Certification of honorsprogrammes: added value or not?

Pieter Veenstra, NCHC, 13 november 2015

share your talent.
move the world.
Hanze University of Applied Sciences, Groningen

- 26,000 students
- 3,000 employees
- 49 professorships organized in 5 research centers
- 84 studies offered in 17 schools
Hanze Honours College

- Small staff organization
- Responsible for honors education
- Honors education and research are connected:

Professorship Excellence in Higher Education and Society

• Government-funded programme aimed at inspiring the top 5% of the students to achieve excellence

• start in 2008 for bachelor programmes (€ 49 million)

• from 2010 also for master programmes (€ 12 million)

• 12 universities and 11 universities of applied sciences took part

• Hanze UAS, Groningen was the first university of applied sciences with honors education

• Start (with Sirius Programme grant) in 2008

• Main goals:
  • Promotion of culture of excellence
  • Development of the excellent professional

Our results:

- Six different types of honors programmes
- More than sixty honors programmes
- 1150 students in honors programmes (7%)

Our results:

- the formation of Hanze Honours College (2012)
- The professorship Excellence in Higher Education and Society
Hanze Honours College

Our vision:

Honors education is education at a high level that challenges students to get the best out of themselves and trains them to become critical and creative thinkers who are able to think out of the box and who can place their professional activities in a wider social context. An honors student is a student who uses his talent to add meaning to the world.

This in line with our slogan:

Share your talent move the world.
Hanze Honours College

Our ambitions:

• To professionalize honors teachers: 
  A teacher’s road to excellence

• To develop profiles of the excellent professional for every domain

• Every school offers certified honors programmes
Certification of honors programmes

Our goals:

• To improve the quality of our honors programmes
• To make the quality of our honours programmes comparable
• To show the outside world (employers and high schools) our seriousness with honors
• To develop a certification model with an external partner
Certification of honors programmes

Our process:

• To develop a certification model with an external partner: Hobéon
• The quality guaranteeing model
• The Hobéon Quality Mark
• The assessment of the quality by audits:
  • Hobéon’s audit
  • Our audits
Certification of honors programmes

Hobéon’s audit:

• Two recommendations:
  • Sharpen our assessment framework
  • Describe more precisely what honors means

• Receiving of the Hobéon Quality Mark
Certification of honors programmes

Our audits:

• The composition of the audit teams

• The requested documents:
  • the critical reflection
  • The students final products

• The interviews on the audit day

• The final judgement

• The final report
Certification of honors programmes

Our assessment criteria:

• Mission and intended final level

• Honors didactics and teacher’s quality

• Student selection

• Honors community

• Quality guaranteeing

• Achieving the final level
Certification of honors programmes

Questions:

• How do you deal with the quality of your honors programmes?

• Do you see similarities in the way you guarantee the quality of your honors programmes and our method?

• Do you have a mission or vision on honors education?

• Do you have an independent exam and assessment committee to judge the quality of your honors programmes?
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