

*«Σύστημα διασφάλισης ποιότητας στα Πανεπιστήμια των
Κάτω Χωρών και της Φλάνδρας (Βέλγιο)».*

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Διασφάλιση της Ποιότητας στα ΑΕΙ: Μοχλός ανάπτυξης

Θεσσαλονίκη 29-30 Νοεμβρίου 2012

BELGIUM

THE FEDERAL STATE



THE COMMUNITIES

THE FLEMISH COMMUNITY



THE FRENCH COMMUNITY



THE GERMAN-SPEAKING COMMUNITY



THE REGIONS

THE FLEMISH REGION



THE BRUSSELS-CAPITAL REGION



THE WALLOON REGION



NORTH SEA

NETHERLANDS



NETHERLANDS



FRANCE



BELGIAN REGIONS



- National Capital (990,000 in 2004)
- over 200,000
- over 100,000
- over 50,000
- other main city
- other city
- Chief town of province

BELGIUM

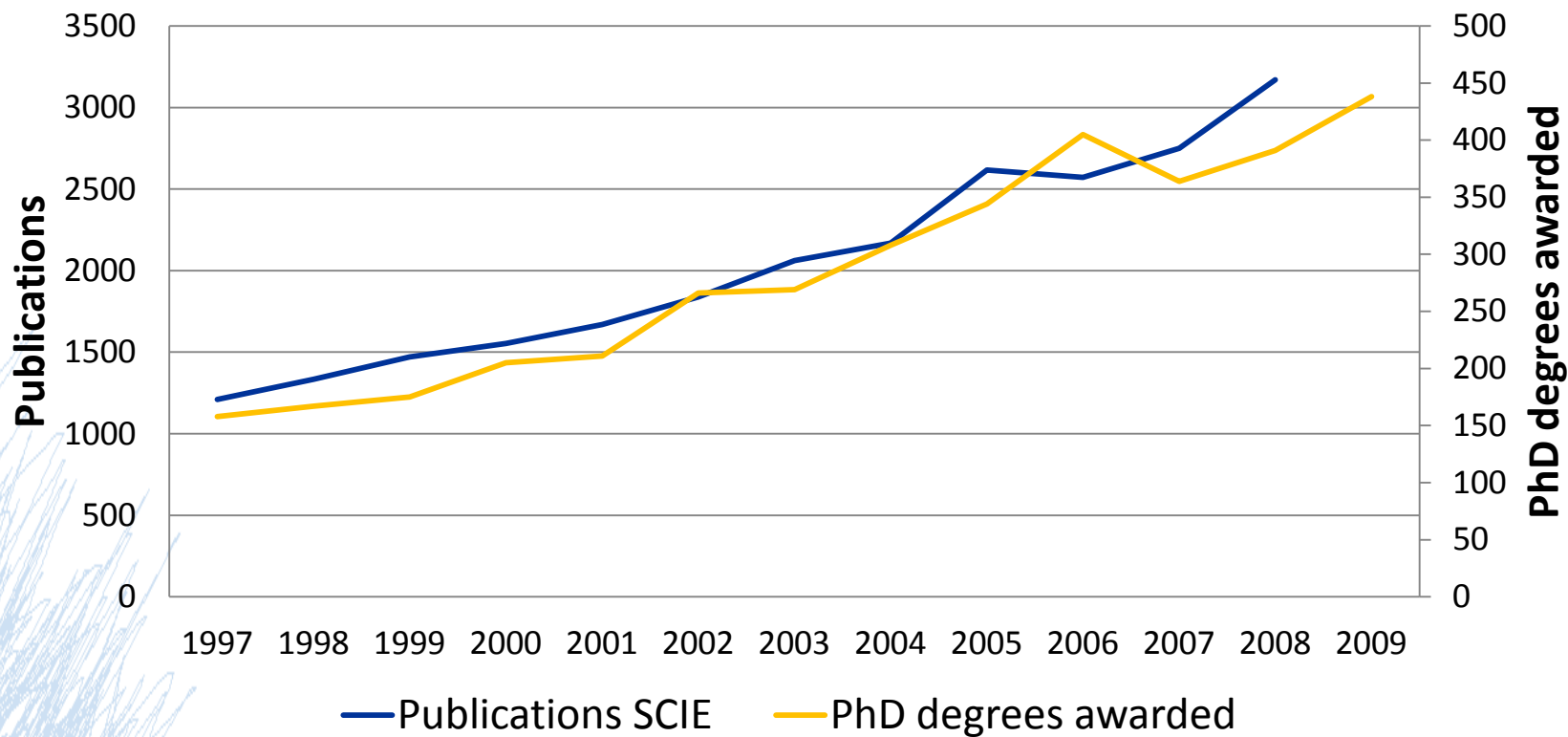


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Το Πανεπιστήμιο της Γάνδης - « Dare to think »

- Ίδρυση:1817 – Ανεξαρτησία:1830 – Αλλαγή γλώσσας:1930 –
Αυτόνομία: 1991
- 36.000 φοιτητές (11% ξένοι)
- 2010-2011: 3.701 PhD - (28.8% ξένοι) – 423 PhD το 2010
- 11 Σχολές
- 8.622 προσωπικό 12% ξένοι / (1556 καθηγητές)
- Ετήσιος προϋπολογισμός 410 εκατ. €
 - (49% Φλαμανδική Κυβέρνηση)
- 2410 ερευνητές με εξωτερικά κονδύλια (26% ξένοι)
- Shanghai ranking 2012 : 89/500

Number of PhD degrees awarded / Publications



Διασφάλιση ποιότητας

- Φλάνδρα 1972
- Κάτω Χώρες : 1992
- 2003 : NVAO (Nederlands –Vlaamse –Accreditatieorganisatie)

Διασφάλιση ποιότητας - Some history....for Flanders (1)

Flanders: A small area

In Higher Education:

Too many similar study programmes

in too many institutions

in too many cities

Low students numbers

Not efficient use of the financial sources

Optimising the offer → improve quality & competitive position

Διασφάλιση ποιότητας - Some history....for Flanders (2)

1991: Decree on the Universities (1)

- Reshuffling of the study programmes
- Uniformisation across institutions – classification of scientific domains of study
- No new study programmes → avoid competition

Result:

- full fledged universities continued to ‘control’ the landscape
- smaller ones could only grow by increasing their number of students.

Διασφάλιση ποιότητας - Some history....for Flanders (3)

1991: Decree on the Universities (2)

- Introduction of the minimum number of students for financing:

40 students for the first cycle

20 students for the second cycle

Study programmes with a smaller number of students had to phase out gradually

- Introduction of the principle of OBE (onderwijsbelastingseenheden): education load units (1 OBE = from 1 to 4.2 points) →
- The amount of government funds was related to student numbers and it was based on the overall OBE of an institution

Διασφάλιση ποιότητας - Some history....for Flanders (4)

1994: The Decree on the Hogescholen (polytechnics, university colleges, Fachhochschule)

Merging:

- (1994-1995):120 → 28
- (2000): 28→ 22 → Full autonomy
- Drastic in the field of the (so called) free, but subsidised education (mainly catholic).
- Introduction of a huge programme of optimisation/rationalisation

Διασφάλιση ποιότητας - Some history....for Flanders (7)

April 2003: Structural Decree

- Division of the study programmes in real cycles (bachelors & masters);
- Introduction of the principles and the implementation of accreditation;
- Introduction of the «Associations» = A network organisation university + hogeschool (temporary accreditation up to 2013).
 - Task: facilitating the so called process of “academisation” of the two cycle academic study programmes at the “hogescholen” i.e. Translation & Interpreting.

Κάτω Χώρες

8 October 1992:

Law on Higher Education and Scientific Research



nvao

nederlands - vlaamse accreditatieorganisatie

In 2003 the Netherlands and Flanders signed a treaty to establish a common accreditation body in accordance with the agreements made in the context of the Bologna Process.

NVAO (1)

- **Netherlands**

In the Netherlands, the NVAO assesses the internal quality of universities and colleges and the quality of their training.

- **Flanders**

In Flanders, the NVAO assesses the quality of training of statutory registered institutions and registered institutions.

- **Private organizations**

Private higher education institutions may be recognized by the government and thus obtain the right training to be accredited and legally recognized degrees / titles to be issued.

NVAO (2)

NVAO achieves its mission, by:

- - the accreditation of programmes offered by higher education institutions;
- - the initial accreditation of programmes that are not yet offered and/or registered;
- - the advancement of both the European and the international dimension in Dutch and Flemish accreditation and maintaining international contacts in order to reach agreement and cohesion.
- - undertaking other tasks commissioned by the Dutch-Flemish Committee of Ministers;
- - Contributing to the public debate on the developments in higher education within the scope of NVAO's primary tasks.

NVAO (3)

- In both the Netherlands and Flanders, NVAO engages in intensive consultation with institutions of higher education, experts, umbrella and professional organisations, students, employer's organisations and labour unions.
- NVAO endeavours to be proactive, to engage in dialogue with institutions, students and the labour market.
- Together with other accreditation organisations, NVAO verifies to what extent their policies are based on the same approach and procedures as those laid down in the Dutch and Flemish accreditation frameworks.

Post NVAO Flanders (1)

June 2007:

The so called commission-Soete, named after the chairman, started its activities in and submitted two reports so far (November 2008 and January 2009).

The proposals of the Commission-Soete consist of two parts: a qualitative and a quantitative one:

1. Qualitative criteria:

- social relevance of a study programme,
- efficiency of the processes of teaching and learning,
- a good system of student coaching,
- high study performance, qualification of staff,
- highly appreciated and ranked research results,
- international position of the institution,
- leading to good results.

Post NVAO Flanders (2)

2. Quantitative criteria:

Student numbers: a number of 115 students has to be considered as the minimum standard for a bachelor training.

This level - if not reached today - has to be reached gradually. In the academic year 2012-2013 institutions with less than 80 students in a first cycle programme have to submit a rationalisation plan for these study programmes;

all institutions with less than 115 students in 2015-2016 have to do the same.

The number 115 has been chosen in the assumption that in a bachelor the ideal is that yearly 60 students start as freshmen; that 30 students continue to the second year and that 25 finish the cycle.

Quality Assurance and accreditation (1)

- In Flanders, accreditation is a formal decision by the NVAO that a programme meets the predefined quality criteria. These criteria are laid down in NVAO's (initial) accreditation frameworks.
- This quality assurance system consists of three parts:
 1. an internal part,
 2. an external part and
 3. the part where the formal decision is taken.

Quality Assurance and accreditation (2)

1. *Internal Quality Assurance: the self-evaluation*

The self-evaluation of the programme is organised by the higher education institution itself and results in the self-evaluation report;

2. *External Quality Assurance: external quality assessment*

The self-evaluation report is the starting point of the external quality assessment. The result of the external quality assessment is the assessment report.

- The external quality assessment is organised by the VLHORA and VLIR. VLHORA and VLIR organise these assessments by setting up an independent assessment panel of experts responsible for assessing all the programmes in a certain field of study.
- The assessment panel consists of experts in the field of study, experts in quality assurance, educational/pedagogical experts and experts in the international development of the field of study. Students are always involved and represented in the assessment panel.

Quality Assurance and accreditation (3)

3. *The formal decision: accreditation*

- The procedure follows the NVAO's rules:
- Higher education programmes that have successfully gone through the external quality assessment sent their assessment report to the NVAO.
- The NVAO then evaluates the thoroughness of the external assessment and accepts or rejects its findings.
- If the accreditation decision is **positive, the programme is accredited**. This means that the programme is included in the Higher Education Register. This registration means that the degree awarded by the programme is recognised by the national authority or Flanders. Additionally, accredited programmes can receive public funding and the students enrolled in these programmes can receive student support (e.g. grants). However, public funding and student support are normally not available for programmes offered by private institutions.
- A positive accreditation decision by the NVAO is kept or listed in the Higher Education Register for 8 years.

Quality Assurance and accreditation (4)

- If the accreditation decision is **negative, the programme loses accreditation.**
- This means the programme is deleted from the Higher Education Register and can no longer be offered.
- However there is a possibility of temporary recognition during a recovery period.
- Temporary recognition may have a validity of one to three years.
- **Accreditation is a prerequisite for awarding Bachelor's or Master's degrees education funding and study financing for students.**

International policy (1)

- *Netherlands and Flanders have an active international policy in the field of higher education. This involves the content of education, attracting foreign teachers and students, but also to the students own experience to do abroad.*

International policy (2)

NVAO aims in the field of internationalization:

- active membership of the umbrella networks of accreditation and quality care organizations;
- the international profile of the Dutch and Flemish accreditation and higher education systems in favor of strengthening the position of Dutch and Flemish higher education abroad;
- the mutual recognition of accreditation decisions;
- the promotion of a European higher education area in which diplomas from accredited programs and settings are automatically recognized;
- the proactive monitoring of international developments in the field of quality assurance and higher education.
- On the international front, the focus is on expanding the operation of mutual recognition of accreditation decisions, the accreditation of *joint programs* ; setting audits and expanding the European website.

International policy (3)

- The NVAO actively participates in three international frameworks of quality assurance organizations. Board members and employees of the NVAO provide regular presentations and take part in various international meetings.
- Mutual recognition of accreditation decisions, the mobility of Dutch and Flemish students and graduates benefit (Conduct international students /Code of Conduct International Student Higher Education);
- Mutual recognition also makes it easier for foreign students and graduates in the Netherlands and Flanders to study or work in institutions with international programs have also benefited from the simplification of procedures by mutual recognition.
- The NVAO as Dutch representative took part in the development of the UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education.

Sharing some thoughts

Σας ευχαριστώ

