

**QUALITY ASSURANCE
IN EDUCATION
(HOW TO BAKE A CAKE)**

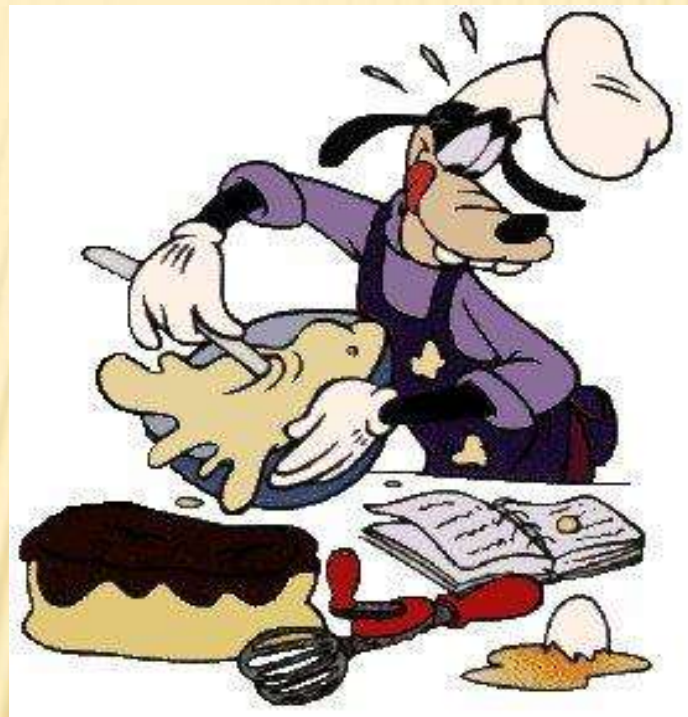
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PERSONAL BACKGROUND

- Auditor – New Zealand Universities
- NZQA external evaluator
- National evaluator – Business Excellence awards
- Experience in:
 - Academic programme development
 - Performance Excellence (Baldrige criteria)
 - Business Process Improvement
 - Quality Management



SO WHAT DO WE WANT TO LEARN?

- Common issues in quality
- Competency requirements
- Tools and techniques
- Factors to be aware of
- Audit vs self assessment

SO WHAT DO WE WANT TO LEARN?

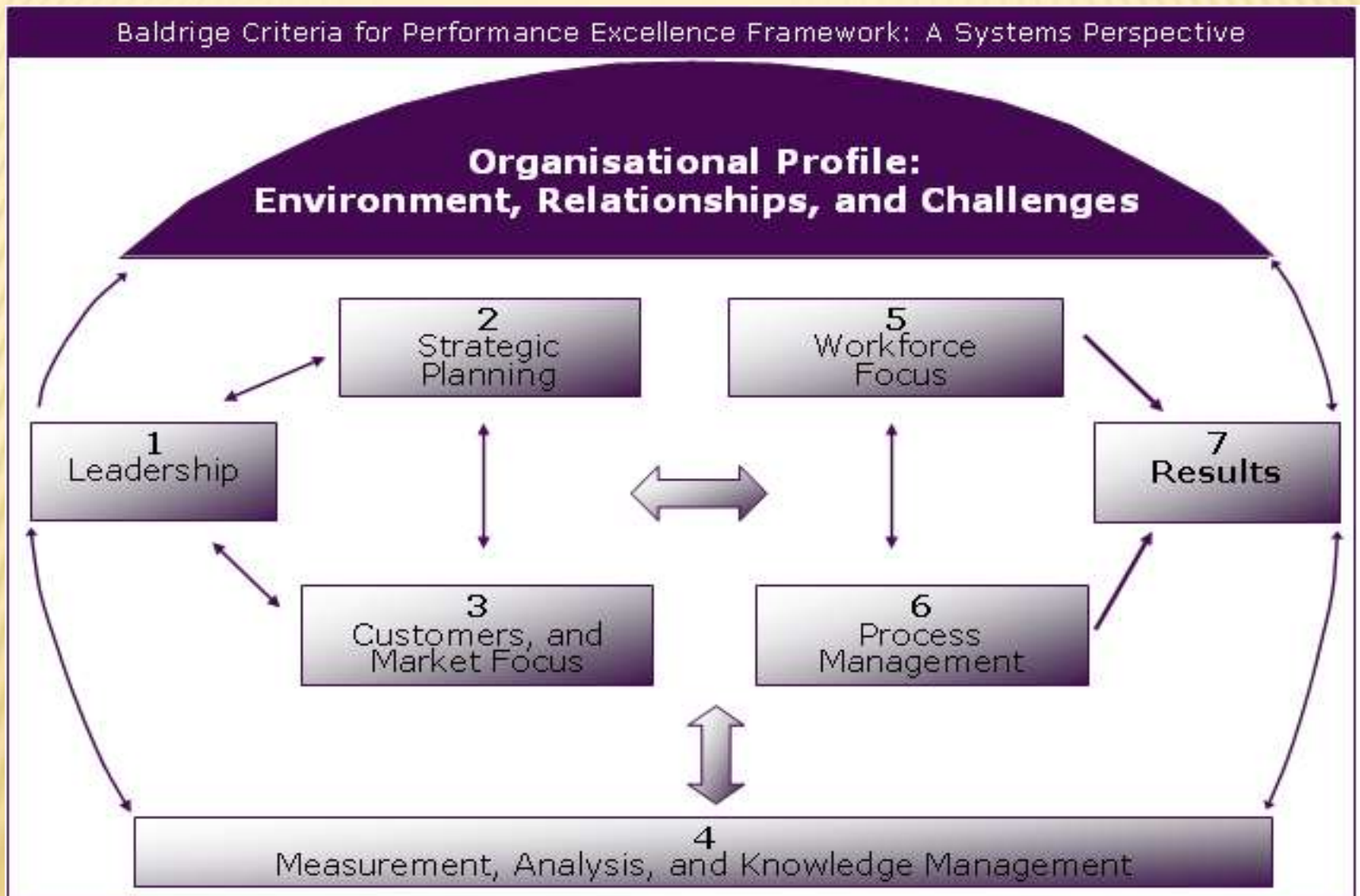
- Criteria for Performance Excellence
- What is self assessment?
- Conversation starters
- Relationships
- So what is next?

Can a different approach contribute to quality in the classroom, outside “the organisation” and to the overall student experience ?

So – should we even contemplate “ something else”?



The CPE Framework : generic, holistic, non prescriptive, addresses key organisational functions



PERFORMANCE EXCELLENCE



WHAT ABOUT EDUCATION?

Integrated approach to organisational performance management that results in delivery of ever-improving *value* to students and contributing to *education quality*

SOME CORE VALUES

- Visionary leadership
- Learning –centred organisation
- Organisational and personal learning
- Societal responsibility

LET'S LEARN HOW TO BAKE A CAKE



“OLD VS NEW”

Inputs focused:

Oven

Cake tin

Ingredients

Focus on recipe

Assessed against recipe

Comply with Cake Board

Standards



“OLD VS NEW”



Outcomes focused: focus on the cake and its level of quality for the wider cake eaters community
Bakery's internal process that is ongoing
Informs external evaluation by Cake Board
Evidence of actual improved cake?
Conversation starters

CONVERSATION STARTERS

- Quality audit would ask:

what is the quality of the ingredients, what qualifications does the baker have, how clean is the kitchen?

- Self assessment would ask:

what does it taste like, what is the texture, does the finished cake look appealing, does it meet customer needs, what can I do to make it better?

WHAT IS SELF ASSESSMENT?

Authentic self assessment reflects perspectives of all stakeholders and leads to relevant and meaningful judgments

NZQA workshop, Wellington 2008

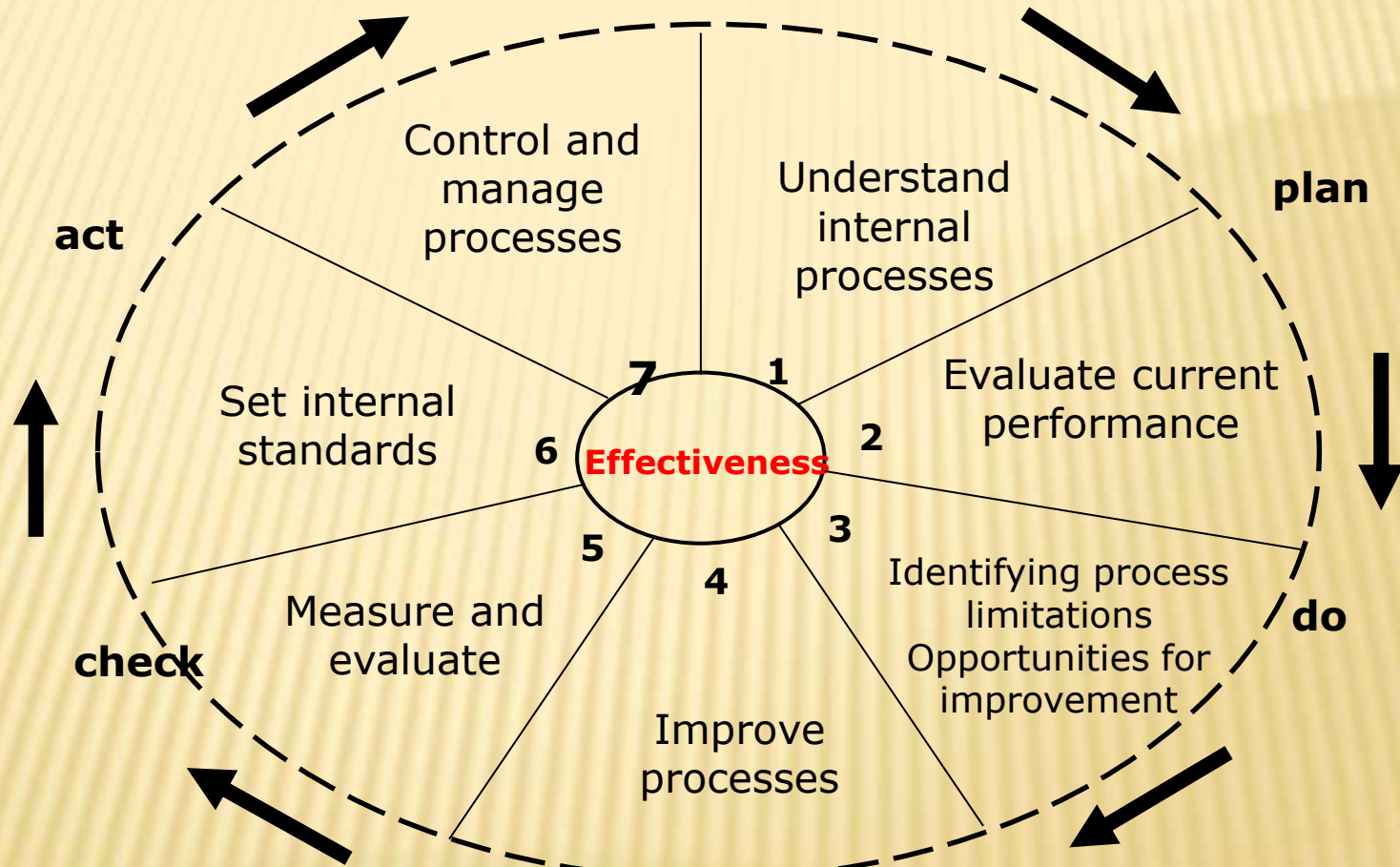
THIS MEANS ...

- “Business as usual”
- Engage all stakeholders, including staff and students
- Test assumptions and beliefs – evidence
- Clear judgments about quality and value
- Challenging and affirming
- Think about difference for stakeholders

IT FOCUSES ON OUTCOMES

- Enables you to make judgments about quality and value of outcomes for learners and other stakeholders
 - identify stakeholder needs
 - develop clear understandings of what is important to address needs
 - decide what might contribute to outcomes

THE PROCESS



Source: Adapted from Zairi, 1994, *Measuring Performance for Business Results*

SOME TOOLS

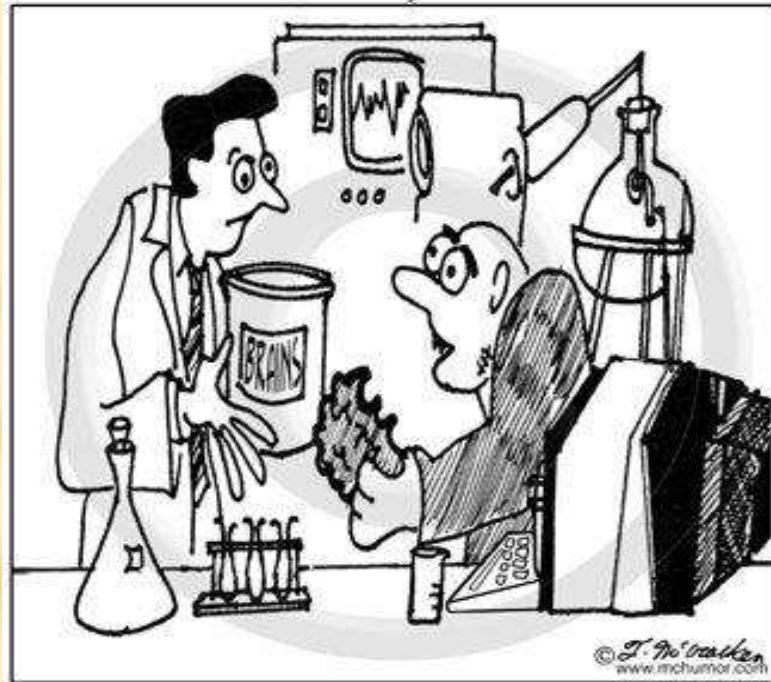
- Cultivate a positive, “quality friendly” organisational context
 - determine if internal environment is supportive of change
 - locate existing and enlist new quality champions
 - organise opportunities for socialising around quality activities during the workday

Ref: Boris B.Volkov and Jean A. King, 2007

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- Introduce and maintain purposeful socialisation into organisation's quality process
 - offer tangible incentives for participation
 - promote and facilitate people's learning evaluation by involving them in meaningful ways in evaluation planning and implementation
 - clear expectations about roles and provide sufficient time to do this

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- Build and expand peer learning structures
 - emphasize and implement purposeful trust building and interdependent roles in quality process
 - feedback mechanism as effective communication system to learn from activities
 - ongoing learning activities and opportunities for individual and group reflection

MCHUMOR.com by T. McCracken



"I'm left brained and I
needed some right brains."

©T. McCracken mchumor.com

THE CHANGE PROCESS

- Fear
- Blame
- Transparent
- Non-threatening
- Communication
- It's ok to talk about the good and the “not so good things”

HOW CAN THIS BE DONE?

Encourage people to showcase their products –
to students, staff, the community

Communication

Encourage their creativity

Relationships

Celebrate!

CELEBRATE QUALITY



SO WHAT'S NEXT?

- Keep the message alive!
- Create opportunities for reflection on progress with the quality journey – discuss successes, challenges, and failures
- Involve others - including students
- Try new ideas – new recipes, new cakes

- And ... remember to celebrate!