GHENT UNIVERSITY QUALITY CONDUCT 2.0

QUALITY ASSURANCE AND QUALITY SUPPORT

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This memo outlines the history of **Ghent University's Quality Assurance Conduct**: a system of **internal quality assurance and its concomitant education support services for teaching staff and study programmes**. This history can be divided into three phases: from the system's inception, first implementation and thorough review, over a period of adjustment and reflection, looking ahead at the future. These phases are respectively known as Quality Assurance Conduct 1.0 (2015-2019), Quality Assurance Conduct 2.0 (2020-2023), and Quality Assurance Conduct 3.0 (2024 and onwards)[1].

Changing legislative contours in Flanders[2] in combination with the results of a thorough internal systems review gave Ghent University policy makers a window of opportunity to take significant and daring steps towards a structural quality culture in education. In so doing, Ghent University boldly departed from models and procedures aimed at momentarily controlling educational practice and providing for subsequent intensive but short-lived periods of quality improvement. Living up to the university credo "Dare to Think", the new system is intended to **evolve into a fully-fledged university-wide quality *culture***, "in which all stakeholders naturally strive for *continuous* quality assurance as well as quality enhancement".[3]

The present memo mainly focuses on the Quality Assurance Conduct 2.0, though not without duly looking back at its antecedents and looking ahead at what the future might have in store.

1   INTRODUCTION

Installing a fully-fledged university-wide quality culture implies a framework containing a growth path with short-term and long-term goals. This is exactly what the new quality assurance model provides. In the period 2020-2023, Ghent University aims at instilling in its study programmes an attitude of data-driven critical reflection and systematic follow-up of improvement actions. This is the phase of the **Ghent University Quality Assurance Conduct 2.0** (hereafter QA Conduct 2.0). This phase marks (1) the implementation of monitoring instruments that will enhance quality reflection, and (2) the launch of coaching sessions on education policy(-making) and quality culture for faculties and study programmes. During that period of time (2020-2023), the Education Quality Board (in Dutch: Onderwijskwaliteitsbureau - OKB) will screen and ensure the quality assurance process of our 200 study programmes.

The new quality assurance system is built on the following basic principles:

- *trust*: the new approach is premised on trust in the expertise held by study programmes and faculties;

- *shared ownership:* the new approach aims at facilitating and stimulating self-management. After all, the study programmes and faculties are the principal engine for generating and monitoring quality;

- *continuous improvement:* the new approach aims at furthering a positive quality culture, in which faculties and study programmes are stimulated to continuously improve (the quality of) their education;
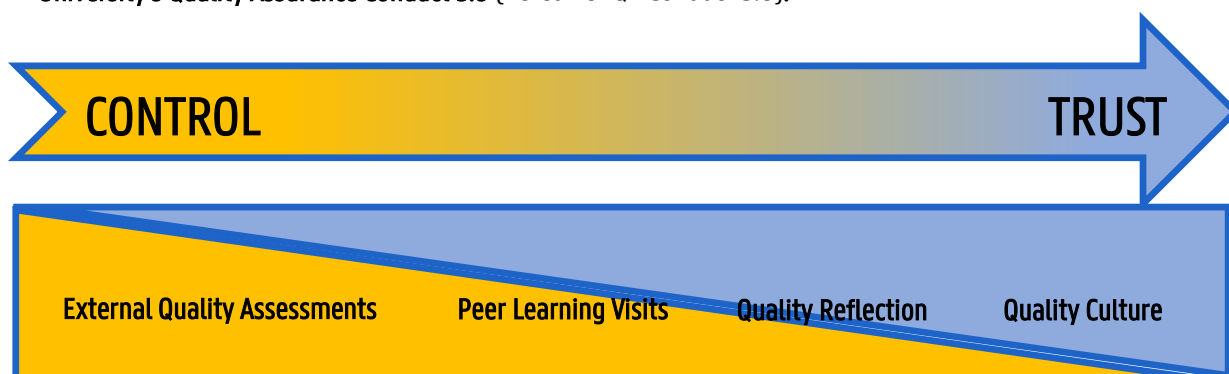
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[1] Ghent University Quality Assurance Conduct - hereafter: QA Conduct 1.0, 2.0, 3.0
[2] The new Quality Code for Higher Education came into effect in 2018
[3] https://www.nvao.net/nl/procedures/vlaanderen/instellingsreview

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- *efficient tools*: the new approach offers a set of "quality performance tools" to support existing quality assurance procedures, and to substantiate policy-making in faculties and study programmes;

- *Enlightened University (Dutch: UGent Verlicht)*: where possible, administrative processes are being simplified, reducing reporting and documentation requirements and overhead to an absolute minimum;

In a next phase, from 2024 onwards, faculties' and study programmes' self-management will have been sufficiently boosted: they will be able to refer to the varied education support services at their own discretion in order to ensure a **continuous and *continual* monitoring and improvement of education. This phase will be Ghent University's Quality Assurance Conduct 3.0** (hereafter QA Conduct 3.0).

CONTROL   TRUST

External Quality Assessments   **Peer Learning Visits**   **Quality Reflection**   **Quality Culture**

The following section contains a brief retrospective of Ghent University's Q.A. Conduct 1.0 (2015-2019), including the comprehensive and critical systems review that was carried out (2018-2019). Subsequent sections will discuss the development of the Q.A. Conduct 2.0, and look ahead at the future of quality assurance at Ghent University (Q.A. Conduct 3.0).

2   QUALITY ASSURANCE: TOWARDS QUALITY ASSURANCE CONDUCT 2.0

2.1   Quality Assurance Conduct 1.0 (2015 – 2019): Focus on Peer Learning Visits

2.1.1   Introducing Peer Learning Visits

Legislative changes in Flanders (2014), gave higher education institutions (HEI) the opportunity to take quality assurance of study programmes into their own hands. A transitional decree suspended the external quality assessments (in Dutch: onderwijsvisitaties) that had been customary up until then, and in its place introduced the **institutional review.** Supervised by the Accreditation Organisation of the Netherlands and Flanders[4] (hereafter NVAO), the institutional review and its concomitant procedures aim at gauging the HEI's policy and so-called quality assurance conduct. These changing legislative contours provided the incentive for the development and implementation of Ghent University's first internal quality assurance system. In the period

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between 2015-2019, the new system put into place monitoring processes on all levels of policy-making: the individual study programmes, the faculties, and the institution.

At the **level of the study programmes**, the new system introduced **digital portfolios**[5] and **peer learning visits**[6] as part of a continuous approach to quality assurance. An online repository in which study programmes outline their day-to-day operation, the portfolios included all underlying (quality assurance) processes and practices. A crucial information feed in those portfolios was the data made available through **UGI**[7], **Ghent University's business intelligence system**, and the study programme's **critical analysis** of that data. The information in the portfolio, then, was the starting point for the peer learning visits, the aim of which was twofold: (1) to promote and exchange good/best practices between study programmes and across disciplinary boundaries, and (2) to learn from each other's challenges and difficulties. Every peer learning visit resulted in a written report that was brought before the **Education Quality Board**[8] (hereafter EQB; ut infra), containing recommendations and advice.

Parallel to the processes for study programmes, the new system also introduced various monitoring processes at **faculty level**, including a **digital portfolio** and an **annual quality meeting**. The faculty portfolio logically focused on faculty-specific policy lines and actions, and faculty-specific quality assurance processes. **Every faculty** also **takes part in the Annual Quality Meeting,** involving the following parties: the Dean and Director of Studies, the Director of Education, the Head of the Quality Assurance Office and their immediate staff. Main subject of these meetings are the principal policy and quality assurance developments.

At **institutional level,** a specialized committee was installed to **monitor the efficiency of quality assurance processes, and to guarantee the quality** Ghent University's 200 study programmes. The Education Quality Board (EQB) operates under supervision of the Board of Governors and the Executive Board, but has been granted decision-making power in all matters related to education policy and quality assurance.

2.1.2   The First Institutional Review: Outcome

In the years 2015-2017, the NVAO conducted a first round of institutional reviews in Flanders by way of baseline measurement. As such, the outcome had no legal effect but resulted in an advisory report with specific recommendations. Ghent University's advisory report –delivered after the site visit in May 2016 - emphasized the QA Conduct's clear stimulus towards self-reflection on quality assurance. Additionally, the report commended, among other things, the **thorough process-based check** that was built into the peer learning concept; the **focus on reciprocal learning** between study programmes, and the **strong student engagement** on all levels of the new quality assurance model. At the same time, however, the report advised **further investment in international benchmarking**, and a **strengthened check on study programme content.**

2.1.3   Quality Assurance Conduct 1.0: Internal Review

In the immediate aftermath of the institutional review, Ghent University took measures to evaluate the peer learning concept. In the course of the academic year 2016-2017, meetings were arranged with the eleven

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[5] the portfolios were incorporated into Ghent University's electronic learning environment (ELE) "Minerva"

[6] a typical peer learning visit takes up an entire day, in the course of which a six-member team visited a specific Ghent University study programme, engaging in group discussions with programme committee members, with a representative group of lecturers, a representative group of students, and with alumni. Teams consist of three Ghent University programme committee chairs, an external independent expert, and a student representative. Peer learning visits were coordinated and overseen by Quality Assurance Office staff members.

[7] UGI is the Dutch acronym for "UGent Geïntegreerd Beleidsinformatiesysteem". In English, this translates into Ghent University Integrated Business Intelligence System.

[8] Dutch: Onderwijskwaliteitsbureau – OKB

faculties' Directors of Studies and quality assurance staff. Among other things, the ensuing talks established that the digital portfolio was considered to be too passive an instrument for integration into the study programmes' day-to-day workings. Performing a systematic check on all 55 processes and the more than 100 indicators that lie at the heart of the portfolio had turned out to be a highly complex exercise, not in the least because study programmes had to delve into UGI themselves to uncover the relevant data. Though promising in their initial concept, the digital portfolios, in other words, raised (too) many impediments to systematic, data-driven decision-making and quality assurance.

With the purpose of formulating specific improvement measures, the Education Department[9] launched a survey and organized focus group meetings in the spring of 2018, targeting every stakeholder group that had up until this point participated in the peer learning visits. Together with a **general appreciation** for the peer learning concept, this internal systems review uncovered a number of **positive aspects**, for instance: an outspoken interest in the development of support services, which would come into effect after the peer learning visit, and which would consist of tailor-made coaching initiatives. The responses **also** revealed several **points of improvement,** for instance: the fact that during peer learning visits, peers were asked to assess and score each other was found to be overly judgmental, and therefore too reminiscent of the external assessments of old. This approach might also unintendedly pave the way to more institutionalized window dressing. Moreover, for many respondents the focus of peer learning visits proved to be muddled, holding an ambiguous middle between process evaluation and content-specific evaluation. Finally, the peer learning visits were shown to bring about a considerable administrative burden, not in the least because the majority of "peer visited" study programmes was not expected to present any major problems – as was afterwards confirmed by 90% of the peer learning reports.

2.1.4   A New Quality Code for Higher Education: Implications

A review of the transitional decree by the appropriate government echelons resulted in a new Quality Code for Higher Education in May 2018. The Flemish legislators decided to **maintain the process of institutional reviews for Higher Education Institutions (HEI)**. The Quality Code lays down a six-year review cycle with two possible outcomes: a positive outcome entails an automatic renewal of study programme accreditation for the HEI; a negative outcome reverts the HEI to a system of external study programme accreditation.

The new Quality Code also lays down a set of **assessment criteria** for the institutional review, and a number of quality features which all study programmes are expected to meet. The HEI's own quality conduct must guarantee the following aspects:

- **programme-specific content** (learning outcomes/programme competencies, curriculum, exit level);
- the **quality culture** in each study programme;
- the extent to which study programmes implement **the HEI's education policy**. For Ghent University specifically, this means monitoring and guaranteeing that all study programmes live up to **Six Strategic Objectives**[10].

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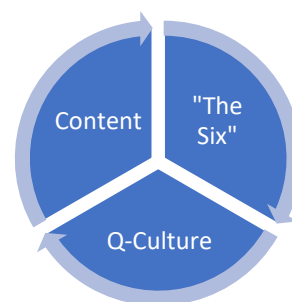
[9] Dutch: Directie Onderwijsaangelegenheden – DOWA

[10] Ghent University's Six Strategic Objectives are known in Dutch as "De Zes" - "The Six"

In addition, the Quality Code places strong emphasis on stakeholder engagement: HEI are expected to structurally involve **internal** (lecturing staff, students) **as well as external** (alumni, the occupational field, independent international peers) **stakeholder parties** in their quality assurance. Finally and crucially, the Quality Code explicitly holds HEI responsible for pronouncing a **formal quality assurance resolution** (hereafter QAR)[11] for every individual study programme, and for the publication and follow-up of those QARs as **"publicly available information"**.

2.2   Towards a Q.A Conduct 2.0 (2020 – 2023): Focus on Quality Reflection

The recent developments outlined above, prompted policy makers at Ghent University to bring its quality assurance model up to date, and in compliance with the new legislative guidelines. In the course of one year (late 2018 - end of 2019), a new system was developed in close consultation with internal stakeholders (faculties, Directors of Studies, quality assurance staff, study programme chairs, …), and external experts. In the new system's initial roll-out phase (QA Conduct 2.0), Ghent University will focus on systematic **quality reflection** about its education policy. **Conform the PDCA principle**, this reflection will result in appropriate improvement measures on all levels, from individual lecturers and study programme (committees), over faculties to the institution.

2.2.1   PDCA-based Quality Reflection on 4 Levels

2.2.1.1   The Lecturer

Ghent University lecturers are inspired and enthusiastic teachers with a self-reflective attitude to their teaching and assessment practice. To stimulate and encourage such self-reflection, (newly appointed) lecturers have at their disposal a wide offer of **professional development initiatives**, all of them ensuing from and contributing to the university-wide principles of "what constitutes good teaching". A more "institutionalized" incentive for self-reflection is provided by the annual **course feedback by students.** These surveys are used as a quality assurance tool within the context of the new career path for professorial staff.
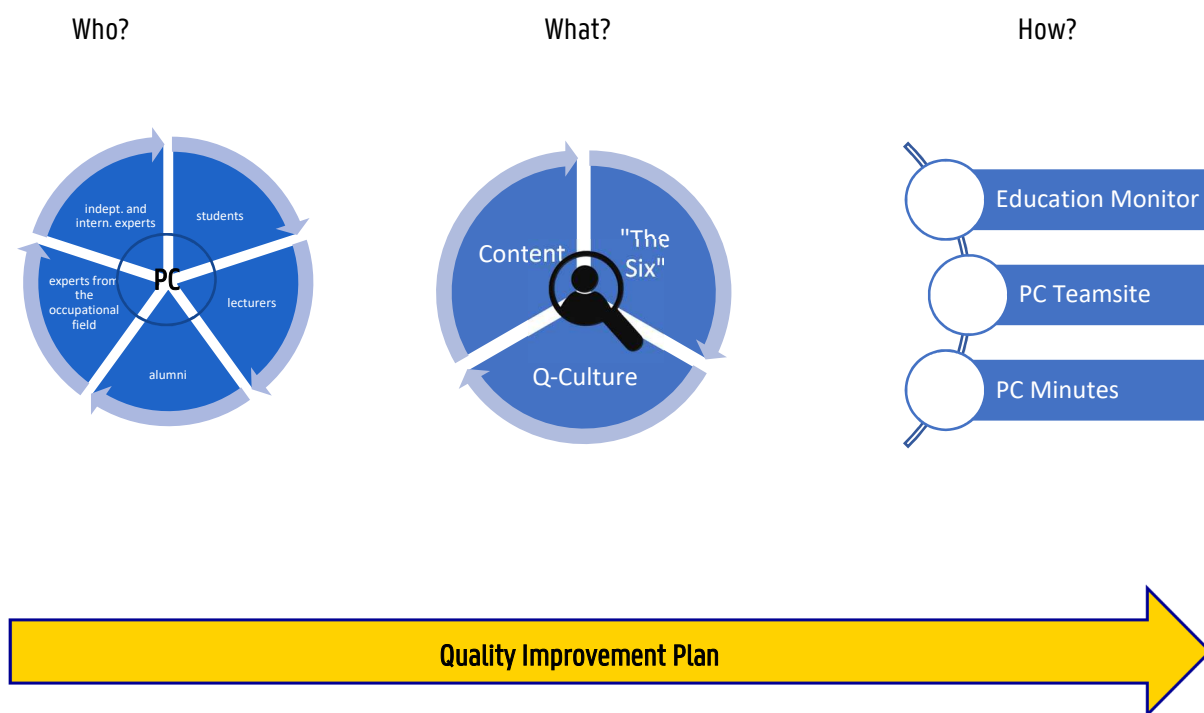
2.2.1.2   The Study Programme

At Ghent University, every study programme **regularly (at the least annually)** carries out a critical self-reflection on the three features laid down by the Quality Code, i.e. programme-specific content, quality culture, and the implementation of Ghent University's "Six". Responsibility for this process lies with the **programme committee**, which is also in charge of generating and cultivating the engagement of all the relevant stakeholder parties: students, lecturing staff, professional field, alumni, international peers and experts. Since the new system places great store by the **check on programme-specific content,** the university is developing a clear set of guidelines to facilitate embedding the external perspective.

Quality performance tools are essential to promoting a qualitative and systematic reflection process. For that purpose, Ghent University offers its study programmes, among other things, an education monitor, a team site for programme committees and a document management system. The **education monitor** is the highly improved successor to the old digital portfolios, in which the plethora of "checkable" processes has been replaced by a manageable set of programme-specific operational objectives. These objectives have been integrated into the monitor, are easy to assess and are linked to specific UGI data. The education monitor, in other words, is now

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[11] Dutch: "borgingsbesluit"

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truly data-driven and has a proper **dashboard function**. Taken together, the above-mentioned quality performance tools enable the programme committees to draw up an **annual quality improvement plan**.

Who?   What?   How?

Quality Improvement Plan

2.2.1.3 The Faculty

The faculty fulfils an **essential part in education support and quality assurance of its study programmes**: it translates (institutional) policy lines into faculty- and programme-specific measures and guidelines, and actively promotes professional development and exchanging good practices. Since efficient policy presupposes a healthy amount of introspection, faculties are also expected to **regularly (at least annually) carry out a critical self-reflection** on their education policy, internal quality culture and the implementation of Ghent University's "Six". The underlying processes and quality performance tools are analogous to those on study programme level (see 2.2.1.2). The format of the **Annual Quality Meeting** (see 2.1.1) continues to exist and strengthens the partnership between the Education Department and the faculties.

2.2.1.4 The Education Department

Last but not least, Ghent University's critical attitude is highlighted at the institutional level as well: the administration carries out a **critical reflection** at least annually, scrutinizing the university's education policy, the general quality culture and its own operational objectives. Here, too, the exercise is supported by a central education monitor, a team site and a document management system.

2.2.2 Quality Assurance

2.2.2.1 The Role of the Education Quality Board (EQB)

In the new QA Conduct, the EQB will continue to monitor and guarantee the quality culture in every study programme. The EQB, in other words, needs to check whether the study programmes are able to efficiently

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pursue a shared education policy and perform quality assurance processes. In this light, the EQB will carry out **a one-time screening** of all Ghent University study programmes in the years 2021-2023. The screening is based on trust: the EQB does not aim at evaluating programme-specific contents – after all that aspect is covered by the external perspective, but rather at gaining clear insight into the study programmes' quality culture and improvement capacity. In the phase of QA Conduct 1.0, the peer learning visits were an intermediate step in the final assessment of study programme quality. For the screening purposes described above, the next phase (QA Conduct 2.0), will grant the EQB unmediated access to the monitors. Considering the scale of our university, this will prove to be an elaborate exercise, with which the **composition and role of the EQB will have to be aligned**.

2.2.2.2 EQB Screening Exercise

The screening is envisaged as:
- being a uniform procedure with the same set of criteria for every study programme;
- yielding an accurate and nuanced picture of each study programme's prevailing quality culture;
- being carried out smoothly and efficiently;
- being transparent and traceable.

In adherence to the criteria outlined above, the EQB will use a uniform and user-friendly template. This template will focus on a check of the following domains/criteria:
- **data congruence** between information in UGI (among other things) and the information in the monitor (e.g. the self-reflection);
- embedding the **external perspective;**
- **quality culture**

2.2.2.3 Quality Assurance Resolution (QAR)

Based on the screening, the EQB will pass a **quality assurance resolution** (QAR) for every study programme's quality and quality culture.

There are three types of quality assurance resolution:

(1)   **basic (education) quality is guaranteed, with confidence in the study programme's policy-making capacity: positive QAR.** In a partnership with DOWA, the study programme might be invited to share one or more good practices with other study programmes and/or faculties. The study programme is made aware of DOWA's **professional development catalogue**. The EQB can advise to follow up on certain improvement actions, and to participate in specific education support initiatives.

(2)   **basic (education) quality is guaranteed, though immediate improvement actions are needed: positive QAR** with a compulsory referral to specific coaching tailored to the identified points of concern. The study programme delivers a three-monthly progress report to the EQB. In addition, the study programme is free to participate in specific education support initiatives.

(3)   **basic (education) quality is not guaranteed: negative QAR** with urgent measures, and if necessary, immediate discontinuation of the study programme.

A **screening calendar** has been drawn up, allowing the EQB to systematically screen and pass a QAR for every study programme (monitor) in the years 2021-2023.

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The new system also provides an **appeal procedure**, which in principle can only be invoked in the case of a negative Quality Assurance Resolution. Should study programmes wish to appeal against a QAR, this will be handled by a panel (with either internal or external members, e.g. former vice-chancellors or former deputy vice-chancellors).

2.2.3 International Study Programmes

International study programmes, jointly organized with one or more foreign partner institution(s) and leading to a joint degree, will preferably follow the **European Approach for Quality Assurance of Joint Programmes**[12], which was adopted by the European ministers of Education in May 2015. The European Approach offers one single framework containing standards and an assessment procedure for international joint programme. This framework allows all quality assurance agencies in the European Quality Assurance Register to assess joint programmes. At this point in time, however, the operationalisation of this approach is in need of further clarification. As a consequence, the role of Ghent University's QA Conduct in the European Approach will have to be specified at a later stage.

2.2.4 Public Information

Every Ghent University study programme, including the international ones, is expected to render account to the general public about the quality (assurance) of their education. The information provided by each of the study programmes contains an honest self-reflection on education quality (assurance) and policy, i.e. specific strengths and/or points of improvement they wish to communicate.

After every QAR passed by the Education Quality Board, the faculty and the study programme concerned will be asked to update their public information and include that update into their education monitor. This text contains an overview of the **main strengths and points of improvement together with a feasible timing** for addressing the latter. This overview will be open for consultation by the general public on a **separate education policy and quality assurance webpage** on the Ghent University homepage. From there, it will be possible to link to the **Study Guide.**

For study programmes who have demonstrably dealt with one or more points of improvement, it will be possible to formally apply with the Education Quality Board for publication of an updated version of their public information **on a two-yearly basis**. Based on the study programme's motivation and data in the education monitor, the EQB will consider this update for approval.

2.3 Q.A. Conduct 3.0 (2024 and onwards): Continuous Quality Culture

As previously indicated, the Q.A. Conduct 2.0 phase forms a necessary step towards the next phase, in which education (policy) and quality assurance processes will be further developed within a fully-fledged quality *culture*.

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[12] https://www.nvao.net/nl/european-approach-for-quality-assurance-of-joint-programmes consulted on 1 December 2019.

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Through a continued promotion of systematic critical reflection on the objectives in the education monitor and a variety of support initiatives organized by the Education Department, **the faculties' and study programmes' policy-making capacity will be honed further**. **Faculties** will have an increasingly important role to fulfil in monitoring their study programmes' education: our faculties must **gradually grow in this role** in order to become **self-managing entities** with 'primary care services' as far as continuous quality monitoring and quality improvement are concerned. In this context, the Education Department becomes a 'secondary care' partner, offering support to study programmes and faculties. From 2024 onwards, the Education Quality Board will carry out its tasks based on processes and procedures that enable continuous monitoring, e.g. based on permanent random checks of the education monitors (instead of a cyclical calendar). That way Ghent University will continuously keep a finger on the pulse with regard to its study programmes' quality of education.

3   EDUCATION SUPPORT: TOWARDS EDUCATION SUPPORT SERVICES 2.0

3.1   History (1998-2019): Focus on Professional Development

Ghent University's strong tradition of professional development initiatives for teaching staff (members of the professorial staff as well as academic assistants) dates back to 1998. Since that time, the initiatives for individual lecturers have greatly evolved and further developed. They have known quite some success as well: on 1 July 2019, 60 percent of the senior full professors had taken the Introductory Teacher Training.

In the spring of 2019, the existing initiatives were thoroughly reviewed. **User insights** have revealed that the needs of different teaching staff groups differ greatly according to their specific teaching assignments. **Research literature on professional development in education contexts** shows that professional development initiatives succeed best when they are offered as a learning track, and when they are directly applicable to the target group's teaching practice. Precisely these two aspects were difficult to realize with the 'old style' initiatives. In light of the **Q.A. Conduct 2.0**, it became clear that support services for study programmes and faculties needed to be enhanced. In a context in which study programmes and faculties will be asked to systematically reflect on their own education (policy) and quality assurance performance, a continuous offer of varied support services will be necessary.

Ghent University will address this need by developing high-quality and efficient support services aimed at **professional development** with regard to **education (policy) competencies and quality assurance processes and strengthening mutual learning.** This way, Ghent University wishes to facilitate and stimulate self-managing capacities and cooperation between lectures, and within study programmes and faculties.

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3.2 Education Support Services 2.0: Basic Principles

3.2.1 Well-founded, Contextualized and Future-oriented

The Education Support Services 2.0 are offered within an academic setting and based on recent **academic, practice- and data-oriented evidence**. Teaching materials, educational/pedagogical concepts and training initiatives are always developed based on analysis, research and co-creation. Each type of support aims at, and explicitly focuses on alignment with university **policy**, the broader (international) education context, and society at large. In line with the university credo 'Dare to Think', the support services deal with new developments in a **critical** and well-considered manner.

3.2.2 Ownership for Lecturers, Study Programmes and Faculties

The Education Support Services 2.0 aim **at individual lecturers** as well as **study programmes and faculties**. Ownership of the learning and innovation processes, however, will always firmly remain with the different target groups. Participation in professional development initiatives is **registered** and **built into UGI as an indicator** for integration into the **monitor**. This process supports study programmes' and faculties' policy-making with regard to education support.

3.2.3 Supply- and Demand-driven

The Education Support Services 2.0 will be shaped in a **supply-driven** manner in the sense that they will dovetail with the didactic competencies for Ghent University lecturers, and with the **operational objectives in the education monitor**. We will combine this supply-driven approach with a **demand-driven** approach in the sense that there will be a yearly update of the course offer. This update will be carried out based on the ever-changing needs pointed out by lecturers, and based on yearly needs assessments carried out by the Education Department among the faculties and their quality assurance staff. The Education Support Services 2.0 will be communicated in a timely, recurrent and transparent manner, allowing lecturers, study programmes and faculties sufficient time to plan when to participate. Popular initiatives will be scheduled multiple times in the course of the academic year.

3.2.4 Once-Only Initiatives and Learning Tracks

Depending on the purpose and the intended impact, we either choose **brief peer supervisions** or **learning tracks**. Once-only initiatives usually have an informative character (e.g. how to operate the education monitor). A learning track consists of multiple learning moments and offers the opportunity to differentiate pursuant to the initial situation, to put newly acquired knowledge into practice, and to learn from, and together with peers (e.g. the professional development path for professorial staff, cf. 3.2.7). The different initiatives will be shaped **efficiently**, meaning that didactic methods will always be adapted to the intended objectives and the time that is available.

3.2.5   Blending Online and Face2Face Contacts

Face2face initiatives like holding discussions, exchanging of ideas and experiences, giving feedback, … are a great way to enhance interaction. In addition, these initiatives contribute to a growing **community** spirit among lecturers and education support staff. With room for dialogue and discussion, we create an **open learning culture** focused on knowledge sharing and mutual learning. **Online initiatives** are used mainly to share basic information, and to support our teaching community anytime, anywhere. Education Tips, Ghent University's online repository of didactic and other education-related information, will become an important online information channel for teaching staff, study programmes, and faculties.

3.2.6   Expert Learning and Peer Learning

The Education Support Services 2.0 will contain a mix of **expert learning** (new learning contents brought by an expert) and **peer learning** (learning from each other by exchanging experiences and practices among colleagues). The Education Department plays a mediating role by disseminating good practices and experiences across study programme and faculty boundaries. Different information channels (e.g. Education Tips, train the trainer sessions, learning tracks for the professorial staff, learning networks, etc…) are available for that purpose.

3.2.7   Basic and In-depth Course Offer

We have a basic and an in-depth course offer. The *basic course offer* focuses on **essential didactic competencies** of lecturers and the **education monitor objectives** for study programmes and faculties. The *in-depth course offer* focuses on lecturers', study programmes' and faculties' **specific needs or interests**.

Basic Offer

From September 2020 onwards, **newly appointed members of the professorial staff** will participate in a *mandatory blended learning track* on 'Lecturing at Ghent University'. This learning track consists of a kick-off event, online modules, peer supervisions, a possible peer observation and a practice assignment. The learning track continues throughout **one academic year**. Newly appointed members of the professorial staff participate in the kick-off event before the start of the academic year. The peer observations take place **a year after being appointed**. If members of the professorial staff are unable to participate, they complete the learning track within two years after being appointed. This way, the learning track is brought into alignment with the follow-up moments in the new professorial staff career path. The basic learning track is offered both in Dutch and in English. Time of investment (contact moments and self-study taken together) is estimated at 50 hours. This constitutes the *basic learning track for members of the professorial staff* (and replaces the current mandatory introductory teacher training).

Longer appointed members of the professorial staff, post-doctoral assistants, and post-doctoral research assistants will be able to participate in an *elective blended basic learning track* on 'Lecturing at Ghent University'. This learning track consists of a kick-off, online modules, and two moments of peer supervision. Time of investment (contact moments and self-study taken together) is estimated at 24 hours. This constitutes the *basic learning track for lecturers*. In addition, there will be an elective **professional development track on education (policy) and education management** for members of the professorial staff who are part of a study programme committee. This learning track will be organized in cooperation with and/or complementary to the 'Leadership' course offered by the Personnel Department. The course is interesting for members of the

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professorial staff who wish to become chair of a study programme committee, and/or for strengthening the study programme committee in general.

For academic assistants, tutors and teaching assistants online modules and an elective moment of peer supervision will be organized on 'Lecturing at Ghent University'. Time of investment (self-study) is estimated at 8 hours. This constitutes the *basic assistant learning track*.

The **online modules** 'Lecturing at Ghent University' will be available continuously for all Ghent University staff members in Dutch and in English. This way we wish to offer support them in their teaching practice anytime, anywhere. The online modules will be accessible via Education Tips.

A **basic course offer** is being developed for **study programmes and faculties** as well. This course offer will focus on *enhancing the policy-making capacity and implementing processes of change* in study programmes and faculties. Among other things, a strong emphasis will be placed on installing **structural consultation** between study programme committee chairs and quality assurance staff, and on setting up **learning networks** between these two groups.

In-depth Course Offer

In addition to the basic course offer mentioned above, there will be **an in-depth course offer with thematic workshops for lecturers** (e.g. how to lecture to large groups, how to coach writing assignments, how to use lecture recordings, etc...) and **learning networks** (e.g. internships). Lecturers and education support staff will be able to browse this offer and participate in the initiatives according to their own needs and interests. Moreover, it is an offer that will be adjusted and complemented based on user experiences.

The **in-depth course offer for study programmes and faculties** is aligned with possible *content-related questions* in the context of education policy (e.g. curriculum design, assessment policy, etc...), quality assurance and Ghent University's strategic education objectives in the monitor. For study programmes and faculties the offer will be built on a **train the trainer model**. This means that programme committees or faculty managements can use the monitor (self-reflection) to determine which objective(s), topic or monitor chapter needs improvement or extra focus, and which staff members are most suited to be delegated to the chosen session(s). This delegation of staff members can consist of lecturers as well as support staff. The aim is to train and coach groups of staff members with complementary profiles (content experts, process experts, policy experts) and enable them to implement and follow up sustainable processes of change and/or improvement. The train the trainer sessions offer participating study programmes and faculties useful frameworks, and facilitate mutual learning.

By way of conclusion, we wish to emphasize the **crucial supportive role** that is and will be played by the **administrative and technical staff members** of the Faculty Education Services and the Education Department. Mutual and accessible dialogue between Ghent University's central and decentral services will be crucial in the implementation and the success of the Q.A. Conduct 2.0, together with continuous professional development of all the stakeholders involved.

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3.3   Education Support Services 3.0 (2024 and onwards): a Complementary Partnership

From 2024 onwards, the Education Support Services will be unfurled by means of a **complementary partnership.** Together we provide excellent education. Based on mutual trust, lecturers, study programmes, faculties and the Education Department work together towards the development of a powerful learning environment. In the period between 2020-2023 we will focus on the professional development of didactic and education policy competencies, quality assurance, mutual learning, and enhancing autonomy and trust. In a next phase, from 2024 onwards, the faculty education services will be strengthened and will be able to support and coach their study programmes and lecturers in a proactive and self-managing manner. As a secondary care partner, the Education Department will focus on proactive policy work, education development and innovation, coaching (new) decentral education support staff.

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4   CREATING SUPPORT AND LAUNCHING A COMMUNICATIONS PLAN

The success of the Q.A. Conduct 2.0 – and afterwards, the Q.A. Conduct 3.0 – will strongly depend on **the base of support and participation** of all stakeholders within and without the Ghent University community. **The new Quality Assurance Conduct and Education Support Services for lecturers and study programmes** were developed in close consultation with the study programmes and faculties. In so doing, we laid an important foundation in terms of creating a base of support and trust. The coming years will be an important implementation phase. In order to ensure active participation from all stakeholders a promotional **communications and professional development plan** will be set up. The plan will take into account the different stakeholders' information needs, the gradual planning of activities and the accessibility of information. In addition, we will continue to invest in consultation and interim assessment using the existing participation councils and advisory bodies.

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