Strategija. Efektyvumas. Vertė

Establishing and development of Quality Assurance Centers at Azerbaijan Universities - EQAC

586351-EPP-1-2017-1-AZ-EPPKA2-CBHE-JP

Trainings

2018
Vilnius

Agenda

10:00 – 11:20 SESSION

11:20– 11:40 COFFEE BREAK

11:40 – 13:00 SESSION

13:00 – 14:00 LUNCH

14:00 – 15:20 SESSION

15:20– 15:40 COFFEE BREAK

15:40 – 17:00 SESSION

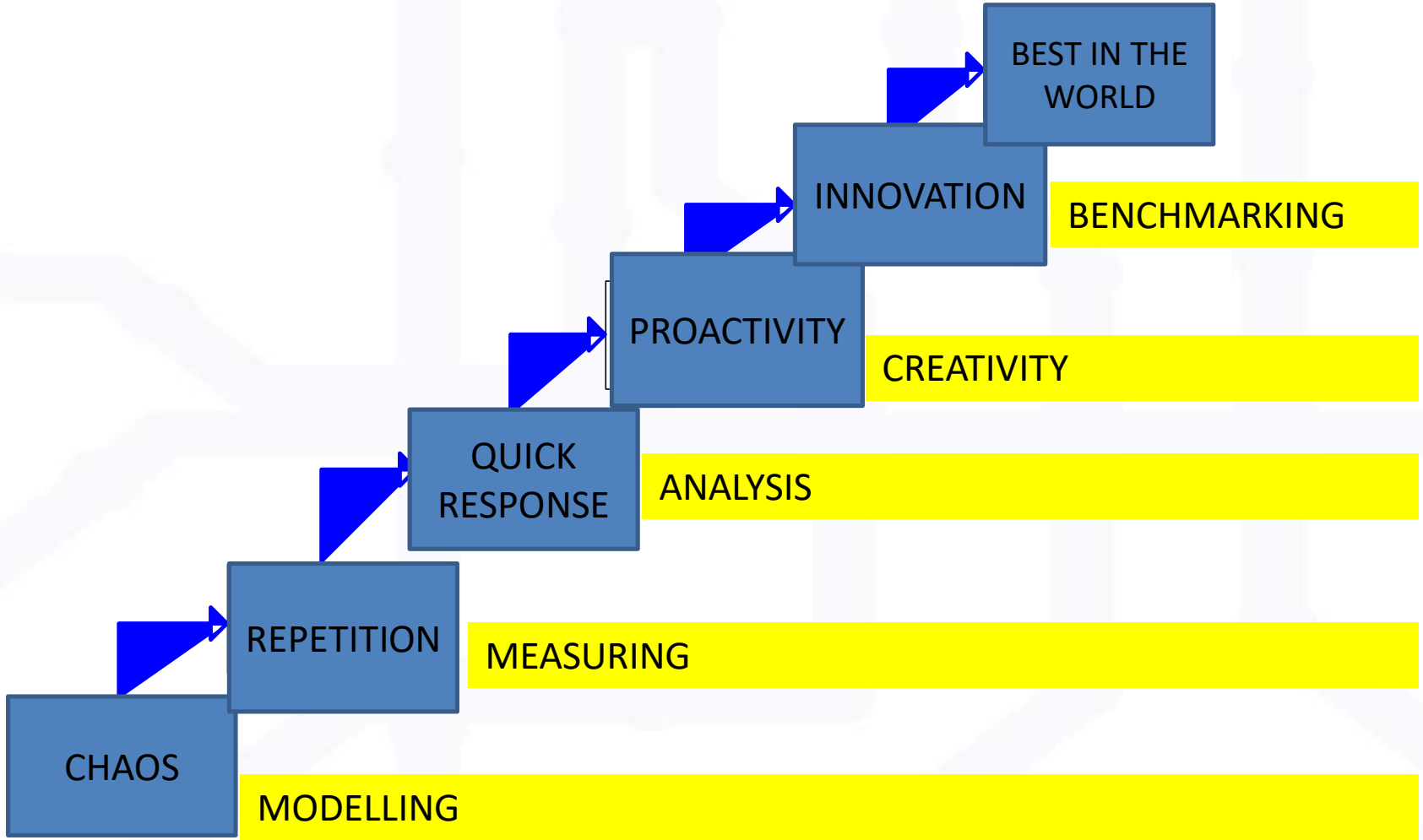
Our teamwork rules

1. “Creative dialog”
2. “100%”
3. “Right to make mistakes”
4. “Time management”
5. “Stop”
6. “One speaker at a time”
7. “Relations with the other world”
8. “Easy and funny”

Training - workshop objectives:

- To train skills useful for work in QPR software environment of process, metrix modeling:
- To start real QMS modeling in QPR software environment:
  - QMS value creation (Process) models conforming the requirements of ESG
  - QMS value measuring Metrix) models
  - QMC process models

Process development



About models and modeling

- Eminent statistician George E.P. Box: “**All models are wrong, but some models are useful**”.
- Every model is an approximation—it is the data that is real (it actually happened!).
- Don’t fall in love with a model. The model is a hypothetical conjecture that might or might not summarize and or explain important features of the data.”

Nevertheless, modeling is a good tool useful for:

1. **Understanding** complexity of reality;
2. **Designing** a desirable state of reality;
3. **Communicating** and **motivating** people for Change;
4. **Transforming** reality – implementing the change;
5. **Standardizing** the performance.

Important management models:

- Value creation model;
- Value measurement model.

QMS implementation roles

- **Every employee** having functional, process owner‘s or operational role in organization **is responsible for the quality** of his/her performance and for continuous improvement of quality.
- An employee working in the QA Centre unit is **a partner** of Senior management, unit managers and all employees **in the field of quality improvement and quality of culture formation.**
- QAC is the owner of the QMS.
- QAC is **responsible for organization of the QMS establishment, performance and development.**

Important roles of QAC employees.

Organization of the QMS establishment (creation of its elements and their interaction) in HEI:

1. Creation of quality policy;
2. Quality objectives;
3. Identification of value creation process model;
4. Measurement (process, product, satisfaction) model;
5. Auditing model;
6. Improvement model;
7. Risk management model;
8. Documentation (rules and procedures);
9. Structure of responsibility.

Important roles of QAC employees.

Ensuring of QMS performance:

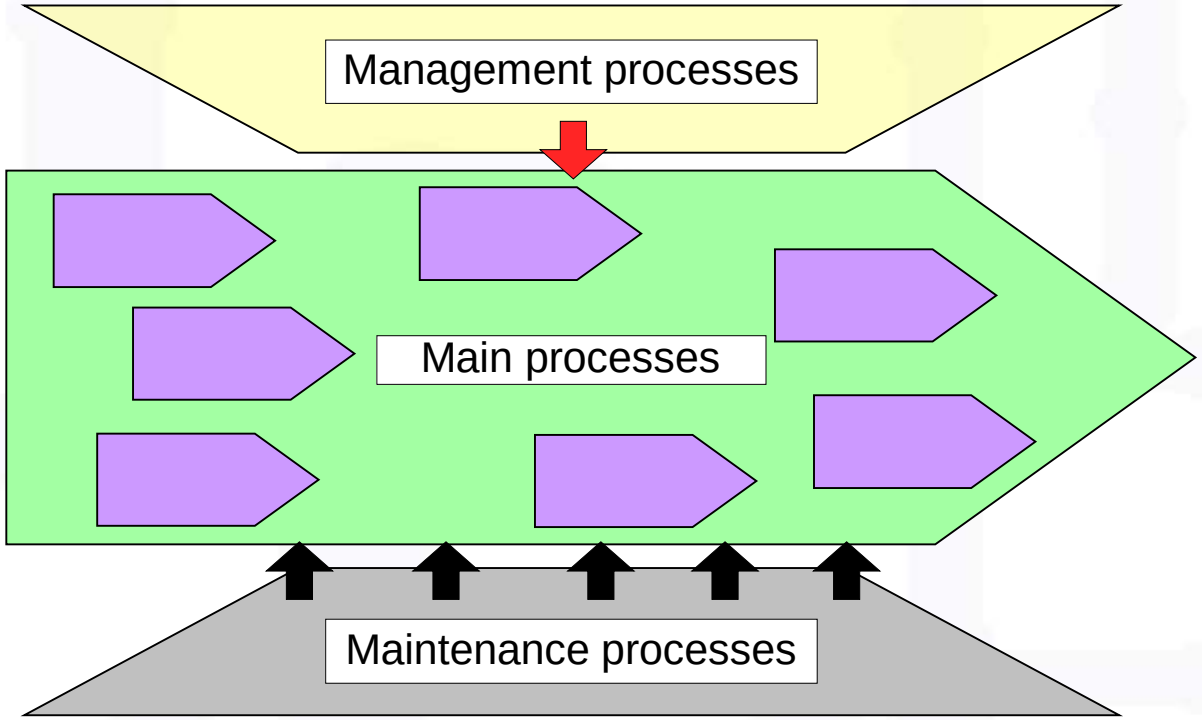
1. QA activity planning;
2. Coordination of collection of important data/indicators for QMS from all sources (internal and external);
3. Organization of data analysis, organization of problem identification and solving process;
4. Organization of feedback information for stakeholders;
5. Coordination of information about quality incidents, nonconformity identification resolution;
6. Advisory support for the bodies of the University and faculties in organizing and implementing self-evaluation and in preparations for accreditation;
7. Organization of internal audit realization.

Important roles of QAC employees.
Ensuring of QMS improvement:

1. Organization of professional training for internal staff in QA and QI *(HR dep.);
2. Maintaining models „up to date“ and development;
3. Coordination od „quality dialog“ in University, collection of all improvement ideas and their transformation into implementation decisions;
4. Improvement decisions implementation control;
5. Analysis of international quality management development trends and presentation to the community of HEI.

Organization process modeling

3 groups of processes.



Management processes are performed to manage main and maintenance processes in most effective way.

Main processes are directly related with creation of value - product or service for external client. Value is created when needs of the client are satisfied.

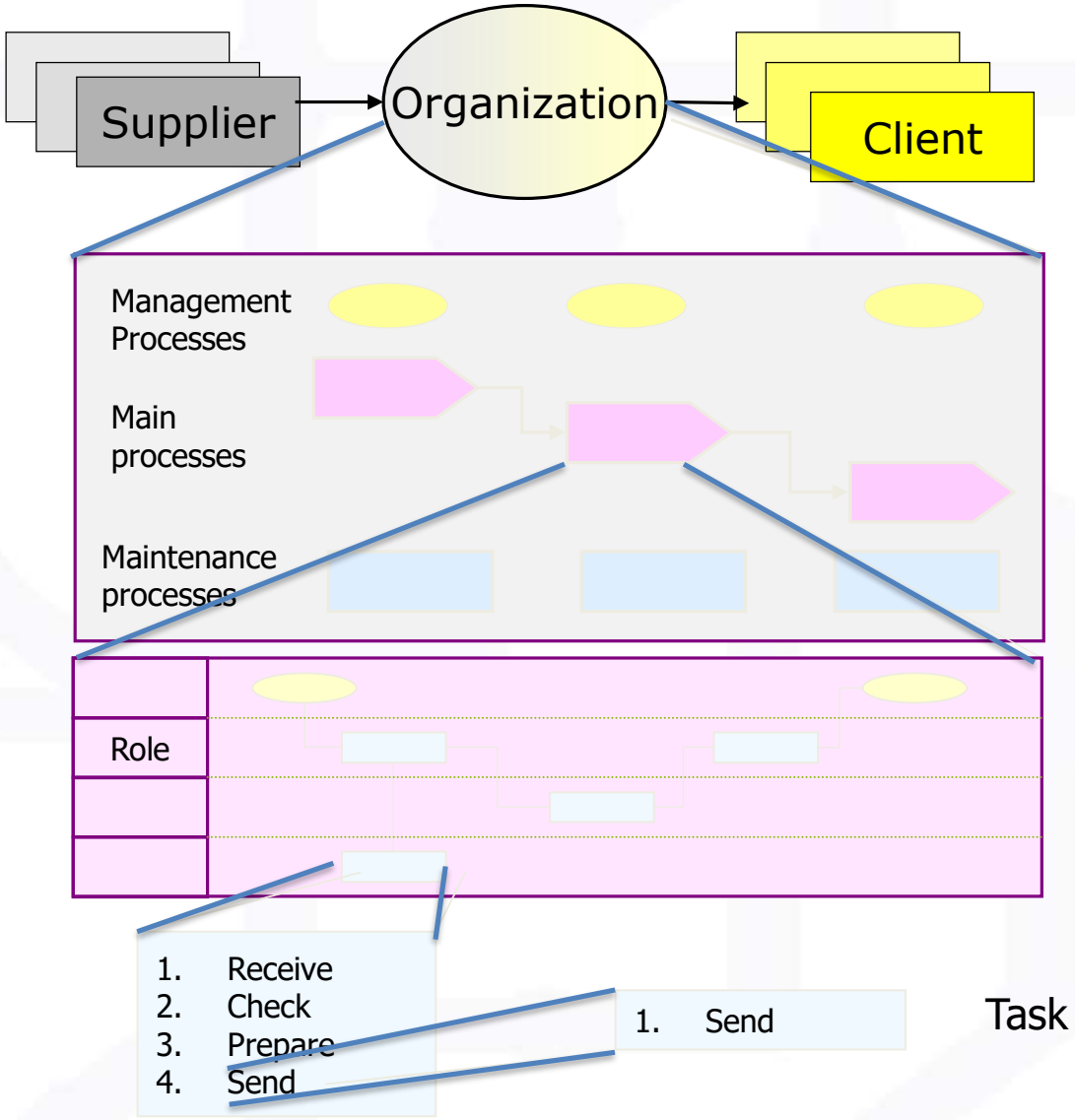
Maintenance processes are performed to supply resources for the main processes, to ensure their continuity.

Mega map

Process map

Workflow diagram

Instruction



ESG standartds and guidlines

1.1 Policy for quality assurance STANDARD

1.2. Design and approval of programs STANDARD

1.3. Student-centered learning, teaching and assessment STANDARD

1.4. Student admission, progression, recognition and certification STANDARD

1.5 Teaching staff STANDARD

1.6 Learning resources and student support STANDARD

1.7 Information management STANDARD

1.8 Public information STANDARD

1.9. On-going monitoring and periodic review of programmes STANDARD

1.10 Cyclical external quality assurance STANDARD

Quality policy

ESG Internal quality assurance

1.1 Policy for quality assurance

STANDARD

- Institutions should have a **policy for quality assurance** that is made **public** and forms part of their **strategic** management.
- Internal **stakeholders** should **develop** and **implement** this policy through appropriate **structures and processes**, while **involving external stakeholders.**

Guidelines

It supports the development of quality culture in which all **internal stakeholders assume responsibility for quality** and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a **formal status and is publicly available.** Important:

1. to maintain relationship between **research - learning – teaching.**
2. to take account of both the **national context** in which the institution operates, the **institutional context** and its **strategic approach**.

Policy supports:

3. the organization of the quality assurance **system**;
4. **all departments**, schools, faculties and other organizational units as well as those of institutional leadership, individual **staff members and students** to take on their **responsibilities in quality assurance**;
5. academic integrity and freedom and is **vigilant against academic fraud**;
6. guarding **against** intolerance of any kind or **discrimination** against the students or staff;
7. the involvement of **external stakeholders in quality assurance**.
8. the quality assurance **policy also covers** any elements of an institution's activities that are **subcontracted** to or carried out by other **parties**.

ESG Internal quality assurance

1.2. Design and approval of programs

STANDARD:

- Institutions should have **processes** for the **design** and **approval** of their **programs**.
- The programs should be designed so that they meet the **objectives** set for them, including the intended **learning outcomes**.
- The **qualification** resulting from a programmed should be clearly **specified** and **communicated**, and refer to the correct **level of the** national qualifications **framework** for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Guidelines:

Study programs are **at the core** of the higher education institutions' teaching **mission**. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.

Programs:

1. are designed with overall programmed objectives that are **in line with the institutional strategy** and have **explicit intended learning outcomes**;
2. are designed by **involving students and other stakeholders** in the work;
3. benefit from **external expertise** and reference points;
4. reflect the **four purposes** of higher education of the Council of Europe (cf. Scope and Concepts);
   4.1. preparation for sustainable employment;
   4.2. preparation for life as active citizens in democratic societies;
   4.3. personal development;
   4.4. the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.
5. are designed so that they enable **smooth student progression**;
6. define the **expected student workload**, e.g. in ECTS;
7. include well-structured **placement opportunities** where appropriate;
8. are subject to a **formal institutional approval process**.

ESG Internal quality assurance
1.3. Student-centered learning, teaching and assessment
STANDARD

- Institutions should ensure that the programs are **delivered** in a way that encourages **students to take an active role** in creating the **learning process**, and that the **assessment of students** reflects this approach.

Guidelines:

Stimulate **motivation**, **self-reflection** and **engagement**

Student centered learning and teaching:

1. **diversity of students** and their **needs**, enabling **flexible learning paths;**
2. **different modes of delivery;**
3. variety of **pedagogical methods;**
4. regularly **evaluates** and **adjusts** the **modes of delivery** and **pedagogical methods;**
5. fosters a sense of **autonomy in the learner** (with adequate guidance);
6. promotes **mutual respect** within the learner-teacher relationship;
7. appropriate procedures for dealing with **students' complaints**.

Assessment for the students' progression and their future careers:

8. **Criteria** and **method** of assessment **published** in advance;
9. The assessment allows students to **demonstrate** the extent to which the **intended learning outcomes have been achieved;**
10. Students are given **feedback** (linked to **advice** on the learning process);
11. Assessment is carried out **by more than one examiner;**
12. The regulations for assessment take into account **mitigating circumstances;**
13. Assessment is **consistent**, **fairly applied** to all students and carried out in accordance with the stated procedures;
14. A formal procedure for **student appeals.**

ESG Internal quality assurance
1.4. Student admission, progression, recognition and certification
STANDARD

- Institutions should consistently apply **pre-defined and published regulations** covering **all phases of the student "life cycle"**, e.g. student admission, progression, recognition and certification.

Guidelines:

1. **Fit-for-purpose admission**, **recognition** and **completion procedures**
    1. International students
2. It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the program is provided;
3. Institutions need to put in place both **processes** and **tools** to collect, monitor and act on **information on student progression;**
4. **Fair recognition** of higher education qualifications, periods of study and prior learning, including the recognition of **non-formal** and **informal learning;**
5. Promoting **mobility -** cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC center with a view to ensuring coherent recognition across the country.
6. **Graduation** is the culmination of the students' period of study:
    1. Students need to receive **documentation explaining the qualification gained;**
        1. achieved **learning outcomes** and the **context**, **level**, **content** and **status** of the studies that were pursued and successfully completed.

ESG Internal quality assurance
1.5 Teaching staff
STANDARD

- Institutions should assure themselves of the **competence of their teachers**.
- They should apply **fair** and **transparent processes** for the recruitment and development of the staff.

Guidelines:

The teacher's role is **essential** in creating a **high quality student experience** and enabling the **acquisition of knowledge**, **competences** and **skills;**

The **diversifying student population** and stronger focus on **learning outcomes** require **student-centered learning** and **teaching;**

1. Higher education institutions have primary responsibility for the **quality of their staff** and for providing them with a **supportive environment** that allows them to carry out their work effectively;
2. **Clear**, **transparent** and **fair processes** for **staff recruitment** and **conditions** of employment that recognize the importance of teaching;
3. Offers **opportunities** for and promotes the **professional development** of teaching staff;
4. Encourages strengthen the link **between education** and **research;**
5. Encourages **innovation in teaching methods** and the use of **new technologies.**

ESG Internal quality assurance
1.6 Learning resources and student support
STANDARD

- Institutions should have **appropriate funding** for learning and teaching activities and ensure that **adequate and readily accessible learning resources** and **student support** are provided

Guidelines:

1. Students rely on a range of resources to assist their learning:
    1. **Physical** resources such as libraries or computing facilities;
    2. **Human support** in the form of tutors, counsellors, and other advisers.
2. The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centered learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support;
3. **Designed** with their **needs** in mind and **responsive to feedback** from those who use the services provided;
4. HEIs should **monitor**, **review** and **improve** the effectiveness of the support services available to their students;
5. Resources are accessible, and that students are informed about the services available to them;
6. In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

ESG Internal quality assurance
1.7 Information management
STANDARD

- Institutions should ensure that they **collect**, **analyze** and **use relevant information** for the effective management of their programs and other activities.

Guidelines:

Reliable data crucial for **informed decision-making** and **self-knowledge.**

1. Effective processes to collect and analyze information about study programs and other activities feed into the internal quality assurance system:
    1. **Key performance indicators;**
    2. Profile of the **student population;**
    3. Student **progression**, **success and drop-out rates;**
    4. Students' **satisfaction** with their programs;
    5. Learning **resources** and **student support** available;
    6. **Career paths** of graduates.
2. Various methods of collecting information may be used. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.

ESG Internal quality assurance
1.8 Public information
STANDARD

- Institutions should **publish information** about their activities, including programs, which are **clear**, **accurate**, **objective**, **up-to date** and **readily accessible.**

Guidelines:

1. HEIs should regularly **publish:**
    1. **up to date**
    2. **Impartial**
    3. **objective** information (quantitative and qualitative) about the program they offer

2. **Information** on institutions' activities **is useful** for prospective and current students as well as for graduates, other stakeholders and the public.
3. Therefore, institutions provide **information about their activities**, including the **programs** they offer and the **selection criteria** for them, the intended **learning outcomes** of these programs, the **qualifications they award**, the **teaching, learning and assessment proce**dures used, the **pass rates** and the **learning opportunities** available to their students as well as **graduate employment information.**

QMS internal auditing / self assessment

1. Importance and relationship **between Internal audit/self assessment and external assessment;**
2. Elements of internal auditing/self assessment, **role and responsibility of an Auditor**;
3. Assessment **tools** and questionnaires;
4. **Nonconformities** and their registration;
5. **Organization, planning and performing** of internal audit/self assessment;
6. Preparation and presentations of **report**;
7. **Initiation** of corrective and preventive actions;
8. Actions after Audit.

ESG Internal quality assurance

1.9. On-going monitoring and periodic review of programmes

STANDARD

- Institutions should **monitor** and **periodically review** their **programs** to ensure that they achieve the objectives set for them and **respond to the needs of students and society**.
- These reviews should lead to **continuous improvement** of the program.
- **Any action** planned or taken as a result should be **communicated** to all those concerned.

Guidelines:

1. The **content of the program** ensuring that the program is up to date;
2. The **students' workload**, **progression** and **completion;**
3. The **effectiveness** of procedures for **assessment** of students;
4. The student **expectations**, **needs** and **satisfaction;**
5. The **learning environment** and **support services;**
6. **Regular review** and revision involving students and other stakeholders;
7. The information collected is **analyzed** and the program is adapted to ensure that it is up-to-date;
8. **Revised** program **specifications** are **published.**

ESG Internal quality assurance
1.10 Cyclical external quality assurance
STANDARD

Institutions should **undergo external quality assurance** in line with the ESG on a **cyclical** basis.

1. To **verify the effectiveness** of institutions' internal quality assurance;
2. **Catalyst for improvement;**
3. It provides information to **assure the institution and the public** of the quality of the institution's activities;
4. Depending on the framework, this external quality assurance may take different forms and focus at different organizational levels **program, faculty or institution;**
5. **Continuous process -** institutions ensure that the **progress** made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Improvement decisions and implementation

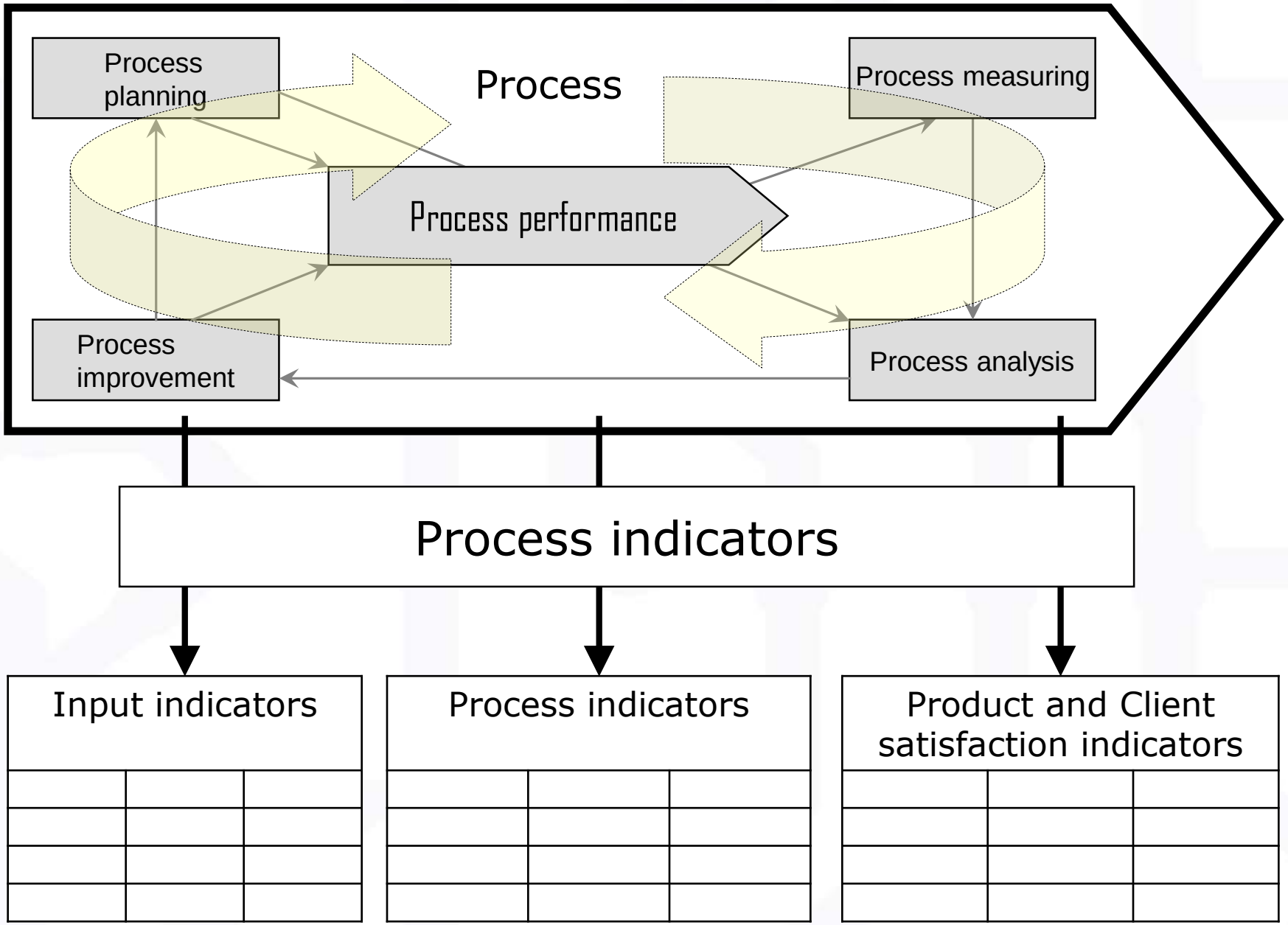
1. Improvement ideas based on internal Audit/self assessment and external audit
2. “Kaizen” Activities
3. Problem solving (DMAIC / A3) activities
4. Implementation of improvement initiatives

Process measuring

1. **OBJECTIVES** - propositions, defining impact areas and type of activity (eliminate, create; minimize; maximize; stabilize) for:
    1. Organization (strategy); departments (processes); employees (growth).

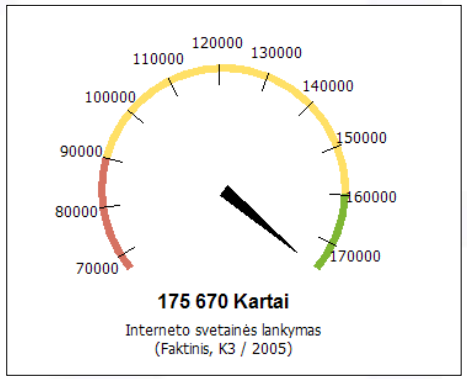
2. **INDICATORS** – important attributes of the objectives, indicating - if and how much objectives are achieved (one and not more than three indicators for one objective);

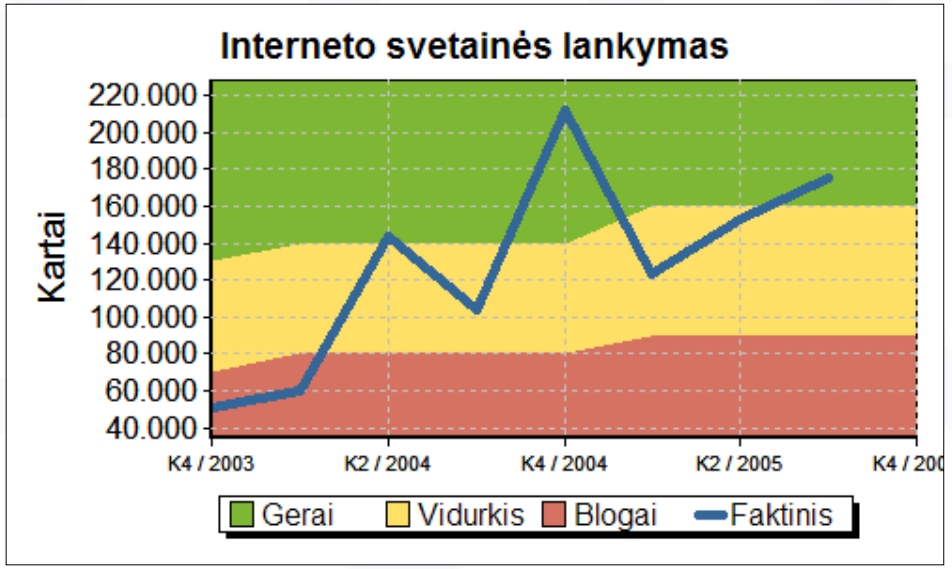
3. **TARGETS** - desired/planned values of indicators for the end of planning period. Targets express our challenge – it must be hard but achievable;


Process
Process planning
Process measuring
Process performance
Process improvement
Process analysis
Process indicators
Input indicators
Process indicators
Product and Client satisfaction indicators

Criteria for defining indicators

- Valuable – measures important aspects of the objective;
- Realistic – the owner is able to make an impact to the object and change the value;
- Personalized – the owner of the objective, indicator and the targett is defined;
- Practical – the cost of obtaining data is reasonable;
- Comparable – possibility to compare values of different indicators;
- Reliable – based on reliable and accurate data;
- Timed – presented on time;





Planned and Fact - Evaluation

Can we compare different things?

- Different measuring units for different indicators
  Can we evaluate and compare different activities?
- “Gradebook”
- Evaluation algorithms;
- Good/Bad indication
- Measuring units

Evaluation system

Period	Fact	Plan	Alarm
K1/2019			
K2/2019			
K3/2019			
K4/2019			
K1/2019			

- Evaluation
- Values
- Periods

QPR SUITE

Publishing

QPR applications on the smart device (iOS, Android, Windows Phone)

QPR Portal

Modeling and analysis

QPR Metrics

QPR ProcessDesigner

Integration

QPR Integration Platform (ODBC, Web Interface (WS), BI)

The QPR Suite can provide users with such basic user roles

- **The QPR System Administrator** is an employee who provides QPR IMS functionality: installs QPR products at the user's workplaces, provides access to QPR products and / or QPR models, and makes backup copies of QPR IMS databases (models, customer data) and storage of these copies. An employee who has the right to create QPR IMS users and their groups and give them appropriate rights to work with QPR products and / or QPR models;

- **QPR Model Administrator** is an employee who has all the rights to model and process models: to modify models that are assigned to other users in their models. It is also responsible for maintaining and updating current versions of the models.

- **QPR Model Editor** is an employee who has the right to access the QPR IMS server using the QPR Metrics or QPR ProcessDesigner tool, create measurement models, edit them and be the user of their own created and / or assigned models. The QPR Model Editor can also connect to the Portal and review the content of QPR models, communicate with other users;

- **Process owner -** identify the responsible persons for the progress and results of the respective processes / processes and have the necessary powers and resources.

The QPR Suite can provide users with such basic user roles

- **Portal Viewer** - an employee who can access the Portal and review the content of QPR models;
- **The indicator owner** - the employee responsible for the indicator has the right to make a change indicator;
- **Data Entry** – a worker who can enter, modify, add, or modify information in an indicator in which he has such rights. Data Entry is the indicator owner too.

Strategija. Efektyvumas. Vertė

Thank you for your attention!

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