



# THE IMPLEMENTATION OF A QUALITY MANAGEMENT SYSTEM

CHANCES AND OPPORTUNITIES  
RISKS AND THREADS

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## THE IMPLEMENTATION OF A QUALITY MANAGEMENT SYSTEM



- a challenge for an institution as an university
- 3 principles:
- 1. „**QUALITY COMMITMENT**“ – „you define what quality is and you should keep what you promise“
- honesty, you have to be convinced
- no hidden lies
- no strange tactics

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## THE IMPLEMENTATION OF A QUALITY MANAGEMENT SYSTEM



### 2. „LEARNING BY MISTAKES“

- QM is mostly not so much product orientated
- QM is more process orientated „the (right) way is the aim“
- quality is the result of better circumstances defined and realised by e.g. members of an university, a faculty, a group
- instrument: PDCA-Circle

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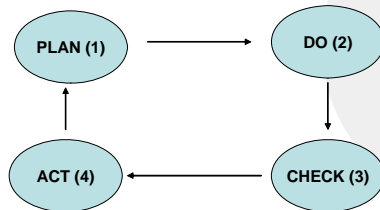
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## PDCA-CIRCLE or „DEMING-CIRCLE“



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## plan



- you plan an action for a progress of something which disturbs you at present
- as a university, faculty, group of professors, teachers, students
- brainstorming
- collection(s) of data
- realisation of a working programme which you want to be implemented

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## do

- you realise the working programme
- the plan you agreed within your group will be implemented e.g. at your university, faculty
- you try it out

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## check

- check the new results
- do they satisfy you?
- did these new results match your expectations?
- what did we learn about implementing the „new way“?
- collection(s) of new data etc. (e.g. questionnaires, figures, interviews)

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## act

- decision making if the new plan you implemented satisfied you (+)
- decision making if the new plan didn't work as you expected. Maybe you have to change some factors, strategies or methods? (-) „mistake as a chance“
- try a new start and integrate different conditions you probably forgot. Restart at stage 1: plan

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## THE IMPLEMENTATION OF A QUALITY MANAGEMENT SYSTEM



### 3. QM IS „CLIENT ORIENTATED“

- who are the university's clients?
- students
- parents of students
- political decision makers
- industry
- institutions where graduated persons work e.g. schools, administration, private sector

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## A NEW ROLE FOR GOVERNING BOARD AND COUNCIL



### CHANCES AND OPPORTUNITIES

- must be convinced for QM, supportive function
- corporate identity: QM is +
- higher acceptance by rectorate, faculties, and students through more transparency
- more identification with these bodies means easier realisations of innovations in the future

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## A NEW ROLE FOR GOVERNING BOARD AND COUNCIL



### RISKS AND THREADS

- not only „top down“ also „bottom up“
- to convince and to support means more „bottom up“
- more democracy in decision making
- maybe: you loose (old) power but you get a new power role
- who is above the governing board and council in case of QM (influence)?

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## A NEW ROLE FOR GOVERNING BOARD AND COUNCIL



### SITUATION IN AUSTRIA AND EU

- governing boards only consist of external members (example „Hochschulrat“)
- governing boards are big supporters for universities
- help to get more autonomy via QM
- help to get more money via QM and research&development
- interfere only if something illegal happens...

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## NEW WAYS OF COOPERATION BETWEEN RECORATE AND FACULTIES



### CHANCES AND OPPORTUNITIES

- corporate identity (CI): mission statement, „you have to live it“
- QM as a factor for success (example A.) at the (university)market
- more cooperation within the university strengthens the CI an the whole system

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## NEW WAYS OF COOPERATION BETWEEN RECORATE AND FACULTIES



you decide how you measure your performance (quality decision)

examples:

number of students, number of graduates, quality of graduates (feedback of institutions, image), number and quality of publications, third-party funds attracted, public relations?

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## NEW WAYS OF COOPERATION BETWEEN RECTORATE AND FACULTIES



### RISKS AND THREADS

- many universities have a lack in internal cooperation
- many universities have a lack in guidance (emphasis on administration, organisation)
- QM at university level means: building adequate structures and cultures for changes (threads to present structures?)

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## NEW WAYS OF COOPERATION BETWEEN RECTORATE AND FACULTIES



### SITUATION IN AUSTRIA AND EU

- rectorate and faculties: CI (high quality in teacher training.....), constantly: coordination sessions (rectorate-faculties), and within the faculties (PDCA-method)
- QM as an advantage at the „university-market“
- consequence: good reputation, financial situation, more students, also from abroad

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## CONSEQUENCES FOR STUDY PROGRAMMES, RESEARCH



- what do the stakeholders of the university want?
- influence of the labour market
- guidelines of councils and ministry
- students as clients
- more research&development (in which fields? What is needed within the scientific community (Austrian example)?)
- more professional public relation

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## CONSEQUENCES FOR STUDY PROGRAMMES, RESEARCH



### CHANCES AND OPPORTUNITIES

- higher acceptance by students (as clients) institutions where graduates work public and private sector if e.g. research projects are successful (applied research) politicians and sponsors (better chances) other universities (cooperation)

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## CONSEQUENCES FOR STUDY PROGRAMMES, RESEARCH



### RISKS AND THREADS

- the expectations of clients normally are many sided and sometimes controversial
- maybe some consequences cannot be discussed because they are part of an university policy
- danger for the whole system. Which factors are more important which not?
- priority list (if possible)

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## CONSEQUENCES FOR STUDY PROGRAMMES, RESEARCH



### SITUATION AT OUR UNIVERSITY

- What is really needed in modern education at present:
- new (old) teaching methods at university and school level „learning by doing“ etc.
- more university- and school-development
- research programmes which support universities and schools in these fields (applied research, resources)

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## STUDENT EVALUATIONS INTERNAL AND EXTERNAL EVALUATION



- again: students are the university's clients
- evaluations by students are necessary, PDCA (also evaluations by pupils at schools)
- start with internal evaluation, don't exaggerate, be careful who and what you evaluate and publish (Austrian example)
- external evaluation
- no evaluations without consequences!

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## STUDENT EVALUATIONS INTERNAL AND EXTERNAL EVALUATION



### CHANCES AND OPPORTUNITIES

- if you introduce it carefully you get many informations about what is successful and what is not...
- higher responsibility of all evaluation partners, they have to be respectful
- you have to have an agreed action plan what you do with the results (e.g. changes, exact time schedule, responsibilities)

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## STUDENT EVALUATIONS INTERNAL AND EXTERNAL EVALUATION



### RISKS AND THREADS

- many prejudices and fears against internal and external evaluation
- why should a professor be evaluated by a student?
- who will get the results?
- my position could be shattered
- nothing happens after an evaluation

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## AN EXAMPLE FOR AN EXTERNAL EVALUATION „PEER REVIEW“



- Peer Review (PR) is nothing new
- PR is voluntarily
- peers = critical friends,
- peers are external persons
- PR is very effective
- base is again: PDCA-Circle
- Big success at university and school level (higher vocational schools in Austria)

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## PEER REVIEW ACTION



- university defines the field which shall be reviewed
- internal evaluation and eval. report
- university chooses peers (e.g. partner university, industry, QM-experts..) and submits them the evaluation report
- peers develop on that base an action plan for the peer visit (2-3 days)
- peer visit: central part of PR

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## PEER REVIEW ACTION



- peers make interviews (dean, rectorate, professors, students.....)
- after the peer visit the peers write a peer report & send it to the reviewed university
- the reviewed university decides which suggestions of the peer review report will be accepted and which not
- the university makes an action plan for the realisation of these accepted proposals

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## PEER REVIEW: EXPERIENCES



- highly accepted by reviewed institutions
- nobody has been forced to take part
- till now external evaluation has always been suspicious
- criticism and mistakes as a chance for further-development
- also peers learn a lot during a PR
- peers should not be concurrents and „Mr and Mrs know it all“

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**THANK YOU FOR LISTENING  
AND FOR YOUR INTEREST IN  
QUALITY MANAGEMENT!**

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