

# QUALITY APPROACH AND ASSESSMENT OF THE INTERNATIONAL RELATION POLITICS

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# plan

- ▣ 1- Why a quality initiative ?
- ▣ Presentation of European standards and guideness
- ▣ 2- How to do that ?

- ▣ the international relations department is the image of the university, its spokesman to the outside. It is therefore very important that its benefits are good qualities.
- ▣ It may also be a way to realize the image that the other universities have to the university.
- ▣ Also the quality of its services, its benefits are very important and engage the entire university

- ▣ We live in a world of competition, benefits of international relations service are a way of assessing the level and quality of the entire university.
- ▣ This may seem anomalous and one can say that this has nothing to do with the quality of teachers and teaching but it is so
- ▣ Quality approach that has its own codes and international standards such as ECTS can compare with the same criteria, refer to things known
- ▣ And so it can begin dialogue and cooperation

- ▣ approach also provides quality evaluation elements of university policy for international relations.

- ▣  
Indeed it comes to setting goals, to see how they are implemented, and evaluate the results and differences with the objectives to improve processes

- ▣ The standards of quality approach gives us the steps to implement in the relations and international projects
- ▣ They are benchmarks that each university must adapt to its reality, its means and goals
- ▣ This adaptation is necessary to ensure the success of the approach and does not implement a "gas factory" that will lead to the abandonment of the approach

# Internal quality assurance (European standards and guideness)

- ▣ Policy and procedure of quality assurance
- ▣ Periodic review and monitoring of the programmes
- ▣ Assessment of students
- ▣ Quality assurance of teaching staff
- ▣ Learning resources and student support
- ▣ Information systems
- ▣ Public information

# External quality assurance

- ▣ Use of internal quality assurance procedures
- ▣ Development of external quality assurance process
- ▣ Criteria for decisions
- ▣ Processes fit for purpose
- ▣ Reporting
- ▣ Follow-up procedures
- ▣ Periodic reviews
- ▣ System-wide analyses



# Policy and procedures for quality assurance

- ▣ Objectives : institutions should
    - \*have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards.
    - \*develop a culture of quality, quality assurance in their work
    - \*implement a strategy for the continuous enhancement of quality
    - \*include a role for students and other stakeholders
- The strategy, policy and procedures should have a formal status and be publicly available.

# Policy statement

- ▣ It must include
  - relationship between teaching and research
  - Institution's strategy for quality and standards
  - Organisation of the quality assurance system
  - The responsibility of departments, faculties and other organisational units for the assurance of quality
  - Involvement of students in quality assurance
  - The way of the implementation of the policy, its monitoring and review

# Approval, periodic review and monitoring of programmes and awards

- ▣ Development and publication of explicit intended learning outcomes
- ▣ Careful attention to curriculum and programme design and content
- ▣ Specific needs of different mode of delivery and type of higher education
- ▣ Availability of appropriate learning resources

# Approval, periodic review and monitoring of programmes and awards

- ▣ development and publication of explicit intended learning outcomes;
- ▣ careful attention to curriculum and programme design and content;
- ▣ monitoring of the progress and achievements of students;
- ▣ regular periodic reviews of programmes (including external panel members);
- ▣ regular feedback from employers, labour market representatives and other relevant organisations;
- ▣ participation of students in quality assurance activities.

# Assessment of students

## Objectives;

- ▣ be appropriate for their purpose, whether diagnostic, formative or summative;
- ▣ have clear and published criteria for marking;
- ▣ be undertaken by people who understand the role of assessment in the progression of students towards
- ▣ the achievement of the knowledge and skills associated with their intended qualification;
- ▣ have clear regulations covering student absence, illness and other mitigating circumstances;
- ▣ ensure that assessments are conducted securely in accordance with the institution stated procedures;
- ▣ be subject to administrative verification checks to ensure the accuracy of the procedures.

# Quality assurance of teaching staff

Teachers are the single most important learning resource available to most students. It is important that those who teach

- ▣ have a full knowledge and understanding of the subject they are teaching,
- ▣ necessary skills and experience to transmit their knowledge and understanding effectively to students in
- ▣ a range of teaching contexts, and can access feedback on their own performance.

Institutions should

- ▣ ensure that their staff recruitment and appointment procedures include a means of making certain that all
- ▣ new staff have at least the minimum necessary level of competence.

Teaching staff should be given

- ▣ opportunities to develop and extend their teaching capacity and should be encouraged to value their skills.

Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.



# Learning resources and student support

- ▣ In addition to their teachers, students rely on a range of resources to assist their learning. These vary from
- ▣ physical resources such as libraries or computing facilities to human support in the form of tutors, counsellors, and other advisers.
- ▣ Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided.
- ▣ Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.

# Information systems

The quality-related information systems required by individual institutions will depend to some

- ▣ extent on local circumstances, but it is at least expected to cover:
- ▣ student progression and success rates;
- ▣ employability of graduates;
- ▣ students satisfaction with their programmes;
- ▣ effectiveness of teachers;
- ▣ profile of the student population;
- ▣ learning resources available and their costs;
- ▣ the institution own key performance indicators.



# Public information

- ▣ In fulfilment of their public role, higher education institutions have a responsibility to provide information about the programmes they are offering, the intended learning outcomes of these, the qualifications they award, the teaching, learning and assessment procedures used, and the learning opportunities available to their students.
- ▣ Published information might also include the views and employment destinations of past students and the profile of the current student population.

This information should be accurate, impartial, objective and readily accessible and should not be used simply as a marketing opportunity.

The institution should verify that it meets its own expectations in respect of impartiality and objectivity.

- ▣ European standards and guidelines for
- ▣ the external quality assurance of higher education

# Use of internal quality assurance procedures

- ▣ The standards for internal quality assurance contained in Part 1 provide a valuable basis for the external quality assessment process.
- ▣ It is important that the institutions own internal policies and procedures are carefully evaluated in the course of external procedures, to determine the extent to which the standards are being met.
- ▣ If higher education institutions are to be able to demonstrate the effectiveness of their own internal quality assurance processes, and if those processes properly assure quality and standards, then external processes might be less intensive than otherwise.

# Development of external quality assurance processes

- ▣ In order to ensure clarity of purpose and transparency of procedures, external quality assurance methods should be designed and developed through a process involving key stakeholders, including higher education institutions.
- ▣ The procedures that are finally agreed should be published and should contain explicit statements of the aims and objectives of the processes as well as a description of the procedures to be used.
- ▣ As external quality assurance makes demands on the institutions involved, a preliminary impact assessment should be undertaken to ensure that the procedures to be adopted are appropriate and do not interfere more than necessary with the normal work of higher education institutions.

# Criteria for decisions

- ▣ Formal decisions made by quality assurance agencies have a significant impact on the institutions and programmes that are judged.
- ▣ In the interests of equity and reliability, decisions should be based on published criteria and interpreted in a consistent manner.
- ▣ Conclusions should be based on recorded evidence and agencies should have in place ways of moderating conclusions, if necessary.

# Processes fit for purpose

- ▣ Amongst these elements the following are particularly noteworthy:
- ▣ insistence that the experts undertaking the external quality assurance activity have appropriate skills and are competent to perform their task;
- ▣ the exercise of care in the selection of experts;
- ▣ the provision of appropriate briefing or training for experts;
- ▣ the use of international experts;
- ▣ participation of students;
- ▣ ensuring that the review procedures used are sufficient to provide adequate evidence to support the findings and conclusions reached;
- ▣ the use of the self-evaluation/site visit/draft report/published report/follow-up model of review;
- ▣ recognition of the importance of institutional improvement and enhancement policies as a fundamental element in the assurance of quality.



# Reporting

- ▣ In order to ensure maximum benefit from external quality assurance processes, it is important that reports should meet the identified needs of the intended readership.
- ▣ Reports are sometimes intended for different readership groups and this will require careful attention to structure, content, style and tone.
- ▣ In general, reports should be structured to cover description, analysis (including relevant evidence), conclusions, commendations, and recommendations. There should be sufficient preliminary explanation to enable a lay reader to understand the purposes of the review, its form, and the criteria used in making decisions.
- ▣ Key findings, conclusions and recommendations should be easily locatable by readers.
- ▣ Reports should be published in a readily accessible form and there should be opportunities for readers and users of the reports (both within the relevant institution and outside it) to comment on their usefulness.

# Follow-up procedures

- ▣ Quality assurance is not principally about individual external scrutiny events: It should be about continuously
- ▣ trying to do a better job. External quality assurance does not end with the publication of the report and should include a structured follow-up procedure to ensure that recommendations are dealt with appropriately and any required action plans drawn up and implemented.
- ▣ This may involve further meetings with institutional or programme representatives. The objective is to ensure that areas identified for improvement are dealt with speedily and that further enhancement is encouraged.



# Periodic reviews

- ▣ Quality assurance is not a static but a dynamic process. It should be continuous and not once in a lifetime
- ▣ Ó. It does not end with the first review or with the completion of the formal follow-up procedure. It
- ▣ has to be periodically renewed. Subsequent external reviews should take into account progress that has
- ▣ been made since the previous event. The process to be used in all external reviews should be clearly
- ▣ defined by the external quality assurance agency and its demands on institutions should not be greater
- ▣ than are necessary for the achievement of its objectives.

# System-wide analyses

- ▣ All external quality assurance agencies collect a wealth of information about individual programmes and/
- ▣ or institutions and this provides material for structured analyses across whole higher education systems.
- ▣ Such analyses can provide very useful information about developments, trends, emerging good practice
- ▣ and areas of persistent difficulty or weakness and can become useful tools for policy development and
- ▣ quality enhancement. Agencies should consider including a research and development function within
- ▣ their activities, to help them extract maximum benefit from their work.

# To control the quality:

- ▣ \* The quality of service commitments : Service Project , Quality Approach , Diagnostic quality , Quality Charter, Review of project quality)
- ▣ To animate, communicate, promote: Conduct meetings , Brainstorming, Quality Award
- ▣ To know and associate users: The opinion poll, Processing of claims, User Group Meeting, Advisory Committee, Mediation, Satisfaction Survey
- ▣ To describe and organize: Procedure, Cause-effect diagram, Process control, Document Management

- ▣ To master the competency: Assessment skills, Training plan, Definition of responsibilities
- ▣ To measure quality: Survey mirror, Indicators and Dashboards, Internal and external audit, Analysis and Benchmarking, Survey mystery, Self Assessment (under revision)
- ▣ To improve: The treatment of problem, Data Improvement, Quality Action Plan
- ▣ To decide: 5 Ws, Compatibility Matrix, Pareto Law and diagram (de)

# The quality porcess

- ▣ Quality process is developped step by step
- ▣ The implication of the political and administrative teams of the university is very important to give the impulsion, the direction of this process, define the charte and the main points of this process
- ▣ The standards are guide for the quality process, but the question is how to do that ?
- ▣ Our experience in Grenoble shows that it is not so easy and the process could become very complicated and must be give up

- ▣ The first step is to understand the opportunity and objectives of the quality approach and what are the opportunity and efficacy of the different tools

# referential

Is necessary

- to converge the viewpoints and practices,
- how to go about ensuring continuity of service when someone is absent,
- reducing the risk of errors,
- self-control and external control,
- challenging content for progress



- ▣ It is very important to have a referential based on the effective procedures and good practices used in the university.
- ▣ There is no standardization and it is not possible to introduce new procedures if the concrete procedures, rules and organization used in the university are not enhanced and appropriate.
- ▣ The institutions, in general, are able to assure learning, to give diploma, etc, that is the sign that they develop some quality but they don't know that.
- ▣ It is important to give information about the different steps of the global system and how the results are obtained. The quality process can be summarize in the following sentence : I say what I do and I do what I say



# the quality of service commitments

- ▣ enhancing the image of the institution paying attention to the user
- ▣ clarifying the missions and services rendered by the institution
- ▣ improve service quality by taking the user to control
- ▣ reassure staff face uncertainty
- ▣ upgrade the various functions of personal
- ▣ motivate staff by involving them
- ▣ provide a common framework for different services

# Quality diagnosis

- ▣ **make a diagnosis of opportunity:** is it a quality process-contribute to the project, identifying the missions and strategic priorities, problems and malfunctions, dissatisfactions and expectations of users
- ▣ **make a diagnosis of feasibility:** define the conditions for success of a quality policy, analyze the conditions are fulfilled and unfulfilled, seek ways to conduct the necessary conditions
- ▣ **write a policy** with a description of issues, a statement on how to go about it, a statement of priorities, management commitment, resource allocation, monitoring

# monitoring the quality approach

- ▣ draft the charter quality: a page on the internal requirements of the institution's quality
- ▣ review of project quality, once a year to verify the commitment, analyze successes and failures, determine adjustments

# The 5Ws

After the diagnosis, a quality plan is established with the 5 W and in relation with the referential

Who : who is concerned, reasons, many skills

- ▣ What : about what, definition, nature, object
- ▣ Where : what place
- ▣ When : a given time, duration, frequency dates
- ▣ Why : grounds, interests, goals
- ▣ How and how much: how it happens, how, methods, how often and with what means, what it costs,

# Identification and resolution of problems

- ▣ identify relevant issues
- ▣ make records improvement,
- ▣ raise working
- ▣ diagnosis: observation, causes, consequences, possible solutions
- ▣ decide the action plan
- ▣ implement and monitor results
- ▣ adopt solutions

# Cause-effect diagram (Ishikawa.)

## Objectives

- \* Identify all root causes of a problem
- \* Identify the different sets of causes
- \* Facilitate the shared perception of the situation and its collective ownership
- \* Facilitate the search for durable solutions

## Methodology

- \* Identify the problem in terms of effects (delay of mail, for example)
- \* Search all possible causes (brainstorming)
- \* Draw the digraph cause-effect (in stops fish)
- \* Identify the causes of families. Example 5 M: material, equipment, environment, method, labor
- \* Repeat every idea of the causes of brainstorming and asking the question "To what sort of family?" avoiding the sort in 2 different families
- \* Once all the causes listed, identify the causes that seem most important (the circle) and as far as possible verify this view (see Pareto tool)



# Process control

process is a sequence of actions over time, a combination of activities performed by actors with the means and rules according to a result.

Main features of a process:

- \* The beneficiaries, clients process
- \* Its purpose,
- \* The products and output requirements
- \* The products and the entry requirements
- \* The triggers (random or planned)
- \* The actors who contribute to its implementation
- \* The resources used
- \* The breakdown in some major sub-processes
- \* The performance indicators

The control process is the evaluation of process performance, maintenance and corrective actions if they depart from the standards. The non-quality process will consist of all the differences between the optimal process defined and the process actually achieved.

# objectives

- ▣ View actions needed over time to achieve a result.
  - \* Identify potential "danger points" in the following actions, reduce reaction time and the cost of operating the process
    - \* Better address the needs of beneficiaries and be able to keep its commitments
    - \* Allow everyone to get involved
    - \* Clarify the roles and responsibilities, leeway, the contribution of everyone in the services provided



# methodology

## Analyze the process:

- \* Characterize the process
- \* Identify all beneficiaries affected by the process
- \* Identify all the actors and their relationships
- \* Identify the resources used
- \* Identify the overall major phases of the process (two to six phases approximately)
- \* Identify inefficiencies
- \* Confront the expectations identified with the strategy and means of service and ensure coherence with public policy
- \* Describe the whole process of identifying for each step "who does what, how."
- \* Visualize this description as a graph

## Improve the process

- \* Collect all proposals for improvement
- \* In the synthesis, choose and justify the proposed improvements
- \* Describe the resources required and propose a schedule
- \* To validate the decisions to leaders
- \* Set indicators to monitor improvements
- \* Facilitate the ownership changes by all concerned
- \* To publicize the new rules and points of care
- \* Develop the skills necessary for the proper functioning of the process

# Document Management

This involves managing all documents necessary steps for improvement. These documents can be a guide, procedures ..

## Interest

- \* Master the documents needed to process and improving its quality
- \* Allowing employees to refer to have available the information needed to answer questions
- \* Allowing employees to know what to do

## Methodology

- \* Decision responsible for the creation of a document
- \* Work assigned a project manager (or agent responsible for quality)
- \* Drafting a model
- \* Proofreading internally
- \* Validation hierarchy
- \* Testing with a collection of risk and / or audit the use of document
- \* Modification based on audit results
- \* Implementation
- \* The management of these documents:
- \* Establishment of a mailing list of these documents
- \* Setting rules update
- \* Definitions of terms archiving or declassification of documents

## Terms of Success

- \* Clear list of documents
- \* Documents relevant, accessible, understandable, reliable
- \* Severity

		Why
what	analysis of letters of complaint	customer satisfaction improve service
who	units involved, the service quality, the claimant	Accountability aid, more informations
where	in unity Headquarters	be closer to the source follow learn
when	at each reception of mail once a week	respond quickly
how	reclamation Reception letters acknowledged search for causes Search solutions answer	

cause s	possible solutions	user relevance	efficiency	delay	low cost
delays	S1 review procedure	+++	++	++	+
	S2 : increase resources	+++	++	++	--
	S3: lowering the objective	--	+++++	+++++	+++++

N°	what	Who	when	where	how
1	Complaints	Complaints	Day J	sent home	By mail
2	Reception letters	mailrooms	Day J+2	mailrooms	
3	sending-reception	secretarial	DayJ+4	secretarial	By mail
4	Review findings	Quality responsable	Day J+4	relevant service	telephone calling
5	search for causes	relevant service	Day J+4	relevant service	investigations
6	research solutions	relevant service quality service	Day J+8	relevant service	Team meeting

▣ Thank you for your attention