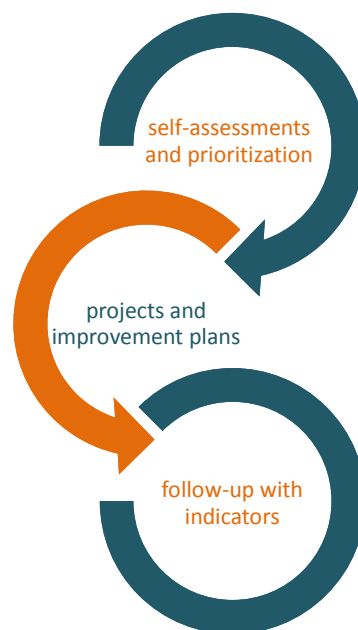
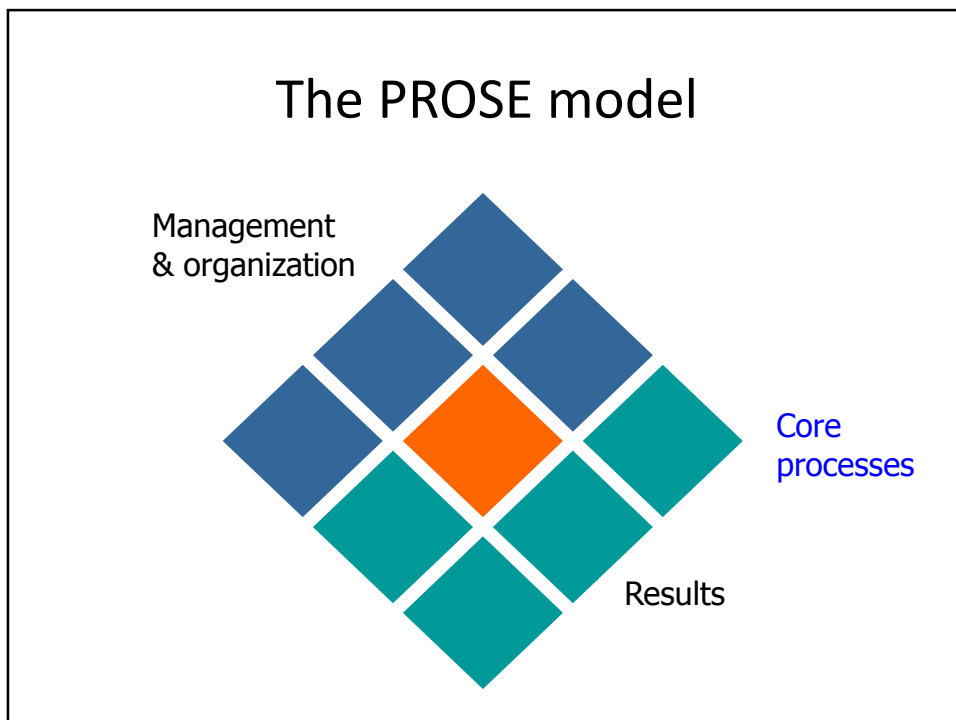
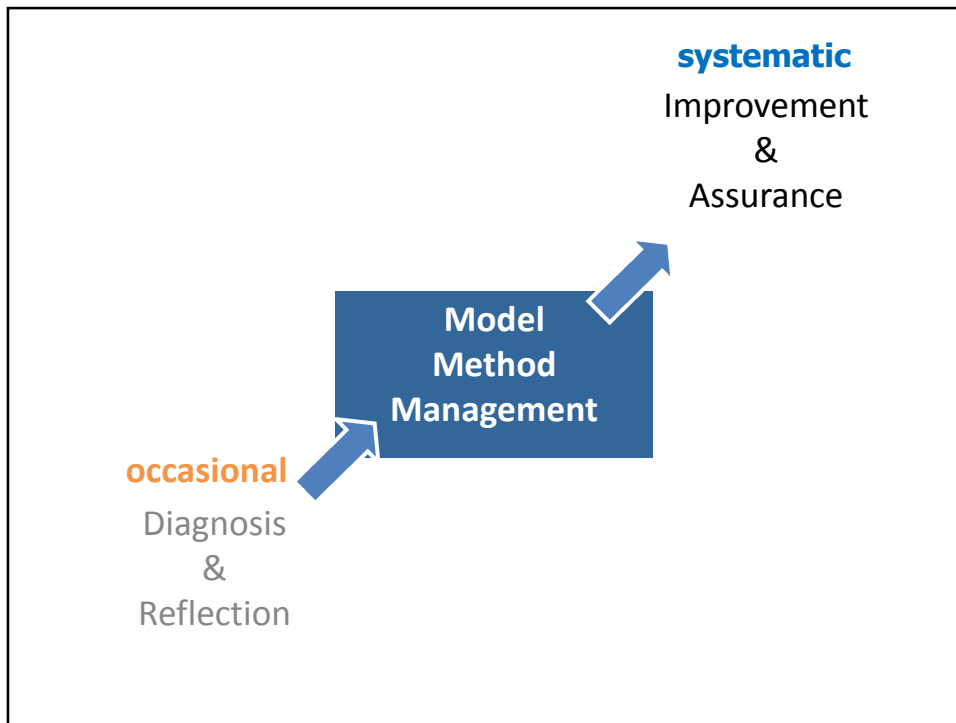


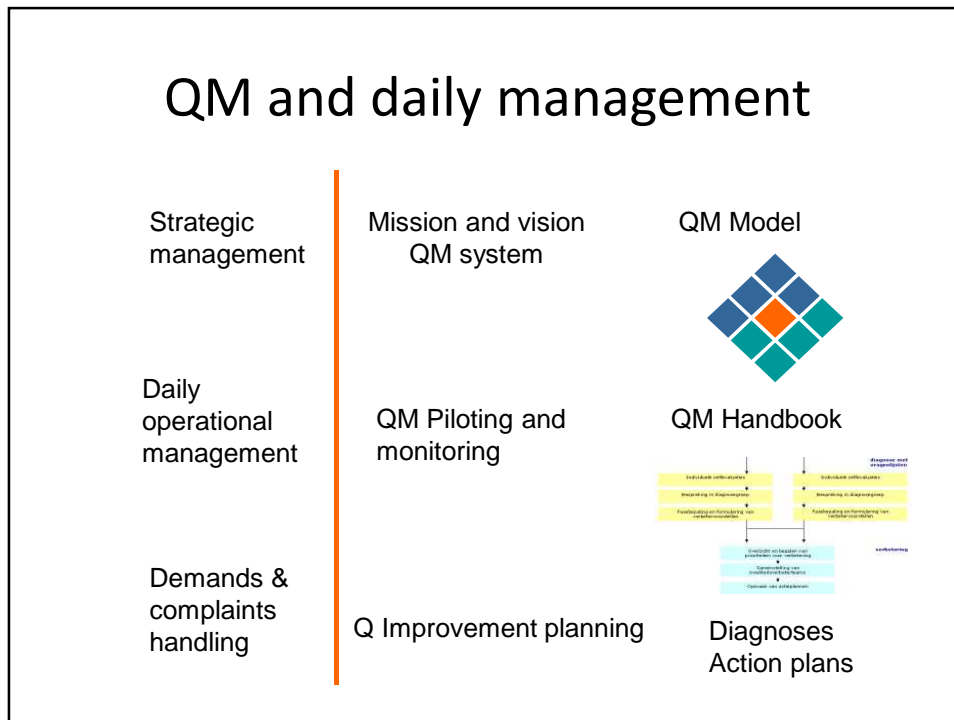
Developing an Integrative Quality Management Policy and System



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First things first

- Clear organizational chart
- Communication matrix
- Procedure of staff evaluation
- Description of programmes
- Inventory of past assessments and improvement initiatives
- Identify chronic burdens and quick wins
- Use a “fresh eye” opinion from outside the system
- Avoid that QM would take over tasks that belong to the management

3 levels in quality

- **Delivering good quality work** (according to professional standards)
- **Quality management** so that you are sure about this quality
- **Integrative QM** so that every aspect is covered and everybody is involved, and that you can use synergy and collaboration

3 functions of quality management

- **Improvement**
 - PDCA-cycle
 - Anticipate developments/problems
- **Assurance**
 - Procedures
 - Verification & control (e.g. complaints handling)
 - Cause analysis and corrective measures
- **Accountability and reporting**
 - Defining/selecting quality standards
 - Performance & progress reporting

A general accreditation framework

- Institution-level
 - Policy
 - Tools and procedures to enhance the effectiveness of the educational policy and practice
 - Tools and procedures to assure the effectiveness
- Programme level
 - Learning goals
 - Methods of teaching and assessment
 - Outcomes

Elements in a Quality Management System

- Mission: goals, basic values and principles, vision
- Strategy: policy plans, action planning, improvement plans
- Quality model and tools
- Responsibilities and functions (persons, boards, committees, teams)
- Core processes and procedures
- Documenting (e.g., forms)

Transparency and openness



Integrative Quality Management

- Sustainable, long-term
- Involvement of persons
- Global
- Teamwork
- Based on data
- Systematic and systemic
- Process-based
- Oriented at innovation and prevention

IQM as “Soft” Quality Management

- Empowerment of staff with regard to processes and results
- Participative management
- Good horizontal and vertical communication
- Satisfaction, expectancy and perception as core elements



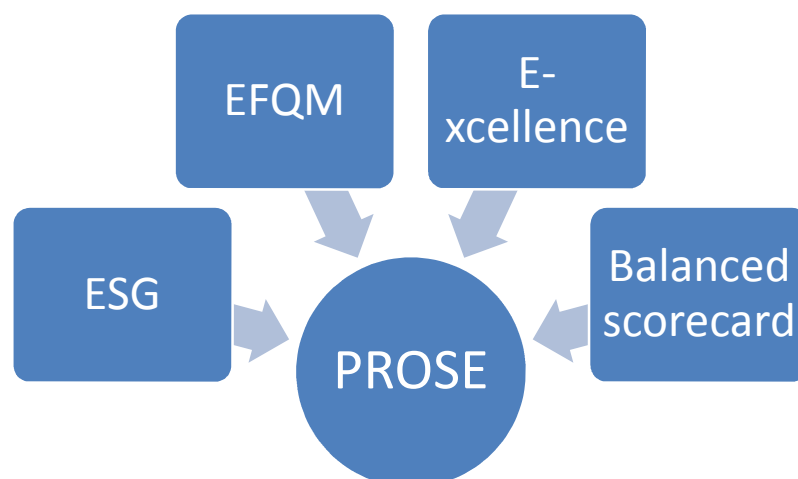
Keeping the balance between

- Products and processes
- Persons and means
- Individual and group
- Diagnosis and improvement
- Policy and action
- Planning and deployment
- Control and support
- Vertical and horizontal communication

The 6P-model (Vyt, 2012)

- Policy & Positioning
- Profiles & Persons
- Programmes & Products
- Processes & Procedures
- Projects & Plans
- Progress & Performance

Integration of models and tools



ESG items in PROSE

- We have a policy and associated procedures for the assurance of the quality and standards of our programmes and awards.
- We are committed explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in our work.
- We have developed and implemented a strategy for the continuous enhancement of quality.
- The strategy, policy and procedures have a formal status and are publicly available.
- They also include a n explicit role for students and other stakeholders.
- We have formal mechanisms for the approval, periodic review and monitoring of our programmes and awards.
- Students are assessed using published criteria, regulations and procedures which are applied consistently.
- We ensure that staff involved with the teaching of students are qualified and competent to do so.
- The mechanisms and procedures ensuring this are available to those undertaking external reviews, and commented upon in reports.
- We ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.
- We systematically collect, analyse and use relevant information for the effective management of our programmes of study and other activities.
- We regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards we are offering.

Specific validated questionnaires

- **Input factors:**
- Leadership
- Staff
- Strategy
- Means
- Communication
- **Human factors:**
- vision & responsibilities
- Agreements & communication
- Competences & wellbeing
- **Core processes:**
- development and internationalization of the study programme
- coaching and guidance of students
- execution of teaching and learning,
- practice learning and coaching towards graduation
- assessment of students' progress
- research and service provision.
- **Output factors:** results and satisfaction of staff, students, and graduates)

Scans and screenings

- EFQM Quickscan
- ESG Quickscan
- Accreditation scan (NVAO, Aeqes...)
- Course unit evaluation (students' feedback)
- Basic program quality scan
- E-xcellence Quickscan

E-xcellence Quickscan



1. The e-learning strategy should be embedded within the teaching and learning strategy of the institution.

Not Adequate Partially Adequate Largely Adequate Fully Adequate
2. The institution should have e-learning policies and a strategy for development of e-learning that are widely understood and integrated into the overall strategies for institutional development and quality improvement. Policies should clearly state the user groups and include all levels of implementation, infrastructure and staff development

Not Adequate Partially Adequate Largely Adequate Fully Adequate
3. Investigating and monitoring emergent technologies and developments in the field of e-learning and anticipation for integration in the learning environment.

Not Adequate Partially Adequate Largely Adequate Fully Adequate
4. The resourcing of developments in e-learning activities should take into account special requirements over and above the normal requirements for curricula. These will include items such as equipment purchase, software implementation, recruitment of staff, training and research needs, and technology developments.

Not Adequate Partially Adequate Largely Adequate Fully Adequate
5. The institution should have an e-learning system integrated with the management information system (registration, administrative system and VLE) which is reliable, secure and effective for the operation of the e-learning systems adopted.

Not Adequate Partially Adequate Largely Adequate Fully Adequate

The respondent's view

PROSE General website Users site Online diagnostics You are logged in as: **Maria Gamez** from the organisation: **Granada School** [Log out]

Quality of a programme or module Curriculum design PR

Consultations and questionnaires

Quality of teacher training programme - part 1 Q P

Curriculum design PR

Teaching and learning methods PR

Quality management PR

Study load and study progress PR

Assessment of students

Organization

Legend

- Questionnaire filled out
- Questionnaire answered partially
- Questionnaire not yet answered

Q Answer questions/items
P Identify priorities
E Provide evidence/proof

Answer the items below. You can leave up to 10% of the items open. If you have spontaneous remarks or suggestions based on an item, select the marker to the right. At the end you will receive a list of the selected items with open fields to write your suggestions.

question	answer
1. The expectations (e.g. of societal needs or of employers) about necessary knowledge and skills in graduates of the programme have been documented.	○1 ○2 ○3 ○4 ○5 <input type="checkbox"/>
2. The proposed outcome competences of (future) graduates are systematically checked with the expectancies of (possible) employers and needs of the society (e.g., they are geared towards real life and practice).	○1 ○2 ○3 ○4 ○5 <input type="checkbox"/>
3. The proposed outcome competences of (future) graduates are attuned to the level of the academic or professional degree of the programme.	○1 ○2 ○3 ○4 ○5 <input type="checkbox"/>
4. International comparisons are made in function of the development (and adjustment) of the study programme and goals.	○1 ○2 ○3 ○4 ○5 <input type="checkbox"/>
5. External experts are actively and systematically involved in the design (and revisions or adjustments) of the study programme and goals.	○1 ○2 ○3 ○4 ○5 <input type="checkbox"/>

The manager's view

PROSE General website Users site Online diagnostics You are logged in as: **Pedro Almorar** of the organisation: **Granada School** [Log out]

Activate a consultation/evaluation

Management

Accounts and credits

- Overview account(s)
- Allocate credits
- Change Account Information
- Contact persons

Managers

Respondents

- Overview of respondents
- Create a respondent
- Change a respondent
- Send login codes

Consultation

- Available consultations/evaluations
- Activate a consultation/evaluation
- Modify a consultation/evaluation
- Delete a consultation/evaluation

Messages

- For a consultation/evaluation
- For some respondents in an evaluation
- For certain persons in the list of respondents

Title of the activated consultation

Selected set of questionnaires : Quality of a programme or module 6 Credits/person

The title you give to this consultation

Quality of teacher training programme - part 1

Respondents (marked) for this consultation

	Category 1	Category 2
<input checked="" type="checkbox"/> Maria Gamez	Teacher	Group 1

Activation period of the consultation

From 28 January 2010 To 28 February 2010

Additional options

- Indicate priorities for improvement
- Indicate evidence for items judged positively

Instruction and introducing text for the respondents

See the instruction leaflet you received at the Christmas meeting. Contact me in case of problems.
Pedro

A stepwise approach

Quickscan

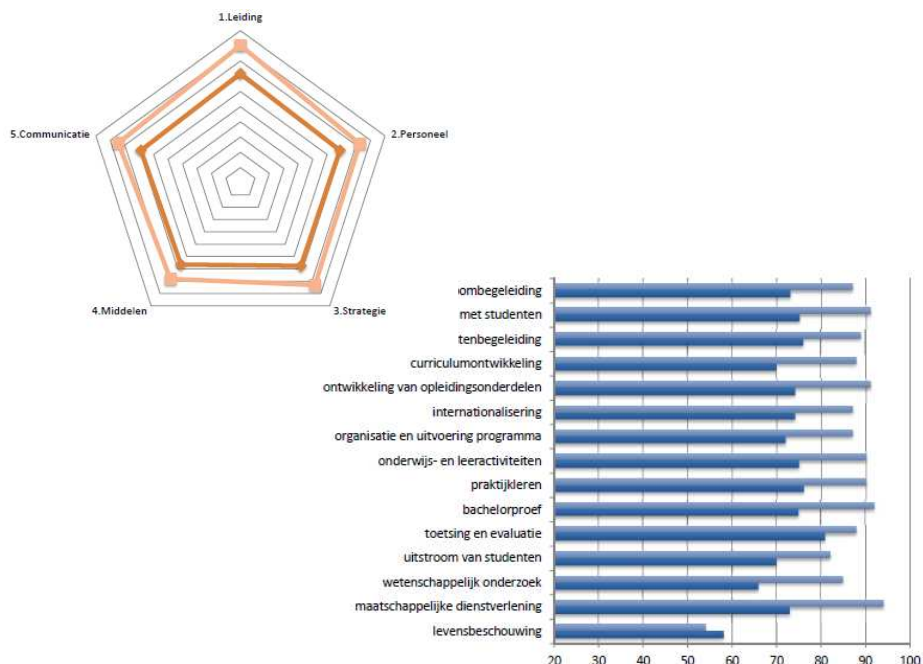
- EFQM Quickscan
- E-xcellence Quickscan for e-learning
- European standards

Deep-level diagnostics

- Input factors and Human factors
- Core processes
- Results

International benchmarking

- Europe
- Worldwide with partners in US and Latin-America



Improvement planning and follow-up

Nr	Doel/actie	Beheerder	Startdatum	Doeldatum
1.	Inventaris maken van bestaande registratieformulieren	Gaarsten Simon	9/2012	11/2012
2.	Evaluatie van bestaande formulieren	Joosten Carla	9/2012	11/2012
3.	Procesbeschrijvingen voor het werken met formulieren	Gaarsten Simon	11/2012	12/2012
algemene flowchart van verwerkingsprocedure voor registratieformulieren → Indicatoren				
	doorlooptijd voor registratie			
	naleving van registratieprocedure			
4.	Productie en implementatie van digitale archivering van registratieformulieren			

Indicator + toelichting	Streefwaarde	2012
doorlooptijd voor registratie <i>De gemiddelde doorlooptijd (in uren) van het moment van telefonisch contact tot registratie in het intakebestand.</i>	10	12
naleving van registratieprocedure <i>Via controle van 100 intake dossiers uit de laatste 12 maanden: hoeveel (%) hebben correct de registratieprocedure gevolgd.</i>	90	85
digitale archivering van registratieformulieren <i>Via controle van 100 (random gekozen) gebruikers uit de laatste 12 maanden: van hoeveel ervan is het registratieformulier digitaal traceerbaar.</i>	90	

PODS 2.0 allows to

- perform team-oriented self-assessments
- prioritize items for improvement
- collaborate on improvement plans
- define evidence of good practice
- follow up quality indicators
- construct a quality management handbook.

PROSE Online Diagnostics & Documenting System
available in English, French, Spanish, & Dutch version
See www.prose.eu