



Strategija. Efektyvumas. Vertė

**Establishing and development of Quality Assurance**

**Centers at Azerbaijan Universities - EQAC**

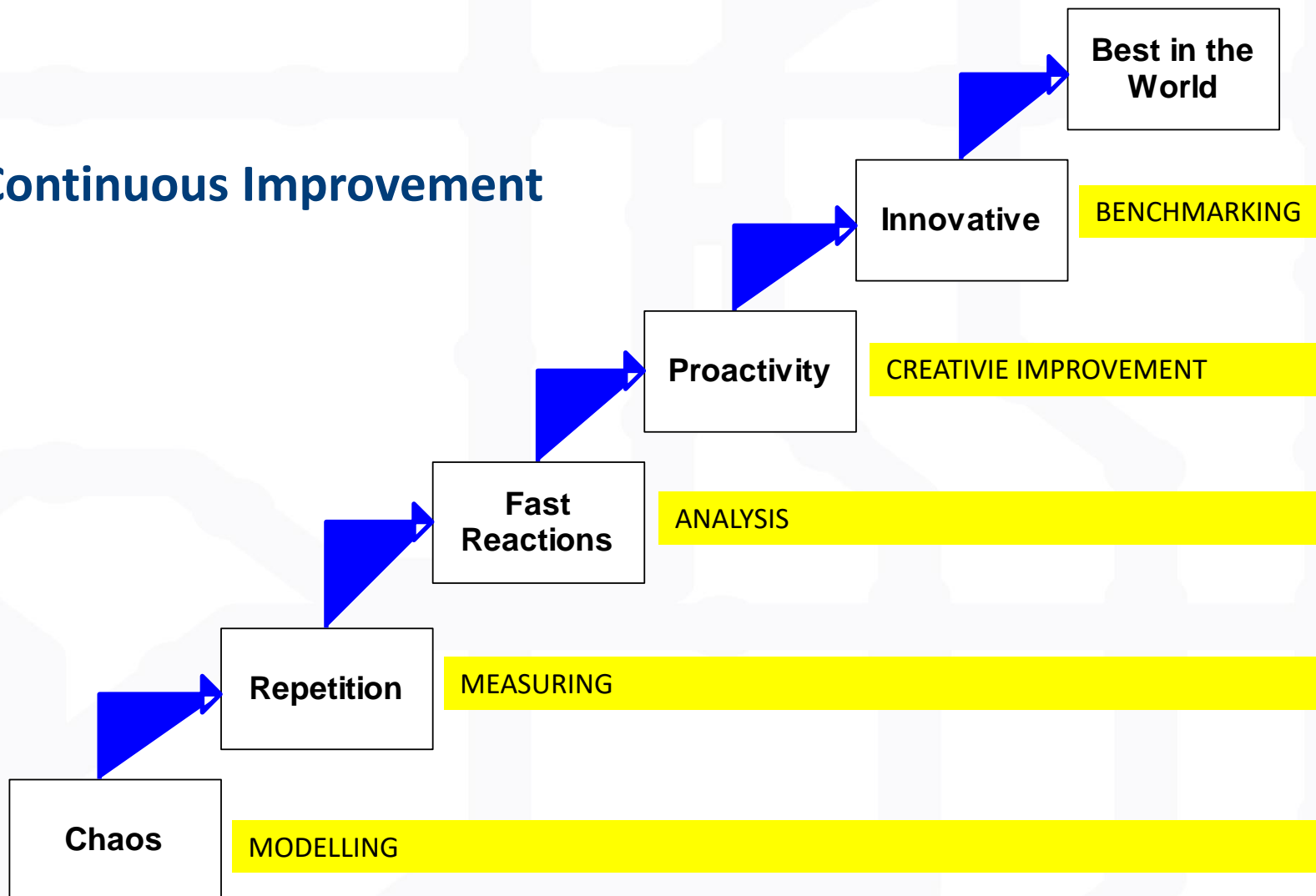
**586351-EPP-1-2017-1-AZ-EPPKA2-CBHE-JP**

**Trainings**

2019  
Vilnius

Day	Time	Activity	
November 18	08:45	Departure from hotel to SMK	
	09:30-11:00	SESSION: Training plan; QPR user licencing; Introduction to QPR portal.	
	11:00-11:30	COFFEE BREAK	
	11:30-13:00	SESSION: QPR portal general functionality	
	13:00-14:-00	LUNCH	
	14.00-15.30	SESSION: QPR portal process part	
	15.30-16.00	COFFEE BREAK	
	16.00-17.30	SESSION: QPR portal metrix part	
	17:30	Departure to hotel	
November 19	09:30-11:00	SESSION: QM department activities – system establishment	
	11:00-11:30	COFFEE BREAK	
	11:30-13:00	SESSION: QM department activities – system performance	
	13:00-14:-00	LUNCH	
	14.00-15.30	SESSION: QM department activities – system development	
	15.30-16.00	COFFEE BREAK	
	16.00-17.30	SESSION: Continuous improvement and communication tools.	
	17:30	Departure to hotel	
November 21	09:30-11:00	SESSION: Workshop task – preparation of QMS presentation to community of University (via QPR portal).	
	11:00-11:30	COFFEE BREAK	
	11:30-13:00	SESSION: QMS presentation to community of Universities (via QPR portal).	
	13:00-14:-00	LUNCH	
	14.00-15.30	SESSION: QMS presentation to community of Universities (via QPR portal).	
	15.30-16.00	COFFEE BREAK	
	16.00-17.30	SESSION: QMS presentation to community of Universities (via QPR portal).	

## Continuous Improvement



# 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.

1. QA activity planning; **Ensuring of QMS performance:**
2. Coordination of information about quality incidents, nonconformity identification and process of correction;
3. Coordination of collection of important data/indicators for QMS from all sources (internal and external);
4. Organization of data analysis, organization of problem identification and preparation of recommendations;
5. Organization of feedback information (REPORTING) for stakeholders;
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 and external 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 of „quality dialog“ in University, collection of all improvement ideas and their transformation into implementation decisions;
4. **Management of quality improvement projects.**
5. Analysis of international quality management development trends and presentation to the community of HEI.

# PROBLEMS IN DEVELOPING QMS

- Quality is not vital (just only formal) issue for RECTOR AND ALL RECTORATE
- Quality is not vital (just only formal) issue for FACULTY MANAGEMENT AND ADMINISTRATION
- Quality is the issue only for QMC!
- Very small engagement/participation of University and faculty administration in designing of QMS:
  - Process mapping; Process measuring (Objectives, indicators, targets, data, ...); Reporting and evaluation; Improvement solutions and implementation (searching for solutions, providing resources, implementing improvement projects)
- No data of process performance
- No data of student satisfaction
- QMC is only “Firefighters” squad (no time for strategic approach and system development)

# Solutions:

1. Training;
2. Process measuring and feedback / benchmarking;
3. Working with “motivated islands / managers”; “selling the difference”;
4. “Waiting for crisis”.

## Group problem solving

**Is usefull when you have positive answers to thes questions:**

1. Could we define problem in many ways?
2. Do we need information from many sources?
3. Is it specialized problem, where experts could be bias or „blind“?
4. Is problem related with many people?
5. If it can be many different solutions?
6. Is it complex problem having many different aspects?
7. Do we need agreement of others?

# Advantages and disadvantages of group problem solving

- **Bigger productivity and quality**
- **“Fruitfulness of interaction”**
- **Less bias decision**
- **Bigger engagement**
- **Improved communication**
- **Competition**
- **Conformism**
- **Lack of objective direction**
- **More risky decision**
- **Takes much time**

## **Role of group problem solving fasilitator:**

- 1. Presents problem for the group;**
- 2. Maintaines good working speed;**
- 3. Ensures input of every participant;**
- 4. Refines ideas, if necessary;**
- 5. Ensures that everybody follows the rules;**
- 6. Does not allows to bigg „deffenciveness or „agressiveness“;**
- 7. Encourages „to continue the thouth“ of participants;**
- 8. Encourages passive or shy participants**
- 9. Registrates ideas in common space.**

# Decicion evaluation matrix

Evaluation criteria:	Filter of evaluation criteria“				Result:
	Work experience	Master degree in IT	Ability to work with specialized software	B2 in English	
Decission alternatives:	1,8	1	1,5	1,6	
Candidate A	3	2	2	1	12
Candidate B	1	3	2	2	11
Candidate C	3	1	3	1	12,5

Evaluation scale	
0	Does not meet the criteria
1	Slightly meets the criteria
2	Meets the criteria
3	Fully meets the criteria

# Discussion – „convincment“.

## Possible risks in discussion:

- „Opinion“ and „Position“
- „Wrong reality“, „Wrong tasks“
- **Desire to preserve and enhance personal status**
- **Recommendations:**
  - To agree on understanding and fixing the conditions of reality;
  - To agree on the formulation of the task;
  - To avoid transformation of „opinion“ to „position“;
  - To avoid voting in decision making;
  - Try to ask „Why we have different decisions?“ instead of „Which decision is better?“
  - Try not to demonstrate your solution, but to understand differences in solutions;