Board is responsible for the quality policy of the Rotterdam University of Applied Sciences. It establishes goals from which the institutes derive their own specific goals. This means, among other things, that the Executive Board:

- formulates frameworks and determines quality strategy and policy;
- ensures control of the achievement of goals at university level;
- monitors the range of targets at institute level through management contracts, results documents and bilateral consultations;
- provides a system of internal auditing at university level;
- gives resources to services and institutes for the implementation of quality policy.

Management

The management is responsible for the quality policy at institute level. This means, among other things, that the management:

- draws up a strategic policy plan with accompanying targets;
- steers the annual cycle of planning & control, among other things, by supervising the preparation of annual training plans and reports;
- allows for the realisation of set targets;
- takes improvement measures where necessary.

Education Managers

Education Managers/Course Directors are responsible for the quality policy at program level. This means, among other things, that they:

- formulate targets and record them in the annual training plans in accordance with institutional policy (i.e. strategic policy plan, long-term staff plan, institute annual plan and management contract). (For Fine Art and Design Bachelor's programs, the annual plans are laid down at the level of the study program; the Course Leader draws these up under the responsibility of the education managers of Design);
- translate results of quality assurance measurements and evaluations (such as student quality assurance) into improvement proposals for the relevant program;
- continue to test the level and quality of the curriculum with professional practice, including the use of the professional field committees and the deployment of employees from professional practice;
- hold discussions with student quality assurance committees;
- take care of/have policy and implementation documents, in accordance with NVAO requirements;
- ensure that set goals are achieved;
- propose improvement plans.

Finance & Operations Manager

The Finance & Operations Manager directs the services (such as media, communication, student administration, archiving) of the WdKA and is responsible for, among other things:

- implementation of the Purchasing and Multi-year Maintenance and Replacement (MOP) PDCA cycle;
- maintaining the PDCA cycle in the supporting departments;
- process improvement of the supporting departments (in connection with the educational processes);
- functioning of the Supporting Teams (Admission, Planning & Organisation, Lifecycle and Service & Help) who are responsible for:
 - (administration and planning of) student affairs, including registration and deregistration and registration of credits;
 - coordination and support of educational processes;
 - all activities in the field of orders and financial processes;
 - all work in the field of personnel administration.

Quality Assurance employees

The employees provide planning and overview with regard to the various activities of the quality assurance system within the institute and check whether the activities are carried out in accordance with the planning. They are responsible for:

- coordinating internal and external audits and visitations;
- analysing internal and external reports and investigating and submitting results to the AMT;
- collaborating with Rotterdam University of Applied Sciences on quality policy;
- advising on opportunities for improvement of quality at institute and program level, including with regard to documenting policy and implementation, in accordance with NVAO requirements;
- coordinating student quality assurance;
- preparing the annual quality action plan and the quality assurance calendar;
- coordinating the management of the quality assurance archive (Infoland).

Teachers

All teachers are involved with:

- providing substantive and organisational quality of teaching;
- taking care of assessing, in accordance with assessment policy and the OER, and providing information to the student;
- realising targets set at program level;
- saving student work;
- interpreting evaluation results and making proposals for improvement.

Some of the teachers are involved with:

- determining the university guide (OER [education and examination regulations] and curricula), via the Program Advisory Board;
- determining whether students meet the conditions of the OER for obtaining a degree, via the Exam Board;
- checking whether the level of assessment meets the set requirements, via the Assessment Committee;
- improving the quality and coherence of the curriculum, via the curriculum committee or development teams;
- providing advice on and participating in institute policy, via the Institute Works Council (IMR).

Students

Students are involved in:

- determining the university guide (OER and curricula), via the Program Advisory Board;
- assessing the quality of modules and teachers through evaluations;
- measuring the quality of education and the organisation thereof, via NSE, HBO monitor and student quality assurance committees;
- making proposals for improvement and assessing improvement measures taken, via class representatives.

6.2 WdKA Consultative Bodies

Staff meeting

The Director, the Finance & Operations Manager and the Education Manager (AMT chairperson) meet every week in an informative operational meeting.

Academic Management Team regular (AMT)

The AMT consists of the Director, the Education Managers and the Finance & Operations Manager. Guests are invited based on the agenda. The AMT meets monthly and makes decisions (director with a right of veto) on long-term strategic policy and the annual results of the institute's profile, reputation, business organisation, internationalisation, quality assurance and research.

Master Course Directors Meeting

This meeting consists of the Course Directors of the Master's programs and meets every six weeks. This meeting informs the Academy Organisation Team (AOT), and provides feedforward about the preparation of organisational and operational decision making and feedback from processes aimed at multi-year quality improvement.

Bachelor Course Leaders Meeting (BCLM)

The BCLM consists of the Course Leaders of the Majors, the Practice Coordinators, education coordinators and the year coordinators. The meeting takes place every two weeks and informs the AOT, provides feedforward about the preparation of organisational and operational decision-making and feedback from processes aimed at multi-year quality improvement.

Department meetings

There are at least three annual meetings for the entire training-, department- or domain team: at the start and end of the study and once halfway through the academic year. During these meetings the Education Manager informs the teachers about policy and education matters. The planning and progress of the agreements as laid down in the annual plan is discussed. If the situation so requires, additional team meetings are held. Specific meetings are also organised for each department throughout the year, based on themes that are relevant to improving quality.

Education Management Team (EMT)

There is a "small" and "large" EMT and they meet every other week. The "small" EMT consists of education managers, and guests are invited based on the agenda. The "large" EMT consists of Education Managers, the Innovation Manager, the Station Manager, the Education Station coordinator, the Business Station coordinator, the Research Station coordinator, the Finance & Operations Manager and the Head of Strategic Partnerships & Branding. During these meetings, decisions are made about translating policy into implementation.

Support Team Leader Meeting

Every Monday morning, the operational business for the coming weeks is discussed. The Finance & Operations Manager shares what's going on at an operational level within WdKA and HR. All team leaders share their information. A team member from FIT and the Education Station also join this meeting.

Academy Organisation Team (AOT)

The weekly AOT meeting consists of representatives from the Majors/Practices and program coordinators, representatives from the Masters, team leaders from support, the Finance & Operations Manager and the Education Manager representative. This meeting informs the EMT, discusses the organisation of teamwork, and **meets** on organisational and operational decision-making on the different themes for both Bachelor's and Master's programs. In addition, meetings take place between educational representatives and team leaders from support teams (Planning & Organization, Lifecycle, Service & Help, Admissions).

Station Coordinator Meeting

This meeting consists of the Station Coordinators, the Station Manager and the Innovation Manager and takes place on a weekly basis. This consultation informs the AOT and discusses the organisation and development of the stations.

Team meetings

Depending on the team, the team meetings consist of teachers (Masters, Majors, Practices, stations, theory and SLCs), support staff, etc. These meetings focus on preparation and implementation with an integrated focus on quality improvement.

6.3 WdKA Evaluating and Advising Bodies

CLASS REPRESENTATIVES

Goal	Discussing the quality of the program with students in order to: <ul style="list-style-type: none"> - gain more insight into the experiences of students; - discuss opportunities for improvement; - offer students insight into considerations related to policy changes.
Method/procedure	Twice a year a representative of the program (e.g. the educational manager, year coordinator) conducts interviews with students from all academic years of the relevant study program regarding the quality of the study program. Once a year, the Quality Assurance employee conducts this interview with the same students. Here, a survey is conducted among all class representatives.
Tasks	The class representatives have the following tasks: <ul style="list-style-type: none"> - take inventory of the opinion of the class; - express this opinion as objectively as possible in a report and explain it in conversations with the Education m=Manager and the Quality Assurance employee; - keep classmates up to date with recent developments.
Information provision and reporting	<ul style="list-style-type: none"> - During meetings, students are informed orally about developments and improvement actions taken; - The teaching assistant reports on the meetings; - The report is determined by the Education Manager; - The reports are submitted digitally to the Quality Assurance employee a maximum of three weeks after the meetings and are returned by the Education Manager to the class representatives by e-mail; - The Quality Assurance employee draws up an overall annual report based on all reports and presents this to management and AMT.
Evaluation and actions	<ul style="list-style-type: none"> - The Education Manager or Course Leader discusses results in a lecturer's consultation. Information is also used in the review cycle; - In the AMT, after each round of interviews, the most important points for attention and possible action points are discussed; - Education Managers and AMT compare results with findings from the Program Advisory Board and NSE; - Students are informed of any improvement actions during the interviews and via the reporting; - During the third round, in addition to the substantive discussion, an evaluation will also take place with the students of the student quality assurance process; - Results are included in the annual report and improvement actions are included in the annual plan for the next academic year.
In Infoland	<ul style="list-style-type: none"> - Implementation of the Bachelor's student quality assurance protocol; - Master's Quality Assurance Protocol; - Instruction for class representatives; - Reports of the meetings with the students; - Annual report of student quality assurance.
Masters	The Master's programs have a similar systematic nature and structure, which is laid down in their own (English) protocol. The system consists of: <ul style="list-style-type: none"> - 2 program evaluations (with course directors); - Quality assurance questionnaire;

	<ul style="list-style-type: none"> - 1 general quality assurance meeting (with quality assurance employee). <p>The biggest difference is that the Master's programs do not have class representatives. The talks are therefore conducted with all students of the Masters.</p>
Those involved	<ul style="list-style-type: none"> - The Education Managers are responsible for carrying out the student quality assurance interviews and providing feedback during discussion rounds 1 and 2. They are also responsible for processing results and action points in the annual plans and reports of the programs and study programs; - Teaching assistants take care of reporting the meetings; - The Quality Assurance employee is responsible for drafting the annual protocol, for implementing the third round of student quality assurance interviews and for drawing up the annual report.

PROGRAM ADVISORY BOARD

Goal	Advice from lecturers and students to the management of the institute, in particular about the education and examination regulations (OER) and their implementation.
Tasks	<ul style="list-style-type: none"> - The Program Advisory Board issues advice on the OER; - The Program Advisory Board annually assesses the way in which the OER is implemented (using annual plans, evaluations and reports); - If necessary, the Program Advisory Board will, or on its own initiative, advise IMR and the management. These advices are intended for the IMR for information. If an advice is not followed by the management, the reasons must be stated; - The Program Advisory Board assesses evaluation data of the program and advises on quality-enhancing measures.
Number of commissions and composition	<p>The Executive Board of the Rotterdam University of Applied Sciences has approved in March 2004 the establishment of one Program Advisory Board for the entire institute of WdKA.</p> <p>The student-teacher ratio is 1:1. The Program Advisory Board has at least 1 student member and 1 teacher member per Bachelor's degree program; preference is given to 2 student members and 2 teacher members per Bachelor's degree program. The Master's programs are jointly represented by 2 teachers and 2 students.</p> <p>The daily management consists of a chairperson, a vice-chairperson and a secretary. At least one student has a seat on the board.</p> <p>The members of the committee are appointed by the IMR (Institute Works Council) on the recommendation of the management.</p> <p>The term of office is 1 year. Members are immediately eligible for re-election.</p>
Frequency	<p>At least twice a year.</p> <p>During the meetings of the Program Advisory Board and/or in additional meetings, the Program Advisory Board has the opportunity to enter into discussions with the management about policy, policy implementation or new developments.</p>
Providing information and reporting	<ul style="list-style-type: none"> - The secretary makes a report of each meeting, which is distributed among the members of the meeting, Education Managers, the Quality Assurance employee, the management and the IMR. The report is placed in Infoland; - Through access to Infoland, members of the Program Advisory Board have insight into all relevant policy documents and reporting of the programs; - Members are informed about results from the NSE and other quality measurements; - No later than 1 April prior to the new academic year, the Program Advisory Board will receive a first draft of the OER for advice. It will receive the revised draft for review no later than 1 June.
Evaluation and actions	<p>The management informs the committee of the nature of the decision-making in response to recommendations issued by the committee. This reaction takes place in writing or orally at the meeting of the committee, but at the latest within 24 school/working days after the advice has been given.</p> <p>Student members relay relevant information back to their fellow students.</p> <p>The Education Managers relay relevant information back to (departmental) teachers of the programs.</p>

	Any improvement measures that arise directly or indirectly from the advice of the Program Advisory Board are recorded in management decisions, AMT reports and/or new annual plans and reports of the institute and programs, if applicable.
In Infoland	<ul style="list-style-type: none"> - Program Advisory Board Regulations, from the Rotterdam University of Applied Sciences - Program Advisory Board meeting minutes
Those involved	The management of the institute is responsible for conducting consultations with the Program Advisory Board in accordance with the management regulations.

INSTITUTE WORKS COUNCIL (IMR)

Goal	<p>The IMR promotes transparency, openness and mutual consultation at the institute according to its ability.</p> <p>The IMR promotes activities that are aimed at achieving the objectives of the institute and the university of applied sciences.</p>
Tasks and jurisdiction	<p>The IMR is authorized to give solicited or unsolicited advice to the management of the institute and to consult on all matters concerning the institute. This also applies during the policy preparation phase.</p> <p>Right of initiative: the IMR is authorized to make proposals or make views on all matters, insofar as they concern matters for which the management of the institute has been granted powers.</p> <p>Advisory authority: The IMR is given the opportunity to issue advice on the decisions proposed by the management with regard to the continuity and good course of events at the institute, the start or end of an educational experiment or project and the policy regarding the provisions for students in the institute, as far as educational matters are concerned.</p> <p>Right of consent: this authority is in the case of intended decisions with regard to the main lines of the determination or amendment of the following matters: strategic institute plan, institute budget, organisation plan, establishment or modification of the OER (the program-specific part), and the appointment or dismissal of the management.</p> <p>Unless otherwise agreed, the Council must give advice or consent on the intended resolutions within 36 school working days.</p>
Number of councils and composition	<p>The WdKA has 1 IMR.</p> <p>The IMR has a maximum of 10 members. The teacher-student ratio is 1: 1. The members may not be members of the Program Advisory Board or other IMRs.</p> <p>Staff members have a 2-year term and the student members have one year. Both are immediately eligible for re-election.</p>
Frequency	<p>The management is a consultative partner of the IMR and, as such, conducts consultations with at least one member of this board at least four times a year.</p>
Providing information and reporting	<ul style="list-style-type: none"> - The management of the institute or an appointed substitute appointed provides the IMR, with or without prompting, all information that it reasonably needs for the performance of its task. These are in any case all AMT reports, the CvB decision list, institute-wide policy documents and reports from the steering groups relevant to the institute, documents from the Institute's Program Advisory Board and results from the NSE; - The secretary of the IMR arranges the reporting of the meetings.
Evaluation and actions	<p>The proposals and positions of the IMR (the right of initiative) are discussed by the management. A written response follows within three months and reasons will be given. For this reaction the management allows the IMR to consult with them about this at least once.</p> <p>Advice from the council: the council is informed as soon as possible of the manner in which the advice is followed. If the advice is not (fully) followed, the council will have the opportunity to conduct further consultations with the management. If there is such a request, a final decision will not be taken until the aforementioned consultations have taken place.</p> <p>Management takes a decision within 12 school working days after the decision of the council.</p> <p>If the council, when exercising approval authority, withholds approval, the proposal will be submitted to the Executive Board after any amendments. If the</p>

	<p>Executive Board adopts the intended decision, it makes this decision within 10 school working days for the IMR.</p> <p>The management informs the council of the way in which it reacts to advice from the Program Advisory Board.</p>
In Infoland	<ul style="list-style-type: none"> - Regulations. - Reports of the IMR (including attachments)
Those involved	<p>According to the board regulations, the management is responsible for conducting consultations with the IMR.</p>

EXAM BOARD

Goal	The Exam Board determines in an objective and expert manner whether a student meets the conditions set by the OER with regard to the knowledge, insight and skills required to obtain a degree.
Tasks	<p>The OER has a more detailed description of the Exam Board's tasks. Elementary tasks are:</p> <ul style="list-style-type: none"> - The presentation of certificates as proof that the exam has been passed; - The issuing of statements as referred to in the Article 7.11.lid 5 Act; - The appointment of examiners; - Establishing rules regarding the proper course of events during the tests and the measures to be taken in this connection (including measures related to cheating); - Assuring the quality of the examinations and exams; - Granting exemptions on the basis of the established procedure.
Number of commissions and composition	<p>There is one Exam Board active within the WdKA. The Executive Board of Rotterdam University of Applied Sciences appoints the members of the Exam Board, on the recommendation of the management of the WdKA.</p> <p>Appointment of members takes place for a period of one academic year; reappointment is always possible. Membership of the Exam Board ends with immediate effect at the moment that the person in question no longer forms part of the staff of the relevant program.</p> <p>The institute's director is not a member of the Exam Board. Employees with management authority and employees of support and administration may also not be members of the Exam Board.</p> <p>It is possible to add an external member (someone who is not working at the WdKA) to the Exam Board.</p> <p>The Exam Board can decide that its meeting is entirely or partially private.</p>
Frequency	The Exam Board meets at least four times a year. The chair of the Exam Board is authorised to convene the Exam Board if the management or at least 2 members of the committee deem it necessary.
Providing information and reporting	<ul style="list-style-type: none"> - The Exam Board has all the regulations and policy documents that are relevant for assessment and examination within the institute; - The Exam Board has access to all documentation relating to the performance of examinations and assessments and can attend assessments. This documentation is made available by management, education management, lecturers, support staff and the Assessment Committee in accordance with agreements made or at the request of the Exam Board; - The Exam Board takes care of the reporting of its own meetings and an annual report.
Evaluation and actions	<p>The Executive Board and the management can give guidelines to the chairperson of the Exam Board of an organisational nature. The management can attend the meeting as an advisor with the right to speak.</p> <p>If special personal circumstances regarding a student are at issue, the student counsellor, solicited or unsolicited, issues advice to the Exam Board.</p> <p>The Exam Board can take decisions to improve the quality of testing and examination.</p> <p>Possible improvement measures that arise directly or indirectly from advice from the Exam Board are recorded in management decisions, AMT reports and/or new annual plans and reports of the institute and programs, if applicable.</p>

In Infoland	<ul style="list-style-type: none"> - Annual report; - Reports from each meeting; - Education and Examination Regulations (OER); - Regulations of the Exam Board (Rotterdam University of Applied Sciences).
Those involved	<ul style="list-style-type: none"> - The Assessment Committee has been mandated by the Exam Board to check the quality of the test and provide advice regarding the assessment to the Exam Board; - Management and AMT take note of the findings, advice and decisions of the Exam Board.

ASSESSMENT COMMITTEE

Goal	The purpose of the Assessment Committee is to bring and maintain the quality of testing to the highest possible level.
Tasks	<p>The Assessment Committee advises the Exam Board, the management and education management regarding assessment, both solicited and unsolicited.</p> <p>The Assessment Committee checks the assessment plans for the programs. It also checks randomly the level of assessing within the program, making findings from its own research. The committee also checks whether teachers adhere to the quality criteria for assessing.</p> <p>The Assessment Committee reports its findings regarding assessment to the Exam Board, the education management and the management.</p> <p>The Assessment Committee is responsible for carrying out its own work plan, recording and archiving its own findings and for reporting findings to the Exam Board and management.</p> <p>The Assessment Committee is not responsible for any implementation of the advice given and the archiving of all tests.</p>
Number of commissions and composition	<p>The WdKA has 2 Assessment Committees: 1 for LEM and 1 for the Bachelor's programs (The responsibility for monitoring the assessment quality of the Master's programs lies with the Exam Board).</p> <p>The committees consist of lecturers from the WdKA and a maximum of 1 external member.</p> <p>Members are appointed for 1 year and are immediately eligible for re-election.</p>
Frequency	At least 4 times per year
Providing information and reporting	<ul style="list-style-type: none"> - The Assessment Committee has all the regulations and policy documents that are relevant for assessment and examination within the institute; - The Assessment Committee has access to all documentation relating to the performance of examinations and examinations and can attend assessments; - The Assessment Committee will report on each meeting of this committee; - Advice and research results are recorded in written advice and reports, which are made available to the Exam Board, education management and management.
Evaluation and actions	Any improvement measures that arise directly or indirectly from findings or advice from the Assessment Committee will be recorded in decisions of the Exam Board, management decisions, AMT reports and/or new annual plans and reports of the institute and programs, if applicable.
In Infoland	<ul style="list-style-type: none"> - Meeting minutes; - Reports on findings; - Advice to improve the assessment quality; - Annual report.
Those involved	<ul style="list-style-type: none"> - Exam Board, management and education managers take note of the advice and findings of the Assessment Committee and take action where necessary; - Teachers provide the Assessment Committee with an insight into their own working method.

PROFESSIONAL FIELD COMMITTEE

Goal	The Professional Field Committee aims to ensure that the programs (and the associated program profiles) match the relevant job profiles as closely as possible. The Professional Field Committee also contributes to ensuring that the intended social and civic value of the degree is maintained,
Tasks	The committee provides solicited and unsolicited advice regarding: <ul style="list-style-type: none"> - the connection of the program profile to the professional profile; - the development of the strategic policy of the institute within university of applied sciences frameworks; - ensuring demonstrable social impact; - the educational programs; - quality assurance of education; - course offerings; - community outreach.
Composition	<p>The members come from the professional field of the program.</p> <p>As a whole the committee covers different directions of the professional field.</p> <p>Members are experienced professionals and have insight into current and future developments.</p> <p>Members are not employed by the WdKA. However, cooperation with the WdKA is not an obstacle. For example, members can be internship providers, external experts or future employers for alumni.</p> <p>The term of office is 4 years. Members are immediately eligible for re-election.</p>
Frequency	The Professional Field Committee meets at least 3 times a year. The Education Managers of the study programs convene the committee.
Providing information and reporting	<ul style="list-style-type: none"> • The Professional Field Committee has the OER, the strategic policy plan, the program profile and any other documents relevant to the program; • The Education Managers provide a report of the meeting that will be distributed to the members within two weeks. A copy goes to the quality assurance employee.
Evaluation and actions	<p>The Education Managers ensure the dissemination of relevant information to the management, AMT and Course Leaders.</p> <p>Any improvement measures that arise directly or indirectly from the advice of the Professional Field Committee are recorded in management decisions, AMT reports and/or new annual plans and reports of the institute and programs, if applicable. Recommendations from the Professional Field Committee can also lead to an adjustment of the curriculum.</p>
In Infoland	- Reports of the meetings
Those involved	- Education Managers invite the Professional Field Committees, its chairperson and ensure reporting.

CURRICULUM COMMITTEE

Goal	The purpose of the Curriculum Committee is to monitor and improve the quality of the curriculum, both on an educational and content level, in line with the program profile.
Tasks	The committee collects information about the quality, content and coherence of the education. Based on this, it makes proposals for adjustments to and within the curriculum, including the minors and the electives, and it makes proposals for the curriculum for the new academic year. These proposals are aimed at education management and management. This task is advising in nature; the responsibility for the curriculum lies with education management and management.
Number of commissions and composition	<p>Within the WdKA institute, all the Bachelor's programs have a curriculum committee.</p> <p>The committees are composed of teachers from the relevant programs.</p> <p>No curriculum committee is formed for the Master's programs. These programs are so small that the Course Directors discuss the curriculum in the Course Directors' Meeting and in teacher team consultations.</p> <p>Members are appointed for 1 year and are immediately eligible for re-election.</p>
Frequency	The Curriculum Committee meets at least 4 times per year.
Providing information and reporting	<ul style="list-style-type: none"> - The committee has relevant policy documents, as well as results and analyses of quality research (student quality assurance, NSE, HBO-Monitor, Kunstenmonitor) - The committee itself reports on the meetings.
Evaluation and actions	<ul style="list-style-type: none"> - Proposals for adjustments within the current curriculum, in line with the curriculum and annual plan, are submitted by the curriculum committee to the Education Manager; - The Education Manager decides - possibly after discussion with the management and/or the Exam Board - on possible measures for substantive and qualitative improvement within the fixed curriculum; - The Education Manager submits proposals for the new curriculum to the management for decision making; - The management establishes the new curriculum.
In Infoland	<ul style="list-style-type: none"> - Curriculum Committee reports
Those involved	<ul style="list-style-type: none"> - The Education Manager appoints the members of the committee and provides information to the curriculum committee; - The curriculum committee reports to the Education Manager; - The Education Manager reports to the management on relevant matters.