



University Self-Assessment

Organization, Facilitation and Reporting

Q-Week, Yerevan, 09 October 2012

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I. Self-Assessment what for? The concept of quality and its control

- **Defining Quality**
- **Observing Outcomes**

II. Organizing and facilitating Self-Assessments

III. Reporting to the outside world

Self-Assessment what for?

For Certification?

of quality

For Enhancement?

of quality

For Reporting?

on quality

For its own sake?

NO

- ❖ HEI are expected to assure their quality, to demonstrate it and to have it assessed from outside the organisation...
- ❖ There are similar **standards and criteria** around the world describing quality in higher education (e. g. European Standards and Guidelines)...
- ❖ But these standards and criteria are not checklists that can be simply implemented or formally fulfilled...
- ❖ Sustainable fulfillement means to chose a **systemic view** on the own organisation!

„Quality is defined as **achieving the formulated **mission and goals**, assuming that these reflect the requirements of the **stakeholders**.“**

(Source: AUN: Quality Assurance, Manual for the Implementation of the Guidelines, Bangkok 2006)



ASIIN Quality is relative!

- An objective definition of quality does not exist, because quality is, **just like beauty, in the eyes of the beholder.**
- The view of quality is also fixed by **people's expectations** towards higher education.
- We have to distinguish between quality requirements set by students, the academic world, by the labour market (employers), by society, and by the government.

(Source: AUN: Quality Assurance, Manual for the Implementation of the Guidelines, Bangkok 2006)



ASIIN Quality as satisfaction of clients?

At a university:

- **What is the product?**
- **Who is the client?**

“While quality, in general, is already a difficult concept in itself, quality in higher education is much more confusing, because it is not always clear what the "product" and who the "client" is. Is the "graduate" the "product" that we offer society and the labour market? Or is the graduate-to-be, the student, our "client" and the programme that we offer the "product"?

We can say that **a university has a multiple product system and a multi-client system.**”

(Source: AUN: Quality Assurance, Manual for the Implementation of the Guidelines, Bangkok 2006)



ASIIN Quality has to be decided!

- With so many stakeholders and players in the field, we may say, *"Quality is a matter of negotiating between all the parties concerned"*.
- The university or faculty must try to reconcile all these different wishes and requirements.
- They must be **translated into the mission and goals** of an institution and into the objectives of a faculty and of the educational programme.



Without clear objectives at institutional and programme level quality in higher education may be produced or not but for sure cannot be assessed, controlled and managed!

Example of objectives: learning outcomes for study programs

Looking at the quality of our teaching and learning, we have to start with the **expected learning outcomes**.

Learning outcomes means statements of what a learner knows, understands and is able to do on completion of a learning process – consist of:

Knowledge = assimilation of information through learning

Skills = ability to apply knowledge and use it to complete tasks and solve problems

Competence = the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and/or personal development.

Cf. Legislative Resolution of the European Parliament of 24 October 2007 on the proposal for a Recommendation of the European Parliament and of the Council on the establishment of a European Qualifications Framework for lifelong learning ([COM\(2006\)0479](#) – C6-0294/2006 – [2006/0163\(COD\)](#)), Brussels, 24/10/2007

What does this mean for self-assessment?

You need something to assess!

- **clear objectives** what to achieve in the assessed area
(for the whole organisation and or the single programme)
- **“real” objectives** are needed for “real” assessment,
not just documents for the bookshelf
- **without clear picture where your organisation wants
to go it is almost impossible to assess how far it has
gone already this way**

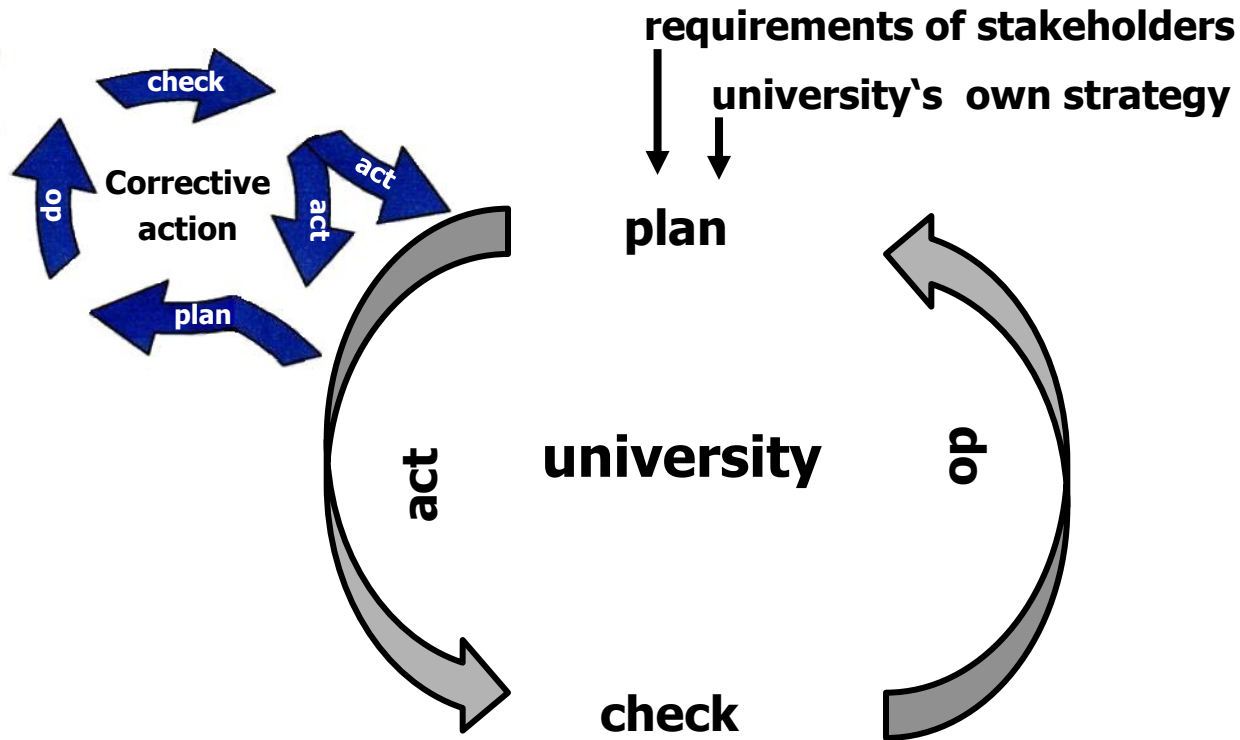
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Cycling thinking – also in assessment procedures!



All systemic approaches to quality share the cyclic principle.
All Assessment procedures should follow the cyclic logic:
Ask for the cycles!

1.1 *Policy and procedures for quality assurance:*

Institutions should have a **policy** and associated **procedures** for the assurance of the quality and standards of their programmes and awards.

They should also commit themselves explicitly to the development of a **culture** which recognises the importance of quality, and quality assurance, in their work.

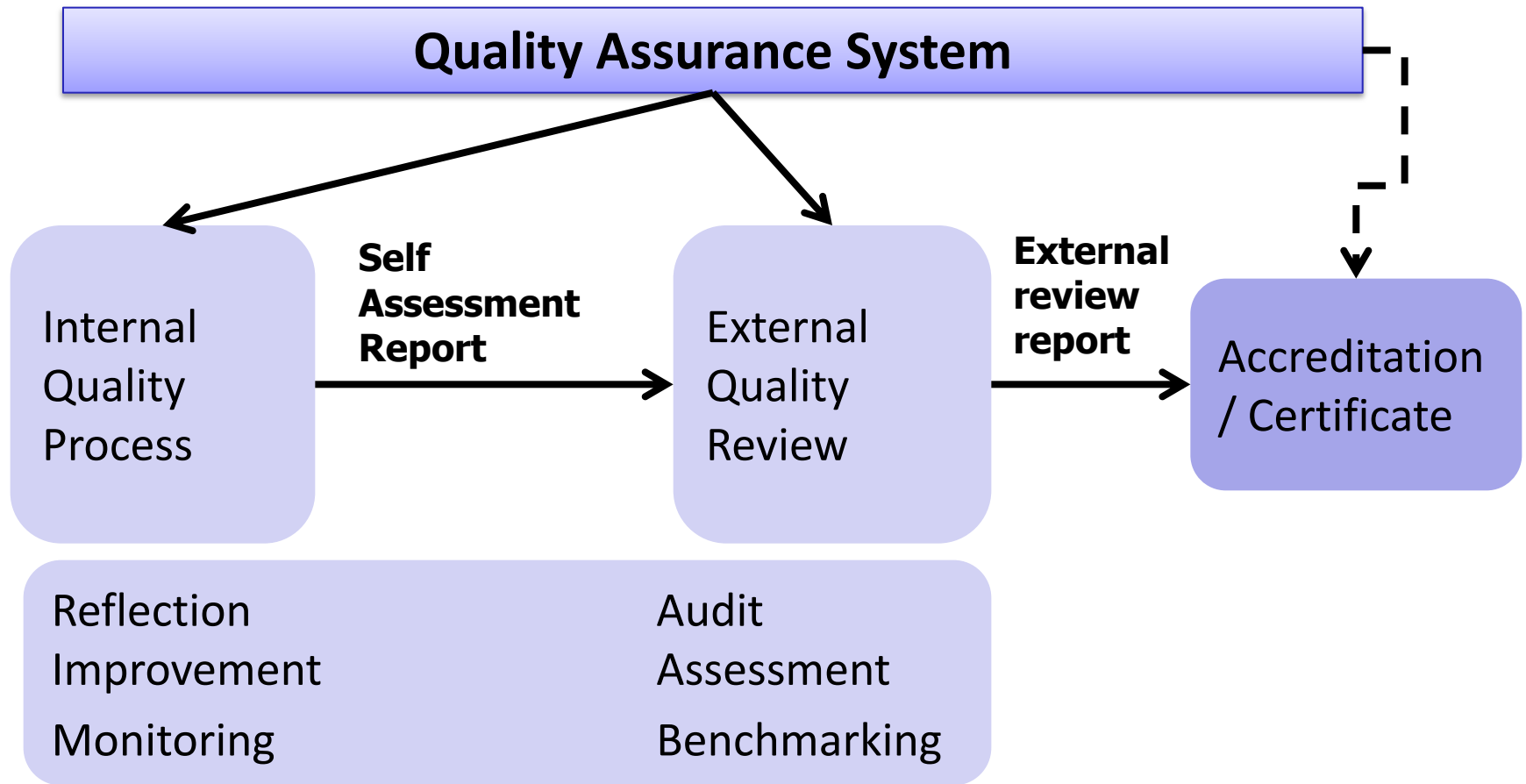
To achieve this, institutions should develop and implement a strategy for the **continuous enhancement** of quality. The strategy, policy and procedures should have a formal status and be publicly available.

They should also include a role for students and other **stakeholders**.

ESG Part 1: European standards and guidelines for internal quality assurance within higher education institutions, Copenhagen 2005

- **Cyclic approach** (policy = plan, procedures = do, continuous enhancement = check and act)
- **inclusion** as success factor (culture + stakeholders)

From Internal to External QA



Self assessment project: critical areas

1. What?

- Areas of self-assessment: own priorities but keeping in mind external criteria
- Structure of report defined
- Evidence gathered: documents to be collected

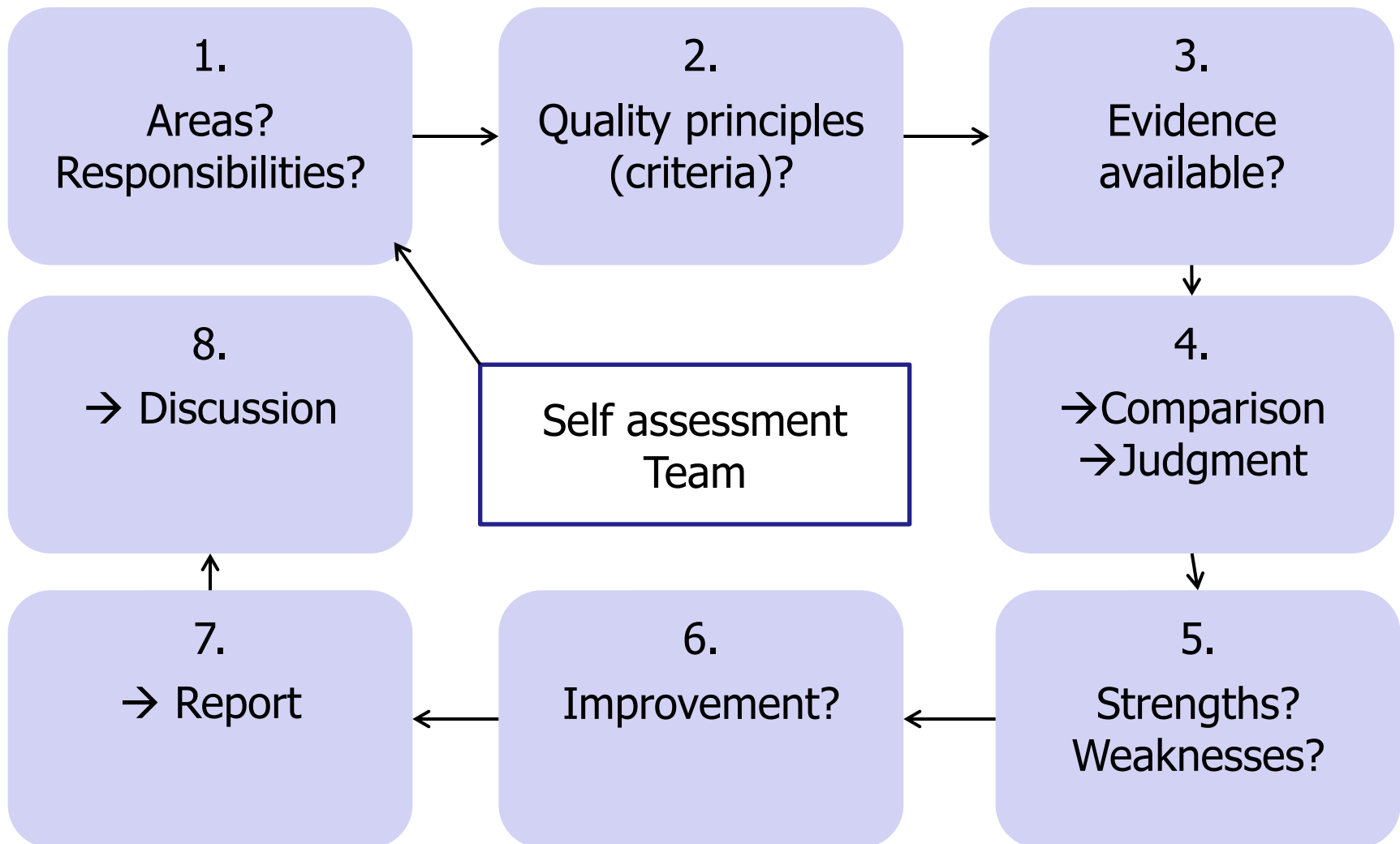
2. Who?

- Self assessment group: responsibilities defined
- Coordinator: leading role
- Support of HEI management: essential
- Access to information: must be ensured
- Discussion: HEI groups and bodies involved

3. When?

- Stages clarified,
- Milestones and deadlines set (check achievements so far)
- Meetings organized

Self assessment project: Plan



Organising a self assessment: Timeframe

How to come up with a Self Evaluation Report? (Example IUCEA Handbook)

DATE	ACTIVITY
8 months before a planned assessment	<ul style="list-style-type: none"> – Appoint the leader of the assessment process – Compose the assessment team, including students – Dividing up the subjects to be dealt with
The following 6 months	<ul style="list-style-type: none"> – Each responsible person collects information and data – Writing drafts of the subjects
4 months after the start	<ul style="list-style-type: none"> – Discussion on the drafts in the group – Second draft
About 5 months after the start	<ul style="list-style-type: none"> – Discussion of the second draft with all faculty staff and students, e.g. during an open hearing
6 months after the start	<ul style="list-style-type: none"> – Edit the comments of the hearing for the final draft
8 months after the start	<ul style="list-style-type: none"> – External assessment

From external criteria to self assessment

ANQA Criteria and Standards

Explanation

→ Make sure everybody understands what is meant by the ANQA Criteria and Standards

Mission and purpose

le

institution's mission and purpose are in accordance with the relevant reference levels and are consistent with policies and practices that guide its operations.

Standards

Evidence

→ draft key questions which can be used to check if ANQA Criteria and Standards are met

clear, we
institution's pu
Armenia
ANOEF
nt reflect
lders.

1.3 The institution has formal me
procedures to evaluate the ac
and purpose and to further in

Reporting

→ Each chapter should contain

- Description of situation
- Analysis
- Formulation strengths and weaknesses
- Evidence for meeting the criteria (e.g. attachments)
- if applicable, action plan for improvement

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A self assessment report...

- follows the **specific format** given by the external assessment body: all topics have to be discussed and not only a selection
- contains a clear **description** of the state-of-the-art and a critical **analysis** of the current situation
- states clearly what actions will be taken to solve the problems
- quantitative data requires special attention: the manner in which data are presented is important for the right interpretation
- need for harmonization of data such as student numbers, appointment of teaching staff, staff/student ratios, success rates, etc.
- is the **starting point for the discussions** between the external experts and the faculty: everyone involved in the discussion needs to be aware of the contents

A selection of Do's (1)

- as much “**inclusion**” as possible
- show your analytic capacity, be **self critical** and show your **problem-solving** capacity
- follow one **analysis scheme** (e. g. PDCA-cycle)
- regard the self assessment as activity serving first **your organisation** and only second the accreditation agency
- outline your report taking into consideration subjects and structure of the **accreditation criteria**

A selection of Do's (2)

- state clearly **why you believe** to meet each single accreditation criterion to a certain degree
- be as **brief and precise** as possible
- give **evidence** of every self judgement with regard to the accreditation criteria – and be creative about this
- use as many documents as possible that **already exist** within your university

A selection of Don'ts (1)

- do the self evaluation and prepare the SER in an exclusive, “closed” group
- let the peers guess what information from your SER refers to what accreditation criteria
- overwhelm the peers with information and material not related to accreditation criteria
- write a “novel” or try to “show off”

A selection of Don'ts (2)

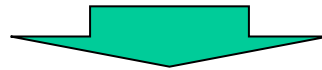
- believe that everything you do is already perfect (quality management is only for people and organisations that are not yet perfect!)
- forget to inform everyone you meet about the findings or your self assessment
- forget to make all participants in the on-site-meetings read the SER
- leave professors alone with their tasks in the self evaluation

Additional Information

Processes and quality?

To remember: Quality is multi-dimensional. So there is.....

- expected and implemented **quality of input**
- expected and implemented **process quality**
- expected and implemented **quality of output**



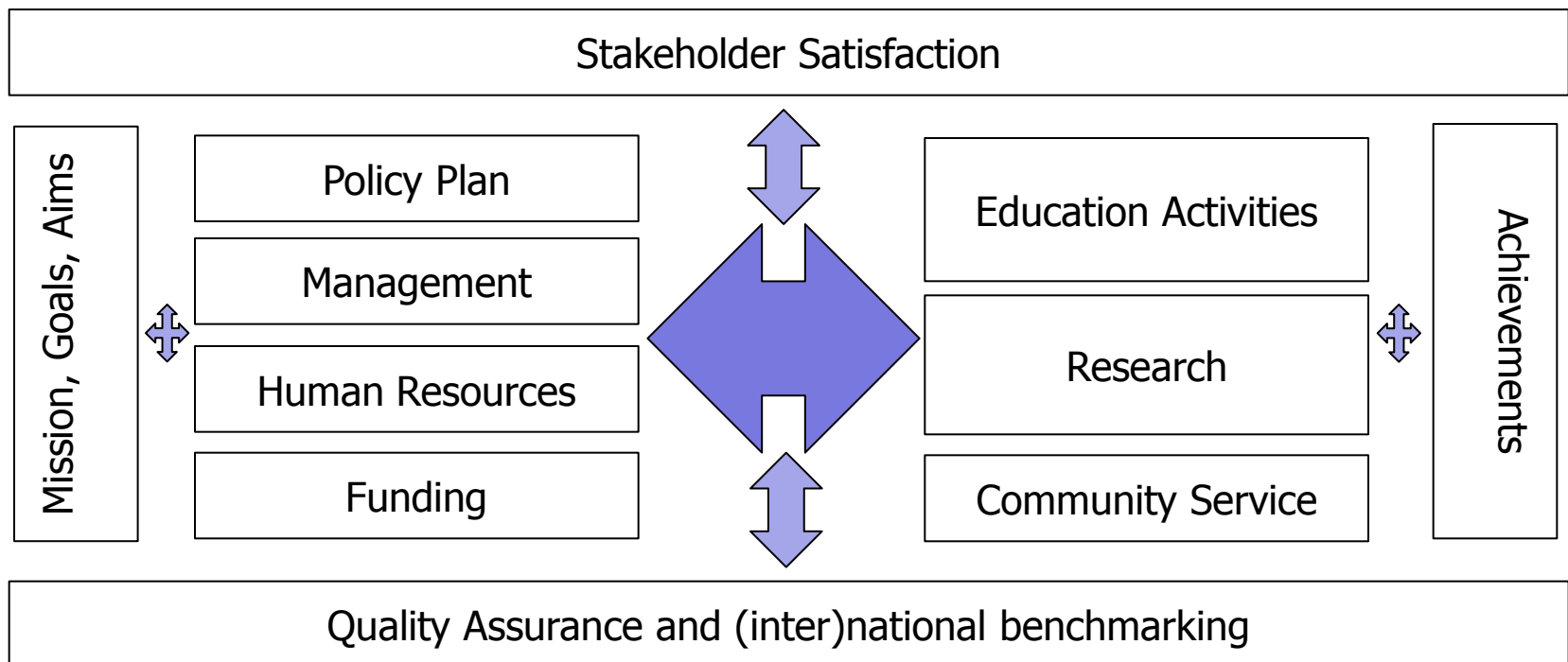
What is the difference between **process management** and **quality management**?



As soon as you have quality expectations towards your inputs, your outputs and your processes: None! It is the same.

Systems: a quality model for a HEI

A „quality model“ tries to explain the **factors** that are important for the „success“ of an organization – for its „quality“



To remember: What is a process?

- “procedure” following the logic **Input > Activity > Output**
- steps following each other interdependently
- leading to a result x



It happens anyway!

- ... But how do you know what happens in the whole faculty/university?
(overview)
- ... But how can you make processes run the way you want them to?
(efficiency)
- But how do you show others, what happens in your organisation?
(transparency)



by process management!

Why Process Management?

Process Management...

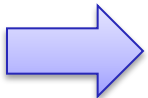
- gives overview about what happens in the university day to day life
- creates transparency internally and externally
- allows direct influence on the performance by the process responsables

Purpose of writing down
processes



Description:
How is it in fact?

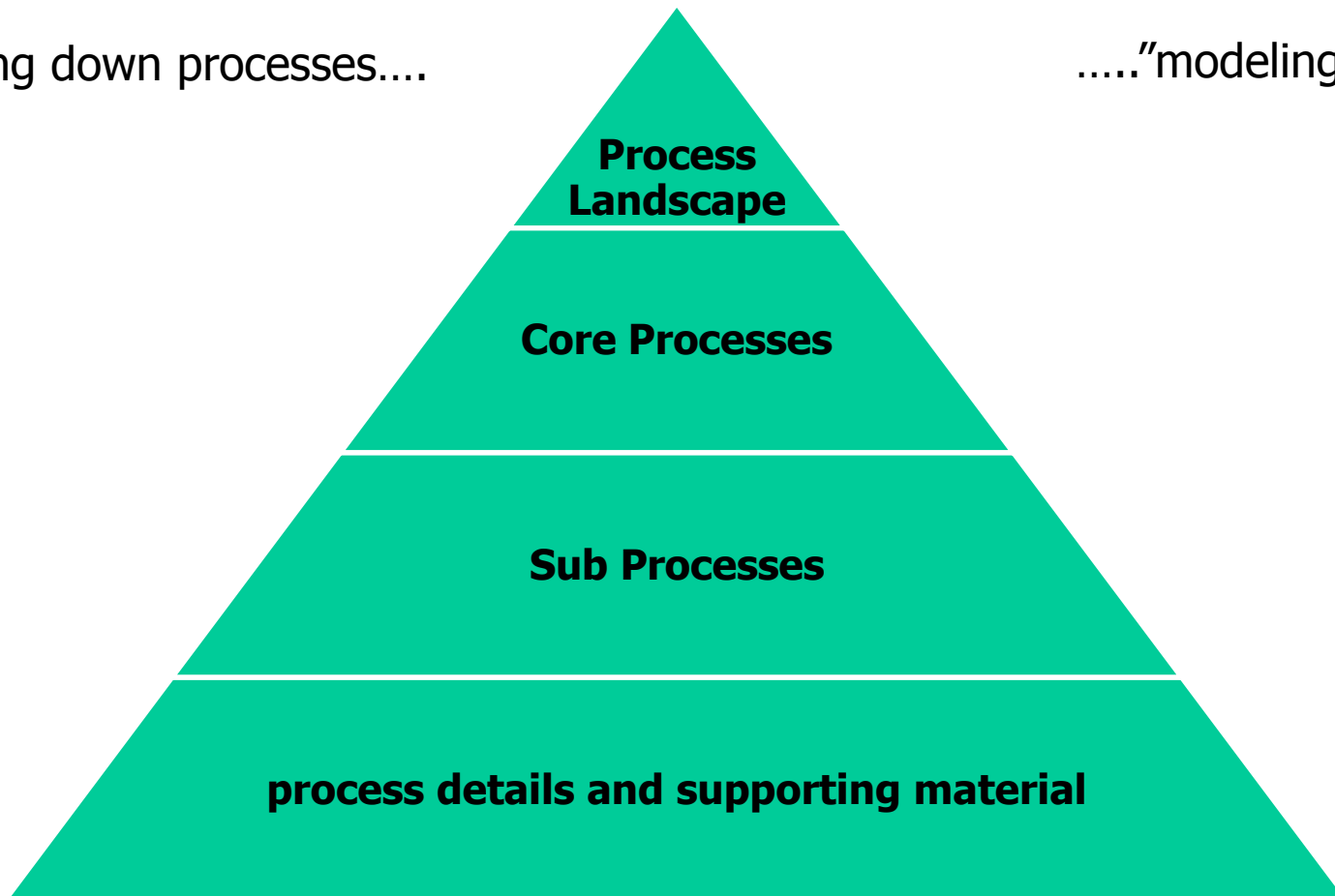
Prescription:
How should it be?



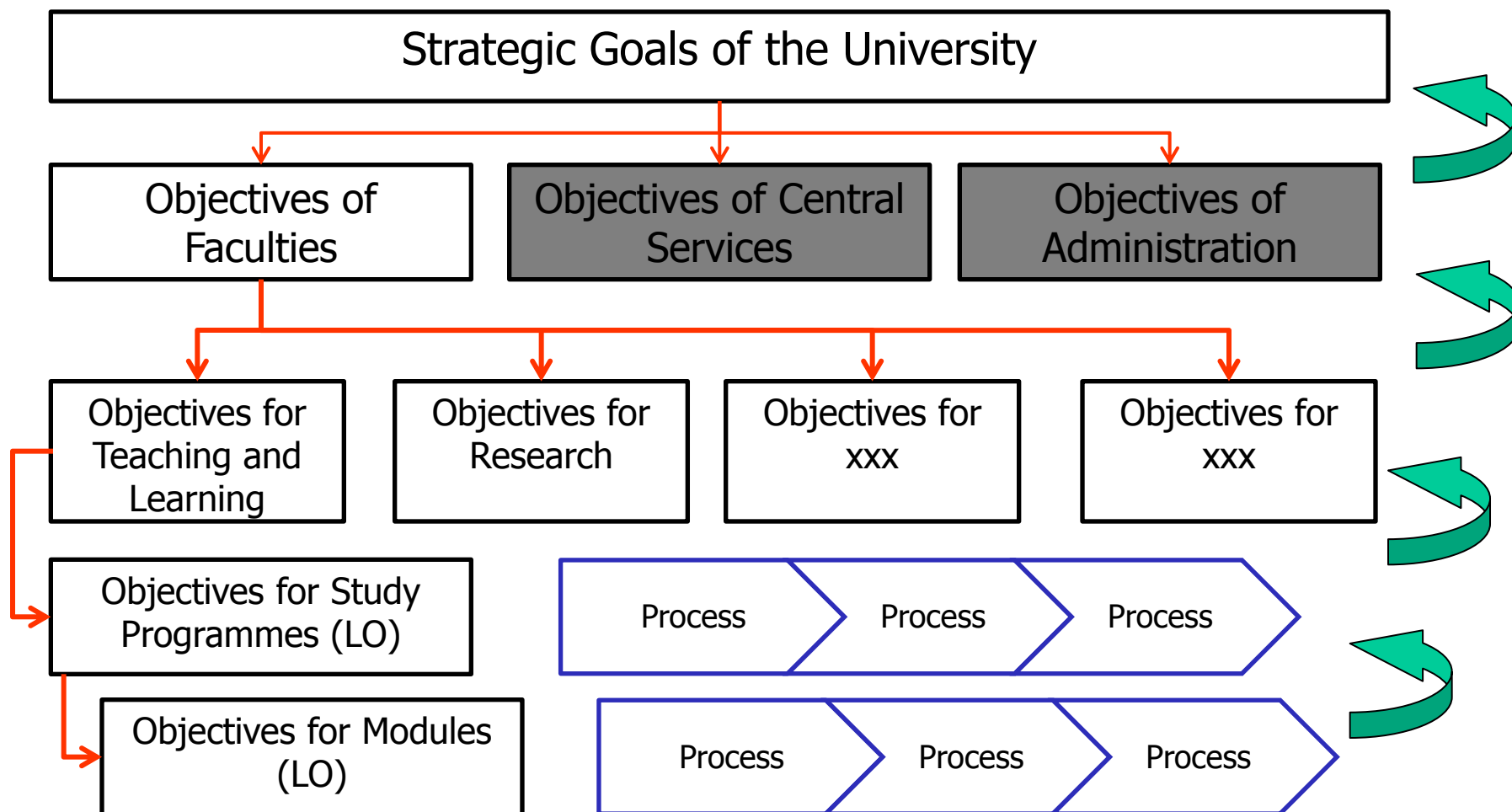
What would you prefer for your approach? Why?

Writing down processes....

....."modeling"

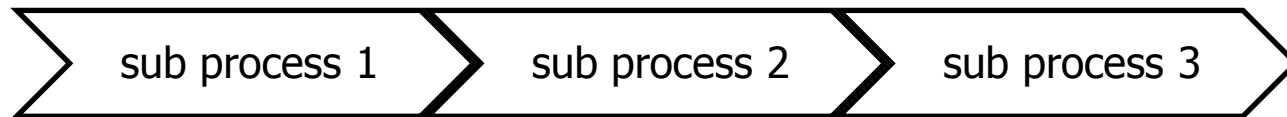


Objectives and Processes



Processes: Visibility

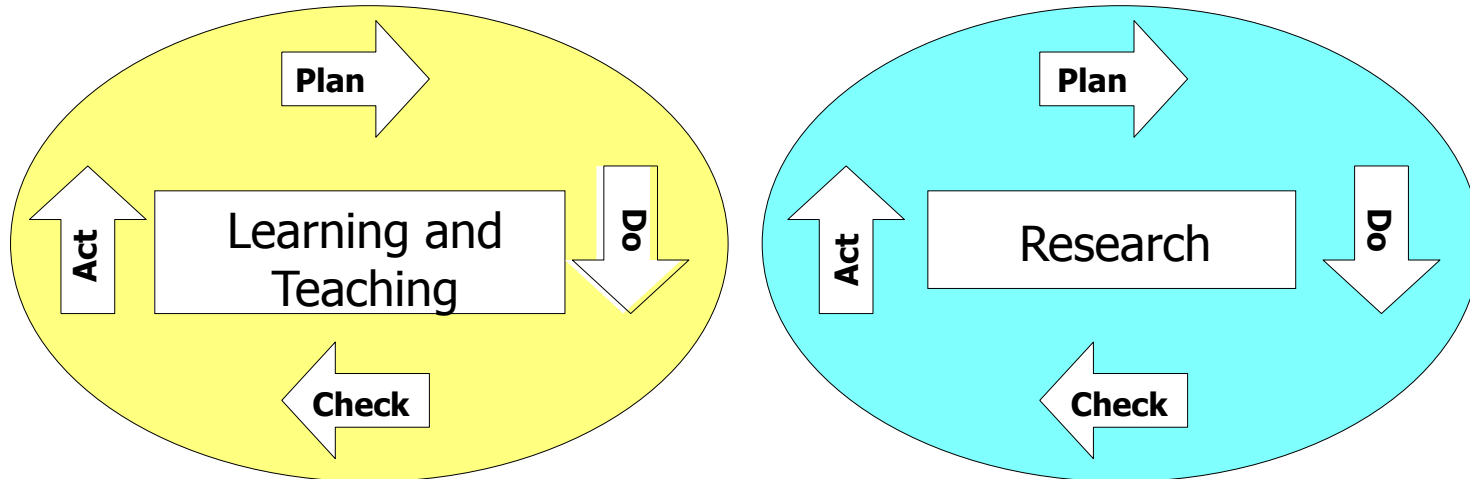
In order to manage and control a process you need to know how it looks like and or how it should look like.



Input	Activities	Output	Responsibilities	Documents & Tools
<i>What is needed to start this part/step of the process?</i>	<i>What happens in this part/step of the process? Can be designed as flow chart or described by words!</i>	<i>What are the results of this part/step of the process? Are Inputs for next and other process parts/steps!</i>	<i>Who is responsible for what? Who must take part?</i>	<i>How the activities or results are documented? What tools are at disposal and where to find? templates, forms, databases ecc.</i>
...
...

Summing up: Process Bases Quality Management

Individual and creative processes cannot be modeled!



Process-based quality management (processes being modeled)

University