



Universiteit
Leiden

Guide to Quality Assurance of Teaching

in the Faculty of Science

Guide to Quality Assurance of Teaching - FWN

1.	Introduction	4
2.	Quality assurance system.....	5
2.1	Why quality assurance?.....	5
2.2	The Plan-Do-Check-Act cycle	5
2.3	Quality assurance: integral, systematic, cyclical, transparent, coherent.....	6
2.4	What should quality assurance ensure?	6
2.4.1	<i>Quality of a degree programme</i>	6
2.4.2	<i>Quality of the teaching staff</i>	6
2.4.3	<i>Quality of facilities</i>	6
2.4.4	<i>Educational vision and quality</i>	7
2.5	Internal and external quality assurance	7
3.	Structure of the quality assurance system	8
3.1	Quality assurance at the course/study component level	8
3.2	Quality assurance at the programme level.....	8
3.3	Quality assurance at the Faculty level	9
3.4	Quality assurance at University level	9
3.5	Diagram of the quality assurance at the different levels.....	9
4.	Tasks and roles in the quality assurance system	11
4.1	Programme Director / Programme Management	11
4.2	Programme Committee.....	12
4.3	Board of Examiners	13
4.4	Board of Admissions.....	14
4.5	Faculty Board.....	14
4.6	Faculty Council.....	15
4.7	Student Affairs	16
4.8	Other stakeholders in quality assurance of teaching.....	16
5.	Quality assurance tools.....	18
5.1	Quality assurance tools at the level of the study component	18
5.1.1	<i>Course evaluation, internship evaluation, evaluation of research projects</i>	18
5.2	Quality assurance tools at the programme level	18
5.2.1	<i>Programme and curriculum evaluations</i>	18

Guide to Quality Assurance of Teaching - FWN

5.2.2	<i>Job market and alumni surveys</i>	18
5.2.3	<i>Other evaluations/reports/studies</i>	19
5.2.4	<i>Programme Card</i>	19
5.2.5	<i>Annual programme report</i>	19
5.2.6	<i>Annual report of the Board of Examiners</i>	19
5.2.7	<i>Information file and action plan for the midterm review</i>	20
5.2.8	<i>Self-evaluation report and action plan for the programme assessment</i>	20
5.3	Quality assurance tools at Faculty level	21
5.3.1	<i>Ambitions: targets and performance indicators</i>	21
5.3.2	<i>Evaluations and surveys</i>	21
5.3.3	<i>Other management reports</i>	21
5.3.4	<i>Faculty Teaching Agenda</i>	21
5.3.5	<i>Student Affairs (SOSZ): annual plan</i>	21
5.4	Quality assurance tools at the institutional level	21
6.	Teaching evaluation	22
7.	Quality assurance of examinations & assessment	24
Appendix A.	Annual cycle of quality assurance of the teaching provision	25
Appendix B.	Six-year quality assurance cycle for the teaching provision	27
Appendix C:	NVAO accreditation standards	28
Appendix D.	Organisational chart of a degree programme	29
Appendix E.	Commonly used Dutch abbreviations	30
Appendix F.	Important University and Faculty policy documents and web pages	31

1. Introduction

This Guide explains the quality assurance system for the teaching provision in the Faculty of Science. It is intended for anyone with a role in this, and provides information on the procedures, duties and responsibilities of those involved and the various tools that are available.

Why this guide?

With respect to education and teaching, the Faculty has a complex organisational structure. At the level of the study programme, there are Programme Directors, Programme Coordinators, Boards of Examiners and Programme Committees, which are responsible for the content, structure, organisation and quality assurance of the teaching provision. Boards of Admissions monitor the quality of the incoming students, and study advisers provide advice and counselling for the students. The institutes play an important role by, among other things, providing qualified teaching staff and adequate membership of the said Programme bodies. In addition, various Faculty bodies are also involved in the teaching, such as the Faculty Board, the Faculty Council and the Science Education and Student Affairs department (SOSZ).

If the Faculty wants insight not only into the quality of its teaching provision at all levels and in all programmes but also into how this quality could be improved, it is advisable to have a quality assurance framework. Then all stakeholders know what is expected of them, and can be confident in explaining their actions to students, society and assessment panels. This Guide to Quality Assurance of Teaching will help foster an even greater climate of shared responsibility for the quality of our programmes.

This Guide can be seen as an umbrella that covers a number of documents used to operationalise the quality assurance in our faculty. Programme Committees and Boards of Examiners, for example, also receive separate useful manuals.

Questions or comments?

Should you have any questions or comments regarding the content of this Guide, please send them to Science Education and Student Affairs (*Science Onderwijs- en Studentenzaken*; SOSZ). This Guide itself is an element of the internal quality assurance system. It will therefore be regularly evaluated and updated. Your input is greatly appreciated!

Science Student Affairs (SOSZ). Visiting address: Gorlaeus Lecture Hall, room 1.05. Email: m.bergwerff@science.leidenuniv.nl, tel.: 3507.

2. Quality assurance system

2.1 Why quality assurance?

We understand quality assurance to mean a systematic focus on the quality of our programmes and on improving this quality. For the University and Faculty, this mainly comes from an inner drive to provide good quality according to our own standards. However, we are also required to maintain such a focus by external parties.

Improvements that we make mainly address the primary process (the course or programme). A course or programme does not stand alone, however: its quality is determined by environmental factors (strategy, staffing, the teaching organisation, the allocation of resources and so on). Any improvements must therefore also address the organisation as a whole. If this is to be done in a systematic, well-substantiated and coherent manner, we need a quality assurance system in which the quality of our teaching provision is continually monitored, guaranteed and improved.

Quality assurance begins with two elementary questions:

1. Are we doing the right things?
2. Are we doing these things well?

The next questions are:

3. How do we know this? (measurement and accountability)
4. Do others think the same? (external legitimacy)
5. What do we do with this knowledge? (consolidation or improvement)

In other words: the organisation says what it does and then shows that it actually does what it says it does.

Within a quality assurance system, an organisation draws up structural procedures to obtain and document the answers to these questions. It should be noted that a quality assurance system is a means rather than an end in itself. The University and Faculty make a record of all that is needed for the organisation to function properly and achieve its goals. The organisation thus becomes transparent.

A well-functioning quality assurance system increases the quality of the teaching provision. It should be noted here that quality is a dynamic rather than a static term: the teaching provision should change along with the circumstances within and outside the University. A quality assurance system does not focus on static quality standards therefore, but responds instead to the *process* of providing good quality.

2.2 The Plan-Do-Check-Act cycle

In an organisation that uses a quality assurance system, *continuous quality improvement* is key. A good quality assurance system is therefore cyclical by nature. Continuous improvement is reflected in the Deming or Plan-Do-Check-Act (PDCA) cycle. A systematic PDCA approach leads to quality management, quality assurance and quality improvement.

The cycle consists of the following four steps:

1. *Plan*: determine direction and ambitions; develop policy and break this down into goals; and plan activities based on a systematic analysis of the environment and available resources.
2. *Do*: carry out the planned activities.
3. *Check*: evaluate the activities; measure the results; critically appraise the results and compare them with the goals that were set.
4. *Act*: draw conclusions and determine areas for improvement; adjust plans as necessary and/or set goals for the coming period. Once a goal has been achieved, it is important to ensure the policy is maintained. In that case, A stands for *Adapt*.

For the PDCA cycle to be successful, the goals must be as specific as possible, and plans must be formulated in such a way that there is no doubt about how they should be implemented. In the *plan* phase, an indication must also be given of how the results will be evaluated in the *check* phase.

Guide to Quality Assurance of Teaching - FWN

At Leiden University each organisational level (university, faculty, programme, course) has its own PDCA cycle. The quality of the University will only improve if the full PDCA cycle is gone through at each of these levels. Furthermore, there must be policy coherence between the different organisational levels (see chapter 3).

2.3 Quality assurance: integral, systematic, cyclical, transparent, coherent

Our quality assurance is integral, systematic, cyclical, transparent and coherent if:

1. *All aspects of the quality of our teaching provision are coherently addressed in our quality assurance.* The framework of the Accreditation Organisation of the Netherlands and Flanders (NVAO) for the institutional audit and the programme assessments represents a starting point here.
2. *A link is made between activities at the different levels (university, faculty, programme) relating to the quality of the teaching provision and its improvement.* To achieve this, clarity about which responsibilities have been assigned to the different management levels is essential. A set of agreements on communication and timetabling (plans and reports) will help ensure coherence in the quality assurance activities at the different levels.
3. *A transparent working method that follows the PDCA cycle is used at all levels.* This prevents an ad-hoc approach in which goals and criteria are constantly shifting and in which it is impossible to categorically determine whether the intended results have been achieved.
4. *Agreements on how quality assurance activities will be carried out are documented as clearly as possible,* for example in a quality assurance guide and in guides for various target groups.

2.4 What should quality assurance ensure?

Before we can assure the quality of our teaching provision, we must be clear about: 1) which aspects of the teaching provision must be of a certain quality, and 2) what the associated standard for this quality is. In other words, what are we measuring and how are we measuring it?

The quality requirements for degree programmes are specified in such documentation as the NVAO accreditation framework and the policy frameworks and educational vision of the University and Faculty.

2.4.1 Quality of a degree programme

NVAO provides the following definition of the basic quality of a degree programme: 'The quality that, from an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.' This definition is short, but its further elaboration in the NVAO accreditation framework makes it clear that the quality and quality assurance of a degree programme involves at least the following aspects:

- Profile, goals and learning outcomes;
- Structure, content, coherence and educational concept of the curriculum;
- Quality of lecturers;
- Assessment and examination system;
- Final level of attainment.

2.4.2 Quality of the teaching staff

The quality of the teaching provision is determined to a great extent by the quality of the lecturers. Lecturers need to be proficient in their subject. However, a professional-development policy should also be in place, to ensure that lecturers have the maximum opportunity to develop their teaching, assessment and supervision skills.

2.4.3 Quality of facilities

Good teaching facilities are very important to good-quality teaching. This means tangible facilities such as teaching rooms, libraries, audiovisual and IT facilities, and intangible facilities such as study supervision, career advice, timetabling, communication and other services.

2.4.4 Educational vision and quality

The University's educational vision strongly determines its educational profile (and of the Faculty too therefore). This makes the ambitions in the educational vision the perfect example of an area that requires good quality assurance. The [Learning@LeidenUniversity](#) vision on teaching and learning includes the following ambitions:

- Integration of research and teaching
- Employability enhancement
- Academic (transferable) skills
- Flexible learning pathways
- Activating teaching and learning
- Internationalisation, diversity and inclusiveness
- Engagement with society
- Application of technology.

2.5 Internal and external quality assurance

The quality assurance of the teaching provision is the *internal* responsibility of the University and, within the University, the faculties and degree programmes. At each level, ambitions are expressed, goals set and processes developed. These are then evaluated and areas of improvement identified. Even if they use external stakeholders and advisers (such as employers, alumni, midterm committees and advisory boards), the stakeholders at each level decide for themselves when, where and how they will set about making improvements based on measurements or opinions.

The quality requirements that the Faculty, and within this the programme, sets itself must at least correspond with the goals and vision of the University and the requirements set by law or the accreditation frameworks. The ambitions of Leiden University are formulated in the Institutional Plan 2015-2019: Freedom to Excel and the ensuing policy framework, which includes Learning@LeidenUniversity, the University's educational vision (autumn 2016). The Faculty's ambitions are documented in its annual report on the teaching provision and further developed in its plans concerning the implementation of the University's educational vision. These ambitions are translated to the level of the degree programmes. In addition, goals can be set at the level of the programme or discipline that ensue from agreements with third parties.

At both University and programme level, an *external* assessment is carried out once every six years by NVAO. NVAO works on behalf of the government to assess the ambitions, processes and results of the institution and its degree programmes. At the level of the institution, this mainly relates to the educational vision, its translation to the degree programmes and the quality assurance system. At programme level, this relates to the ambitions and goals of the programme, their translation to the programme's structure and learning environment, the examination and assessment system and the learning outcomes that are achieved.

The judgement of NVAO has consequences. If the judgement is positive, the accreditation of the institution or degree programme will not be withdrawn. A 'conditionally positive' judgement means that the institution or programme has the opportunity to start an improvement programme. If the assessment remains negative after such an improvement programme, the NVAO withdraws the accreditation and the programme loses its entitlement to funding and the recognition of its degree, for instance, which means that it can no longer continue to exist.

The next chapter will look in more detail at achieving coherence between the internal and external quality assurance.

3. Structure of the quality assurance system

This chapter looks in more detail at the quality assurance at the different levels within the organisation. It also looks at how the quality assurance at these levels is linked to form an integral, coherent system (see also figure in section 3.5). The quality assurance system applies to four levels:

- course/study component
- degree programme
- Faculty
- University

3.1 Quality assurance at the course/study component level

A course or study component has a one-year PDCA cycle, in which the Programme Committee, Board of Examiners, Programme Director and associated lecturer(s) are the main players (see chapter 4 and Appendix A).

The PDCA at the level of the individual course/study components is as follows:

- *Plan*: define course objectives (corresponding with the learning outcomes of the programme), develop course content and programme, assessment and examination, e-Prospectus description, timetable;
- *Do*: deliver the course and associated assessment or examination; arrange course facilities; provide internship/research project and associated supervision;
- *Check*: arrange course, internship or thesis evaluations; check quality of assessment and examination results;
- *Act*: Programme Management, Programme Committee and/or Board of Examiners make recommendations; Programme Director and lecturer(s) convert recommendations into action points.

If the Programme Committee, Board of Examiners or Programme Director identify areas for improvement in several study components and these appear to be of a structural nature, they ensure that these are included in the quality assurance cycle at the programme level (see section 3.2).

3.2 Quality assurance at the programme level

The programme has a one-year internal PDCA cycle. There is also a *six-year cycle* in which an external assessment by a panel is followed, after a period of about three years, by a midterm review involving internal evaluation and feedback. The Programme Committee, Board of Examiners and Programme Directors are the key players at this level (see chapter 4).

The PDCA at the programme level is as follows:

- *Plan*: develop the curriculum, including learning outcomes, admission requirements, ensuring integration of teaching and research, assessment and examinations, and timetabling; develop Course and Examination Regulations (OER), e-Prospectus and assessment and examination plan;
- *Do*: deliver the programme; arrange for the required facilities;
- *Check*: evaluate the programme from the course and programme evaluations (including NSE); check the quality of examinations and final project, study results, programme cards, staff meetings, midterm reviews and assessment visits.
- *Act*: draw up the annual programme report, the annual report of the Board of Examiners and action plans in response to midterm reviews and evaluations, feedback to students and lecturers.

The annual cycle is linked to the six-year cycle. The annual programme reports and the annual reports of the Board of Examiners form part of the information dossier for the midterm review as well as an important source of information during the programme assessment. The annual programme report is about the way in which the programme has addressed the areas of improvement arising from the midterm review or assessment visit.

The Faculty Board and SOSZ play an important role in linking the quality assurance at programme level to the quality assurance at Faculty level. If areas of improvement have been identified in several degree programmes and appear to be of a structural nature, the Faculty Board includes these in the quality assurance cycle at Faculty level (see 3.3).

3.3 Quality assurance at the Faculty level

The Faculty also has a one-year internal PDCA cycle. The cycle at faculty level is as follows:

- *Plan:* determine the Faculty's curricula; set targets for matters such as intake and study success; develop Faculty policy on teaching provision and on services and facilities; allocate staff and resources; establish OER and e-Prospectus;
- *Do:* implement Faculty policy; provide Faculty facilities; monitor Performance and Development Interviews; provide professional-development programme for lecturers (University Teaching Qualification (BKO)/Senior Teaching Qualification (SKO));
- *Check:* carry out evaluation based on management information on intake and study success, surveys, evaluations and studies (students, alumni, staff monitor, professional field that employs graduates of the programme);
- *Act:* provide feedback to programmes on their annual reports; annual reports of Boards of Examiners, draw up Faculty Teaching Agenda and annual plans for Faculty supporting services; adopt plans for new strategy or changes to existing strategy, feedback to students and staff.

The Faculty Board, the Executive Board and the Strategy and Academic Affairs Directorate are among the bodies that play an important role in linking quality assurance at both Faculty level and University level. If areas of improvement have been identified throughout the Faculty that also occur in several faculties and appear to be of a structural nature, the Executive Board includes these in the quality assurance cycle at the University level (see 3.4).

3.4 Quality assurance at University level

The University develops the University vision and policy and ensures that these are implemented. The PDCA cycle at University level is as follows:

- *Plan:* develop University policy on teaching provision (educational vision), internationalisation, staffing and finance; establish Executive Board agreements with faculties; determine which programmes to include in Leiden Register; draw up model OER;
- *Do:* implement University educational policy; organise excellence teaching; allocate resources to faculties; provide University facilities;
- *Check:* evaluate University policy and administrative agreements on the basis of management reports, administrative monitors per faculty, analysis of results of National Student Survey, National Alumni Survey, staff survey, etc;
- *Act:* management meetings with faculties; draw up plans to modify or implement new policy; re-evaluate management agreements.

For the quality assurance system to function properly, it is essential that there are good links between the four levels. This is both top down, through management agreements, for instance, and bottom up, through such means as the annual programme reports and the Faculty Teaching Agenda.

The University has an internal annual cycle, but also undergoes an institutional audit once every six years. This is for the purpose of institutional accreditation (see also 2.5).

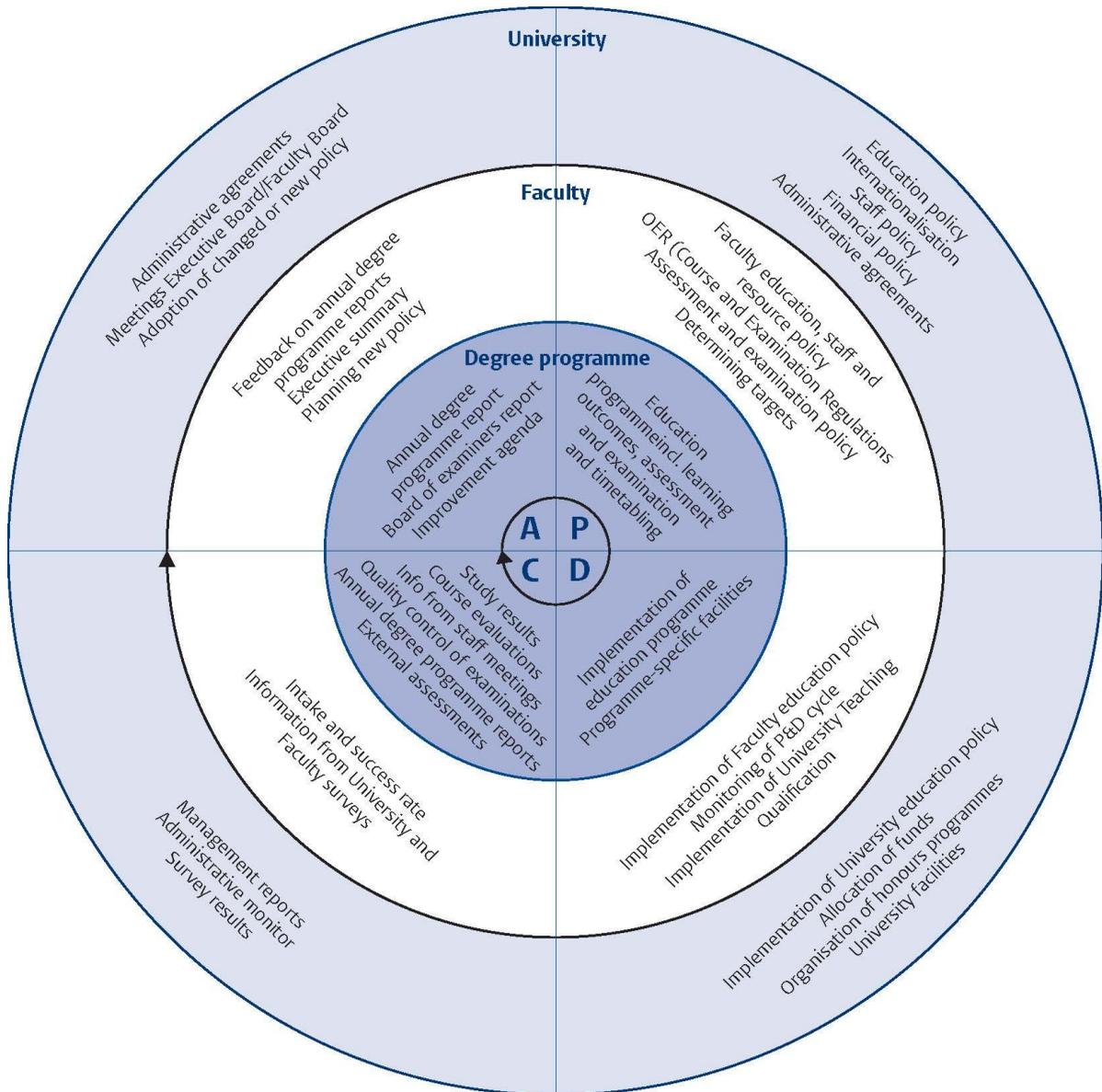
3.5 Diagram of the quality assurance at the different levels

The quality assurance system is therefore shaped at four levels. The following points are relevant here:

- Each of the four levels – study component, degree programme, Faculty, University – must be able to carry out its specific tasks and duties as it sees fit;
- For the system to work as an organic whole, it is essential that there are links between the four levels;
- The PDCA cycles must provide a basis for input for and the follow-up to the internal and external quality assurance.

Guide to Quality Assurance of Teaching - FWN

The diagram below shows the quality assurance cycles for three of the four levels: the programme, the Faculty and the University. Specific examples are provided in the quadrants within the circles. These are not set in stone, however. The roles and tasks of the Faculty and degree programme in particular depend greatly on the Faculty organisation, the number of degree programmes and the support services and facilities.



4. Tasks and roles in the quality assurance system

Various stakeholders play a role in the internal quality assurance system. This chapter describes the roles and responsibilities of boards, committees and other stakeholders in the quality assurance process, on the basis of the PDCA cycle. It then describes how students and lecturers are involved in this system.

4.1 Programme Director / Programme Management

Tasks of the Programme Director

The Programme Director is responsible for the planning, delivery and evaluation of the programme. This includes the necessary consultation with institutes that provide staff as well as with the Programme Coordinator, study advisor(s) and the administration office. The Programme Director considers measures to improve the programme, such as ensuring that the curriculum stays in line with scientific and societal developments and introducing modifications to make the programme more attractive to prospective students, to improve it for existing students or to make the structure more efficient for the purpose of staff deployment.

In practice, the Programme Director often forms a team with the Programme Coordinator; this team is known as the *Programme Management*. The Programme Coordinator plays a major role in supporting and performing many of the tasks listed below, for which the Programme Director bears legal responsibility.

The responsibility for the whole process of assuring the quality of the teaching means that the Programme Director (in collaboration with the Programme Coordinator) ensures that:

Plan phase

- The curriculum is developed in the following way:
 - a. the learning outcomes of the programme, which correlate with international standards in the field, are translated into learning outcomes per course that can be assessed.
 - b. a systematic evaluation takes place of whether the sum of the learning outcomes and assessment per course correspond with the learning outcomes of the programme.
 - c. these are discussed with the lecturers who are involved in the programme, to ensure they become aware of the position of their course in the whole curriculum and how it correlates with other aspects of the curriculum.
 - d. the learning outcomes are related to individual components of the programme or to clusters of these components.
 - e. there is an assessment plan, which is implemented and evaluated.
 - f. the programme input is provided for the OER, and the Programme Committee is asked to advise on or assent to parts of these.
 - g. consultation takes place with the institutes (the Academic Directors and Directors of Teaching and Learning) about staffing levels.
 - h. academic staff members are nominated for the Programme Committee, Board of Examiners and Board of Admissions, and the Faculty Board receives these nominations in good time. Student members are recruited for the Programme Committee (this may be via elections).
 - i. University and Faculty policy is translated into specific measures.
- A plan and annual schedule are drawn up, in consultation with the Programme Committee, for the evaluation of the curriculum (evaluation of courses, the programme and the supervision of papers, theses, internships etc.).

Do phase

- The delivery of the programme is monitored and modified when and where necessary.
- The Programme Committee is consulted on various matters relating to the delivery of the programme.
- The Board of Examiners is consulted on assessment policy, agreements, plans and other relevant information.
- The Board of Admissions is consulted on entry requirements and the entry procedure.
- The study association is contacted regularly, and social cohesion in the programme is promoted (students, lecturers and other stakeholders).

Check phase

- (Via the Programme Committee) Individual programme components are evaluated (course evaluation).

Guide to Quality Assurance of Teaching - FWN

- (Via the Programme Committee) The supervision of papers, theses, internships or other components of the programme is evaluated.
- (Via the Programme Committee) The programme as a whole (coherence, learning pathways, learning outcomes) is evaluated; exit surveys can be useful here.
- An annual report for the programme is drafted and discussed with the Programme Committee.
- A self-evaluation report is drafted for the midterm review and assessment panel, and an action plan is developed following the midterm review or programme assessment.

Act phase

- The follow-up to evaluations and advice from the Programme Committee is recorded in the annual programme report.
- The Programme Director can give lecturers instructions on how to deliver or make changes to the programme, if necessary in consultation with the Management Team of the institute.
- The immediate supervisors and possibly the Management Team of the institute are contacted on a regular basis about the performance of lecturers. This includes providing input for Performance and Development Interviews.

A Programme Director does not perform in a vacuum, but rather is successful only if he/she fosters a climate of collaboration and coordinates issues with relevant institutes, (in the case of joint programmes, also with other faculties/universities), the support services and the Faculty Board.

For more information on the appointment and tasks and duties of the Programme Director, see the [Regulations of the Faculty of Science](#) (in Dutch). For the annual quality assurance cycle in the programmes and the six-year quality assurance cycle, see Appendices A and B.

4.2 Programme Committee

Tasks of the Programme Committee

Each programme or group of programmes has a Programme Committee that consists of an equal number of students and lecturers. The Programme Committee is the most important advisory body of a programme. It issues solicited or unsolicited advice on all aspects of the programme.

The Programme Committee has the following tasks:

Act/plan phase

- Issue solicited or unsolicited advice and/or assent to the Programme Director and, if necessary, the Faculty Board on the adoption of the OER for the programme and any modifications to these.
- Issue advice to the Programme Director based on evaluations and its own perceptions about the curriculum.
- Issue solicited or unsolicited advice to the Programme Director, Faculty Board and Faculty Council on matters concerning the programme.
- If necessary, submit well-substantiated nominations for the Faculty prize (by the student members of the Programme Committee).

Do/check phase

- Discuss the results of evaluations of courses, programmes and the supervision of papers, theses and so on with the Programme Management, as well as the results of the midterm review and the programme assessment. The programme management sends the Programme Committee a copy of the Programme Card (*Opleidingsjaarkaart*; 'programme metrics'), which includes the results of the National Student Survey (NSE) and the National Alumni Survey.
- Discuss the annual programme report received from the Programme Coordinator.
- Formulate an annual report of the Programme Committee, containing the most important advice issued, among other things.

The Higher Education and Research Act (WHW) stipulates that the Programme Committee must send the Faculty Council a copy of all the advice that it issues.

Guide to Quality Assurance of Teaching - FWN

For more information on the composition, appointment and tasks and duties of the Programme Committee, see the [Regulations of the Faculty of Science](#) (in Dutch), and [Manual for Programme Committees](#).

4.3 Board of Examiners

Tasks of the Board of Examiners

The tasks of the Board of Examiners can be divided into those relating to individual students and those relating to the teaching process. Below is a brief description of its tasks based on the PDCA cycle.

Tasks relating to individual students

The WHW stipulates that the Board of Examiners is the body that determines, in an objective and expert manner, whether a student meets the conditions set in the OER concerning the knowledge, understanding and skills that are required to be awarded a degree (WHW Art.7.12).

Tasks relating to the teaching process

The Board of Examiners guarantees the final attainment level of graduates, and is responsible for guaranteeing the quality of assessments and examinations.

In practice, this means that the Board of Examiners is responsible for:

Plan phase

- Ensuring that there are uniform procedures and guidelines for the assessment and standardisation of examinations, assignments, papers, theses and so on, and that these are adhered to. These rules are recorded in the [Rules and Regulations of the Boards of Examiners](#) at the Faculty of Science, or in separate Rules and Regulations in the case of Joint Degree programmes.
- If necessary, drawing up compensation regulations for the degree programme.

Do phase

- Designating examiners.
- Awarding degree certificates and supplements (determining whether the requirements for the degree have been met and whether cum laude can be awarded.)
- Establishing the Binding Study Advice (BSA) for bachelor's students.
- Issuing decisions on requests from students to diverge from the programme stipulated in the OER; this includes decisions about the optional subjects.
- Deciding on exemptions.
- Deciding those cases where students appeal to the hardship clause (with regard to the BSA, resits or other regulations).
- Mediating or designating other examiners in cases in which students object to the mark awarded by a lecturer.
- Determining whether a student has committed fraud during an examination or in a paper or thesis, and imposing appropriate sanctions if necessary.

It is possible to appeal against decisions of the Board of Examiners to the [Examination Appeals Board](#).

Check phase

- Checking that the examinations and the answer models that are used in the programme are of a high quality (validity, reliability and transparency) and that examinations are marked properly.
- Checking that the programme achieves the intended learning outcomes on the basis of random evaluation of final bachelor's projects and the master's thesis and other available information.
- In accordance with the WHW, drawing up an annual report of its work (during the academic year) and submitting this to the Faculty Board before 1 February of the next year.

Act phase

- Discussing its findings and conclusions on the quality of examination and assessment with the Programme Director.

Guide to Quality Assurance of Teaching - FWN

- Intervening if it is of the opinion that it cannot guarantee the quality of examinations. If necessary, the Board of Examiners arranges for further consultation with the Programme Management and the Faculty Board. It is the responsibility of the Faculty Board that such agreements are reached that the Board of Examiners is able to reach a positive verdict.

For more information on the composition, appointment and tasks and duties of the Board of Examiners, see the [Regulations of the Faculty of Science](#) (in Dutch), and the Manual for Boards of Examiners (which will be made available during 2018-19).

4.4 Board of Admissions

Tasks of the Board of Admissions

Formally speaking, it is the Faculty Board that decides whether students can be admitted to its programmes. For admission to the bachelor's programmes, the Faculty Board has (partly) mandated the University Admissions Office to decide on admissions. For the master's programmes and some of the decisions on admission to bachelor's programmes, it has given the Boards of Admissions of the degree programmes the mandate to decide whether to admit students. The admission criteria are specified in the OER. Decisions on whether to admit students are made in accordance with the [Regulations for admission to master's programmes](#).

The Board of Admissions has the following tasks:

Do phase

- Granting unconditional admission or refusing admission of students to the programme. Alternatively, it can grant admission to the master's programme on the condition that additional requirements are met. These requirements may consist of a pre-master's programme (generally 30-60 EC) before starting the programme. They may also consist of making up for any deficiencies (up to a maximum of 15 EC) while already starting the master's programme.

Check phase

- Drafting a brief report once a year for itself, the Programme Management and the Faculty Board. This report can relate experiences of the admissions process, provide a detailed picture of applications and decisions, and also offer a reflection on the extent to which students who are admitted can then follow the study programme successfully. A good time for this is soon after the start of the new academic year, for instance in October, once the admissions procedure for that year has been completed but before new applications have started arriving.

Act phase

- Discussing its findings and conclusions with regard to the admissions process or the admission requirements with the Programme Director (and the Faculty Board, if applicable).

For more information on the composition, appointment and tasks and duties of the Board of Admissions, see the [Regulations of the Faculty of Science](#) (in Dutch).

4.5 Faculty Board

The [Faculty Board](#) bears ultimate responsibility for quality assurance in the Faculty. It is the responsibility of the Board that the Faculty has a functioning system of quality assurance and that the vision on educational quality is embedded in the internal quality assurance system.

Tasks of the Faculty Board

With regard to the quality assurance of the teaching provision, the Faculty Board has the following tasks and responsibilities.

Plan phase

- Determining the policy framework that applies to the quality of the teaching provision (including the Faculty's strategic plan, educational vision, framework for evaluating the teaching provision and examination framework).

Guide to Quality Assurance of Teaching - FWN

- Determining the procedures of internal quality assurance and informing the stakeholders accordingly (in this Guide to Quality Assurance of Teaching, among others).
- Establishing the OER.
- Ensuring that lecturers enhance their expertise in teaching and assessment with the aid of the BKO (and SKO) and targeted professional-development activities such as [ICLON courses](#). The Faculty Board has partly delegated this responsibility to the institute directors.
- Ensuring that the members of administrative bodies involved in the teaching provision increase their expertise (and independence).

Do phase

- Appointing Programme Directors and members of the various committees.
- Coordinating the key aspects of quality assurance and ensuring that the different parties fulfil their roles.
- Reporting regularly to the Executive Board, including in the form of the Faculty contribution to the annual report of the University and the executive summary that accompanies the annual programme reports.

Check phase

- Using survey results, quantitative data, annual reports, action plans following midterm reviews/programme assessments and consultation with degree programmes to verify whether quality assurance is being correctly implemented in the degree programmes and whether sufficient improvement measures have been taken.

Act phase

- Ensuring that action is taken should the quality of a programme or Faculty facilities or support prove not to be sufficiently guaranteed.

For more information on the composition, appointment and tasks and responsibilities of the Faculty Board, see the [Regulations of the Faculty of Science](#) (in Dutch) and the [Faculty website](#) (in Dutch).

4.6 Faculty Council

The [Faculty Council](#) is an elected body comprising 14 members (seven students and seven staff members). It has the right to assent to various matters relating to the Faculty. It also has the right to issue solicited or unsolicited advice to the Faculty Board.

Tasks of the Faculty Council

With regard to the quality assurance of the teaching, the Faculty Council has the following tasks and responsibilities:

Act/Plan phase

- The Faculty Board requires the prior assent (and/or advice) of the Faculty Council on each decision to establish or change:
 - a. the regulations of the Faculty;
 - b. the long-term plan;
 - c. the further regulation of and policy pertaining to the quality assurance of the teaching and research in the Faculty;
 - d. the OER of each programme in the Faculty, with a number of exceptions, such as the regulation of the content of the programmes and examinations, the learning outcomes, the practical exercises and the student workload.
- To issue solicited or unsolicited advice on various matters relating to the Faculty and its teaching such as the Faculty budget and any planned Faculty reorganisation or aspects of this.

Do/Check phase

- Discussing results of teaching evaluations with the Faculty Board (insofar as relevant at Faculty level).
- Discussing the 'Faculty Teaching Agenda' with the Faculty Board (and the underlying annual programme reports and Programme Cards ['programme metrics'], if applicable).

Guide to Quality Assurance of Teaching - FWN

For more information on the composition, appointment and tasks and responsibilities of the Faculty Council, see the [Regulations of the Faculty of Science](#) (in Dutch) and the [Faculty website](#).

4.7 Student Affairs

The [Faculty's Education and Student Affairs](#) department (SOSZ) coordinates and advises on the Faculty's teaching provision and quality assurance. It consists of the following teams:

- Science Career Services
- Science Honours College
- Science International Office
- Science ICT&O
- Science Student Administration
- Science Teaching Coordination
- Science Teaching Policy and Quality Assurance

Education and Student Affairs (SOSZ) makes an important contribution to the quality of the teaching provision and to quality assurance in the Faculty. The various teams support in particular the aforementioned PDCA cycles that are the responsibility of such bodies as the Faculty Board, the Programme Director and the Board of Examiners. Wherever areas of attention for the Faculty fall within the remit of Education and Student Affairs, it translates these into projects and action points within the SOSZ annual plan. This concerns, for instance, measures relating to student administration, timetabling, the information provision, study guidance and career planning, internationalization, honours college, and quality assurance of teaching.

4.8 Other stakeholders in quality assurance of teaching

This section looks briefly at other stakeholders in the quality assurance system.

Institutes

The institutes are responsible for the quality of the teaching staff that they provide. This responsibility is particularly evident in the recruitment and selection process, the annual Performance and Development Interviews, the BKO, the Basic Qualification in English Language Skills (BKE) and the further supervision and training of the staff.

Students

The main rights and responsibilities of students are documented in the University [Student Charter](#), which is revised each year by the Executive Board in consultation with the University Council. The main focus of this is how students can contribute to the quality assurance and administration of the programmes.

Students are involved in the University quality assurance system through the evaluation of courses, internships, theses and the curriculum as well as midterm reviews and programme assessments. They are also represented in various Faculty bodies:

- Programme Committee (50% students);
- Faculty Board (one student, also known as the 'assessor');
- Faculty Council (50% students);
- the Faculty Committee on Teaching (50% students).

Alumni

Alumni also have a role in the quality assurance process. They can provide information on whether the programme provided a good basis for starting out in a career and whether they possessed the necessary skills and knowledge. Alongside informal channels, the Faculty receives such information from:

- the National Alumni Survey, a survey of recent graduates of higher education that is conducted every other year;
- job market or alumni surveys that are conducted on an incidental basis by the study programmes themselves.

Guide to Quality Assurance of Teaching - FWN

During the programme assessment, alumni are asked about their experiences of the programme and how it prepared them for the job market.

Lecturers

Lecturers have a formal and informal role in the quality assurance process. First and foremost, they are responsible for the quality of the education that they provide. They receive a copy of course evaluations to allow them to formulate a response, and also sit on a variety of executive bodies in the Faculty: Programme Managements, Programme Committees, Boards of Examiners, Boards of Admissions and the Faculty Council.

Lecturers also make an informal contribution to the quality assurance of the teaching provision because they are members of the academic community. They participate in meetings with other lecturers, the team, the department and so on. They also participate in various professional-development activities, such as the [University Teaching Qualification \(BKO\)](#), [ICLON training](#), [ICT&Teaching training](#) and [Performance and Development Interviews](#).

Academic community, study associations

A programme that is supported by a close, flourishing academic community in which lecturers, students and administrative staff interact in various different ways will have a better idea of the quality of its education.

Study associations can make a valuable contribution to the academic community not only through social events, but also through the lectures and excursions that they organise. Study associations:

- encourage contact between students and lecturers;
- provide information on the programme and related activities;
- organise trips, lectures and debates at home and abroad.

Ombuds Officer for students and the Examination Appeals Board

Complaints also have an indirect role in the quality assurance process. The Ombuds Officer investigates and resolves complaints, and the Examination Appeals Board considers student appeals. This process alerts lecturers, students and administrative staff to any potential problems. The Ombuds Officer publishes an annual report of the complaints received by the University as a whole, and provides the Vice-Dean with a confidential report on specific complaints that relate to the Faculty.

5. Quality assurance tools

The Faculty has a range of tools at its disposal for its quality assurance system. Some are used to measure and evaluate quantitative and qualitative aspects of the education provided (*check*). Others are used to report on this and determine steps to bring about improvement (*act*). After these *check* and *act* phases, the tools used in the *plan* and *do* phases are adapted if necessary.

The main tools used in the *check* and *act* phases are described in this chapter. The tools used in the *plan* and *do* phases, generally consisting of policy plans, frameworks or regulations (e.g. institutional plan, assessment framework, OER, assessment plan), are only touched upon below.

5.1 Quality assurance tools at the level of the study component

5.1.1 Course evaluation, internship evaluation, evaluation of research projects

The evaluation tool used in the check phase at the level of the individual study component, is generally a *questionnaire*, which can be of a *quantitative* or *qualitative* nature. This depends on such aspects as whether a larger or smaller group of students is being evaluated. Qualitative information can be collected orally or in writing and in groups or individually. Wherever possible, the Faculty uses standardised questionnaires. This is to ensure the quality of the evaluation itself and to make comparisons of courses, programmes and different years possible.

A second tool is the *report* (possibly obtained through EvaSys/ICLON) on the evaluation results and an interpretation of these. In practice, it is the responsibility of the Programme Committee to ensure that a *report* is made of evaluations, on the basis of which it can issue *recommendations* to the Programme Director. The Programme Director ensures that lecturers convert these recommendations into *action points* and implement these actions. In the next evaluation, the Programme Committee and Programme Director consider the follow-up and implementation of the action points from the previous evaluation round alongside the new findings from evaluations.

Chapter 6 provides a framework for evaluating courses.

5.2 Quality assurance tools at the programme level

5.2.1 Programme and curriculum evaluations

The programme as a whole is evaluated at least once every three years, preferably in relation to preparations for a midterm review or programme assessment (see sections 4.2.7 and 4.2.8). *Programme evaluations* can cover a whole curriculum or, for instance, a year in the curriculum. As with course evaluations, programme evaluations can be of a quantitative or qualitative nature. Again, this is determined by such matters as group size. The Faculty has examples of questionnaires for both.

In the near future, it will be possible to generate *reports* in EvaSys on the evaluation of individual courses (5.1) but at a more aggregated level: at the programme, institute or Faculty level, for example.

Minors are individually evaluated each year in a standard *minor survey* that is used by the whole University.

Recent graduates can also be asked to complete a programme evaluation (in an interview or through a survey), or to participate in *exit interviews or surveys*.

Organised *input and feedback* on the curriculum from lecturers can make an important contribution to programme evaluation. This can be in periodical meetings with staff members who are involved in the programme, for instance. The agenda of such meetings should include points that give cause for reflection on the programme as a whole, separate years, specialisations or aspects of these.

In practice, it is the responsibility of the Programme Committee to ensure that a *report* is made of evaluations on the basis of which it can issue *recommendations* to the Programme Director.

5.2.2 Job market and alumni surveys

Alumni surveys provide insight into how students fare after graduating and entering the job market. In addition, some of the questions in alumni surveys are often a review of experiences of the programme, and in

Guide to Quality Assurance of Teaching - FWN

this sense these surveys can also be considered to be programme evaluations. Our study programmes also conduct their own alumni surveys on an incidental basis.

In addition, there is the *National Alumni Survey*, which Leiden University alumni (graduates from the last one and a half years) complete every two years. Alongside a review of the programme, this survey provides information on graduates' starting position in the job market.

Finally, alongside alumni surveys, valuable feedback can be obtained from consulting the future employers of our students. They can provide feedback on our education, programmes and their wishes for these.

5.2.3 Other evaluations/reports/studies

The *National Student Survey* is conducted annually among students from various institutions of higher education in the Netherlands. The results are used by organisations such as *Studiekeuze123*, (an organisation that provides information on higher education in the Netherlands), *Keuzegids Hoger Onderwijs* (a consumer guide to bachelor's programmes in the Netherlands), *Keuzegids Masters* (a consumer guide to master's programmes in the Netherlands), Elsevier (a magazine that publishes a list of the best degree programmes in the Netherlands) and of course the individual universities and programmes. Students are asked about 50 questions relating to different aspects of the programme. For the programmes the National Student Survey is a very important form of programme evaluation, and it should be considered in the annual programme report.

Additional qualitative and quantitative reports can provide the Programme Director, Programme Coordinator, Programme Committee and Board of Examiners with information on the current state of play in the programme. These could include reports on the BSA, the expected intake, internationalisation and student success. Some of the quantitative data is also reproduced in the Programme Card (see 5.2.4).

5.2.4 Programme Card

In around November each year, the University produces a *Programme Card* ('programme metrics') for each programme. The card provides an overview of a range of information (such as student intake, student transfers, student progress and duration of studies) and includes important data from the National Student Survey. The card is a mirror that is held up to the programme, thus enabling a discussion of its strengths and weaknesses. It is also used for the annual programme report (see section 5.2.5).

5.2.5 Annual programme report

Each year, all programmes must draw up an *annual programme report*, for which they must use a University template. The Programme Director and Programme Committee bear joint responsibility for the content of this report. The annual programme report provides information on developments in the programme, perhaps in relation to the educational vision. It reflects (with the aid of programme evaluations and the information on the Programme Card, for instance) upon the strengths and weaknesses of the programme, the teaching provision and the effects of recent changes to the programme. It also contains steps to bring about improvement. Alongside new evaluation results, each annual programme report obviously revisits the action points and intentions from the previous annual programme report.

The annual programme report also provides the basis for the self-evaluation in preparation of the midterm review and programme assessment.

5.2.6 Annual report of the Board of Examiners

The WHW stipulates that Boards of Examiners must draw up a report each year about the previous academic year. This report should describe such matters as the current state of play in and developments relating to the quality of examinations and final projects. It should also examine the quality assurance of these.

If the course or programme evaluations reveal areas of attention that relate to examinations and assessment, the Board of Examiners follows these up in its PDCA cycle. This includes reporting on these and converting them into improvement steps in its annual report.

The annual report of the Board of Examiners also provides a basis for the critical reflection in preparation of the midterm review and programme assessments.

See also the Faculty's Manual for Boards of Examiners (expected in 2019).

5.2.7 *Information file and action plan for the midterm review*

A *midterm review* takes place approximately three years after a programme assessment. The aim of the midterm review is to evaluate steps that have been taken (after a programme assessment), to perform a critical reflection of the programme and to decide on any new or additional steps that need to be taken. Programmes can also choose other aspects they wish to have evaluated, such as specific priorities or policy initiatives on which the opinion of peers is desirable.

In preparing the midterm review, the programmes draw up an *information document* reflecting upon the programme and the improvement steps that were taken, as documented in the action plan that was written after the assessment. This document also contains a clear set of questions for the midterm committee.

Together with documents such as the last action plan, the annual programme reports, the programme cards and the annual reports of the Board of Examiners from the last three years, this information document forms the *information file* for the midterm committee. The committee can also be asked to reassess a random selection of final projects.

After the committee has visited, the programme then takes the committee's critical feedback and draws up an *action plan in response to the midterm review*. The Faculty Board must approve this action plan. Within the programme's internal quality assurance, this action plan forms an important aspect of the cycle of annual reports and of the preparations for the next programme assessment. The midterm review is planned to fit in with the six-year cycle of external quality assurance (programme assessment (also see Appendix B)).

The University has developed the *Leiden University midterm review protocol* (December 2013) for the midterm review.

5.2.8 *Self-evaluation report and action plan for the programme assessment*

Programmes are externally assessed once every six years and after such an assessment a report is submitted to the NVAO regarding retention of the accreditation. In this assessment, the programme must demonstrate that it is of sufficient quality and that it continuously monitors quality in a proper fashion and takes adequate measures wherever necessary.

The assessment process begins with the *self-evaluation report*. This forms the basis of the assessment committee's (*visitatiecommissie*; 'assessment panel') discussions with representatives from the programme during its visit. The Programme Director bears the main responsibility for this self-evaluation, but does this in consultation with the Programme Coordinator, the Programme Committee, the Board of Examiners, the study advisor and other stakeholders.

If, on the basis of the *assessment report of the assessment panel*, NVAO issues a positive judgement, the programme retains its accreditation. The programme then writes an *action plan* based on the recommendations of the assessment panel. This action plan must be approved by the Faculty Board and the Executive Board. Within the programme's internal quality assurance system, this action plan forms an important aspect of the cycle of annual reports as well as of the midterm review after three years. The action plan and its progress are thus an agenda item in administrative meetings.

In addition to the formal assessment of the programme, a 'development dialogue' also takes place between the assessment panel and the study programme. This dialogue is intended to be an informal 'brainstorming' discussion between peers about the ambitions and future developments in the study programme. The study programme sets the agenda for this meeting and supplies concise information in advance for this purpose.

If after the programme assessment, NVAO decides to prolong the accreditation 'under certain conditions', the programme is given the opportunity for a period of recovery (generally two years). It must then write a *Recovery Plan* explaining how it will eliminate the shortcomings that were found as quickly as possible and how it will guarantee the quality in future. The implementation of this Recovery Plan will be monitored, and it will be reviewed in annual reports and discussed in administrative meetings.

5.3 Quality assurance tools at Faculty level

5.3.1 *Ambitions: targets and performance indicators*

The Faculty must establish its own standards or targets to determine whether it is on the right track with regard to the quality of its programmes, learning environment and facilities. It can then draw conclusions about where improvement is needed by comparing its results with these standards or targets.

At present, targets have been defined for student intake in the bachelor's and master's programmes, international participation in programmes, study success and the success rate in the agreements between the Executive Board and the Faculty Board. In future, the Faculty will consider whether standards or targets for other topics such as diversity will help it pursue a more targeted policy.

5.3.2 *Evaluations and surveys*

A range of evaluations, reports and surveys provide information for quality assurance at Faculty level. These include the *National Student Survey*, the *National Alumni Survey* and *other job-market surveys*, the *annual report of the Ombuds Officer* and the *International Student Barometer* (a global survey of international students that Leiden University takes part in every two years). In addition, aspects of *reports on midterm reviews and programme assessments* that relate to more than just the individual programme provide important input for the Faculty's quality assurance.

5.3.3 *Other management reports*

The Faculty also keeps a constant watch on its own organisation and programmes by taking a critical look at management reports on topics such as: contact hours, student intake, dropout, transfer and success rates, Honours College participation, the BKO, and more.

5.3.4 *Faculty Teaching Agenda*

Analogous to the annual programme report is the annual *Faculty Teaching Agenda*, which contains both a report of the current situation and a forward view. Here the Faculty Board reflects on matters that require attention at the Faculty level. The aforementioned tools (sections 5.3.1 to 5.3.3) provide input for this reflection. Alongside new evaluation results and figures, each new Faculty Teaching Agenda looks at the follow-up to the action points and plans from the previous Agenda.

5.3.5 *Student Affairs (SOSZ): annual plan*

If areas of attention for the Faculty as a whole fall within its remit, SOSZ translates the improvement steps from the Faculty Teaching Agenda into projects and action points in its annual plan.

5.4 Quality assurance tools at the institutional level

Alongside individual programmes undergoing assessment, the University as a whole undergoes a periodic institutional audit. This *institutional audit* involves matters such as educational vision and policy, student support and facilities, human resources policy and the professional development of lecturers, and quality assurance of teaching. The University must show that it has its affairs in order. This includes demonstrating that all faculties and degree programmes have a good quality assurance process.

As with the programme assessments, the institutional audit begins with a *self-evaluation report*, but this time of the University as a whole. This is followed by an exploratory visit, in which the audit committee discusses the self-evaluation report with the Executive Board and other parties. This is followed some weeks later by 'trails' of a number of programmes that have been selected by NVAO. The committee then examines one or more elements of the quality assurance process and discusses these with lecturers, students, programme directors, and members of co-participation bodies.

The University also writes an *action plan* based on the findings from the institutional audit.

The last institutional audit of Leiden University took place at the start of 2019, and the provisional judgement was positive. The University's degree programmes are consequently assessed according to the so-called limited programme assessment framework.

6. Teaching evaluation

Teaching evaluation is an important instrument for understanding, monitoring and improving the teaching quality. The purpose of evaluation is to improve the quality of our teaching on the basis of information collected. Questions in evaluations must therefore be aimed at collecting information that can actually be used as a basis for improving the teaching. Evaluation primarily involves asking about the experiences and opinions of those for whom the teaching is intended: the students themselves. In addition, it can involve asking other relevant people about the teaching offered or about the 'end product' of study programmes, such as teaching staff, alumni and the 'consumer field' (future employers).

Tasks and responsibilities with respect to teaching evaluations

- Programme Director: has the final responsibility for teaching evaluations and for giving feedback on the results and the ensuing improvement actions to students in the study programme.
- Programme Committee: has the right of consent for the Course and Examination Regulations (CER/OER) as regards the method of evaluation, is (in most cases) responsible for conducting evaluations, assesses evaluation results and on the basis of this makes recommendations, checks that follow-up of previous recommendations / improvement points has taken place.
- Board of Examiners: takes account of evaluation results relating to assessment, in the quality assurance of examinations and the final examination.
- The Faculty Board (FB) and Programme Director (PD) are responsible for ensuring that recommendations / improvement actions are implemented at the Faculty level and study programme level respectively.

Teaching evaluation at several levels

At the level of individual programme components (course, internship, research project, etc.)

For small groups of students (≤ 15 students), it is preferable to work with open-ended questions (qualitative evaluation); for larger groups of students, with (mainly) closed-ended questions (quantitative evaluation). Quantitative questionnaires for course evaluations are standardised. They can be administered both on paper and digitally.

For evaluation of individual programme components, the following guidelines apply, among others:

- All courses must be evaluated at least once every three years.
- New courses are always evaluated, as are courses delivered by teaching staff who are following a track leading to the University Teaching Qualification (BKO).
- Ideally, students are asked to give an evaluation after each internship / research project (whether or not as part of an exit survey / interview). The Programme Committee makes an overall assessment of this evaluation at least once every two years.

Aspects of the teaching that are evaluated include: overall opinion about the course, teaching quality of the teaching staff concerned, teaching / learning method(s), study material, assessment, level / difficulty level, study load, strengths / weaknesses of the programme component.

At the programme level (study programme, minor, semester, propaedeuse, etc.)

As at the level of individual programme components, at the programme level it is preferable to use qualitative evaluation for small groups of students, and (mainly) quantitative evaluation for larger groups. Study programmes can conduct their own programme evaluations (propaedeuse, semester, study programme). Special programme evaluations are instigated at the international level (International Student Barometer), the national level (National Student Survey (NSE), National Alumni Survey, programme assessment), or the University level (Minor Survey).

For evaluation of the programme (components), the following guidelines apply:

- Programme evaluations of the study programme itself will be conducted at least once every three years. As an alternative to this, the study programme can also conduct exit surveys of students as they leave.
- If assessment is not evaluated during the course evaluation, this must be included in the programme evaluation.
- A Minor Survey is conducted every year.

Guide to Quality Assurance of Teaching - FWN

Aspects of the teaching that are evaluated include: structure of programme content, cohesion of the programme curriculum, development of general academic skills, encouragement of independent approach to studying, (spread of) study load, assessment, mentoring, study coordination, (administrative) support, strengths / weaknesses of the programme / curriculum.

At Faculty level

It is quite rare for separate teaching evaluations to be conducted at the level of the Faculty as a whole. The Faculty does, however, make use of the above-mentioned evaluations at programme level to gain insight into matters that transcend the level of the programme and merit attention at the level of the Faculty.

Feedback on evaluation results and improvement actions

The Faculty and study programmes devote explicit attention to giving feedback on evaluation results and the ensuing improvement actions to the students. At the Faculty level, the Faculty Board is responsible for this; for feedback at the study programme level, the responsibility lies with the Programme Director. A supporting role is played by the Programme Committees and teaching staff.

7. Quality assurance of examinations & assessment

The quality and quality assurance of examinations and assessment requires special attention from examiners, programmes and the Faculty Board. The rules and regulations on the quality of examinations and assessment form the basis of the Faculty's quality assurance. These rules and regulations are documented by the Faculty and the Boards of Examiners in, among others:

- the Faculty OER (Course and Examination Regulations),
- the Rules and Regulations of the Boards of Examiners.

The quality of the Faculty's examinations is determined to a great extent by the expertise of its examiners and the expertise and impartiality of its Boards of Examiners.

Examinations and assessments must meet quality criteria concerning:

- *validity* (Does the examination test what the examiner wants it to test?)
- *reliability* (Is the examination result reliable?)
- *transparency* (Does the student have the information needed for the examination?) and
- *usability* (Can the examination be used within the organisational framework and for the intended learning process?)

To ensure the quality of the Faculty's examinations, all lecturers/examiners follow an examination cycle for their own course that is based on the PDCA cycle. The examination cycle has the following steps: 1) design the examination, 2) create the examination, 3) assess the examination, 4) hold the examination and 5) evaluate and improve the examination. These steps are further explained in the guide [Tips for Tests, issued by the Faculty of Humanities](#).

Alongside the examiners, the Board of Examiners plays a significant role in the quality assurance of examinations. The main responsibilities of the Board of Examiners are:

1. Ensuring that examinations on all aspects of the curriculum meet the quality requirements
2. Ensuring that the entire examination programme tests all learning outcomes.

In addition to providing guidelines and advice for examiners (for instance, in the Rules and Regulations for the Boards of Examiners), the Board of Examiners ensures the quality of examinations by carrying out random checks of examinations and final projects, and by providing feedback on the quality of the examinations and assessment to examiners and the Programme Director. The guide to [Quality Assurance of Assessment](#) (Faculty of Humanities, in Dutch) goes into more detail into the tasks and responsibilities of the Boards of Examiners that relate to the quality assurance of the entire examination programme for the degree programme and the individual curriculum components.

Appendix A. Annual cycle of quality assurance of the teaching provision

This appendix provides an overview of annual activities relating to the quality assurance of the teaching provision. (This overview will be filled in further at a later date)

	To be decided	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July/Aug.
Programme Director / Programme Management	(Do) course evaluations (Do) progr. and/or exit evaluations	Recruit students for OC Prepare schedule for evaluations (in consult. with OC)	Select students for OC Evaluate BSA and study progress		Discuss progr. card and draft annual progr. report Discuss next year's curriculum	Adopt annual progr. report Evaluate prospectus, timetables, OER etc.	Draw up progr.-specific OER appendix					
Programme Committee	Discuss course evaluations Discuss prog. evaluation and poss. exit surveys	Discuss NSE outcomes		New Programme Committee installed Advise on next year's curriculum	Discuss prog. card and draft annual progr. report	Evaluate prospectus, timetables, OER etc.	Assent to/advise on OER					
Board of Examiners	Check quality and assessment of theses Check quality of exams				Draw up and adopt annual report	BSA - first advice					BSA - second advice	BSA - binding advice

Guide to Quality Assurance of Teaching - FWN

	To be decided	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July/Aug.
Board of Admissions	Write brief annual report						Advise Programme Director on admission requirements					
Faculty Board	Discuss annual progr. reports with Programme Directors Decide on rules and procedures of quality assurance		Appoint members of Programme Committees (and Boards of Examiners)					Adopt Faculty Teaching Agenda			Adopt OER	
Faculty Council	Discuss/advise on rules and procedures of quality assurance						Assent to/advise on Faculty Teaching Agenda			Assent to/advise on OER		

Appendix B. Six-year quality assurance cycle for the teaching provision

Basic cycle (starting from programme assessment):

Year	Activity
1	Action plan: improvements based on findings of assessment panel Implement plans, regular quality assurance system
2	Implement plans, regular quality assurance system
3	Self-evaluation, midterm review and action plan
4	Implement plans, regular quality assurance system
5	As above, preparations for programme assessment already underway (see year 6)
6	Self-evaluation (report), visit from assessment panel, provisional findings, final report, submit to NVAO, accreditation decision and action plan

Accreditation deadlines for the programme clusters in the Faculty of Science

Chemistry cluster

Accredited until 31-12-2019. Assessment reports have been submitted to NVAO before: 1-5-2019.

Mathematics cluster

Accredited until 29-9-2020. Submission deadline of next assessment reports to NVAO: 1-11-2019.

Physics and Astronomy cluster

Accredited until 20-11-2020. Submission deadline of next assessment reports to NVAO: 1-11-2019.

Computer Sciences cluster

Accredited 1-1-2021. Submission deadline of next assessment reports to NVAO: 1-5-2020.

MSc Statistical Science for the Life and Behavioral Sciences

Accredited until 9-11-2021. Submission deadline of next assessment report to NVAO: 1-11-2020.

Biology cluster

Accredited until 30-8-2022. Submission deadline of next assessment reports to NVAO: 1-5-2022.

MSc Governance of Sustainability

Accredited until 30-12-2024. Submission deadline of next assessment report to NVAO: 1-11-2024.

Environmental Sciences cluster (MSc Industrial Ecology)

Accredited. Submission deadline of next assessment report to NVAO: 1-11-2024.

Appendix C: NVAO accreditation standards

ASSESSMENT FRAMEWORK FOR THE LIMITED PROGRAMME ASSESSMENT (Sept. 2018)

Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Teaching-learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). If the programme is taught in a language other than Dutch, the programme must justify its choice. This also applies if the programme bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the programme concerned.

Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

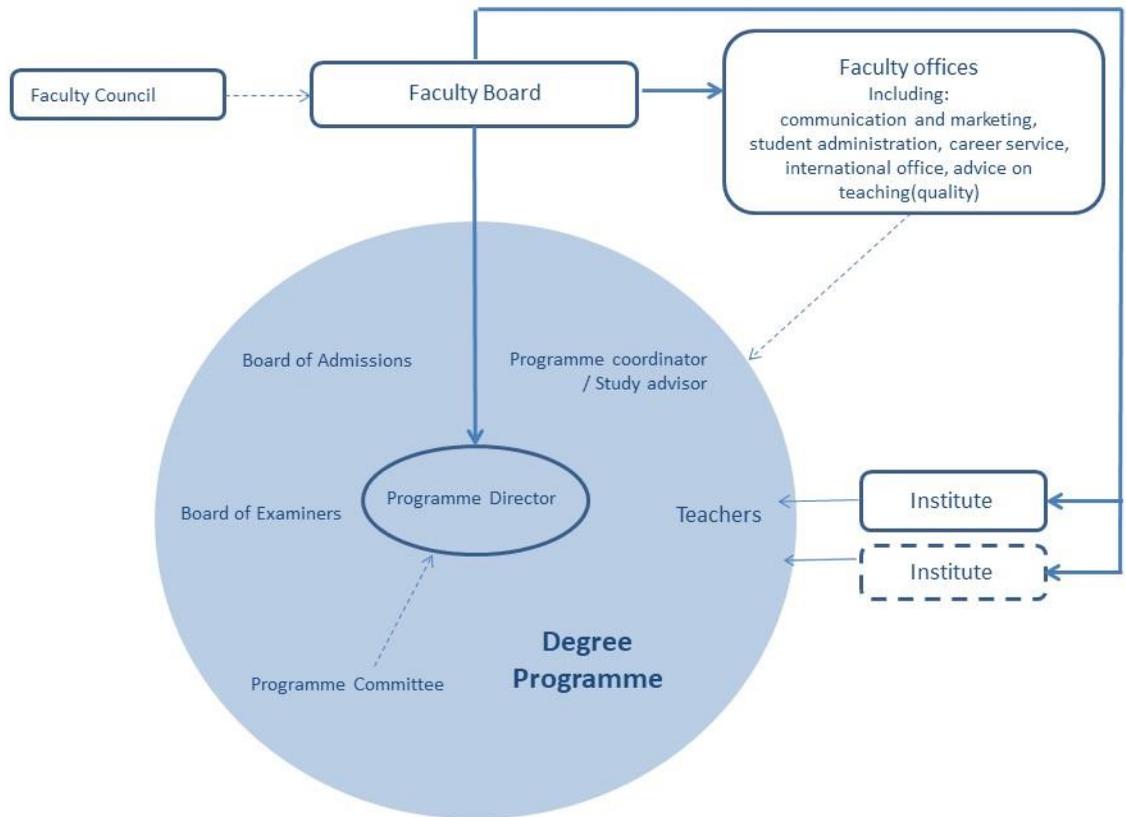
The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

Achieved learning outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in post-graduate programmes.

Appendix D. Organisational chart of a degree programme



Appendix E. Commonly used Dutch abbreviations

AOWB	<i>Ambtelijk onderwijsberaad</i> , collective consultation of senior policy advisors or managers in education of the faculties (preparatory meeting for OWB-meeting)
BB	Administration and Central Services (<i>Bestuursbureau</i>). (Includes Strategy and Academic Affairs and Legal Affairs)
BKO	Basic Teaching Qualification (<i>Basiskwalificatie Onderwijs</i>)
BSA	Binding Study Advice (bachelor's students during propaedeutic phase)
C&M	Communications Department (<i>Communicatie en Marketing</i>), part of the Faculty Office
CDHO	<i>Commissie Doelmatigheid Hoger Onderwijs</i> , a committee that advises the Minister of Education, Culture and Science and the State Secretary for Economic Affairs on the efficiency of the higher education that has been budgeted for.
CROHO	Central Register of Higher Education Programmes (<i>Centraal Register Opleidingen Hoger Onderwijs</i>)
CvB	Executive Board of the University (<i>College van Bestuur</i>)
EC	European Credit, unit for comparing workload (1 EC is equal to 28 hours of work)
EvaSys	Software used to evaluate courses, training, exams, etc.
FB	Faculty Board
FR	Faculty Council (<i>Faculteitsraad</i>)
FWN	Faculty of Science (<i>Faculteit Wiskunde en Natuurwetenschappen</i>)
HC	Honours College/Council/Class
ICLON	Leiden University Graduate School of Teaching (<i>Interfacultair centrum voor lerarenopleiding, onderwijsontwikkeling en nascholing</i>)
JZ	Legal Affairs (<i>Juridische Zaken</i>) (department that supports the CvB)
LEI	Abbreviation for Leiden University (sometimes also UL)
LUF	Leiden University Fund
NSE	National Student Survey (<i>Nationale Studenten Enquête</i>)
NVAO	The Accreditation Organisation of the Netherlands and Flanders (<i>Nederlands-Vlaamse Accreditatie Organisatie</i>)
OBP	Administrative and support staff (<i>Ondersteunend en Beheerspersoneel</i>)
OC (OLC)	Programme Committee (<i>Opleidingscommissie</i>)
OD	Programme Director (<i>Opleidingsdirecteur</i>)
OER	Course and Examination Regulations (<i>Onderwijs- en Examenregeling</i>)
OWB	<i>Onderwijsberaad</i> , collective consultation of portfolio holders for education (Vice-Deans) in the faculties
P&O	Personnel and Organisation
ROG	Performance and Development Interview (<i>Resultaat- en Ontwikkelingsgesprek</i>)
SAZ	Strategy and Academic Affairs (<i>Strategie en Academische Zaken</i>) (department that supports the CvB)
SKO	Senior Teaching Qualification (<i>Senior Kwalificatie Onderwijs</i>)
SOSZ	Science Student and Educational Affairs (<i>Science Onderwijs- en Studentzaken</i>), Faculty department
SOZ	Student and Educational Affairs (<i>Studenten- en Onderwijszaken</i>), University department
UBL	Leiden University Libraries (<i>Universitaire Bibliotheken Leiden</i>)
UD	University Lecturer (<i>Universitair Docent</i>)
UHD	Senior University Lecturer (<i>Universitair Hoofddocent</i>)
UR	University Council (<i>Universiteitsraad</i>)
uSIS	University Student Information System
VSNU	Association of Universities in the Netherlands (<i>Vereniging Samenwerkende Nederlandse Universiteiten</i>)
WD	Academic Director at Faculty institute (<i>Wetenschappelijk Directeur</i>)
WHW	Higher Education and Research Act (<i>Wet op het hoger onderwijs en wetenschappelijk onderzoek</i>)
ZER	Self-evaluation report (<i>Zelfevaluatie rapport</i>) (for programme assessment)

Appendix F. Important University and Faculty policy documents and web pages

Faculty regulations and guides relating to quality assurance in the teaching provision

- [CER/OER](#)
- [Manual for Programme Committees](#)
- [Rules and Regulations of the Boards of Examiners](#)
- Manual for Boards of Examiners (in preparation).

Faculty's web pages relating to quality assurance in the teaching provision

- [Faculty Board](#)
- [Assessor](#)
- [Quality of education and integrity](#)
- [Faculty Council](#)
- [Programme Committees](#)
- [Boards of Examiners](#)

University handbooks relating to quality assurance in the teaching provision

- [Tips for Tests](#)
- [Quality Assurance of Assessment, a Guide for Boards of Examiners](#) (in Dutch)

University's web pages relating to quality assurance in the teaching provision

- [Institutional Plan 2015-2020: Freedom to Excel](#)
- [Vision on teaching and learning: Learning@LeidenUniversity](#)
- [Leiden Register of Study Programmes](#)
- [Performance and Development Interview](#)
- [Student Charter](#)
- [Regulations on the Binding Study Advice](#)
- [e-Prospectus](#)
- [University Teaching Qualification \(BKO\)](#)
- [Teaching and Learning Guide](#)
- [University committees](#)
- [Ombuds Officer](#)
- [University Council](#)

National web pages relating to quality assurance in the teaching provision

- [CROHO](#)
- [NVAO](#) (assessment frameworks for programmes and more)
- [National Student Survey](#)