



NVAO Flanders

NO STANDARDS, NO CRITERIA

“In der beschränkung zeigt sich erst der meister” or how Goethe inspires external quality assurance to be flexible to change.

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Ferocious, cumbersome, burdensome ...



AI



Before the context – complex game of choice

Deserved TRUST



No standards, no criteria

Boning and decorating based on deserved trust

- 8 Quality Features – ESG-based
- 4 questions – Holy Trinity of QA
- Critical reflection = documentation, contextualisation, appreciation, lessons learned

OPEN
DIALOGUE



RESPONSIBILITY LIES
WITH THOSE
RESPONSIBLE

EQA SHOULD NOT
HINDER, RATHER
STIMULATE
INNOVATION AND
INNOVATIVE
CHANGE

Traditional approaches	NVAO's Appreciative Approach
Focus on compliance, conformation	Focus on responsibility, on ownership
"Does the shape fit into the mold?"	"Do they play the game with the chosen rules?"
Is the chosen model the right one?	Does the chosen model work?
What is missing?	How does it work?
Searching for missing things and exposing them	Expose chances and possibilities
Standards are central	Standards are not important
Templates, criteria, rules, guidelines, ...	Straightforward information, no templates, no ...
Thinking and working from standards	Thinking and working around quality
Report with facts, considerations and judgements	Report as a travel journal and with a holistic judgement

No standards, no criteria

Appreciative, agile and tailored to the context

Question 1: Is the educational policy in line with the educational vision of the institution and the societal challenges it is facing within its own context?

Flemish Universities – societal challenges – regional, national, European, global – 2019-2025:

- Future oriented education
- Digitalisation
- Sustainability
- Environmental awareness
- Lifelong learning
- Diversity

- RELATIONSHIP MANAGERS
- TOUR OF FLANDERS
- RESONANCE GROUP
- OVERVIEW REPORTS
- THEMATIC OWNERSHIP
- SYSTEM-WIDE ANALYSIS
- EXTERNAL, INDEPENDENT EXPERTS

IN THE
CONTEXT



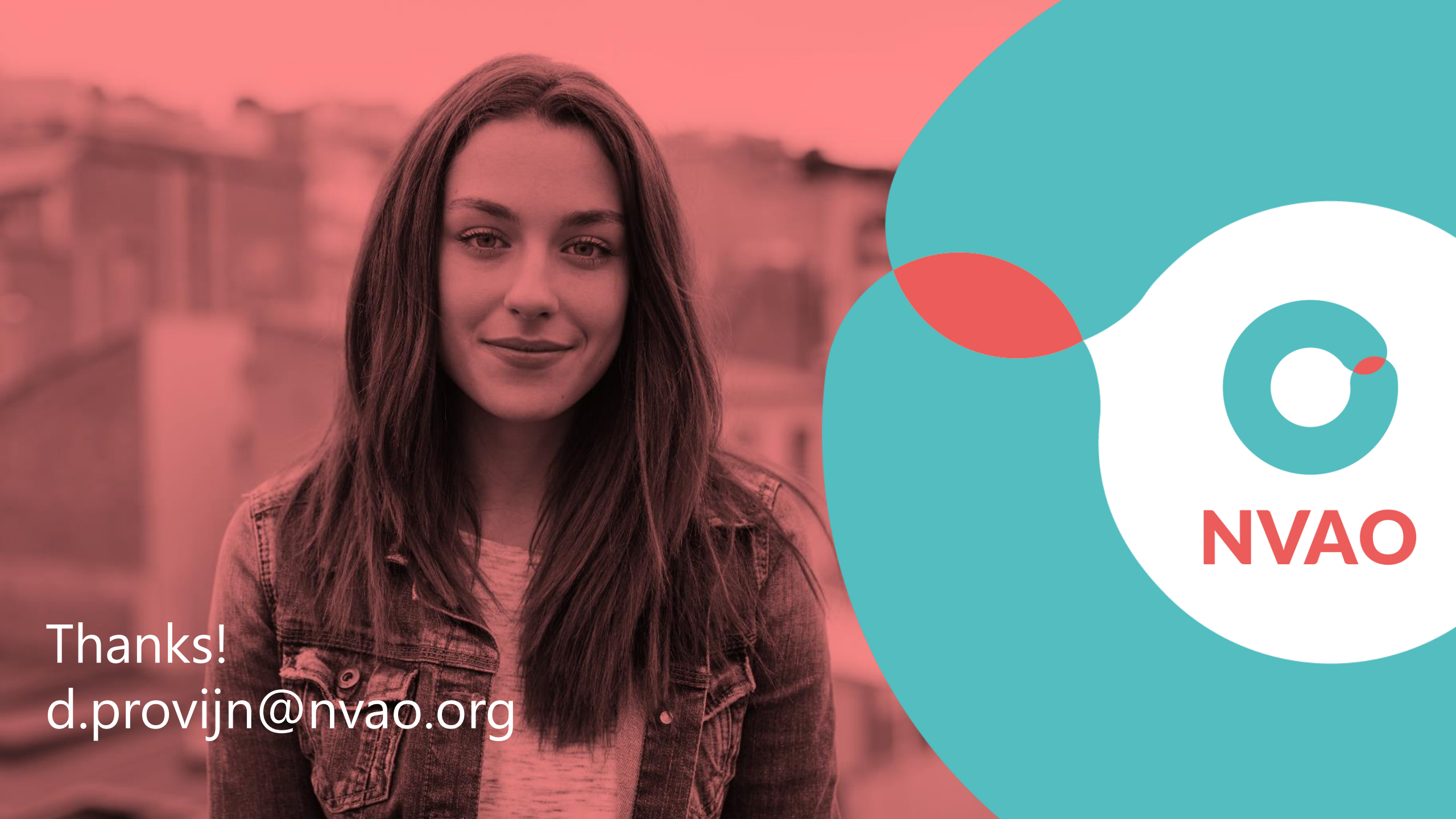
No standards, no criteria

Discussion questions

Should external quality assurance agencies include significant developments or challenges in higher education or broader society in their quality assurance procedures, or should they trust the institutions to address these topics themselves?

What is the responsibility of external quality assurance when an institution does not respond to significant developments or challenges in higher education or broader society?

How does your agency address higher education institutions' responsibilities to respond to significant developments or challenges in higher education or broader society?



Thanks!
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