



SPA¹ Quality Self Assessment² System for Master's Programmes³ in Sports Physiotherapy

Introduction and aim of this self assessment framework

The self assessment framework for Master's programmes has been written for you to support the labour-intensive process of self assessment of your Master's programme. This means that it applies to both self assessment and external audit of Master's programmes. The self assessment framework is an instrument that contains a schematic representation of all the subjects, facets and quality criteria on which the external audit committee bases its accreditation decision. (In preparation for the accreditation agency's on-site inspection, the Master's programme management writes its own management review, evaluating all the criteria.) The results from the (obligatory) self assessment through which the review is checked enable the Master's programme management to work on improving and organising the study programme. Consequently, the actual external audit can be anticipated with confidence.

Explanation on the use of the assessment framework

The instrument contains an arrangement of subjects, facets of subjects, criteria and standards. The following 6 subjects have been defined:

- Aims of the study programme – learning outcomes (SPA competencies, behaviours and standards)
- The study programme
- Staff deployment
- Facilities
- Internal quality assurance
- Results

Each subject exists of a number of characteristic facets and each facet has been elaborated in terms of one or more quality criteria. The diagrams of the format contain 4 parts indicating Policy (Plan), Execution (Do), Evaluation (Check) and Improvement measures (Act). In accordance with current quality policy you are expected to use the PDCA system to indicate in what documents the policy has been described (P), what activities will be undertaken (D), how the policy will be evaluated (C), and what steps will be taken for improvement (A). **The official documents with bold lay-out, mentioned in the diagrams, need to be well described and withdrawable at any time.**

We emphasize there has to be a close and formalised relationship between study programme, student and employer, in combination with a suitable work environment for the student during the course of the study programme. This particularly involves imperative and high demands being put on the size and quality of the workplace and the counselling from within the work field, concerning for example the mentor or the opportunities for practice learning in keeping with the aims of the study programme. Master's programmes without funding or any other kind of formalised relationship with the work environment may suffice with work placements.

It is important that a comparison can be made between the current year and the preceding years. This is of course impossible for new study programmes. Therefore they often refer in their reports to the plans and policy intentions concerning the subjects, facets and quality criteria mentioned in the instrument. Moreover, an audit in the case of new study programmes is of a different and more global character than in the case of an existing study programme. The big difference between existing and new study programmes will be discussed in chapters 5 and 6.

¹ SPA Sports Physiotherapy for All, a Leonarda Da Vinci funded project

² This (self) assessment framework can be used by institutions without any Quality Assurance System in their countries. Requirements to be delivered by individuals or small groups which provide short courses in Sports Physiotherapy are highlighted

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Chapter 1 Performance Domain 1 = Aims of the Study Programme

What must become clear from the test on this performance domain?

The aims of the study program are described in the SPA Competency Profile with roles, competencies, behaviours and standards at masters level (see SPA website: www.sportsphysiotherapyforall.org). It's also possible a program only offers only part(s) of this competency profile. The institute, team or teacher has to be clear to the public / students about which parts of the competency profile the program provides.

Diagrams of Performance Domain 1: Aims of the Study Programme

Facet 1: Roles, competencies, behaviours and standards		
Quality Criteria	Check Yes/No	Comment
The learning outcomes are in line with the international SPA Competency Profile with roles, competencies, behaviours and standards (see www.sportsphysiotherapyforall.org and use appendix 1, checklist on competencies, behaviours and standards)		
Quality Criteria Standards	Check Yes/No	Comment
1. The learning outcomes have been designed and adapted in keeping with SPA competency Profile.		
2. The general aim of the study programme has been formulated, e.g. the general aim is: teaching students to become progressive professionals who contribute to best practice in a scientifically sound way.		
3. It has been demonstrated that the learning outcomes are in line with the international standard of the SPA Competency Profile		
4. The study programme clearly links the designed learning outcomes to the type of professional aimed for.		
5. With respect to content, the study programme is positioned within a knowledge centre or within a collaboration framework between a number of universities.		
The documents Professional Profile and Programme Profile , the latter determined by the management, describing the aspects that determine the SPA Competency Profile (is at Masters level).		
Study Guide and information material describing professional profile and end qualifications as described in the SPA Competency Profile.		
Position Paper Knowledge Infrastructure Knowledge development, knowledge circulation and knowledge centres, network.		
<i>Execution (DO)</i>	Check Yes/No	Comment
Describe professional profile / type of professional and formulate corresponding learning outcomes like the SPA Competency Profile		
Execution of educational and research assignment in collaboration with a knowledge centre and/or university involved.		

<i>Evaluation (Check)</i>	Check Yes/No	Comment
As part of internal quality policy, a continual check on whether professional profile and end qualifications still meet the requirements of the SPA Competency Profile.		
The study programme can demonstrate the way in which the learning outcomes have been determined and are kept up-to-date in line with the SPA Competency Profile.		
<i>(ACT)</i>	Check Yes/No	Comment

Chapter 2 Performance Domain 2 = Study Programme

What must become clear from the test on this performance domain?

This subject consists of eight facets, namely:

- 2.1 Requirements for a Master
- 2.2 Relation between aims and content of the study programme
- 2.3 Study programme coherence
- 2.4 Study load
- 2.5 Intake
- 2.6 Duration
- 2.7 Compatibility between form and content
- 2.8 Assessment and testing

In the study programme the targeted end qualifications (SPA Competency Profile) at Master's level must be made concrete in a convincing way. Furthermore, working with the presented form and content of the study programme (learning goals within that study programme included), incoming students must be able to achieve the end qualifications within the set time. Assessment of the conversion of the aims in the study programme requires content-concerning assessment of the set of study subjects and the educational structure.

It is important to mention that the relation between education, work field and student is discussed in the study programme.

Diagrams of Performance Domain 2:-Study Programme

Facet 2.1: Requirements for a Master		
Quality Criteria	Check Yes/No	Comment
1.Knowledge development by students takes place using (scientific) professional literature and study material derived from the professional practice, and through interaction with the professional practice and/or applied research.		
2.The study programme has clear links with current developments in the professional field / discipline.		
3. The study programme guarantees the development of professional skills and has clear links with the current professional practice.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. For the purpose of knowledge development by students the study programme uses professional literature and study material, derived from the professional practice, and dealing with applied research and professional innovations among other things.		
2. Current developments and research data in the professional field of study and the discipline are integrated into the study programme structurally and demonstrably.		
3. The study programme clearly demonstrates its focus on the systematic development of the Master student's professional skills. It has clear links with the current professional practice.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
The document Programme Profile , determined by the management, describing: -teaching methods, such as action learning, competence-based learning (also see facet 2.7 = Form and content)		
- knowledge development at Master's level		
- the definition of applied research ('do and examine')		
- criteria for the level of professional literature		
- the 'ideal relationship between educational institute, employer and student with respect to practice learning and innovations and best practice guidance'		
Programme Profile - Viewpoint on the systematic development of professional skills at Master's level, from the beginning to the end of the study programme.		
<i>Execution (DO)</i>	Check Yes/No	Comment
Update curriculum descriptions and study guide periodically on the basis of: - the latest innovative developments and professional literature		

- their incorporation into the study programme		
- the description of the relation between work (or work placement) and study programme		
-Arrange work-study or work placement agreements per student and employer, containing learning goals, practice learning and counselling (mentor).		
(Possibly) Publication policy, on the basis of knowledge development and best practices.		
Link staff member's CVs to professional practice (see Chapter 3)		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
Periodic evaluation and, if necessary, adjustment of didactic principles.		
As part of defined staff policy, evaluation of staff members with respect to their 'practice calibre' (see Chapter 3)		
Evaluation, by alumni, lecturers, professional field committee and students, of the practical calibre of the study programme, as part of quality policy.		
<i>(ACT)</i>	Check Yes/No	Comment

Facet 2.2: Relation between aims and content of the study programme		
Quality Criteria	Check Yes/No	Comment
1. The study programme is an adequate, concrete reflection of the end qualifications with regard to level, orientation and domain-specific requirements.		
2. The end qualifications have been adequately interpreted into learning goals of (parts of) the study programme.		
3. The content of the study programme enables students to achieve the formulated end qualifications.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Each study programme component is explicitly and comprehensibly related to one or more competencies of the SPA Competency Profile with regard to level, orientation and profession-specific requirements.		
2. The learning outcomes within the study programme components have been derived from the SPA Competency Profile.		
3. Each study programme component demonstrably contributes to the achievement of the SPA Competencies.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Curriculum Blueprint		
<i>Execution (DO)</i>	Check Yes/No	Comment
Match, in an overview, learning goals of modules or other study programme components with the SPA Competency Profile.		
Place (summary) of curriculum description in the study guide. Explain to the student the relationship with SPA Competency Profile.		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
Evaluation, by students, team and professional field committee, of the compatibility of the study programme with SPA Competency Profile with regard to:		
- Gaps in learning outcomes (insufficient coverage of the SPA Competency Profile)		
- Unnecessary overlap in learning goals and/or SPA Competency Profile		
- Feasibility		
<i>(ACT)</i>	Check Yes/No	Comment

Facet 2.3: Study programme coherence		
Quality Criteria	Check Yes/No	Comment
Students follow a study programme that is coherent in terms of content		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Didactic principles form the backbone of the study programme, in particular in the way in which theoretical concepts, professional subject matter, and profession-directed skills are linked with each other (action learning, competence-based, practice learning).		
2. The study programme characterises itself by a cyclic structure and integration of the various programme components, with increasing complexity.		
3. Lecturers are able to safeguard the coherence between the study programme components and professional performance, and to explain it to the students.		
4. The content and structure of the study programme are based on the SPA Competency Profile (also see facet 2.2)		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Programme Profile: Viewpoint on content coherence within the study programme, with attention for: - Teaching methods		
- The linking of teaching methods to the aims of the study programme,		
- Logical structure of and relation between the study programme components		
- Congruence with professional performance		
Curriculum Blueprint , describing all the learning goals in relation to the SPA Competency Profile.		
Study Guide , describing the SPA Competencies in relation to the modules.		
<i>Execution (DO)</i>	Check Yes/No	Comment
-Match the learning outcomes of modules or other programme components with the SPA Competencies.		
-Link the learning goals and SPA competencies to didactic principles.		
-link the teaching team's CVs to the teaching methods and the aims of the study programme.		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
As part of internal quality policy, evaluation by students and teaching staff of the content coherence within the study programme.		

<i>(ACT)</i>	Check Yes/No	Comment

Facet 2.4: Study load		
Quality Criteria	Check Yes/No	Comment
The study programme is feasible for the student because factors relating to the study programme and impeding a student's progress are removed as much as possible. (note: student counselling and complaint procedure are described in 4.2)		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Feasibility for the student is reflected in measurable target aims for the following elements crucial for student progress, such as:		
- time table		
- year division		
- number of examination opportunities		
- spreading of study load		
- exemptions		
- maximally allowed absence		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Programme Profile , with attention for feasibility and study load in relation to measurable target aims.		
<i>Execution (DO)</i>	Check Yes/No	Comment
-Formulate norm figures and criteria regarding feasibility and report and compare them each study year.		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
As part of internal quality policy, evaluation of feasibility with regard to the target aims/figures mentioned.		
<i>(ACT)</i>	Check Yes/No	Comment

Facet 2.5: Intake		
Quality Criteria	Check Yes/No	Comment
The study programme is linked up well with the qualifications of incoming students with respect to form and content		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. The educational institute employs and supports with arguments an intake and selection policy that links up well with the study programme with respect to form and content.		
2. Direct admission is granted to the student who on intake: - Possesses a Bachelor's degree diploma or a diploma obtained and judged as equivalent by an authorised body.		
- Enters into a study-work agreement with the educational institute and the work (placement) place, thereby ensuring practice learning.		
- Has access to a PC and the Internet		
- Meets possible additional requirements set by the educational institute , such as e.g. passive and/or active command of the English language.		
3. Depending on the content-concerning requirements and the organisational structure of the Master's programme, the student's work experience prior to the intake may have to meet certain standards.		
4. Depending on the status (yes/no funding, part-time, dual) or content-concerning requirements of the study programme, the workplace and the student's task assignment may have to meet certain requirements during the course of the study programme. For example: work placement or, in contrast, at least a 0.5 full-time-equivalent of work in a function or workplace fitting the study programme.		
5. Deviation from the Bachelor's degree requirement is only possible by way of an EAC (Earlier Acquired Competencies) procedure endorsed by the Board of Governors.		
6. If the application for admission is rejected, a complaint procedure can be started.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
The intake policy as described in the Programme Profile :		
- Enrolment/admission procedure		
- Criteria		
- Format work placement / study-work contract		
- Additional content-concerning intake requirements, set by the educational institute		

- EAC ⁴ procedure		
- Foreign students intake		
- Complaint procedure		
<i>Execution (DO)</i>	Check Yes/No	Comment
-Appoint standing intake committee.		
-Appoint complaint committee.		
-Formulate additional content-concerning intake requirement derived from the study programme.		
-Organise intake policy information campaign.		
-Determine selection procedure, e.g. the EAC route.		
-Arrange work placement or study-work contracts per student.		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
Survey and evaluation of intake data per year		
Student questionnaire on intake and link-up		
<i>(ACT)</i>	Check Yes/No	Comment

⁴ EAC is Early Acquired Competencies

Facet 2.6: Duration		
Quality Criteria	Check Yes/No	Comment
The Master's programme meets the minimal size requirement of 60 ECTS points		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. The study programme grants the student minimally 60 ECTS points and its size is sufficient to enable students to meet the end qualifications.		
If its size justifies more than 60 ECTS points, it must be accounted for in relation to the learning outcomes.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
The Study Guide describes the distribution of the study programme duration in terms of contact moments and private study.		
<i>Execution (DO)</i>	Check Yes/No	Comment
-Incorporate within the study guide.		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
Comparison with other relevant study programmes.		
As part of quality policy, evaluation, by students and lecturers, of the study programme duration in relation to the aims of the study programme.		
<i>(ACT)</i>	Check Yes/No	Comment

Facet 2.7: Compatibility between form and content		
Quality Criteria	Check Yes/No	Comment
The didactic concept is in line with the aims.		
The didactic work forms are in line with the didactic concept.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. The didactic concept 'competence-based education' is in line with the aims and learning outcomes of the Master's programme.		
2. The didactic work forms are closely adjusted to the didactic concept. The didactic work forms feature a focus on the profession (professional practice) and on the development of problem-solving abilities.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Programme Profile: Didactic concept and corresponding didactic work forms in relation to the students' assumed learning track and learning gains.		
<i>Execution (DO)</i>	Check Yes/No	Comment
-Choose didactic work forms determined by the didactic concept		
-Guide lecturers in the application of didactic concept and relevant didactic work forms		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
Evaluation, by students and lecturers, of the compatibility between form and content.		
<i>(ACT)</i>	Check Yes/No	Comment

Facet 2.8: Assessment and testing		
Quality Criteria	Check Yes/No	Comment
Realisation of the learning goals of the Master's programme by the students is adequately tested by assessments, tests and examinations.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Assessment results meet the following requirements: - the content of the test or assignment is based on study programme component(s) previously indicated		
- a test meets the targeted level of a component.		
- the test has been judged with regard to previously indicated test norms and test criteria.		
- the person who assesses has been indicated beforehand.		
- test results are published within a previously indicated and acceptable period.		
- students are given the opportunity to discuss the test results afterwards with the lecturer concerned.		
2. The educational institute makes use of a wide range of valid and tested test instruments.		
3. The student is given sufficient opportunity to resit tests. The educational institute is clear in indicating the time limit of tests and assignments.		
4. Test results may lead to a binding study career advice. The educational institute has a clear policy with regard to study career advice.		
5. A complaint procedure can be initiated via the examination committee.		
6. The just and consistent application of the assessment criteria is safeguarded.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Teaching and Examination Regulations (TER) , defining the regulations for the testing procedure: - Description of diversity in test forms		
- Norms and criteria in relation to aims and learning goals		
- Agreements on formulation and application of assessment criteria		
- Agreements on giving feedback to the student		
- Resit policy		
- Study career advice		
- Testing, if required, by the professional practice		

- The role of external judges		
- Complaint procedure		
<i>Execution (DO)</i>	Check Yes/No	Comment
-Include test criteria and norms in modules and study guide.		
-File test results in administration, conveniently arranged for lecturers, students and administration. (safeguarding test results)		
-Include test moments in timetable.		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
(Quantitative) evaluation of all test results.		
Evaluation of test instruments and policy by students and lecturers.		
Evaluation of complaint procedures.		
Evaluation of lecturers' test and guidance qualities.		
<i>(ACT)</i>	Check Yes/No	Comment

Chapter 3 Performance Domain 3 = Staff Deployment

What must become clear from the test on this performance domain?

This subject consists of three facets, namely:

- 1.1 Requirements for a Master
- 1.2 Staff quantity
- 1.3 Staff quality

Staff deployment is a primary condition for quality and an indication of the distinction between Bachelor's and Master's study programmes.

The Master's teaching team is demonstrably focussed on knowledge development and diffusion on the basis of applicable scientific methodology, directed to professional practice. Furthermore, the educational institute must state the number of staff that will be deployed for the study programme (staff-student ratio) and their qualities. The facet "staff quality" covers qualifications in a wider sense: not only profession-specific knowledge and qualifications, but also experience and skills.

Diagrams of Performance Domain 3: -Staff Deployment

Facet 3.1: Requirements for a Master		
Quality Criteria	Check Yes/No	Comment
Teaching is for a considerable part delivered by staff that make connections between study programme and professional practice.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Lecturers have recent experience with the work field that is studied.		
2. Lecturers make connections in their teaching between the study programme and the national and international professional practice.		
3. Lecturers maintain a national and international network of contacts with the professional field for the advancement of their own professionalism, study programme evaluation, internal quality assurance and student support with respect to access to the national and international professional field, for example by: - Inviting authoritative visiting lecturers from the national and international work field		
- Participating, apart from their teaching tasks, in research and/or counselling.		
- Maintaining contacts with alumni and colleagues of related study programmes		
4. A reasoned number of lecturers of the team have a functional and/or organisational tie with a knowledge centre or university allied to the Master's programme.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Staff Plan , determined by the management. - Staff recruitment procedure policy in staff plan.		
- Required staff qualifications in relation with the aims of the study programme.		
Aspects of Professionalisation Policy directed towards tightening the link with professional practice and research. (see further 3.3.)		
Alumni Policy		
<i>Execution (DO)</i>	Check Yes/No	Comment
CVs of staff members: -Include in them relevant current information:		
- Qualifications, esp. completed study programmes, courses, trainings, work experiences		
- Cooperation with national and international professional practice		
- Contact network with alumni, colleagues of related study programmes, representatives and umbrella organisations of		

the professional field		
- Research experience e.g. participation in research and/or publications		
Documentation that proves alumni contacts		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
Evaluation and periodic updating of staff CVs.		
As part of internal quality policy (see subject 5) periodic testing of student satisfaction with regard to the standards mentioned.		
Annual testing of lecturers' practical knowledge on the basis of the policy intentions as stated in the viewpoint document.		
Check on the results of POPs (Personal Development Plans) and RDW (Result-Directed Working) agreements		
<i>(ACT)</i>	Check Yes/No	Comment

Facet 3.2: Staff quantity		
Quality Criteria	Check Yes/No	Comment
Enough staff must be deployed in order to deliver the study programme with the targeted quality.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. The appointed staff are able to deliver the study programme, taking account of the following: - The educational institute applies a reasoned quantitative staff planning, that fits the financial preconditions and are adequate for the realisation of the study programme and the didactic concept.		
- The proportion of lecturers from inside to lecturers attracted from outside the educational institute (visiting and part-time lecturers) is relevant for the institute.		
- The educational institute has information on the staff-lecturer-student ratio for each variant and location.		
- Enough time has been reserved for student counselling.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Staff Plan , containing the educational institute's viewpoint on the relation between staff size and targeted quality. In case of staff shortages, how does the educational institute deal with it?		
Staff Plan Elaboration of standards with respect to: -Viewpoint on staff formation		
-Adequate proportion of tenured lecturers to external lecturers (part-time and visiting lecturers)		
- Financial preconditions		
- Choices with respect to desired staff-lecturer-student ratio		
- Policy on prevention of sickness absence		
- Policy choices on distribution of lecturers' working hours with respect to teaching, policy development, professionalisation, work placement guidance, overhead activities, etc.		
<i>Execution (DO)</i>	Check Yes/No	Comment
General administrative staff data, such as: -Overview of appointments and staff formation		
-Overview of task appointment in relation to task package, per lecturer		
-Overview of age distribution of staff group		
-Data on staff-lecturer-student ratio / sickness absence, etc.		
Performance and assessment interview reports, with specific focus on work pressure and task allocation data.		

<i>Evaluation (Check)</i>	Check Yes/No	Comment
Evaluation and periodic updating of staff CVs.		
As part of internal quality policy (see subject 5), periodic testing of student satisfaction with regard to availability and accessibility of teaching staff.		
Annual evaluation of teaching team and management on standards on the basis of administrative data in relation to internal quality assurance.		
<i>(ACT)</i>	Check Yes/No	Comment

Facet 3.3: Staff quality		
Quality Criteria	Check Yes/No	Comment
Staff members are qualified to conduct the content-concerning, educational and organisational realisation of the study programme.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Lecturers are subject matter and educational experts, who are sufficiently equipped for the performance of their tasks.		
2. Non-teaching staff display a work attitude of willingness to help students and lecturers.		
3. The mix ⁵ of content-concerning, educational and organisational competencies within the team is sufficient for the realisation of the study programme ⁶ .		
4. The educational institute has a reasoned viewpoint on the quality of the relation between the lecturer on the one hand and the Master's student as a high-quality, independent professional on the other hand.		
5. Periodic performance interviews are held, in which the lecturer's subject matter expertise and performance are discussed against the background of collected evaluation results and the didactic concept / end qualifications of the study programme.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Staff Plan - Viewpoint on the ideal mix of content-concerning, educational and organisational qualifications of the team and the way in which they are safeguarded		
Staff plan: - Description of desired (scientific) level of teaching staff in order to lead students to a Master's level		
- Description of service level of non-teaching staff		
- Description of staff policy, for example in terms of Investors in People (IIP)		
Professionalisation Policy with respect to the members of the educational team: - Criteria, norms and time for team members to keep up their professionalism, service, professional network, and their knowledge of the professional practice, research and innovative developments.		
Staff Plan: Performance/assessment policy using a result-directed working protocol.		

⁵ Experiences of the Bachelor's study programmes with external audits shows that it is really necessary to make a matrix. One axis of the matrix indicate the staff members' competencies that the study programme requires. The other axis shows the names of the staff members. After completion of the matrix it will become apparent if there is a balance between quantity and quality of the required competencies. In case of deviation, the study programme management is expected to take subsequent measures.

⁶ Validation application by new study programmes will have to indicate how many staff will be deployed and what their qualities are.

<i>Execution (DO)</i>	Check Yes/No	Comment
Curriculum vitae with special focus on qualification aspects.		
Keep up files that show that the PDCA cycle is carried out. RDW ⁷ documentation and POPs can be part of it.		
Execution of staff policy, shown by the filled-out and updated staff files.		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
Evaluation of CVs on quality aspects.		
Balanced mix of tenured and visiting lecturers.		
Evaluations of students/ lecturers, management by means of a questionnaire and/or interviews about content-concerning, educational and organisational qualifications and relational quality.		
Evaluations: - Staff policy plan		
- Professionalisation policy		
- Performance and assessment policy		
<i>(ACT)</i>	Check Yes/No	Comment

⁷ RDW is Result Directed Working

Chapter 4 Performance Domain 4 = Facilities

What must become clear from the test on this performance domain?

This subject consists of two facets, namely:

- 4.1 Equipment facilities
- 4.2 Student counselling

Diagrams Performance Domain 4: -Facilities

Facet 4.1 :Equipment facilities		
Quality Criteria	Check Yes/No	Comment
Accommodation and equipment facilities are sufficient for the realisation of the study programme.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Educational institute accommodation offers sufficient space for students and lecturers to work on the study programme.		
2. Equipment facilities are sufficient for students and lecturers to work on the study programme.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
The educational institute has an Accommodation Plan , describing:		
- Timetables of the study programmes		
- Workplaces for lecturers / teams		
- Study places for students		
- Multimedia centre and ICT facilities		
- If relevant, laboratories, sports facilities, practising rooms		
The Study Guide describes how and where students and lecturers can gain access to equipment facilities.		
<i>Execution (DO)</i>	Check Yes/No	Comment
Execution of Accommodation Policy		
-Publish clear timetables, in time		
- Allocate workplaces to education team		
-Create study places for students, including computer facilities		
-Provide access for lecturers and students to an up-to-date multimedia centre with access to national and international (scientific) databases		
-Provide access for students and lecturers to sports facilities and laboratories (if relevant)		
Equipment facilities:		
-Provide adequate facilities and a clearly indicated service counter for students and lecturers.		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
As part of quality policy, attention is paid to evaluation of the accommodations.		
Data from the work perception survey among staff can be included here. (Labour Circumstances Policy).		
<i>(ACT)</i>	Check Yes/No	Comment

Facet 4.2: Student counselling		
Quality Criteria	Check Yes/No	Comment
Student counselling and student information are adequate with a view to student progress and they accommodate students' needs. (note: in close relation with chapter 2, e.g. 'study load')		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Students are regularly and in time informed about their study results and study progress, and they receive advice, be it requested or not.		
2. Student counselling and student information accommodate students' needs.		
3. Individual learning routes are possible within previously indicated frameworks.		
4. There is a transparent complaint procedure for students with respect to form and content of student counselling and other relevant aspects of the study.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
- The educational institute has defined its viewpoint and implementation with respect to student counselling in a memo.		
Study Career Counselling - This information, in summarised form, is also in the Study Guide and other information material.		
- Individual learning routes are recorded in the students' files or Portfolio .		
TER (Teaching and Examination Regulations): - Memo on complaint procedures initiated by the study programme management.		
<i>Execution (DO)</i>	Check Yes/No	Comment
-Allocate a student counsellor to each student		
-Hold regular student-counselling interviews		
-Include the students' progress reports in their files (or portfolios)		
-Provide students with access to a digital student progress system		
-Conduct complaint procedures		
<i>Evaluation (Check)</i>		
Student counselling and student information and the extent to which they accommodate students' needs are integral parts of the testing procedure as part of quality		

policy (subject 5).		
Monitoring of student progress registration.		
<i>(ACT)</i>		

Chapter 5 Performance Domain 5 = Internal Quality Assurance

What must become clear from the test on this performance domain?

The study programme needs a quality assurance system that is demonstrably functioning for all the facets mentioned.

The institute must be able to demonstrate that quality is structurally safeguarded and improved. In this way quality assurance is the best guarantee of maintaining and improving the quality. Obviously, new study programmes can not yet show quality system evaluation results. It is sufficient for them to present their formulated quality policy and its instruments.

This subject consists of three facets, namely:

- 5.1 Evaluation results
- 5.2 Improvement measures
- 5.3 Involvement of staff, students, alumni and professional field

Diagrams of Performance Domain 5: -Internal Quality Assurance

Facet 5.1: Evaluation results		
Quality Criteria	Check Yes/No	Comment
The study programme is periodically evaluated on the basis of testable target aims. (note: chapter 6 describes quantitative testing and measuring of study programme success rates)		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Aims, study programme, staff and accommodation are evaluated on the basis of testable target aims.		
2. Clear quality target figures have been formulated (minimally acceptable scores in evaluations).		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Policy document Quality Assurance , determined by the management:		
- Description of (valid) evaluation instruments		
- Directions on evaluation moments, and on collection and input of report data		
- Feedback of evaluation results, analyses and improvement measures to those concerned (see 5.3)		
- Testable target aims for quality (performance and steering indicators)		
<i>Execution (DO)</i>	Check Yes/No	Comment
-Conduct educational evaluations/surveys		
-Lecturers consistently carry out quality assurance and inform students about it		
-Non-teaching staff enter data		
-The study programme management annually delivers review of quality level realisation		
-Formulate and carry out improvement plans		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
Annual discussion, between educational team, management and students, of the quality level realised, on the basis of:		
- evaluation results		
- target figures		
- realised improvement plan activities		
- etc		
<i>(ACT)</i>	Check Yes/No	Comment

Facet 5.2: Improvement measures		
Quality Criteria	Check Yes/No	Comment
Evaluation results are the basis for demonstrable improvement measures that contribute to the realisation of the target aims.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Each year the study programme management and teaching team formulate improvement measures, using the motto: "we can do even better, always".		
2. (If applicable, a comparison is made with previous audit results)		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Policy document Quality Assurance , determined by the management (Also see facet 5.1)		
<i>Execution (DO)</i>	Check Yes/No	Comment
-formulate improvement measures on the basis of conducted quality tests and of (if applicable) a previous audit.		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
See facet 5.1		
<i>(ACT)</i>	Check Yes/No	Comment

Facet 5.3: Involvement of staff, students, alumni and professional field		
Quality Criteria	Check Yes/No	Comment
Staff, students, alumni and the professional field are actively involved in internal quality assurance.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Management, lecturers and non-teaching staff are committed to and involved in the formulation and execution of quality policy.		
2. Students are regularly interviewed about their assessment of the quality and their suggestions for improvement.		
3. Evaluation results, improvement measures and achieved results are periodically discussed with the students, staff, professional field committee, alumni and the relevant work field.		
4. There is a transparent complaint procedure for students with respect to all the aspects that could possibly impede their study.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Policy document Quality Assurance , determined by the management, defining responsibilities (the educational institute decides, others advise) (Also see facet 5.1)		
<i>Execution (DO)</i>	Check Yes/No	Comment
-discuss evaluation results, their analyses and the improvement activities periodically and in time with: - educational team		
- students		
- professional field		
- alumni		
Conduct of complaint procedures		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
Periodic feedback about the quality of the study programme with those involved..		
Evaluation of complaints and ensuing formulation of improvement measures.		
<i>(ACT)</i>	Check Yes/No	Comment

Chapter 6 Performance Domain 6 = Results

What must become clear from the test on this performance domain?

In this chapter a distinction is made between new and existing study programmes. The diagrams 6.1 and 6.2 must be completed for existing study programmes, whereas the diagrams 6.3, 6.4 and 6.5 must be completed for new study programmes.

Existing study programmes must make clear that the targeted aims as formulated in chapter 1 have actually been achieved and in what way that is established. The institute must demonstrate the study success rate achieved and must do this in terms of the targeted aims in a convincing way. The educational institute determines target figures for graduation and credit point success rates. The institute determines target figures for the average length of stay of students, making a distinction between those leaving with and those leaving without a diploma. Therefore the educational institute checks periodically to what extent the target figures are met and examines the causes in case of deviations. Measures are taken on the basis of insight into the causes.

The subject consists of two facets, namely:

- 6.1 Achieved level
- 6.2 Character of educational success rate

New study programmes must be able to guarantee that there are sufficient **conditions for continuity**.

For this study programmes has to come up with three other facets, namely:

- 6.3 Graduation guarantee
- 6.4 Investments
- 6.5 Financial provisions

Diagrams Performance Domain 6 for Existing Master's programmes:-Results

Facet 6.1: Achieved level		
Quality Criteria	Check Yes/No	Comment
The realised end qualifications are compatible with the SPA Competency Profile		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Student performance at the end of the study programme meets the SPA competencies convincingly.		
2. Graduation products are (also) assessed by representatives of the professional field and by alumni.		
3. Professional field committees, work field and relevant educational institutes are regularly consulted concerning their experiences with graduates. These experiences are incorporated within the curriculum.		
4. Fresh graduates are satisfied with their end qualifications in relation to professional performance.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Documents determined by the study programme management: Programme Profile: - Viewpoint on the relation between graduation programme level and the SPA competencies		
TER⁸: - Role and method of working of examination committee		
- Test criteria and methodology		
- Students' portfolios		
- External judges of crucial examination parts (if relevant)		
Professional Practice and Professional Field: - Role and method of working of professional field committee		
Alumni Policy , focussed on testing and raising the civil value of the study programme.		
<i>Execution (DO)</i>	Check Yes/No	Comment
-Test end qualifications in accordance with determined criteria		
-Appoint examination committee		
-Invite prominent professionals of recognised authority for examination parts.		
-Link students' portfolios to internal quality policy		

⁸TER Teaching and Examination Regulations

-Compose professional field committee, selecting important representatives of the work field, umbrella organisations and other professionals		
-Interview fresh graduates about realisation of end qualifications and civil surplus value		
-Consult alumni periodically about the civil value of the end qualifications		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
Annual examination committee and management review concerning: - Achieved study results		
- Relation between SPA competencies on the one hand and achieved end results and civil surplus value on the other		
- If necessary, improvement measures concerning both aspects, in particular by means of adjusting examination and study programme		
Student exit survey		
<i>ACT</i>	Check Yes/No	Comment

Facet 6.2: Educational success rate		
Quality Criteria	Check Yes/No	Comment
Educational success rate target figures have been determined in a comparison with relevant other study programmes. The achieved success rate meets these target figures.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. There are target figures for the graduation success rate and credit point success rate.		
2. Target figures have been determined for the average length of stay of students plus maximally acceptable deviation.		
3. Finances: Both funded and non-government-funded Master's programmes are financially cost-effective. Enrolled students can count on the possibility to graduate within the given maximum study period.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Study Programme Year Plan , determined by the study programme management, containing target figures of the next season in relation to target figure realisations of past seasons concerning: - Number of students per cohort		
- Diploma success rate per cohort		
- Average length of study of drop-outs and graduates		
- Insight into the causes for study discontinuation; target figures comparison with other, similar study programmes		
- Improvement measures with respect to study success rate, and review of previous improvement measures		
Business Plan and Financial Long-Term Perspective Including protocol of debiting and crediting of services, and separation of public and private money.		
<i>Execution (DO)</i>	Check Yes/No	Comment
- Collection of study success rate data by the secretarial office		
- Annual management review 'Study Success Rate'.		
- Check by management on execution of improvement measures.		
- Individual student counselling by tutors (see chapter 2)		
- Carrying out of financial entries with respect to Master's programmes.		
<i>Evaluation (Check)</i>	Check Yes/No	Comment

- Annual discussion, between management and educational team, of achieved results concerning educational success rate		
- Comparison of achieved results with other study programmes		
- Internal financial inspection		
- External financial inspection by an accountant		
<i>ACT</i>	Check Yes/No	Comment

Diagrams of Performance Domain 6 for New Master's programmes: Conditions for Continuity

Facet 6.3: Graduation guarantee		
Quality Criteria	Check Yes/No	Comment
The institute guarantees that the study programme can be completed by the students.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
After enrolment the student is guaranteed of the possibility for graduation within the maximally set period along the defined quality standards described in the study guide and other information material.		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Management Letter concerning Graduation Guarantee		
Study Guide		
<i>Execution (DO)</i>	Check Yes/No	Comment
-include in procedure description		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
<i>ACT</i>	Check Yes/No	Comment

Facet 6.4: Investments		
Quality Criteria	Check Yes/No	Comment
The anticipated investments are sufficient for setting up the study programme (including provisions).		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
1. Finances The institute has reserved a budget for the development stage and the first few course years, anticipating a starting period with losses and a subsequent period of investment recovering.		
- balanced long-term budget		
For non-government-funded study programmes: - No mixing of private and public money		
- Transparent crediting and debiting concerning persons, materials and infrastructure		
- Lower limit for minimal number of students required for starting the study programme		
2. Market research - At companies and institutions as potential buyers of the Master's study programme; in qualitative respect (end qualifications) and quantitative respect (numbers over several years)		
- Research among professional field experts		
- Exploratory qualitative and quantitative research among potential students (be aware of the cannibalism effect)		
- Positive and preferably quantitatively supported endorsement by the professional and/or branch association		
<i>Policy (Plan)</i>	Check Yes/No	Comment
Business Plan of the management of the institute, describing and guaranteeing the development stage, the initial period (of losses) and the investment recovering stage.		
Financial Long-Term Perspective		
Market Research Review		
<i>Execution (DO)</i>	Check Yes/No	Comment
Execution of investment and business plan.		
Financial statement of accounts and its justification. Stating of output and quality criteria of development stage.		
Preferably conducted by a specialised agency		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
- Internal financial inspection (Financial Office)		
- External financial inspection by an accountant		
- Periodic inspection concerning the investments as being		

sufficient for achieving the targeted quality level and financial goals		
<i>ACT</i>	Check Yes/No	Comment

Facet 6.5: Financial provisions		
Quality Criteria	Check Yes/No	Comment
The financial provisions for calculated negative results are sufficient for covering starting-up losses.		
<i>Quality Criteria Standards</i>	Check Yes/No	Comment
See 6.4		
<i>Policy (Plan)</i>	Check Yes/No	Comment
See 6.4		
<i>Execution (DO)</i>	Check Yes/No	Comment
See 6.4		
<i>Evaluation (Check)</i>	Check Yes/No	Comment
See 6.4		
<i>ACT</i>	Check Yes/No	Comment

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