



# **IQA IN HE(I)**

## **CONCEPTS, POLICIES & OBJECTIVES**

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International Seminar on IQA

6 March 2019

Almaty | Kazakhstan

- Intro: short history of QA in the EHEA
- The European QA framework (ESG part 1)
- Vision, mission, strategy and QA
- What is quality?
- What is QA?
- What is quality culture?
- The multiple objectives of QA
- Conclusions: recommendations
- Q & A





**IQA in HE(I)  
concept, policy & objectives**

# **Intro: QA in the EHEA**

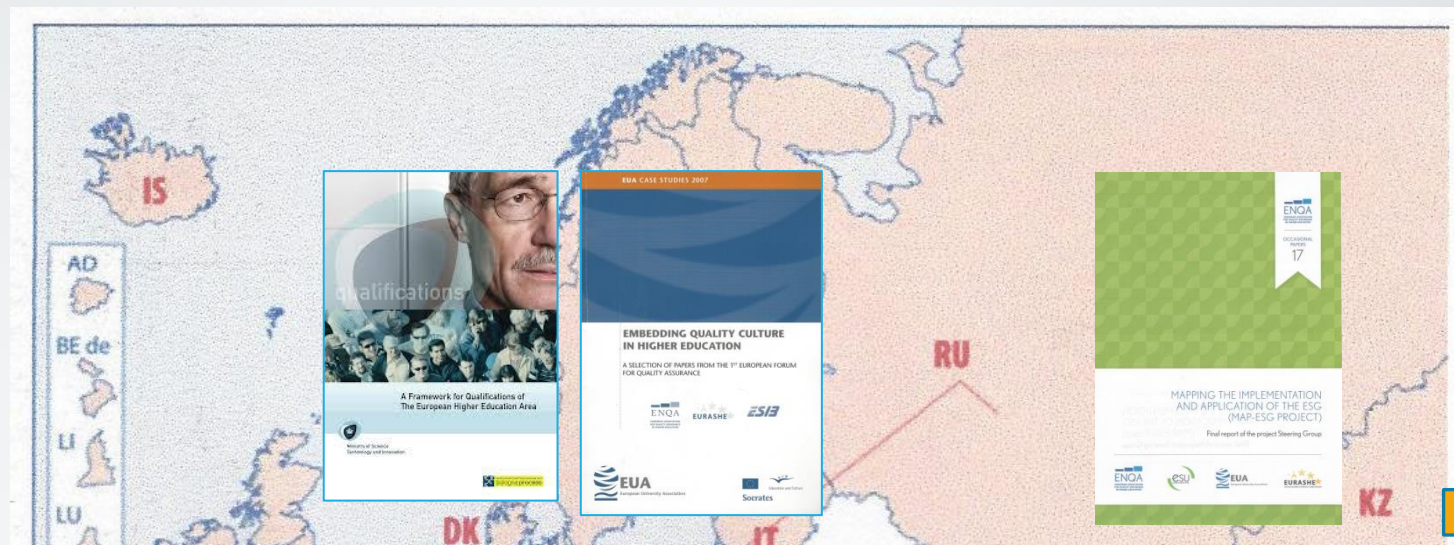
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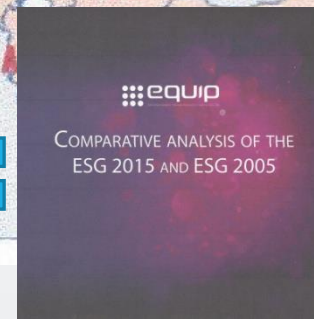
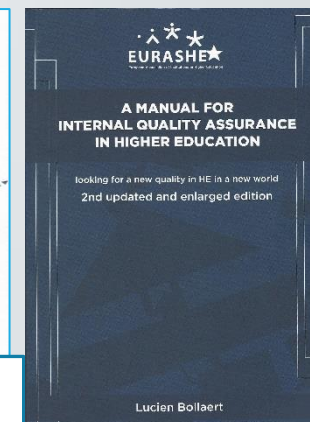
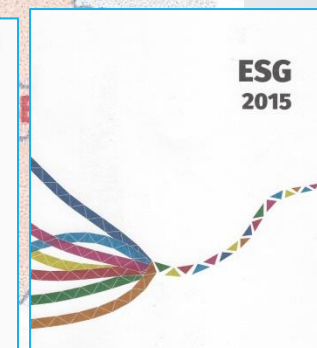
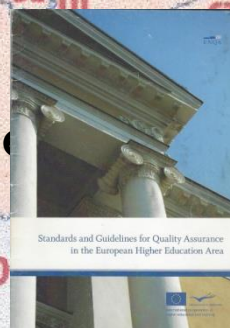


Paris:  
QF-EHEA

eqar  
European Quality Assurance  
Register for Higher Education  
database



Berlin  
communiqué  
ESG



European  
Approach  
for QA of JP



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# **The European QA framework (ESG part 1)**

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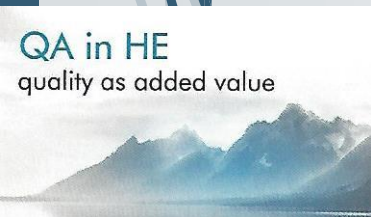
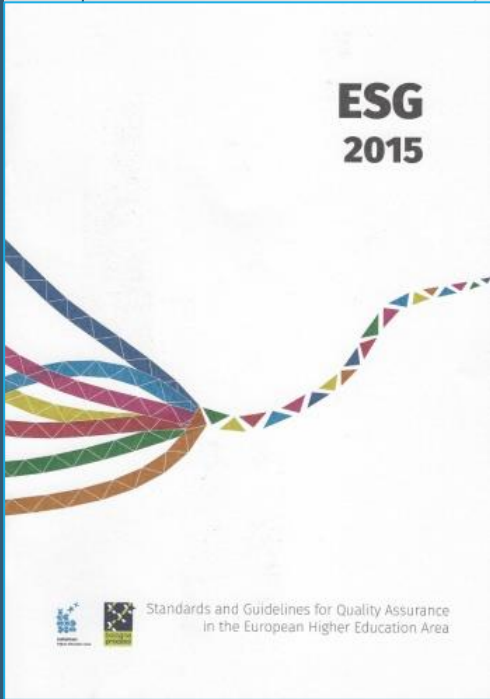
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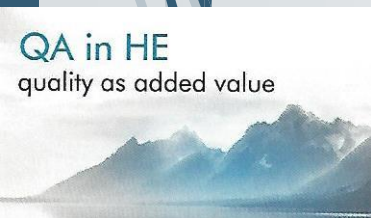
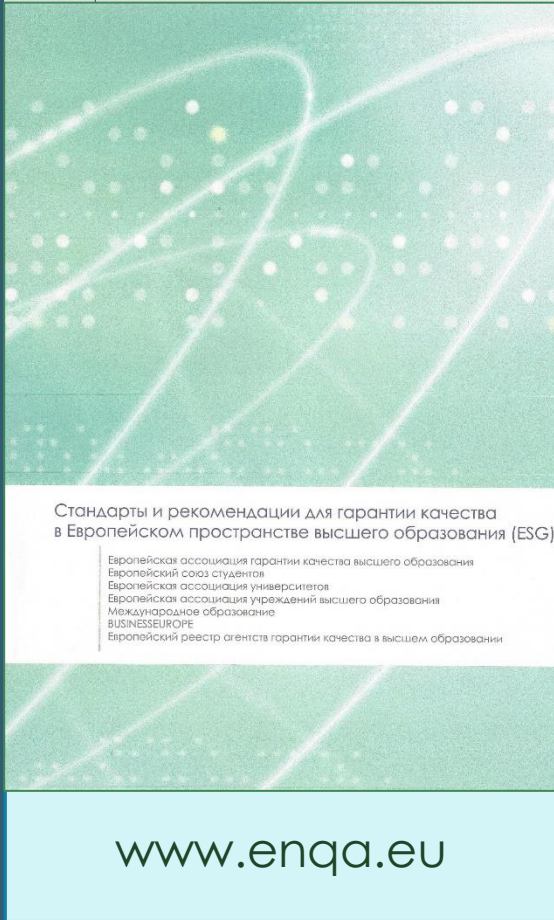


- The European QA Framework on T&L
  - The 2015 ESG
  - Trust
  - Enhancement & accountability
  - Cyclical
  - Stakeholders' model
  - Peer/expert review
  - Public transparency
  - Quality culture
  - National & International
  - Diversity & flexibility, e.g. institutional and/or programme level, indicators/metrics



## ESG 2015 part I

- 1.1 **Policy** for QA
- 1.2 **Design & approval of programmes** (see next ppt)
- 1.3 **Student-centred learning, teaching & assessment** (see next ppt)
- 1.4 Student admission, progression, recognition & certification
- 1.5 Teaching staff
- 1.6 Learning resources & student support
- 1.7 Information systems
- 1.8 Public information
- 1.9 On-going monitoring & periodic review of programmes
- 1.10 Cyclical external QA





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# **Vision, mission, strategy & QA**

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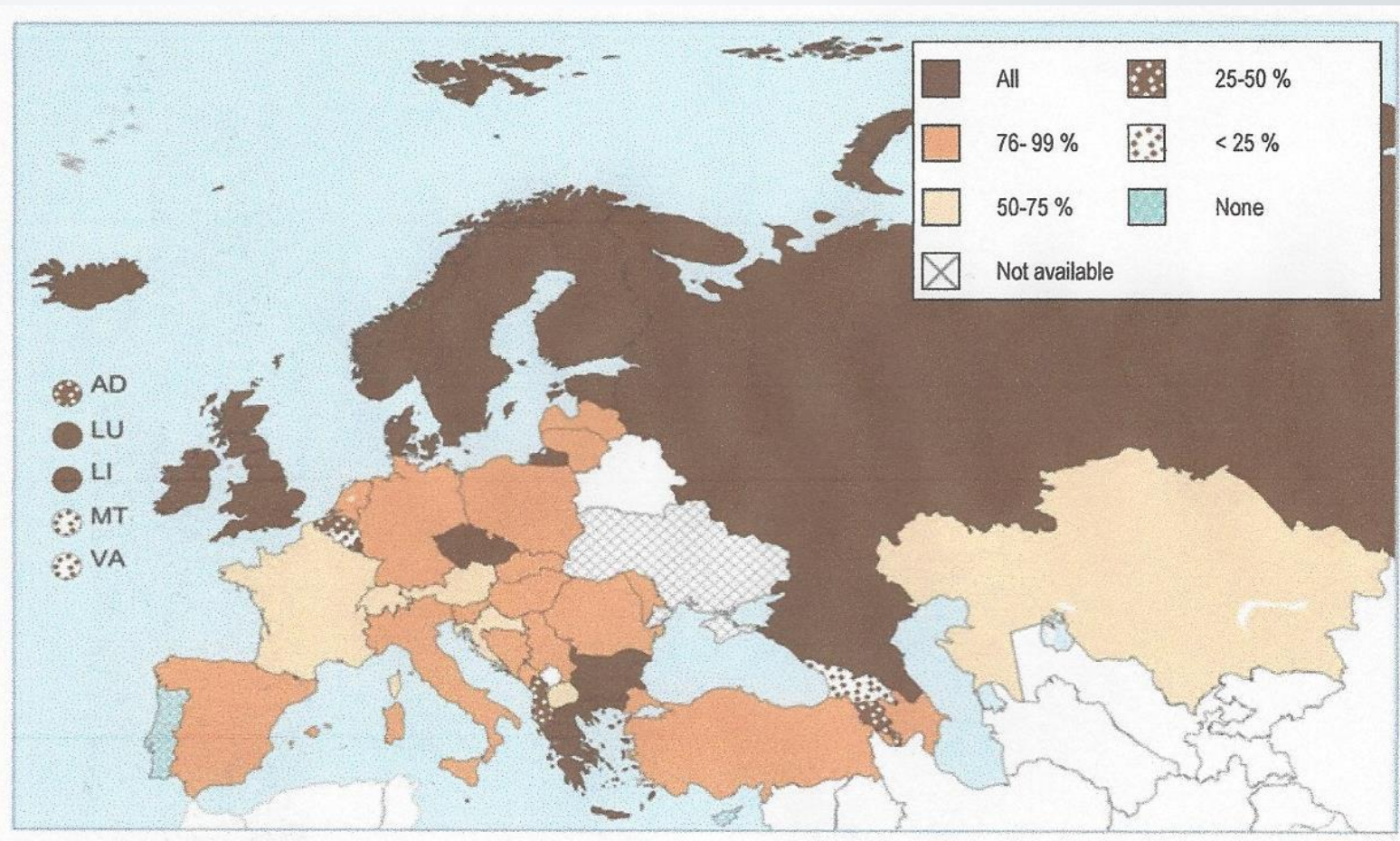
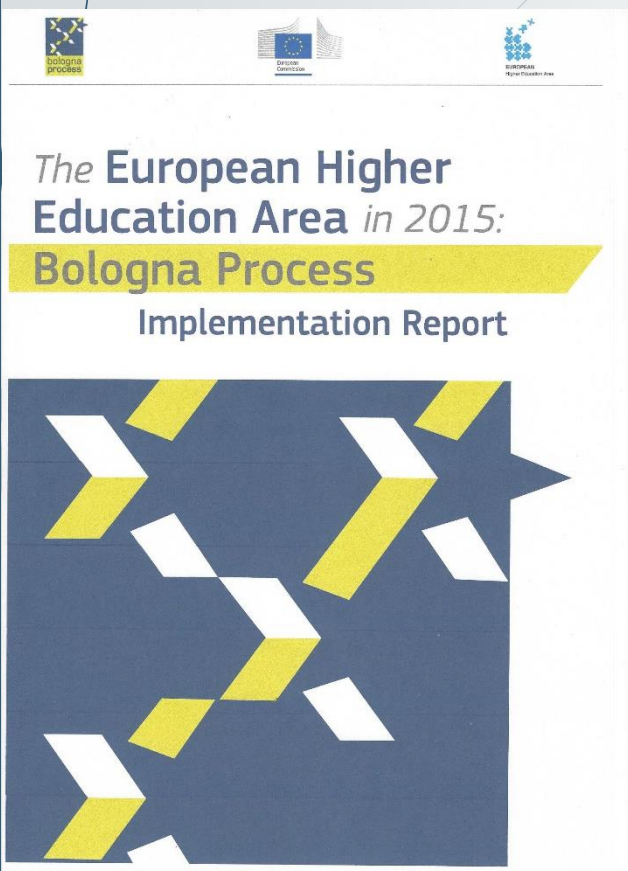
vs reactive mechanism copying EQA standards or ranking indicators

## ■ Standard I.1:

“Institutions should have a **policy for QA** 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.”

implementation report fig 4,1

## Published institutional strategies for continuous enhancement in the past 5 years 2013/14



Implementation report 2015, fig. 3.1, p. 89

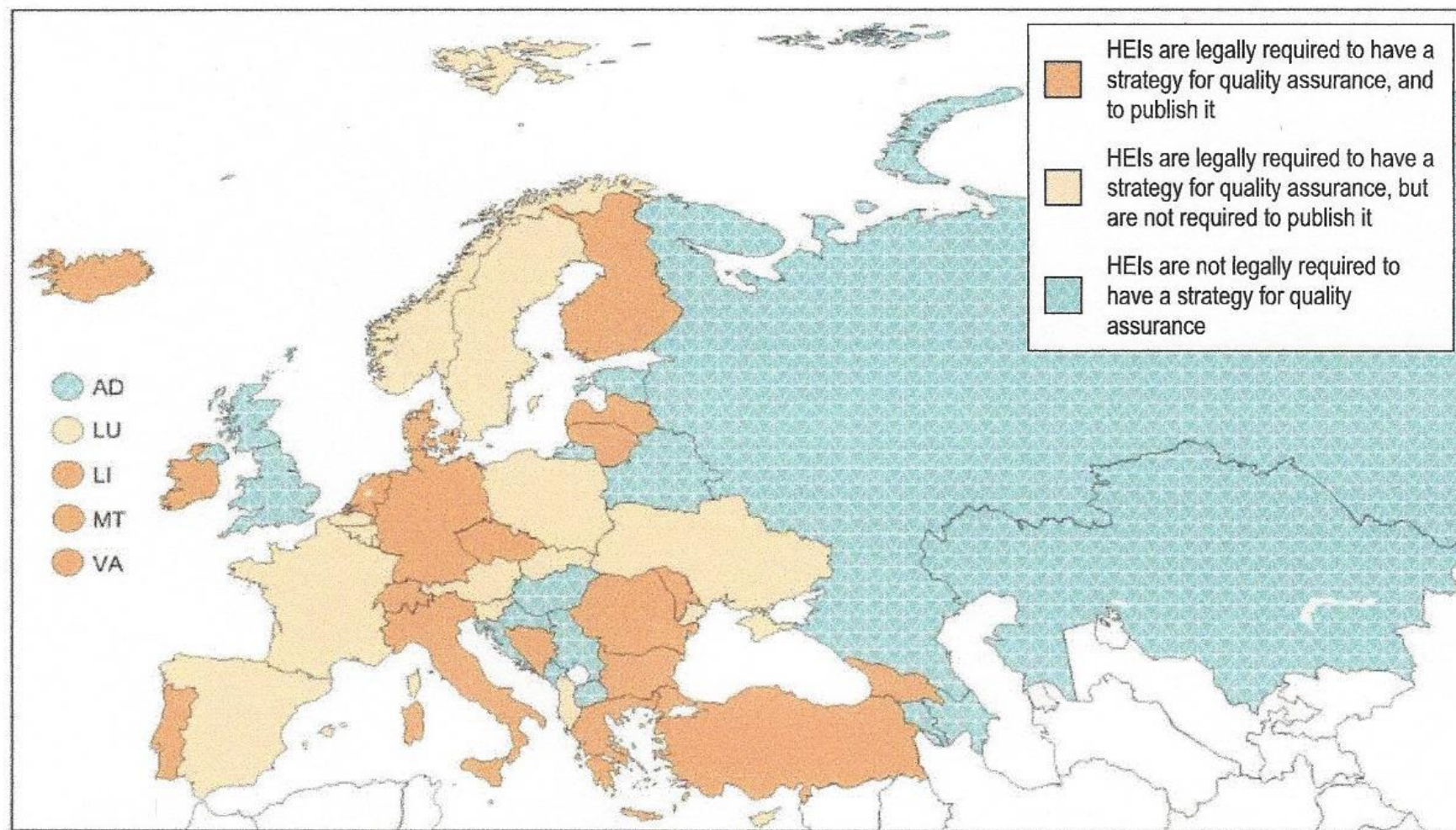
Source BFUG questionnaire







Figure 4.1: Requirements for higher education institutions to develop and publish quality assurance strategies, 2016/17



Source: BFUG data collection.





vs reactive mechanism copying EQA standards or ranking indicators

## ■ Standard I.1:

“Institutions should have a **policy for QA** 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.”

QA input into strategy

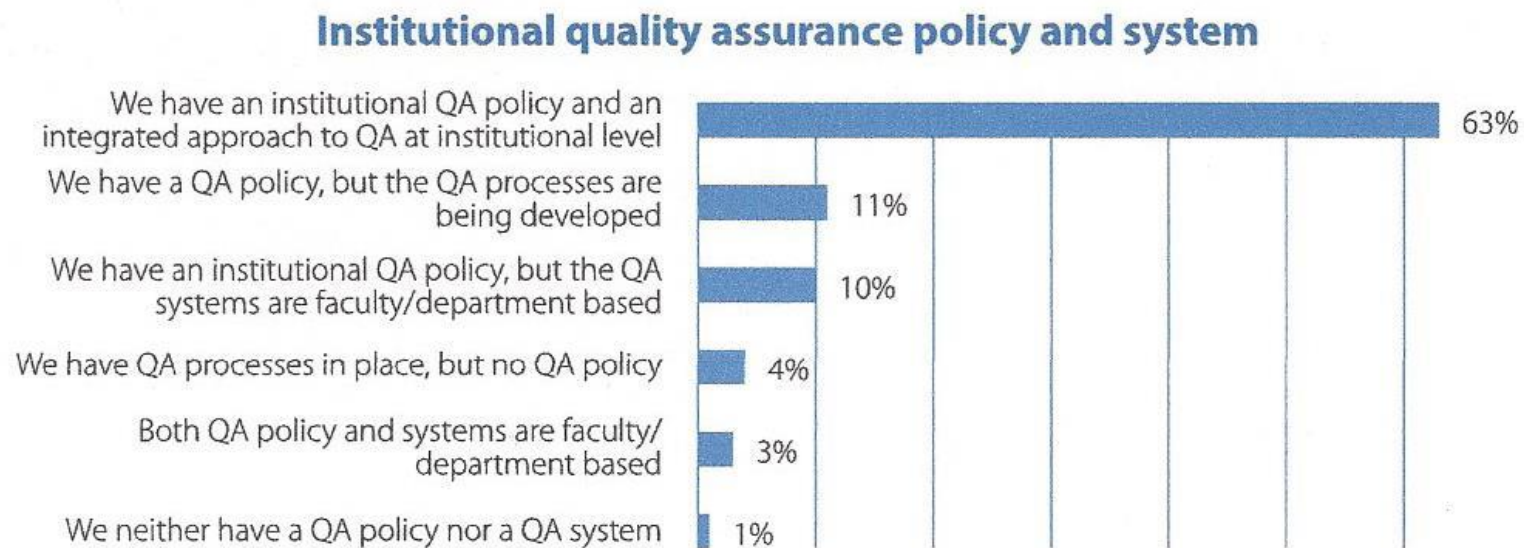
What about QA of strategy (process & outcomes)?

implementation report fig 4,1

- Although we have quantitative data on national regulations and institutional QA policies, there are almost no qualitative data on its contents.



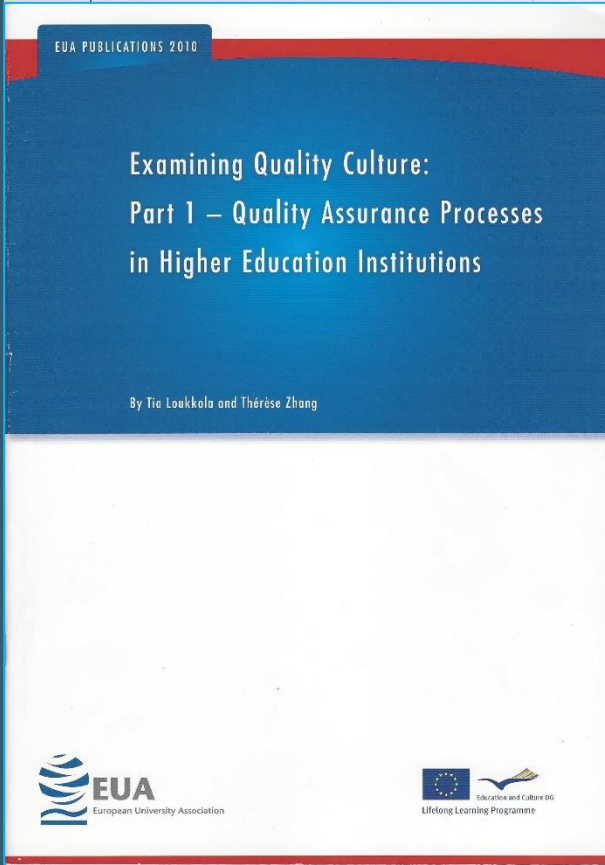
**Figure 9: Does your institution have an institutional quality assurance policy and system? (Q51)**



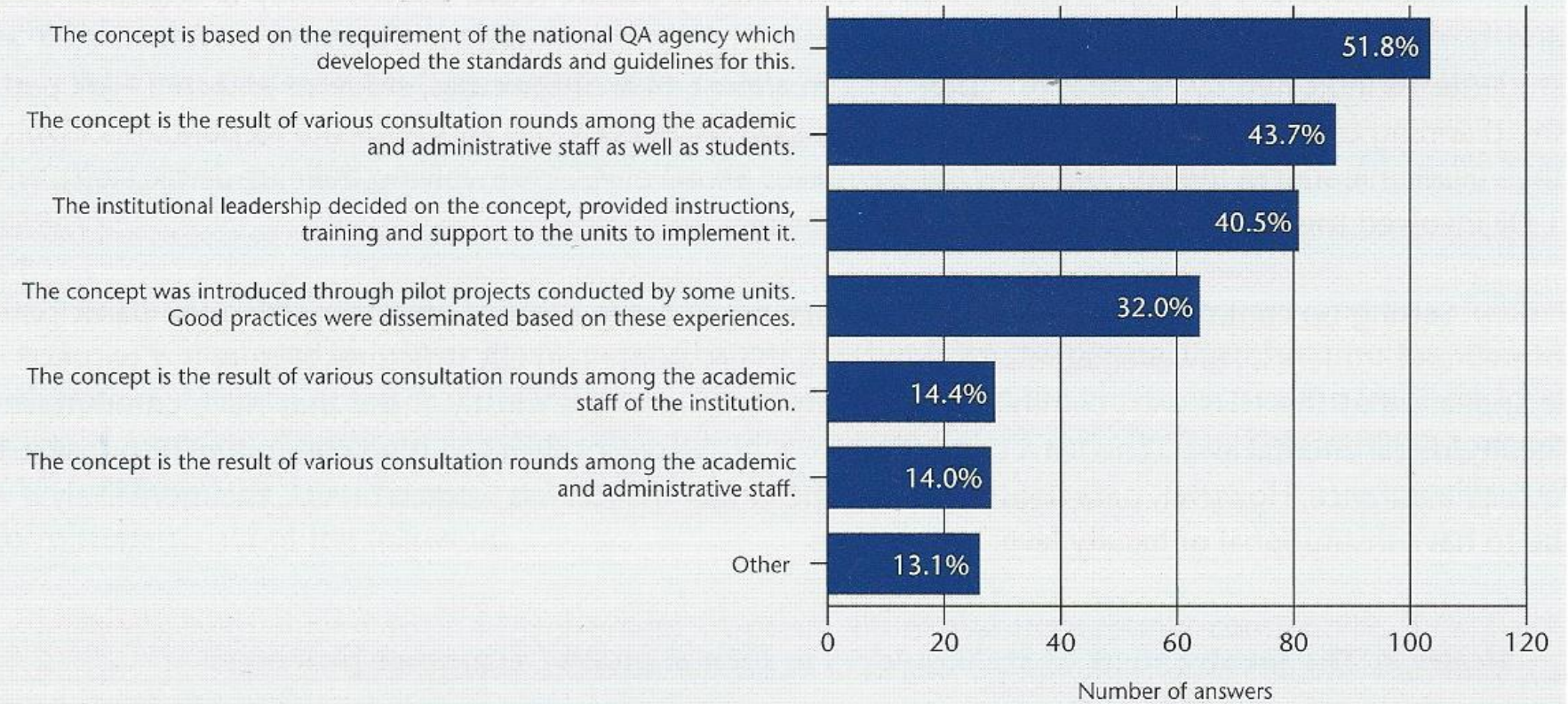
Sursock, A. (2015), *Trends 2015*, EUA: Brussels, p. 40



- We can have some indication of qualitative input when looking at who and how the (QA) policy was made up or inspired



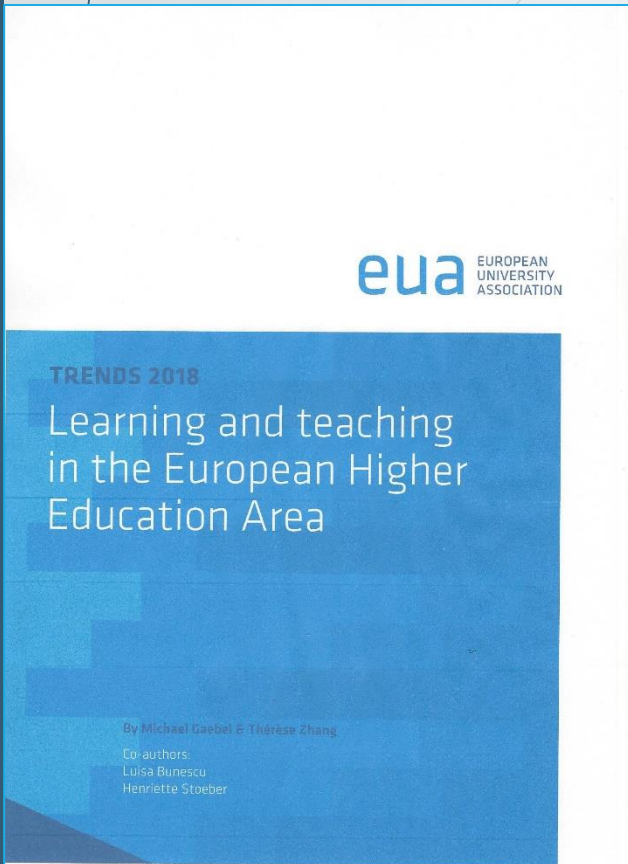
**Figure 7: How the internal quality assurance system (or equivalent) was introduced within the institution**



Loukkola, T. & Zhang, T. (2010), *Examining Quality Culture Part 1*, EUA: Brussels, p. 23

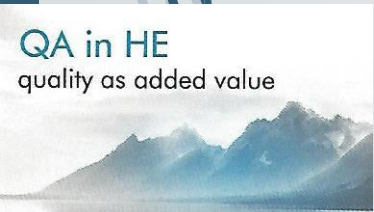
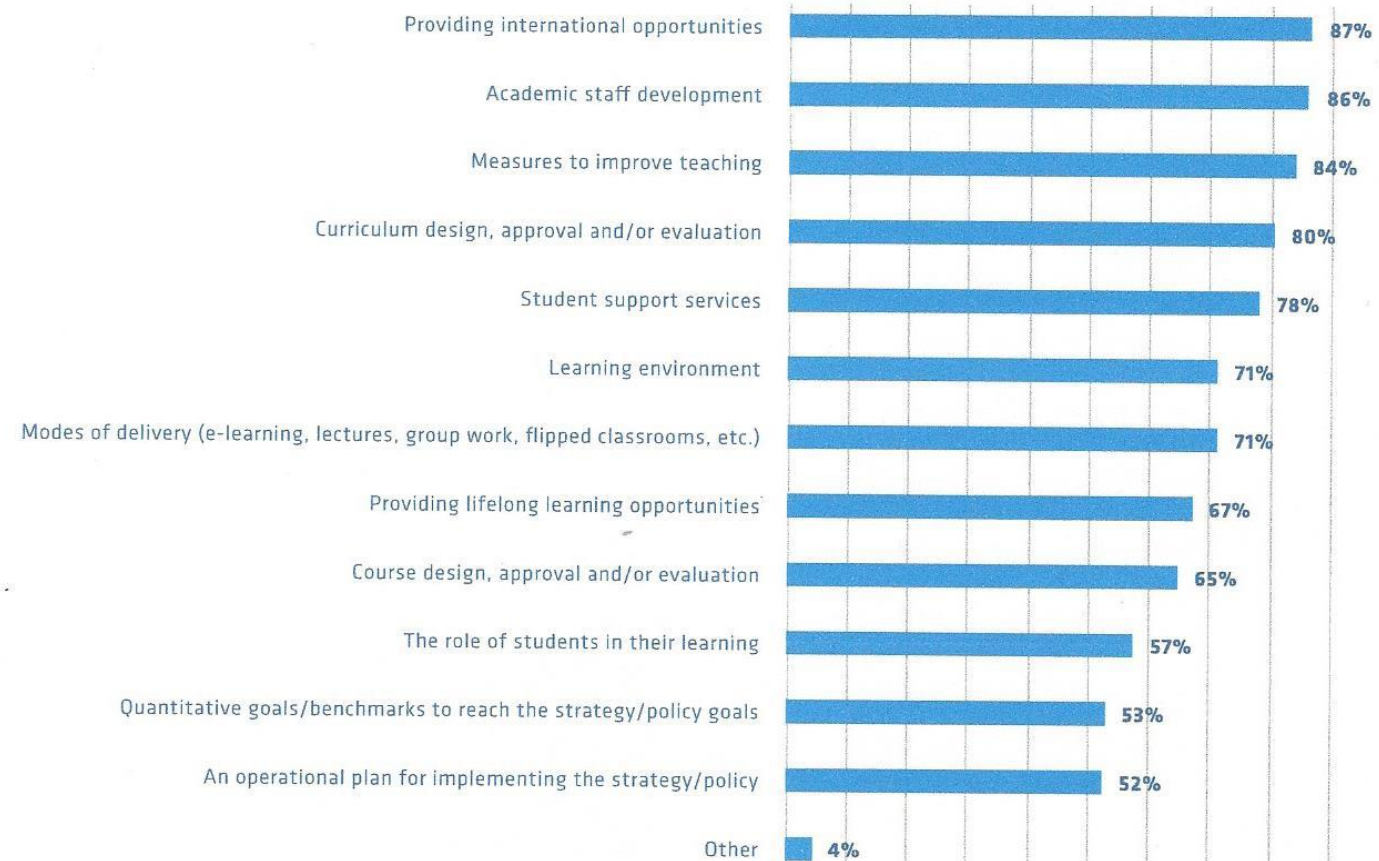


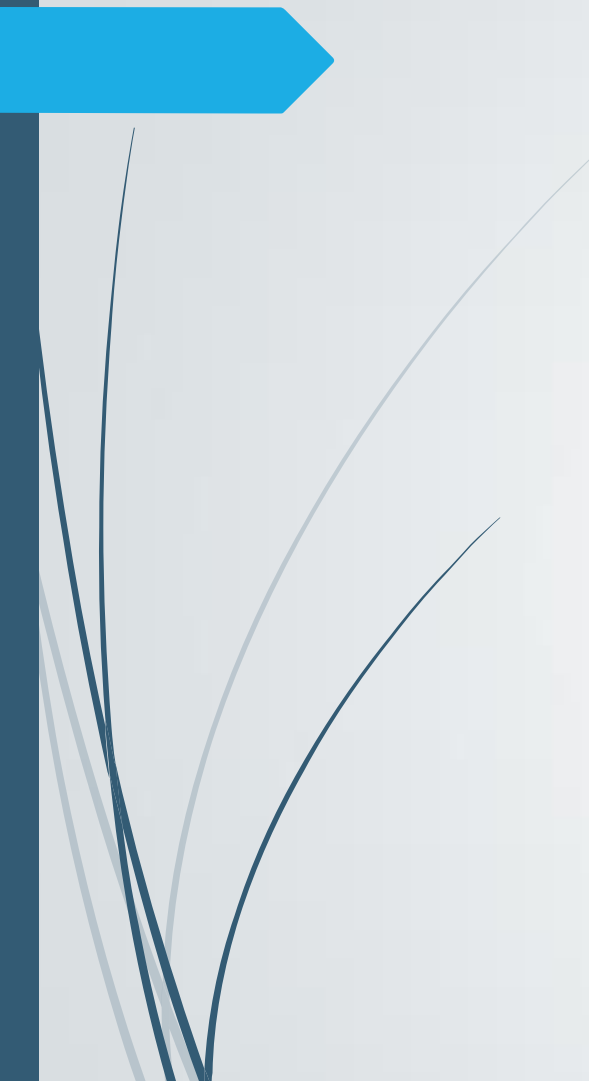
- We can have some indication of qualitative input when looking at who and how the (QA) policy was made up or inspired



**Fig. 3** Elements included in the institutional learning and teaching strategy or policy

What elements does your institutional learning and teaching strategy/policy address or include? (Q. 9.1; N = 260)



- 
- The fact that the IQA policies and processes are quite often based on national EQA and mostly useful for HEI executives and technical QA managers is not very promising on the QA input into strategy.
  - Little is known about which qualitative elements of QA policies have given input into the institutional vision, mission and strategy or the other way around;
  - HEIs are normally not very good at developing an inspirational vision on the future, a profiling mission on middle-term and a transforming strategy (Gallup, 2015)

- *“We prepare the leaders of tomorrow.”*
- *“We nurture lifelong learners.”*
- *“We aim to have a global impact, while serving our local community.”*
- Gallup (2015) found that more than 50% of vision or mission statements of HEI share striking similarities, regardless of size, public or private, land-grant status or religious affiliation, or for-profit or not-for-profit.
- They may accurately represent the broad views and aspirations of education leaders and their institutions, and they probably differentiate the institutions from financial services and retail companies...
- BUT THEY OFFER LITTLE GUIDANCE TO CURRENT AND FUTURE STUDENTS (and staff).



## GALLUP'S RECOMMENDATIONS :

- Establish a clear and differentiated purpose by answering the questions: “*Why do we exist?*” and “*What value do we provide to the world?*”.
- Align the brand by telling the outside world what the institution is and what it will deliver. (see mission)
- Support identity with engaged culture primarily including the student experiences that should support the HEI's purpose and brand.

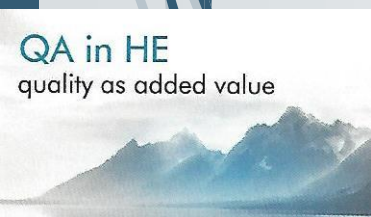
Gallup (2015)

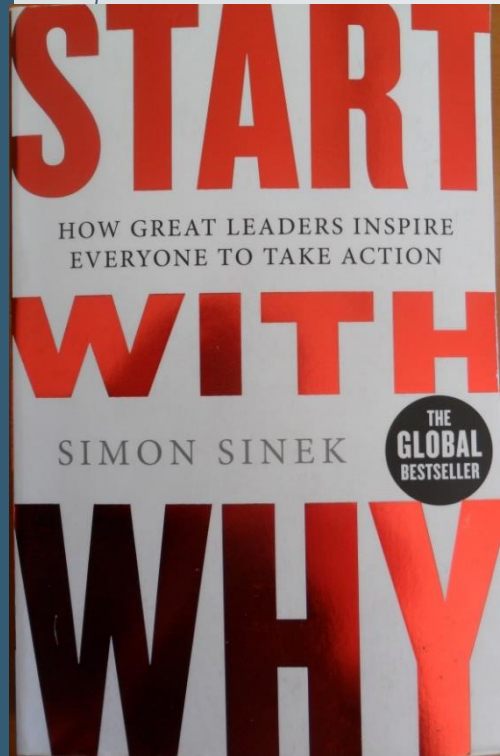
[www.gallup.com/businessjournal/184538/hard-differentiate-one-higher-brand.aspx](http://www.gallup.com/businessjournal/184538/hard-differentiate-one-higher-brand.aspx)

List of 21 categories that universities could use to differentiate themselves relating to the missions (comparison 2005-2015)

- Research activity: 1. basic; 2. applied, practice-oriented;
  - Education: 1. teaching; 2. learning; 3. programmes, curriculum;
  - 3<sup>rd</sup> mission: 1. economy, region; 2. society (at large);
  - Staff: 1. academics; 2. support staff; 3. management;
  - Students: 1. current and future; 2. graduates (incl. employment); 3. alumni;
  - Organisation: 1. fees, costs; 2. **quality**; 3. atmosphere, culture; 4. **mission, vision**, future prospects, and plans; 5. (infra)structure; 6. age, history; 8. size
- “In 191 of the 255 instances in 2005 (75%), the universities used **very similar claims**; in 2015 this percentage increased, slightly, to 79%. These elements were rather **vague and common**, if not bland, without further specifying what they understood by **excellence, top quality, a strong community, and a stimulating atmosphere**.” (p. 422)

Huisman, J. & Mampaey, J. (2018), Use your imagination: what UK universities want you to think of them, *Oxford Review of Education*, DOI: 10.1080/03054985.2017.1421154



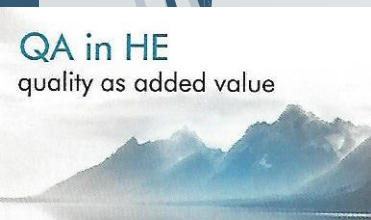


“You have to earn trust by communicating and demonstrating that you share the same values and beliefs.

You have to talk about your WHY and prove it with WHAT you do.

Again, a WHY is just a belief. HOWs are the actions we take to realize that belief, and WHATs are the results of those actions. When all three are in balance, trust is built and value is perceived.”

Simon Sinek (2009), p. 84-85

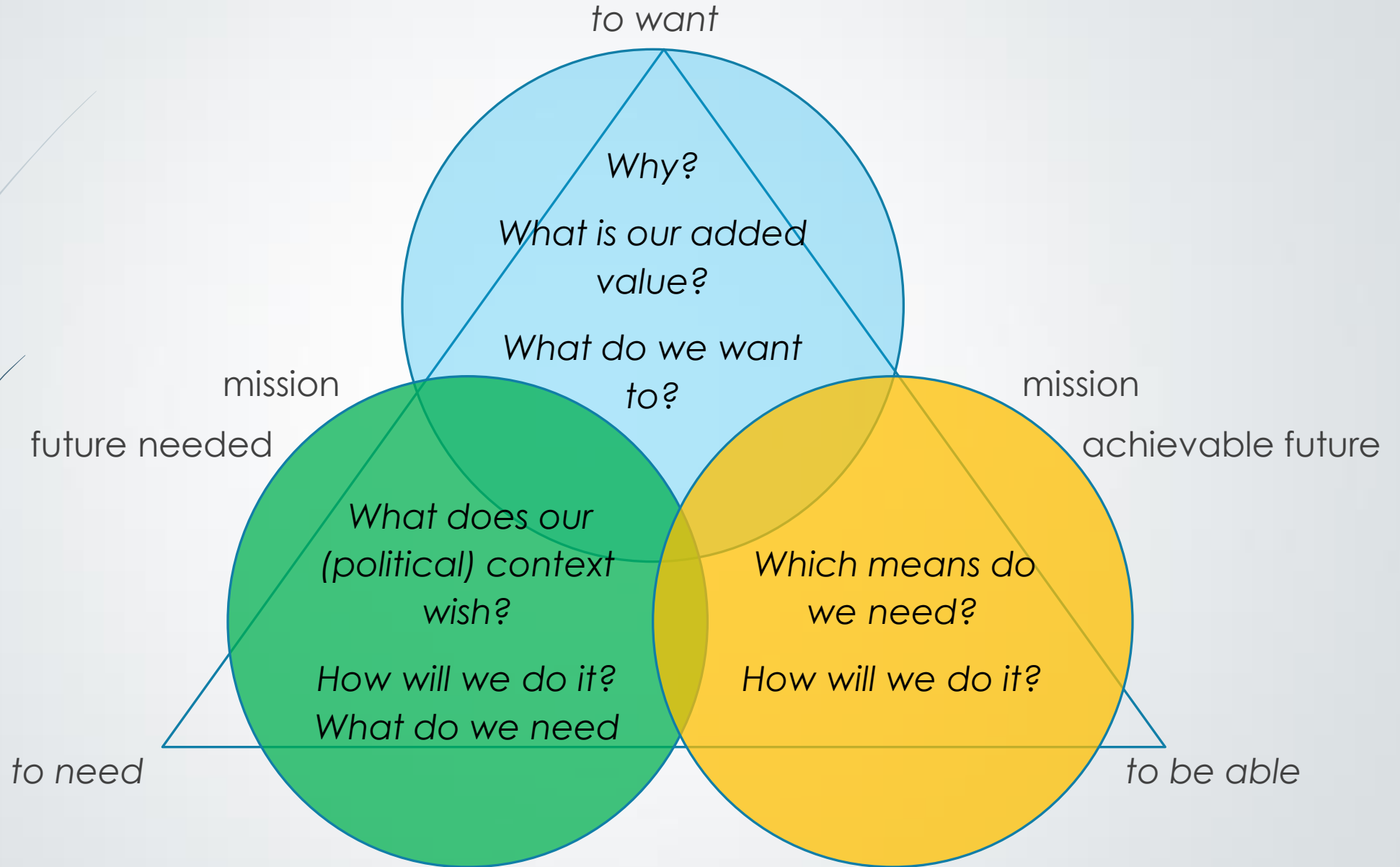




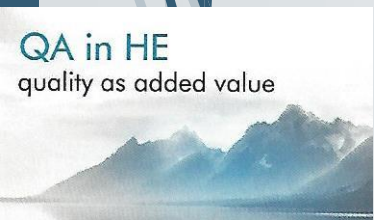
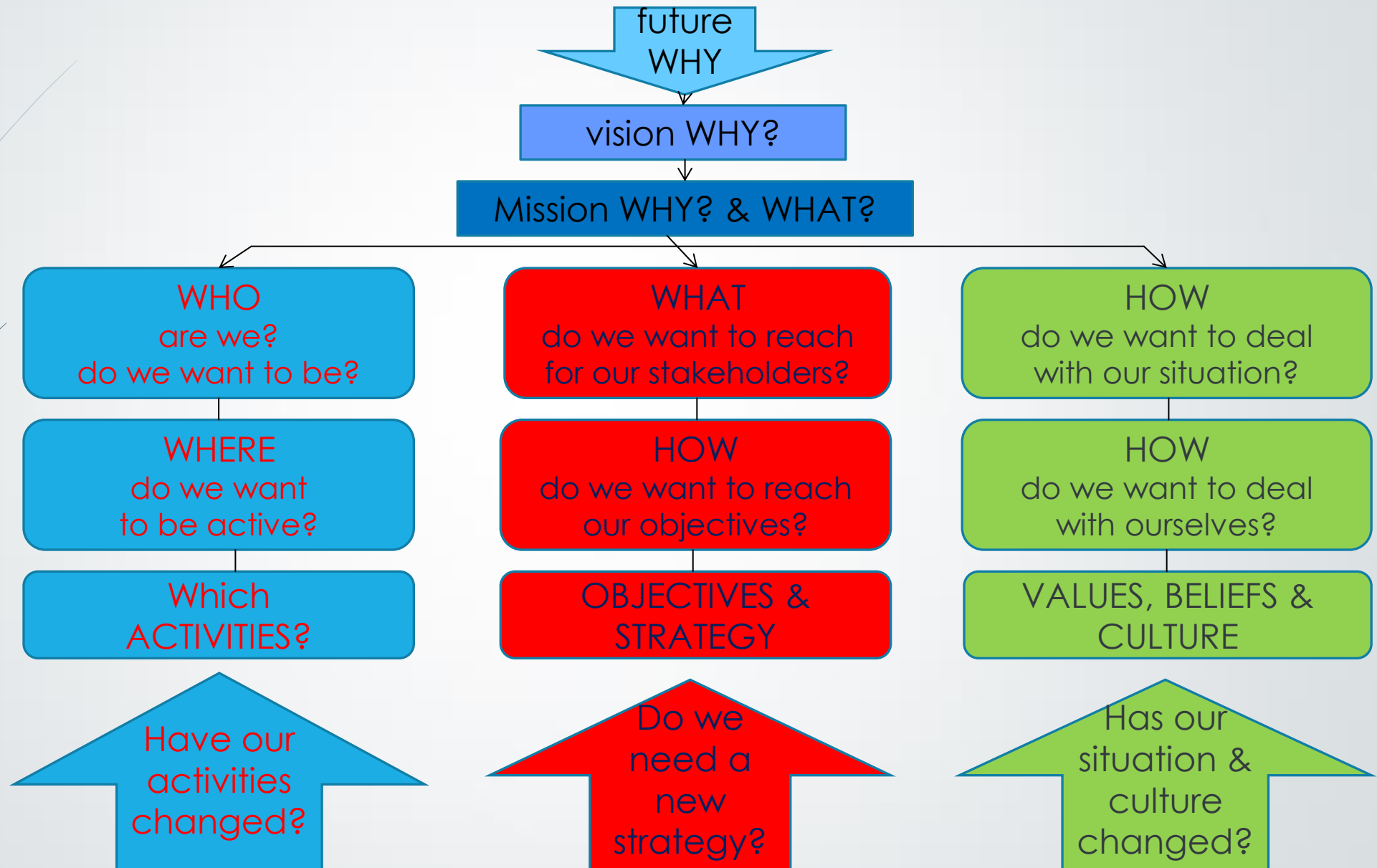
## from vision to mission

vision	mission
<ul style="list-style-type: none"> <li>WHY do we exist? WHY should we exist in the (desired) future</li> </ul>	<p>WHERE do we want to be? HOW you will get there?</p>
<ul style="list-style-type: none"> <li>the FUTURE purposes &amp; values</li> </ul>	<p>PRIMARY purposes &amp; objectives related to your STAKEHOLDERS' needs &amp; desires</p>
<ul style="list-style-type: none"> <li>Where do we AIM to be?</li> </ul>	<p>What do we DO? What makes us different?</p>

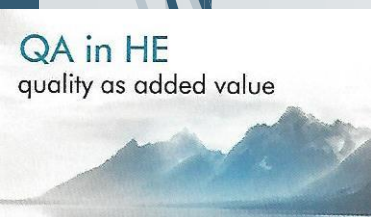
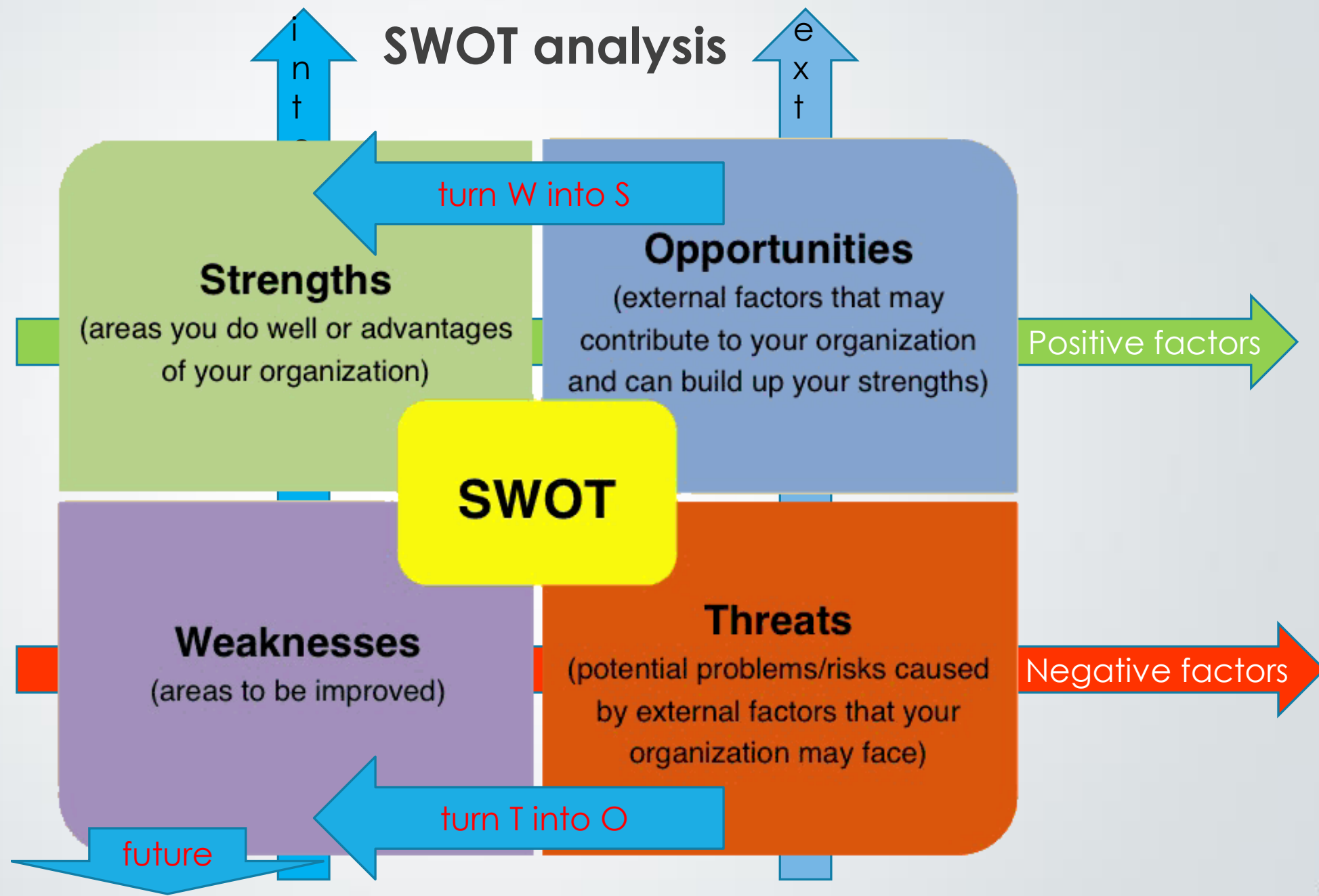
desired future vision = answer to the question 'why?'



## from vision & mission to (strategic) policy







Look critically to the  
with your external &

WHY?  
this future of HE & Q(A)?  
this vision of HE & Q(A)?

global context  
internal stakeholders

Renew your vision

Use a SWOT looking  
Engage all your

WHAT?  
do we stand for in HE & its Q?  
is our mission in Q of HE?

from outside to inside  
stakeholders

Renew your mission

Identify your existing  
Identify your wished  
Engage all your external &

HOW?  
Are we going to realize our mission?  
is our mission in Q of HE?

organisational (Q)C  
organisational QC  
internal stakeholders

Renew your (strategic) policy

Use SMART quantitative &  
Communicate top-down &

HOW?  
Which (new) strategic policy?  
Which action plans?

qualitative KPIs & indicators  
bottom-up

(Re)design your programmes & other processes

(re)design your organisation  
Create independent facili-

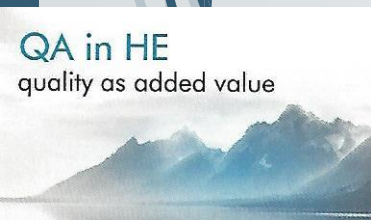
WHICH?  
People (leaders & staff)?  
Governance QA structure?

its governance & structures  
tating QA units

"DO" of

HOW TO DO?  
REAL PRACTICE

PDCA



## New vision, mission & (strategic) policy of HE(I)

- Traditionally :
  - Education :  
gone **global** with new stress on global **competences** fit for global **knowledge society** of the 21st century
  - Research :  
more **global** than ever through **rankings** new **continuum** from fundamental to applied fit for global challenges & **innovation**
  - Social services/community impact :  
from **regional to global community**
- New vision & mission?
  - **HE(I) as a open & global eco-community of co-creation with all the stakeholders underpinned by a quality culture**





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# **What is 'quality'?**

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Q as	concept of Q	QM concept
"Exceptional"	externally recognised as high class excellence	Q control with standards & benchmarking
"perfect or consistent"	focus on process with everybody involved	TQM: process control & assessment training & culture
"fit for purpose"	Q is functional customer requirements provider's needs(mission)	service satisfaction frameworks & PDCA strategic TQM
"value for money"	accountability & effectiveness against cost = efficiency	change & Q competition performance indicators audits
"transforming"	qualitative change	enhancement by empowered participant
Harvey & Green (1993), Harvey (1999), Newton (2007) quality culture		



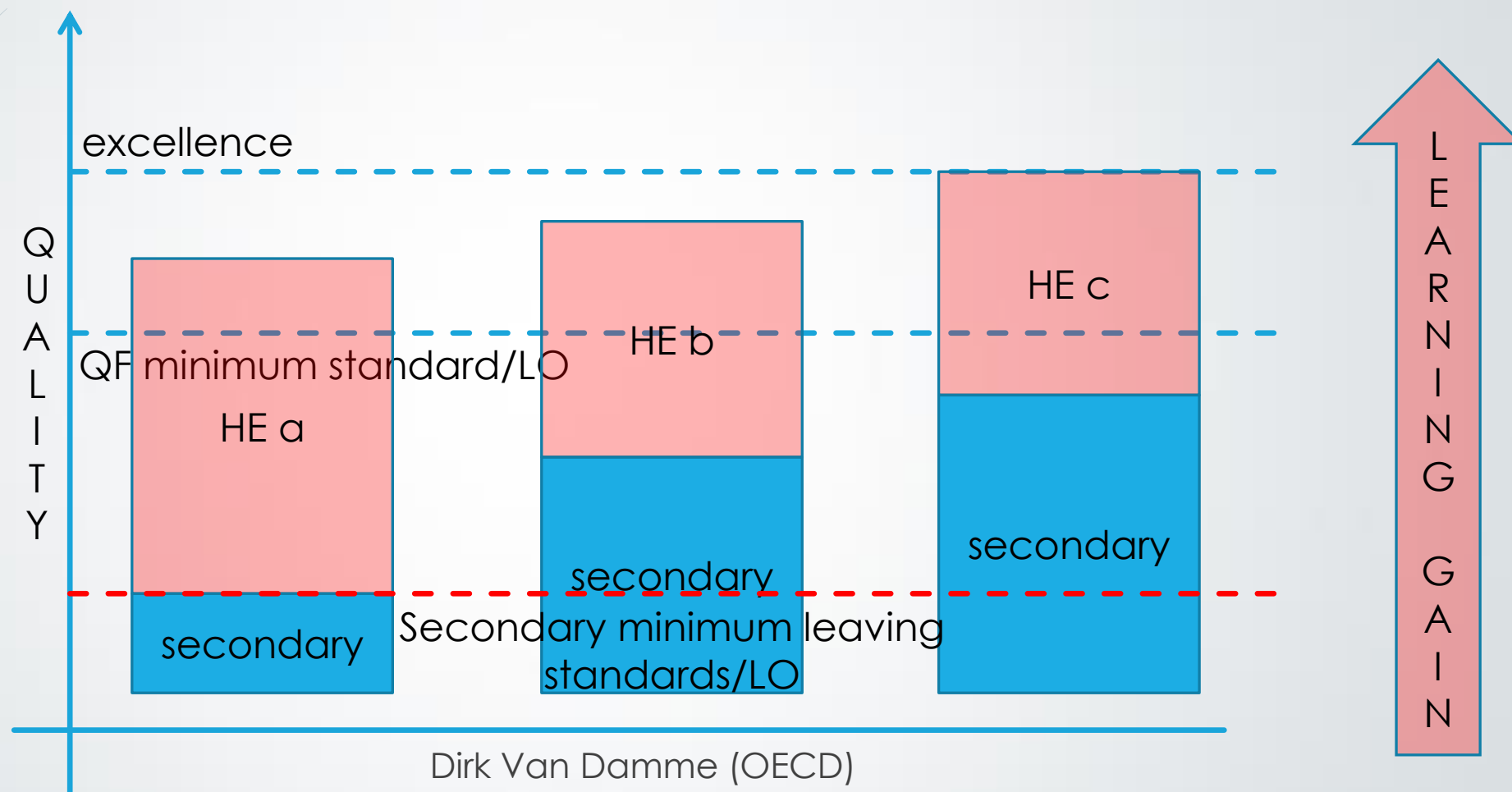
## Paradigm shift in concept of Q & QA(M)

early opinions	new views
Quality is absolute and fixed	Q is relative & multi-layered
One standard is dominant... & determined by the producer	QA has many aspects Starting point = customers' needs
The final product is central... and should be inspected	Service is vital Q = result of processes
Quality requirements are fixed	Q requirements change & raise
Quality control by quality unit	Q = everybody's

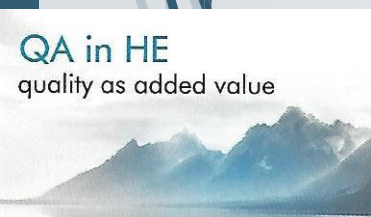


## New definition of quality :

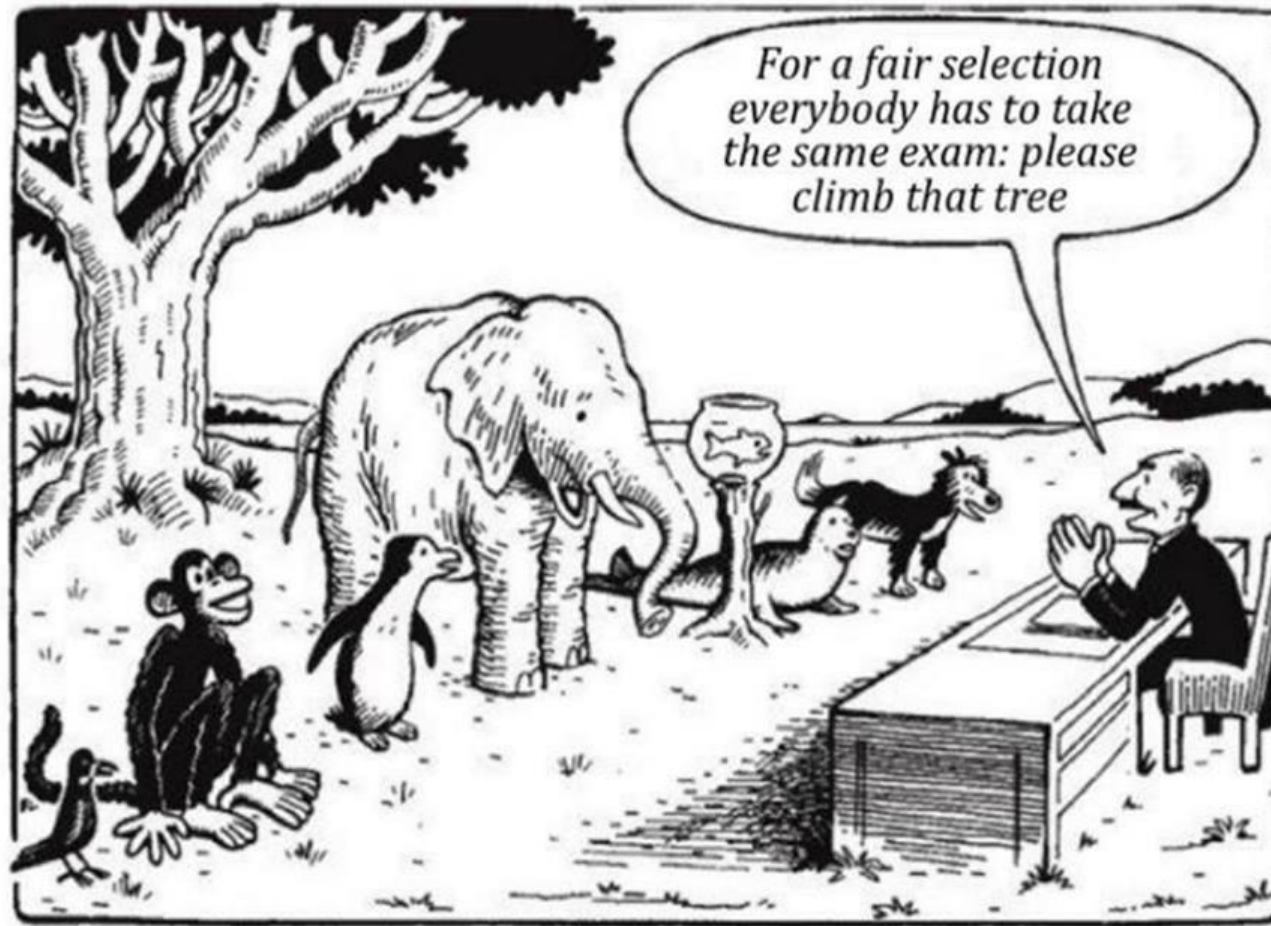
- Quality, as defined by its stakeholders (= international (minima) standards and needs), is the **added value between input and output**.
- Quality is the **added value** ...
- On institutional level between the **mission** of the HEI and the **results**
- On programme level between the **LOs** of the incoming **student** and those achieved by the outgoing student (again in relation to what all stakeholders want and need).



EDUCATIONAL STRATEGIC CHOICE and REALITY



Q  
U  
A  
L  
I  
T  
Y



## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*

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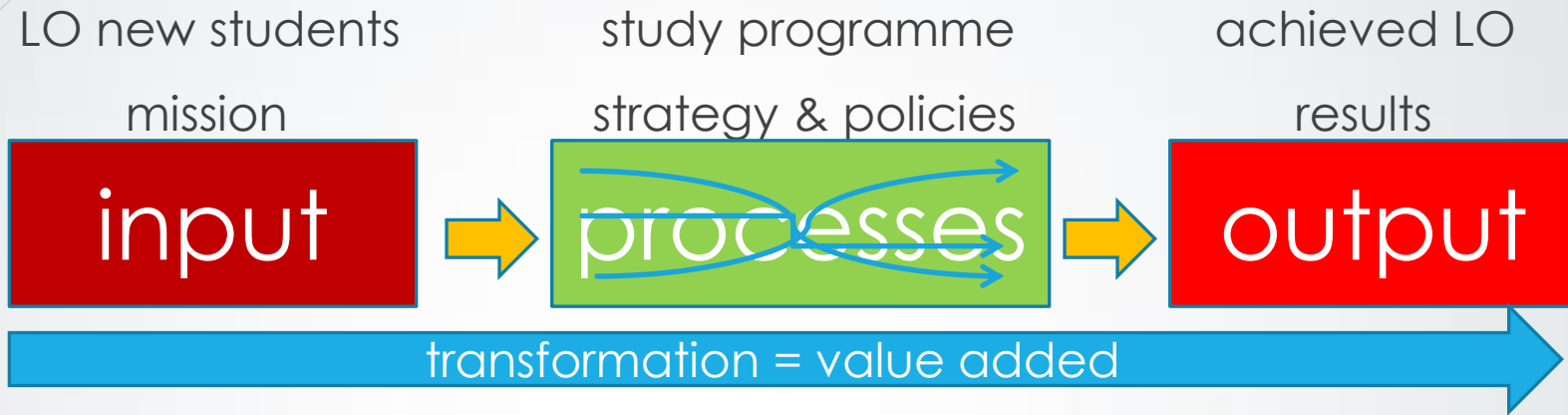




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# **What is 'QA'?**

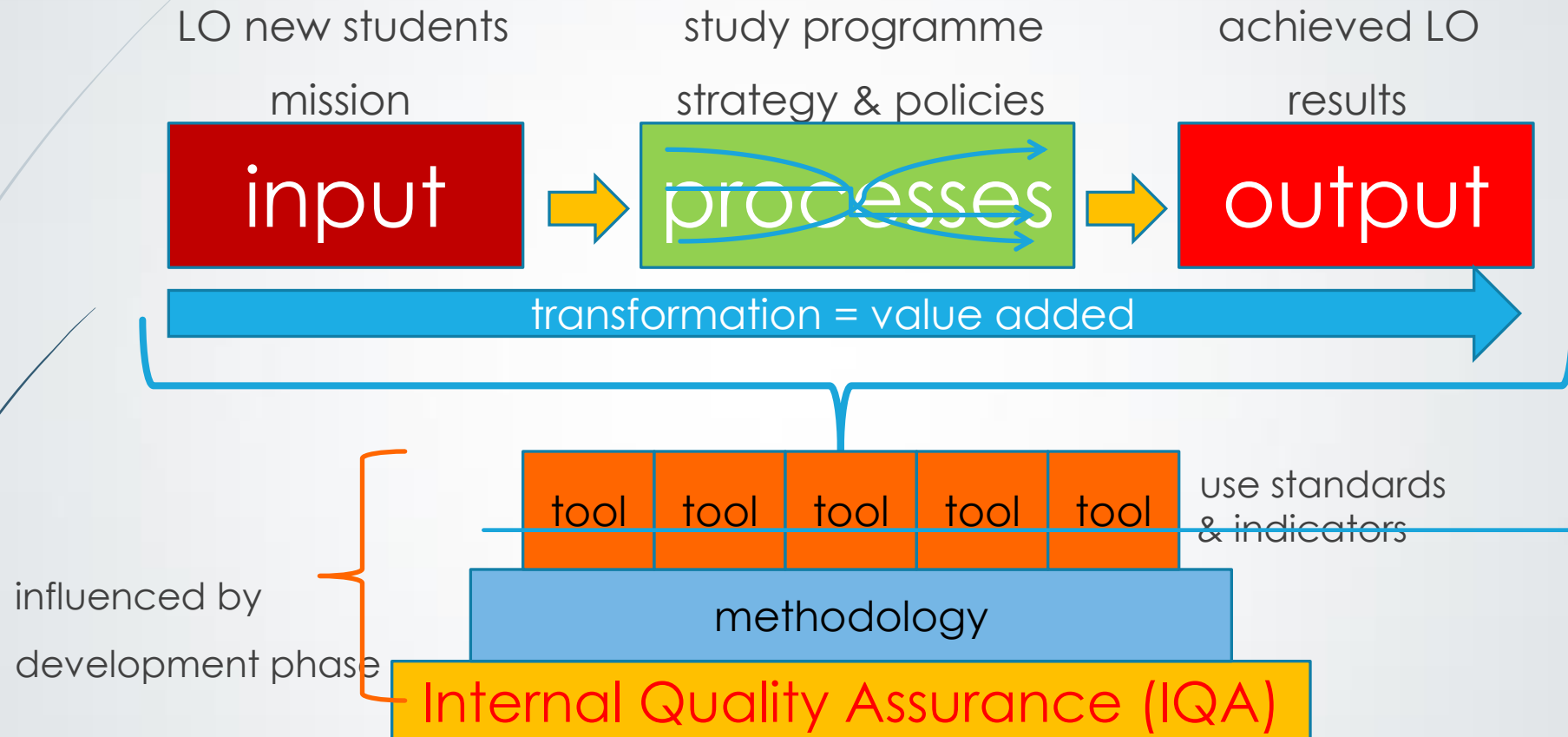
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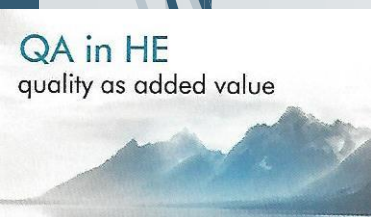
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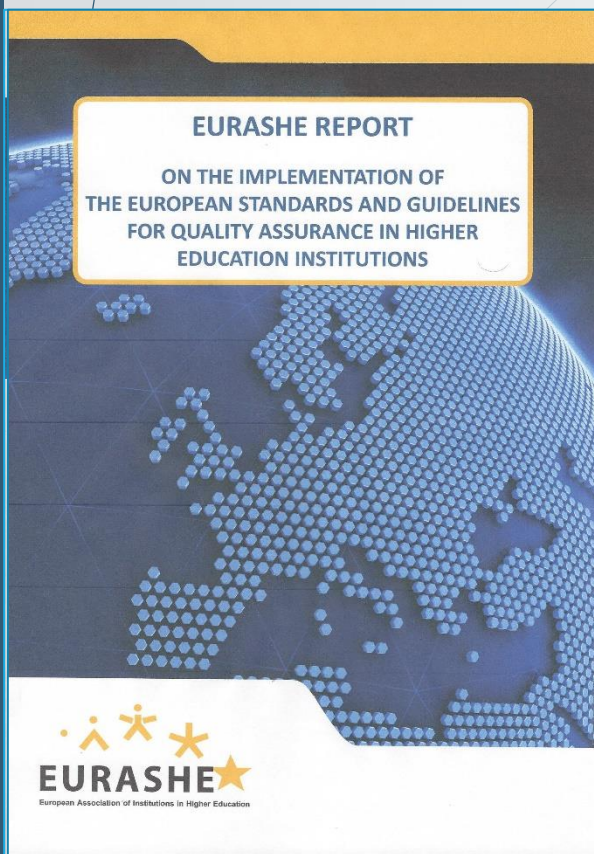
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*“QA is a **management approach** to focus on the **quality** of the **organisation** and is based on **participation of all stakeholders** in order **to satisfy their expectations and aims as long as possible**”*  
(ISO)



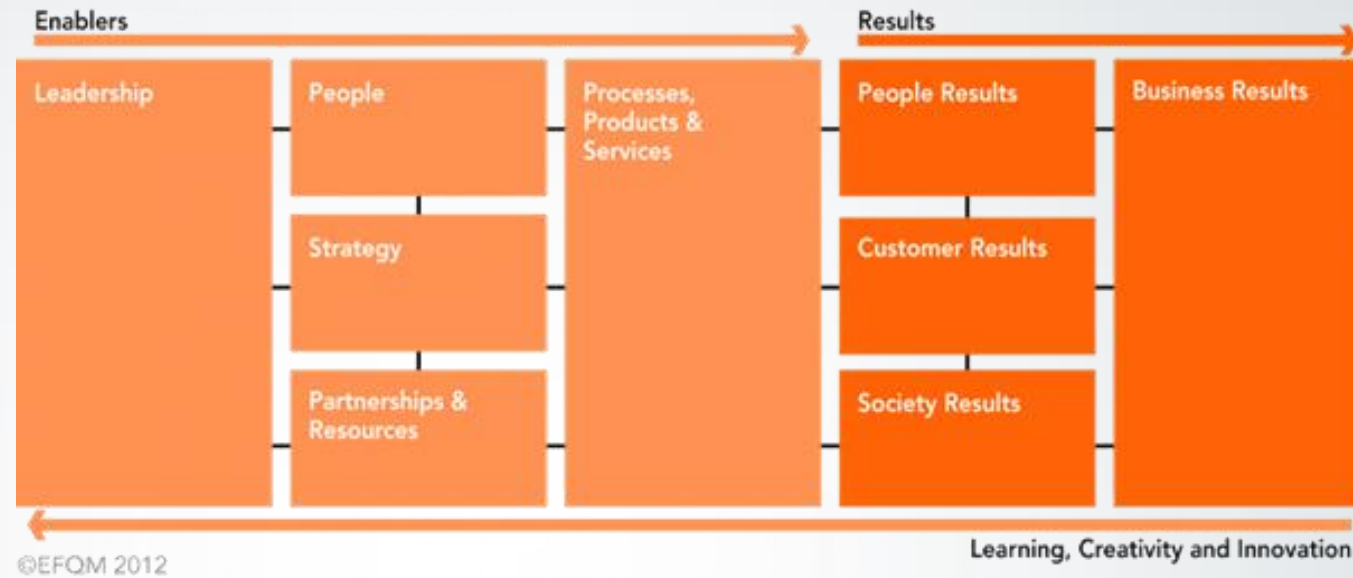


## 9. Are the following elements part of the Internal QA of the institution you are connected to?

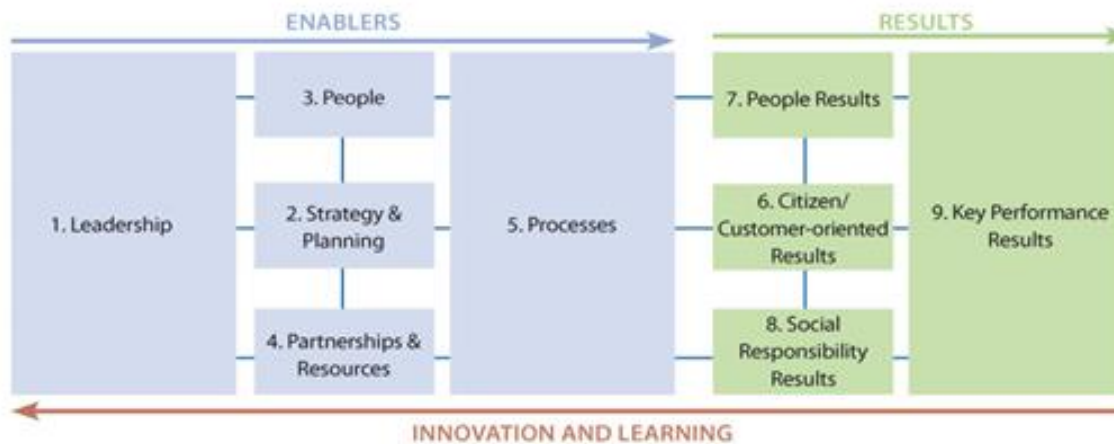
(Each respondent could choose only **ONE** response per sub-question.)

Sub-questions	Resp.	% of responses	
Policy for QA	230	88	12
Procedures for QA	230	88	12
Periodic review of programme	230	88	12
Assesment of students	230	87	13
QA of teaching staff	230	81	19
Learning resources	230	80	20
Student support	230	78	22
(A) system(s) to gather information for the management of the study programmes	230	75	25
Information about programmes and awards available to the Public	230	74	26
Average: 1,18 — Median: 1			
<div> <div></div> 1. YES                 <div></div> 2. NO             </div>			

### QA Models

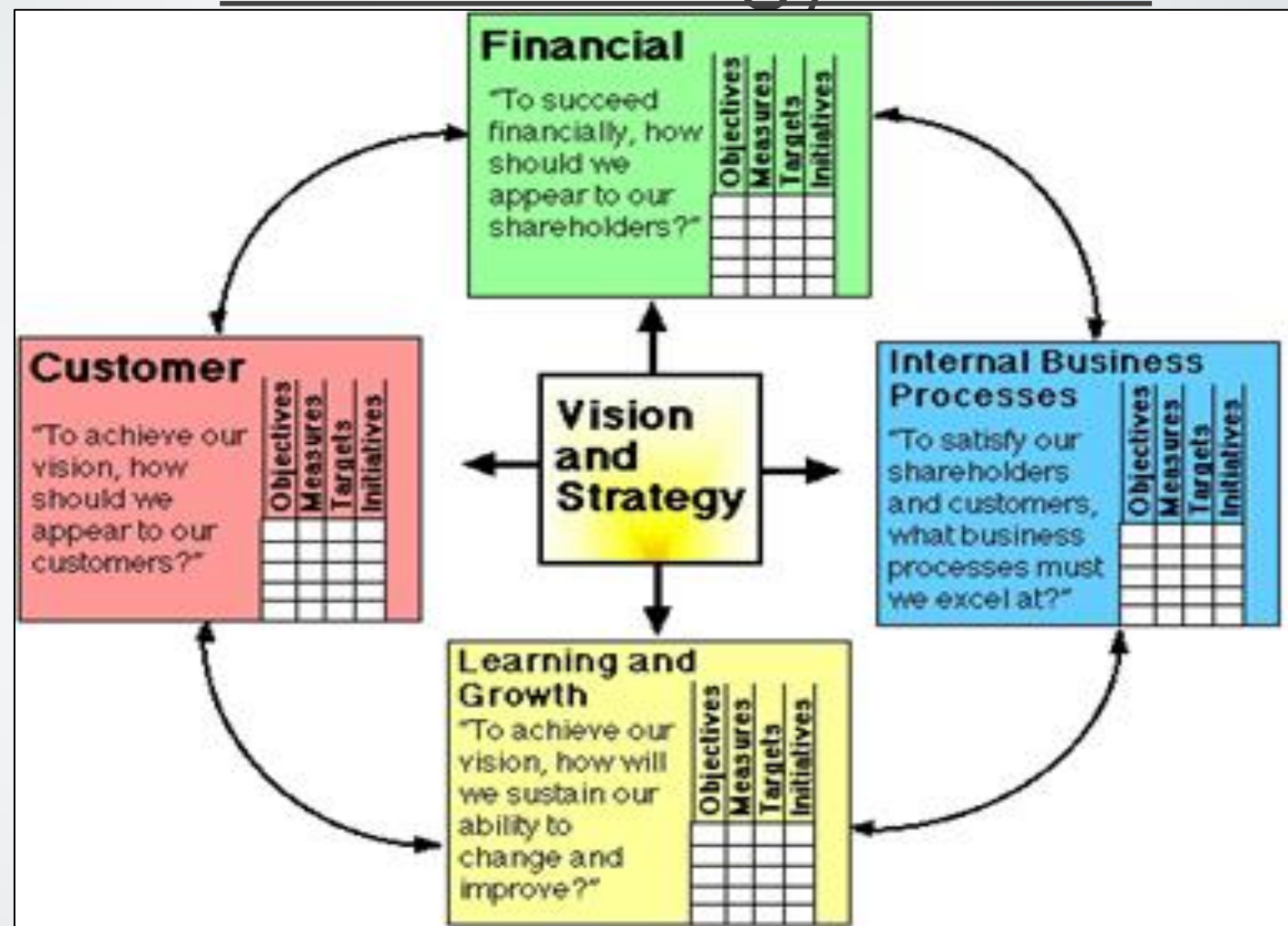


### The CAF Model



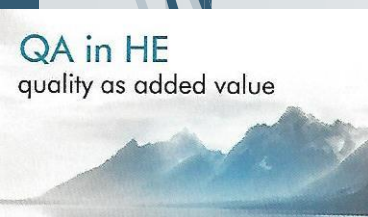


# QA methodology & tools



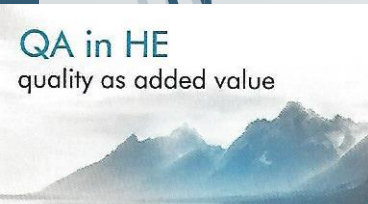
Deming's PDCA-cycle

**Tools to measure :** quantitative & qualitative data, KPI (analysis), surveys (analysis), consensus meetings...



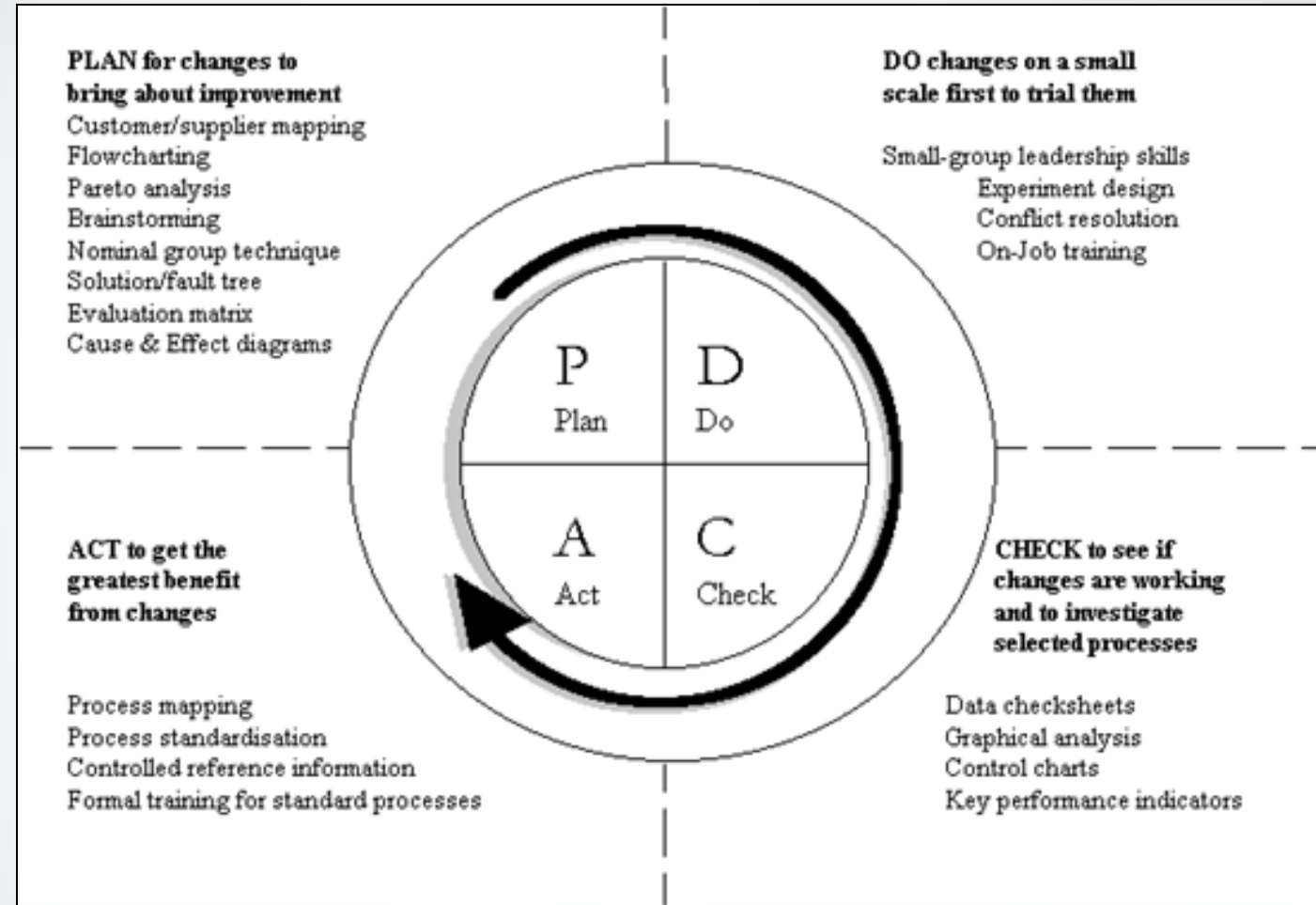
## Areas Measured

- |   |                             |
|---|-----------------------------|
| ✓ Admission                                       | ✓ Financial Aid             |
| ✓ Advancement                                     | ✓ Graduation Measures       |
| ✓ Alumni  | ✓ Grants & Research         |
| ✓ Athletics                                       | ✓ Library                   |
| ✓ Business connections                            | ✓ Other                     |
| ✓ Community connections                           | ✓ Peer comparisons          |
| ✓ Course measures                                 | ✓ Retention                 |
| ✓ Connections with other educational institutions | ✓ Satisfaction              |
| ✓ Employee & HR                                   | ✓ <b>Strategic planning</b> |
| ✓ Enrollment                                      | ✓ Student engagement        |
| ✓ Facilities                                      | ✓ Student success           |
|   | ✓ Technology                |



Ballard, J. Paul (2013), Measuring Performance Excellence: Key Performance Indicators for Institutions Accepted into the Academic Quality Improvement Program (AQIP), Western Michigan University dissertation

# QA methodology & tools



Deming's PDCA-cycle

**Tools to measure :** quantitative & qualitative data, KPI (analysis), surveys (analysis), consensus meetings...





<p>Is the objective precise and well-defined? Is it clear? Can everybody understand it?</p>	Specific	<b>S</b>
<p>How will the individual know when the task has been completed? How will that be judged? What evidence is needed to confirm it?</p>	Measurable	<b>M</b>
<p>Is the objective achievable? Is it within their capabilities? Are there sufficient resources?</p>	Action-related	<b>A</b>
<p>Is it possible for the individual(s) to perform? How sensible is the objective in the current culture? Realistic Does it fit?</p>		<b>R</b>
<p>Is there a deadline? Is it feasible to meet? Are there review dates? Is it appropriate to undertake the work now?</p>	Time-related	<b>T</b>

## Standards & indicators

- **Standard** : a (kind of) description that describes how the organisation and its people should develop and manage materials, products, services, processes & systems in order to satisfy the needs & expectations of its stakeholders
- **Threshold** or **excellence** standards?
- **Guideline** : helps to explain how processes & procedures should/can help in order to meet the standard (good practice)

- **Indicator** : breaks up standards into measurable and appropriate units in order to measure how much the organisation has achieved or is compliant with the standards
- Indicators should give information on the organisation's performance as far as quality of its requirements are concerned and help the organisation to improve its performance
- 3 functions of indicators : measure, signal & communicate (internal & external)

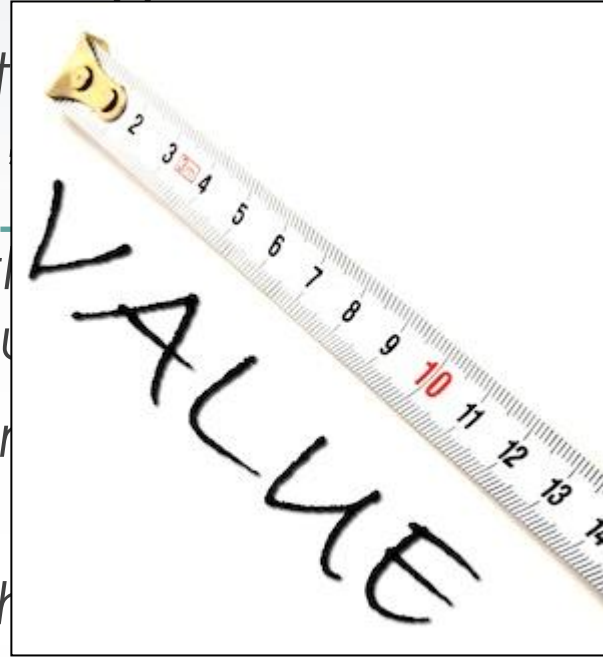


## (sub-)categories of indicators

- Quantitative indicators *with a number*
- Qualitative indicators *can't be presented as a number*
- 
- Input indicators *measure the situation at the start of a process or the amount of resources consumed during the generation of the outcome*
- Process indicators *represent the efficiency or productivity of the added value during the process*
- Output indicators *reflect the outcome of results of the process activities*
- 
- Directional indicators *indicate whether the organization is getting better*
- Actionable indicators *measure the organization's control to effect change*
- 
- (non-)Financial indicators *(don't) measure the finances of operations*
- 
- Strategic indicators *measure the realisation of strategic goals*
- Key Performance indicators (KPIs) *measure the (degree of) realisation of key strategic goals*

## (sub-)categories of indicators

- Quantitative indicators with a numerical value
- Qualitative indicators cannot be measured with a number
- Input indicators measure the amount of resources consumed at the start of a process or the generation of the outcome
- Process indicators represent the productivity of the added value during the process
- Output indicators reflect the results of the process activities
- Directional indicators show the direction of change
- Actionable indicators indicate the need for change
- (non-)Financial indicators
- Strategic indicators
- Key Performance Indicators (KPIs) are key strategic goals

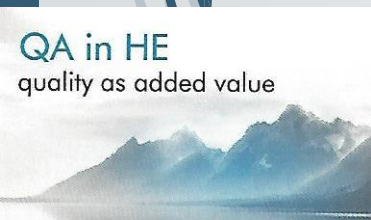


measure what you  
value instead of  
valuing only what you  
can measure.

Andy Hargreaves

# Why do we measure ?

- ✓ To understand
- ✓ To monitor
- ✓ To manage
- ✓ To improve

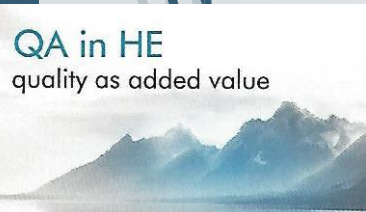




# Q(A) development phases

#	management & processes	results
1.	Q is result of individual commitment	Q is variable
2.	Beginning or thinking in processes systematic approach	Q is result of start of
3.	Organisation is managed professionally taking into consideration the existing and wanted quality culture	Q is guaranteed
4.	Organisation & management are systematically renewed	Q is continuously improved with innovation
5.	Organisation is outward-oriented & strives towards excellence	Q is recognized by externals as excellent international example

Bollaert, L. (2014, 2019)



The background of the slide is a photograph of a mountain range. The mountains are covered in green vegetation and are partially shrouded in mist or low clouds. A vibrant rainbow is visible in the sky, arching over the mountain peaks. The overall scene is serene and majestic.

**IQA in HE(I)**  
**concepts, policies & objectives**

# **What is ‘quality culture’?**

Lucien Bollaert

independent international QA expert  
visiting professor | board member QAAs  
international Seminar on IQA

6 March 2019

Almaty | Kazakhstan

Short story of Quality Culture in Europe

IS AD BE de LI LU DK IT LV RU

EMA CASE STUDIES 2007

EMBEDDING QUALITY CULTURE IN HIGHER EDUCATION

A SELECTION OF PAPERS FROM THE 1<sup>st</sup> EUROPEAN FORUM FOR QUALITY ASSURANCE

ENQA EURASHE ESIB

EUA European University Association

Socrates

Harvey & Stensaker

Quality Culture

Examining Quality Culture Part I: Quality in Higher Education

Examining Quality Culture Part II: Processes and Tools – Participation, Ownership and Bureaucracy

Examining Quality Culture Part III: From self-reflection to enhancement

By Oliver Vetterli

EUA European University Association

Center for Higher Education Policy Studies

How Can One Create a Culture for Quality Enhancement?

Final Report

October 2016

Andrea Kottmann  
Jeroen Huismans  
Lisa Brockerhoff  
Leon Cremonini  
Jelle Mampsey

chhelps

Center for Higher Education Policy Studies

CHEGG



organisational QA in HE culture

EUA PUBLICATIONS 2006

QUALITY CULTURE IN EUROPEAN UNIVERSITIES: A BOTTOM-UP APPROACH

REPORT ON THE THREE ROUNDS OF THE QUALITY CULTURE PROJECT 2002 – 2006

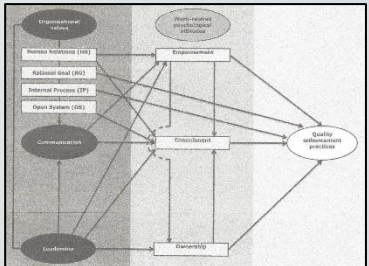
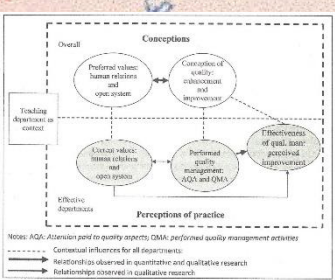
EUA European University Association

Socrates

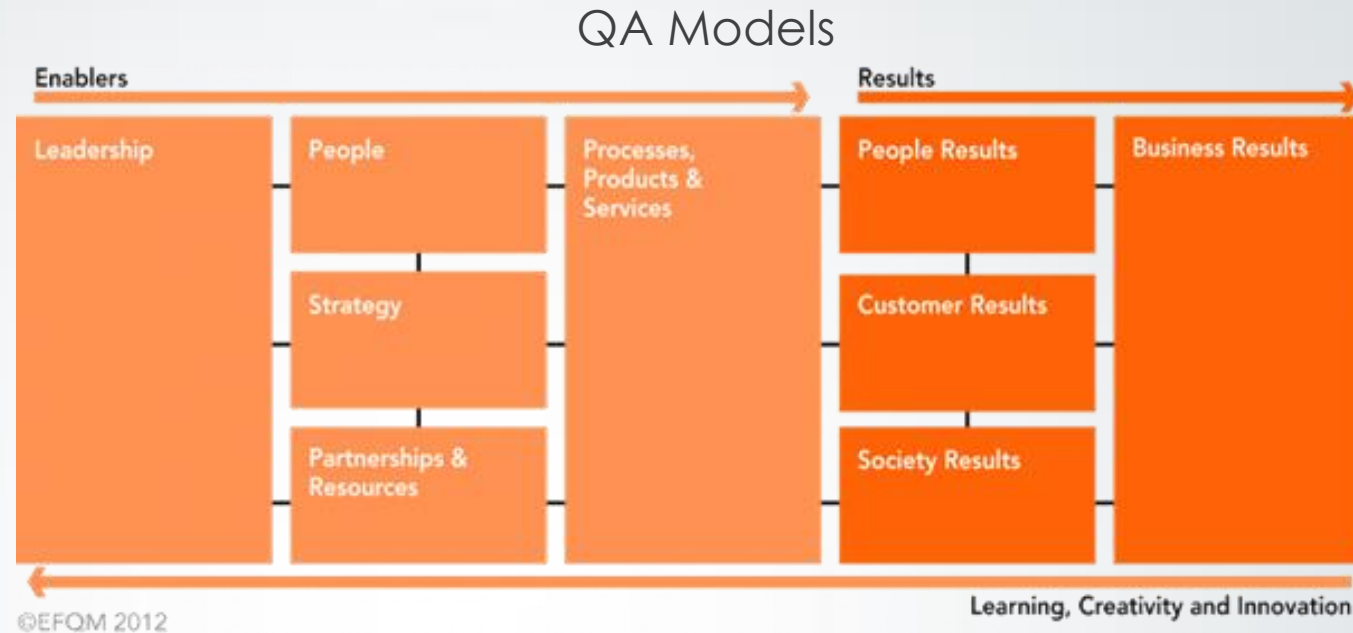
EQAF

EUROPEAN QUALITY ASSURANCE FORUM

Flanders Bologna Berings project







- Leading with vision, inspiration and integrity by **leaders** acting as a role model for their values and ethics (responsibility, people management...)
- **Managing** through structured and strategically aligned processes using **fact-based decision making**
- **Integrated** system interconnecting all processes and measuring their performances;
- **Trust** in continuous improvement;
- Succeeding by **people** who are valued in a **culture of empowerment** for balanced achievement of organisational and personal goals (**democracy**)





LO new students

study programme

achieved LO

mission

strategy & policies

results

input

processes

output

transformation = value added

influenced by  
development phase

tool

tool

tool

tool

tool

use standards  
& indicators

methodology

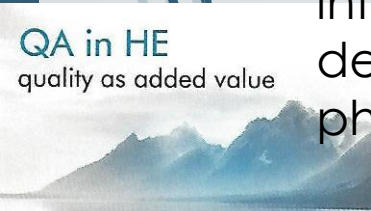
Internal Quality Assurance (QA)

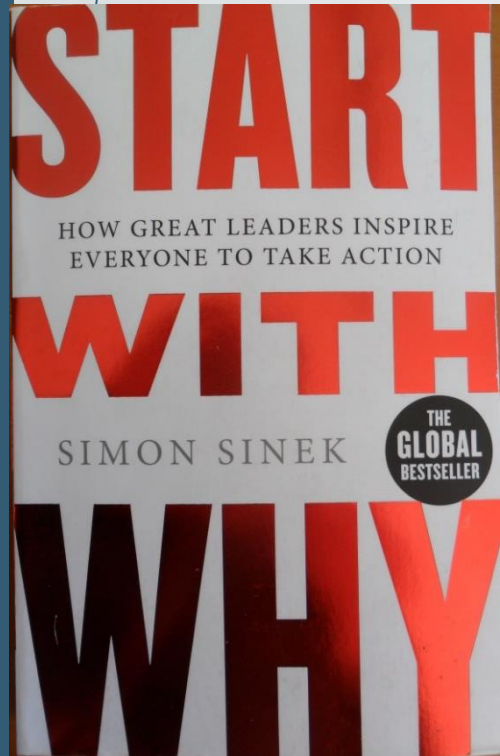
underlying principles

underlying (hidden) values

influence on  
development  
phases

of the  
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possible"



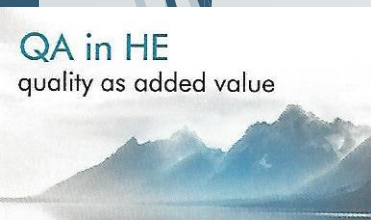


*"A company is a culture. A group of people brought together around a common set of values and beliefs. It's not products or services that bind a company together. It's not size and might that make a company strong, it's the culture – the strong sense of beliefs and values that everyone, from the CEO to the receptionist, all share."*

*"We do better in cultures in which we are good fits. We do better in places that reflect our own values and beliefs."*

*"One culture is not better or worse than the other, they are just different."*

Simon Sinek (2009), *Start with Why*, p. 89-90

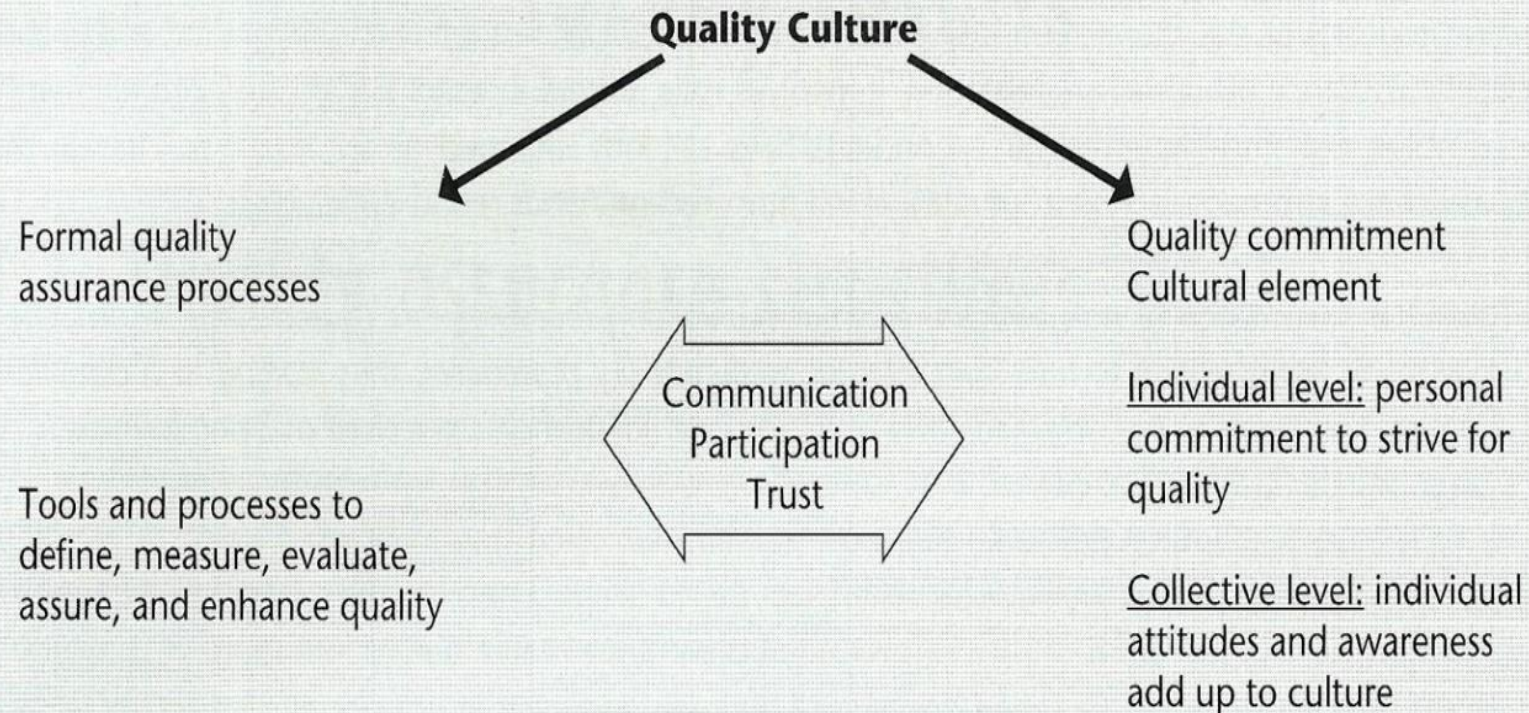


*“A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked and, therefore, to be thought to new members as the way to perceive, think, and feel in relation to those problems.”*

Schein (1985, 2004 3<sup>rd</sup> ed.), *Organisational Culture and Leadership*, San Francisco, p. 90

## Elements of quality culture

**Figure 3: Elements of quality culture (adapted from EUA 2006: 20 and EUA 2005: 18)**





## Elements of quality culture

Figure 3: E

Formal quali  
assurance pr

Tools and pr  
define, meas  
assure, and e

(-) Staff involvement (+)

(-) Management involvement (+)

Type B (+/-)

Professional  
culture

Type D (+/+)

Integrated  
culture

Type A (-/-)

Fatalistic  
culture

Type C (-/+)

Managerial  
culture

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INTERNAL OWNERSHIP

**Reactive Quality Culture:** sees quality as something that is 'imposed' from the outside environment and, thus, focuses on individual aspects of quality and avoiding external threats;

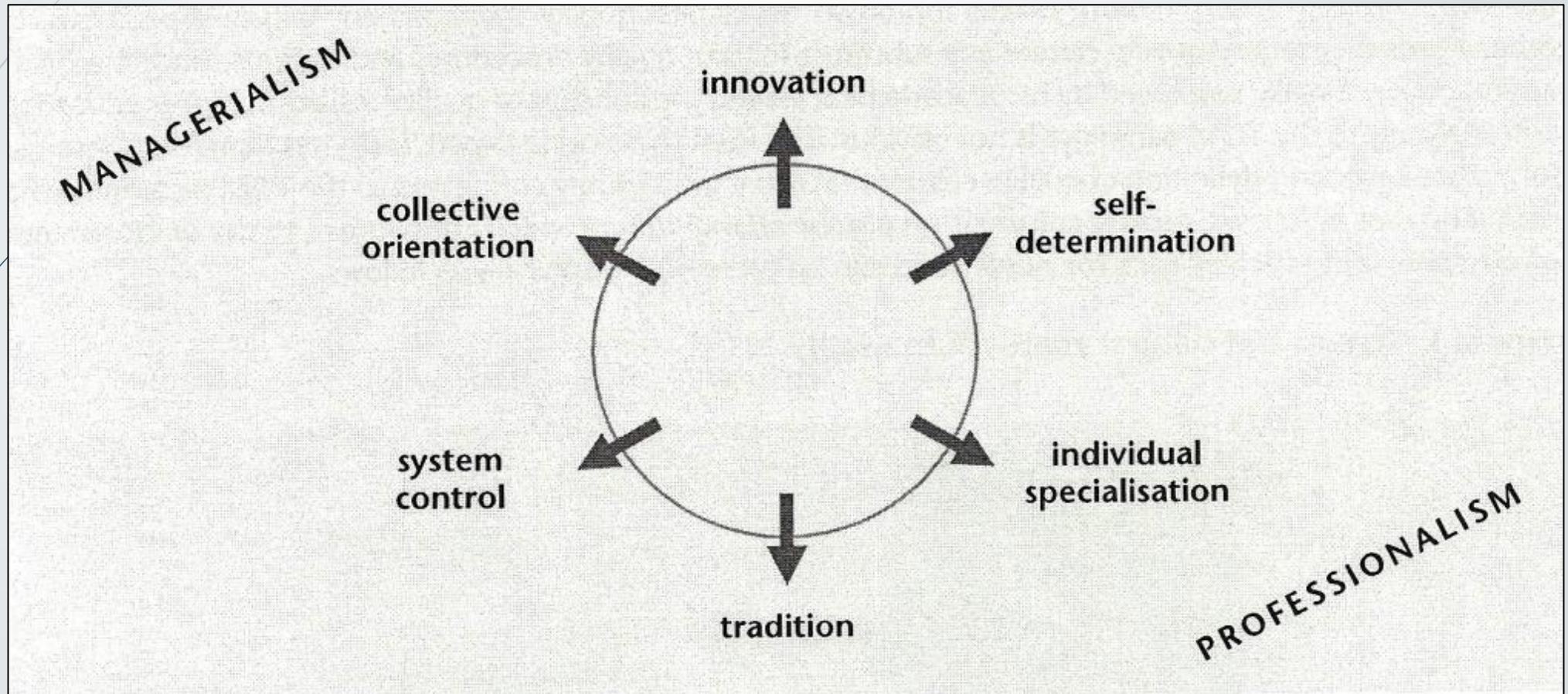
**Reproductive Quality Culture:** emphasise the maintenance of the status quo, because changes lead to internal resistance;

**Responsive Quality Culture:** primarily evaluates its own practice in the light of external quality requirements and contributes to an improvement agenda;

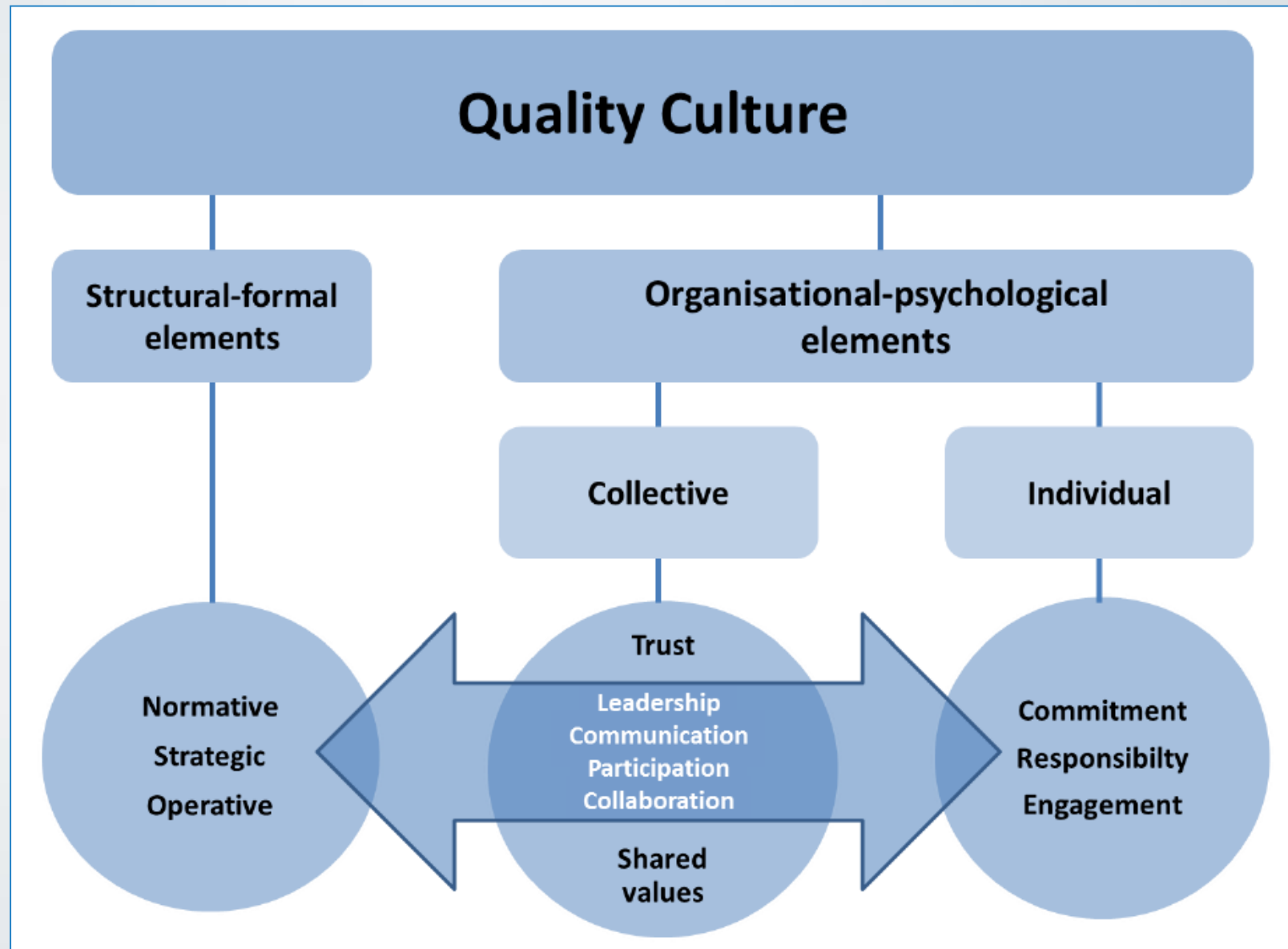
**Reproductive Quality Culture:** typical of a 'learning organisation' in which quality consciously is embedded in daily operations;



## Quality Culture (existing & desired)



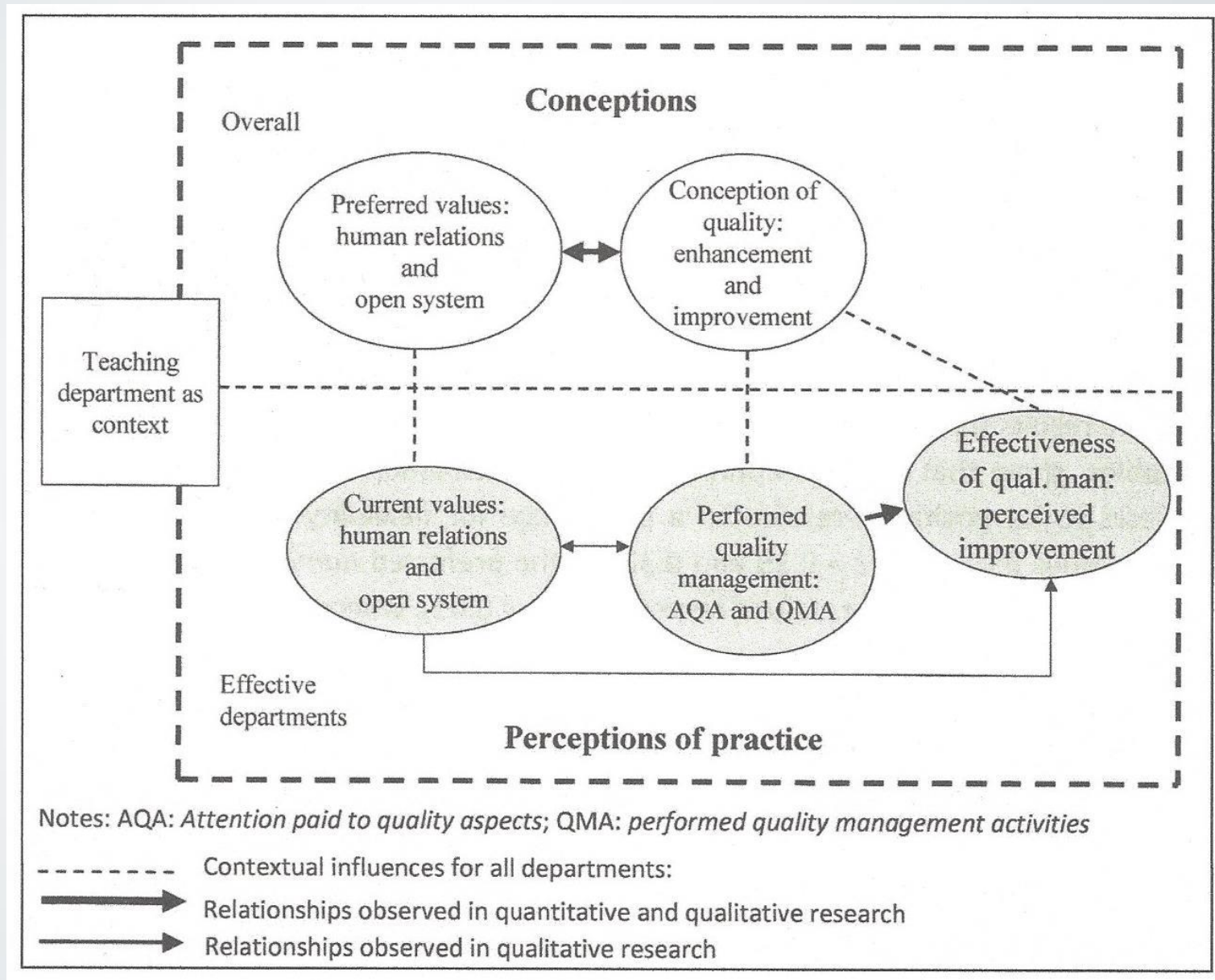
dr. Berings, Dries (2011)



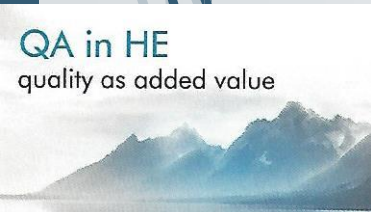
Heidelberg (2013)



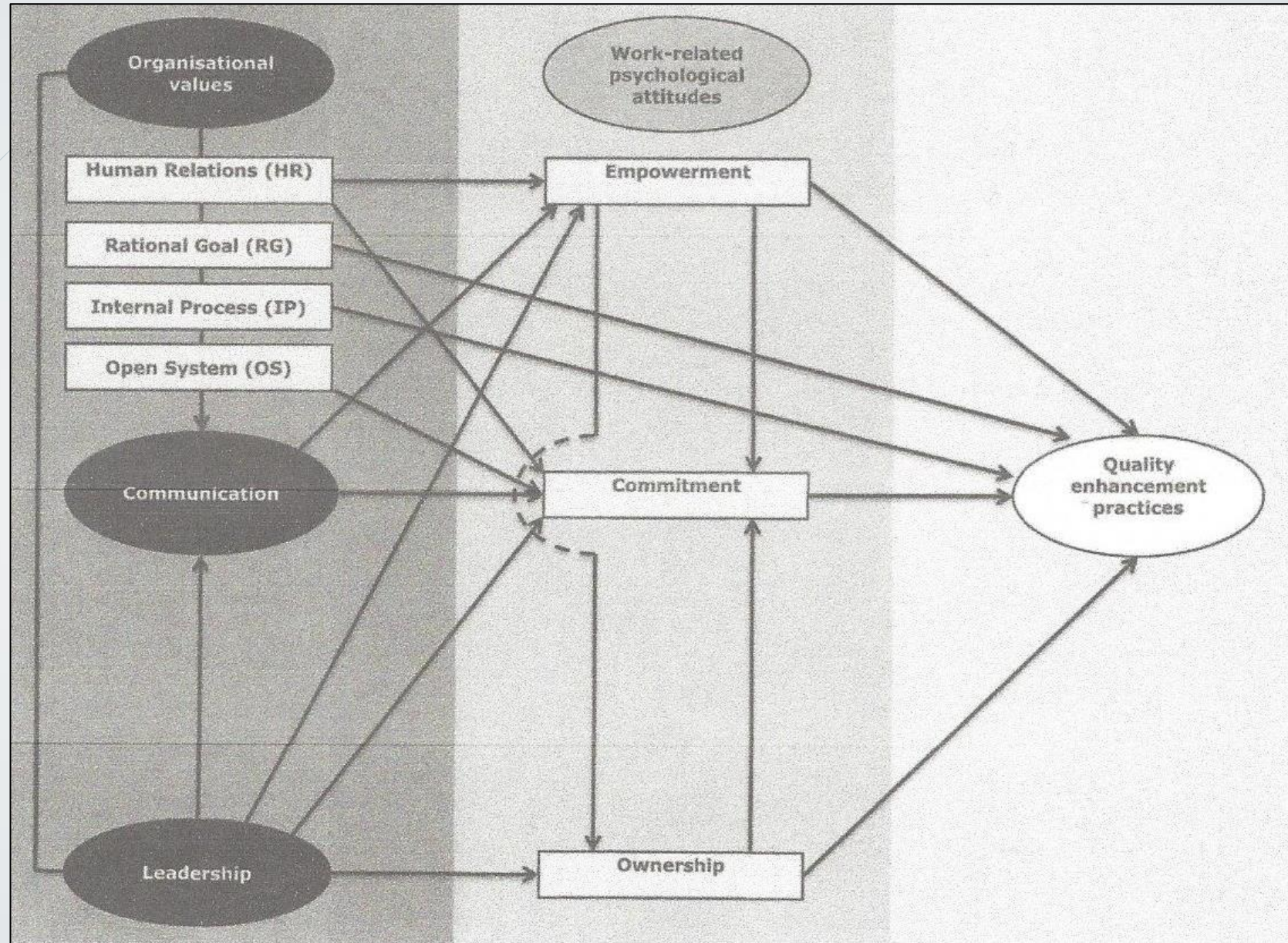




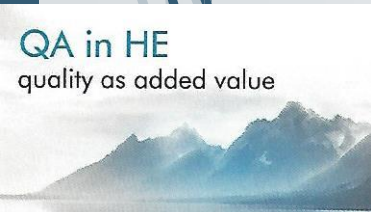
Kleijnen (2012)







Bendermacher et al (2017)



# quality as result of culture & management

QC	+	QA	=	presumable quality result
O +		M +		++
M +		O +		++
O +		M -		+
M +		O -		presumably + (variable)
O -		M +		presumably - (variable)
M -		O +		presumably - (variable)
O -		M -		--
M -		O -		--

O = overwhelming M = minor (strength)

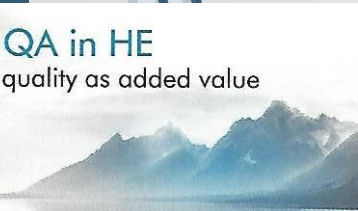
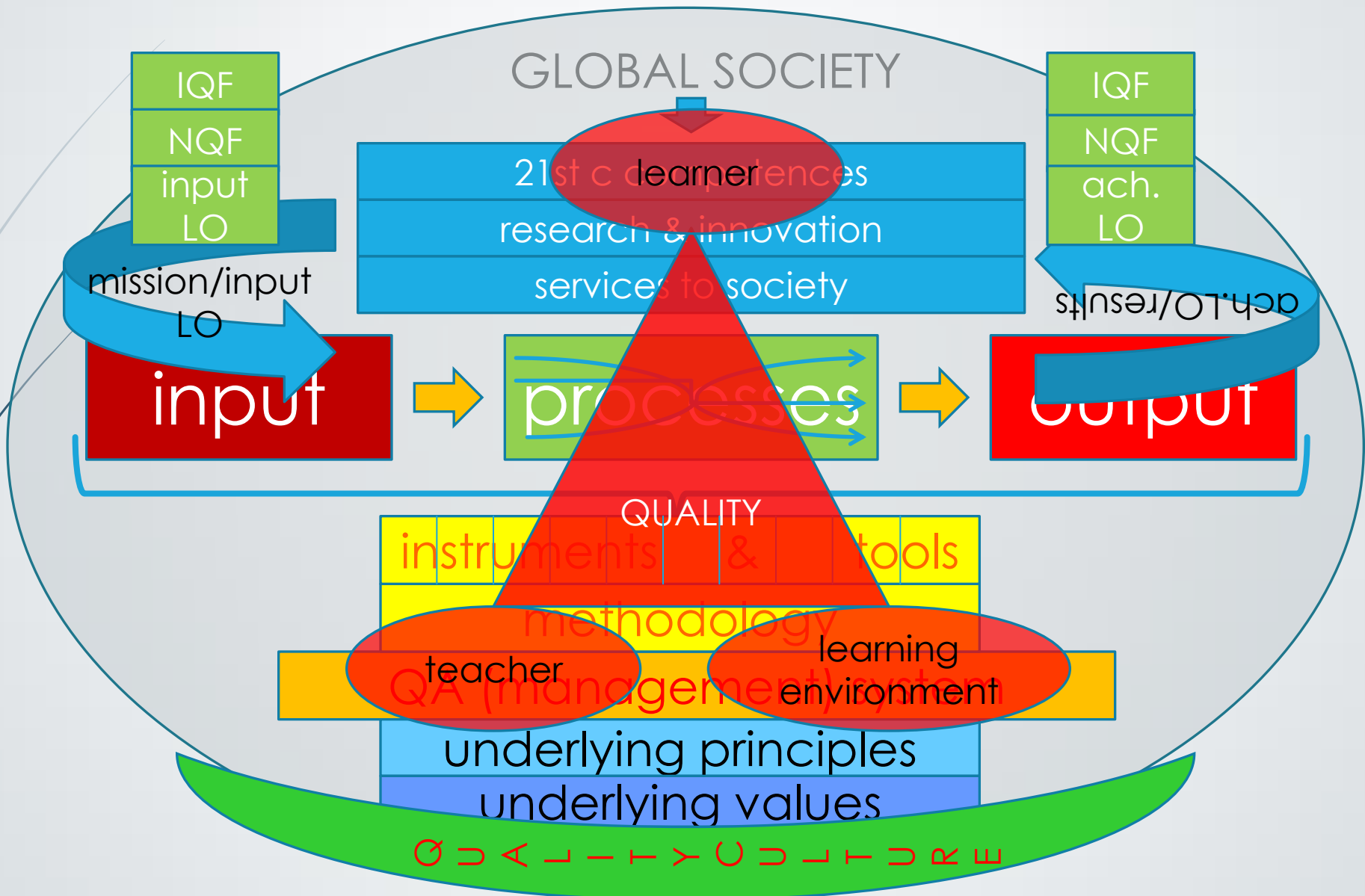
Bollaert, L. (2014, 2019)

- There always is a quality culture, just as there always is an organisational culture.
- There can be a positive or negative quality (sub)culture.
- There is no one-to-one relationship between quality culture, QA and the resulting/existing quality.
- The relationship between quality, quality culture and QA is dialectic.

*“Quality Culture is that part of **organisational culture(s)** in which the **stakeholder(s)** is(are) driven to the **creation** of something by the **(un)conscious intentional attitude to continuously improve** it, based on the **values and beliefs** that live in the organisation.”* Lucien Bollaert (2019)



dimensions of quality & QA

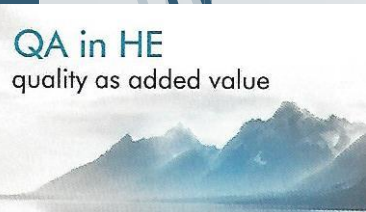


## structural elements

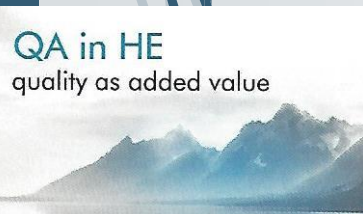
leadership  
 strategy  
 KPIs  
 QA system  
 PDCA  
 results  
 threshold minimum standards  
 quantative indicator  
 procedures  
 stakeholders  
 QA unit  
 technological tool  
 efficiency  
 controllers  
 short-term knowledge & skills  
 finances  
 infrastructure  
 staff  
 external inspection  
 accreditation  
 EQAR

## cultural elements

vision & mission  
 values  
 learning from failure  
 quality culture  
 coaching  
 process  
 continuous striving for better  
 qualitative indicator  
 engagement  
 co-creators  
 service  
 creative constructive thinking  
 effectiveness  
 peers/critical friends  
 transversal competences  
 commitment  
 creative room  
 team  
 appraisal approach  
 enhancement  
 ENQA



structural elements	cultural elements
leadership	vision & mission
strategy	values
KPIs	learning from failure
QA system	quality culture
PDCA	coaching
results	process
threshold minimum standards	continuous striving for better
quantitative indicators	qualitative indicator
procedures	engagement
stakeholders	co-creators
QA unit	service
technological tool	creative constructive thinking
efficiency	effectiveness
controllers	peers/critical friends
short-term knowledge & skills	transversal competences
finances	commitment
infrastructure	creative room
staff	team
external inspection	appraisal approach
accreditation	enhancement
EQAR	ENQA



# Harvard Business Review

HBR.ORG



APRIL 2016

**44 Entrepreneurship**  
**Blitzscaling**  
An interview with Reid Hoffman

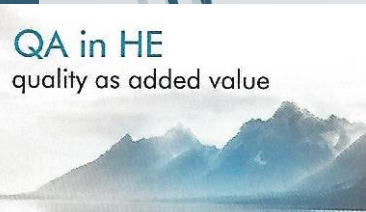
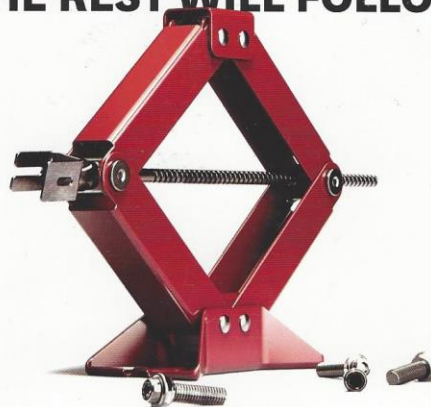
**54 Digital Transformation**  
**How Platforms**  
**Change Strategy**  
Marshall W. Van Alstyne et al.

**108 Managing Yourself**  
**Dealing with a**  
**Rude Colleague**  
Christine Porath

PAGE 96

## YOU CAN'T FIX CULTURE

**JUST FOCUS ON YOUR BUSINESS  
AND THE REST WILL FOLLOW**





# Harvard Business Review

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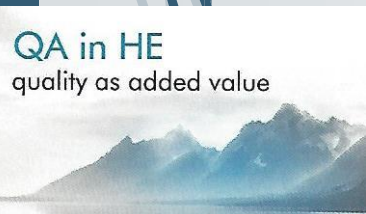
APRIL 2016

44 Entrepreneurship  
Blitzscaling  
An interview with Reid Hoffman

54 Digital Transformation  
How Platform  
Change Strategy  
Marshall W. Van

108 Managing  
Dealing  
Rude  
Christ

Nine out of 10  
organisations fail  
to execute  
strategy !





After the meeting they realized the new manager  
suffered from severe adaptive difficulty

## How Can One Create a Culture for Quality Enhancement?

Final Report

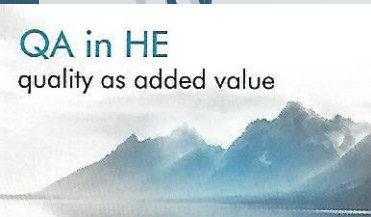
October 2016

Andrea Kottmann  
Jeroen Huisman  
Lisa Brockerhoff  
Leon Cremonini  
Jelle Mampaey

**cheps**

Center for  
Higher Education  
Policy Studies

**CHEGG**



After

nager

## How Can One Create a Culture for Quality Enhancement?

4 generic factors playing a role for (creating a) QC & quality enhancement:

- ✓ **Effective** leaders with **commitment** to implementing changes and practise “**blended leadership style**” (combine managerial and academic values and address the collective “walking the talk” = combine bottom-up collegial initiatives with a managerial vision) in order to establish a **baseline of shared values that defines high quality teaching and learning**;
- ✓ **Resources** that create **time and space** for academics, money may not be the key, but **reducing workloads, avoiding goal conflicts** and **offering expertise**;
- ✓ **Communication** going beyond leadership that creates a shared language and a **baseline of shared values defining high quality teaching to talk about learning and teaching**, and to **share good practices**;
- ✓ **Recognition** of teaching and learning activities (vis-à-vis research) with **valuable instruments** such as teaching awards, career paths, leadership roles and career paths on teaching and learning achievements





**IQA in HE(I)**  
**concepts, policies & objectives**

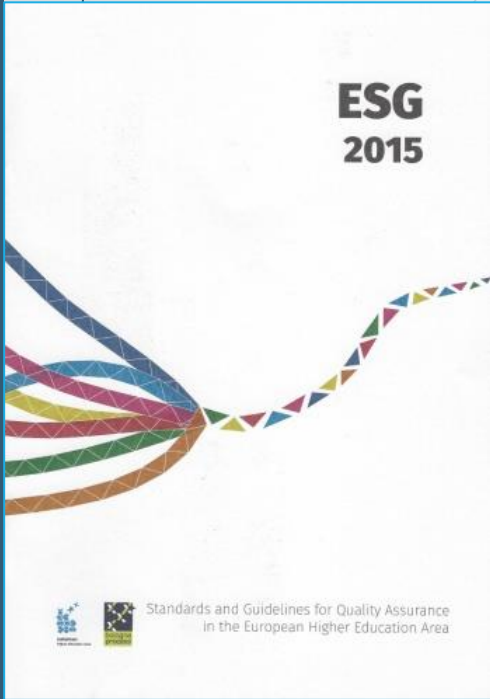
# **The multiple objectives**

Lucien Bollaert

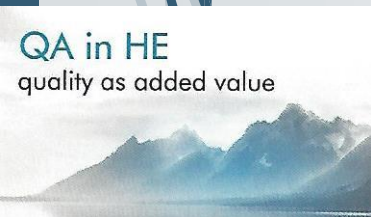
independent international QA expert  
visiting professor | board member QAAs  
international Seminar on IQA

6 March 2019

Almaty | Kazakhstan



- To define your own concept/meaning of what quality is;
- To know and analyse/assess the quality of the (strategic/T&L/ research/specific e.g. international) activities of the HEI (TQM);
- To assure/guarantee the minimum quality of the activities of the HEI as formulated by the stakeholders concerned and society and intervene when in danger (assurance);
- To monitor the quality of the (L&T) activities of the HEI to a higher level (= to enhance);
- To provide information to all internal and external stakeholders about the realization of the qualitative goals (accountability);
- To provide information on IQA to all those interested;
- To provide information for EQA, the wide public and government (accountability);



ESG  
2015

Standards and Guidelines for Quality Assurance  
in the European Higher Education Area

QA in HE  
quality as added value

- To define quality
- To know (strategic activities)
- To assure activities stakeholders when in
- To monitor HEI to a
- To provide stakeholders goals (a
- To provide interest
- To provide and go

# HBR.ORG Harvard Business Review

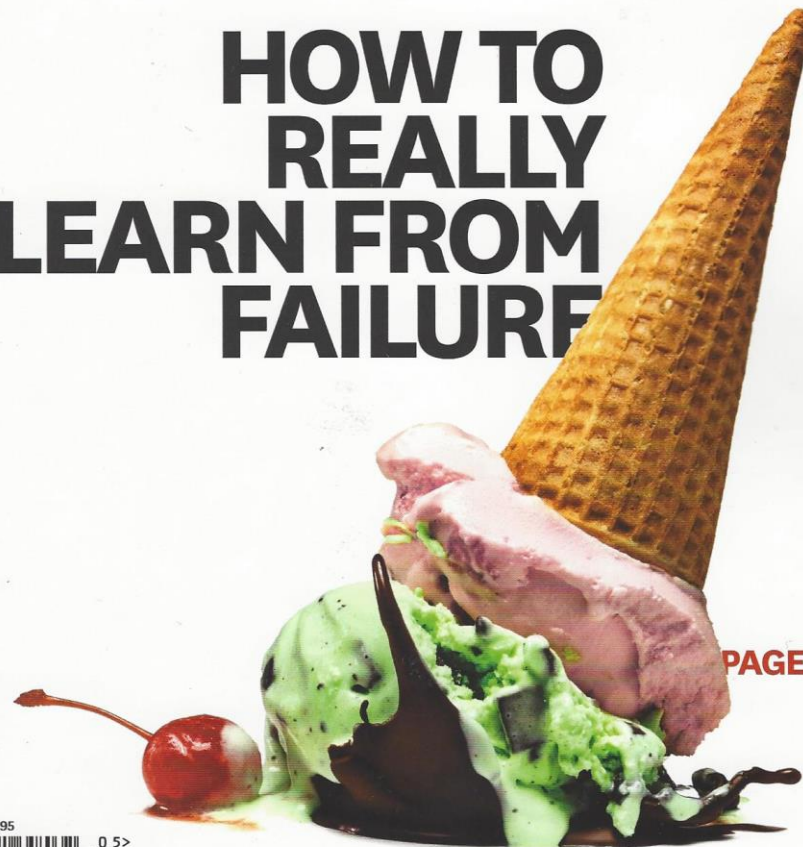
MAY 2016

94 The HBR Interview  
HP's Meg Whitman  
on Creating a  
Sense of Urgency

40 The Big Idea  
Embracing Agile  
Darrell K. Rigby, Jeff Sutherland,  
and Hirotaka Takeuchi

80 Spotlight  
Hedge Your  
Strategic Bets  
George Stalk Jr. and Ashish Iyer

## HOW TO REALLY LEARN FROM FAILURE

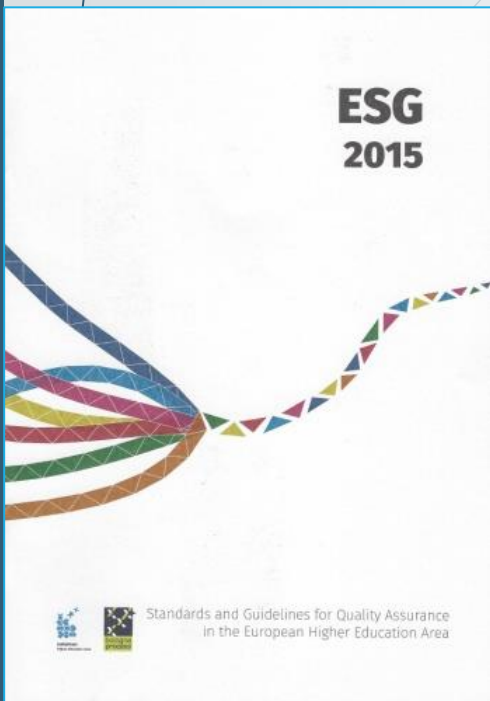


PAGE 88



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- To build and support (international) trust among all stakeholders, partners and society;
- To support and build a quality culture of being driven to continuous improvement by all the actors and partners;
- To add to build a better society and life (social relevance, engagement, added value, impact);





The background of the slide features a scenic landscape with a range of mountains under a cloudy sky. In the foreground, a calm lake reflects the surrounding scenery, and a faint rainbow is visible on the right side of the water.

**IQA in HE(I)**  
**concepts, policies & objectives**

# **Conclusions: recommendations**

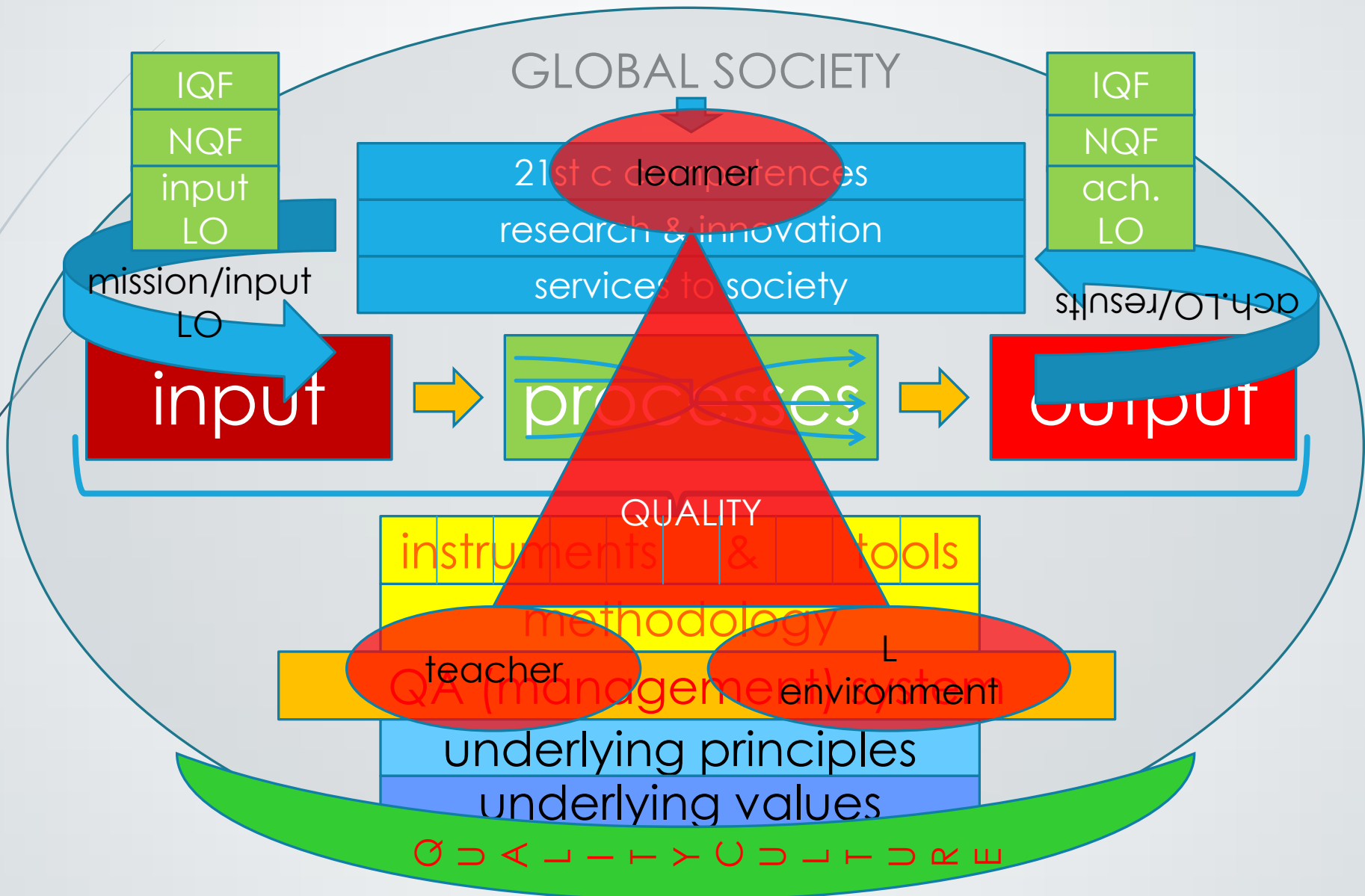
Lucien Bollaert

independent international QA expert  
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international Seminar on IQA

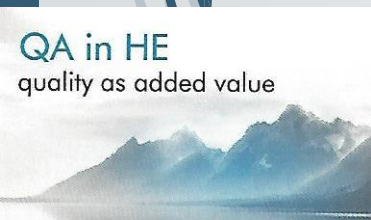
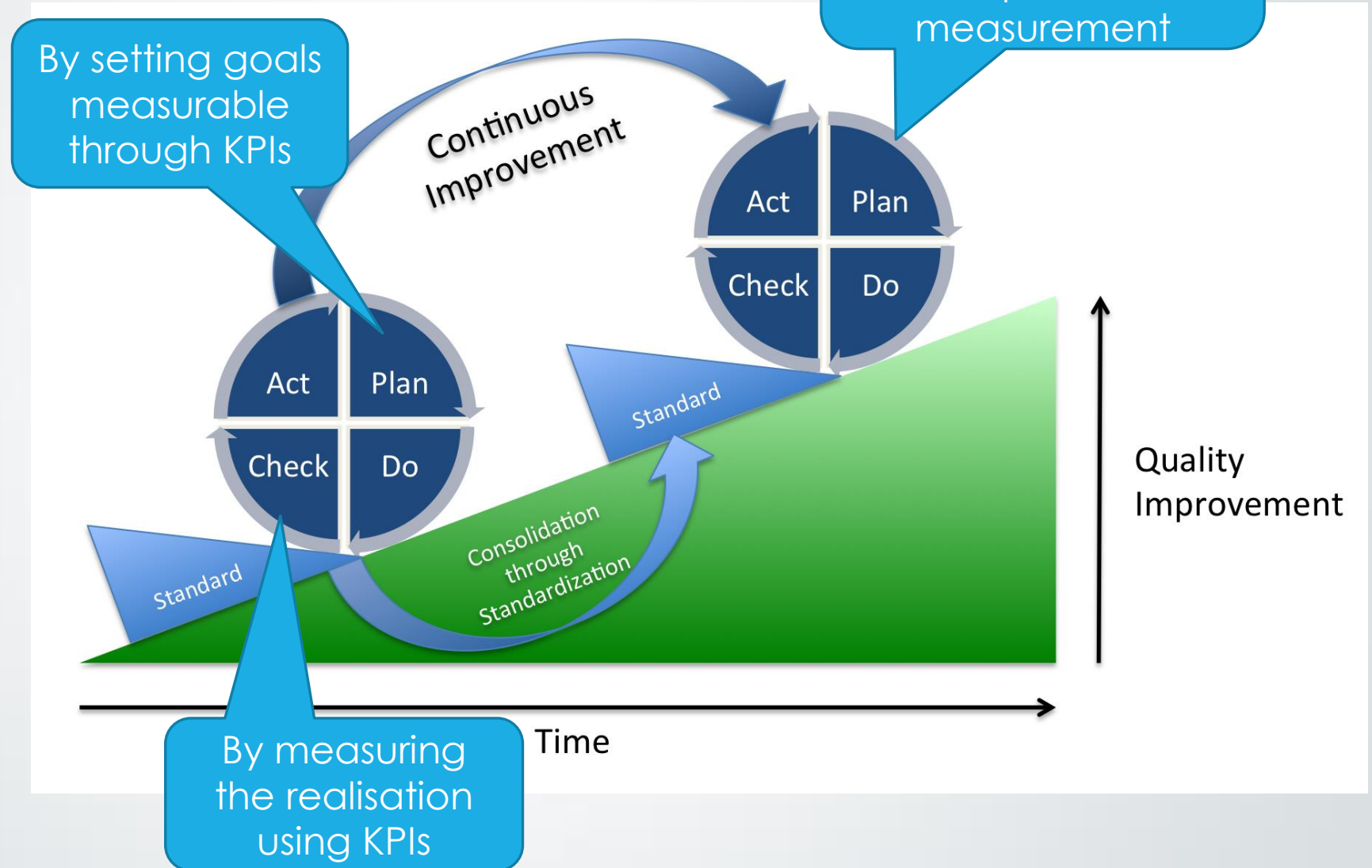
6 March 2019

Almaty | Kazakhstan

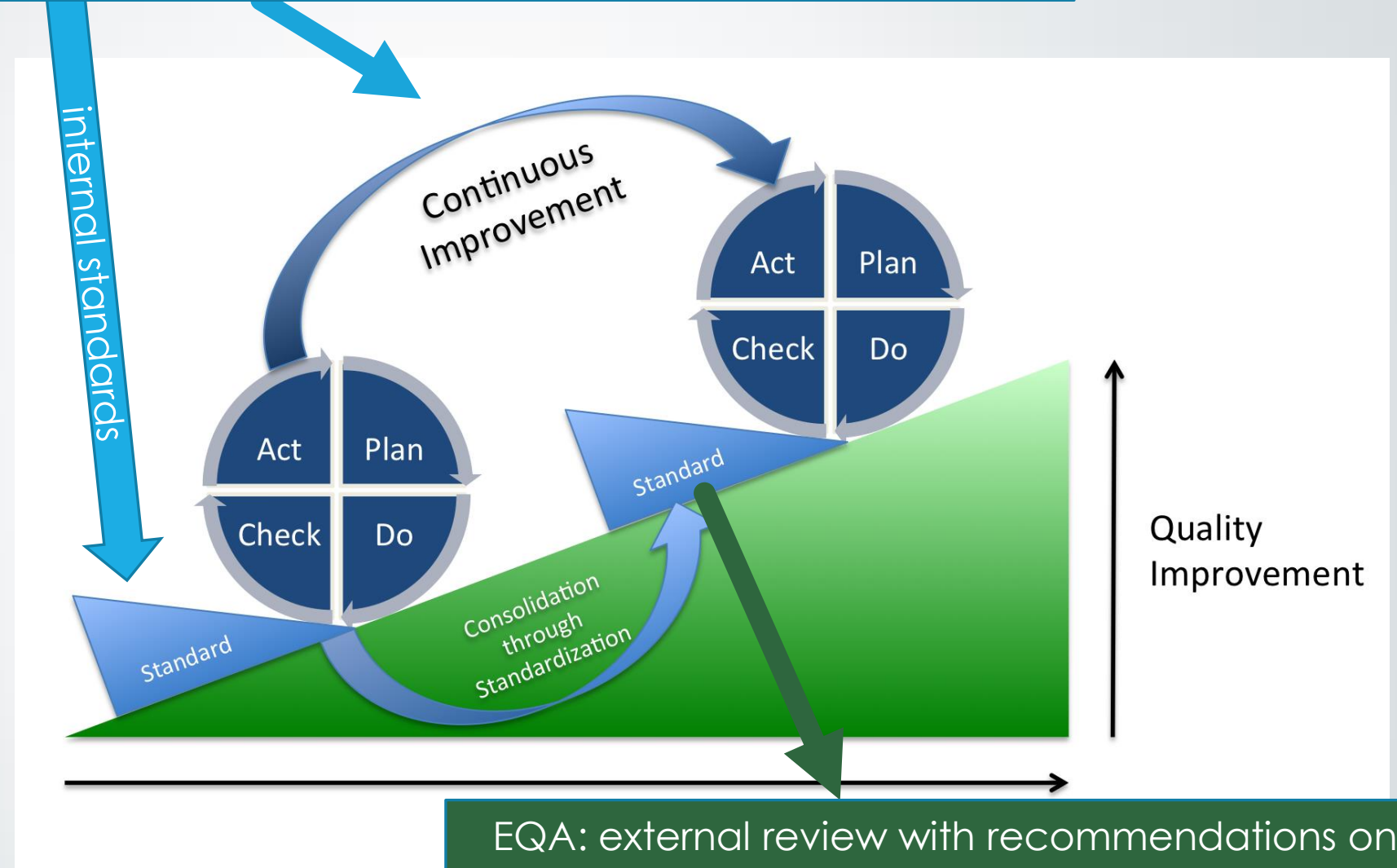
dimensions of quality & QA



## Improving through measurement (QA)



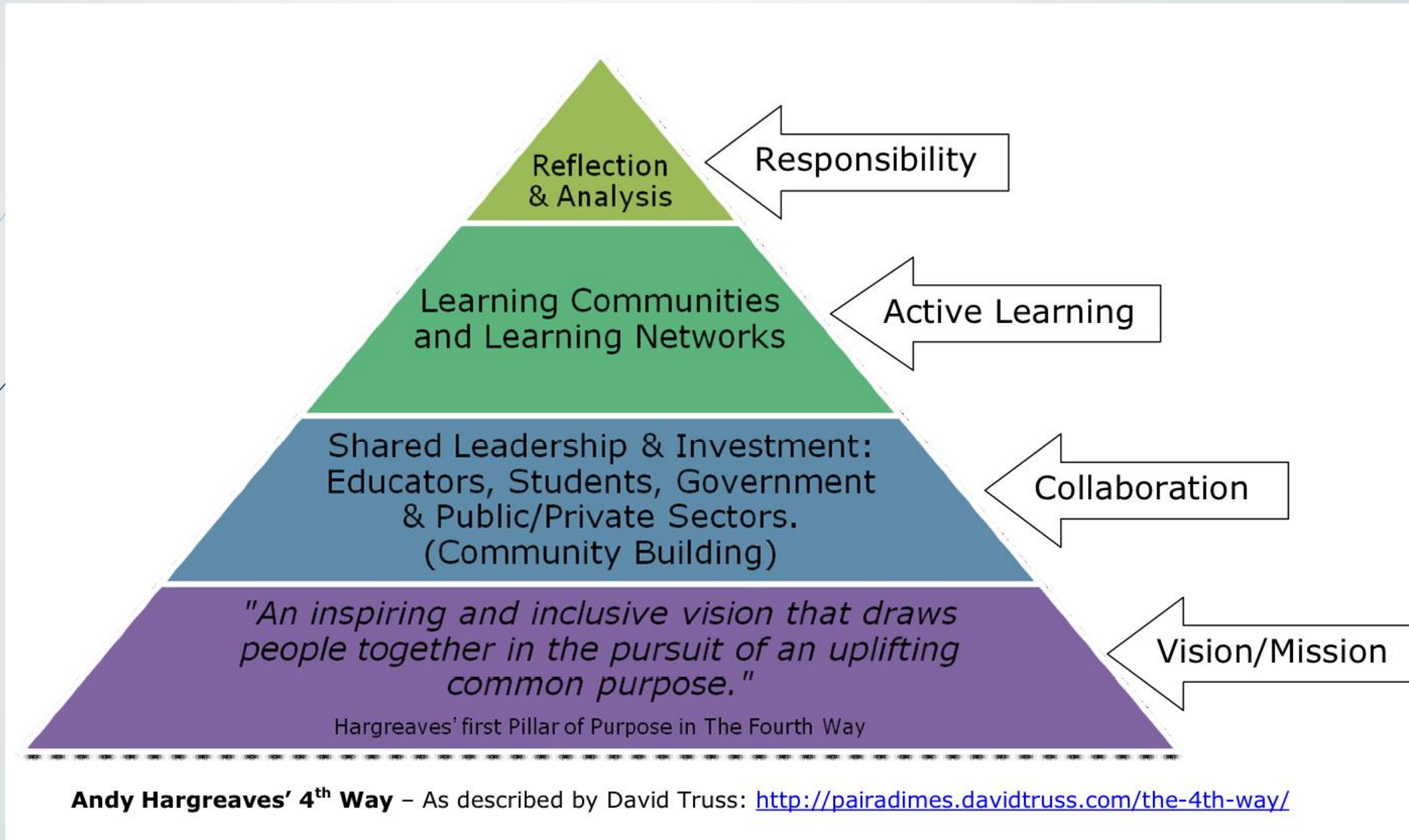
IQA: SMART goals from mission & strategy through action plans and monitoring by measuring realisation via indicators



EQA: external review with recommendations on external standards up to official recognition by accreditation



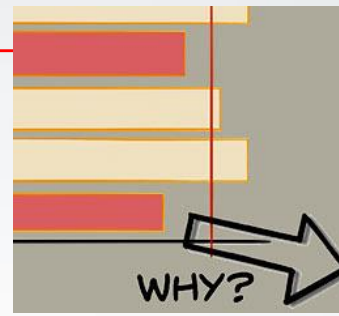






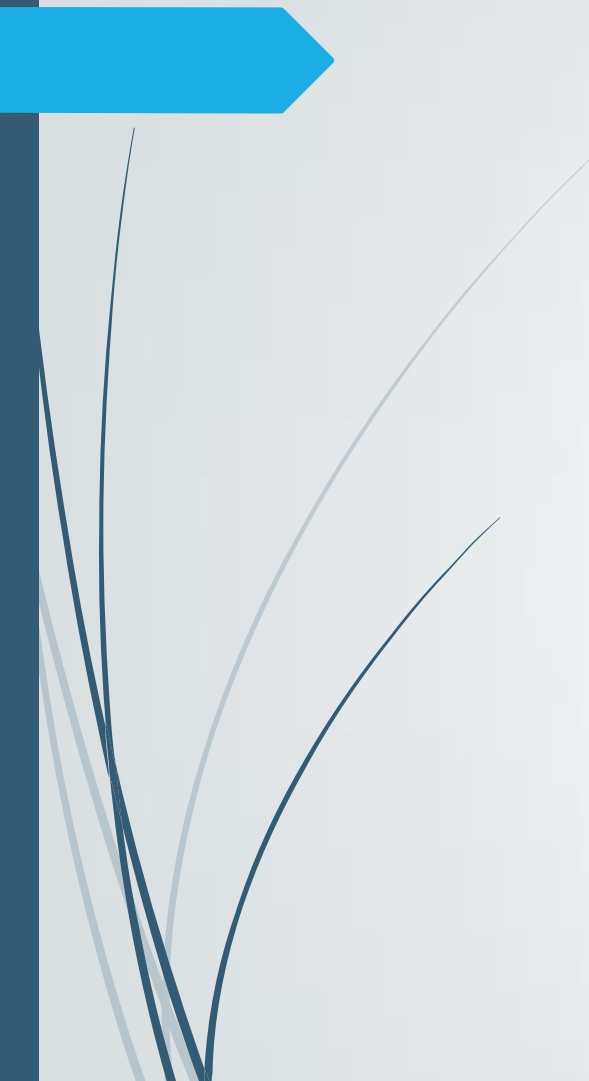


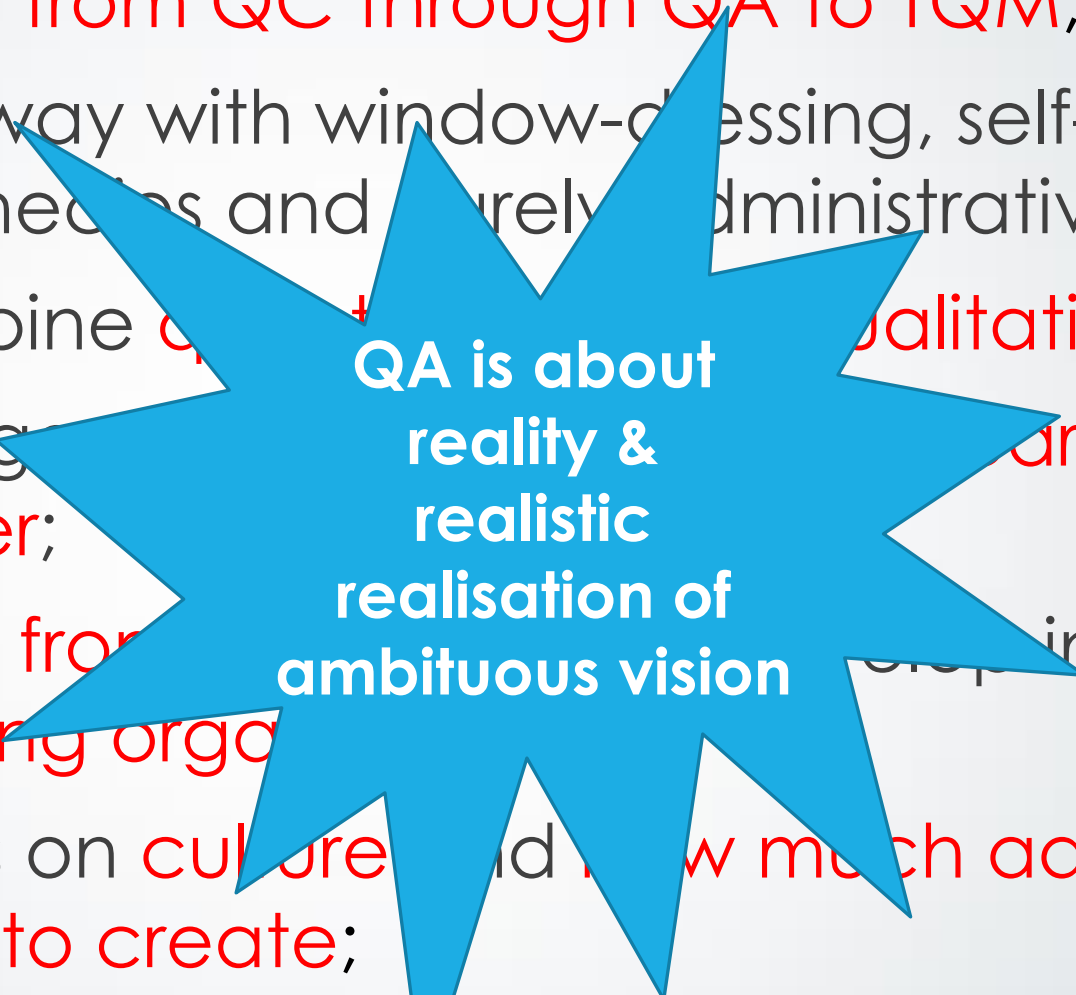


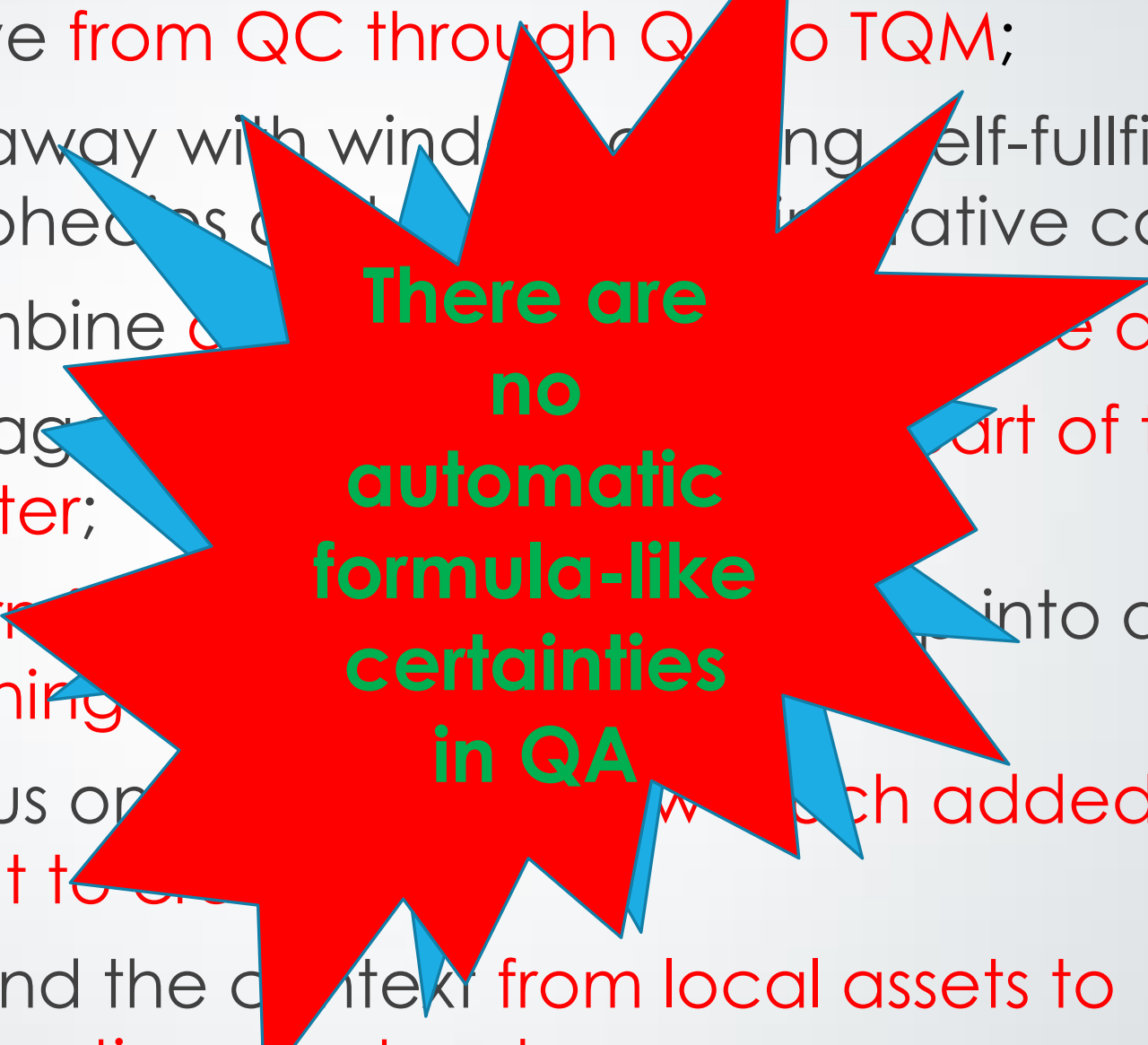


- ➡ Why do we need quality (assurance) management?
- ➡ Why do we want quality?
- ➡ Why are we in (higher) education?
- ➡ Why do we want a better society?
- ➡ Why do we need a better world?
- ➡ Why do we want a better life?
- ➡ Why do we exist? What is the added value we provide to life on the world?



- 
- ✓ Move from QC through QA to TQM;
  - ✓ Do away with window-dressing, self-fulfilling prophecies and purely administrative control;
  - ✓ Combine quantitative with qualitative data;
  - ✓ Engage all stakeholders to the heart of the matter;
  - ✓ Learn from your failures = develop into a truly learning organization;
  - ✓ Focus on culture and how much added value you want to create;
  - ✓ Extend the context from local assets to international networks;

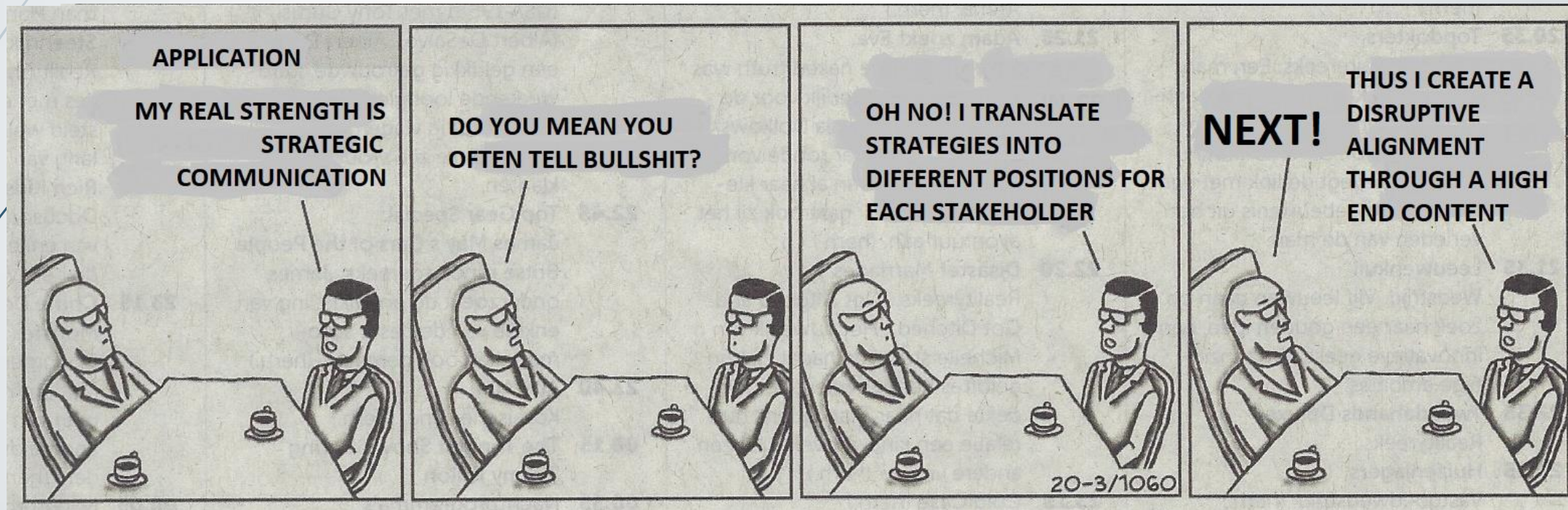
- 
- ✓ Move from QC through QA to TQM;
  - ✓ Do away with window-dressing, self-fulfilling prophecies and purely administrative control;
  - ✓ Combine quantitative and qualitative data;
  - ✓ Engage all stakeholders in the heart of the matter;
  - ✓ Learn from best practice and step into a truly learning organisation;
  - ✓ Focus on culture and how much added value you want to create;
  - ✓ Extend the context from local assets to international networks;

- 
- ✓ Move from QC through Q to TQM;
  - ✓ Do away with windmills and self-fulfilling prophecies of qualitative control;
  - ✓ Combine qualitative and quantitative data;
  - ✓ Engage all stakeholders as part of the matter;
  - ✓ Learn from experience into a truly learning organisation;
  - ✓ Focus on how much added value you want to create;
  - ✓ Extend the context from local assets to international networks;





# Рақмет сізге/Raqmet sizge Спасибо



# Q & A