

In search Project Equal
of quality



Designing and managing a quality project in university adult and continuing education

Socrates Adult Education Project

EQUAL : Educational Quality in University Adult Learning

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a quality project in
university adult and
continuing education**

PREFACE

This document is a contribution to the discussion of quality management in university adult education at the European level. It has been developed on the basis of practical experience in six European countries.

It is designed for :

those involved in the organisation of adult learning in European universities, such as departmental managers and administrators and senior teaching staff, who are experienced in the education of adults, but who are not specialists in quality management.

It is designed to :

provide these people with the key concepts and methods needed to set up a quality project covering the whole learning process for adults returning to study at University,

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This document includes :

- A general introduction

This recalls the origins of this handbook. It is followed by an introduction to the issues involved in running a Quality project in university continuing education

- A preface on the challenges posed by the education and training of adults in higher education, with summaries of the projects in each partner institution

This identifies the issues raised by the participation of adult returners in the university and describes how university continuing education operates in order to fulfil their needs (the process of response).

Then this section summarises the various Quality projects

- Approaches to the question of quality

This chapter forms a 'reference manual' which draws together a range of sources that, for each topic, define the basic skills required and some specific elements to do with setting up a quality project. These derive from existing texts. The topics have been arranged in a way that corresponds to the structure of a quality project: general objectives, specific aims, means and evaluation of outcomes.

This chapter is explanatory and written in answer to the questions 'what' (concepts) and 'how' (methods).

- Issues, questions and recommendations

This part draws on the common elements found in the different partner projects and presents:

- The stages to be gone through and the principles to be considered
- The questions and issues encountered by the participants in the field
- The questions that need to be asked in planning and evaluating such a project
- Possible pitfalls and some recommendations

- Appendices and a glossary

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GENERAL INTRODUCTION

The origins of this handbook

The word 'quality' and the phrase 'quality assurance' and also 'quality enhancement' recur frequently in the education and training literature, in many of the EU funding programmes and in debates between colleagues. In 1995, at the EUCEN (European University Continuing Education Network) conference in Glasgow, a group of members decided to form a EUCEN working group on quality in university continuing education. But what do we mean by quality? There is a wide diversity of approaches depending on the culture of the university, the disciplinary background of staff and on national policy. Some are geared primarily to education and some are closer to the world of business. Organisations of all kinds, including national and government agencies and voluntary associations are subjected to evaluation and the term quality assurance is used.

In practice, continuing education is usually treated in the same way as the rest of the university. However, it also has specific and different features which should not be ignored in the management of quality, and colleagues wanting to undertake quality initiatives are also keen to learn from previous experience.

This was the starting point for an exchange of ideas and practices in different European countries and EUCEN was an ideal place to find partners. Thus began EQUAL: a transnational project funded through the Socrates Adult Education programme, for 2 years, 1998-2000.

The group decided to base its work on what was happening at the practical level 'on the ground' and to build recommendations for others which would be of use in practice, rather than to begin with theoretical models. Thus each partner was (or still is) involved in a quality project in his/her own university and used that as the focus of exchange. (The Socrates project financed the exchanges not the 'home' projects).

During the first year, a common framework of analysis – a set of headings – was devised and used to describe and explain the various projects. During the second year, a set of questions was developed and mutual evaluation visits (audits croisés) were undertaken between the partners.

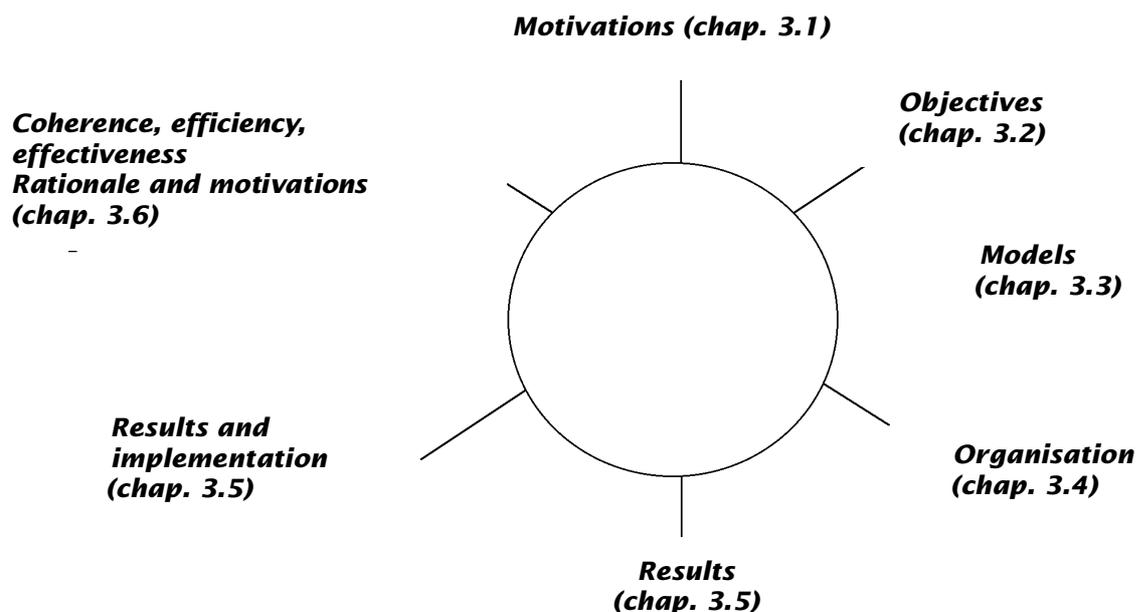
It is this package of work that forms the basis of the guide.

It is important to note that the project in each partner university was rooted in the local context and rationale and was independent of the EQUAL project. Each followed its own logic and timetable but at the same time benefited from the support and external involvement of the other members of the group. This heterogeneity of context, culture and quality approach was difficult to manage but also generated interesting and lively debate and gave our understanding a richness of depth and breadth which we have tried to represent in the information presented in this guide.

Getting started with a quality management project in university adult? education

The 'quality' culture that has taken hold in the different economic sectors of our societies relies heavily on the rigour and practicality of the models espoused. The use of 'closed' processes governed by rules and leading to the establishment of standards has the advantage of placing the activities concerned in the quest for quality within a framework - while leaving a feeling of uneasiness about ready-made quality solutions. Most of the currently available books and examples construct their models on a very precise pattern, allowing the reader to follow a procedure which is very much akin to a set of instructions. The end result is that the quality process is reduced in the end to the mere ability of the participants to go through a set of predetermined stages.

The diagram below indicates the stages identified as those through which quality management projects normally pass. Each stage is analysed and presented in a certain order starting from 'Rationale and motivations' in Part 4 of the Guide, but in fact the partner projects have not necessarily followed this sequence. In each university there are good historical and political reasons for a project having a particular point of entry into the process. On the other hand, although the starting point differs from one university to another it is nonetheless true that all the various stages turn up in each of the projects albeit with differing degrees of prominence.





As with any project, especially one in the educational field, the planning loop offers a basic structure that is relevant and practical. Although the entry point is specific to each project, depending on background, stage of development, risks and so on, the successive stages need to be foreseen so as to ensure a robust process which will produce tangible results. Omitting stages may be risky if this sort of approach is taken. The importance of such an outline is that it enables the individuals involved to be able to anticipate future developments while at the same time preserving and evaluating what has been achieved at each stage, as well as the effects produced within the system as a whole. 'Quality' is thus not a product, but an overall process that continuously reinvents itself with each fresh stimulus.

All the projects have in common the quest for quality within the processes peculiar to the continuing education of adults in that university setting. They have another, more profound point in common - that is, they are concerned with the long term. What is accomplished one day is not always easy to reproduce consistently over time. Thus it is a basic requirement that not only what is expected (planned for, accounted for, foreseen) is recorded but also the things that are not or were not. Since quality is an outcome, not an input, it is absolutely essential to see the system as an open one and accept the fact that quality can arise from a fortuitous intervention or from a minor detail.

We hope to demonstrate from our experiences in this field (which are akin to action-research) that there is no one recipe for success.

For some partners, the question of the background circumstances has been decisive (motivation/rationale). For others, the outcomes of work done elsewhere, whether at home or abroad have unleashed the quest for quality (making use of results). Others started work on the analysis and comparison of various standards (models). Lastly, yet others would see the question as one of organisation (organisation) or concerned with planning (objectives).

Before starting to look for the locus of quality, it is important to take stock of the possibilities of the existing situation. This outline (the planning loop) facilitates an appraisal at the outset, which allows a more precise specification of the scope of the resulting quality project.

This Guide allows you to find the specific elements which correspond to your needs and the stage reached by your own quality project

If you are interested in the general principles of various Quality approaches you can go straight to Part 3 – “Approaches to Quality”

If you want to know about the setting up of a Quality project, you can go to part 4 - “Quality enhancement in university continuing education”

If you want to be acquainted with the details of the EQUAL partners' projects, you can go to Part 5 “ Projects of the partner institutions”

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PART 1

ISSUES IN UNIVERSITY CONTINUING EDUCATION

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1.1. INTRODUCTION TO QUALITY IN UNIVERSITY ADULT EDUCATION

Universities occupy a special position in European higher education systems. They are at the same time the final stage of an educational process demanding the development of very high-level knowledge and skills, a hotbed for research and the development of new knowledge and a centre for the training and accreditation of the practising professionals of the future. This profusion of missions also constitutes a major challenge and may be problematic, for there are no simple connections between the research function and the requirements of preparation for work and universities often find themselves exposed to criticism and reproach.

Yet for several decades now the university has ceased to be the meeting place solely for academic teaching staff and young students. The mature student population is an increasingly significant feature of university life. These students may be fully integrated undergraduate students, with or without 'traditional' entrance qualifications (depending on the regulations), or returning for post-graduate studies after graduate training and several years of professional practice, or those taking part as professionals (or citizens) in continuing education programmes. Quite clearly, universities need to adapt for there is every reason to encourage the growth of this so-called 'special client group'.

Against this background, continuing education acts as an important agent for change by introducing innovations within higher education. Undertaking a quality project depends on the commitment of those responsible to the creation of a structure and to the justification of a project pregnant with consequences for the institution. Henceforth, quality is not a fashion or an institutional characteristic, but a genuine research tool which has real impact and usefulness. The official purpose of the work remains the adaptation of higher education to new challenges in its environment and to new users; the chosen strategy is the concept of Quality. Each university will therefore devise its own project as a result of its own social character, taking into account its history and culture, of its available resources and strategic choices.

It follows that university education must take a variety of directions if it is to accommodate the special needs of users of continuing education

Advanced professional updating: designed for former university graduates, this approach responds to the requirements of lifelong learning, that is to say the updating of continuously changing knowledge. In this scheme of things, adults return to university after a first pre-graduate stage as 'traditional' students. It also includes people with professional qualifications who need to consolidate and develop their current skills. This constitutes recourse to the university in the context of professional development.

The acquisition of new knowledge and skills: designed both for graduates and for those with professional qualifications, this approach meets the need for reorientation at a particular time in a person's professional and/or personal life. It may occur when someone needs knowledge and skills in a hitherto unknown field as a result of professional promotion, technological development or even a hiatus in his/her career. In this context, it is increasingly common to see adults embarking on a long-term course of university studies. They are thus consumers of undergraduate education and training which for them represents a change of direction in their career and thus continuing personal or professional development.

A second chance: designed for adults who earlier in life chose not to, or did not have the opportunity to, pursue a university education (and who may or may not have been qualified to enter), who for reasons of professional or personal development are later induced to reconsider. There is thus a second chance to go to university, either as an ordinary student while continuing in employment, or as a participant of a continuing education programme. This latter often facilitates entry to an academic environment that, especially for people who have had no previous contact with a university, may seem hostile and accessible only with difficulty. Moreover, thanks to innovative continuing education programmes, the emergence of alternative qualifying routes and the accreditation of prior (experiential) learning (AP(EL)), it is gradually becoming possible for adults with or without traditional qualifications to access the university world.

There are important issues and challenges arising from this growing number of adults going to university. Below we pinpoint four of these issues which constitute the outline of a preliminary approach to the question of 'quality'.

1. Relevance

If the university is considered to be a place dedicated to research, to the production of knowledge and to traditional teaching, the question of relevance does not really arise. If, on the other hand, the academic model of the university is expanded to embrace people other than the traditional student, then the didactic model concerned with the transmission of theoretical knowledge is called into question and relevance becomes highly significant. The influx of mature students, often with experience leading them to look for ways of applying knowledge, tends to disturb the embedded academic organisation and attitudes. The challenge of relevance is in all probability the most important of all the issues to be addressed, as it encompasses questions of organisation, course structure, teaching methods and, more generally, the relations between the university and the outside world. Several 'quality' procedures act as vehicles for a progressive transformation in the field of relevance.

2. Interdisciplinarity

In everyday life, professional and social problems do not present themselves in fragmented and unconnected ways. The distinction between disciplinary fields, which provides the rationale for university departments and graduate schools, is ill-suited to the holistic and complex understandings introduced by individuals who spend most of their time in a company, an institution, manufacturing or a service sector and only part of their time in the university (although demand for discipline-based work remains heavy in such areas as basic research or the sciences). University continuing education has resulted in the blossoming of genuinely interdisciplinary programmes linking several university departments, addressing modern or historical problems from several complementary and practical angles to attain professional competence. This cooperation between different disciplines imposes several conditions if an adequate level of quality is to be guaranteed. It is not merely a question of lining up a team of teachers from different departments; if it is to mean anything, interdisciplinarity involves the opening up of the university to fields of practice which are different from its own. In the process it tests its ability to deal and negotiate with companies and to provide an organisational structure facilitating the production of relevant, valid and consistent programmes. It also implies sharing the physical teaching area between academics and the representatives of professional sectors: the lecture hall and the classroom are no longer closed territory.

3. Continuing professional development

At university level, the academic model is reflected not only in teaching methods, but in organisational detail, timetables, study plans, and course structure. The advent of part-time students requires a drastic overhaul of administrative and teaching organisation, involving modularisation, evening courses, individualised studies, credit accumulation, AP(E)L and so on. The reality of studying alongside a working life requires adaptations that can also benefit full-time students. With the arrival of new technologies and distance learning, work-based learning is delivered through new techniques for disseminating knowledge. Learning is no longer strictly tied to the teaching site, and the pattern and timing of learning are increasingly differentiated. For their part, universities must accept that they no longer exercise total control over the adult student's output, since case studies and project management involve outside bodies. Knowledge is thus situated halfway between the university and the outside entity and is characterised by a continuous endeavour to transform acquired knowledge into practice.

4. Validation

As with all university studies, continuing education needs to validate its programmes through certificates or qualifications testifying to the work accomplished by the participant. Here again, the issues are both vast and multi-dimensional. Historically, certification has chiefly meant the award of diplomas and certificates at the end of a period of study. Against the background of an increasingly demanding professional environment confronted with a flood of qualifications emanating from the training market, the mere mention of a university is no longer enough to guarantee that a qualification will be recognised at professional level. In addition to the actual issuing of certificates, the university needs to promote the qualification with professional bodies for the benefit of the qualification-holders themselves and for those who have invested in the training.

The recognition that skills and knowledge acquired at work have an 'exchange value' in the context of a modular programme and that previously acquired competences can be accredited as part of the qualification is a further aspect of the work of validation of professional development aimed at the institution's external economic and social partners. The programme no longer proceeds in a linear fashion, but is constructed around real needs and the accreditation of prior learning.

There is now general recognition of the consequences of the arrival (or return) of mature students at university, just as there is an awareness of the need to adapt to this phenomenon. However these adaptations cannot be put in place without the active participation of certain groups within the institution :

- An academic unit or department with specific responsibility for these issues. The mission of such a unit includes the development of ideas, logistical support and services to "clients" such as participating adults, companies, and other bodies. Bearing in mind the conditions listed above, it goes without saying that the teaching component itself remains the responsibility of the teaching staff.
- An official policy resolutely geared to this new dimension. Depending on national systems this may be at the level equivalent to a university rector, president or vice-chancellor, a regional authority, or the Education Ministry.
- At the institutional level, an advisory body on which university management, adult education specialists, teachers in continuing education and external partners are represented.

The implications for quality

What is a 'quality' project ?

It is a project aiming to improve a process or part of a process which contributes to the effectiveness of a product or service, with the ultimate aim of increasing client satisfaction.

Who are the clients of adult education ?

There are various client groups for university adult and continuing education:

- the *buyers* (who pay) - statutory bodies who contract for the provision of services, companies, or the mature students themselves. These are not all paying for the same thing.
- the *users* - those who actually attend the course, i.e. mature students who may or may not have paid for themselves.

These groups have different requirements and different ideas of what constitutes quality.

What does a quality project in university adult and continuing education include ?

Quality is a term commonly used in the education field in general and particularly in higher education where so much store is set by academic knowledge. Even more than in other sectors, any teacher worth his salt will claim to seek quality in his performance. But the outcome of a training programme is not solely dependent on the teacher's performance.

▪ Where users are concerned:

A contribution to the quality of a course is also made by: the induction and advice offered to mature students: the physical conditions under which study is carried out; the convenience of arrangements in relation to the student's other commitments and the extent to which what is offered corresponds to his or her own personal and professional aims. The planning phase of the programme - teaching methods, timetabling and organisational aspects - is thus crucial. It also needs to be remembered that the 'product' of a project is the joint work of the provider and the user.

▪ Where buyers (public or private) are concerned:

A contribution to quality is made by the response to specific requests, but also by the way in which paperwork is handled, prompt replies to requests and the degree of flexibility offered.

Thus a quality project needs to be targeted on one or several well-defined client groups on the one hand, and on the other on a limited part of the workings of the institution where the project has a real possibility of bringing about improvement.

Where is the dividing line between individual responsibility and a quality project ?

Is it appropriate to rely on the professional conscience of teachers and organisers to provide quality teaching? Every teacher or tutor in the educational process has acquired professional skills that they will use in their work – in the exercise of their profession. These **individual professional** aspects are necessary but not sufficient for the provision of quality services. The arrangements that ensure quality are also the result of **collective** institutional responsibilities and involve specific methods that do not usually form part of the basic skills of teachers and others involved in the delivery of services and programmes of study for adults in the university.

The education of adults as innovation in the university

The concept of 'quality' increasingly shapes the structural elements of higher education quite as much as the educational process itself. In the field of adult continuing education where there is a need to integrate particular client groups, the quality process must focus primarily on three key areas:

- 1. At entry - the planning of an individual learning plan or project training project taking into account the individual's needs, the appropriateness of the methods and the resources available
- 2. During the programme - the co-operative nature of adult learning
- 3. At completion - the outcomes of a training course and follow-up as part of continuing professional development.

Quality in the systems and processes at entry to a programme of studies

Real life and learning needs. Firstly, the need to learn is more fundamental than the mere solution to a problem or a project for career development. Secondly, because the course is related to their work, the 'user' is often seen as someone with clearly defined expectations. However, although the majority of adults entering a university have a plan, most of them do not have clear and precise expectations; they are hoping to find new directions for enquiry and development. Thus the challenge to the university in accommodating mature students goes beyond taking his or her plans into account. Just as when shopping, consumers feel the need to 'buy' (in this case to learn), they may also be very responsive to new stimuli, may follow an impulse, and may change their mind about what they actually want and need. The possibility of change should therefore be taken into account when advising students about their studies at the outset (however such advice is provided), and when they are being tutored during the course of their studies.

The process of engagement. There are two sides to this: the individual's and the institution's. The mature student should be able to clarify his or her real motives for coming to university during an interview conducted by a competent counsellor. The object is not to direct or select, but to help individuals prepare for the learning process and relate it to their own professional, social and private situation. This is the beginning of the learning contract. On the institutional side, the presence of adults in the university should reinforce the acceptance of AP(E)L in order to recognise knowledge and skills acquired in professional and private life. This process of accreditation should encourage mature students, whether graduates or not, to come to university. Its implementation depends on a determined effort to introduce a genuinely adult-orientated policy at all levels within the institution from the Rector, President or Vice-Chancellor down.

Demands of the training system. National systems vary in the bureaucratic demands placed on the mature student. Funding and support systems can be complex and entail obligations of various kinds, particularly paperwork that can be very time-consuming and/or off-putting. The degree of clarity and accessibility in this aspect of continuing education can encourage or discourage a potential student, as well as contributing to success or failure in obtaining the financial support and other resources needed.

Quality in teaching and learning methods, tutoring and assessment

Individualisation. Since each individual student will spend differing amounts of time and energy on different topics according to his or her needs and the demands of work, the programme of studies needs to be compatible with part-time study, individual plans and individual production of knowledge. These conditions need to be established in an open programme composed of free-standing individual modules or units which are individually assessed. Changes are demanded in the traditional construction of a curriculum, in teaching methods and in working collaboratively with students. All these features will be set down in a 'learning contract' which will involve many stakeholders: the student, the continuing education department if it exists, representation from the teaching departments or faculties involved and possibly the employer.

Protected learning space. As 'clients', mature students continue to learn within the university system on the basis of a number of criteria: the value added by teachers to existing knowledge and skill acquired in the workplace; the quality of tutoring and support matching high expectations; privileged access to the latest technical knowledge; and a long-term link between that knowledge and the reality of professional practice. All these are factors in the conditions for adult learning and professional development, which differ somewhat from those associated with the instruction of traditional students. The great variety of personal and professional experience that adults bring to continuing education means that great care must be taken with the organisation and quality of teaching and tutoring.

Quality in the transition back to work, in ensuring the currency of qualifications, in aftercare and in follow-up.

Awards and the transfer of knowledge to practice. Towards the end of the learning experience - although there is of course no real end to lifelong learning - the question of the award is a live issue in continuing education. Rather than a mere certificate of completion, the award of a university diploma can be a very real symbol of success and recognition in an insecure working life. For this reason it is up to the university and its continuing education arm to enhance the image and secure the foundations of its continuing education programmes, so as to strengthen links between higher education and the workplace and the company. The currency - the 'quality' - of a diploma depends not only on its academic rigour, but on its usefulness to and its recognition by the outside world, especially in the case of adults. The choice of assessment methods needs to take this into account. Case studies, project management, and the recruitment of professional experts as co-evaluators are all innovations that aim for the same objective - that university continuing education should promote the transfer of theoretical knowledge into the workplace. The responsibility for this should not be left to the individual - it is a real challenge both to the institution and to all involved.

Long-term follow-up. If lifelong learning and continuing education are taken seriously, the achievement of an award is not, as in the traditional model, the end of the learning process. As a reflective practitioner who also considers the future, the mature student will need to keep in touch with experts, for professional reasons and for personal development, as well as with fellow students, who can offer a rich source of shared experience and insight as well as critical analysis. The university must develop a more and more flexible yet stable structure to accommodate this and the continuing education department should play a major role in guaranteeing an effective quality framework

1.2. The projects of the partner institutions in EQUAL – brief summaries

SPAIN – UNIVERSITY OF BARCELONA – FONDATION BOSCH i GIMPERA

This institution is responsible for organizing continuing education, technology transfer and project management.

The project is : **implementation of EFQM models at the Bosch i Gimpera Foundation.**

The importance of the organizational dimension, the understanding of its complexity from a holistic perspective and the application of management strategies in accordance with this vision are critical factors in the efforts to implement improvements.

Organisation.

Internal team: academic director, quality director.

External team: 3 lecturers from the Faculty of Education Sciences.

Self-evaluation team: a group comprising members of different departments and ranks inside the organization.

Results

The creation of a quality network..

A self-evaluation form-sheet with 9 criteria and 32 sub-criteria to identify areas for improvement

A guide for the self-evaluation form-sheet.

A questionnaire for the members of the pilot test.

Finland – UNIVERSITY OF TURKU

The EQUAL case in Turku was an **evaluation project of adult education**. It formed a part of the University's evaluation with the theme 'external impact'. The project was carried out following the three stages of a peer audit: production of material, self-evaluation and an international evaluation. The management team of the Centre for Extension Studies acted as a project group.

The *material* included statistical analyses, annual and other reports as well as descriptions of the activities. The self-audit material by the faculties and the feedback from external parties were gathered by inquiries. The analyses of the future contexts were tackled in workshops about the strategic edges. An independent evaluator made a contribution from the viewpoint of lifelong learning.

The project covered teaching and learning as well as functions from management and funding to marketing, research and development. It did not make use of any quality model, but the structure and process were *tailored* to suit the needs of the University's strategic work. The evaluation criteria followed the concept 'external impact': networks, innovations, evaluation and future development.

The linkage of evaluation and strategic development supported the use of acquired experience. After the project the strategic plans for adult education were revised. Still, being a one-time project the evaluation did not construct a permanent structure for quality work. During the process the relevance of quality enhancement as a learning *environment* became evident.

France – UNIVERSITY OF FRANCHE-COMTE

The name of the project carried out by the University of Franche-Comté in collaboration with the University of Bourgogne is "**Accreditation of Prior Experiential Learning (APEL) – Quality Procedure**".

This project,

- aims to develop a more reliable access to adults wishing to resume studies in higher education,
- should allow adults to obtain national degrees by exempting them from qualifying degrees necessary to register for this course, that is, certain degree examinations corresponding to their professional skill (APEL)
- aims to implement a quality procedure on the process of validation of skill within the Universities of Franche-Comté and Bourgogne.

Results :

Testing of the experimental dossier (few adults from several UFR and from Continuing Education) and orientation to dossiers.

Survey among different 'LTR having experience in validation of professional skills. (modalities, composition and dates of examiners, etc.)

A "preliminary version " with associated procedures can be considered.

United Kingdom – CITY UNIVERSITY LONDON

An evaluation of the quality assurance systems in the DCE and in CU as a whole and the quality of teaching and learning in the DCE as a preparation for a review of both by national agencies.

Quality arrangements in the DCE are in continuous use and subject to continuous modification. A general review was prompted at this particular time primarily by the national requirements. Firstly, DCE will be included in the university-wide '*Continuation Audit*' of quality assurance systems for the whole institution, which is scheduled to take place in 2000-2001. Secondly, as an academic department within the 'Education' field, it was also scheduled to be part of a national Subject/Programme Review (S/PR) looking the quality of teaching in this subject area.

CU has a central Academic Audit Committee (AAC) which is responsible for developing and managing the internal systems of the university and preparing for the CA and S/PR. It has established a Quality Support Unit to assist departments and employed an external consultant to lead seminars and workshops for staff.

It perform :

- Internal audit - questionnaire and interview with Head of Department and feedback
- Mock reviews – internal (among department staff) and external (with a consultant)
Departmental self-assessment document, following a framework set down by the University, including evidence that stated procedures are in place and are effective.

Portugal - UNIVERSITY OF PORTO

Analysis of four experiences of Continuing Education at the University of Porto - The Quality Indicators Found

Co-ordinated by the University of Porto's (UP) Central Services, this case study is focused on four diverse Continuing Education (CE) programmes developed within four different Faculties of UP. The analysis, in each of them, of the different phases of the CE process, enables us to have a clear understanding of different management and organisation methods, which reflect the rationale for the diversity of the CE offer in relation to different target groups. The purpose is to understand how it works, what its goals are, and how its outcomes are assessed. Through this process we hope to be able to get data to conduct comparative studies and find some common indicators of "good practice", that will define the guidelines for a handbook to be used by all CE staff in the University of Porto. This is also an opportunity for the people involved in this case study to create the necessary synergies for development quality approaches applied to University CE.

Switzerland – UNIVERSITY OF GENEVA.

The quality project of Geneva University is divided in two parts:

A) Development and improvement of services provided by the Continuing Education Unit to the University and to the City

- a) **Long-term aim** : To reinforce the service-oriented role of the University for the region
- b) **Goal** : To increase the quality of the UCE programmes :
 - for a better satisfaction of all users (participants, lecturers, employers, presidency, CE Unit, etc.)
 - for greater consistency in UCE practice within University
 - for an internal and external recognition of UCE
- c) **Objectives** :
 - to write and to implement a "Quality Guide"
 - to build integrated management tools (data base)
 - to open a new programme on "Management of CE"
 - to integrate ECTS credits and accreditation of prior experiential learning (APEL) through UCE

B) Academic integration of UCE and restructuring of UCE Unit as well as the official boards for UCE

- a) Long-term aim : To promote the institutional development of UCE and Adult Education
 - b) Goal : To evolve from a back-up service to a service with an academic development mission
 - for better links between pre-graduate, post-graduate programmes and UCE
 - to favour the development of new training programmes specially designed for adults (back to University on 'the second chance')
- To do research into a topic of current interest.

- c) Objectives :
 - o assess the impact of UCE over the last 10 years
 - to write a full reflective and prospective report
 - to set up a new academic structure

Switzerland - UNIVERSITY OF LAUSANNE .

Drafting, dissemination and application of a "Quality Charter" for continuing education

Finality : To reinforce the university's role in providing a service to the region

- **Aim :** To improve the value of training systems for the greater satisfaction of all 'stakeholders' (participants, staff, employers, education authorities, Continuing Education Department, etc.)

- **Objectives :** Drafting dissemination and implementation of a Quality Charter

The Continuing Education Department has opted to create a specific model for the "Quality Charter" in order to have a document at our disposal which is completely adapted to our own situation.

The actors involved in the Quality Project are :

- The staff of the Continuing Education Department
- The Continuing Education Council (consisting of a vice-rector, two teachers and three members from outside UNIL)
- A few external quality specialists
- Continuing education officials from other universities
- Course leaders and teachers
- Course participants

In search Project Equal of quality



Part 2

THOUGHTS ON THE QUESTION OF QUALITY

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2.0. Introduction.

In all walks of life and in every part of the world today, the notion of quality looms large, embracing every economic sector: for profit or not-for-profit, public or private, commercial or social. Everyone seeks to find a system guaranteeing continuous improvement for their particular activity (product, service, product and service combined, etc.) or their organisation.

How could universities themselves remain immune to such considerations for is it not one of their missions to prepare students for the human and technical changes sweeping through our society? The question is particularly acute in the continuing education sector of university life.

In an environment whose paradigms are constantly changing, what is meant by quality in continuing education and indeed what might constitute the best form of training?

These are issues of fundamental importance for all university managers who take a critical interest in their profession, and in particular for those involved in university adult education.

However, the introduction of the notion of quality in a university environment is frequently greeted with great scepticism if not downright hostility springing at least in part from socio-economic character of the institution itself.

Launching a quality procedure means running a project

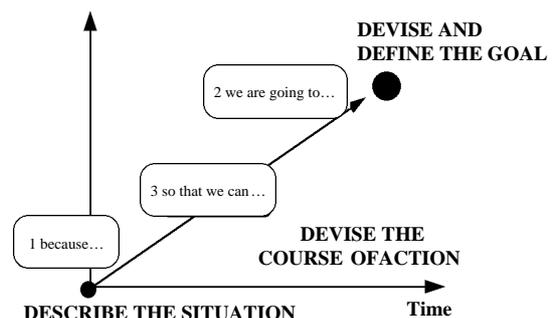
Conducting a quality procedure within a higher education establishment is in itself an act calling for determination, means and methods. One of the major difficulties lies in the need to generalise and perpetuate work which in most cases is accomplished by a team of pioneers.

If it is to succeed, the procedure must certainly include appropriate and adaptable teaching methods. For, whether the quality procedure is a spontaneous initiative or inspired by the statutory authorities, it is best seen as a project to be steered through to completion.

The successful completion of a project means giving concrete expression to a possible future situation or development which different entities/organisations/individuals want to – or have to – attain, in terms which may be more or less quantified

In operational terms, therefore, a project is a series of actions to be carried out within a particular period in order to satisfy a defined objective and within the framework of a specified mission.

This involves defining of the initial situation and desired outcome so that an action plan can be drawn up.



The difficulties lying in the way of a quality project within university continuing education may be found at different levels :

- 1. In defining the general objectives and aims of the quality project*
- 2. In defining the timescale and structural organisation of the project and in project management*
- 3. In allowing for the organisational culture of the university*

Above all it is essential to :

1. ensure that the project is meaningful to all those taking part
2. make the action plan explicitly clear for all the participants, which in turn implies a clear vision of each person's role and of the overall management of the quality project.

This part of the document aims to act as a guide and support for those involved in university continuing education who are embarking (or have embarked on) a quality improvement process, whether of their own accord or in response to pressure from above. The purpose is to indicate lines of approach which may prove useful in answering such simple initial questions as :

- how can one grasp the essence of the term "quality" ?*
- in what respect are these concepts useful and applicable in the fields of university continuing education ?*
- what are the methods and what are the constraints ?*



2.1. Defining the general aims and objectives

The purpose is to define the objective to be attained – the target – and to show how this objective fits into the general policy of the university establishment.

It is not always an easy matter to get across the idea of a "target" in the context of quality in university education.

In the field of education in general, and particularly in higher education where specialist expertise is highly valued, the term 'quality' is widely used. What teacher (even more than those in other professions) does not pride him- or herself on the quality of their teaching? However the contribution of the teacher is not the only factor in the outcome of a course. The concept of quality in university continuing education is not superficial and requires consideration by the institution as a whole, before the project is undertaken.

Giving meaning to the quality project - a few guidelines

Being clear about what is meant by the concept of quality in university continuing education

This means recording and taking full account of the different "visions" of the various actors within the establishment.

In this connection, the normative definition of quality provided by the International Standards Organisation (ISO) may prove useful, even though it was not drawn up with the university environment in mind.

It is important to retain a sense of perspective and to view the project in the light of :

- the specific features of the continuing education sector in the university
- changes over time in expectations of the various participants
- the concept of non-quality, in order to get a clearer idea of the general objectives and aims of the university.

Knowing what is meant by quality is of course essential, but the most important thing is knowing what to do.

Choosing quality procedure ?

- is there an overall rationale for what you are doing ?
- what levels of steering/supervision are required ?
- what types of management action are needed ? (controlling, improving, instilling confidence)
- what are the possible ways of introducing a quality procedure ?

The following pages are intended to provide keys to answering these questions.

2.1.1. Defining the concept of "quality"

■ Quality : a multi-dimensional concept

One of the reasons why the concept of quality is not always easy to grasp and constantly gives rise to misunderstanding is the fact it is used in different ways by different people.

If you have any doubts on this score you only have to ask your university colleagues :

"What do you understand by the term quality"

(you might even ask the sociology department to conduct a survey)

In all probability you will get a whole series of viewpoints or "visions", for example :

- "UNCOMPROMISING VISION": a striving towards what is better, towards excellence (which presupposes that one knows what excellence is, hence the possibility of an elitist attitude). A product or work will be described as possessing "quality" when it stands out from the average and when particular care is supposed to have been lavished on it. This is perhaps the most commonly accepted view.
- "CRAFTSMAN'S VISION": the application of a certain professionalism – "good workmanship" (conforming to the rules of the 'trade' and professional conscience).
- "ORGANISATIONAL-TECHNICAL VISION": well-organised work with adequate means and equipment.
- "NORMATIVE VISION": work well executed, conforming to a standard or benchmark; fulfilling a contract.
- "CONSENSUAL VISION": work which is well appreciated, appropriate to the client.
- "STRATEGIC VISION": competitive work and results, consistent with the development of the organisation (a view often adopted by those with administrative responsibility in the university).

Behind these different, overlapping visions lies the implication that one is capable of defining characteristics, indicators and a scale of judgement for each of these dimensions.

For those responsible for quality matters in the industrial and commercial sectors, it is common practice to refer to the quality definitions adopted by the International Standards Association (ISO), particularly with respect to the word "quality" itself.



■ How can the normative definition help in defining quality in university continuing education?

THE WORD "QUALITY" : a possible definition based on the standard

All the *characteristics* which invest an *entity* with the ability to *satisfy explicit and implicit requirements*. (ISO 8402 – 1994)

This definition, devised by international standardisation organisations is sufficiently "open" to accommodate different fields of application. It prompts three questions :

- how do you define the **entity** ?
- whose **needs** and expectations are to be satisfied ? This determines the need to **analyse the environment of the entity** concerned
- **what characteristics** are to be taken into account?

In the context of university continuing education

"entity" may refer to :

- the offer of service : a training system or part of a training system: reception and induction of students returning to study at university, careers guidance, face-to-face teaching and learning and so on.

In this context, the quality of the service offered will be considered as a **process**.

- the organisation, i.e. the university continuing education structure (department, service, unit, etc.) In this connection the quality of the organisation will be assessed in terms of a **service providing organisation**.

The current thinking in higher education tends towards a medium-term objective: the overall control of processes (teaching, research, development, management, administration, etc.). We shall therefore adopt the process approach (to be defined below) when we speak of quality in a training context. The organisation is merely an organisational and technical support, considered as a "means".

Explicit or implicit needs : **whose needs ?**

There is a need to define the environment of the entity concerned and in particular the users - the "client system". In university continuing education we are confronted with several different types of "client", for example :

- clients as purchasers : public purchasers who finance the training providers, companies or the adults themselves – they do not all purchase the same thing
- clients as users : those who attend the courses, i.e. adults returning to learning who may or may not have paid for the course.

These clients have different requirements and therefore need to be differentiated.

Characteristics :

The characteristics clearly depend on the entity under consideration and its environment. They may be of a technical nature, concern human, material or informational resources, involve the project management system, the attitude of the contact personnel, institutional image and so on. Indicators and an assessment scale will need to be defined for each of these characteristics, taking into account the needs of the "client system". These needs are not the same and will change with the passage of time.

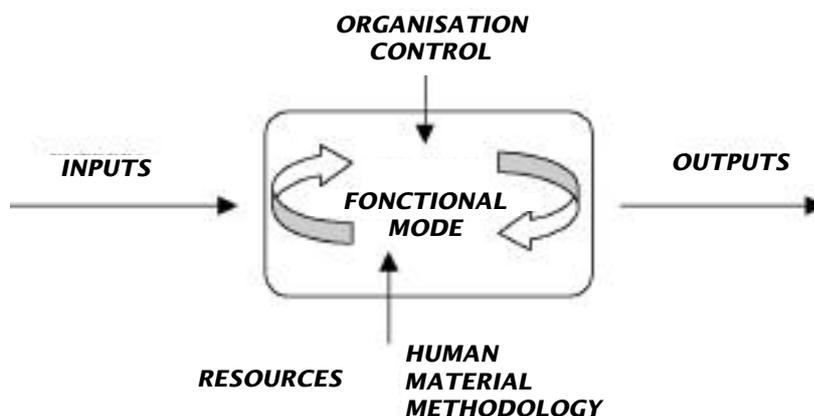
Enough has already been said to us to measure the difficulties confronting any attempt to set up a "metrology (measuring system) of quality in continuing education" which must allow for such dimensions as human value within continuing education, the internal culture of a particular university (statutes, customs, taboos, etc.), as well as organisation, methods and material resources, which are the simplest elements to analyse.

■ It is essential to make allowance for the specific features of education and training, because :

- *Continuing education is a process*
- *Continuing education is a service in which the learner shares in producing the outcome of his own training...*
- *The education process (as a whole) depends on a "client system" in which expectations are not always uniform and may also change over time.*

Education is a process, but... **what is a process ?**

A set of means through which input elements are transformed into output elements.
(ISO 8402)



This definition gives us a way of describing a process or sub-process with simple questions like :
 What are the expected outputs ?
 Who does what and with what (resources), how (methodology and mode of functioning) ?
 What do we require to operate (inputs) ?

This is a concept that can be applied both at the macro and micro level : a process can be broken down into as many sub-processes as are suitable for the purpose of analysis.
 We may, for example, focus on the sub-process covering the reception and induction of students resuming studies at university ; on one involving teaching methods and so on.



It is also essential in a quality project to bring together the learner's (participant's) viewpoint and the provider's viewpoint (es)

When an adult wishes to return to learning in higher education, there are certain expectations, such as access to information about the courses offered, reception and induction by the appropriate services within the university; information about selection processes, and the possibility of progression appropriate to the student's own attainments.

To fulfil these expectations the institution makes provision which involves staff in a variety of different roles.

The expectations of the adult student are reformulated in terms of the process by which provision is set up, so that they can be undertaken by the different categories such as teaching and administrative and technical staff, for example.

[N.B. Adults taking part in a course of continuing education are usually called "stagiaires" in French rather than "étudiants". In English there is no exactly equivalent distinction, and all in higher education are generally called students, except those on very short courses of a day or two.]

- make access to information possible for the student
- welcome the potential student
- select candidates
- admission contract with trainee
- creation a permanent record allowing trainee monitoring for administrative purposes (requirements differ in different countries)
- adapt progression to the different attainments of the trainees
- launch the training programme
 - induction session
 - introduction of the teaching team
- carry out the training sessions in the proper order
- assess the trainees and validate their knowledge and skills (APEL)
 - formative evaluation
 - summative evaluation (by subject matter and by site (on- or off-campus))
- end-of-course assessments (by a panel)
- final evaluation of the course itself
 - student placements
 - student feedback at work after six months
 - assessment of how far expectations have been fulfilled and changes needed to future courses

The internal organisational processes are not necessarily of concern of the student except insofar as it has a direct bearing on his/her training. For example, the question of document management will only be of interest to the trainee when he/she wants a certificate of participation in certain individual modules of the training.

Thus the quality of a training process depends not only on the training sequences themselves but also on all the actions described above.

We may illustrate this concept by the following diagram :



Education is a service

The term "service" has multiple meanings and is capable of various definitions which can be agreed to a greater or lesser extent. For example :

"Results generated by interfacing supplier and client, and by in-house activity of the supplier to respond to the clients' needs". ISO 8402 / 1994

"All the services that the client expects over and above the product and basic service". J.HOROVITZ. Service quality

A set of functions provided for the satisfaction of a series of expectations.

The concept of "service in education", in the context of adults coming to study at university, must take on board two principal components:

- the notion of a training project for an individual which can be adapted to suit them.
- the notion of a package (for the implementation of the project) incorporating not only the teaching itself but also all the associated services – from training needs analysis right down to the post-training evaluation.

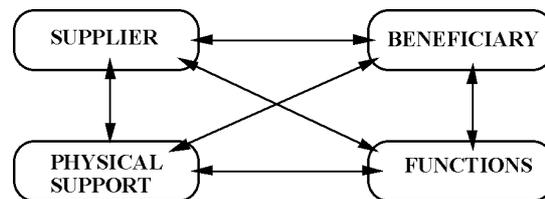
Each phase of service production connects a beneficiary (the adult resuming his/her studies) to a service provider, (represented by an administrator during the initial reception phase, the teacher during the teaching sessions,) which is required to carry out certain functions by making use, when appropriate, of material resources.

This adult who is returning to learning must not be considered as simply a consumer of a training service; as a learner, he/she is also an **active participant in his/her training plan** and can **'own' her/his training programme.**



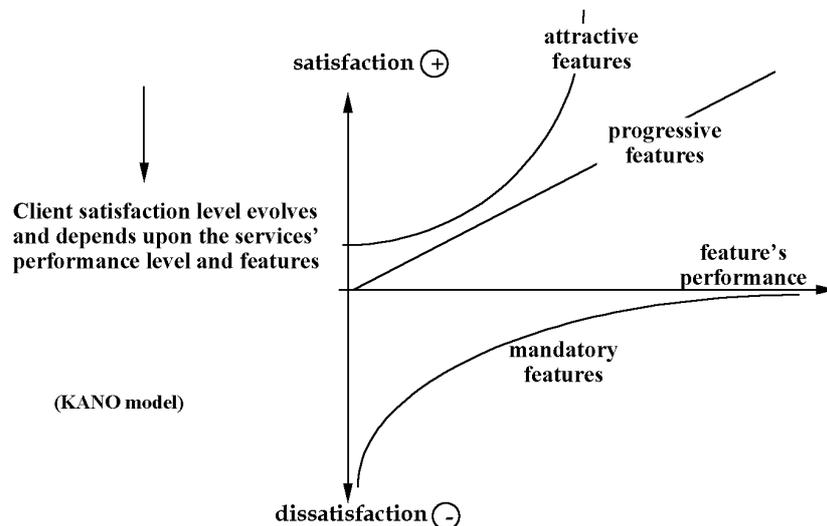
Service production is evaluated by the beneficiary, i.e. the adult resuming his/her studies, with reference to the relations between the service components at all stages of the process :

- how the service provider controls the functions to be fulfilled, the material resources used, relationships and communication with the beneficiary
- how the beneficiary feels about his shared role in the different functions, material resources used, his relationship and communications with the service provider, the adequacy of the resources provided to the necessary functions.



- A difficulty not to be overlooked : dealing with changing expectations

In order to increase client satisfaction training providers often attract clients by innovative features. But an attractive feature is very quickly judged by its performance at a particular time and becomes known as good practice (a 'progressive feature'). Then, because of changes in attitudes and in the opportunities offered by the external environment, it is transformed into a "mandatory" feature. At that point, the performance becomes "normal" and does not give any special satisfaction. On the other hand, if the feature is not provided, the performance gives rise to great dissatisfaction.



This point is illustrated by the reaction to a combined computer material/tutorial system. When the system was first introduced by a handful of pioneering universities a few years ago it was perceived as an attractive feature by the beneficiaries, i.e. adults resuming their studies. Nowadays, it is considered to be an essential function. Effective material and tutors are also expected, and the mere existence of computer material is not enough to guarantee student satisfaction.

The reader might find it useful to consult books on the theory of market research.

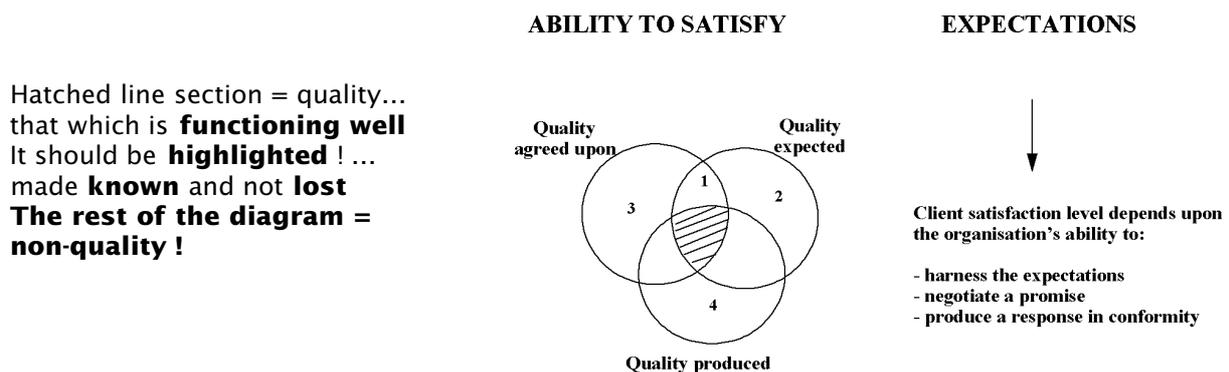
■ “Non-quality”

- Distinguishing "quality" from “non-quality”

The level of user satisfaction depends on the ability of university adult and continuing education :

- to arouse expectations (quality expected by users),
- to negotiate a contract (negotiated quality),
- to produce a matching level of performance (quality produced).

This may be represented by the following diagram :



Hatched line section = quality...
that which is **functioning well**
It should be **highlighted** ! ...
made **known** and not **lost**
The rest of the diagram = non-quality !

...This gives us a way of analysing the learning process

How ?

Take a training process (or part of a training process) as an example and draw up a list of actions and results, that is :

- list the actions carried out,
- for each action and associated result, ask yourself the following questions : what is expected ? negotiated ? accomplished or produced ?
- plot position on the diagram

What should be done with the information collected ?

- begin with the work situated in 1 – this is the most vital
- for 2 see what the competition is doing; it is an expectation we cannot meet (therefore we do not negotiate it). It doesn't matter if the competition is doing no better, but if this is not the case
- with regard to 3 pay attention to the way in which contracts are negotiated
- for what happens in 4 look at the costs
- for other two sections see if it is possible to integrate them in the quality process



■ What is the purpose of quality management?

The aim of the quality procedure

The aim is to contribute as effectively as possible to the university's continuing education policy through the satisfaction of those using its services.

One difficulty has already been mentioned: identifying and taking into account all the users of your provision.

For example, take a training institute dealing with a client "system" throughout the training process - from analysing the needs down to the post training final evaluation. The expectations of the different clients take many forms and keep varying during the process.

It is therefore necessary to establish a list of priorities, to make choices. The definition of a quality strategy and policy can prove useful here.

Quality policy

The general policy and objectives of an organisation with regard to quality, as they are formally stated at the highest level of management. (ISO 8402 – 1994)

In the case of university continuing education, the person concerned is the university vice-chancellor, Rector or President.

Basic information necessary to develop a quality control policy :

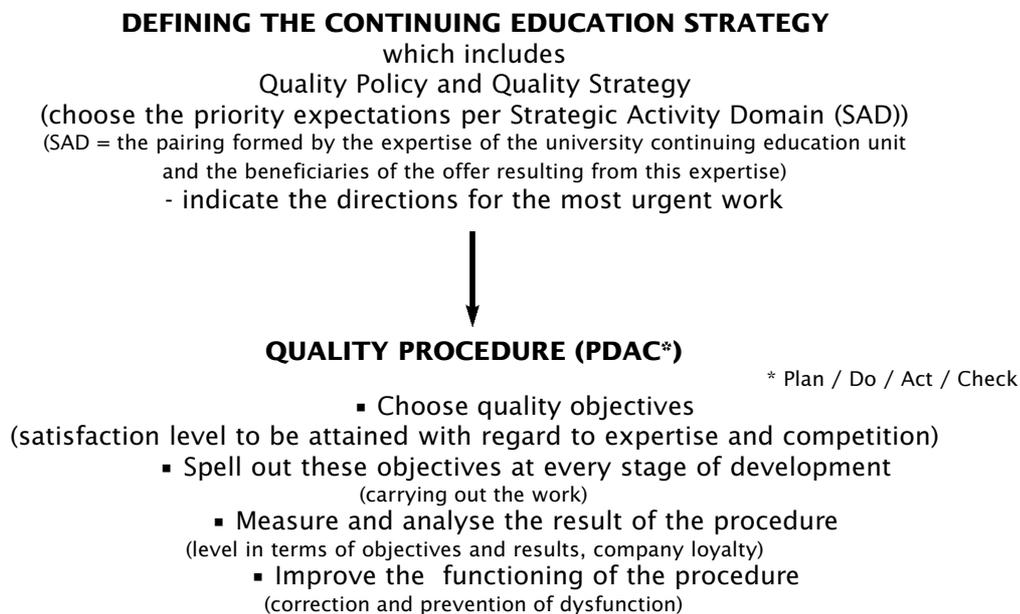
- Know how the institute wants to position itself in the future in its socio-economic environment
- Know the needs and expectation of its clients
- Know its area of "expertise"
- Know the market requirements and expectations in relation to the quality process (need for "proof" such as accreditation, certification, etc.)

Know the "quality" impact of competition (private training institutes, etc.)

2.1.2 CHOOSING A QUALITY PROCEDURE for university continuing education

A possible definition of the term "procedure" might be "method of moving towards". Thus the quality procedure aims to render the three circles of our diagram (see above) concentric, so that what is expected = what is negotiated = what is accomplished.

■ General logic of the procedure



This procedure needs to be managed.

■ Three levels of control.

- overall level : university continuing education
(quality strategy and policy is defined by the senior university management team: rector or vice-chancellor and their deputies, senior continuing education and administrative staff)
- within each part of the university involved in continuing education
(the department and/or programme managers are responsible for determining the quality objectives within training programmes and for defining acceptable risks)
- at the level of individual courses
(participants in the different programmes : must be aware of the need to respect the agreed objectives – work with the guidance system – evaluate – correct + keep records)



■ **Three types of activity, nine functions to carry out**

- Take charge, master,
- Improve,
- Inspire confidence,

Each of these activities affects the “client system”, the management of risks and the improvement of unsatisfactory elements.

This procedure may be illustrated in diagram from by the following table which summarises the 9 principal functions of the quality procedure :

	CUSTOMER SATISFACTION	MANAGING RISKS OF NON-CONFORMITY	HANDLING MALFUNCTIONING
MASTER as part of the action	① Listening Adaptation	② Conforming to standards	③ Remove the effect
IMPROVE outside the action	④ Improve the level of service provided	⑤ Forecast and reduce the risks	⑥ Improve responsiveness
INSPIRE CONFIDENCE independently of the action (to prove if necessary)	⑦ Results obtained	⑧ Processes used	⑨ System in place

Quality (of services)

Security (of means)

Responsiveness (of the system)

Box 1 - Keeping on top of the satisfaction levels of clients

Targets for client satisfaction levels need to be included in the outcomes predicted at the outset of the training programme, and monitored during and at the end of the course.

Box 2 - Keeping on top of the risks involved in the process

Any increase in the risks of failing to attain the standard must be avoided, or put right as soon as possible during the course of a programme in any part of the system. How ? Through feedback, the manager of any process within the training provision – has ways of checking on the process (from the initial assessment of needs to the final evaluation) - and should be able to estimate the risks of under-performance in relation to the expectations negotiated or declared.

Box 3 - Keeping on top of the response to malfunctions

Even when precautions have been taken in advance and a monitoring system is in place as part of the management of the project, malfunctions will occur. They must be corrected as quickly as possible while the programme is running. The speed of the reaction must be mastered just as much as ensuring client satisfaction and minimising risks.

Box 4 - Enhancing client satisfaction

It is necessary to keep abreast of the expectations of the market, the response to them of the competition, and the increase in knowledge and skills with the training organisation. This means regularly raising the level of satisfaction of the clients (internal or external) generated by its provision, so that quality remains a major factor in directing its policy

Box 5 - Reduce the risks of failing to attain the standard

There is a need for a permanent search for ways of reducing the risks of deviation from the planned processes as they are put into action, or of failing to attain the standard, which will take into account the complex nature of provision, the competition, and the demands of clients (contractors or users). Where? Within every part of the training organisation When? Before the process of setting up the programme begins, by acting on the procedures which generate the process and relying on feedback.

Box 6 - Better responses to malfunctions

There must be a continual effort to improve the speed and appropriateness of the response when a malfunction occurs during the course of the setting up provision. How? Among other things, by relying on past experience of corrective action.

Boxes - 7, 8 and 9 Giving confidence

Confidence must be instilled in the idea of the control and continuous improvement of: satisfaction throughout the 'client system'; management of the risks involved in the process and the capacity to deal with malfunctions.

It must be proved to clients that :

- The organisation is capable of reaching and systematically enhancing the levels of satisfaction agreed upon. How ? By describing the arrangements for controlling and enhancing the negotiated satisfaction levels and recording the factual aspects which have been recognised by clients and which demonstrate the correct and systematic implementation of this mechanism.
 - The procedures put in place within the organisation will retain the capacity to ensure the desired levels of satisfaction over the long term. How ? Prove to the client, by means of facts that they can recognise, that the organisation is capable of maintaining the reliability of its procedures involved in the construction of its training programmes over the long term.
 - The system for dealing with malfunctions is reliable
 - There is a constant effort to enhance the performance of the system
- Clients wish to be disturbed as little as possible by problems emanating from the programmes offered by their contractors.



Taken as a whole, this function corresponds to the definition of **quality assurance** given by ISO Standard 8402 – 94:

A set of pre-established actions and systems implemented in the context of the quality process, and established as prerequisite, to give the necessary confidence that an entity meets quality requirements.

This approach gives rise to a constraint for university continuing education : **the need ensure reliability in the quality of the processes making up the adult continuing education system at the university.**

This reliability

- concerns all functions of the training process which have a bearing on the final outcome.

from the analysis of requirements right through to post-training evaluation.

- Necessitates a lateral consolidation by means of a "quality function".

In every profession participating in the process, the experts will naturally be responsible for quality control.

(i.e. that there are pre-established and systematic measures taken).

It is necessary that all arrangements be in place to ensure quality.

This has to be done for every function, every participant organisation and for all the relationships between them.

In other words, every process that contributes to the final services should be controlled taking them as links in the chain and the linking itself is to be controlled too. Once again, the process approach is clearly the one to adopt.

■ CHOOSING “TOOLS” TO INSPIRE CONFIDENCE

University continuing education and more generally universities themselves have at their disposal several means for gaining the confidence of the outside world and of providing proof to their clients-partners of their concern for training quality. They may choose from a range of tools adapted to their policy:

- Signing a charter

- Obtaining ‘kitemarks’

- Qualification

- Ratification, authorisation

- Conformity to standards and norms

- Certification for ISO 9000 standards (9001 generally, or 9002 for specific cases)

- Other reference frameworks

For example, prizes awarded by the European Federation for Quality Management (EFQM), etc.

A few remarks on these tools

Standardisation, certification, accreditation, and other validation procedures are now a common feature in all sectors of economic activity. They reflect a variety of objectives and designs and generally include two aspects :

- First aspect : indicating the contents

In a complex market in which information and fast reaction are of crucial importance, players seek guarantees allowing them to make effective decisions with ever-increasing speed. A supplier who meets the established standards is in a position to guarantee his client a minimum quality and the respect of rules which have been clearly defined by both parties. In other words, this facet focuses on the contents: the potential client thinks of his partner in terms of quality level (as sanctioned by an accreditation, validation or the like) and insists upon this minimum standard before agreeing to deal with him.

- Second aspect : the process itself

The approach is widely used in so-called "total quality" operations and concentrates on objectives. It focuses on how far the means used are geared to meeting these objectives and how the results observed are used to improve operations. Particular attention is paid to measurement and feedback systems.

In increasingly open and heterogeneous continuing education markets, standardisation and accreditation schemes help to clarify matters and are becoming a key competitive element affecting the whole process from producer organisation to end-user.

A quality assurance procedure includes two other elements which cannot be separated from the criteria and standards :

- first element: both evaluators and training organisations must observe both the letter and the spirit of these criteria and standards.
- second element: the crucial role paid by the evaluating organisation which must create and implement the procedures, and which may consist of standardisation experts and/or peers.

The use of standards inevitably leads on to a question: what are the characteristics of the ideal model to which they refer and is there not a danger of the organisations evaluated becoming too "standardised"?

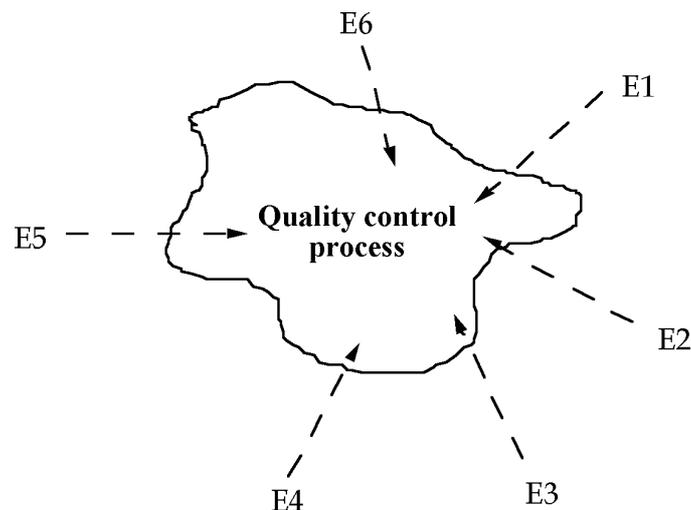
This question is all the more pertinent in view of the fact that certain standards used such as ISO 9001, were explicitly designed to function in the manufacturing or service sector of a market economy.

A brief description of the various standards together with bibliographical details for those seeking further information will be found in the annexe 5.2.



■ Different ways of approaching a quality procedure

The principles underlying the procedure set out on page 11 add up to an “ideal vision”. In practice, different “outputs” – reflecting the culture of university continuing education and taking account of various statutes, taboos and visions of quality, etc. – may be envisaged.



E₁ > tracking down elements of “chronic dysfunction” affecting services associated with the training process (corrective and curative actions)

E₂ > reduction in procedural variation ensuring the “execution” of the training process (corrective and curative actions)

E₃ > organisational reinforcement of the training institute’s quality control system

E₄ > client satisfaction improvement (work on the way the training “service” is used)

E₅ > setting up and using a quality indicator chart within the training institute

E₆ > choosing a quality policy and strategy within the training institute
(medium term strategic action)

A general observation: whichever of these points of entry (E₁, E₂ and so on) is chosen to start off with, at a certain stage of the work the other points of entry will be used as well.

At the beginning of the 1990s, there was a radical change in quality assurance procedure, marked by the shift to a “total quality” type of procedure centred on missions and processes. The result has been a radical move away from an evaluation system built around conformity with a few rules (little more than reminders of basic professional principles) towards an examination of an institution’s internal cohesion. In this new scheme of things, the conception, implementation and updating of the mission assume critical importance.

2.1.3 Areas of constraint

Many organisations have a quality control department or at least a quality control officer order to monitor the use of the quality procedure.

The principal missions of this department are specified below:

- Follow up all quality control measures of all departments internally (support service)
- Take responsibility for managing “inter departmental” improvement actions
- Take the measurements associated with quality control (one cannot be both judge and jury):
 - . effectiveness of the quality control process
 - . quality conformity of services
 - . quality of practice of services
 - . return on investment
- Devise different performance indicators
- Ensure the liaison between “client” and “supplier” quality control services
- Provide continuous proof of the organisation’s ability to meet systematically quality levels promised for all its services

It is also necessary to create an organised “quality” documentation system.

Quality manual

A public document stating the organisation’s commitment to implementing a continuous improvement process: presents the quality control policy, describes objectives of quality control and means by which they are to be obtained (human and material resources, organisational structure, information).

Procedures (or organisational procedures)

A confidential document describing the organisational structure and know-how of the company.
Must be able to answer the question :
Who does what ? Where ? When ?

Instructions (or operational procedures – operating mode)

A confidential document describing the organisation’s technical expertise and associated quality control process.
Must be able to answer the question : How ?

Records Written proof of application of procedures and instructions within the organisation.

In most cases this kind of documentation exists in university continuing education organisations but not always in an explicitly coherent form.



2.2 Organising the quality project

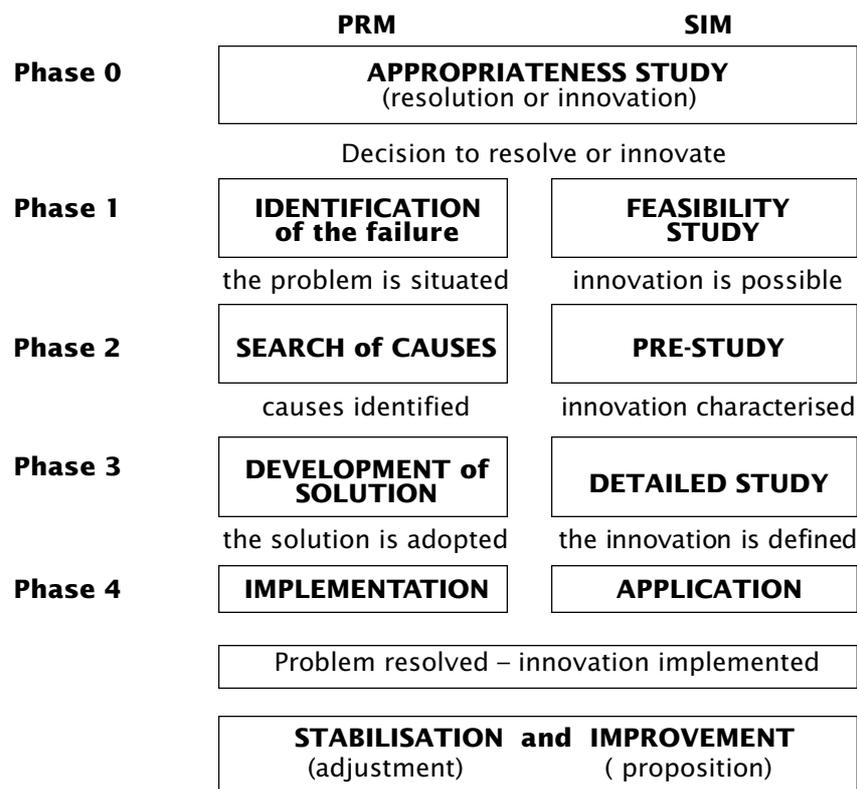
As with any project, organisation in both its temporal and its structural sense is involved. Here we shall confine ourselves to drawing attention to the features specifically linked to a quality project.

Making clear to all participants how it works

The conduct of a quality project often calls for a methodology which may be set out in diagram form using one of the two lines of reasoning, depending on the objective to be attained:

1. Problem Resolution Method (PRM – re-establishing a wholly or partially defective function)
2. Service Innovation Method (SIM – designing a new function)

It is important that all those involved in the project should have a clear understanding of the various phases and the timescale.



Care must be taken to explain each phase and in particular to provide answers to the questions : Who does what ? how ? and when ?

A “guide to running a quality project” may be drawn up in order to ensure the continued smooth running of the project.

■ Managing the project and the associated communications

It emerges from a study of all the projects that the university senior management (in the broad sense) is the “driving force” behind the procedure : rector or vice-chancellor and their deputies, senior continuing education and administrative staff.

In launching a quality procedure, the technical, hierarchical and personnel responsibility of the senior management of the university is laid on the line.

Constraints

The university management must be trained in the concept and management of quality if it is to understand and lead the procedure, and to set an example.

In terms of management, a quality procedure is more of a philosophy to guide the work and its participants than an add-on set of rigid models.

In more practical terms this can be undertaken in the form of a seminar for the senior management of the University. In the recommendations section in Part 3, a checklist of questions may be found for those wishing to embark on a quality procedure which must be answered before the project is undertaken.

Consideration must also be given to “quality communication” to support a quality procedure

Each communication exercise must reflect the state of progress of the procedure, and deal with :

- * launching the procedure : building up quality – spreading awareness of the issues at stake – making people want to get involved.
- * bringing the process alive : improving quality – facilitating action – promoting results
- * ensuring the continuity of the procedure: guaranteeing quality – maintaining enthusiasm – retaining rigour.

Remember to answer these questions :

- How can regular communications be maintained on the project ?
- How often should meetings be held ?

It is often a good idea to set up a steering and monitoring organisation for the quality project.

Possible composition of steering committee

Vice-chancellor, Rector, Principal

Heads of department (most closely concerned with the quality project)

A few external figures (board members or funders involved with the quality project)

The university quality manager if such a person exists. He/she need not be a member of the university – perhaps a specialist in “service quality” with a deep knowledge of the culture and working practices of universities.



Possible missions of a “quality” steering committee

Proposing strategic directions for quality development within the university to the senior management.

Agreeing on the types of action to be undertaken in order to carry out the quality procedure proposed by the university management.

Proposing the necessary resources for implementing the quality procedure to the university management.

Supervising the carrying out of the quality objectives defined by the university management.

Commenting on the results of the efficacy assessment of the quality procedure.

Taking charge of management and internal communications for the development of quality within the university (choice and control of resources, means and frequency of communication).

Involving the various “hierarchical” participants within the university, particularly those in the coordination groups of faculties and so on.

If appropriate, coordination groups may be set up for each university component (faculty, department and so on). These groups should be coordinated by the university quality manager.

2.3 CONCLUSIONS

Setting up a quality procedure project involves certain practical difficulties and requires project management which allows for the culture of higher education institutions. The procedure is both collective and lengthy but acts as a spur to internal changes.

A collective, lengthy procedure

Whereas an institution's compliance with precise standards can be easily and quickly checked, the evaluation of internal cohesion, the relevance of missions, and the validity of means and results presupposes an understanding of often highly value-charged aspects. This is a challenge which can only be met with the passage of time and the acquisition of special skills

The lengthy and collective aspect of the procedure is thus an important dimension in the implementation of a quality initiative.

- a lengthy procedure

It is lengthy because in most cases several months (often between 15–24) will have elapsed between the launch of the procedure and the validation issued by the auditing team: this provides time for going into detail and confronting fundamental problems.

- a collective procedure

It is collective in the sense that it implies the existence of considerable and complementary resources for limiting the effects of “amicable arrangements” and for ensuring that judgement criteria are objective.

The impact of the process : a spur to internal changes

▪ A project which is both internal and external

Given the competition existing between institutions in many sectors, all “quality labels” are an important element in a public relations policy. Indeed, the expected external ‘bonus’ is a motivating factor for all internal participants.

Whatever the external effects, the procedure is primarily an internal project whose results hinge on the sharing of a common frame of reference and a commitment on the part of the different participants. The application of a quality procedure is far more than a simple operation of facts and figures; it is really a means for the overhaul of the entire workings of the university through the different interaction of the four key components of the institution, comprising four worlds with widely divergent frames of reference: the teaching staff, the students, the “business community” or outside market and the university management.

▪ Illustration of a procedure for change

The process governing a quality procedure (and more especially quality assurance) is also one of change: it involves confronting a profession with all its missions, strategies and functioning processes and obliging its practitioners to make them more coherent and efficient.



Instituting true change requires action on three levels.

- Managerial relationships

At this level, only a shared procedure involving the different components of the institution can guarantee effective collection of information and a real sense of engagement in the procedure and of what it can contribute.

- Rules and procedures

It is here that the quality procedure is at its most visible, defining standards which are to be seen more as guidelines than as a set of imposed benchmarks.

- Values and frames of reference

At this level, an accreditation procedure must be grounded in professional values – in the same way as a profession bases all its practices on values.

Any procedure which gives too much importance to any of these three levels (ignoring the repercussions on the others) is liable to run into serious difficulties.

In the long run, standard models, procedures for accreditation and certification and so on, only provide support for the participants in the drive towards constant improvement, by means of a system of quality management which is appropriate to the culture of each individual university.

This is why we can say that quality in university continuing education is a social construct, built by and with the participants in the process.



Part 3

**QUALITY ENHANCEMENT
IN UNIVERSITY
CONTINUING EDUCATION**

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3.0 INTRODUCTION

When we look at the experiences of the 'projects' undertaken in the various European universities involved, it seems possible to construct a typology of contexts and stages for such 'Quality' projects, specifically in relation to the preceding considerations. Several of these Quality projects, the outlines of which form the basis of this report, are not designed to obtain certification of a certain standard such as ISO. Others have experimented with standards and have amassed a great deal of experience which demonstrates both where the difficulties lie and which factors make for success. When everything is taken into account, several common factors are thrown up :

- The question of rationale or motivation : In what way do the local and national contexts encourage (or discourage) a Quality assessment in relation to the presence of adults in higher education? Where does the impetus come from? What is the role of statutory obligations? How is it done where there is no obligation? What is affected by the Quality project? What roles are involved?
- The formulation of objectives : how is the field of activity defined ? How should the scope be established ? Should the timescales for objectives be short- , medium- or long-term ? Who participates in the project ? How are the performance indicators to be established?
- Putting the methods into practice : What models are available ? How should the choice be made ? How are criteria and performance indicators organised ? How should a team be put together ? Where should it be placed, and how does it get going? What resources are required? How are goals modified in the light of available resources?
- The search for results : What methodologies are used for evaluation ? How can their relevance be judged in relation to Quality aims ? What strategies can be used to ensure that Quality management becomes a permanent feature ? How can the capacity to develop and change be built into the system?

Such are the many legitimate questions exercising anyone who is in a position to combine reflection on how adults learn in their university with an opportunity to develop a Quality project.

There is no single model in this field, but rather experiences which have evolved to a greater or lesser degree, and which have the merit of being extremely instructive.

The following section follows up these questions and in each case presents :

- The issues
- The questions to be asked
- Possible pitfalls and some recommendations

3.1 RATIONALE AND MOTIVATIONS

3.1.1 The Issues

National and local contexts

Quality projects vary according to the political/economic conditions obtaining in a given country or region, and the existing higher education systems. It is important to know the exact socio-economic and political context in which the university functions. It may be:

A context in which the State or region exercises strict control.

Illustration

London : In the United Kingdom the Quality Assurance Agency (QAA) has been set up by the government to carry out a periodic review of all universities. This may influence the allocation of finances to the institution by the national Funding Councils . City University is therefore obliged to participate in this process , and the first step is a self-evaluation. Within the national framework each faculty and the adult and continuing education department has its own specific motivations and concerns that sometimes coincide and sometimes are in tension with the national audit.

A context in which the university tends to be market-oriented.

Illustration

Barcelona : The development of the market as well as the constraints imposed by the national and regional (Catalan) governments oblige the university to set up very high quality systems. In these circumstances, the use of a quality procedure such as EQFM allows the fulfilment of internal goals as well as those aimed at enhancing the institution's external profile.

A context in which the academic world enjoys room for manoeuvre in its strategic choices.

Illustrations

Lausanne : The Swiss government has initiated a movement to develop continuing education in higher education over a period of ten years and priority has been given to integration into the academic mainstream, and to external recognition. The desire to make the role of the continuing education service clearer within the university, as well as to increase external visibility has led to a project involving the service and the other university elements active in continuing education. A quality charter has been drawn up.

Porto: The development of continuing education as a strategic choice of the University of Porto (UP).The aims include the study of other national contexts and Europe-wide experience, and the chance to contribute to a European model of quality in continuing education. This process will inform new practices which may have relevance for the university.

The institutional context also plays a determining role in the launching, monitoring and long-term establishment of a quality management project. For example, if a university is committed to a self-evaluation process, the continuing education quality project will probably be included in this process. But it could also happen that this project is spontaneously initiated by a service or department of continuing education without any official requirement for it.



The dynamics which trigger quality projects

The underlying dynamics fall into three broad categories, which may operate on their own, or be interlocking. They may be associated with :

- obligation : this is internal to the continuing education structure and the university, but external in that the compulsion comes from the organs of government.
- opportunity : arising from the development of projects and strategic objectives such as university aims or action plans as well as the availability of new methods and financial and staff resources.
- review : arising from observation of aspects of the environment, such as policy trends or competition, acknowledged dysfunctions, or the results of audits or enquiries.

Sometimes there is pressure of competition from other continuing education organisations outside the university. Quality management may also be seen as a marketing tool, or as a means of coordinating or harmonising practices within the university. It may also be an object for the continuing education service to become more visible within the university. It is clear from the experiences reported by the partners that quality management projects are very often set in motion by more than one of these triggers.

Illustrations

Turku : In Finland there has been a national obligation for all universities to undergo an evaluation process, but its aims and the choice of methods are the responsibility of individual universities. Turku chose to focus its evaluation on the usefulness and impact of the university on its surrounding region. Continuing Education in the university was placed under an obligation but seized it as an opportunity to develop a quality project.

Porto : Faced with a review of continuing education practices which were fragmented across the faculties, the Centre for Continuing Education proposed to produce a guide designed to harmonise approaches and seized on the opportunity afforded by EQUAL to develop a project which would include the aims of the guide.

Demand and contracts

In various circumstances a quality project may be set up which is not the result of an obligation or contract but which nevertheless seeks to address current public policy agendas. In other circumstances there is more or less obvious demand which guides those in charge of projects towards objectives requiring analysis relevant to a particular field of action, i.e. academic quality as it concerns the education and training of adults. Regulatory obligations often entail projects of the 'periodic review' type. On the other hand, client-oriented projects allow the development of processes which are capable of lasting over time. These two different approaches may nevertheless co-exist and interact over time.

3.1.2 Planning questions

- 3.1.2.1. What are the reasons prompting you to initiate a quality project ?
- 3.1.2.2. Are there "hidden" as well as official reasons ?
- 3.1.2.3. How much room for manoeuvre do you have in relation to the local and national context ?
- 3.1.2.4. Does motivation come more from internal or external sources ?
- 3.1.2.5. Is there a university policy for adult education ?
- 3.1.2.6. Who is the project initiator ?
- 3.1.2.7. Is this person or group also responsible for steering the project through to completion ?
- 3.1.2.8. Does the quality initiative fundamentally embody a response to an external audit or is it geared towards development ?
- 3.1.2.9. Does the national or local context work for or against the quality project ? In what way ?

3.1.3. Recommendations

- 3.1.3.1. Inform yourself accurately of the national situation, both current and likely future
- 3.1.3.2. Assess what freedom of action you have within this situation
- 3.1.3.3. Identify the internal and external pressures that give rise to your project
- 3.1.3.4. Get the higher authorities in your establishment involved from the beginning
- 3.1.3.5. Make sure of the co-operation of key personnel
- 3.1.3.6. Be aware of the potential for conflict and manipulation between the key participants

3.1.4. Evaluation questions

- 3.1.4.1. Did you thoroughly analyse the background to the project ?
- 3.1.4.2. Did you thoroughly analyse the environment in which it would take place ?
- 3.1.4.3. Did you entirely understand the risks entailed ?
- 3.1.4.4. Did you find any 'hidden' reasons at a late stage, over and above the official ones ?
- 3.1.4.5. Did you find enough room to manoeuvre within the political and institutional framework ?
- 3.1.4.6. Did the rationale for the project come mainly from within the institution or from outside ?
- 3.1.4.7. Do you feel the way the project was set up was consistent with its background and aims ?
- 3.1.4.8. Have you identified the dynamics which set the project in motion ?



3.2. OBJECTIVES

3.2.1 The issues

A project entails setting up structures and activities in co-operation with other projects for the attainment of a goal that may be either a general aim or a long-term objective. Each project will have its own operational objectives. Furthermore a quality project will be talked about when the idea of improving the service offered to a client is its main aim.

Illustrations

Besançon : The University's principal aim is to make it easier for adult returners, in tandem with marketing directed towards the general public, and so to increase the number of entrants using APEL. The operational objective is to give teaching and administrative staff tools that make it easier to implement APEL so as to increase confidence in this innovative concept.

Porto : The main aim was to identify good practice in continuing education run by various schools within the university and then to use these as guidelines in drawing up a guide which could be used across the university.

Often people have ideas for projects, perhaps inspired by the example of others, but no clear objectives. In that case one needs to define realistic aims in terms of :

- the resources available
- the underlying rationale
- the client group to be targeted

Although the success of a quality project does depend on the precision with which its aims are specified, it remains true that good quality may be found at all levels of organisation or provision. It is thus difficult to try to mark out the areas in which quality may be manifested if it is thought that everything outside that zone the challenges of quality do not exist...

If a project is to be set up successfully, definition is needed both in time and space.

What we are concerned with here is a quality project in the field of adult and continuing education. The ability to manage a quality management project should not be confused with the ability to teach adults. If it is to succeed in practice there must be clear boundaries of time and place. There is a distinction made, therefore, between the organisational side, such as planning and resourcing the project, and the educational side properly so-called.

Illustrations

Geneva : Although the project had as its main focus the quality of the continuing education provision being offered to prospective 'customers' (individual adults, professionals) it involved some practical objectives to do with the stakeholders within the institution, such as teachers and programme managers, while at the same time pursuing an aim appropriate to the continuing education structure.

Lausanne : In view of the growing number and diversity of participants in continuing education courses, it seemed necessary to define the values, concepts and tools which are common to all the stakeholders in continuing education, both to satisfy fully the expectations of the participants and to offer effective tools to the organisers of courses. The objective of the quality project therefore consists in drawing up and distributing a Quality Charter for continuing education for the benefit of the users on the one hand, and those responsible for running and teaching the courses on the other.

London : The diversity of courses, projects and services offered by a department of adult and continuing education involves a wide range of different professional practices and cultures that makes consensus around a single set of quality objectives extremely complex.

Given that the objectives will determine the work to be undertaken and establish evaluation criteria, this stage of development needs to be systematically analysed. It involves assessing the relevance of the project in relation to its setting and to its declared aims. It is also useful to match the objectives up against the long-term aims of the quality project from time to time during its duration, in order to ensure overall coherency.

3.2.2 Planning questions

- 3.2.2.1. Are the objectives defined in accordance with the rationale of the project ?
- 3.2.2.2. Are the objectives expressed unequivocally and in a practical way ?
- 3.2.2.3. What sort of client (internal or external) is targeted ?
- 3.2.2.4. Are the objectives appropriate to the target client group ?
- 3.2.2.5. What are the short, medium and long-term objectives ?
- 3.2.2.6. Do you want to end up with a Quality system, or do you want to improve the quality of a process or practice ?

3.2.3 Recommendations

- 3.2.3.1. Identify the client(s) targeted by your project and his/her/their expectations
- 3.2.3.2. Clearly establish the scope of your project and fix appropriate objectives
- 3.2.3.3. Do not hesitate to break down your project into sub-projects
- 3.2.3.4. Make a clear distinction between what is the province of professional training skills and what is the remit of quality assurance

3.2.4 Evaluation questions

- 3.2.4.1. How and how effectively did you monitor your objectives during the project ?
- 3.2.4.2. How often did you monitor your objectives ?
- 3.2.4.3. Did you change or modify your objectives during the course of the project ?
- 3.2.4.4. How did you evaluate the relevance of your objectives ?
- 3.2.4.5. Did the objectives cover the short, medium and long term ?
- 3.2.4.6. Have the objectives informed the structure of the evaluation ?
- 3.2.4.7. Did the objectives facilitate the accomplishment of long-term aims ?
- 3.2.4.8. Can you now formulate new objectives ?
- 3.2.4.9. Did the objectives include an idea of long-term continuity ?

3.3 MODELS

3.3.1 The issues

The question of the choice of methodology needs to come as early as possible in the consideration of the project. It is essential to find out whether other frameworks exist which are appropriate to the project to be undertaken. If so, they should be analysed to find out if one or other of them can be used, perhaps in an adapted form, or whether a tailor-made solution should be devised.

An existing model may be followed or 'reproduced'. Alternatively, a model can also serve as inspiration for further developments.

Illustration

Lausanne : After having analysed different existing standards, as well as solutions adopted in other universities, the decision was use the standards as a basis on which to create a tailor-made model. The project developed on two fronts. During the first phase those responsible for the project drew up an exhaustive list of all the steps necessary to set up a course, pointing out all the aspects to be taken into account at each stage. In the second phase they explicitly defined the values which underlie such courses, as much in the logistical details of their organisation as in the teaching and learning itself. These values are the guarantors of quality and represent the institution's commitment to the education of adults. The quality charter shows how values are concretely expressed at every stage of a training programme.

Most of the existing quality models were not developed for higher education but for other sectors such as industry, management, manufacturing and so on. For instance, ISO 9000 appears to be a set of standards for quality management, assurance and systems to be used in contractual supplier-customer relationships, while TQM is an organisational strategy aimed at the continuous improvement of effectiveness in achieving customer satisfaction.

Illustrations

Geneva : No specific model was used, although criteria and considerations related to customers are based on the ISO 9000 and the subsequent adaptation by AFNOR.

Porto : No specific model was followed, although criteria guiding the project were based on the TQM philosophy. The questionnaire used in the survey was based on the evaluation process of INOFOR (Institute for innovation in training.)

In recent years different adaptations have been developed. However there is no such thing as a universal quality model for education. Most of these adaptations consider education as a service and are more focused on the administrative and organisational aspects rather than on the quality of the teaching and learning processes. Some types also include output measures to allow for comparison such as statistical data, performance indicators and so on.



Illustration

Barcelona: The model adopted was the EFQM, for the whole organisation. This is not specially adapted for the education of adults, but considers the latter as an aspect of the organisation.

Basically the following types of activity can be identified in a model :

- accreditation, awarding, certification
- audit, peer review, inspection
- assessment, evaluation, reporting

The presence of all or any of these will influence the choice of a model.

The environment in which a project takes place will possess characteristics (institutional, organisational, resources, methodologies and so on) that may also influence the adoption of the model to be implemented.

Illustration

London : Although there is some freedom, the model is imposed by the national quality agency

In practice, most cases appear to be "ad-hoc" models and, according to our experience, very diverse, ranging from the adoption of a ready-made model to the development of a completely tailor-made model.

Illustration

Besançon : No existing model was adopted, and the stress on the APEL dimension was very specific to adult education.

Turku : Each of the three sections of the Centre for Continuing Education used a different model. One model was tailor-made to measure the external impact made; the EFQM model was used for institutional validation and analytical mode developed by the Socrates programme ("making it work")

In some cases different models were adopted for the one-off evaluation project and the continuing quality enhancement within the same institution.

Illustration

Turku : The section for regional development in the Centre for Extension Studies works for quality following the EFQM model. Still, the Centre decided to design a tailor-made model for the evaluation of external impact. The evaluation model made use of an analytical framework produced in a Socrates project 'Making It Work', that studied the development of universities towards institutions of lifelong learning.

3.3.2 Planning Questions

- 3.3.2.1. Is there a national quality system for universities
- 3.3.2.2. Is there a quality system in your university ?
- 3.3.2.3. How could the quality system at your university be better described, as a top-down or as a bottom-up process ?
- 3.3.2.4. Given the context of your project, do you have to restrict yourself to an already existing quality model(s) or are you free to decide on your own model ?
- 3.3.2.5. For what reason(s) can your project be seen as a “Quality in continuing education project” ?
- 3.3.2.6. Does there exist within the university a clear definition of the concept of quality for adult education ?
- 3.3.2.7. How could your project be best described, as a form of accreditation, an audit, a review, an assessment, an evaluation, or something else ?
- 3.3.2.8. Are you clear about the different characteristics of existing standard models ?
- 3.3.2.9. Have you looked for other projects similar to yours ?
- 3.3.2.10. Have you considered the advantages and disadvantages of the different models ?
- 3.3.2.11. Are the criteria considered in your project clearly identified ?
- 3.3.2.12. Would some type of certification (ISO, for example) be valuable for your service ?

3.3.3 Recommendations

- 3.3.3.1. Promote a debate with the different individuals involved in the project to find out what they think.
- 3.3.3.2. Do a comparative study of different models and identify which ones meet your needs
- 3.3.3.3. Identify the strengths and weaknesses of the alternatives.
- 3.3.3.4. When necessary, do not hesitate to develop your own model (the 'home-made' option) by selecting those aspects from different models that best suit the particular character of your project.
- 3.3.3.5. Allow for some degree of flexibility, so as to be able to adapt to changes and unpredictable situations.
- 3.3.3.6. Involve top management and other key actors in the adoption of the model.
- 3.3.3.7. Evaluate the consequences, impacts and risks that may arise from the implementation of a given model.

3.3.4 Evaluation questions

- 3.3.4.1. How would you describe your model ?
- 3.3.4.2. Why did you decide to use your model ?
- 3.3.4.3. Were you able to accommodate your quality requirements with other national, and/or institutional quality requirements ?
- 3.3.4.4. What are the strengths and weaknesses of the model ?
- 3.3.4.5. Is your model consistent with the objectives of your project ?
- 3.3.4.6. Does your model allow for your project to be effective (considering available resources etc.) ?
- 3.3.4.7. Have you reviewed the model in an attempt to improve it, in the light of both top-down and bottom-up mechanisms ?



3.4. ORGANISATION

3.4.1 The issues

The process of setting up the chosen model within a higher education establishment will determine the scope and organisational structure of the project, along with the development of the action plan and the means and methods to be used.

The aspects to be taken into consideration in doing this are :

- The structure of the organisation for the project - the chain of command; the quality working party (project team with complementary skills). The process for setting up the model may be constructed as a top-down approach (as in London) or bottom-up (as in Lausanne and Porto)
- Human resources - the identification of people with the relevant knowledge and skills
- Financial resources - identification of funding sources and the sums available to the project.
- Planning - “unpacking” the defined objectives; allocating responsibilities; devising appropriate methods, tools, budget, deadlines and so on.
- Ways and means - choosing methods and tools appropriate to the project (quality training for participants, quality management tools, a timetable, financial estimates, dissemination methods).
- Project management - the process of implementing the project; leadership ; lines of communication ; the co-ordination of the key people involved.

Illustrations

London : There is a quality committee at departmental level consisting of key players in the various activities of the department. It has links to other committees, and oversees the preparation and execution of the 'project' and continuously reviews its implementation. A questionnaire requiring an explanation of how quality is managed in the department is completed and returned with other evidence such as documents and minutes of meetings to prove that the arrangements are in place and that they are effective.

Turku : The management team of the Centre for Extension Studies was in charge of the leadership of the project. Most of the basic data was produced along the lines of the three sections of the Centre (open university, continuing professional development, regional development). On the other hand, new thematic groups were organised to analyse the key parts of the environment for the possibility of cutting edge strategies.

Barcelona : The organisation includes an Internal Team (academic director, quality director), an External Team (3 lecturers from the Faculty of Education Sciences) and a Self-Evaluation Team (a group comprising members of different ranks from departments within the organisation.)

Besançon : The organisation comprises a steering group, consisting of those responsible for registry and academic services and the director of the university continuing education service. It has the task of analysing and verifying the results of the exercise and of influencing decision making. There is also an implementation team composed of four people who are programme directors who have responsibility for defining methods, co-ordinating the work, and gathering, analysing and synthesising information.

Lausanne : The participants in the project include: The university continuing education service team; the Continuing Education Committee (one Vice-Rector, two professors and three members external to the institution); external Quality experts; people responsible for continuing education in other universities; those in charge of courses and students/participants.

Porto : The University quality project is co-ordinated by the Gomes Teixeira Foundation, which created a Project Team including two senior staff from Continuing Education Services. This project team designed the various stages of the project as a case study, chose the methods and the tools to be implemented and collected data to be analysed. The team is supported by the staff of the University central services and the different stages of the case study are being shared with the Pro-Rector for the Continuing Education.

3.4.2 Planning Questions

- 3.4.2.1. Is the quality project organised in a well-structured way (with a chain of command, resources, project team and participants) ?
- 3.4.2.2. Are the lines of communication between everybody involved clear and well defined ?
- 3.4.2.3. Is the action plan sufficiently clear in relation to the agreed criteria of the selected model ?
- 3.4.2.4. Are the methods and tools well-chosen in the light of the action plan and the quality project as a whole ?
- 3.4.2.5. Have the members of the project team received training in quality issues and methodology ?
- 3.4.2.6. Are the skills of the team members really complementary ?
- 3.4.2.7. Have the different aspects of the advance planning (funding and timetable) been carefully considered ?
- 3.4.2.8. In your situation, is it better to plan for a periodical review or a continuous process of seeking quality enhancement ?

3.4.3 Planning Recommendations

- 3.4.3.1. The organisation of the project should be a well-planned and well-structured activity appropriate to the chosen model.
- 3.4.3.2. It is important to involve the University authorities in the work project team in order to enhance the probability of success.
- 3.4.3.3. Planning (to work out the objectives and authority, to define methods, tools, responsibilities, timing, etc.) is a crucial part of the adult education quality approach.

3.4.4 Implementation questions

- 3.4.4.1. Is the action familiar to the whole team ?
- 3.4.4.2. Is the methodology familiar to and accepted by all the participants ?
- 3.4.4.3. Does the team have a leadership that is accepted and able to communicate with all levels of the hierarchy ?
- 3.4.4.4. Are the various stakeholders really committed to the quality project ?
- 3.4.4.5. Are the most important activities defined in relation to the budget and the timetable

3.4.5 Implementation recommendations

- 3.4.5.1. Awareness of the different roles of the various participants must be promoted, along with communications between the different parts of the organisation directly or indirectly involved in the project.
- 3.4.5.2. It is important to decide when existing structures can be used, and when it is necessary to create a new working party for the quality project.
- 3.4.5.3. It is essential that the stakeholders are sufficiently committed to promote a culture of quality in their own areas of responsibility.

3.4.6 Evaluation questions

- 3.4.6.1. Has the project been internally and externally audited ?
- 3.4.6.2. Has the evaluation been carried out at each phase ?
- 3.4.6.3. Were the action plan, the methods and the tools well suited to the objectives ?
- 3.4.6.4. Was performance monitored at each stage of the project ?
- 3.4.6.5. Is there still a permanent 'cell' within the university which can follow up quality projects ?



3.4.7 Evaluation recommendations

- 3.4.7.1. The impact of the project on its environment and the individuals and units more less involved must be assessed.
- 3.4.7.2. It is important that the project be evaluated by a good external auditor.
- 3.4.7.3. The continuity of a quality setup must be considered by ensuring that there is a team that can monitor projects with a view to continuous improvement of the service.

3.5. RESULTS AND IMPLEMENTING RESULTS

This chapter on results is divided into 2 parts. First we describe and analyse the results per se; and secondly we discuss making use of those results - the implementation and dissemination of the quality project in the longer term.

Readers should note that the illustrations offered are not necessarily the core results of each project but are chosen to illustrate the issue or the recommendation.

3.5.1 The issues

1. Results

Quality projects tend to produce two kinds of short-term results :

- The **product** or concrete outcome of the project, usually some form of written report - this usually relates to the direct, immediate or primary objective - “quality as system”
- The **process** or the act of engaging in the project develops relationships - this is often an indirect or unexpected result or sometimes relates to a secondary or more hidden objective - “quality as process”

Concrete results can include :

- an evaluation report
- a guide, a manual, a set of procedures which have been piloted or tested
- examples of good practice
- strategic plans
- areas for priority action or management decisions
- new ideas, perspectives, innovation opportunities.

Illustrations

Lausanne : A Quality Charter defining the main principles of adult and continuing education, available both in paper format and on the Web.

Porto : A Quality Guide based on a survey of provision and analysis of best practice

Barcelona : A self-evaluation report based on agreed criteria adapted to the specifics of the organisation.

Besançon : A set of procedures agreed by all staff involved for APEL for adults returning to study at the University

Process results can include :

- wider awareness of the range of activities involved in adult or continuing education
- a higher profile internally and externally for the services of adult/continuing education service/department
- a review of the ways individuals and teams work together
- a review of the mission, the aims and objectives, priorities, or the impact on the external environment of the department/service
- greater common understanding or consensus around the mission of the service/department
- a shared consideration of what quality means and why adult education should be concerned about it



Illustrations

London : An 'away day' for all the staff of the department of adult and continuing education, away from the university, to discuss the incentives and barriers to quality. A key element of this day was to increase understanding of the work of the various groups and teams and how they work together in the department.

Turku : International networking was an important tool in the evaluation. The key results of the adult education self-evaluation were analysed in a three-day workshop with an English expert, the university-wide evaluation included visits from a multi-national peer Review Team, and the EQUAL project visit added to the quality review.

2. Implementing results

Making use of the results of a quality project includes all the activities which transfer the new solutions, tools and practices into the working routines and processes of the key players in adult education, and more widely within the university. It is important to note that quality projects are learning environments where the "dissemination of best practice" starts at the beginning of the project and is continued throughout; it is not something that starts at the end of the project.

There is therefore a third kind of result that tends to take place over the long term - **"quality as practice"** :

- the application of new tools for measuring student/client satisfaction
- new criteria for measuring quality
- better staff relations and performance
- improved courses or services for adults

The task of implementation varies according to the type of result :

- *Quality Guides and Quality Charters.* The task is to make available the principles and practical guidelines and have them used by the central providers of adult education as well as all the active participants in the networks. (Lausanne and Porto projects)
- *Evaluation Reports.* The challenge is to transfer the findings and recommendations of the evaluation into the strategies, annual plans and working practices of adult education. (London and Turku projects)
- *Dissemination seminars* with key players involve co-operation over the boundaries of faculties and departments on the one hand and between actors in various roles (teachers, students, management etc.) on the other. (Lausanne, Porto)
- *Education programmes.* The quality project as such offers an opportunity for learning. After the projects the knowledge may also be transferred by intensive and extensive courses in conducting quality projects. (Geneva, Besançon)
- *Continuous thematic* task forces can work with the same general aim but with different objectives during the quality project and afterwards in the strategic process (Turku)
- *Quality enhancement practices.* Adult and continuing education services/departments are often the context for pilot projects of quality work. Offering this expertise into wider use at the university may be useful both in initial education and outreach activities in general.

3.5.2. Planning questions

- 3.5.2.1. What kind of results do you want to achieve from your quality project in the short term and in the long term ?
- 3.5.2.2. When do you need to see the results? Is it totally up to the project or do you need the results at a certain time e.g. because of the annual plans or external audits ?
- 3.5.2.3. How can you ensure that the results of the quality work support both the studies of the adult learner and the university that delivers the educational services ?
- 3.5.2.4. How will you monitor and assess your progress in achieving the results ?

3.5.3. Implementation questions

- 3.5.3.1. Since it is not realistic to try to make use of all the results immediately after the project, which are the most important and likely to be successful in a short time ?
- 3.5.3.2. How do you choose the most effective tools to have the impact you desire ?
- 3.5.3.3. Which parts of the university can gain from the experiences of your quality project in adult education ?
- 3.5.3.4. Are there any other developments in the university that you may be able to link up with in making use of your results ?

3.5.4 Evaluation questions

- 3.5.4.1. What concrete results have you achieved ?
- 3.5.4.2. What impact has the quality project had on relationships within the service/department and within the university more generally ?
- 3.5.4.3. What impact has the quality project had on your external environment ?
- 3.5.4.4. Has it improved student/client satisfaction ?
- 3.5.4.5. Were there any unintended or expected results ?
- 3.5.4.6. What were benefits compared to the costs ?
- 3.5.4.7. Have the outcomes of the evaluation been disseminated by different participants ?
- 3.5.4.8. Could your working methods be 'exported' to other universities ?

3.5.5 Recommendations

- 3.5.5.1. In the planning phase it is useful to define the results in terms of the short term and the long term, and in terms of the system, process and the practice of quality
- 3.5.4.2. Make sure the results match your motivations and defined objectives (coherence/congruence!)
- 3.5.4.3. Communicate all the results to everyone
- 3.5.4.4. Make a plan and a budget at an early stage for the quality project itself, but also for the task of transferring the results into the daily life of adult education services.
- 3.5.4.5. Make sure that all the key players can gain from the results of quality work including the students, teachers, tutors, managerial staff, the board of adult education and the university leadership.
- 3.5.4.6. In adult education quality can only be permanent when all the staff are committed to continuous professional learning. Making use of the results calls for determined staff development.
- 3.5.4.7. Think of your results as issuing from within adult education, but also as a part of the whole university's outreach activities and external impact in general.



- 3.5.4.8. Examine all results - the unexpected as well as the expected, the negative as well as the positive.
- 3.5.4.9. Examine the impact on staff relations, morale, and performance as well as the written output
- 3.5.4.10. Examine the impact of the quality project on the structure and reputation of the service/department internally and externally
- 3.5.4.11. Examine the impact of the project on adult learners and the services provided for them
- 3.5.4.12. Compare the costs to the benefits
- 3.5.4.13. Communicate the evaluation to everyone and do not be afraid to admit the weaknesses as well as the strengths of the project - it will be more credible that way.

Illustrations

London : Systems are in place to make sure that potential problems at departmental level can be identified very early and addressed before they become real problems and affect the students/clients.

Besançon : After implementation of the quality project results, adult learners returning to study encounter a better balance of clarity and flexibility in the procedures across the university and services for the accreditation of their prior experience (VAP/APEL).

Porto : Adults will receive better services from all the different faculties through the dissemination of best practice.

Turku : The strategies for adult education in the Centre for Extension Studies and in the university as a whole have been re-written; the regional perspective has been strengthened and 6 working groups have begun to implement the strategies.

Barcelona : A better service for clients in a highly competitive market place for continuing education at university level.

Geneva : Quality research - making use of the quality project tools to improve continuing education for the health sector.

Lausanne : The quality enhancement project anticipated the discussion of quality evaluation of university provision at national level.

3.6 OVERALL EVALUATION : COHERENCE, CONGRUENCE, EFFICIENCY AND EFFECTIVENESS

3.6.1 The issues

There are a number of criteria to be taken into account in a quality project, which relate to the totality of the project and the relationship between the various elements within it.

These are :

- **Coherence** : both internally within the project - that is the link between the objectives, the means and the actions undertaken - and externally - that is the link between the project and the beneficiaries, the local environment and the institutional characteristics.

Illustration

Turku : The project in general did work and the results were successfully achieved, but we have to recognise that some key people were not involved. However, this is acceptable because we have to leave room for different experts to take varied and variable approaches in a knowledge-intensive organisation.

- **Congruence** : the relationship between the needs identified as the rationale for the project and the actual results, both expected and unexpected.

Illustration

London : Some staff are cynical that the quality model is systems oriented while the values of adult education are people oriented

- **Efficiency** : the relationship between the results and the methods used to achieve them.

Illustration

Turku : We could have passed the official audit with less effort but the intensive work we did in the tight timescale was important to achieve our own learning objective.

Porto : It took longer and more time from the project leader than expected, but it was still cheap compared to the results achieved

London : Although the results were good, there was a general consensus that too much effort - time and money - was spent in order to achieve the results



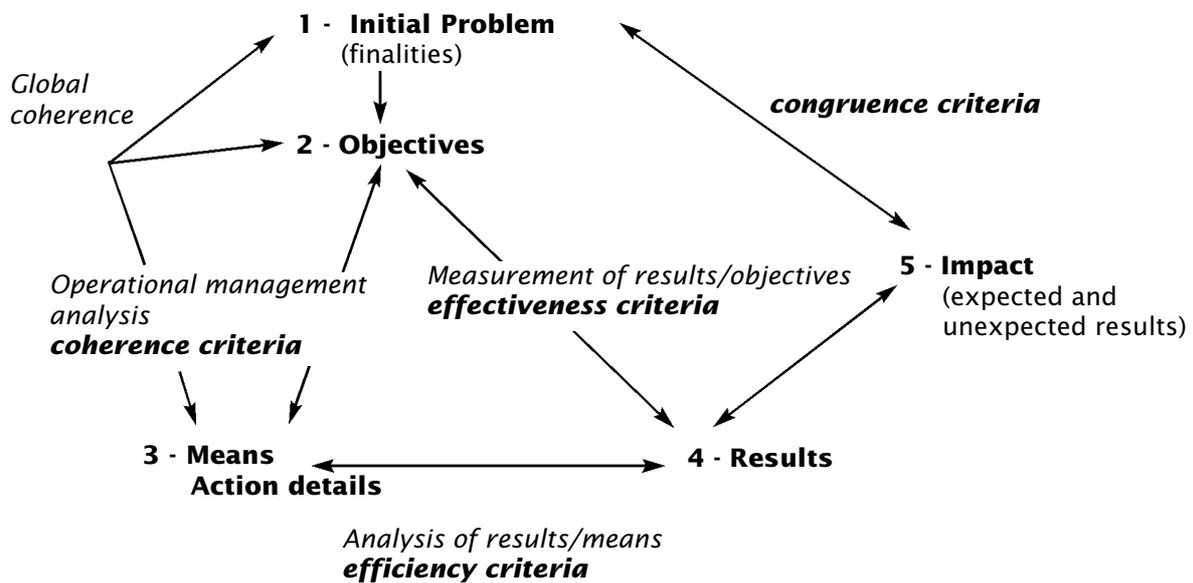
- **Effectiveness** : the relationship between the goals and objectives and the actual results.

Illustration

Porto : The project had a triggering effect and a multiplier effect beyond its original scope, so it was possible to build capacity - both knowledge about quality and internal networks

London : There are differences in the extent to which the quality procedures are seen as effective - some see no benefits at all, others are able to identify improvements or the absence of problems as a result. The Head of Department is able to point to specific problems that had occurred in the past which would not be possible with the quality procedures now in use, and these had been developed in direct response to the quality audit.

These criteria can be represented diagrammatically



3.6.2 Planning questions

- 3.6.2.1. Are the actions planned and the methods to be used the best to achieve the objectives and to meet the needs of the target groups of beneficiaries ?
- 3.6.2.2. Are the planned results the most appropriate to meet the needs identified ?
- 3.6.2.3. What will you do about any welcome or unwelcome side-effects or unexpected results ?
- 3.6.2.4. Do the planned methods maximise the use of available resources ?
- 3.6.2.5. Can the desired results be achieved at less cost using other means ?
- 3.6.2.6. Could you use the available resources in different ways to produce better results ?
- 3.6.2.7. Will the planned results actually fulfil the goals and objectives in the best possible way ?

3.6.3 Recommendations

- 3.6.3.1. In a complex project involving a range of different actors, there may be different needs and different objectives in play. It may not be possible to please them all equally ; compromises may be necessary. So make sure the results planned meet the needs of the most important beneficiaries and the primary target group. Then devise a plan to manage those not completely satisfied.
- 3.6.3.2. Make sure you explore a wide range of methods and chose the one most likely to achieve your objectives and required results.
- 3.6.3.3. Consult widely on the possible outcomes so that you minimise the chances of unexpected problems
- 3.6.3.4. The plan is a tool and can be changed if necessary. So during the project review progress against objectives and take action to correct if the project is not going according to plan, or to change the plan if it is going better than expected.
- 3.6.3.5. Make sure that the resources employed are in proportion to the results planned
- 3.6.3.6. The experience of all the partners to the Socrates project was that their quality project took more resources than they had expected so make sure you work out carefully how much time it will take and monitor the use of resources (especially time) carefully.

3.6.4 Evaluation questions

- 3.6.4.1. Was the overall project a success? How do you justify that judgement ?
- 3.6.4.2. Did you meet the needs of the primary target group ?
- 3.6.4.3. Do those actors whose needs were not completely met understand the reasons ?
- 3.6.4.4. Was the project rooted in the daily life of the university/department ?
- 3.6.4.5. Could you have achieved your objectives more effectively ?
- 3.6.4.6. Could you have used the available resources to produce better results ?
- 3.6.4.7. Were there some unexpected results that you should have foreseen ?
- 3.6.4.8. Will the learning live on beyond the end of the quality project ?
- 3.6.4.9. What were the strengths of the project ?
- 3.6.4.10. What were the weaknesses ?
- 3.6.4.11. If you were doing it again, what would you do differently ?

In search Project Equal of quality



PART 4

ANNEXES

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standardisation, accreditation and certification 89



4.1. THE EQUAL PARTNERS' QUALITY PROJECTS

Spain – UNIVERSITY OF BARCELONA

1 - National Context.

The drive towards change was espoused with great enthusiasm at the end of the eighties and the beginning of nineties. Today, calls for change are regularly expressed in public declarations, but are only rarely implemented in everyday practices inside organisations. Real change cannot be seriously considered without a new concept of involvement in society. If we are to speak of quality, we first need to analyse what has changed in the past twenty years, and what the effect of these changes has been on university activity :

1. The change of perspective and time. The rapid expansion of scientific knowledge and the products of thought, culture and art in society must form the base of any educational curriculum. Scientific knowledge is not immutable; educational curricula must reflect this.
2. The change from behaviourism to cognitivism. This has led to a conception of training not merely as updating knowledge, but as creating spaces for participation and reflection.
3. The rapid development of society's institutional and organisational structures and of models of production and distribution; this is inevitably reflected in changes in ways of thinking, feeling and behaving.
4. The social contexts of training reflect a series of conflicting forces. The rapid changes in the communication and technology have been accompanied by profound transformations in the institutional life of many organisations.
5. The demise of the bipartite educator-learner model, and its replacement by a triangular arrangement which includes a third factor, an object, such as audiovisual material, a text or a computer tool.

The University has devised a Quality Plan to meet the challenges posed by this new scenario. The Ministry of Education and Science is currently developing a pilot quality scheme for educational centres, which implements the EFQM model.

2 - Local context.

The Bosch i Gimpera Foundation is affiliated to the University of Barcelona. It encourages technology transfer between the university and the business world, manages projects, and offers a variety of training possibilities for the continued education of professionals and organisations in this country. The Foundation's activities aim to respond professionally to new situations, such as the globalisation of the economy, the impact of new information and communication technologies, and changes in company orientation. To meet these objectives, the Foundation's philosophy is centred on the constant improvement of its activities, based on systematic reflection and evaluation of the processes underway.

For these reasons the FBG is keen to implement a total quality program, following the model proposed by the E.F.Q.M: the European Foundation for Quality Management, founded in 1988 by 14 companies.

3 - Case.

The implementation of EFQM models at the Bosch i Gimpera Foundation, University of Barcelona. This institution is responsible for organising continued education, technology transfer and project management.

4 - Motivation.

Modern societies tend to be subject to rapid, continuous processes of structural change. The growing social impact of scientific and technological progress, the open nature of today's economies and the internationalisation of economic and social relations, are just some of the causes of this permanent state of change.

The importance of the organisational dimension, the understanding of its complexity from a holistic perspective and the application of management strategies in accordance with this vision are critical factors in the efforts to implement improvements.

5 - Model.

We choose the EFQM model because it stresses the importance of people in the organisation. It emphasizes that quality is the responsibility of each individual, that efficient work is part of this responsibility, and at the same time a source of personal satisfaction. The model presents a series of structured criteria that can be applied in any organisation.

Participation, teamwork, cooperation, and recognition of good work are key components of the philosophy of quality management and to a large extent are responsible for the improvements in the organisations that have implemented models of this kind.

The EFQM model is based on the use of observable facts and data, and thus avoids the errors that could arise from the use of subjective, personal opinions. Quality management is characterised by this search for a firm basis for subsequent decision-making.

The model becomes a frame of reference which provides a common language and conceptual basis for all the staff working in an organisation. This conception makes it powerful enough to ensure homogeneity and means that the model is an ideal tool for training in quality management.

In summary, our reasons for choosing this model are the following:

- It is suited to any type of organisation and to any type of activity.
- Its structure is systematic and rigorous.
- It is based on facts and experiences rather than on personal opinions.
- It is a frame of reference that provides a common conceptual basis for all staff.
- It is a training tool in quality management for all staff.
- It diagnoses the real situation of the organisation.
- The model's criteria and subcriteria are predefined, but the number and type of areas and indicators that make up each subcriterion are flexible.
- The application of the model enhances the involvement of staff in the organisation.
- It integrates a range of quality initiatives in standard operations.

6 - Organisation.

Internal team : academic director, quality director.

External team: 3 lecturers from the Faculty of Education Sciences.

Self-evaluation team : a group comprising members of different departments and ranks inside the organisation.

The organisation as a whole.

7 - Methods and tools.

A questionnaire has been designed for each subcriterion of the nine EFQM criteria, a total of 32 questionnaires. The process comprised the following steps:

The team of external assessors prepare the questionnaires with the criteria, subcriteria and indications of possible areas for evaluation. The internal commission of assessors decide which specific areas (indicators) should be self-evaluated. Once the areas are defined, all the questionnaires are distributed. This distribution is heterogeneous, i.e. each group completes a particular number of questionnaires, according to its characteristics.

When the questionnaires are completed, the external commission grades them using percentiles as



in the EFQM model. Each criterion has a weight and the sum of the set (1,000 points) expresses the highest score - the ideal. The presentation of the score highlights the strong points and the areas in need of improvement. Client satisfaction is assigned the highest weight (20%); the second highest is staff management and satisfaction (18%) followed by results (15%), processes (14%) and the others with lower weights. This indicates the importance of the model as regards clients, staff and results.

These scores are compiled from all levels of the organisation, and so action plans can be programmed to reinforce the strong points and to establish mechanisms for improvement in specific areas. The quality groups will continue to evaluate the implementation of these improvement plans.

After our experience with the model, we may consider competing for the total quality prize.

8 - Outcomes.

The creation of a quality network. People participate from different levels of the structure and also different functional areas. This helps to improve communication between the members of the base team and also to share information with all the employees. This strengthens the learning organisation focus.

- A self-evaluation pro-forma with 9 criteria and 32 sub-criteria to identify improvement areas.
- A guide to the self-evaluation pro-forma.
- The setting up of two pilot schemes in order to choose an appropriate profile for the groups filling in the pro-forma.
- A questionnaire for the participants in the pilot schemes
- Several quality network progress summaries.

Finland – UNIVERSITY OF TURKU

1 - Case. The University of Turku went through an evaluation project with the theme 'external impact of the University'. The evaluation covered basically all the functions and activities of the university. The theme was directed to the relationship between the University and its environment as well as the adaptation of the internal structures to the University tasks and responsibilities. The scope of the evaluation of adult and continuing education covered open university activities, continuing professional development and regional development work both in the centres for continuing education and the faculties. The total quality approach dealt not only with teaching and learning but also with support functions ranging from management and funding to marketing, research and development.

2 - National context. The national quality and evaluation system in Finland is based on the autonomy of the universities. The Finnish Higher Education Evaluation Council has been established in the Ministry of Education. The role of the FINHEEC is to act as an expert body promoting the development and evaluation of universities. There is a lot of discussion and development work concerning quality of teaching and learning at the universities but few or no quality systems have been established in degree studies. Instead, most fields of education have been audited and all the universities will be evaluated by the end of the year 2000. In adult and continuing education some universities have started to construct a quality system but none of them has been certified. Both quality development and evaluation and total quality approaches exist. In 1999, a voluntary system of accreditation of professional development programmes was launched by the FINHEEC.

3 - Local context. The strategic purpose of the University evaluation project was to support the institution in its efforts to develop and improve co-operation with society. The evaluation of adult and continuing education was a subproject in the University's evaluation. The University's impacts were also analysed in terms of education and research, economic and cultural effects and the image of the University. The purpose of the evaluation of adult education was to promote the development of adult and continuing education at the interface of the University and its environment. The goal was to strengthen the strategic capacity in the field of adult and continuing education. The strategic objectives were (1) to develop networks (2) to improve implementation (3) to sharpen the evaluation and (4) to construct a basis for future strategies.

4 - Motivation. The administrative initiative was based on the working plan of the FINHEEC. For the University the evaluation was basically a learning project supporting its strategic work. The project is especially appropriate because the university (like all the universities in Finland) will negotiate a new agreement for a three-year period 2001-2003 with the Ministry of Education. The theme "external impact" is important for the University which has become ever more dependent on its relations with the changing environment. For the centres of continuing education the project was one phase of the strategic process and one tool to sharpen the role of the centres at the interface of the University and society.

5 - Model. The basic model of the process was that of an international peer audit. The content, target and the system of evaluation were not based on any national or European models of quality work. The analytical structure of the project followed loosely the conceptual tool designed in the Socrates project 'Making It Work' that analysed the shift of universities towards institutions of lifelong learning. One section of the Centre for Extension Studies is enhancing quality along the lines of EFQM. Thus, the structure and process of the project were tailored to suit the needs of the University's strategic work.



The criteria of evaluation did not follow any defined theory or model of quality, but were designed on the basis of practical experience flavoured by various approaches to strategic development, evaluation and quality. The criteria tackled one specific feature of quality, namely external impact: The first theme of evaluation dealt primarily with the external but also with the internal networks of adult and continuing education. The second theme handled the innovations of teaching and learning as well as the approaches of supportive functions promoting the relations of the University and its environment. The third theme analysed the starting points and working practices of the evaluation of products and services as well as the monitoring of the environment. The fourth theme was an attempt to investigate strategic capacity in search of an active role in future development instead of mere reactivity.

6 - Methods and tools. The evaluation was based on the principle of shared expertise and versatile data. It was carried out following the stages of a peer audit: (1) the University produced the material for the evaluation (2) the University evaluated its own activities and (3) the international Peer Review Team audited the University. The subproject of adult and continuing education followed the same steps. The material was collected from three main sources: (a) the centres for continuing education produced material based on their expertise, statistics and reports, (b) the faculties' self-evaluation included the theme of adult education and (c) a questionnaire was sent to external interested parties. The self-evaluation based on the material and criteria included the traditional and virtual seminars of the staff of the Centre for Extension Studies and a seminar of the Board of the Centre for Extension Studies. Future strategies were based on workshops tackling the strategic core. The report from the self-audit formed the basis for the University self-evaluation and the international peer review. An additional evaluation from the point of view of lifelong learning was included by an independent auditor.

7 - Organisation. The University project was directed by an advisory group led by the Rector of the university. Day-to-day operation was co-ordinated by a project group consisting of the experts in charge of the subprojects. The management group of the Centre for Extension Studies acted as a project group for the adult education sector. One member of the management group was in charge of the project. About 30 employees of the Centre for Extension Studies participated in the collecting and compiling of the material on adult education. More than half of the staff of the Centre participated in the practical implementation of the project (strategy groups, inquiries, self-evaluation meetings, etc.).

8 - The results of the project were collected into a report including a review of adult education in the University, descriptions and analyses of key elements of 'external impact' and a self-evaluation by the Centre for Extension Studies. In addition to the report, the basic result is the improved expertise of the key staff involved. The information and knowledge can be used on two levels in two dimensions:

Responsible Organisation	Evaluation	Strategy
Centre for Extension Studies	<ul style="list-style-type: none"> ▪ A detailed review of open university, continuing professional development and regional development as parts of adult education ▪ Analyses of networks, innovations and evaluation practices as elements of "external impact" 	Analyses of future development as a part of external relations : <ul style="list-style-type: none"> ▪ Relevant environments ▪ The role of the Centre in these environments ▪ Preliminary plans of the actions to be taken
University of Turku	<ul style="list-style-type: none"> ▪ A general review of adult education as a part of the University's services ▪ Analysis of external impact of adult education in relation to other functions of the University 	A better knowledge of : <ul style="list-style-type: none"> ▪ The changing context of adult education ▪ The roles and strategies of the faculties and centres for continuing education in the field of adult education

After the evaluation project work will continue in two directions. From the point of view of the strategic process, new strategic plans for adult and continuing education for the years 2001-2003 were revised in the autumn of 1999. From the point of view of quality work, the starting points, principles and procedures for permanent evaluation will be revised as a part of curriculum work.

An organisation in a turbulent environment meets a repeated challenge to review its activities and interface with society. The theme "external impacts" directed the attention towards the needs of society and citizens. The intensive project orientation called for "an overview" and a common understanding of the history, mission and principles of adult education. During the process the relevance of the project as a learning organisation became evident. In an organisation concerned with information, innovation and intellectualisation an evaluation project became a space in which these processes could be shared. The chance to share experiences and ideas at the European level was very fruitful in the context of EQUAL, which also came to be a forum for the analysis of the conceptual tools.

Although all the phases of the project were carried out in order to involve the whole organisation to the planning and implementation of the evaluation, only a part of the staff was actively involved. The decentralised approach was also very time consuming. The 'open model' may give too little space for the weaknesses of the organisation. As a one-off project the evaluation did not construct a permanent structure for quality work.

The Finnish system of autonomy in quality development was a good basis for commitment to the project. The choice of the theme "external impacts" emphasised outcomes and effectiveness as main point of the evaluation. The linkage of evaluation and strategic development enhanced the use of experience and knowledge acquired during the project. It also extended the range of planning in terms of time and scope. The decentralised approach offered a learning environment across organisational borders. The decision to tailor criteria to the organisation gave room for flexibility and the analysis of the strengths of the organisation. Organising development work in projects was an effective tool to tackle the critical tasks and problems.



France – UNIVERSITY OF FRANCHE-COMTE

1 - National Context.

In French, the letters VAP (Validation des Acquis Professionnels) refer to the process which is the nearest equivalent to AP(E)L (Accreditation of Prior (Experiential) Learning) in English.

All French universities are required to implement VAP, and the challenge is how best to facilitate the return to higher education of adults who wish to resume their studies after several years experience at work.

VAP in French higher education was introduced by two complementary sets of regulations :

- Decree 85-906 of 23rd August 1985 allows the recognition of a collection of personal or professional skills, together with any training undergone, as grounds for exempting the candidate from the normal entry requirements for a degree or diploma course, but it does not confer credits or components of a degree.
- Law 92-968 of July 20th 1992, and decree 9-538 of March 27th 1993, made it possible for candidates with the appropriate knowledge and skills to gain exemptions from parts of a degree, up to the level of all credits save one.

2 - Local context.

Continuing education at the University of Franche-Comté, as at all other French Universities, is a mission of service to the public.

In order to coordinate this function across each university, units were set up with the name of Continuing Education Service. (In the University of Franche-Comté this was done in 1959.) Nowadays most have the status of a service commun - i.e. a service which is available across the whole university.

The Service de Formation Continue offers reception and induction services to adults wishing to return to higher education; coordinates the necessary bureaucratic processes for continuing education projects, and leads certain university-wide initiatives, such as VAP, and distance learning.

3 - The project.

The project carried out by the University of Franche-Comté in collaboration with the University of Burgundy, is called the Accreditation of Prior Learning Quality Procedure (Démarche Qualité en Validation des Acquis Professionnels). It

- aims to develop more reliable access for adults wishing to return to learning in higher education.
- allows adults to obtain national degrees by exempting them from the qualifications normally required for registration on a particular course, or from certain parts of the course assessment which are covered by their professional knowledge and skills.
- aims to put a quality procedure in place for the accreditation of prior learning within the Universities of Franche-Comté and Burgandy.

4 - Motivation.

The possibilities of VAP are at present under-exploited in the two universities, mainly because:

- the system and its procedures for facilitating the return of adults to higher education are not prominent or well-known to potential candidates
- the universities are not familiar with the regulations
- the various component parts of the universities are extremely cautious about introducing a process which is not easy to implement
- there is sometimes a fear of diluting academic standards, since VAP goes against established university practices.

5 - Model.

The project carried out by the Universities of Franche-Comté and Burgandy does not depend on any pre-determined model, but it is *underpinned by the following basic principles* :

- the implementation of the regulations of 1985 and 1993
- attention to the expectations of the potential students and of the other participants in the process such as academics and officials.

has demanded collective reflection and discussion about :

- the concept of 'quality' as applied to adult education and training
- the understanding of the process and how it can be made to work reliably

should lead to :

- the outline of a working procedure for VAP within each university, and thus
- the development of a quality management system

6 - Methods and tools.

General principles

- Involving different parts of the university, with their differing organisational cultures, on a joint project within the one university. (Agreeing benchmarks; each part making a contribution to the development and setting up of the project; an increase in the number of applications processed.)
- Raising awareness of the necessity of taking into account the needs of adult students coming into mainstream university courses by the continuing education route
- Establishing the reliability of the VAP process, and its credibility in the eyes of potential "clients"

Working methods

- Inter-university working parties
- Joint work by those involved in continuing education and those responsible for teaching and learning within the various faculties (for example on interview techniques and quantitative and qualitative surveys)
- Work by the continuing education service with candidates for VAP (also on interview techniques and quantitative and qualitative surveys)
- Ways of analysing the process
- Techniques required by the quality procedure itself (providing reliability, basic elements of systematic record-keeping)

7 - Organisation.

Participants : those who are involved in the project, and those who are affected by it in the various sections of the establishment.

A steering committee in each institution

This provides the authority for the work.

Functions :

- Analysis and validation of the outcomes of the work
- As a source of guidance, proposals and decisions

It consists of :

- Representatives of the the constituent parts of the university (Heads of faculty and senior administrators)
- The director of the Continuing Education Service

It meets once a year



An executive team

This is responsible for managing the project on the ground and working out the details in the various locations (methods, outcomes, timescales, costs).

Functions :

- Defining the methods to be used
- Coordinating and monitoring the work, drafting the various handbooks and accreditation criteria
- Collecting information on the ground
- Recording, analysing and reporting on the information available.

At present this team consists of four people (ingénieurs d'études - designers and coordinators of courses)

They meet as required for the running of the project - for one or two days depending on the need.

8 - Outcomes.

The joint work of the two universities has made possible a degree of consistency between the provisions made, while allowing for some adaptation to the specific circumstances obtaining in each of them. At the same time the project has thrown into relief the effects of such a system in terms of administration, candidate support and teaching methods.

The dissemination of the outcomes of the project and of the procedures to be implemented within the University is in train, with meetings arranged first between those in charge of courses and then with teachers in the various faculties.

This project could be an example of how to increase awareness within faculties and departments in both universities of the concepts and practices involved in quality management, and pave the way for further

enhancement projects.

Working with our European partners in the EQUAL project has obliged us to clarify the concepts on which our work is based, and the way in which the project is managed, as well as offering a much clearer idea of the facilitation required to introduce the project and make it work.

United Kingdom – CITY UNIVERSITY LONDON.

1 -National context.

Quality in UK universities is the responsibility of the Quality Assurance Agency (QAA) reporting to and responsible to the Department for Education and Employment (DfEE), the Committee of Vice Chancellors and Principals (CVCP) and the Higher Education Funding Councils for England, Scotland and Wales (HEFCE in England). There are 2 mechanisms : Continuation Audit (CA) and Subject/Programme Review (S/PR); each is conducted every 8 years by a team of visiting academics and administrators. The visit results in a score (out of 4, in each of 6 areas of activity) which is published and which has an impact on government funding for the university and/or the department.

2 - Local context.

The Department of Continuing Education (DCE) at City University (CU) is both an academic department of adult and continuing education, offering its own programmes and diplomas, and a cross university service, managing developmental projects and providing language training (including English) to students enrolled in other departments

3 - Case.

An evaluation of the quality assurance systems in the DCE and in CU as a whole and the quality of teaching and learning in the DCE as a preparation for a review of both by national agencies.

4 - Motivation.

Quality arrangements in the DCE are in continuous use and subject to continuous modification. A general review was prompted at this particular time primarily by the national requirements. Firstly, DCE will be included in the university-wide "Continuation Audit" of quality assurance systems for the whole institution, which is scheduled to take place in 2000-2001. Secondly, as an academic department within the "Education" field, it was also scheduled to be part of a national Subject/Programme Review (S/PR) looking the quality of teaching in this subject area.

However, in May 1999 it was decided that continuing education is sufficiently "different" to cast doubt on the appropriateness of S/PR, using the current methodology. Universities were therefore given the option of deferring review until the next round in 2001-6, and CU has taken this option. A consultation process is now in progress regarding the new arrangements and CE.

DCE will still be part of the university wide audit in 2000-2001

5 - Model.

Although 'consultation' takes place around the arrangements and the visiting teams are made up of senior academic staff from other universities, it is nevertheless a 'top down' model, under the auspices of the central government administration. Since the resulting score is very important for the university in relation to its funding and its public image, the central administration of each university also adopts a relatively 'top down' model. This is part of a more general and long term trend to a 'culture of performativity' in the HE sector (and in most public services) for more central control and less autonomy for individual professionals and for institutions. However, the self assessment document (see below) allows each department in an institution to define quality and to say how it is managed and assured, thus providing some scope for a 'bottom up' contribution.



6 - Organisation.

CU has a central Academic Audit Committee (AAC) which is responsible for developing and managing the internal systems of the university and preparing for the CA and S/PR. It has established a Quality Support Unit to assist departments and employed an external consultant to lead seminars and workshops for staff.

7 – Methods and tools.

- Internal audit - questionnaire and interview with Head of Department and feedback
- Mock reviews - internal (among department staff) and external (with a consultant)
- Departmental self-assessment document, following a framework set down by the University, including evidence that stated procedures are in place and are effective.

8 - Results.

- A draft document setting out all the department procedures for assuring quality with evidence that they are being used effectively.
- A department Quality Committee to review the document, the procedures and to identify action points
- A reflection on the problem of fragmentation of roles and responsibilities in the department
- A plan for a 'quality away day' (in September 1999) for all staff (academic and administrative) to discuss the aims and objectives of the department, quality arrangements and ways of improving working together

Portugal – UNIVERSITY OF PORTO.

1 - National context.

Portugal has followed the general trend in Europe to introduce quality assurance systems in all areas of economic and social life. For an example which is relevant to our sector, legislation has been introduced specifying a quality system for Public Administration along the lines of EQFM. In addition, INOFOR (Institute for Innovation in Education and Training) has been set up as a body which accredits training and promotes quality in the private sector organisations carrying out publicly financed training and education programmes (national and/or European). The Ministry of Education and the Portuguese Universities Council of Rectors (CRUP) created a Foundation for the Evaluation of Universities, to promote the quality of teaching/learning at the level of graduate university studies ; the ultimate aim is, however, to extend it to other levels of education.

2 - Local Context.

The development of Continuing Education is a strategic aim of the University of Porto for the future. A framework for Continuing Education has already been created, comprising :

- a Council for Continuing Education, composed of professors from the University of Porto nominated by the Rector. Their work is related to proposals for innovative action in the field of Continuing Education, through the analysis and evaluation of different initiatives, through certification of the programmes and by approval of the annual plans proposed by the Directorate of Continuing Education.
- a Directorate of Continuing Education. This has responsibility for carrying out the plans that have been approved by the Council and for co-ordinating information about Continuing Education programmes in the University of Porto. It will be also useful as an intermediary in contacts with other institutions, and in raising the profile of the Continuing Education and its needs, as well as collaborating in the evaluation of programmes carried out by the that the Council for Continuing Education.
- In order to carry out the proposals of the Council for Continuing Education, the human and material resources of Fundação Gomes Teixeira (F.G.T.) will be used. These can also be used to help organise services initiated by the faculties of schools of the University.

3 - Case :

- Analysis of 4 Experiences of Continuing Education at the University of Porto
- The Quality Indicators Found

Our case study is focused on four differing Continuing Education (CE) experiences developed in four establishments belonging to the University of Porto (UP). In each of them we want to analyse the different phases of the CE process as well as the context within each was developed and their main goals. This will enable us to have a clear understanding of the different methods of management and organisation which provide the rationale for the diversity of the CE offer as it relates to its various target groups. The purpose is to understand how it works, what its goals are, and how its results are assessed. Through this process we hope to be able to get data for comparative studies and find some common indicators of "good practice".

5 - Motivation.

The University of Porto wants to develop its international status and therefore is always keen to take part in meetings and debates on the important issues raised by UCE as well as trying to study other national situations and European experiences. The present strategic goals of the UP include the possibility of contributing to the creation of a quality system applied to European UCE and this process will inform us of new practice that may be relevant to our University.



5 - Model.

We have not followed any specific quality evaluation model (such as EFQM or ISO 9000), as UP has no physical spaces permanently dedicated to CE, but the criteria that will guide our analysis of CE programmes are based on the philosophy of total quality (TQM) - satisfaction of customers, linking means to goals, evaluation and monitoring of results throughout the several phases of the process. However we believe that at present, as we are looking for synergies in CE development within the UP, it would be more enlightening to analyse some other CE experiences focusing our attention on good practice which could provide us with some guidelines.

6 - Organisation.

The UP project for the EQUAL group is being coordinated by the FGT, who have created a project team appointed by the head of Continuing Education Service of FGT and by the head of the Continuing Education Office of the Faculty of Engineering of UP. This project team is supported by the staff of FGT and of the UP central services for secretarial and translation services. All the different steps of the study as well as the documentation and conclusions will be shared with the Pro-Rector for the Continuing Education.

7 - Methods and Tools.

We are paying special attention to the analysis of the following continuing education programmes: Specialised Engineering for the Oil Industry (developed by the Faculty of Engineering); the Continuing Education Programme for Teachers in Secondary Schools (developed by the Faculty of Sciences and the Faculty of Psychology and Education Sciences) and the management courses for company managers and high level company executives developed by the Higher Business School of UP.

The support tool to be used in the analysis of the CE process will be the INOFOR evaluation questionnaire. This process will be developed in four phases :

- 1 - Meeting of the project team with the directors of the CE actions to be analysed, in order to explain the purposes of this case study and its place EQUAL project, as well as to present the diagnostic tool which will be the common reference point for the analysis of CE programmes.
- 2 - Individual interview with each head of CE programmes to analyse their work, using a reference grid ;
- 3 - Comparative analysis of the data received on the four cases in order to identify the common aspects that may indicate good practice ;
- 4 - Meeting of the project team with the different heads of the CE actions to present and validate the results.

8 - Results.

Tools - A questionnaire has been created (adapted from the INOFOR questionnaire) for the analysis of different experiences of continuing education at UP.

Reports – A working document developed containing reflections on various concepts and quality indicators relevant to continuing education.

Knowledge – Knowledge of the EQFM model for the self evaluation of businesses; acquaintance with knowledge and practices in other universities; various documents on quality and on continuing education.

Synergies – Contacts with the teachers and directors of the four faculties in the study have strengthened the commitment of all those involved to questions of quality.

QUALITY PROJECT in GENEVA UNIVERSITY

1 – National context.

One of the major issues on the new national policy about the budget of Universities is a new way of allocating money. After many years of funding based on the number of students, the State will calculate a budget based on services. At the same time a new form of higher education institution has just been created : the Hautes Ecoles Spécialisées – HES (Specialized Higher education Institutions). A very structured quality system is already proposed for all these schools, especially for continuing professional development. This development encourages Universities to accept monitoring and quality audit of higher education. Finally, a “Quality Institute for Higher Education” will be created shortly and will have responsibility for all higher education institutions (Universities and HES).

2 – Local context.

In 1991 Geneva University created a Continuing Education Unit, with a special grant from the federal government. This Unit has developed a mission of promotion and development of continuing education programmes, in order to respond better to the needs of professionals. In October 1999 Geneva University became autonomous in the management and funding of Continuing Education. All the programmes must be self-financing. At the same time, Geneva University introduced general procedures for course assessment by students in order to improve the quality of studies up to Masters level. The debate on quality in continuing education and postgraduate studies is being conducted in parallel with this initiative.

3 – Case :

A) Development and improvement of services provided by the Continuing Education Unit to the University and to the City of Geneva

- a) **Long-term aim** : To reinforce the service-oriented role of the University for the region
- b) **Goal** : To increase the quality of the UCE programmes :
 - for a better satisfaction of all users (participants, lecturers, employers, presidency, CE Unit, etc.)
 - for greater consistency in UCE practice within University
 - for an internal and external recognition of UCE

c) **Objectives** :

- to write and to implement a “Quality Guide”
- to build integrated management tools (data base)
- to open a new programme on “Management of CE”
- to integrate ECTS credits and accreditation of prior experiential learning (APEL) through UCE

B) Academic integration of UCE and restructuring of the UCE Unit as well as of the official boards for UCE

- a) **Long-term aim** : To promote the institutional development of UCE and Adult Education
- b) **Goal** : To evolve from a back-up service to a service with an academic development mission
 - for better links between pre-graduate, post-graduate programmes and UCE
 - to favour the development of new training programmes specially designed for adults returning to university with a “second chance”

To do research into a topic of current interest.

c) **Immediate objectives** :

- to assess the impact of UCE over the last 10 years
- to write a full reflective and prospective report
- to set up a new academic structure



4 - Motivation.

The Continuing Education Unit is interested in quality for various reasons :

- need for a definition of values and common language for all the “actors” of UCE, mainly because of the large increase in number and variety of participants
- need to satisfy the demands of participants
- need to offer efficient tools for UCE programmes’ organizers
- need to take a real place in the market of training programmes and to be able to present, like the others, a concept of quality
- need to promote Continuing Education and Adult Education in University

In Phase A (UCE programmes’ Quality), the quality project was initiated within the UCE Unit and not as an answer to official requirements from academic management (“ Bottom-up ”). In Phase B (Restructuring), the quality project was mainly initiated by the senior management so as establish a structure more adapted to current needs and developments (“ Top-Down ”).

5 - Model.

No specific model is used for this quality project. For the criteria and the design of improvement of quality (customer oriented), the model ISO 9000 represents a framework, as do the criteria proposed by the French association for standards (AFNOR). An other resource is the “Quality Charter” developed by the Continuing Education Department of Louis Pasteur University in Strasbourg (DEPULP), which obtained ISO 9000 certification in 1998. In 1990 the French Ministry for professional development proposed a list of seven quality criteria for training, which is an important framework for developing training programmes. In Switzerland, the national Adult Education Federation (FSEA) is working on the ISO model and TQM model. Finally we decided to create a specific model for our “Quality guide” and for our “Structural analysis” in order to have a documents tailored to our needs.

6 - Organisation.

The participants in the project are :

- the CE Unit team (mainly the Director and a research assistant, specialized in Adult Education)
- the delegates of Presidency for UCE
- the Commission for UCE (COFO) composed of two delegates, the two members of CE Unit, the Vice-Rector in charge of UCE, three professors involved in UCE as well as three external representatives
- external Quality experts
- leaders of UCE in other Swiss Universities
- directors and lecturers in UCE programmes
- users

7 - Methods – Tools.

Phase A : Quality of UCE programmes	Phase B : Quality of structures
Examination of various existing models Examination of various existing UCE quality experiences Diffusion of the " UCE – Strategies and Management" document, in collaboration with the Presidency Proposal by all the UCE programme directors for a Quality guide Validation of the guide project by COFO and those involved in UCE Posting the guide on the Net Dissemination and follow-up of the guide Preparation of a UCE data base Follow-up of UCE participants and organisation of a Certificate in CE management	Preparation of an assessment process for UCE structure in Geneva University Analysis of Swiss and European structures as well as procedures for decision-making and communication Evaluation report on the development and impact of UCE Production of a report for the Presidency on the current structure analysis and possible developments Validation of the report by academic authorities Implementation of a pilot stage for academic integration of UCE

The working methods are :

- identification and analysis of various existing models and experiments in this field
- case study
- discussion with quality experts
- working in team
- creation of a specific model
- writing documents
- validation by official authorities
- training and internal communication

8 - Results.

The results to date are :

- the first version of the quality guide has been established and accepted by the CE Unit
- and accepted by the UCE Commission (COFO)
- writing phase for the final edition in October 2000
- the UCE structural report has been accepted by the university Presidency
- the project for a Certificate in the management of continuing education is entering the final stage of preparation

For the staff of UCE Unit, this quality project has given an opportunity to :

- deeply analyse daily tasks
- clearly define the wide field of UCE
- think about the necessity to improve quality (why do it? is it useful?)
- identify the items to be improved as a priority (programme planning, resources, pedagogical criteria, collaboration with the UCE Unit...)
- to reconsider roles and duties within the Unit (job descriptions)

For the Committee, this work has facilitated an exchange of fundamental ideas about the mission of continuing education in the University and on the role of the continuing education unit.



Switzerland- UNIVERSITY OF LAUSANNE. (UNIL)

1 – National Context.

A new federal law governing the financing of universities is currently being drawn up. One of its main features concerns a new way of allocating funds, based not on the number of students – as has been the case up to now – but on services.

This trend reflects the determination of certain political leaders to create an "Institute for Higher Education Quality".

Moreover, a new category of university level institutions has recently been created in Switzerland: Hautes Ecoles Spécialisées or HES. These are the former advanced professional schools, corresponding to the German Fachhochschulen. A highly structured quality system is already in place for all these schools, particularly in the field of continuing education.

2 – Local Context.

The University created a joint Continuing Education Department in 1991 thanks to state funding. Its mission is to increase and adapt the capacity of continuing education in order to respond more adequately to the requirements of the professional world. Its remit is also to develop the promotional aspect of continuing education both inside and outside the University.

As had been planned when the special measures for university continuing education were introduced, federal subsidies came to an end on 1st October 1999. Part of the infrastructure is financed by the University. The Department's additional expenses are covered by 20% of the turnover of training programmes. In theory, all courses are self-financing and the Department's concern for quality may also be explained by this "commercial" aspect.

Today, the Department manages most of the courses organised by UNIL. The number of courses and participants is climbing steadily.

In addition, the University has very recently established a generalised evaluation of teaching with a view to improving quality over the first and final two years of university studies. This initiative is accompanied by a review of quality in continuing education and postgraduate studies.

3 – Case.

Drafting, dissemination and implementation of a "Quality Charter" for continuing education training

- Long-term aim: To reinforce the university's role in providing a service to the region
- goal : To improve the value of training systems for the greater satisfaction of all "clients" (participants, staff, employers, education authorities, Continuing Education Department, etc.)
- Objectives: Drafting, dissemination and implementation of a Quality Charter

4 – Motivation.

The Continuing Education Department became interested in the question of quality for several reasons :

- the need to define common values and vocabulary for all involved in continuing education in view of the growing number and diversity of these persons
- the need to provide total satisfaction to the requirements of participants
- the need to place efficient tools at the disposal of organisers
- the need to establish a presence on the continuing education market and to possess Quality strategies (as rival institutions are increasingly doing)

The Quality Project is an initiative on the part of the Continuing Education Department and is not a response to instructions from the University authorities. It is thus a "bottom-up" project.

5 - Model.

The project is based on the ISO 9000 model and the standards drawn up by AFNOR, the French Standards Authority. The latter consist of certain ISO standards adapted to the particular circumstances of professional continuing education.

The Project is also inspired by the "Quality Charter" of the Permanent Education Department of Louis Pasteur University, Strasbourg (DEPULP) which was awarded ISO 9000 certification in 1998.

The Department has opted to create a special model for the "Quality Charter" in order to obtain a document which is totally geared to our own situation.

6. Organisation.

The actors involved in the Quality Project are:

- The staff of the Continuing Education Department
- The Continuing Education Council (consisting of a vice-rector, two teachers and three members from outside UNIL)
- A few external quality specialists
- Continuing education officials from other universities
- Course leaders and teachers
- Course participants

7. Methods - Tools.

- Review of the different existing standards (ISO, EFQM, AFNOR, etc.)
- Study of a few trials already carried out in University Continuing Education
- Drawing up a list of all the phases of a training programme
- Definition of specific criteria or "values" (see section 8 above)
- Concrete expression of these values at all phases of training programmes (see section 8 above)
- Formulation of values and their concrete expression in two charters: one intended for external use (participants, employers), the other for internal use (training managers and teachers)
- Validation by the Continuing Education Council, the education authorities and the deans
- Information and dissemination for those concerned with continuing education within the University and for clients

The working methods thus include : awareness and analysis of various models, case study, discussion with quality experts, working in teams in order to define criteria ("values"), the creation of a specific model, drafting of two charters.

Alongside this work on values, the Department carried out a detailed analysis of the evaluation questionnaires filled in by course participants during the previous year. These were used as a basis for drawing up satisfaction indices and for identifying areas where quality needed to be improved. These elements were also taken into account when drafting the two charters.

A new evaluation questionnaire will be drawn up in the light of the criteria announced in the charters so that these areas may be carefully checked.

8 - Results.

As far as the Department is concerned, this work has made it possible :

- identify and explain all the everyday tasks
- to become fully aware of the Department's vast range of activities
- to reflect on the need to improve quality (why? is it useful?)
- to identify priority areas for improvement, e.g. enrolment cancellation system, quality of course documents distributed to participants, etc.
- to reappraise the distribution of tasks within the team (specifications)

From the Council's point of view, the work has proved an opportunity to exchange fundamental ideas on continuing education missions within the University and the role of the Continuing Education Department.

4.2 A brief guide to current systems for accreditation, certification and standardisation.

This part of the handbook contains :

- Some thoughts on the use of accreditation in adult education and training in general, along with an account of four systems of evaluation and/or accreditation, i.e.:
 - EQUIS (training in management and business)
 - The QAA (United Kingdom)
 - INOFOR (Portugal)
 - EDUQUA (Switzerland)

- A summary of ISO9000 certification

- A summary of the EQFM model

- An account of the AFNOR (Association Française de Normalisation) standards relating to vocational education and training.



4.2.1 ACCREDITATION

Accreditation in an education situation is a mark of recognition awarded to an education programme (sometimes to an establishment) by an organisation invested with sufficient expertise and moral authority (and in which the professional world is in theory represented). Those participating in the education programme may cite this recognition when seeking to gain admission to a profession.

To illustrate the point, we may take a typical example from the United Kingdom: in order to obtain the title of “chartered engineer”, coinciding with admission to a professional institute, a person must first have been awarded a diploma for an accredited education programme.

Put simply like that, everything seems perfectly straightforward. Matters only become complicated when one starts addressing such points as those listed below :

- the accreditation is no more than a formal recognition of compliance with a minimum standard and does not in itself give an appreciation of quality in relation to other programmes, or if so only to those which are not accredited
- the accreditation is not imposed (the American approach) or does not apply to research programmes
- the accreditation gives an overall assessment of a group and does not concern itself with the aptitudes displayed by a particular participant following an accredited programme.

1) Accreditation : different forms

We may distinguish several forms of accreditation

- The learning-based British or American type of accreditation whose functional objective is to enable the holder of a diploma resulting from an accredited programme to apply for professional recognition, usually in the form of registration in an association or council
- Accreditation of education institutions: obtaining an authorisation as a necessary precondition to opening the institution
- An accreditation which is to a greater or lesser degree restrictive and seeks to separate programmes of a certain level from a host of others (cf. EQUIS)
- The accreditation/authorisation of programmes (French system) leading to the issuing of a certificate (to the institution) as a precondition to opening (or extending) an education programme.

2) Accreditation : dimensions

We may define accreditation procedures as an approach calculated to propel education programmes towards quality, but such a definition needs to be clarified further.

- Respect for standards

The overriding purpose and justification of an accreditation procedure is to check (via an external body) that the proper working conditions exist, i.e. that certain minimum rules are respected. These rules will typically concern :

- programme content
- methods
- the general management of the establishment

The level attained by the diploma-holders is not usually checked as this is the province of examining boards and panels, but the Americans are moving in this direction.

On the strength of this, it may be affirmed that all accreditation procedures are based (at least implicitly) on a series of facts which can be codified or inscribed in legally valid terms (and in the judgement of the investigators). In practice, the general tendency has been to avoid defining requirements too precisely, e.g. so many computers per student, so many hours of courses, etc.) and to prefer a more broadly defined approach.

- Accreditation – an incentive for quality ?

Strictly speaking, an accreditation procedure would seem to be no more than a verification of conformity and as such no more than a minimalist appreciation of quality.

The reality is somewhat different :

- *encouragement to take stock of a situation*

In getting ready for an inspection by an outside body, those in charge of the education programme are led to carry out a review of what exactly the programme comprises, and this can only be beneficial in quality terms.

- *awareness of weak points*

As is well known, discussion with the inspection team gives the establishment a mirror image of itself : those involved get a clearer picture of their inconsistencies or weak points simply by stating them in front of an attentive and competent (albeit silent) audience.

- *dialogue with the outside world*

Inspection reports can obviously contain extremely instructive suggestions – they draw attention to the most commonly used practices (if not always the prevailing best practices).

Thus, the accreditation process is considered by all establishments as an excellent occasion for taking stock and situating themselves in relation to others.

In short, all those wishing to appraise their performance and improve it on a regular basis will find that accreditation procedures provide a good framework.

However, several important questions need to be addressed. What sort of accrediting organisation should be chosen : national, regional, international ? How can one verify the organisation's experience and record in order to ensure the validity of the procedure ? Finally, how should such a procedure be put into practice in an environment which is neither internally or externally accustomed to such an approach ?

It cannot be said that the world of education stands out, among the various sectors of economic activity, as being particularly receptive to change or inclined to self-assessment. But the development of accreditation procedures may be explained by the need for international recognition and by increased competition between the best institutions. This need is made more acute by the fact that national education systems lack credibility or visibility when they seek to gain recognition in the international arena.

The current tendency is towards more open procedures (in reaction to often highly analytical approaches which are criticised as being too cursory and not conducive to change) and towards experiments in mutual recognition. The latter concerns the idea of setting up a network of accrediting bodies which would allow a national of one country to have his/her accreditation validated by another country with a view to professional recognition.

As an illustration of these remarks, we include below some examples of evaluation and accreditation systems.

- The EQUIS system

- The QAA system

- INOFOR (Portugal)

- EDUQUA (Switzerland)



The EQUIS system (specifically geared to Management and Administration Education Programmes)

At international level, programmes provided by universities in management, administration and business studies have to contend with increasingly fierce competition. Nowadays, companies recruit on the international education market, using for this purpose reference systems for diplomas and skills whose link with a particular national framework is becoming increasingly tenuous.

1) Background

The decision on the part of the EFMD (European Foundation for Management Development) to launch the EQUIS system (European Quality Improvement System) was the result of a critical analysis of the systems existing in Europe for evaluating the teaching of Management and Administration Studies. It emerged from this analysis that certain criteria were not wholly suited to the purpose of evaluation.

- Providing a yardstick

The wish was to possess a tool for measuring the degree to which an education course was adapted to the international context, without becoming a fully-fledged rating system.

EQUIS may be seen as an option alongside the accreditation issued by The International Association for Management Education, itself an adaptation of the American Assembly of Collegial Schools of Business (AACSB) for international purposes, or ISO certifications. Like the AACSB, EQUIS is rooted in a system of peer assessment (whereas ISO certification is based on a normative assessment provided by third parties).

At the present time there are about 40 accredited organisations, including 10 in France.

- A standardisation effect

In the sense that EQUIS is a recognition system based on criteria accepted by the establishments, it may be said to work in favour of a certain kind of standardisation.

Compared to other systems, it provides three additional dimensions:

- degree of internationalisation
- link with companies
- relations with the professional community

2) Implementation

The setting up of EQUIS calls for a considerable amount of work which pays handsome dividends in terms of group involvement. In practice, the system comprises ten assessment areas, each with its particular dimensions :

- Context and mission
- Students
- Students' personal development
- Intrinsic quality
- Resources
- Teachers
- Research environment
- Relation with the environment
- Links with the business world
- International dimension

Principal stages

- Prior acceptance

The first precondition is that of eligibility : a form of recognition at national level and with an international slant, in theory based on belonging to a family

- Development of a self-assessment system

The setting up of a self-assessment system is a key phase in the process: it is initiated by a special contact with the appointed EQUIS representative.

The system must be self-critical in approach and combine a good presentation of the facts with an interpretation of the same facts.

- International peer review

As soon as the self-assessment report is deemed acceptable, an international team of rapporteurs visits the site for three days and submits its observations.

These observations are then summarised, sent to all the rapporteurs and then transmitted to the establishment for factual validation.

- Final decision (Depending on the circumstances, the final decision will be positive, negative or conditional.)

further information: <http://www.efmd.be/>
then EQUIS



Quality Assurance Agency for Higher Education (QAA)

Assessing the quality of education

The Quality Assurance Agency for Higher Education (QAA) was established in 1997. It has responsibility for assessing the quality of higher education (HE) in England and Northern Ireland from 1 October 1997 under the terms of a contract with the Higher Education Funding Council for England (HEFCE).

The purposes of quality assessment are :

- to ensure that the public funding provided is supporting education of an acceptable quality,
- to provide public information on that education through the publication of reports, and to provide information and insights to encourage improvements in education.

The main features of the quality assessment method are :

Assessment against Aims and Objectives

The HE sector in England and Northern Ireland is diverse. The HEFCE funds education in over 140 institutions of HE and 75 further education (FE) colleges. These institutions vary greatly in size, subject provision, history and statement of purpose. Each has autonomy to determine its institutional mission, and its specific aims and objectives at subject level.

Quality assessment is carried out in relation to the subject aims and objectives set by each provider. It measures the extent to which each subject provider is successful in achieving its aims and objectives. Readers should be cautious in making comparisons of subject providers solely on the basis of quality assessment outcomes. Comparisons between providers with substantively different aims and objectives would have little validity.

Assessment of the Student Learning Experience and Student Achievement

Quality assessment examines the wide range of influences that shape the learning experiences and achievements of students. It covers the full breadth of teaching and learning activities, including: direct observation of classroom /seminar /workshop/ laboratory situations; methods of assessing students' work; students' work and achievements; curriculum; staff and staff development; the application of resources (library, information technology, equipment), and student support and guidance.

This range of activities is captured within a core set of six aspects of provision, each of which is graded on a four-point assessment scale (1 to 4), in ascending order of merit.

The aspects of provision are :

- Curriculum Design, Content and Organisation
- Teaching, Learning and Assessment
- Student Progression and Achievement
- Student Support and Guidance
- Learning Resources
- Quality Management and Enhancement.

Assessment by Peer Review

Assessors are academic and professional peers in the subject. Most are members of the academic staff of UK HE institutions. Others are drawn from industry, commerce, private practice and the professions.

Combination of Internal and External Processes

The assessment method has two main processes :

Preparation by the subject provider of a self-assessment in the subject, based on the provider's own aims and objectives, and set out in the structure provided by the core set of aspects of provision.

A three-day assessment visit carried out by a team of assessors. The assessment team grades each of the aspects of provision to make a graded profile of the provision, and derives from that profile an overall judgement. Provided that each aspect is graded 2 or better, the quality of the education is approved.

Published Reports

In addition to individual assessment reports, the QAA publishes subject overview reports at the conclusion of assessments in a subject. The subject overview reports are distributed widely to schools and FE colleges, public libraries and careers services. Both the assessment reports and the subject overview reports are available in hard copy and on the world-wide web.

Note: Most of the above relates to all quality assessment. However, earlier assessments were based on a three-point scale: Excellent, Satisfactory and Unsatisfactory. This was later replaced by the four-point scale within each aspect of provision as described above.

Further information :
www.qaa.ac.uk

INOFOR (Institut pour l'innovation dans la formation - Portugal)

INOFOR is an institution created by the Portuguese Government to accredit private sector organisations offering training programmes, and to encourage enhancement of the quality of those programmes. In fact there was already an accreditation system which could be used by training organisations funded by the European Social Fund.

The accreditation system for training organisations came into effect on 29th August 1997. Its aims are to contribute to the restructuring of the vocational and professional education system, to the development of professional competences and to the professionalisation of those already working , so as to enhance the quality, appropriateness and effectiveness of training organisations.

For further information :
http://www.ias-berlin-de/ersep/p_f/frame.htm



EDUQUA kitemark (Switzerland)

In view of the growing numbers of quality assurance systems being developed in all economic sectors, the market for continuing education and training in Switzerland is falling more and more into line with this tendency.

It has been established :

(a) at the federal level (Federal office for Education and Science (OFES); Conference of Swiss Universities (CUS)); and Institute for Quality in Teaching is planned. What will be the values, criteria and type of certification promoted ?

(b) at the cantonal level (Geneva), the new law on continuing education provides that all institutes offering continuing education and training should be accredited by 2003, with an EDUQUA kitemark. Furthermore, all state recognised qualifications must be registered with the Swiss Centre for Modules : Modula

From an institutional point of view the specialised higher education institutions (HES - vocational/professionally oriented universities) are in the course of developing advertising campaigns relying on quality recognition, even going as far as to get some courses certified under the ISO 9001 designation.

Further information:
<http://www.eduqua.ch>
<http://www.modula.ch>

4.2.2 ISO CERTIFICATION

procedure by which a **third party** provides a written guarantee that a product
a process
or a service
complies with the requirements specified in a set of references
(ISO/CEI Guide 2 definitions - 1991)

General framework

The **certification** of an **education organisation** (or more generally of an organisation, manufacturing or service company) is **based on the standards of the ISO 9000 family** (9001, 9002)

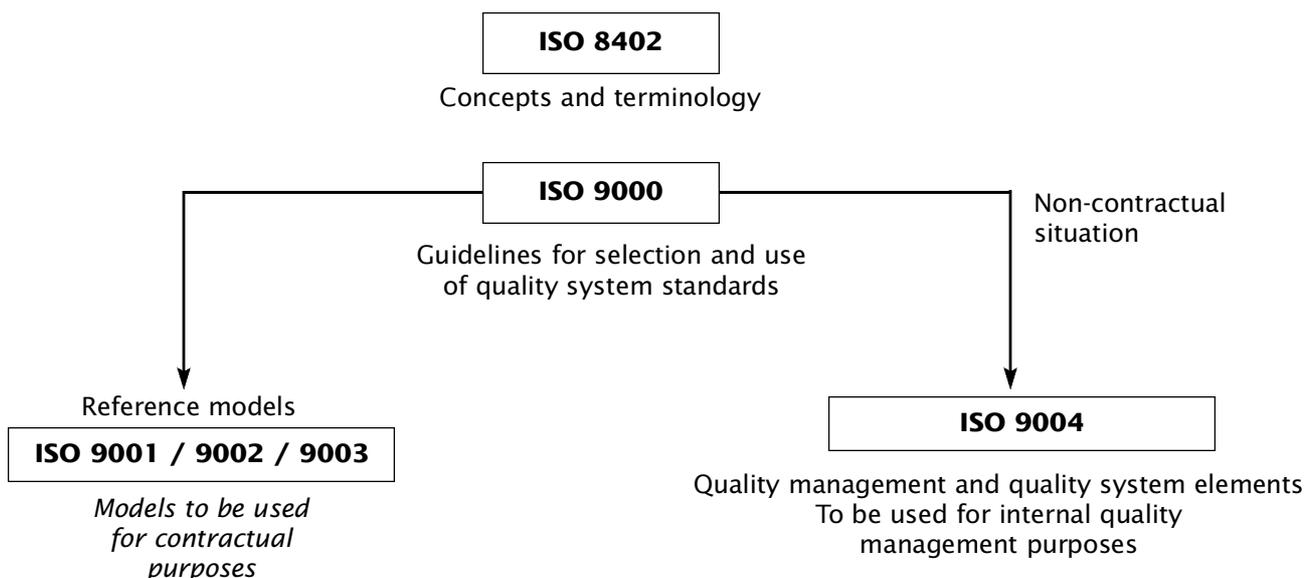
The certification concerns neither products nor persons. It **testifies** that the organisation's quality system **complies** with one of the **ISO reference** frameworks.

ISO 9001 certification (the body of references corresponding to education organisations) is based on the organisation's commitment to applying the set of reference and to undergoing **audits** by a **certifying organisation**.

Remark :

The current ISO standards were drafted in 1987 and revised in 1994. They are now being reformulated and the new version should be published in the course of 2000, coming into effect in 2001. They have much in common with the ideas incorporated in "quality awards" or in the EFQM model which attaches great importance to the process approach and to the role played by the senior management (Vice-Chancellor and Head of the Continuing Education Department in the case of universities) and other actors.

Organisation of the ISO Standards (1994)





ISO 9000: strong and weak points

It may be noted that the terminology used tends to be geared towards the “manufacturing industry” but is adapted for a service environment in ISO Standard 9004-2

ADVANTAGES of the ISO 9000 standards

- They exist and may be used (with adaptation for the education environment).
- They provide for overall harmonisation at European and world level since they constitute joint quality assurance models
- They are directive for the organisation which is nevertheless free to choose its organisational frame of reference.
- There is a sufficiently wide margin of interpretation for the standards to apply in a wide variety of situations.
- They are tools for improving performance.
- They are logical.
- They can be used as a means of helping the organisation in its quality procedure.
- Certain education contracts can be procured through reference to these standards.

DISADVANTAGES

- They are difficult to read.
- The requirements are sometimes superfluous and are not listed in order of importance (lack of weighting).
- They are not very practical in the sense that they need to be adapted for the education sphere, but they do give a certain latitude to the education organisation
- They are ill-adapted to the service sector (particularly to the education environment) and to small organisations. The “industrial” inspiration is clearly visible.
- They may be considered as an end in themselves and not as a tool.
- They may be imposed without any real justification.
- They can lead to excessive bureaucracy (paperwork).

In an effort to remedy these defects and to reflect developments in the socio-economic environment, the standards are now being reformulated along lines which are closer to the models used for quality awards (EFQM, etc.).

The ISO Standards (2000 version)

The main aims of the latest revision can be summed up as follows :

- meeting the needs of users through increased currency of standards
- compatibility with existing versions of the standards
- adaptation to four general categories: materials, the products of continuous processes, services and software
- suitability for any size of business
- a good fit between quality assurance initiatives and quality management in general
- the connection between the organisation's processes and its quality system

In order to facilitate the work of taking on new texts designed to make all quality initiatives effective, eight quality principles have been identified :

- **client-centred organisation** : organisations depend on their clients, so they need to understand the latter's present and future needs, to respond to their requirements, and to attempt to exceed their expectations.
- **leadership** : management defines policy, attitudes and the internal environment of the organisation. It creates an environment in which people can feel fully involved in the fulfilment of the aims of the organisation.
- **involvement of personnel** : people at every level are the core of an organisation and if they are fully involved their capacities can be used effectively to the organisation's advantage.

- **a process approach** : the desired result is more effectively obtained when resources and the activities to which they relate are managed as a process.
- **management by a systems approach** : identifying, understanding and managing a system of independent processes for a particular purpose of the organisation contributes to the effectiveness and profitability of the organisation
- **continuous improvement**: this constitutes a permanent aim of the organisation
- **information-led approach to decision-making** : effective decisions are based on logical and intuitive analysis of information and facts
- **mutually advantageous relationships with suppliers** : these increase the ability of both suppliers and the organisation to create value.

The structure of the new ISO 9000 standards (Version 2000)

Concepts, choice and technology - ISO 9000-1 - ISO 8402	ISO 9000	Quality management system Concepts and vocabulary ('One single set of recommendations')
Quality management Guidelines - ISO 9004-1 - ISO 9004-2 - ISO 9004-3 - ISO 9004-4	ISO 9004	Quality management system Advice on enhancing performance ('One single set of recommendations')
Quality assurance - ISO 9001 - ISO 9002 - ISO 9003	ISO 9001	Quality management system - Requirements ('One single set of recommendations')
Audit of quality Guidelines - ISO 1001-1 - ISO 1001-2 - ISO 1001-3	ISO 19011	Audit of quality management system and of environment ('One single set of recommendations')



NOTE

It is legitimate to compare of accreditation procedures with the kind of certification (as expressed in the ISO standards) as procedures for progress.

The two procedures have much in common, both providing an accurate review of the situation and a frame of reference.

There are, however, important differences

- Certification procedures (in their 1994 version) form part of a more formalised framework, reflecting an unceasing concern to respect general procedures which guarantee the implementation of the quality system.
- Accreditation procedures tend to rely more heavily on the assessment of experts, thus providing a basic competence and allowing the educational organisation to position itself in relation to a particular profession.

We may say that accreditation procedures seem to make greater allowance for the special features of the education environment and that all that is needed to build an entirely satisfactory optimum system is to add a “dash” of the certification approach.

Further information: <http://www.so.ch>

4.2.3 The EFQM model (European Foundation for Quality Management)

The European Foundation for Quality Management (EFQM) was founded in 1988 by the Presidents of 14 major European companies, with the endorsement of the European Commission. The present membership is in excess of 600 organisations ranging from major multinationals and important national companies to research institutes in prominent European universities.

General framework

The EFQM mission is

to stimulate and assist organisations throughout Europe,
to participate in improvement activities leading ultimately to excellence in customer satisfaction, employee satisfaction, impact on society and business results;
to support the managers of European organisations in accelerating the process of making Total Quality Management a decisive factor for achieving global competitive advantage.

To this end, the EFQM model provides a number of very open-ended reference points which may be adapted to each structure.

The EFQM model is supposed to enable organisations to improve performance as part of a “total quality” approach.

Implementation

- A framework with nine elements

The model is a pragmatic methodological framework proposed by the European Foundation for Quality Management and purporting to serve as a guide for self-assessment, comparable to a quality procedure.

The basic premise is that the quality of the service provided by an education establishment is linked to nine principal elements :

- Leadership
- Personnel management
- Policy and strategy
- Resources
- Process, Satisfaction of the personnel
- Client satisfaction
- Integration within the professional community
- Operational results

An assessment plan of progress to be made is drawn up for each of these elements.

A weighting system is used to calculate a progression index and to permit comparisons with others.

The main stages of the process

The institution appraises its performance on each of the main criteria which are broken down into a series of sub-criteria. A distinction is made between the criteria relating to means and those concerned with results.

The institution must provide information on the factors linked to the means (if the criterion is relevant) and on how the criteria are to be taken into account.

As for the results, data must be provided on the institution’s performance and objectives, and if possible the performance of competitors.



Project Equal **In search of quality**

The list of criteria is pragmatic in the sense that it includes and associates different kinds of factors which appear to have a positive impact in achieving a general quality objective.

Each criterion is broken down into a series of sub-criteria requiring an assessment. The result is a detailed range of indicators intended to cover all important aspects over and above the features specific to the establishment alone.

Amongst other things, the analysis is designed to bring out the consistency of the diagnosis between different assessment components, for example between personnel management and personnel satisfaction.

Additional information :
<http://www.efqm.org>

4.2.4 AFNOR standards specifically geared to the professional education situation

The French Standards Association (AFNOR) has published documents summarising the work carried out by various think-tanks on the question of continuing professional education. These documents are referred to as 'normes' (standards) and have no contractual character.

These documents are designed to facilitate relations between clients and suppliers.. A climate of confidence is created through the use of a shared vocabulary/terminology and greater transparency. The documents also help the client to conduct an improved needs analysis.

How are the standards used during an education project ?

We may see to what use the actors put the existing standards at different stages of the education process :

AFNOR GRID

PERSON/ ORGANISATION SEEKING TRAINING			TRAINING ORGANISATION	
		PLANNING		
X 50 755	Feasibility			
X 50 755	Information gathering			
X 50 755	Launch			
		CONTRACTING PROCESS		
X 50 756	Invitation to bid		X 50 760	Proposal for service
X 50 756	Negotiation		X 50 761	Processing of request
X 50 756	Order received		X 50 760	Response to request
			X 50 761	Processing of order
			X 50 761	Organisation of training
		IMPLEMENTATION		
X 50 755	Putting into action		X 50 761	Training process
		EVALUATION		
X 50 755	Evaluation		X 50 761	Evaluation

Contents of the standards :

- X 50-750-1 "PROFESSIONAL EDUCATION - TERMINOLOGY".
This document defines the 80 terms most frequently encountered in this field.
- X 50-756 "PROFESSIONAL EDUCATION -



APPLICATION FOR EDUCATION – SPECIFICATIONS OF THE DEMAND.

This document sets out the specifications expressing the demand for education. The aim is to help a company clarify its needs with respect to a provider of education services. It is also designed to offer guidelines for an education organisation confronted with a company which does not yet have a clear idea of its education requirement.

- X 50-760 "PROFESSIONAL EDUCATION – EDUCATION ORGANISATIONS – INFORMATION CONCERNING “OFFERS”.

This standard defines the criteria facilitating the clear expression of an education “offer” as presented in the organisation’s brochure and catalogue, and in its response to a request for education.

- X 50-760.2 "PROFESSIONAL EDUCATION - PART 2 : TERMINOLOGY".

This standard is a complement to X 50.760-1 [plutôt X50-750-1 ??] and defines 40 new terms commonly used in the profession.

- X 50-755 "PROFESSIONAL EDUCATION – EDUCATION APPLICATION: METHOD FOR ELABORATING EDUCATION PROJECTS".

This document defines the needs analysis stage preceding the drawing up of education application specifications. It is set out in the form of a questionnaire and is intended as a reminder of all the elements likely to be encountered in this procedure.

- X 50-761 "PROFESSIONAL EDUCATION – EDUCATION ORGANISATION, SERVICE AND THE PROVISION OF SERVICE".

This standard defines the characteristics of the service supplied by the education organisation and the means required for providing this service (organisation of an education entity).

A few comments on the AFNOR/education standards

The standards are intended to be exhaustive: they dissect the various processes implemented in the education situation. This means that readers who are professionals in initial or continuing education will find much that is obvious to them.

It can nevertheless be very convenient to have a checklist of this sort at one’s disposal.

The standards are also useful in that they deal with “demand” as well as “supply”. Indeed, the application of the various recommendations incorporated in the standards can help to improve client-supplier relations in an education situation.

On the other hand, in drawing up these standards, the designers have tended to concentrate on applications/orders from a single client (typically a company). This does not always reflect the everyday reality of the university education organisation. In particular, there is no mention of institutional clients.

Although many elements can be transposed, the problems involved in defining specifications for a “multiclient” situation are not addressed by these standards.

The standards also have nothing to say on new education modes such as distance learning, self-study, multimedia, etc.



PART 5

GLOSSARY - GLOSSAIRE

This glossary defines, inter alia, the fundamental terms relating to quality concepts, as they apply to all areas, for mutual understanding in international communications. A great number of terms result from international standards (ISO 8402).

Le présent glossaire définit , entre autres, les termes fondamentaux relatifs aux concepts qualité, applicables à tous les domaines, pour une compréhension mutuelle dans les communications internationales. Un grand nombre de termes sont issus des normes internationales (ISO 8402).



1 - GENERAL TERMS - TERMES GENERAUX

1.1 CUSTOMER - CLIENT

Recipient of a product provided by the supplier.

Destinataire d'un produit fourni par le fournisseur.

Notes :

1. In a contractual situation, the customer is called "purchaser".
2. The customer may be, for example, the ultimate consumer, user, beneficiary or purchaser.
3. The customer can be either external or internal to the organization.

- 1. Dans une situation contractuelle, le client est dénommé "acheteur".*
- 2. Le "client" peut être, par exemple, le consommateur final, l'utilisateur, le bénéficiaire ou l'acheteur.*
- 3. Le "client" peut être interne ou externe à l'organisme*

1.2 ENTITY - ENTITE –

That which can be individually described and considered.

Ce qui peut être décrit et considéré individuellement.

Note :

An entity may be for exemple – an activity or a process – a product – an organization, a system or a person, or any combination thereof.

Une entité peut être par exemple, - une activité ou un processus - un produit - un organisme, un système ou une personne – ou une combinaison de l'ensemble ci-dessus.

1.3 ORGANIZATION - ORGANISME

Company, corporation, firm, enterprise or institution, or part of thereof, whether incorporated or not, public or private, that has its own functions and administration.

Compagnie, société, firme, entreprise ou institution, ou partie de celles-ci à responsabilité limitée ou d'un autre statut, de droit public ou privé, qui a sa propre structure fonctionnelle et administrative.

1.4 ORGANIZATIONAL STRUCTURE - ORGANISATION

Responsibilities, authorities relationships, arranged in a pattern, through which an organization performs its functions.

Responsabilité, liaison hiérarchiques et relations agencées selon une structure permettant à un organisme d'accomplir ses fonctions.

1.5 PROCEDURE - PROCEDURE

Specified way to perform an activity.

Manière spécifiée d'accomplir une activité.

Notes :

1. In many cases, procedures are documented (e.g. quality system procedures).
 2. When a procedure is documented, the term "written procedure" or "documented procedure" is frequently used.
 3. A written or documented procedure usually contains the purposes and scope of an activity ; what shall be done by whom; when, where and how it shall be done; what materials, equipment and documents shall be used; and how it shall be controlled and enregistered.
- 1. Dans de nombreux cas, les procédures sont exprimées par des documents (par exemple, procédures d'un système qualité).*
- 2. Lorsqu'une procédure est exprimée par un document, le terme "procédure écrite" est souvent utilisé.*
- 3. Une procédure écrite comporte généralement : l'objet et le domaine d'application d'une activité : ce qui doit être fait et qui doit le faire ; quand, où et comment cela doit être fait ; quels matériels, équipements et documents doivent être utilisés ; et comment cela doit être maîtrisé et enregistré.*

1.6 PROCESS - PROCESSUS ; Procédé

Set of interrelated resources and activities which transform inputs into outputs.

Ensemble de moyens et d'activités liés qui transforment des éléments entrants en éléments sortants.

Note :

Resources may include personnel, finance, facilities, equipment techniques and methods.

Ces moyens peuvent inclure le personnel, les finances, les installations, les équipements, les techniques et les méthodes.

1.7 PRODUCT - PRODUIT

Result of activities or processes.

Résultat d'activités ou de processus.

Notes :

1. A product may include service, hardware, processed materials, software, or a combination thereof.
 2. A product can be tangible (e.g. assemblies or processed materials) or intangible (e.g. knowledge or concepts), or a combination thereof.
 3. A product can be intended (e.g. offering to customers) or unintended (e.g. polluted or unwanted effects).
- 1. Le terme produit peut inclure les services, les matériels, les produits issus de processus à caractère continu, les logiciels, ou une combinaison de ceux-ci.*
- 2. Un produit peut être matériel (par exemple : assemblages ou produits issus de processus à caractère continu) ou immatériel (par exemple : connaissances ou concepts), ou une combinaison des deux.*
- 3. Un produit peut être intentionnel (par exemple : offre aux clients) ou non intentionnel (par exemple un polluant ou des effets indésirables).*



1.8 PURCHASER - ACHETEUR

Customer in a contractual situation.

Client dans une situation contractuelle.

Note :

The purchaser is sometimes referred to as the “ business second party ”

Dans la pratique des affaires, l'acheteur est parfois appelé "seconde partie".

1.9 SERVICE (SERVICE)

Result generated by activities at the interface with the supplier and the customer and by supplier internal activities to meet the customer needs.

Résultats générés par des activités à l'interface entre le fournisseur et le client, et des activités internes du fournisseur pour répondre aux besoins du client.

Notes :

1. The supplier or the customer may be represented at the interface by personnel or equipment.
2. Customer activities at the interface with the supplier may be essential to the service delivery.
3. Delivery or use of tangible products may form part of the service delivery.
4. A service may be linked with the manufacture and supply of tangible product.

1. Le fournisseur ou le client peut être représenté à l'interface par des personnes ou des équipements.

2. Les activités du client à l'interface avec le fournisseur peuvent être essentielles pour la prestation de service.

3. La livraison ou l'utilisation de produits matériels peut faire partie de la prestation de service.

4. Un service peut être lié à la fabrication et à la fourniture d'un produit matériel.

1.10 SERVICE DELIVERY - PRESTATION DE SERVICE

Those supplier activities necessary to provide the service.

Celles des activités du fournisseur qui sont nécessaires à la fourniture du service.

1.11 SUPPLIER - FOURNISSEUR

Organization that provides a product to the customer.

Organisme qui fournit un produit au client.

Notes :

1. In a contractual situation, the supplier may be called the "contractor".
2. The supplier may be, for example, the producer, distributor, importer, assembler or service organization.
3. The supplier can be either external or internal to the organization.

1. Dans une situation contractuelle, le "fournisseur" peut être dénommé "titulaire du contrat".

2. Le "fournisseur" peut être par exemple, le producteur, le distributeur, l'importateur, l'ensemblier ou l'organisme de service.

3. Le "fournisseur" peut être interne ou externe à l'organisme.

2 – TERMS RELATED TO QUALITY - TERMES RELATIFS à LA QUALITE

2.1 CONFORMITY - CONFORMITE

Fulfilment of specified requirements.

Satisfaction aux exigences spécifiées.

2.2 QUALITE (QUALITY)

Totality of characteristics of an entity that bear on its ability to satisfy stated and implied needs.

Ensemble des caractéristiques d'une entité qui lui confèrent l'aptitude à satisfaire des besoins exprimés et implicites.

Notes :

1. In a contractual environment, or in a regulated environment, such as nuclear safety field, needs are specified, whereas in other environments, implied needs should be identified and defined.
 2. In many instances, needs can change with time; this implies periodic reviews of requirements for quality.
 3. Needs are usually translated into characteristics with specified criteria (see requirements for quality). Needs may include, for example, aspects of performance, usability, dependability (availability, reliability, maintainability) safety environment, economics and aesthetics.
 4. The term quality should not be used as a simple term to express a degree of excellence in a comparative sense nor should be used in a quantitative sense for technical evaluations. To express this meaning, a quality adjective shall be used. For example, use can be made of the following terms :
 - a) "relative quality" where entities are ranked on a relative basis in the degree of excellence or comparative sense (not to be confused with grade)
 - b) "quality level" in a quantitative sense (as used in acceptance sampling) and "quality measure" where precise technical evaluations are carried out.
 5. The achievement of satisfactory quality involves all stages of the quality loop as a whole. The contributions to quality of these various stages are sometimes identified separately to emphasize; for example, quality due to the definition of needs, quality due to the product design, quality due to conformance, quality due to the product support throughout its life time.
 6. In some reference, quality is referred to as "fitness of use" or "fitness for purpose" or customer satisfaction" or "conformance to the requirements". These represent only certain facets of quality, as defined above.
1. *Dans une situation contractuelle, ou dans un environnement réglementé, tel que le domaine de la sécurité nucléaire, les besoins sont spécifiés, tandis que dans d'autres, il convient d'identifier et de définir les besoins implicites.*
 2. *Dans de nombreux cas, les besoins peuvent évoluer avec le temps : ceci implique la révision périodique des exigences pour la qualité.*
 3. *Les besoins sont habituellement traduits en caractéristiques avec des critères spécifiés (voir exigences pour la qualité). Les besoins peuvent inclure, par exemple, des aspects de performance, de facilité d'emploi, de sûreté de fonctionnement (disponibilité, fiabilité, maintenabilité), de sécurité, des aspects relatifs à l'environnement, des aspects économiques et esthétiques.*
 4. *Il convient que le terme "qualité" ne soit pas utilisé isolément ni pour exprimer un degré d'excellence dans un sens comparatif, ni pour des évaluations techniques dans un sens quantitatif. Pour exprimer ces deux sens il est bon qu'un qualificatif doit être utilisé. Par exemple, on peut employer les termes suivants :*
 - a) *"qualité relative" lorsque les entités sont classées en fonction de leur "degré d'excellence" ou d'une manière "comparative" (à ne pas confondre avec classe).*
 - b) *"niveau de qualité" dans un sens quantitatif (tel qu'employé dans le contrôle*



- par échantillonnage) et "mesure de la qualité" lorsque des évaluations techniques précises sont effectuées.*
5. *L'obtention d'une qualité satisfaisante implique l'ensemble des phases de la boucle de la qualité. Les contributions à la qualité de ces différentes phases sont parfois considérées séparément pour les distinguer, comme par exemple la qualité due à la définition des besoins, qualité due à la conception du produit, qualité due à la conformité, qualité due au soutien tout au long du cycle de vie.*
 6. *Dans certains textes existants, on identifie la qualité à l'"aptitude à l'usage", ou à l'"aptitude à l'emploi", ou à "la satisfaction du client" ou à la "conformité aux exigences". Ces notions ne représentent que certaines facettes de la qualité telle que définie ci-dessus.*

2.3 REQUIREMENTS FOR QUALITY - EXIGENCES POUR LA QUALITE

Expression of the needs or their translation into a set of quantitatively or qualitatively stated requirements for the characteristics of an entity its realization and examination.

Expression des besoins, ou traduction en un ensemble d'exigences exprimées en termes quantitatifs ou qualitatifs pour les caractéristiques d'une entité afin de permettre sa réalisation et son examen.

Notes :

1. It is crucial that the requirements to quality fully reflect the stated and implied needs of the customer.
 2. The term "requirements" covers market-based and contractual as well as an organization's internal requirements. They may be developed, detailed and updated at different planning stages.
 3. Quantitatively stated requirements for the characteristics include, for instance, nominal values, rated values, limiting deviation and tolerances.
 4. The requirements for quality should be expressed in functional terms and documented.
- 1. Il est essentiel que les exigences pour la qualité reflètent complètement les besoins explicites et implicites du client.*
- 2. Le terme "exigence" couvre aussi bien les exigences du marché, celles d'un contrat, que celles qui sont internes à un organisme. Elles peuvent être élaborées, détaillées et actualisées aux différents stades de la planification.*
- 3. Les exigences exprimées en termes quantitatifs et relatives aux caractéristiques comprennent, par exemple des valeurs nominales, des valeurs assignées, des écarts limites et des tolérances.*
- 4. Il convient d'exprimer initialement les exigences pour la qualité en termes de fonction et par des documents.*

2.4 REQUIREMENTS OF SOCIETY - EXIGENCES DE SOCIETE

Obligations resulting from laws, regulation, rules, codes, statutes and other considerations.

Obligations résultant de lois, de règlements, de règles, de codes, d'actes et d'autres considérations.

Notes :

1. "Other considerations" include notably protection of the environment, health, safety, security, conservation of energy and natural resources.
 2. All requirements of society should be taken into account when defining requirements for quality.
 3. Requirements of society include jurisdictional and regulatory requirements. They may vary from one jurisdiction to an other.
- 1. L'expression "d'autres considérations" vise notamment la protection de l'environnement, la santé, la sécurité, la sûreté, la conservation de l'énergie et des ressources naturelles.*
- 2. Toutes les exigences de société doivent être prises en compte lors de la définition des exigences pour la qualité.*
- 3. Les exigences de société comprennent des exigences juridiques et réglementaires. Elles peuvent varier selon les juridictions.*

Responsible Organisation	Evaluation	Strategy
Centre for Extension Studies	<ul style="list-style-type: none"> ▪ A detailed review of open university, continuing professional development and regional development as parts of adult education ▪ Analyses of networks, innovations and evaluation practices as elements of “external impact” 	Analyses of future development as a part of external relations : <ul style="list-style-type: none"> ▪ Relevant environments ▪ The role of the Centre in these environments ▪ Preliminary plans of the actions to be taken
University of Turku	<ul style="list-style-type: none"> ▪ A general review of adult education as a part of the University’s services ▪ Analysis of external impact of adult education in relation to other functions of the University 	A better knowledge of : <ul style="list-style-type: none"> ▪ The changing context of adult education ▪ The roles and strategies of the faculties and centres for continuing education in the field of adult education



3 - TERMS RELATED TO THE QUALITY SYSTEM TERMES RELATIFS AU SYSTEME QUALITE

3.1 CORRECTIVE ACTION - ACTION CORRECTIVE

Action taken to eliminate the causes of an existing nonconformity, defect or other undesirable situation in order to prevent recurrence.

Action entreprise pour éliminer les causes d'une non-conformité, d'un défaut ou de tout autre événement indésirable existant, pour empêcher son renouvellement.

3.2 PREVENTIVE ACTION - ACTION PREVENTIVE

Action taken to eliminate the causes of a potential nonconformity, defect or other undesirable situation in order to prevent occurrence.

Action entreprise pour éliminer les causes d'une non-conformité, d'un défaut et de tout autre événement indésirable potentiel pour empêcher qu'il ne se produise.

Note :

The preventive actions may involve changes such as in procedures and systems, to achieve quality improvement at any stage of the quality loop.

Les actions peuvent nécessiter par exemple des changements dans les procédures et les systèmes afin d'obtenir une amélioration de la qualité à chacun des stades de la boucle de la qualité.

Notes :

There is a distinction between "correction" and "corrective action" :

- "correction" refers to repair, rework or adjustment and relates to the disposition of an existing nonconformity;
- "corrective action" relates to the elimination of the causes of nonconformity.

Il y a une différence entre "correction" et "action corrective" :

- "correction" s'applique à une réparation, une reprise ou une mise à niveau et concerne le traitement d'une non-conformité existante ;
- "action corrective" concerne l'élimination de la cause d'une non-conformité.

3.3 QUALITY ASSURANCE - ASSURANCE DE LA QUALITE

All the planned and systematic activities implemented with the quality system, and demonstrated as needed, to provide adequate confidence that the entity will fulfil requirements for quality.

Ensemble des activités préétablies et systématiques mises en œuvre dans le cadre du système qualité, et démontrées en tant que besoin, pour donner la confiance appropriée en ce qu'une entité satisfera aux exigences pour la qualité.

Notes :

- 1.) There are both internal and external purposes for quality assurance
 - a) Internal quality assurance within an organization, quality assurance provides confidence to the management.
 - b) External quality assurance: in contractual or other situations, quality assurance provides confidence to the customers or others.
- 2.) Some quality control and quality assurance actions are interrelated.
- 3.) Unless requirements for quality fully reflect the needs of the user, quality assurance may not provide adequate confidence.

1. *L'assurance de la qualité vise à la fois des objectifs internes et externes.*
 - a) *Assurance de la qualité interne : au sein d'un organisme, l'assurance de la qualité sert à donner confiance à la direction.*
 - b) *Assurance de la qualité externe : dans des situations contractuelles ou autres, l'assurance de la qualité sert à donner confiance aux clients ou à d'autres.*
2. *Certaines actions de maîtrise de la qualité et d'assurance de la qualité sont liées entre elles.*
3. *Si les exigences pour la qualité ne reflètent pas entièrement les besoins de l'utilisateur, l'assurance de la qualité peut ne pas donner la confiance appropriée.*

3.4 QUALITY AUDIT - AUDIT QUALITE

Systematic and independent examination to determine whether quality activities and related results comply with planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve objectives.

Examen méthodique et indépendant en vue de déterminer si les activités et résultats relatifs à la qualité satisfont aux dispositions préétablies et si ces dispositions sont mises en œuvre de façon effective et sont aptes à atteindre les objectifs.

Notes :

1. The quality audit typically applies, but is not limited to, a quality system or elements thereof, or to a service. Such audits are often called "quality system audit", "process quality audit", "product quality audit", "service quality audit".
 2. Quality audits are carried out by staff not having direct responsibility in the areas being audited but, preferably, working in cooperation personnel.
 3. One purpose of a quality audit is to evaluate the need for improvement or corrective action. An audit should not be confused with the quality surveillance or inspection activities performed for the purpose of process control or product acceptance.
 4. Quality audits can be conducted for internal or external purpose.
1. *L'audit qualité s'applique essentiellement, mais n'est pas restreint, à un système qualité ou à des éléments de celui-ci, à des processus, à des produits ou à des services. De tels audits sont couramment appelés "audit de système qualité", "audit qualité de processus", "audit qualité de produit", "audit qualité de service".*
 2. *Les audits qualité sont conduits par une équipe n'ayant pas de responsabilité directe dans les secteurs à auditer et de préférence en coopération avec le personnel de ces secteurs.*
 3. *L'un des buts d'un audit qualité est d'évaluer le besoin d'amélioration ou d'action corrective. Il ne faut pas confondre l'audit avec des activités de "surveillance" ou de "contrôle" conduites dans le but de maîtrise d'un processus ou d'acceptation d'un produit.*
 4. *Les audits qualité peuvent être conduits pour des besoins internes ou externes.*

3.5 QUALITY CONTROL - MAITRISE DE LA QUALITE

Operational techniques and activities that are used to fulfil requirements for quality.

Techniques et activités à caractère opérationnel utilisées pour satisfaire aux exigences pour la qualité.

Notes :

1. Quality control involves operational techniques and activities aimed both at monitoring processes and at eliminating causes of unsatisfactory performance at all stages of the quality loop in order to achieve economic effectiveness.
2. Some quality control and quality assurance actions are interrelated.



1. *La maîtrise de la qualité comprend des techniques et activités à caractère opérationnel qui ont pour but à la fois de piloter un processus et d'éliminer les causes de fonctionnements non-satisfaisants à toutes les phases de la boucle de la qualité en vue d'atteindre la meilleure efficacité économique.*
2. *Certaines actions de maîtrise de la qualité et d'assurance de la qualité sont liées entre elles.*

3.6 QUALITY LOOP - BOUCLE DE LA QUALITE

Conceptual model of interacting activities that influence quality at various stages ranging from the identification of needs to the assessment of whether these needs have been satisfied.

Modèle conceptuel des activités interdépendantes qui influent sur la qualité lors des différentes phases d'échelonnant de l'identification des besoins à l'évaluation de leur satisfaction.

Note :

The quality spiral is a similar concept.

La spirale de la qualité" est un concept similaire.

3.7 QUALITY MANAGEMENT - MANAGEMENT DE LA QUALITE

All activities of the overall management function that determine the quality policy, objectives and responsibilities and implement them by means such as quality planning, quality control, quality assurance and quality improvement within the quality system.

Ensemble des activités de la fonction générale de management qui déterminent la politique qualité, les objectifs et les responsabilités et les mettent en œuvre par des moyens tels que la planification de la qualité, la maîtrise de la qualité, l'assurance de la qualité et l'amélioration de la qualité, dans le cadre du système qualité.

Note :

Quality management is the responsibility of all levels of management but must be led by top management. Its implementation involves all members of the organization.

Le management de la qualité est la responsabilité de tous les niveaux de direction, mais il doit être conduit par la direction au plus haut niveau. Sa mise en œuvre implique tous les membres de l'organismes.

3.8 QUALITY MANUAL - MANUEL QUALITE

Document stating the quality policy and describing the quality system of an organization.

Document énonçant la politique qualité et décrivant le système qualité" d'un organismes.

Notes :

1. A quality manual may relate to the totality of an organization's activities or only to a part of it. The title and scope of the manual reflects the field of application.
2. A quality manual will normally contain or refer to, as minimum
 - a) quality policy
 - b) the responsibilities, authorities and inter-relationships of personnel who manage, perform, verify or review work affecting quality.
 - c) The quality system procedures and instructions.
 - d) A statement for reviewing, updating and controlling the manual.

3. A quality manual can vary in depth and format to suit the needs of an organization. It may comprise more than one document. Depending on the scope of the manual, a qualifier may be used, for example “quality assurance manual”, “quality management manual”.

1. *Un manuel qualité peut porter sur la totalité des activités d'un organisme ou seulement sur une partie de celles-ci. Le titre et l'objet du manuel explicitent le champ d'application.*
2. *Un manuel qualité contiendra normalement, ou fera référence à, au moins :*
 - a) *la politique qualité,*
 - b) *les responsabilités, les pouvoirs et les relations entre les personnes qui dirigent, effectuent, vérifient ou passent en revue les travaux qui ont une incidence sur la qualité,*
 - c) *les procédures et les instructions du système qualité,*
 - d) *des dispositions pour revoir, mettre à jour et gérer le manuel.*
3. *Pour s'adapter aux besoins d'un organisme, le degré de détail et la forme d'un manuel qualité peuvent varier. Le manuel qualité traite des besoins de l'assurance de la qualité, il est appelé parfois "manuel d'assurance qualité", "manuel management de la qualité".*

3.9 QUALITY PLAN - PLAN QUALITE

Document setting out the specific quality practices, resources and sequence of activities relevant to a particular product, project or contract.

Document énonçant les pratiques, les moyens et la séquence des activités liées à la qualité spécifiques à un produit , projet on contrat particulier.

Note :

A quality plan usually makes reference to the parts of the quality manual.

Un plan qualité fait généralement référence aux parties applicables du manuel qualité.

3.10 QUALITY PLANNING - PLANIFICATION DE LA QUALITE

Activities that establish the objectives and requirements for quality and the application of quality system elements.

Activités qui déterminent les objectifs et les exigences pour la qualité, ainsi que les exigences pour la mise en œuvre du système qualité.

Note :

Quality planning covers

- a) Product planning : identifying, classifying and weighting the characteristics for quality as well as established the objectives requirements for quality and constraints.
- b) Managerial and operational planning: preparing the application for the quality system including organizing and scheduling.
- c) The preparation of quality plans and the making of provisions for quality improvement.

La planification de la qualité recouvre :

- a) *La planification pour un produit : identification, classification et pondération des caractéristiques relatives à la qualité ainsi que l'établissement des objectifs, des exigences pour la qualité et des contraintes.*
- b) *La planification de management et opérationnelle : préparation de la mise en œuvre du système qualité comprenant l'organisation et le calendrier.*
- c) *L'élaboration de plans qualité et prise de dispositions d'amélioration de la qualité.*



3.11 QUALITY POLICY - POLITIQUE QUALITE

Overall intentions and direction of an organization with regard to quality, as formally expressed by top management.

Orientations et objectifs généraux d'un organisme concernant la qualité tels qu'ils sont exprimés formellement par la direction au plus haut niveau.

Note :

The quality policy forms one element of the corporate policy and is authorized by the top management.

La politique qualité est un élément de la politique générale, et est approuvée par la direction au plus haut niveau.

3.12 QUALITY SYSTEM - SYSTEME QUALITE

Organizational structure, procedure, processes and resources needed to implement quality management.

Ensemble de l'organisation, des responsabilités, des procédures, des processus et des moyens nécessaires pour mettre en œuvre le management de la qualité.

Notes :

- 1.) The quality system should be as comprehensive as needed to meet the quality objectives
- 2.) The quality system of an organization is designed primarily to satisfy the internal managerial needs of the organization. It is broader than the requirements of a particular customer who evaluates only the relevant part of the quality system.
- 3.) For contractual or mandatory quality assessment, demonstration of the implementation of identified quality system elements may be required.

1. Il convient que le système qualité ne soit pas plus étendu qu'il n'est nécessaire pour atteindre les objectifs relatifs à la qualité.

2. Le système qualité d'un organisme est conçu essentiellement pour satisfaire les besoins internes de management de l'organisme. Il va au-delà des exigences d'un client particulier qui n'évalue que la partie du système qualité qui le concerne.

3. Pour les besoins d'une évaluation qualité contractuelle ou obligatoire, la démonstration de la mise en œuvre d'éléments identifiés du système qualité peut être exigée.

3.13 TOTAL QUALITY MANAGEMENT - MANAGEMENT TOTAL DE LA QUALITE

Management approach of an organization centered on quality, based on the participation of all members and aiming at long term success through customer satisfaction, and benefits to all members of the organization and to the society.

Mode de management d'un organisme, centré sur la qualité, basé sur la participation de tous ses membres et visant au succès à long terme par la satisfaction du client et à des avantages pour les membres de l'organisme et pour la société.

Notes :

1. The expression " all members " designates personnel in all departments and at all levels of the organization structure
2. The strong and persistent leadership of top management and the education and training of all members of the organization are essential for the success of this approach.

3. In total quality management, the concept of quality relates to the achievement of all managerial objectives.
4. The concept "benefits to society" implies, as needed, the fulfilment of requirements of society.
5. Total quality management (TQM) or parts of it are sometimes called "total quality", CWQC (Compagny Wide Quality Control), TQC (Total Quality Control) and so on.
 1. *Par "tous les membres", on entend le personnel dans tous les services et à tous les niveaux de l'organisation .*
 2. *Une implication forte et permanente de la direction au plus haut niveau et la formation générale et permanente de tous les membres de l'organisme sont indispensables au succès de ce mode de management.*
 3. *En management total de la qualité, le concept de qualité se réfère au fait d'atteindre tous les objectifs de management.*
 4. *Le concept "avantages pour la société" implique de satisfaire "les exigences de société".*
 5. *Le management total de la qualité (TQM) ou certains de ses aspects sont parfois désignés par les expressions "qualité totale", "CWQC" (en anglais "Compagny Wide Quality Control"), "TQC" (en anglais "Total Quality Control"), etc.*

3.14 TRACEABILITY - TRACABILITE

Ability to trace the history, application or location of an entity, by means of recorded identifications.

Aptitude à retrouver l'historique, l'utilisation ou la localisation d'une entité au moyen d'identifications enregistrées.