

Implementing tools at institutional
level for quality assurance and
quality enhancement
- success factors/obstacles

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Success factors

- a **coherent** quality system, systematically applied;
- an established **quality culture**;
- good **involvement** of stakeholders;
- the **learning lab** initiative and the students' involvement in its inception and management;
- effective use of **results from quality reviews** and processes for the dual purpose of quality improvement and organisational learning;
- use of the above for opening up a **high level of dialogue** between staff and between staff and students;
- a strong **focus on student outcomes**;
- effective **feedback loops**;
- **transparent** information.

- Report from Nordic Project on Quality Assurance in Higher Education Institutions (2005)

Quality Culture

Two characteristics:

1. At heart a quality culture is about facilitating and encouraging reflexivity and praxis; self-reflection, developing improvement initiatives and implementing them; and
2. Leadership in a quality culture is inspirational rather than dictatorial. Leadership is at all levels in the institution and does not refer to just senior managers

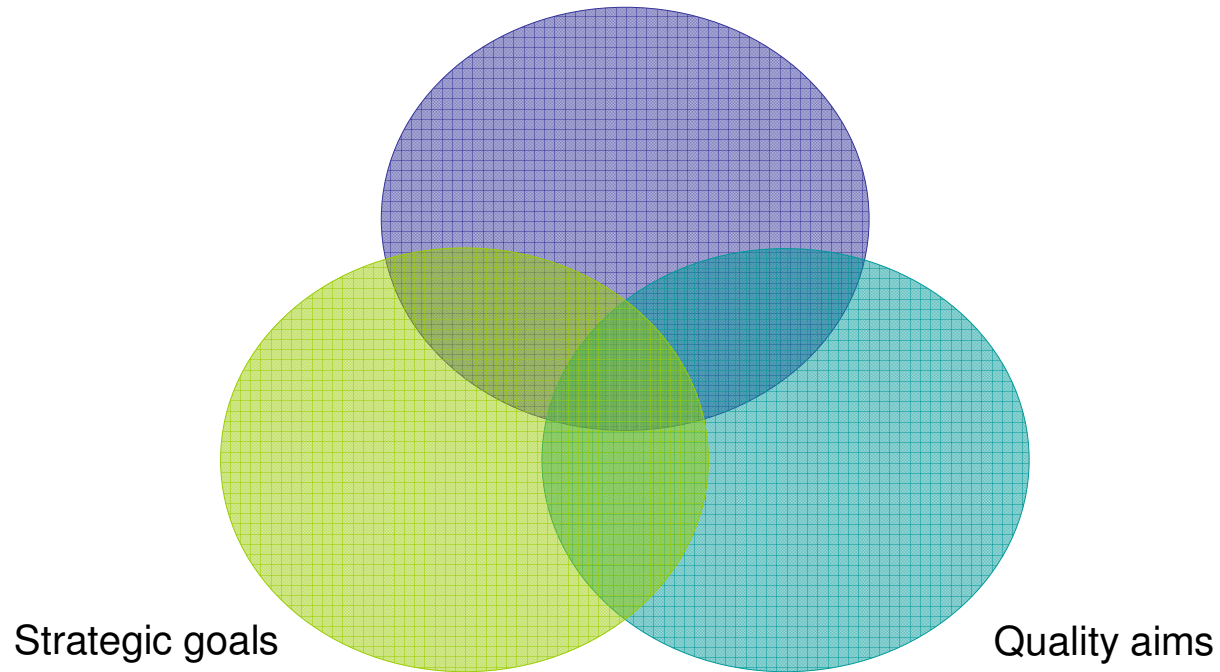
"A selection of papers from the 1st European Forum for quality assurance", November 2006, p.81

Further success factors:

- Quality aims embedded in the vision, mission and strategic focus areas of the institution
- Strong support from the leadership on all levels
- Involves the university as a whole
- Focus on both quality assurance and enhancement
- Located and supported by departments, centres, study boards and staff units (decentralised ownership with a strong inspirational core at central level)
- Organic bottom-up approach
- International orientation
- Students at the centre of the quality culture
- Use of external quality expertise
- An extensive documentation and reporting system

Integrated aspects

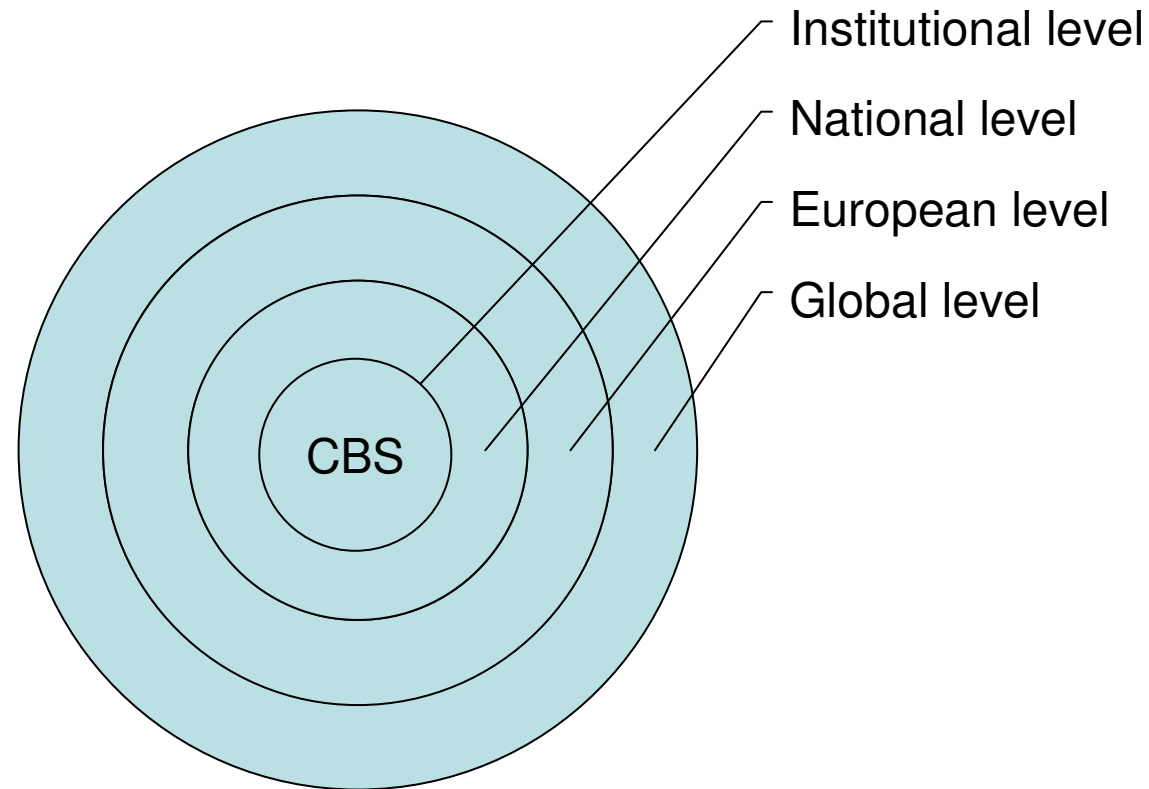
Vision and Mission statement



Quality aims

- Develop CBS as **a learning university**
- **Enhance and empower** CBS students to be **reflective practitioners**
- Educate students to be **competitive on both the**
- **national and international job market**
- Develop an **internal quality culture** safeguarding institutional autonomy and public accountability
- Stimulate internal capacity for **self-reflection and change**
- Promote the **exchange** of ideas, experiences and good practice

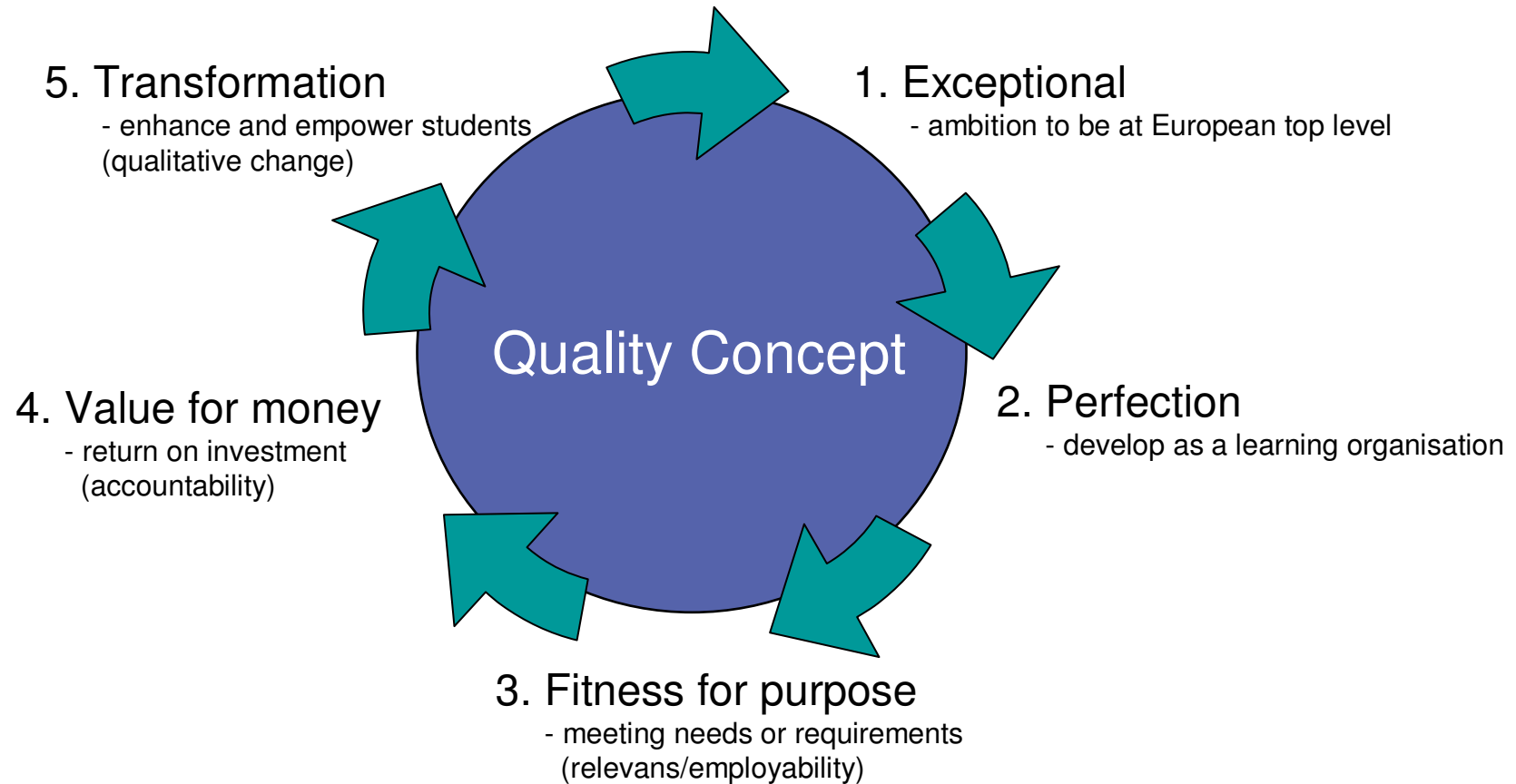
A broader view on Quality assurance and enhancement



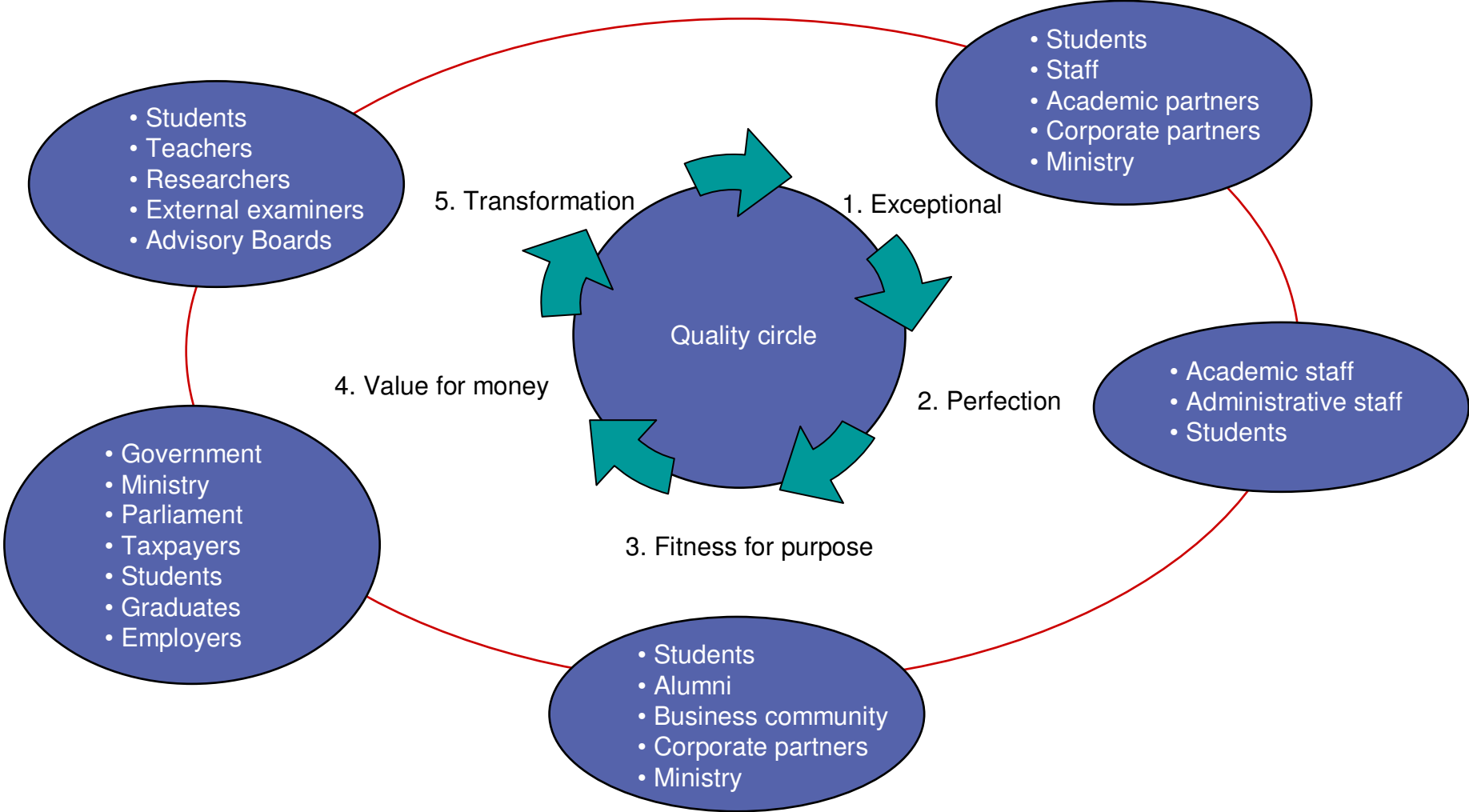
Obstacles

- Staff reaction: **Quality work an extra burden**
- Incompatibility between quality strategy and quality assurance processes
- **Under-developed management information systems** (lack of data) to inform quality actions and initiatives
- Too many initiatives – **evaluation fatigue**
- Too little **capacity for meeting changes** in QA practices at national, European and global level
- Uneven balance between the **hierachical top-down** and the **organic bottom-up** approach
- Too slow in closing the **feed back loops** and making the **quality enhancement** visible
- Internal and external **communication flow** too slow

CBS' Quality Concept



Key Stakeholders



4. Quality as value for money

- accountability

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- Government
 - Ministry
 - Parliament
 - Taxpayers
 - Students
 - Graduates
 - Employers

Learning features:

- External evaluations by the national quality agency (EVA)- subject and programme evaluations. Will in the future only be carried on by request
- National accreditation at programme level from 2008
- Performance indicators – will in the future also be used for state funding
- Performance agreement/Development contract between the Ministry for Science, Technology and Innovation and each university in Denmark

1. Quality as Exceptional

- ambition to be among the best in Europe


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- Students
 - Staff
 - Academic partners
 - Corporate partners
 - Ministry

Learning features:

- CRE-Audit (1996), CRE Follow-Up (1998) (now EUA)
- EQUIS Accreditation (1999/2000)
- EQUIS re-accreditation (2004/2005)
- ESMU Benchmarking Programme (since 2002)
- Internal Research evaluation (with international peers) – ongoing since 1994
- EVA-evaluations on subject and programme level – ongoing latest 2005
- Programme Accreditation by the National Accreditation Council from 2008
- Nordic QA-Benchmarking Project 2005
- AACSB – Accreditation (expected to be finished 2008)
- Ranking

2. Quality as Perfection

- develop as a learning organisation

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- Academic staff
 - Administrative staff
 - Students

Learning features:

- Benchmarking (internal and external)
- Annual appraisal interviews at individual level
- Quality Culture (places the bonus on everyone to maximise the quality of their services and outputs.)
- Staff recruitment
- Staff development supported by CBS Learning Lab

3. Quality as fitness for purpose - relevans / employability

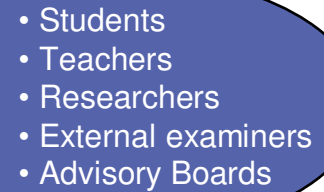
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- Students
 - Alumni
 - Business community
 - Corporate partners
 - Ministry

Learning features:

- Stakeholder surveys
- Dialogue with the Business Community
- Dialogue with graduates (alumni)
- Advisory Boards
- Life-long learning activities

5. Quality as transformation

- enhance and empower students

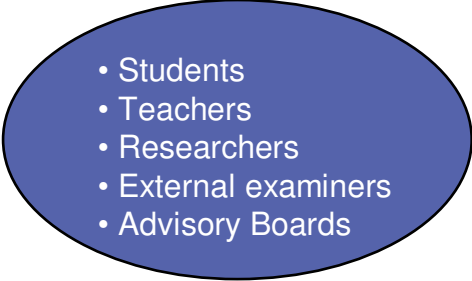
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- Students
 - Teachers
 - Researchers
 - External examiners
 - Advisory Boards

Learning features:

- Continuous quality improvement according to the CBS Vision and Learning Strategy
- Curriculum development with focus on competence profiles and learning outcomes – in dialog with advisory boards
- Evaluation of transformative learning (CD-Rom evaluation catalogue as inspiration for the Study Boards)
- Feed-back from external examiners
- Embedding transferable skills into the academic curriculum
- Benchmarking (internal and external) – transfer of 'good practice'
- Use of an external expert
- Development of student services

5. Quality as Transformation

- **enhance and empower students and develop as a learning university**

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- Students
 - Teachers
 - Researchers
 - External examiners
 - Advisory Boards

Support Units:

- **Example: CBS Teaching and Learning Committee**
 - a CD-rom Evaluation Catalogue
 - a survey of the dropout rate of students at the Faculty of Languages, Communication and Cultural Studies
 - CBS 'good practices' for the embedding of transferable skills in the curriculum according to the educational objectives of the university
- **Example: CBS Learning Lab**
 - Development of a CBS Learning Strategy according to the CBS Vision discussed with the Board of Directors, deans, study boards, head of departments, student organisations, assistant professors participating in the assistant professors mandatory teaching and learning programme)
 - Consulting activities (curriculum development, development of new study programmes, student workshops etc.)

Conclusion

- **Quality is not static**
- **Quality has constantly to be assured and enhanced**
- **The quality system and the quality culture need to grow together in harmony**
- **The learning from the successes must be used to eliminate or diminish the obstacles**