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 groningen

campus fryslân

Quality Assurance Protocol for Teaching

Campus Fryslân

Update September 2020



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Introduction

In a quality assurance system for teaching, it is the participants – at all levels - who should be in control. They know which signals to look out for, how to interpret them and how to respond to them in order to maintain or improve the quality of teaching. The quality assurance system therefore provides structural guarantees for the quality of all degree programmes. For the University to have a demonstrably good quality assurance system in place, each faculty must assess quality in a consistent way, document it properly and implement this policy for all faculty programmes.

This Quality Assurance Protocol describes how quality assurance is organized for education at Campus Fryslân. It provides guidelines for the structural assurance of the quality of all degree programmes, both at Bachelor's and Master's level.

This Quality Assurance Protocol has been drawn up in consultation with the Strategy, Education & Research (SER) department to ensure that it is sufficiently in line with UG policy. The first version of CF's protocol was delivered in August 2018, with the start of the degree programmes. The protocol is updated every year based on new central UG and faculty policies and new insights and experiences with the evaluation cycle.

Chapter 1 describes the principles for quality assurance at Campus Fryslân. Chapter 2 outlines the quality assurance system for Campus Fryslân. Chapters 3 and 4 discuss course unit and programme evaluations.



1 General principles for quality assurance

Each faculty's quality assurance system is based on the UG Quality Assurance Protocol (Quality Assurance Protocol for Teaching, 2017-2020, update 2019). This Quality Assurance Protocol covers monitoring, reporting and follow-up at all levels of teaching: staff level, course unit level, degree programme level, faculty and university level. A cyclical approach is applied at each level, and the outcomes systematically recorded in reports. Follow-up takes place on the basis of the results of evaluations, review visits and administrative agreements.

The UG-wide quality protocol has been translated into a protocol specifically for Campus Fryslân. Both protocols are based on the PDCA cycle (Plan, Do, Check, Act):

Plan: The starting point for a well-functioning quality assurance system is that it is based on clear objectives. For Campus Fryslân these objectives are included in the Strategic Vision 2022, Educational Strategy Campus Fryslân and Programme and Assessment Plans per degree programme.

Do: Providing teaching based on the policy and programme plans.

Check: Evaluation of various quality themes based on surveys, discussion and programme meetings and (internal) audits, etc.

Act: Based on the results of the evaluations, points for improvement are identified and action plans are drawn up.

It is important that the cycle is closed, so that improvement plans are actually implemented and evaluated.

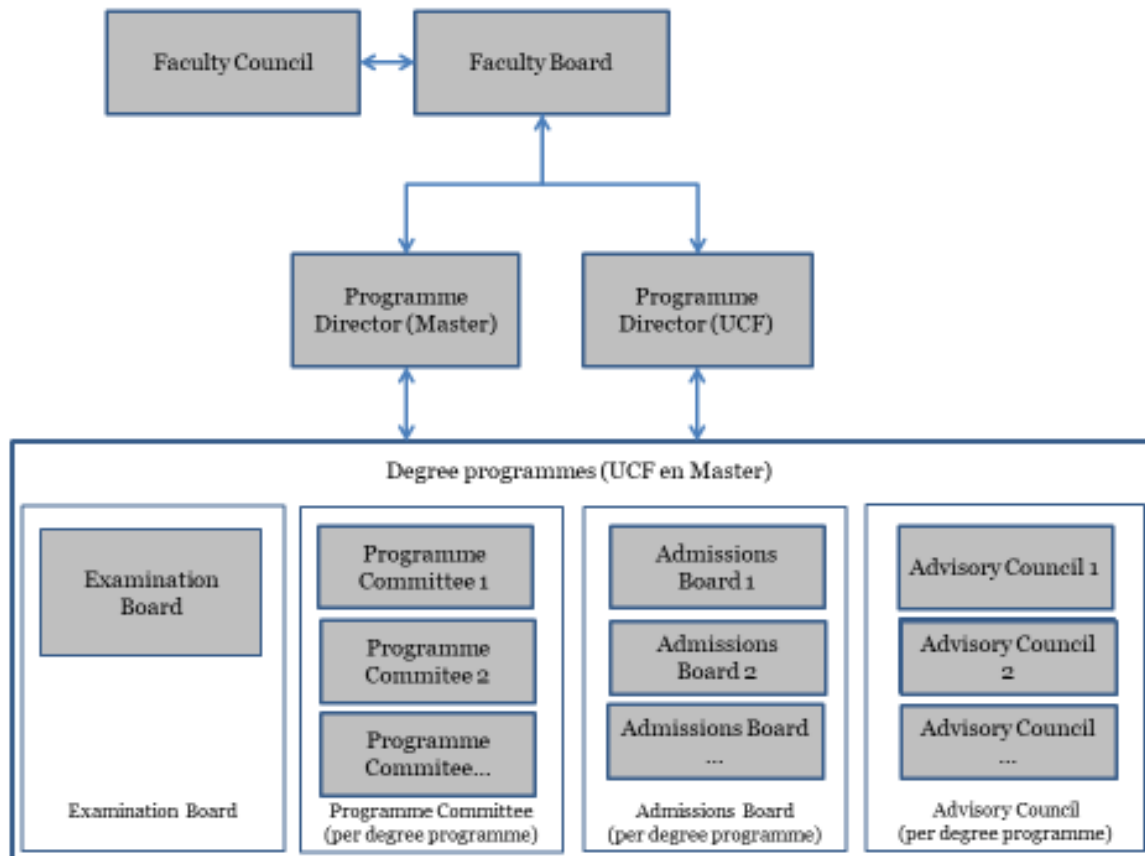
An important principle in the quality assurance at Campus Fryslân is that it is based on an open culture. This means not only evaluating 'on paper', but also discussing quality issues together. Students, academic staff, support staff and management should be involved in this process.



2 The quality assurance system

2.1 Organization (structure)

Various ranks within the Faculty are involved in quality assurance. Below is an overview of the parties involved as well as a description of their roles and responsibilities regarding quality assurance.



Faculty Council

As a representative body, the Faculty Council plays an important role in thinking along, giving feedback and identifying bottlenecks. The Council also helps to assess policy development at the Faculty and for the degree programmes. The evaluations carried out by and signals identified by the Faculty Council are documented in the Faculty Council's annual report.

Faculty Board

The Faculty Board is responsible for monitoring the quality of the Faculty's own degree programmes. To this end, it publishes an annual Faculty Education Monitor based on reports provided by the degree programmes. The Faculty Board is also responsible for quality assurance protocol.

Programme Director

The Programme Director advises the Faculty Board about the system of internal quality assurance and the follow-up of external quality assurance regarding the degree programme.



The Programme Director is responsible for drawing up the Education Monitor at degree programme level.

Board of Examiners (BoEx)

The Board of Examiners holds responsibility for the achievement of the learning outcomes of the degree programme. It supervises assessment, the assessment plan and faculty policy on this point and monitors compliance with the Teaching and Examination Regulations (OER). The Board of Examiners reports to the Faculty Board via the Annual report, which is delivered latest on 15 October of the following academic year.

Programme Committee (PC)

It is the duty of the Programme Committee, comprising staff and students from the degree programme, to give advice on how to improve and assure the quality of the degree programme. With regard to the Teaching and Examination Regulations, the PC has the right to advise on a large part of the regulations, and the right of consent on a number of articles. The PC is also responsible for annually assessing the execution of the Teaching and Examination Regulations.

The Programme Committee reports to the Faculty Board via the annual report, which is delivered latest on 15 October of the following academic year.

Admissions Board

The Admissions Board, on behalf of the Faculty Board, has the task of selecting students on the basis of predetermined criteria, which are derived from the vision on, and the content and learning outcomes of, the degree programme.

Advisory Board

The Advisory Board advises the degree programme regarding the learning outcomes and the content of the degree programme in terms of the connection to the professional field.

The policy advisor for education and the education secretariat are responsible for organizing quality assurance activities at faculty level.

2.2 Education

The provision of teaching in the degree programmes offered at Campus Fryslân takes place according to the Initial Accreditation file, which is updated and elaborated in several policy plans (Strategic Vision 2022, Educational Strategy on Faculty Level and Teaching and Examination Regulations on programme level). An Assessment Plan is also drawn up for each degree programme, describing how the learning outcomes of the degree programme will be realized. The assessment plan also provides information regarding the assessment procedures, assessment criteria, pass marks and those responsible for implementing the plan.

Lecturer quality is ensured by the requirement that each lecturer must gain the University Teaching Qualification (UTQ) within two years of employment. Additionally, investments are made for professional development of lecturers in line with the didactic teaching concepts of the faculty and degree programmes, e.g. transdisciplinary approach in teaching and education in Sustainable Development.



2.3 Evaluation

In order to be able to monitor the quality of teaching, information must be collected in a systematic way that leads to indications about teaching quality. At Campus Fryslân, the following information, among other things, is used as input for quality assurance:

- Management data such as intake numbers and study progress data, teaching capacity data, pass rates (for course units);
- Evaluation results such as course unit evaluations, curriculum evaluations and national evaluations, such as NSE, NAE, ISB;
- Signals from students, lecturers, the professional field, such as information passed on by the degree Programme Committees, study advisor, R&O interviews and contacts with the field (including Advisory Board).

Every degree programme within the Faculty draws up a plan for the evaluation cycle of its own degree programme. The plan must clearly show which evaluations are to be carried out in which academic year. The table below indicates the (minimum) frequency with which a particular evaluation must take place and by whom the data should be interpreted.

Appendix 1 gives a brief explanation of the different types of evaluations. The course unit evaluation and degree programme evaluation are not included in this, since these evaluations are covered in Chapters 3 and 4 respectively.

Level	Evaluation	Frequency	Interpretation by
Degree programme	NSE	Annually	Programme Director/PC
	NAE	Bi-annually	Programme Director/PC/ Advisory Council
	ISB	Bi-annually	Programme Director/PC
	Management information	Annually	Programme Director
	Educational Chart	Annually	Programme Director
	Curriculum evaluation	Annually	Programme Director
Course unit	Course unit evaluation, BA Year 1	Annually	Programme Director/ Lecturer/PC
	Course unit evaluation, other (BA and MA)	Annually (<i>first 2 years, then as needed*</i>)	Programme Director/ Lecturer/PC
	Management information	Annually	Programme Director/ BoEx
	Assessment evaluation	Every 3 years	BoEx / Programme Director



Staff	R&O interviews	Annually	Faculty Board/Programme Director
	Strategic Staff Survey (JSPE)	Bi-annually	Faculty Board/Programme Director

*At least every 3 years

2.4 Plans for improvement

Areas for improvement are identified based on information from evaluations and discussions. These areas for improvement can be at course unit, curriculum or professional (lecturer) level. Since Campus Fryslân wants to create an open culture for quality assurance, wherever possible those involved will first be contacted to discuss the particular signals. Depending on the theme, this will be done at the initiative of the Programme Director or Faculty Board. Together, the parties will then identify the problems and devise possible solutions. This results in an improvement plan, including actions, a schedule and agreements about who is responsible for the actions to be taken.

These improvement plans might lead to adjustments in the programme, that have to be reflected in the Teaching and Examination Regulations (TER). The procedure for adjusting the programme and updating the TER is included in appendix 2.

2.5 Reporting and documentation

All information that provides input on teaching quality should be reported and documented in a structural manner, so that it is available and usable for those involved in the quality assurance process. To this end, an easily accessible and clearly structured archiving system is vital.

An environment has been created within Nestor called ‘Campus Fryslân - Quality Assurance’ in which the degree programmes and committees can archive (final versions of) documents. For example, minutes of meetings of Programme Committees, Board of Examiners and programme evaluations are stored here as well as policy documents such this Quality Assurance Protocol, and the results of the various evaluations. For privacy reasons, only staff members involved in the quality of teaching, i.e. Programme Directors, policy officers for education, the education secretariat and members of the Board of Examiners and Programme Committees have access to the environment.

Moreover, for less formal documentation, like for example minutes of staff meetings, every degree programme has a Google Drive folder available, which is accessible to all staff involved in the programme.

2.6 Justification

In order to describe and monitor the system of quality assurance for teaching, all faculties and degree programmes of the UG draw up an Education Monitor. The Education Monitor reports on: (1) signals that have been identified, (2) investigations that have taken place into the causes of these signals, (3) improvement plans that have been drawn up on the basis of these signals, as well as a timetable for their implementation and (4) evaluation of the effects of the completed improvement plans.



Every year an Education Monitor is drawn up for each degree programme, in which the most important findings, developments and plans are discussed at degree programme level. The Monitor:

- reflects upon the results from the various evaluations
- reflects upon the state of affairs with regard to ongoing improvement plans and the effects of completed action plans
- notes whether there are any new or recurring themes and points for attention
- discusses which evaluations and improvement plans the degree programme intends to implement

The Degree Programme Education Monitor is drawn up by the Programme Director. The Programme Committee examines this Education Monitor and issues advice to the Programme Director and Faculty Board.

On the basis of the degree programme Education Monitor the Faculty Board draws up the Faculty Education Monitor in which the most important findings, developments and plans at faculty level are discussed. The Faculty Council examines the Faculty Education Monitor and issues advice to the Faculty Board.



3 Protocol for course unit evaluations

A course unit evaluation is a systematic measurement and assessment of the quality of a *course unit*, aimed at improving the quality of (parts of) the course. All aspects that influence the quality of a course unit are covered, such as objectives, learning outcomes, content, working methods, organization, lecturer(s), literature, assessment methods, student workload and the key figures associated with the course unit (pass percentage, number of participants, etc.). Adjustments can then be made based on the results of the course unit evaluations.

3.1 Planning and frequency of course unit evaluations

In principle, the course unit evaluations take place at the end of the teaching block in which the course unit took place.

Bachelor's degree programme:

First-year course units are evaluated every year, second-year and third-year course units are evaluated at least every 3 years. In the event of a new degree programme with new course units, all course units will be evaluated every year for the first 2 years. After these 2 years, the evaluation can be less frequent and will be indicated in the programme evaluation plan.

Master's degree programmes

In principle, course units that form part of Master's degree programmes should be evaluated at least every 3 years. In the event of a new degree programme with new course units, all course units will be evaluated every year for the first 2 years. After these 2 years, the evaluation can be less frequent and will be indicated in the programme evaluation plan.

3.2 Collecting evaluation data

In order to reach a balanced assessment of a course unit, it is necessary to get as complete a picture as possible of the course. Students are an important source of information when it comes to evaluating the quality of teaching. As such, at the end of a course unit students are asked a number of questions regarding indicators of course quality, by way of a **survey**. A format questionnaire is available (see Appendix 4), that can be adjusted when the course or situation requires so. For each course unit, the lecturers involved have the opportunity to add 4 questions (2 multiple choice and 2 open questions).

The student survey is conducted digitally via the application Blue Evaluations. Students can access the survey via a link in Nestor. A minimum response rate of 50% is desirable to give a representative picture of the (experienced) quality of the course unit.

The results of the survey are important for identifying issues, but do not provide any further background information or causes of any problems within the course unit. For this reason, the results of the surveys are additionally reviewed and discussed by the Programme Committee to gain more in-depth insight into the issues addressed. In case of signals regarding a specific course, the Programme Director is informed and he/she might organise a separate meeting with the lecturer(s) and/or students concerned.

In addition to data from the survey and the review by the Programme Committee, **quantitative data** relating to the course unit are also important in order to properly evaluate a course unit, such as the number of registrations, the number of registrations for



examinations, pass percentage, etc. These data are available in Progress.Net and are provided by the education secretariat in the form of a table (see Appendix 5).

In the table below, more information regarding the various steps of the course unit evaluation is provided (specific activities), including the timetable and associated responsible person.

Protocol for the course unit evaluation

Activity	When?	Person responsible
Carry out the survey	End of the teaching block (week 8,9)	Education secretariat, course unit lecturer/coordinator
Process the survey results	ASAP after receiving the results	Education secretariat
Complete the table with quantitative data (see Appendix 5)	ASAP after the data is available	Education secretariat
Send an overview of the survey results and the quantitative data for the course unit to the lecturer(s) involved and to the Programme Committee, with the Programme Director in CC.	No later than 2 weeks after carrying out the survey	Education secretariat
The lecturer provides a (written) reflection on the results of the surveys and sends it to the Programme Director and Programme Committee A short summary will be placed on Nestor to inform the students	Within two weeks after receiving the results of the surveys	Lecturers
Review of survey results and quantitative data by the Programme Committee	When all results and reflections are available	Programme Committee
Minutes of the Programme Committee meeting and send it to Programme Director	No later than 2 weeks after the PC meeting(s)	Chair programme committee
Archive all relevant files on Nestor Campus Fryslan – Quality Assurance	After meeting Programme Committee	Educational secretariat (survey results + quantitative data), Chair Programme Committee (minutes meeting)



3.3 Follow-up of course unit evaluation results

If important signals have been detected, the Programme Director will hold discussions with the lecturer(s) involved and draw up an improvement plan in consultation with them. The plan must include a clear timetable and division of tasks. The entire course unit evaluation process is documented in Nestor. See also paragraph 2.4 and 2.5.



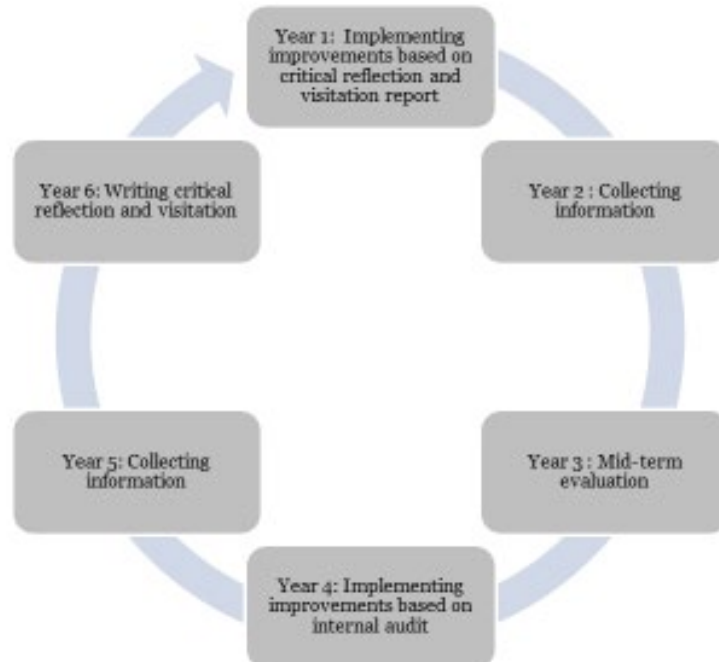
4 Protocol for degree programme evaluations

A degree programme's curriculum comprises various course units, according to logical learning pathways and with coherence in terms of content. It is more than just a collection of course units. The degree programme evaluation therefore goes beyond simply combining the evaluations of the individual course units. The programme should be systematically considered as a whole, evaluating and assessing quality and evaluating with a view to improving the quality of (parts of) the curriculum. All facets that influence quality are discussed, such as the connection to prior degrees and follow-on programmes, content, organization, modes of teaching and assessment, quantity and quality of staff, student supervision, facilities, etc.

The programme evaluation is based on a 6-year cycle. During the cycle, there are two important evaluation moments:

- The **mid-term evaluation**: an internal evaluation halfway through the accreditation cycle (after 3 years). This evaluation indicates the basic quality (in accordance with UG and NVAO frameworks) of the programme.
- **Visitation**: external evaluation in the context of the accreditation process (every 6 years).

The figure below shows the evaluation moments in the 6-year cycle.



In addition to the formal evaluations (the mid-term evaluation and visitation), the programme is also evaluated annually. This annual evaluation gives the degree programme a chance to respond to signals in a timely manner. The results of the evaluation serve as input for the mid-term evaluation and visitation.



4.1 Annual programme evaluation

Throughout the academic year, an evaluation session is organized by all programmes in which the complete coherence of the curriculum as a whole is taken into account. The Programme Director and the entire (permanent) team of lecturers on the degree programme attend the annual evaluation session which will produce an overview of the strengths and weaknesses of the degree programme and an action plan detailing how to tackle the points of improvement.

4.2 Mid-term evaluation

A midterm evaluation takes place between two visitations and its main aim is to be able to improve the quality of the programme. At the midterm evaluation the degree programme needs to reflect on the following:

- Vision and intended learning outcomes of the programme
- Programme and organisation
- Achievement of the intended learning outcomes, including assessment
- Evaluation of the quality assurance process
- Key figures from the Education Chart

The midterm is organised by the programme and includes discussions amongst the management (Faculty Board), programme director, (chair of the) Programme Committee, (chair of the) Examination Board, students and lecturers. Involvement of external stakeholders, from UG or else, is optional. Proposed planning for the midterm review is (fall) 2021 for Global Responsibility and Leadership and (fall) 2022 for Sustainable Entrepreneurship.

4.3 Preparing for visitation

A degree programme must be re-accredited by NVAO every 6 years. Part of the accreditation process involves the drawing up of a self-evaluation report (critical reflection). All information on teaching quality collected in the intervening years can serve as input for the critical reflection. On the basis of the critical reflection, an external panel from the NVAO conducts a visitation.

The first re-accreditation deadline for the Bachelor Global Responsibility & Leadership is set at 28 September 2023 (hand in nov 2022). For the master Sustainable Entrepreneurship the expected deadline is sept 2025, because of joining the WO Bedrijfskunde cluster.



Appendix 1: Brief explanation of the various evaluations

National Student Survey (NSE)

Objective: Detect signals to improve teaching quality (curriculum level), student supervision, facilities, accommodation and quality assurance.

Description: Every year an external agency is commissioned by the Ministry of Education, Culture and Science to carry out the NSE and all higher education institutions in the Netherlands take part. The survey includes a number of statements for each theme, and students are asked to indicate the extent to which they are satisfied. Every year, students receive an invitation to participate via email. The data collected for the NSE is also used for the Elsevier survey and the Higher Education Guide.

National Alumni Survey (NAE)

Objective: Detect signals to strengthen the match with the labour market and the final attainment level of the degree programmes.

Description: The NAE is conducted every year by the VSNU. Alumni who graduated around 1.5 years earlier are invited to participate. The questions mainly relate to their position on the labour market and the extent to which the knowledge and skills they learned on the degree programme have been useful.

International Student Barometer

Objective: Detect signals to improve teaching quality and internationalization.

Description: The ISB is conducted every year among students from a large number of universities/universities of applied science around the world and relates to the experiences of international students. At the UG Dutch students also participate in the survey, which makes it possible to compare the two groups. Some of the themes covered in the ISB are similar to the NSE. The ISB also focuses on the experiences of students upon arrival/at the start of the degree programme and the international character of the programme/*academic community*.

Management information

Objective: Detect signals to improve various aspects of teaching quality and related issues.

Description: Degree programmes/faculties structurally monitor a number of indicators. This includes:

- Intake numbers (at least UG cohort, intake of international students, total intake)
- Students' matching profiles
- Drop-out rates (at least UG cohort: first year, later years, possibly divided by year)
- Switch rate
- Excellence numbers (UG cohort)
- Number of exchange students (incoming and outgoing)
- Contact hours in the propaedeutic phase (as set out in the Teaching and Examination Regulations)
- Course pass rates
- Teaching capacity (no. of FTEs divided into job level)
- Lecturer-student ratio
- UTQ key figures
- Bachelor's and Master's pass rates (at least UG cohort)

Clearly formulated and verifiable objectives are necessary for an adequate interpretation of the key figures. These are recorded by the Faculty Board in the Faculty Strategic Plan. Remarkable deviations from the objectives as well as trends can also provide signals. For example, if student



intake continues to increase or decrease, changes will need to be made at some point, e.g. with regard to housing, HR policy and/or teaching facilities.

Educational Chart

Objective: The educational chart serves as a fact sheet for teaching quality and ensures that every level of the University stays *in control*.

Description: An educational chart is drawn up every year for each degree programme and faculty, and for the University as a whole. It shows important results from the broad evaluations as well as other management information and outlines comparisons with results from previous years. The educational chart is based on the framework used for the Education Monitor.

Assessment evaluation

Objective: Safeguarding assessment quality

Description: Within a 3-year period, the Exam Board establishes that all course unit assessments meet the quality requirements laid down in the degree programme's Assessment Plan. This means that the procedures for designing examinations and determining cut-off scores and marks have been complied with. The Exam Board assesses the test material and the accompanying forms (e.g. signature of second assessor, model answers, etc.) and whether the learning outcomes of the course (as included in the Assessment Plan) are indeed tested.

Annual Strategic Staff Survey (JSPE)

Objective: Detect signals to improve HR policy and teaching quality.

Description: Every year the UG commissions an external agency to conduct the JSPE. This is a staff satisfaction survey. Lecturer satisfaction is also explicitly included, as is satisfaction with the quality of teaching. The results form the starting point for improvements to HR and teaching policy, as well as professionalization policy.

R&O interviews

Although the R&O interviews are confidential, they can generate signals regarding the quality of teaching. They also provide a starting point for discussions on the professionalization of lecturers and other staff.



Appendix 2 Procedure for programme adjustments and update TER

Evaluation results and improvement plans might lead to necessary adjustments of the programmes. More fundamental adjustments that have effect on the TER can only be made once a year, since these have to be discussed with the Programme Committee, Board of Examiners and the Faculty Council before taking effect.

In the table below the procedure for proposing programme adjustments, updating the TER and the accompanying approval cycle is presented.

Action	Who	Deadline
TER template for the new academic year is send to the faculties	ABJZ	November
Make a proposal for programme adjustments and send it to the Faculty Board	Programme Director	15 January
Approve programme adjustments	Faculty Board	1 February
Compose TER and assessment plan for the new academic year	Programme Director	February
Send the TER and assessment plan to the Programme Committee and Board of Examiners	Programma Director	1 March
Discuss TER and assessment plan and send feedback to Programme Director	Programme Committee and Board of Examiners	1 April
Adjust TER and assessment according to feedback and send final versions to Faculty Board	Programma Director	15 April
After approval by the FB, send the final versions to Faculty Council	Board secretariat	1 May
Approval by Faculty Council	FB	1 June
Publish OER and assessment plan on the UG website and Intranet and send it to SIA	Communications, Programme Director	June



Appendix 3 Format for the Education Monitor

Het is voor het College van Bestuur van belang de stand van zaken van het onderwijs per faculteit te kunnen vergelijken. Dat verklaart de keuze voor een facultaire onderwijsmonitor met een verplicht format. Faculteiten schrijven dan ook altijd een Facultaire monitor volgens het RUG-format. Op opleidingsniveau besluiten faculteiten zelf welke informatie zij nodig hebben en op welke manier zij informatie verzamelen per opleiding als input voor de facultaire monitor. Dat kan door middel van een opleidingsmonitor of via een andere door de faculteit vastgestelde aanpak.

1. Facultaire onderwijsmonitor (verplicht format)

1	Stand van zaken acties uit de vorige monitor op hoofdlijnen.
2	Reflectie op bijzonderheden uit de onderwijskaart met kengetallen van opleidingen en voorgenomen acties.
3	Reflectie op de stand van zaken follow up onderwijsvisitaties, rapportage over zorgpunten, voorgenomen acties.
4	Indien aan de orde: rapportage over midterm reviews van opleidingen en vervolgacties.
5	Signalen via studenten, staf, medezeggenschap, examen- en opleidingscommissies en adviescommissies en voorgenomen acties.
6	Stand van zaken Kwaliteitsafspraken en voorgenomen acties ¹ .
7	Stand van zaken uitvoeringspraktijk en innovaties in relatie tot het RUG en facultaire Strategisch Plan en voorgenomen acties.

¹ Rapportage over 2019: 'zijn de plannen uitgewerkt en wat is de kern van de acties?' Te verwachten vraag voor rapportage de van 2020 is o.a. 'zijn de middelen aangesproken?' Vanaf 2021 wordt daar o.a. de vraag aan toegevoegd of er eerste resultaten zichtbaar zijn.



2. Mini-opleidingsmonitor (optioneel format)

1	Stand van zaken acties uit de vorige monitor op hoofdlijnen.
2	Onderwijskaart met kengetallen, en reflectie op bijzonderheden en voorgenomen acties.
3	Stand van zaken follow up onderwijsvisitatie en voorgenomen acties.
4	Signalen via studenten, staf, medezeggenschap, examen- en opleidingscommissies en adviescommissies en voorgenomen acties.
5	Optioneel: stand van zaken Kwaliteitsafspraken en voorgenomen acties ² .
6	Optioneel: stand van zaken innovaties in relatie tot het RUG Strategisch Plan en voorgenomen acties ³ .

² Faculteiten besluiten zelf of zij over de Kwaliteitsafspraken ook rapporteren per opleiding of uitsluitend geaggregeerd in de facultaire monitor.

³ Faculteiten besluiten zelf of zij over de innovaties in relatie tot het Strategisch Plan ook rapporteren per opleiding of uitsluitend geaggregeerd in de facultaire monitor.



3. Uitgebreide opleidingsmonitor (optioneel format)

1	Managementsamenvatting: Samenvatting van de belangrijkste uitkomsten en acties mede op basis van de vorige monitors.
2	Visie en beoogde eindkwalificaties. Het is gewenst hier in te gaan op: a. Visie en beoogde eind-kwalificaties (niveau, aansluiting internationale eisen in de discipline). b. Aansluiting op arbeidsmarkt (maatschappelijke verankering, rol raden van advies, resultaten alumnimonitor, beoogde doorstroom naar master/PhD/arbeidsmarkt).
3	Programma en organisatie. Het is gewenst hier in te gaan op: a. Curriculum (visie op leren en doceren, relatie met beoogde eindkwalificaties, verwevenheid onderwijs & onderzoek, studeerbaarheid, docent- en studententevredenheid, curriculumevaluaties) b. Curriculumorganisatie (programma & toetsing, planning, stafinzet en -kwaliteit, Student Support, voorzieningen als IT en huisvesting, curriculumevaluaties) c. Cursuskwaliteit (studeerbaarheid, studententevredenheid) d. Differentiatie (excellentie, minorruimte, stage, buitenland)
4	Gerealiseerde eindkwalificaties, inclusief toetsing. Het is gewenst hier in te gaan op: a. toetsbeleid b. examencommissie c. inhoud & niveau scriptie
5	Evaluatie Kwaliteitszorgproces, inclusief stand van zaken follow-up voorgaande externe onderwijsvisitatie a. Kwaliteitszorg-systematiek (kwaliteitszorgplan, organisatie en PDCA-cyclus met verbetermaatregelen, interne en externe reviews) b. Evaluatieplanning
6	Instroom, doorstroom en uitstroom (Cijfers Onderwijskaart). Het is gewenst in te gaan op: a. Kengetallen en instroom (instroom aantallen, herkomst, trends, benchmark) b. Uitval en Switch (zelfselectie, geschiktheid student voor opleiding) c. Diploma's en uitstroom (aantal diploma's, doorstroom naar master/PhD/arbeidsmarkt) d. Studentkenmerken en aansluiting (VWO-WO, internationaal, schakelprogramma's) e. Voorlichting, matching en selectie
7	Stand van zaken Kwaliteitsafspraken
8	Stand van zaken innovaties in relatie tot het RUG Strategisch Plan



Appendix 4 Standard questionnaire for course unit evaluation

We greatly appreciate your participation in this questionnaire! The results will be used to improve the quality of the programme. Please answer the following questions candidly. Your answers will be processed anonymously in the reports.

Course questions

Options for answering the questions below: (with the exception of Question 15):

completely disagree
partially disagree
neither agree nor disagree
partially agree
completely agree
no answer/not applicable

- 1. The course objectives were clear**
- 2. The course content overlapped well with my prior knowledge**
- 3. The content of the course did not contain unnecessary overlap with the content of other courses in the programme**
- 4. The lectures (SE) / classes (GRL) helped me to better understand the course topics**
- 5. The literature and other materials (e.g. books, reader, slides, hand-outs, Nestor) helped me to better understand the course topics**
- 6. The assignments and their grading (e.g. exercises, cases, presentations, papers) were clearly formulated**
- 7. The assignments (e.g. exercises, cases, presentations, papers) helped me to better understand the course topics**
- 8. I received useful feedback during this course (e.g. on assignments, exercises, cases, presentations)**
- 9. The examination (exam and/or assignments) was a good reflection of the course topics (only SE)**
- 10. The exam questions were clearly formulated (only SE)**
- 11. It was clear to me how the final grade for the course was achieved**
- 12. The course content was internationally orientated**
- 13. The course was academically challenging**
- 14. I learned a lot from this course**



15. The course was well organized

16. Overall, I would give this course the following mark
(1-10)

17. Compared to the number of ECTS, the student workload for this course was:
(very low / low / just right / high / very high / no answer)

Lecturer(s) questions

Options for answering the questions below:

completely disagree

partially disagree

neither agree nor disagree

partially agree

completely agree

no answer / not applicable

18. The lecturer explained the course topics well

19. The lecturer was able to make the course topics interesting

20. The lecturer actively engaged students' (different) perspectives in the classroom

21. Overall, I'm satisfied with this instructor

Open-answer questions

22. What did you like about this course?

23. How could this course be improved?

Room for 4 additional questions (2 open and 2 multiple choice), added by the course coordinator/lecturer

Thank you for completing the course evaluation. The results of the evaluation will provide a basis for further improvements. The Programme Committee of the degree programme, as well as the staff involved in the course, will be informed about the results.



Appendix 5 Format for the overview of quantitative data per course unit

The course unit report contains quantitative data, as shown in the table below. The overviews for Bachelor’s programmes and Master’s programmes are different, since different forms of teaching are used (e.g. different modes of assessment).

Bachelor’s degree programme

Course unit name	Course unit code	Number of registrations for the	Average mark	Number of survey respondents	Response percentage	Attendance rate			

Master’s degree programme

Course unit name	Course unit code	Number of registrations for the	Number of registrations for the examination	Number of participants in the	Number of students who passed 1 st time	Percentage of students who passed	Average mark	Number of survey respondents	Response percentage