



Appendix 9: Tailored Coaching Programme

1. Context

In the years 2021-2023, the Education Quality Board will screen all study programme monitors (see Appendices 7 and 8). Based on this screening, the Education Quality Board (EQB) will pronounce a quality assurance resolution for each study programme. In addition, study programmes – whether or not after being explicitly advised by the EQB – can be referred to the Education Department's **support services**. The **mandatory coaching programme**, the modalities of which are described below, is part of that offer and is **inextricably linked to the second quality assurance resolution**:

"Basic (education) quality is guaranteed, though immediate improvement actions are needed: positive quality assurance resolution with a compulsory referral to specific coaching tailored to the identified points of concern. In addition, the study programme is free to participate in specific education support initiatives."

2. Tailored Coaching Programme: Approach

The tailored coaching programme is **solution-oriented in nature, with a clear focus on a study programme's learning perspective and improvement capacity**. The principles are as follows:

- (1) **problem identification**: a study programme can deal with different types of problems;
- (2) **the faculty's role**: primary support is always provided by the faculty quality assurance staff based on a relationship of trust with the study programme;
- (3) **the Education Department's role**: the Education Department provides secondary support. A good partnership between the Education Department and the faculty quality assurance staff based on open dialogue, short communication lines and a clear delineation of tasks is crucial;
- (4) **support**: the programme starts from intense and targeted adjustment and evolves towards optimal self-management.

2.1 *Problem Identification*

Study programmes can be confronted with **different types of problems**. The coaching programme takes into account **four categories**, with category 1 up to and including 3 corresponding to the **three principles laid down by the Flemish Quality Code, i.e. a study programme's content, its quality culture and its ability to implement the institution's education policy**. This three-way division also roughly follows the structure of the Education Monitor. A fourth category comprises problems which go beyond a study programme's discretionary powers, but which have a major impact on (the organization of) education, and jeopardize the quality of education. In such cases, intervention from the university management is necessary.

(1) **content-related/didactic/curricular problems**

- vision/mission;
- implementation of vision/mission in the curriculum, into programme competencies;

- embedding the external perspective (review by independent international peers, colleagues, experts; by the professional field – cf. chapter External Perspective)
 - curriculum coherence, curriculum design, learning pathways, constructive alignment;
 - competency matrix, course sheets;
 - assessment policy, assessment practice, feedback modalities;
 - work placement, Master's dissertation
- (2) **thematic problems/ problems related to the six strategic education objectives**
- multiperspectivism (incl. gender and diversity, sustainability, CSL, entrepreneurship,...);
 - education based on research;
 - internationalization;
 - stakeholder involvement (alumni policy, involvement from the professional field, etc.)
- (3) **policy (implementation) for a quality culture**
- organization of education (policy);
 - concretization of education policy, functioning (restart, reactivation) of the Programme Committee;
 - Education Monitor, quality assurance processes, improvement policy
 - communication and information sharing
- (4) **management**
- viability/existence of the study programme (in the light of student numbers, overlap with other study programmes, employability, rationalization, logistics, costs/benefits, ...);
 - HR issues (individual performance issues, mutual conflicts, low social cohesion, detrimental work climate, ...)
 - logistical and financial problems (financing mechanisms, fragmentation of budgets, use of P-points, logistical problems, ...)

2.2 Goal

The **study programme and the Programme Committee** are the main actors in setting up improvement processes on their own account. **Faculties and the Education Department** only act in the second and third instance, if specific support is needed. The faculty quality assurance staff provide primary support on the basis of their relationship of trust with the study programmes, and the Education Department provides secondary support. Crucial principles in this division of roles are **mutual trust** (between the quality assurance staff and study programmes on the one hand, and the quality assurance staff and the Education Department on the other), **short lines of communication** and a **clear delineation of the support given**, both in terms of duration and content. In principle, the Education Department does not intervene in faculty processes unless this (1) is explicitly requested, and/or (2) this is stipulated by the EQB.

The **fourth basic principle** encompasses **the actual goal** of the tailored coaching programme, i.e. to arrive at a **solution-oriented trajectory, supported by all actors, tailored** to the study programme's needs. In consultation with the study programme and the faculty, a specific end goal and a clear timeline are always set. Both can be adjusted as needed in the course of the programme. The coaching programme aims at sharpening the study programme's improvement capacity. At the end of the coaching programme, study programmes are better equipped to reflect on their own education quality (assurance) in a proactive and reasoned way, and to act accordingly. Every **three months, a progress report is submitted to the EQB**. When all crucial improvement points have been resolved, this is **formally ratified** by the EQB and the **"publicly available information"** is updated.