



Self assessment, quality management and reporting

- I. Self-Assessment what for? The concept of quality and its control**
 - **Defining Quality**
 - **Observing Outcomes**
- II. Organizing and facilitating Self-Assessments**
- III. Reporting to outside stakeholders**

Self-Assessment what for?

For Certification?

of quality

For Enhancement?

of quality

For Reporting?

on quality

For its own sake?

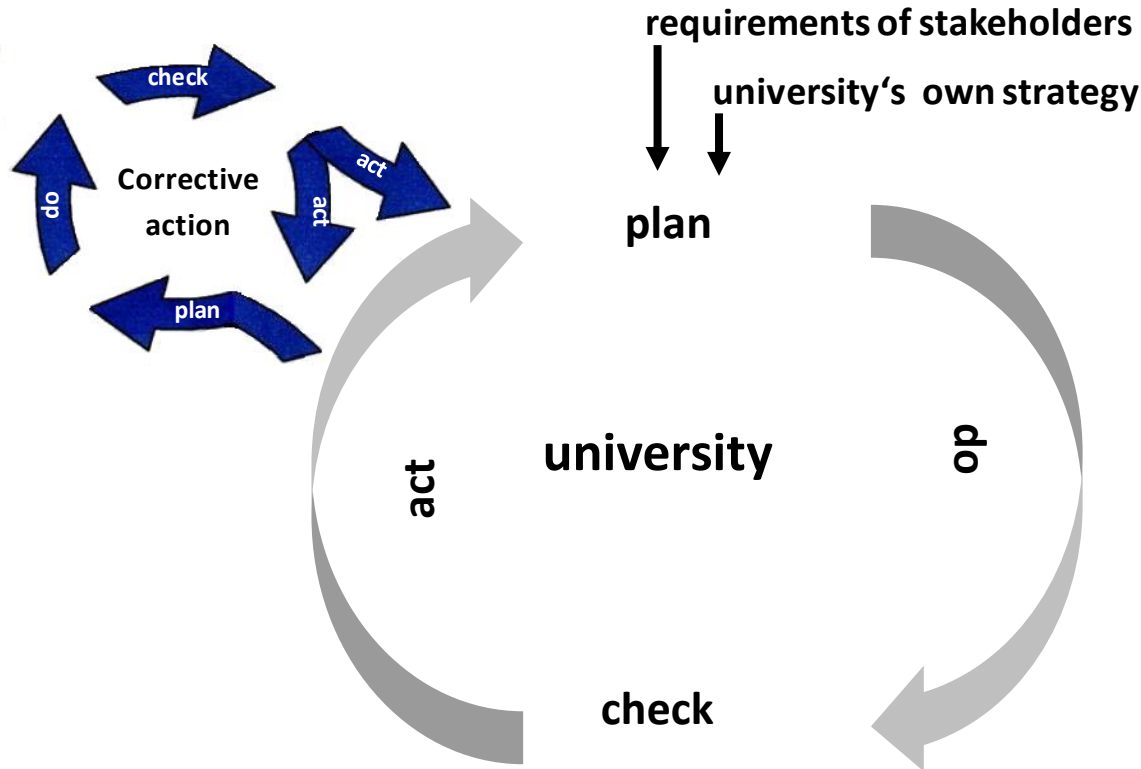
NO

„Quality is defined as **achieving the formulated **mission and goals**, assuming that these reflect the requirements of the **stakeholders**.“**

(Source: AUN: Quality Assurance, Manual for the Implementation of the Guidelines, Bangkok 2006)

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Cycling thinking – also in assessment procedures!



All systemic approaches to quality share the cyclic principle.

All Assessment procedures should follow the cyclic logic:

Ask for the cycles!

Systems: ESG expectations

1.1 *Policy and procedures for quality assurance:*

Institutions should have a **policy** and associated **procedures** for the assurance of the quality and standards of their programmes and awards.

They should also commit themselves explicitly to the development of a **culture** which recognises the importance of quality, and quality assurance, in their work.

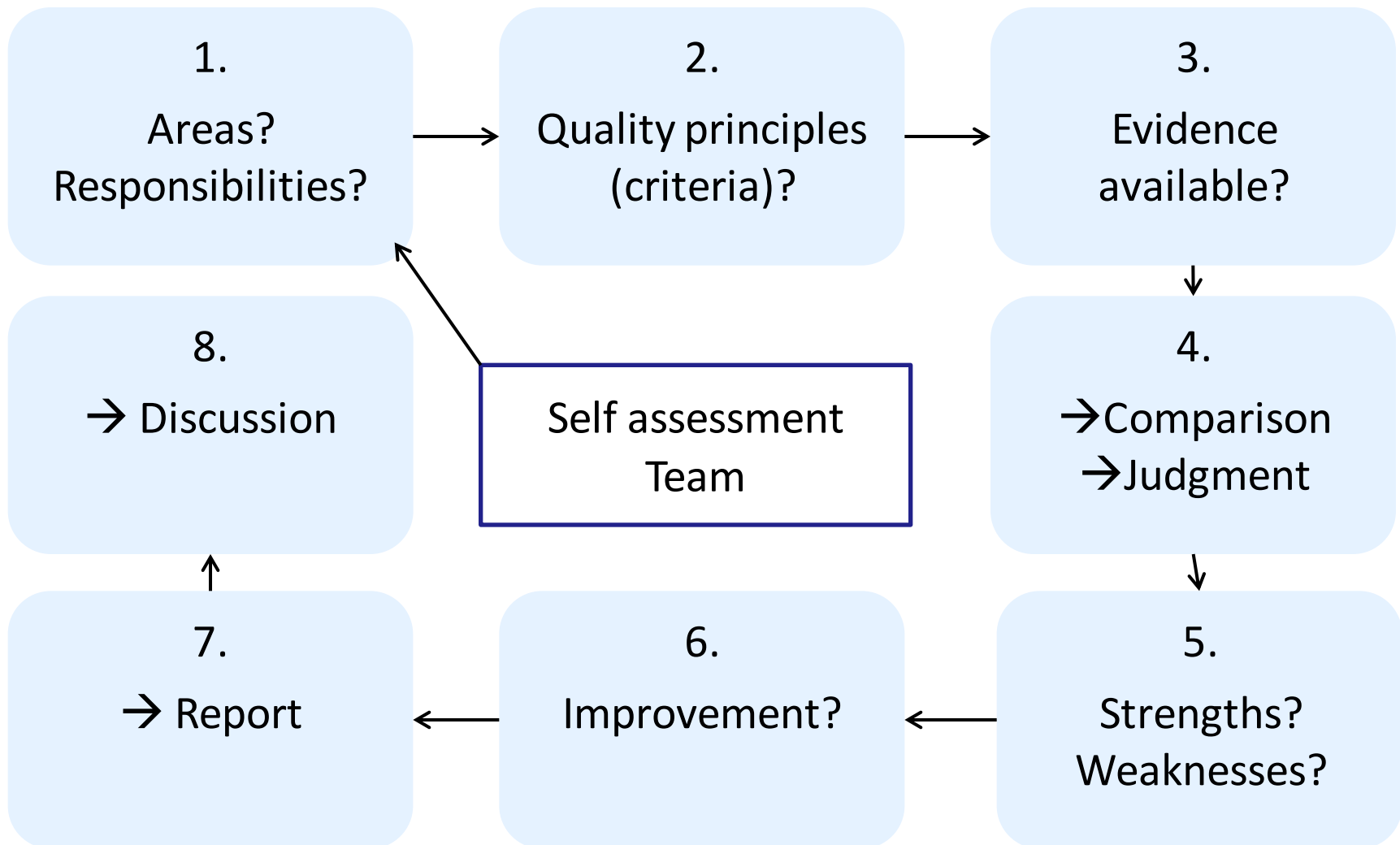
To achieve this, institutions should develop and implement a strategy for the **continuous enhancement** of quality. The strategy, policy and procedures should have a formal status and be publicly available.

They should also include a role for students and other **stakeholders**.

ESG Part 1: European standards and guidelines for internal quality assurance within higher education institutions, Copenhagen 2005

- **Cyclic approach** (policy = plan, procedures = do, continuous enhancement = check and act)
- **inclusion** as success factor (culture + stakeholders)

Self assessment project: Plan



Preparing for Accreditation

A selection of Do's (1)

- as much “**inclusion**” as possible
- show your analytic capacity, be **self critical** and show your **problem-solving** capacity
- follow one **analysis scheme** (e. g. PDCA-cycle)
- regard the self assessment as activity serving first **your organisation** and only second the accreditation agency
- outline your report taking into consideration subjects and structure of the **accreditation criteria**

Preparing for Accreditation

A selection of Do's (2)

- state clearly **why you believe** to meet each single accreditation criterion to a certain degree
- be as **brief and precise** as possible
- give **evidence** of every self judgement with regard to the accreditation criteria – and be creative about this
- use as many documents as possible that **already exist** within your university

Preparing for Accreditation

A selection of **Don'ts** (1)

- do the self evaluation and prepare the SER in an exclusive, “closed” group
- let the peers guess what information from your SER refers to what accreditation criteria
- overwhelm the peers with information and material not related to accreditation criteria
- write a “novel” or try to “show off”

Preparing for Accreditation

A selection of **Don'ts** (2)

- believe that everything you do is already perfect (quality management is only for people and organisations that are not yet perfect!)
- forget to inform everyone you meet about the findings or your self assessment
- forget to make all participants in the on-site-meetings read the SER
- leave professors alone with their tasks in the self evaluation

Thank you/Bayarlalaa

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