

CUBRIK: 23 and 24 May 2011
University of NIS
SERBIA
Minutes and Presentations (attached)

Welcome	<p>Dragan, the Dean of the Engineering faculty welcomed the participants.</p> <p>Ester Boldrini presented the activities of the training course for the next two days.</p>
CARLOS EFQM Model	<p>Most of the participants are beginners. Carlos presented briefly the history of the EFQM model, which has a very Northern Europe touch.</p> <p>EFQM is an important tool for companies and it can also be adapted to education.</p> <p>Benefits: holistic approach of a service. You can lead improvements. People are very important and involved in this assessment.</p> <p>EFQM focuses on the mission and vision for one organisation. This model can be spread to each aspect of the organisation. EFQM is useful for personal.</p> <p>Why is it so good?</p> <ul style="list-style-type: none"> ○ Tool for assessment, not for one department but the entire organisation. ○ Useful as a benchmark tool (comparison with other institutions). ○ Compared with ISO: standard and you take the accreditation. EFQM is always on progress. Systematic improvement. ○ It provides the structure for the reorganisation management system. <p>We have to remember that the PDCA cycle is a key element.</p> <p>Carlos presented the 9 aspects of EFQM model. For each one of them you have inputs & outputs.</p> <p>Last year the EFQM has been reviewed (2010). Now one of the differences is that we have <i>key results</i> (instead of <i>performance results</i>).</p> <p>LEADERSHIP: to facilitate the achievements of mission and vision, purpose, and revise systematically the changes and improvements.</p> <p>STRATEGY: A strategy is important because each institution has to know its strategy on how to focus on the stakeholders, but also clear goals and objectives (which will be checked by site visits).</p> <p>PEOPLE: it consists in the culture creation for beneficial achievements, to promote fairness. Improvement of personnel for development of the</p>

	<p>organisation. How communication is employed in one organisation.</p> <p>PARTNERSHIP & RESOURCES: suppliers, partnership to give added value to the organisation. How you manage the management resources.</p> <p>PROCESSES PRUDUCTS AND SERVICES: to generate values for stakeholders.</p> <p>RESULTS: strategies and product should be reflected in results. The staff + Students + Society (happy motivated, awards, publications, media). Feedback to measure the image of the company abroad.</p> <p>KEY RESULTS: The measurement of results of such strategy.</p>
<p>Ignace</p> <p>TRIS Model</p>	<p>Why TRIS?</p> <p>It can be used by profit and non-profit organisation for checking the Integral Quality System.</p> <p>It also contemplates fields of interest and in each one of them you have a PDCA cycle.</p> <p>You need a model to implement a QA system but also a model to generate the data to make the evaluation report.</p> <p>TRIS is used in the cooperation between universities in Flanders (university & university college) that use the EFQM to implement quality and make the self-evaluation report.</p> <p>By TRIS, they translated the 9 points into the educational context.</p> <p>Leadership: mission, vision and quality for a total quality management. Continuous improvement, motivation and support. 5 phases of quality (what is needed for each one):</p> <ul style="list-style-type: none"> ○ Activity oriented ○ Process oriented ○ System oriented ○ Process oriented, etc. <p>Translation to education: you need to know what are the requirements and wishes of the parties concerned.</p> <p>In Serbia they have something that can be adapted what we have. In Flanders most of universities use some approach EFQM model based or some aspect of it.</p> <p>The bottom up approach is better that top-down because is better not to impose the strategy but to start working together. Moreover you need managers to sustain you.</p> <p>The internal quality is up to universities. The external quality has to be</p>

	checked by an accreditation organisation.
	<p>Some of the partners started a discussion regarding the problem of staff for carrying out the self-evaluation. They generally have the lectures and other tasks. EU partners explained that the QA should be stressed as a key point for the institution.</p> <p>In Serbia they started the external evaluation and they have the problem of indicators since they do not have any databases.</p>
<p>Ignace</p> <p><i>Effective assessment of EFQM & TRIS models</i></p>	<p>Visitation Evaluation Accreditation</p> <p>In the visitation the assessors get the data for the self-evaluation report.</p> <ol style="list-style-type: none"> 1. Institutional Level. 2. WHLORA makes an assessment panel. Universities propose names, but VHLORA has the final decision on the committee 3. Visitation (they also have simulation of visitation) Self evaluation report & feedback 4. The assessment panel will have 3 days visit of the university. They will have discussion with different staff members (teachers, students, alumni and check if the report is true). They will also check the facilities and give recommendations. They also check the accountability aspect. It has to give to the 6 standards positive assessment/evaluation. 5. After the visitation the committee makes a public report also with recommendations. 6. The university starts the improvements basing on the recommendations. 7. You sent to NVIO the report to ask if you can accreditate. Sometimes you have to give explanations (this process must be done each 8 years). <p>There are programmes that are not accredited and under an improvement plan process.</p> <p>For the new programmes: In Flanders you have a framework for different kinds of programmes accreditation. (SIX STANDARDS: Outcomes, programme, staff, accommodations, QA & results) for new programmes these aspects are the same but the last one is guarantees for the continuity. An agreement with university is needed to guarantee the continuity (for the private universities is more difficult).</p> <p>To guarantee continuity is fundamental.</p> <p>A simple report is better. Language of QA. Most of the time they are already doing TRIS but they do not know. Motivation.</p>

	<p>Understanding & reviewing the institution effectiveness. QA is important for the organisation, but also to teachers.</p> <p>To use senior managers with experience will be better, since they can give advice.</p> <p>A full deployment of the process will take 3 years.</p> <p>In TRIS the performance gap is more important of the score. You have to discuss the SWOT of the programme you are analysing.</p>
<p>Carlos</p> <p><i>Using the EFQM Model</i></p>	<p>You should use a holistic model that can be applied to all faculties, institution, etc.</p> <p>The concepts have to be ACTION-ORIENTED.</p> <p>The trends have to be included (for 3 years to see the institution progress).</p> <p>When you create an internal team, they have to understand deeply the organisation. -Key inputs, what is happening, key suppliers (industry for traineeships), stakeholders, key customers and outputs-</p> <p>The assessors will start form the key factors reflected to leadership, processes and results.</p> <p>The key factors can be identifies in 5 categories. They will be used as a tools for assessors to evaluate:</p> <ol style="list-style-type: none"> 1. Organisational environment (history, mission, vision, etc...) 2. Organisational Relationships (with main suppliers, rel. with faculties, different countries for international) 3. Competitive environment (challenges, limitation on financial resources, etc) 4. Strategic challenges 5. Performance Improvement System: what can we do with the students' satisfaction questionnaire, to compare? Benchmarking. <p>Before doing the self-assessment you have to look for these 5 factors.</p> <p>EFQA is a management system. It is not for accreditation. The 9 aspects are embedded in some concepts (there are also sub-indicators).</p> <ol style="list-style-type: none"> 1. Results orientation: achieve results for the satisfaction of organisation and stakeholders. 2. Customer focus: sustainable customer value (students for example, industry) 3. Leadership & constancy of purpose: the vision & inspiration of the leaders corresponds to the needs of the society 4. Management by process: focused on the key processes 5. People development & involvements: maximise their contribution and

	<p>involvement (motivated workforce, etc) life-long learning</p> <ol style="list-style-type: none"> 6. Continuous learning innovation and improvement: also creativity, innovation, etc. (modernisation of study programmes, etc) 7. Partnership development: develop and maintain value adding partnerships. Like students traineeship. Improve the effectiveness of the teaching process. <p>EFQM is more quantitative but there are different phases of implementation (not assessed).</p>
	<p>Lunch break</p>
<p>Carlos</p> <p><i>RADAR tools in EFQM</i></p>	<p>RADAR is a completely different approach. Some countries opt for a mixed model.</p> <p>RADAR contemplates Results, Approach, and Deployment Assessment Review.</p> <p>The PDCA cycle is integrated in the RADAR model. To evaluate results you have to take into account: trends, target benchmarking, causes scope and relevance.</p> <p>The evaluation team (4-5 assessors). This is a multidisciplinary group with managers and expert in the sector and in others. This will assure a broad scope of expertise.</p> <p>Deployment, Assessment & Refinement. It is not a mathematical evaluation.</p> <p>Two ways of assessing: enables & results.</p> <p>The assessors will agree on the most important aspects they have to assess and how. It is quantitative but also subjective because it is based on discussion.</p> <p>The results are segmented in order to have a deep view of the assessment of each service.</p>
<p>Ignace</p> <p><i>The Assessment Process</i></p>	<p>Self evaluation report criteria:</p> <ol style="list-style-type: none"> 1. Correspondence between aims and activities in the programme 2. Requirements for the professional of ac orientation 3. Consistency of the CV 4. Structure & contents 5. Suitability of the study 6. Learning assessment 7. Master thesis <p>You cannot score on a benchmark if you have no objectives.</p> <p>FEATURES OF TRIS:</p>

	<ol style="list-style-type: none"> 1. Level, orientation, discipline and specific requirements 2. Suitability x students 3. Learning assessment (the way you evaluate) 4. Master Thesis 5. Staff 6. Tutoring /guidance of students + facilities and accommodation (in TRIS is less evaluated then in EFQM) 7. Results 8. Achievement of the learning outcomes <p>3 competences for the evaluation committee: management, higher education and QA.</p> <p>The accreditation process is legally organised.</p>
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Workshop day 2: 24th May

	<p>The participants divided in two working groups performed exercises on:</p> <ul style="list-style-type: none"> ○ Assessing inputs and processes following TRIS ○ Assessing inputs and processes following EFQM <p>But also</p> <ul style="list-style-type: none"> ○ Assessing results following TRIS ○ Assessing results following EFQM
Common discussion	<p>Carlo's group</p> <p>Macedonia:</p> <ul style="list-style-type: none"> ○ Case study on industrial company. Difficult to adapt in Education. They need a translation to need how to manage the system. ○ TRIS: adjusted to the educational sphere. Important & useful information about this model. Applied to education. They can use it with some adjustment. The education system has to be first adjusted to the EU standards. Very useful training. ○ Self- evaluation report analysis. <p>Serbia:</p> <ul style="list-style-type: none"> ○ Problem for the know-how. Most of the people were beginners. Too much information. Difficult to follow everything. Educational Systems in the 3 countries are extremely different. Difficulties for a comparison. We should understand if we would apply another one evaluation model. Ignace's approach is more close to their context. Useful information. ○ The EFQM is a global model. They have different realities and situations. Maybe an adaptation of the model is needed. ○ The workshop has been well organised but too much information for 2 days. Maybe two steps: EFQM & Tris. The fact that we organised 2

	<p>groups was not appropriate.</p> <ul style="list-style-type: none"> ○ Participants added that they have to apply the EFQM model. Strategic approach. How to fit it into the legislative framework.
<p>SWAT of the assessment models</p>	<p>The EFQM is a good analytical model and thus it could be implemented. They have to develop and implement all these aspects and translate them to the educational sector. TRIS is simpler while the EFQM is more complex. TRIS is more familiar. They need more training. It would be difficult to apply it.</p> <p>Ignace: TRIS is a translation of EFQM in Flanders. Maybe there are other aspects for SEE. Maybe some aspects should be integrated. The position of Faculties different than in Europe. In fact, they are legal bodies.</p> <p>Carlos: You have a QA framework for Balkans. They analyse features and they can obtain some common elements as starting point. In Serbia they use 14 standards. They have no internal integrated QA. They should be compared and adjusted to their needs.</p> <p>They can have a generic model for a certain amount of topics. We are with different types of persons and countries thus with different interests.</p> <p>Macedonia: they are initiating QA at University level. They are starting with 1 person and will grow gradually. They would like to add elements to their already existing guidelines using EFQM. The guidelines they have (output of a former Tempus project) is recognised by the government. After that they will perform the self- evaluation process at faculty and university level. Staff: good to have different points of view. Send them some person involved in this process 1 person to help the initiation of each unit (3/4 days). They need software for data management but also training to be able to use these tools.</p>