

Quality Management and Self Assessment in Higher Education

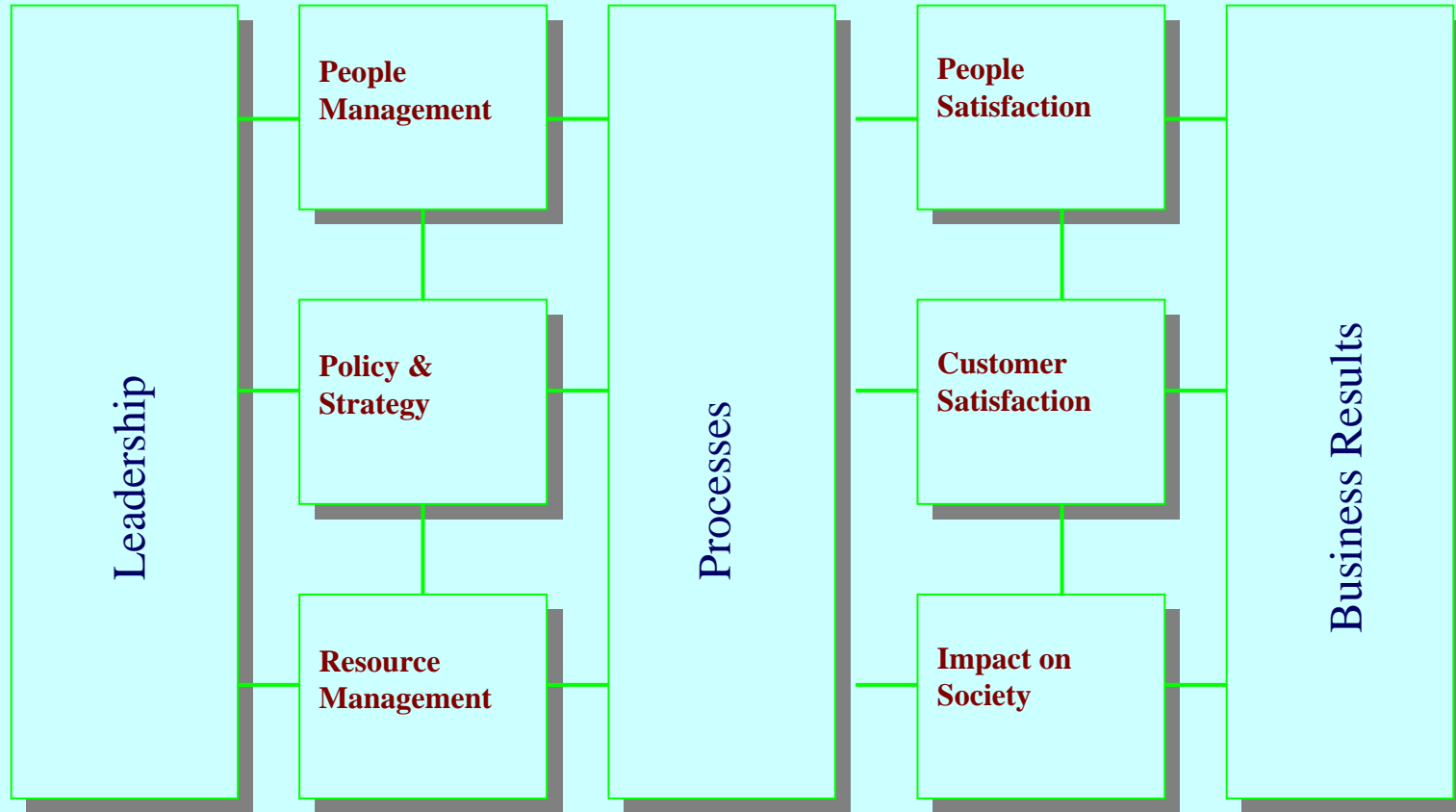
PROZA – EFQM

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2004.05.03



Elements of quality: the EFQM basics



ENABLERS

RESULTS

← **INNOVATION & LEARNING** →

Quality Assessment in HE

Quality assessment: prerequisites

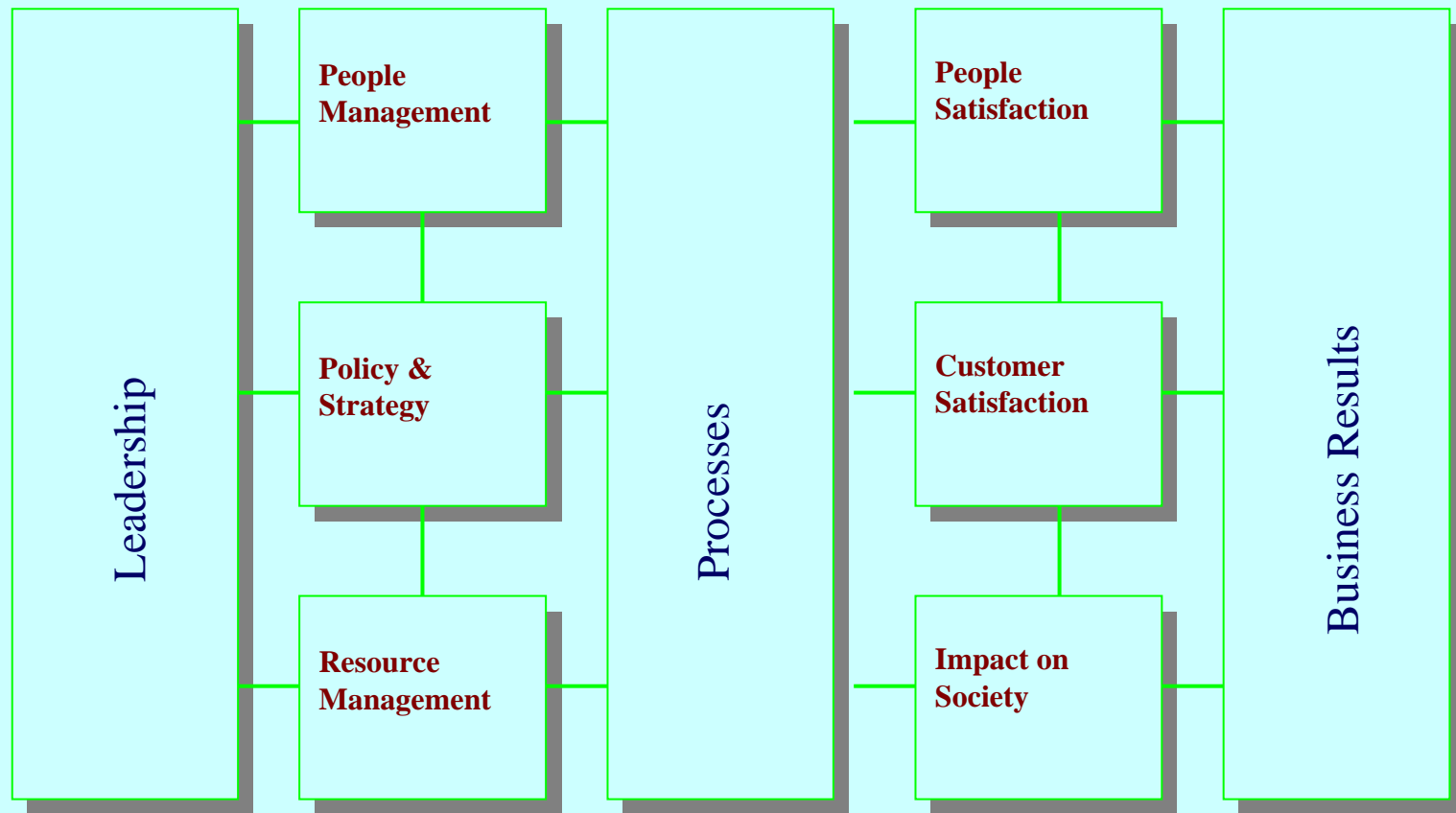
- An operational Quality Management System
- Known and well defined process performance indicators
- Validated measurement methods or instruments
- Trained auditors
- Trained quality manager(s)
- ../..
- A lot of goodwill and motivation from all process participants: staff and students; graduates and external contacts

Quality Assessment in HE

Quality assessment instruments

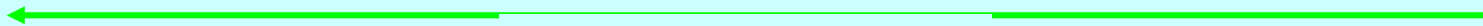
- EFQM
- PROZA
- balanced scorecard
- questionnaires
- SPC
- audits – internal & external & intrinsic
- experts' opinions
- ../..

Quality Assessment in HE: EFQM



ENABLERS

RESULTS

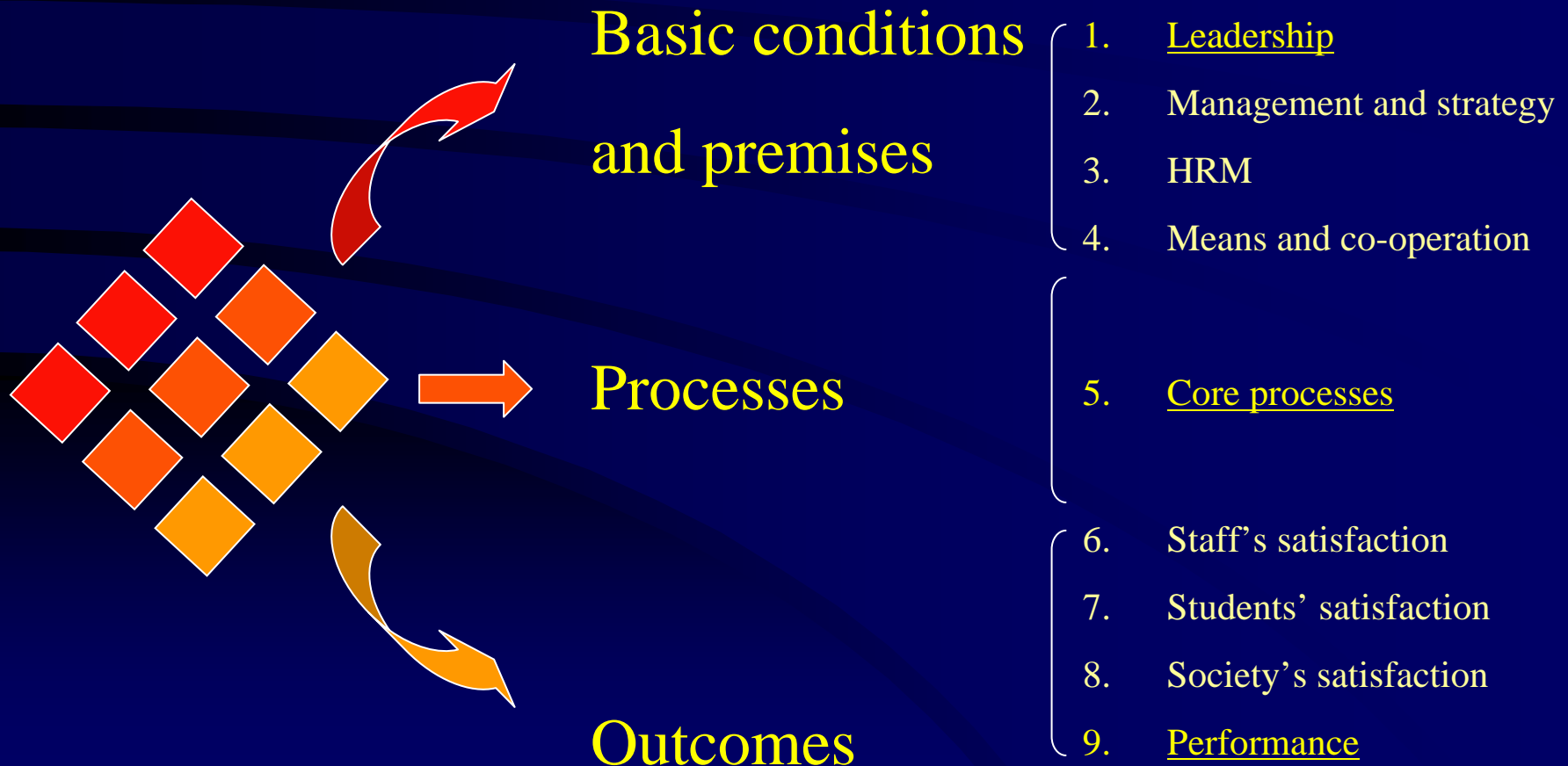


INNOVATION & LEARNING

Quality Assessment in HE: PROZA

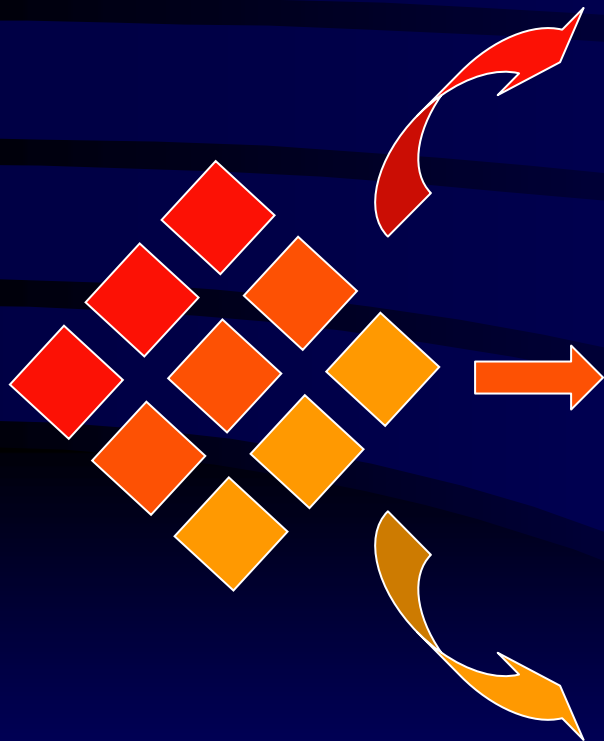
PROZA:

a model for quality assessment → 9 fields of interest



Quality Assessment in HE

PROZA: 9 fields of interest:



1. Leadership
2. Management and strategy
3. HRM
4. Means and co-operation
5. Core processes
6. Staff's satisfaction
7. Students' satisfaction
8. Society's satisfaction
9. Performance

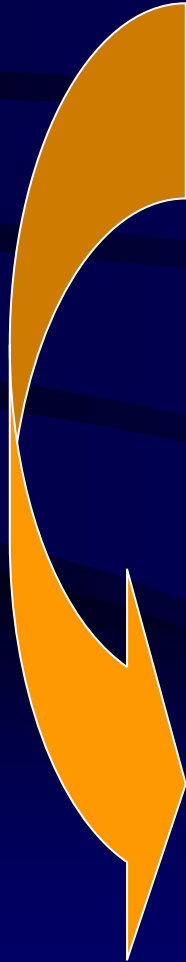
Quality Assessment in HE

PROZA: 9 fields of interest:

Classified in functional order

Classified in functional order

Classified in functional order



1. Leadership
2. Management and strategy
3. HRM
4. Means and co-operation
5. Core processes
6. Staff's satisfaction
7. Students' satisfaction
8. Society's satisfaction
9. Performance

Quality Assessment in HE

PROZA: 9 fields of interest, subdivided in aspects



1. Leadership

2. Management and strategy

3. HRM

4. Means and co-operation

5. Core processes

6. Staff's satisfaction

7. Students' satisfaction

8. Society's satisfaction

9. Performance

1. Leadership

1.1 Vision and engagement

1.2 Coaching

1.3 Dealing with changes


1.4 External appearance


1.5 General management skills

Quality Assessment in HE

PROZA: 9 fields of interest:

Management and organisation

- 
1. Leadership
 2. Management and strategy
 3. HRM
 4. Means and co-operation

- 
1. Leadership
 - 1.1 Vision and engagement
 - 1.2 Coaching
 - 1.3 Dealing with changes
 - 1.4 External appearance
 - 1.5 General management skills

Five quality levels of:

- 1.1 Vision and engagement
 1. Quality is individual
 2. Initial process thinking
 3. Professionalising
 4. Systematic improvement
 5. Externally directed and striving for perfection

Fields of interest

Aspects

Q-level indicator

Quality Assessment in HE

PROZA: quality levels for aspects

1. Leadership

1.1 Vision and engagement

1.2 Coaching

1.3 Dealing with changes

1.4 External appearance

1.5 General management skills



Five quality levels of:

1.1 Vision and engagement

1. Quality is individual
2. Initial process thinking
3. Professionalising
4. Systematic improvement
5. Externally directed and striving for perfection

Management and organisation

1. Leadership

- 1.1 Vision and engagement
- 1.2 Coaching
- 1.3 Dealing with changes
- 1.4 External appearance
- 1.5 General management skills

2. Strategic management

- 2.1 Management
- 2.2 Quality management
- 2.3 Operational management

3. Human Resource Management

- 3.1 Work force and function assignment
- 3.2 Competence development
- 3.3 Staff evaluation
- 3.4 Co-operation and communication
- 3.5 General management skills
- 3.6 General staff management

4. Means and co-operation

- 4.1 ICT management
- 4.2 Management of premises, safety and environment
- 4.3 Library and learning environment
- 4.4 Sports, culture and social services
- 4.5 Administration and logistics
- 4.6 Purchase and financial management
- 4.7 Partnerships

Core processes

5. Core processes

- 5.1 Students' intake management
- 5.2 Communication with students
- 5.3 Curriculum development
- 5.4 Development of courses and course modules
- 5.5 Organisation and operationalisation of curriculum
- 5.6 Teaching and educational support
- 5.7 Learning and tutoring
- 5.8 Practical learning experience
- 5.9 Internationalisation
- 5.10 Assessment and evaluation
- 5.11 Graduates' management and alumni association
- 5.12 Post-graduate training
- 5.13 Social service
- 5.14 Research
- 5.15 Development and practicing of arts

Outcomes – Results

6. Staff satisfaction

- 6.1 Function characteristics
- 6.2 Co-operation and social climate
- 6.3 Workload and development of competence
- 6.4 Involvement in management

7. Students' satisfaction

- 7.1 Student – Teacher interaction
- 7.2 Assessment and evaluation of students
- 7.3 Learning materials
- 7.4 Course programme
- 7.5 Information and advice
- 7.6 Complaints' handling and participation
- 7.7 Support of study and students

Outcomes – Results

8. Society's satisfaction

- 8.1 Appreciation by employers
- 8.2 Appreciation by graduates
- 8.3 Appreciation by strategic partners
- 8.4 Appreciation by social and cultural environment
- 8.5 Social image

9. Performance

- 9.1 Engagement and attitudes of staff
- 9.2 Employment of staff
- 9.3 Motivation, self-activation and attitudes of students
- 9.4 Level of students' input and of graduates
- 9.5 International dimension
- 9.6 Employment of graduates
- 9.7 Research output
- 9.8 Outcomes of social service
- 9.9 Result of development and practicing of arts
- 9.10 Teaching and study efficiency
- 9.11 Market share
- 9.12 Finances and infrastructure
- 9.13 Dynamics and cohesion

Management and organisational

Domain

Field of interest

Aspects

Level of quality

1. Leadership

1.1 Vision and engagement

1.2 Coaching

1.3 Dealing with changes

1.4 External appearance

1.5 General management skills

1.1 Vision and engagements

Phase 1. Quality is individual

Phase 2. Initial process thinking

Phase 3. Professionalising

Phase 4. Systematic improvement

Phase 5. Externally directed and striving for perfection

Domain

and organisation

Field of
Interest

Aspects

Level of
quality

Assessment
statements

engagement

1.1 Vision and engagements

Phase 1. Quality is individual

Assessment questions

1. Question 1, Statement 1
2. Question 2
3. Question 3
4. Question 4
5. Question 5

h. changes

pearance

management skills

Phase 2. Initial process thinking

Phase 3. Professionalising

Phase 4. Systematic improvement

Phase 5. Externally directed and striving for perfection

PROZA: questionnaire

1.1 Vision and engagements

Phase 1. Quality is individual

1. Are the management executives following the social developments that are relevant for their field of study?
2. Are the management executives giving prove of acquaintance with important trends in education and education management?
3. Do management executives formulate regularly their short term aims?
4. Do management executives formulate at the occasion of specific assignments or tasks the importance they attribute to quality?
5. Do management executives act consequently in comparison to the worden aims and expectations?

Phase 2. Initial process thinking

6. Have the management executives communicated their vision to the staff members?
7. Do the management executives take care for discussing important and new trends in education and education management with all staff?
8. Do the management executives formulate regularly the medium length aims?
9. ../..

PROZA: questionnaire

1.1 Vision and engagements

Phase 1. Quality is individual

../..

Phase 2. Initial process thinking

6. Have the management executives communicated their vision to the staff members?
7. Do the management executives take care for discussing important and new trends in education and education management with all staff?
8. Do the management executives formulate regularly the medium length aims?
9. Is Quality positioned centrally in the vision communicated by the management executives ?
10. Have management executives explicitly communicated their personal aims to the relevant official management bodies in the institution?

../..

Phase 3. Professionalising

11. Do the management executives take care that valuable and required documentation and analysis results on relevant social developments are made accessible and available for all staff members?

PROZA: questionnaire

1.1 Vision and engagements

Phase 1. Quality is individual

Phase 2. Initial process thinking

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Phase 3. Professionalising

11. Do the management executives take care that valuable and required documentation and analysis results on relevant social developments are made accessible and available for all staff members?
12. Are management executives themselves participating in external projects, initiatives or bodies related to education and education management?
13. Are management executives involving staff members in the developing of coherent long term aims?
14. Have the management executives developed a clear vision on quality management?
15. Do the management executives take care for consequent assessment and follow up of the accomplishing of the aims that have been put first?

../..

Phase 4. Systematic renewing and improvement

16. Do the management executives regularly take initiatives for anticipating new and upcoming

PROZA: questionnaire

1.1 Vision and engagements

Phase 1. Quality is individual

Phase 2. Initial process thinking

Phase 3. Professionalising

../..

Phase 4. Systematic renewing and improvement

16. Do the management executives regularly take initiatives for anticipating new and upcoming social developments?

17. Do the management executives regularly take the lead for experimenting and for starting innovating initiatives?

18. Are current aims regularly updated according to new internal or external developments?

19. Are the principles of quality management (continuous improvement, customer-oriented, quality assurance, tuning of processes and tasks, ../..) commonly applied in all processes at all levels and in all parts of the organisation?

20. Are the management executives using system performance indicators in following up the accomplishment of their strategic goals?

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Phase 5. Externally directed and striving for perfection

PROZA: questionnaire

1.1 Vision and engagements

Phase 1. Quality is individual

Phase 2. Initial process thinking

Phase 3. Professionalising

Phase 4. Systematic renewing and improvement

../..

Phase 5. Externally directed and striving for perfection

21. Are the management executives externally being accepted as authorities in the development of specific professional sectors?
22. Are the management executives taking the lead and playing a key role in the higher education area?
23. Is the explicated vision of the management executives definitely including a coherent set of short, medium and long term aims?
24. Are the management executives themselves, taking initiatives for involving external experts in assessment and evaluation of quality goals?
25. Are the management executives by all staff members considered to be models in aiming for the aims that have been put forward?

Quality Assessment in HE

PROZA: the result of self assessment

After all questions having been answered the score is recorded for each of the phases:

../..

1.1 <u>Vision and engagements</u>	No. of	positive	negative	answers
Phase 1. Quality is individual		5	0	
Phase 2. Initial process thinking		5	0	
Phase 3. Professionalising		4	0	
Phase 4. Systematic renewing and improvement		3	2	
Phase 5. Externally directed and striving for perfection		2	3	

The highest phase where three positive answers have been recorded, without having one negative in the preceding phase, is then considered to be the phase where the organisation scores for that aspect in the corresponding field of interest.

In this example this is phase 4.

Quality Assessment in HE

PROZA: the result of self assessment

Now the job starts ... answering

all questions (5), ...

for all phases (5), ...

in all aspects (65), ...

in all fields (9), ...

a serious and tedious job!!!!!!

Quality Assessment in HE

PROZA: the results of self assessment

1. Leadership

2. Management and strategy

3. HRM

4. Means and co-operation

5. Core processes

6. Staff satisfaction

7. Students' satisfaction

8. Society's satisfaction

9. Performance

1. Leadership

1.1 Vision and engagement

1.2 Coaching

1.3 Dealing with changes

1.4 External appearance

1.5 General management skills

Scores

4

3

4

4

4

Average score

4

Quality Assessment in HE

PROZA: presentation of the results of self assessment

For making results comparable average values might be presented in radar screen-view

Leadership

Vision and engagement

Coaching

Dealing with changes

External appearance

General management skills

Average score

Scores

4

3

4

4

4

4

General management skills

Vision and engagement

4

3

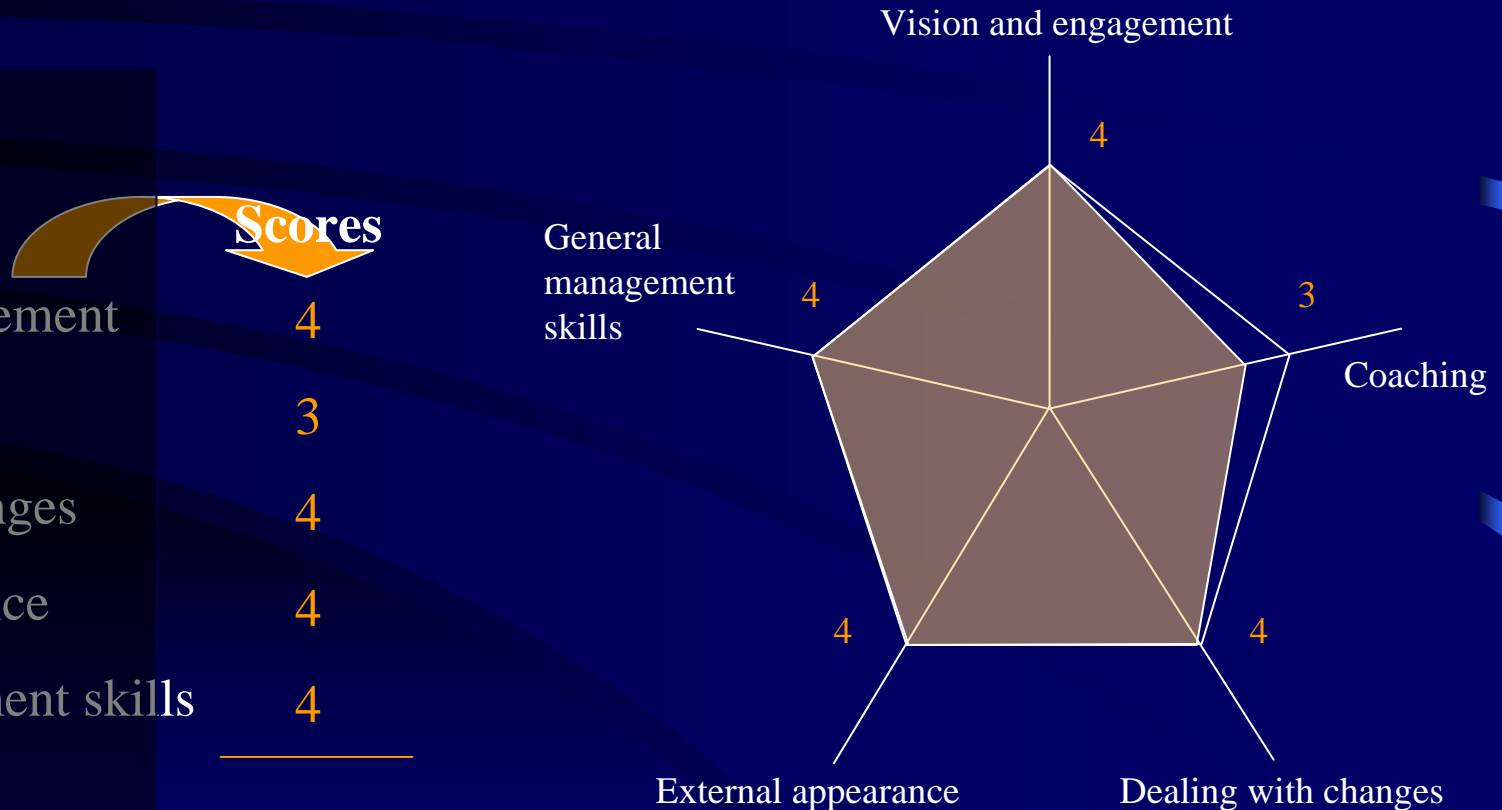
Coaching

4

4

External appearance

Dealing with changes

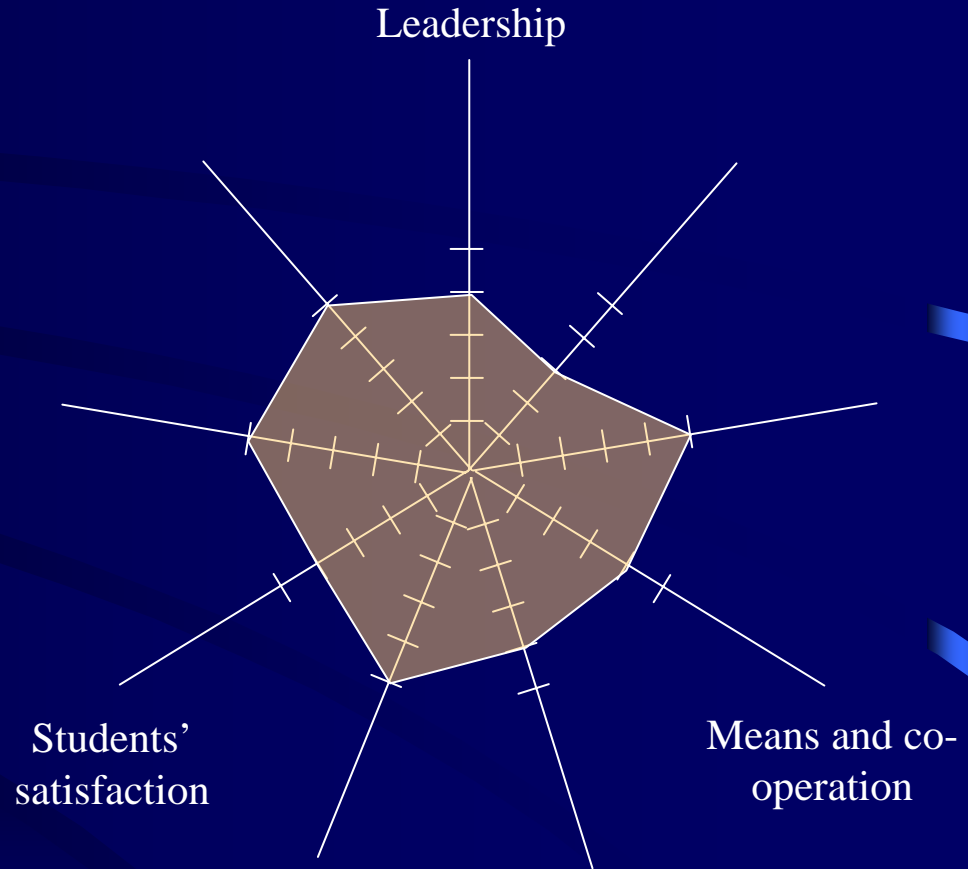


Quality Assessment in HE

PROZA: presentation of the results of self assessment

Scores

- | | |
|----------------------------|---|
| 1. <u>Leadership</u> | 4 |
| 2. Management and strategy | 3 |
| 3. HRM | 5 |
| 4. Means and co-operation | 4 |
| 5. <u>Core processes</u> | 4 |
| 6. Staff satisfaction | 5 |
| 7. Students' satisfaction | 4 |
| 8. Society's satisfaction | 5 |
| 9. <u>Performance</u> | 4 |



Quality Assessment in HE

PROZA Quick Scan: an alternative “light” version

PROZA QUICKSCAN

PROZA quickscan makes it possible to conduct a quick and useful strength-weakness analysis and to determine what aspects need to be addressed as a priority in order to achieve good and better results. The results of the PROZA quickscan indicate where opportunities for improvement can be found.

The **200 statements** in the quickscan summarise the PROZA frame of reference and cover the **9 areas of interest**. For each area of interest, **20 statements** assess the global quality level of the area that is being considered. Area of interest no.5, core processes, offers 40 statements.

PROZA Quick Scan: an alternative “light” version

PROZA QUICKSCAN

The flowchart of the quickscan proceeds in a generally similar way as the PROZA self assessment. First, an **evaluation group** is made up. In preparation, each member of the evaluation group checks his/her individual position on the statements as Sufficient (S) or Must Improve (MI), and as Important (I) or Not Very Important (NVI).

1. Leadership

	Sufficient	Must Improve	Important	Not very important	Point of Interest
The executives have an explicit vision on education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.1
The executives have an explicit vision on quality control.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.1
The executives include their staff when formulating long term objectives in the area of education and quality control.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1.1
The executives provide a consequent evaluation and follow up the elaboration of these objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1.1

PROZA Quick Scan: an alternative “light” version

PROZA QUICKSCAN

PROZA quickscan makes it possible to conduct a quick and useful strength-weakness analysis

1. Leadership	Sufficient	Must Improve	Important	Not Very Important	Point of Interest
The executives have an explicit vision on education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.1
The executives have an explicit vision on quality control.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.1
The executives include their staff when formulating long term objectives in the area of education and quality control.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1.1
The executives provide a consequent evaluation and follow up the elaboration of these objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1.1

Each combination has its impact on the subsequent proceeding:

Must Improve and Important: bottleneck; improvement highly recommended; priority

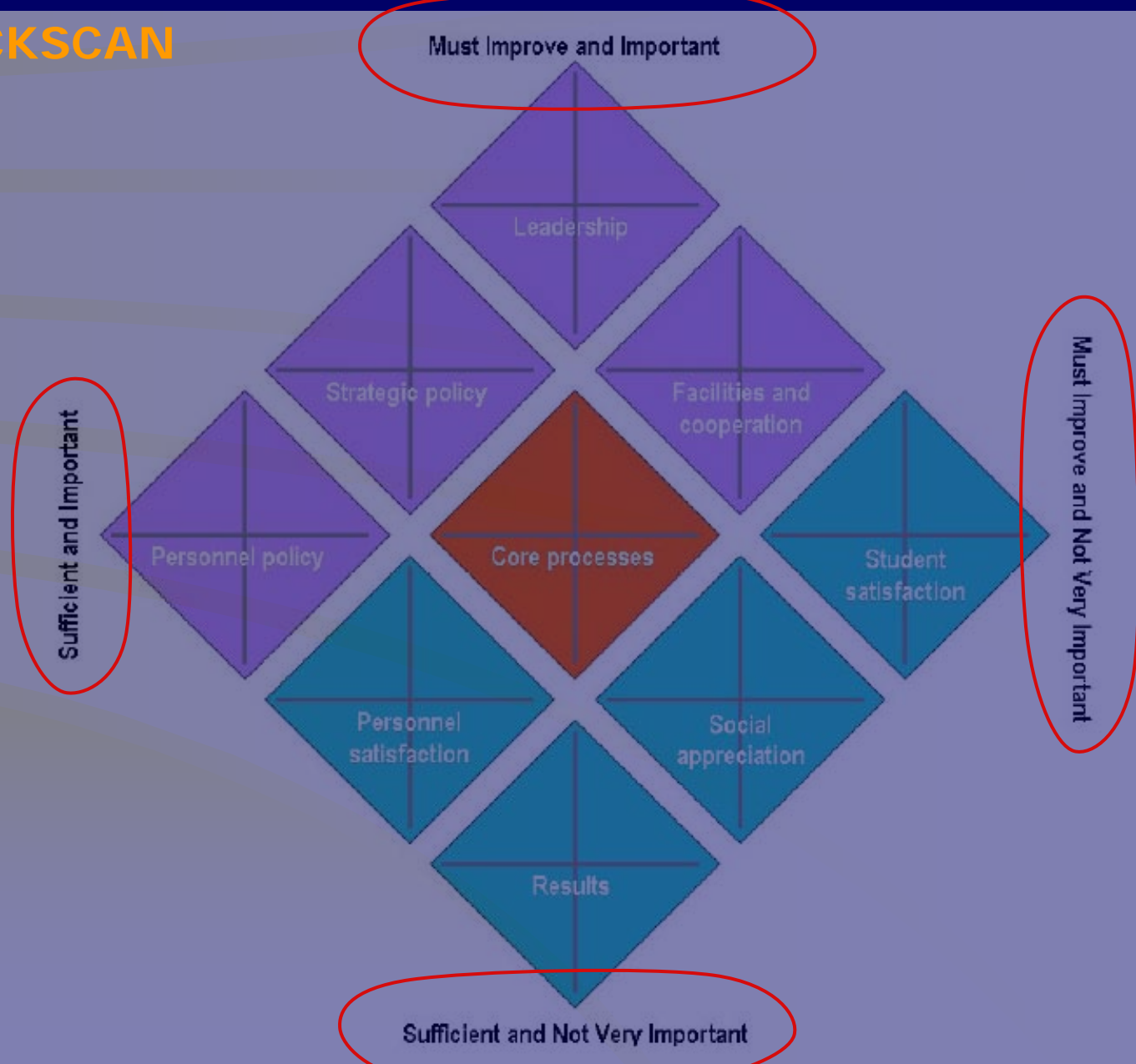
Must Improve and Not Very Important: room for improvement; non-priority

Sufficient and Important: provide maintenance; preserve and nourish

Sufficient and Not Very Important: provide preservation; no further policy attention required

PROZA Quick Scan: an alternative “light” version

PROZA QUICKSCAN



PROZA Quick Scan: an alternative “light” version

PROZA QUICKSCAN: statements

1. Leadership

	Sufficient	Must Improve	Important	Not very important	Point of Interest
1. Executives have an explicit vision on education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1
2. Executives have an explicit vision on quality control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1
3. Executives include their staff when formulating long term objectives in the area of education and quality control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1
4. Executives provide a consequent evaluation and follow up the elaboration of these objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1
5. Executives consider the work atmosphere as an indicator of their personal functioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2
6. Executives regularly take initiatives to optimise the mutual allocation of tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2
7. Staff members know relatively precisely for what they are assessed by the executives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2
8. Executives provide facilities for innovating initiatives by staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2
9. There is a regular evaluation of the executives by the concerned parties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3
10. Executives take training regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3
11. There is an elaborate communications procedure in the event of important changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3
12. Executives have an idea of the expectations of staff members who wish to take training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3
13. Executives have a scenario for media actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4
14. Executives participate actively in the work field through work groups, umbrella organisations, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4
15. Executives stimulate active participation in initiatives, directed at concrete issues in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4
16. Executives contribute timely and actively to new influences, new government policies or legislation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4
17. Executives generally work in methodical manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5
18. Executives consider the pros and cons of different scenarios when making important decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5
19. Executives always consider opportunities and threats in new developments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5
20. Executives spontaneously provide links to all necessary people and means in order to solve a particular problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5

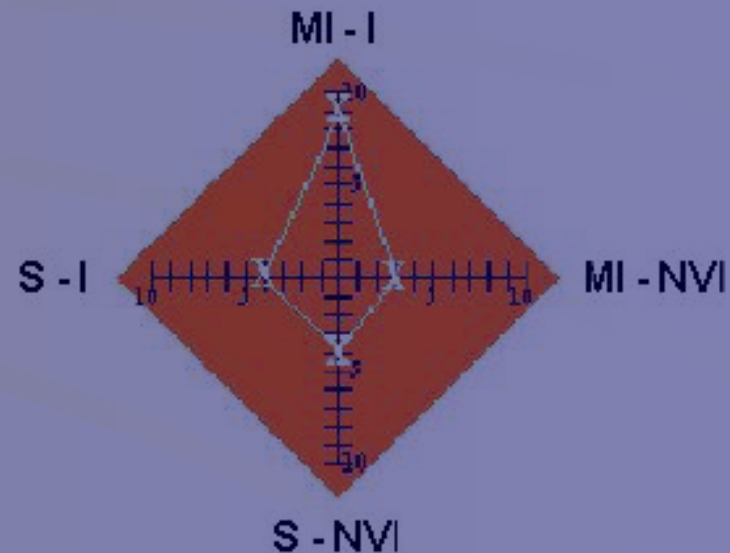
PROZA Quick Scan: an alternative “light” version

PROZA QUICKSCAN: presentation of results

Situation 1

The situation for this area of interest is not very bright; a large number of bottlenecks need to be addressed as a priority.

combination	number of instances
S - I	4
S - NVI	4
MI - I	9
MI - NVI	3
total	20



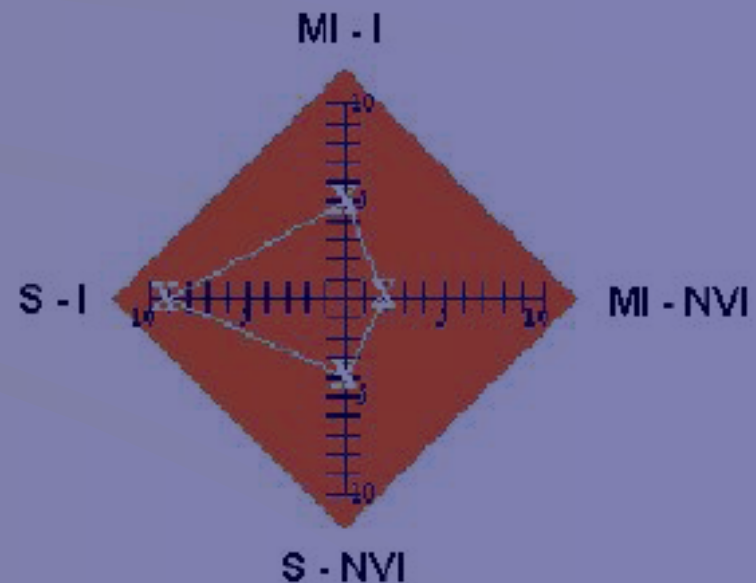
PROZA Quick Scan: an alternative “light” version

PROZA QUICKSCAN: presentation of results

Situation 2

The situation for this area of interest is exemplary. The points of interest that are considered important score sufficiently. The current situation may be preserved, with few exceptions.

combination	number of instances
S - I	9
S - NVI	4
MI - I	5
MI - NVI	2
total	20



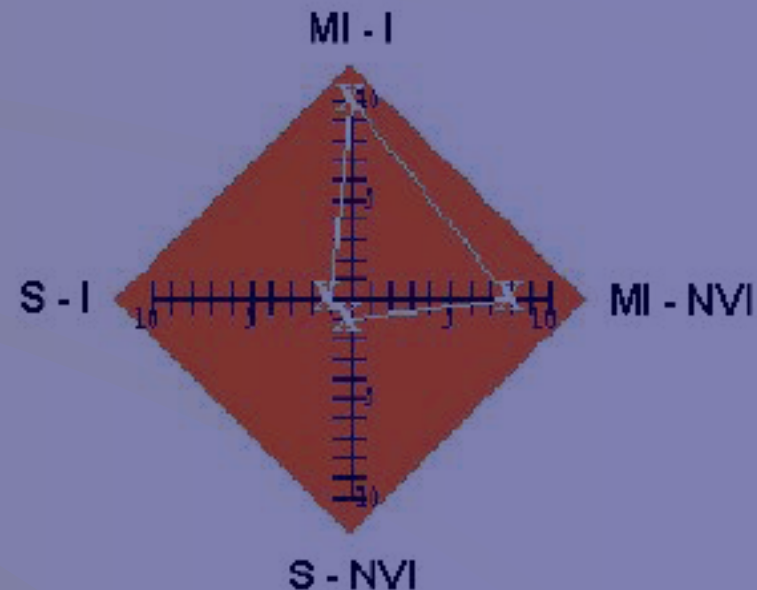
PROZA Quick Scan: an alternative “light” version

PROZA QUICKSCAN: presentation of results

Situation 3

A lot of work is required here. Almost all points of interest leave room for improvement. Thus it is important, in a first phase, to focus on those aspects that are considered important.

combination	number of instances
S - I	1
S - NVI	1
MI - I	10
MI - NVI	8
total	20



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