

UNI-QM QUICKSCAN

Editor

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A guideline to self-assessment using UNI-QM QuickScan.

Lifelong Learning Centres, regardless they are large or small, centralized or de-centralized, can benefit from a process of self-assessment. To get strengths and opportunities for improvement together with the possibility of benchmarking with other centres are only a few of the benefits that can be get from a self-assessment process.

If you are ready to introduce the EFQM model to your Lifelong Learning Centre and you are looking for a way to begin, UNI-QM QuickScan is the right way to begin. QuickScan will help you to start with your journey to performance excellence.

EFQM and its relation with Lifelong Learning

UNI-QM QuickScan is based on the Excellence Model by the European Foundation for Quality Management, adapted and customized for Lifelong Learning activities at Universities.

The fundamental concepts of excellence.

The EFQM Model is based on the fundamental concepts of excellence, that are as follows:

Achieving balanced results:

Excellent organisations meet their Mission and progress towards their Vision through planning and achieving a balanced set of results that meet both the short and long term needs of their stakeholders and, where relevant, exceed them. (EFQM 2009)

Lifelong Learning Centres play an important role on the third stream of the Universities. Mission and Vision of the Centre should be clearly connected with the Mission and Vision of the University, working on the same direction both short and long term and considering also other stakeholders like that connects Lifelong Learning teaching with society necessities.

Adding value for customers:

Excellent organisations know that customers are their primary reason for being and strive to innovate and create value for them by understanding and anticipating their needs and expectations. (EFQM 2009)

Lifelong Learning Centres must clearly identify who are their customers on a University environment, considering the existence of many different types with different necessities.

Leading with vision, inspiration and integrity:

Excellent organisations have leaders who shape the future and make it happen, acting as role models for its values and ethics. (EFQM 2009)

Lifelong Learning Centres leaders should have a clear view of the future within the University structure, promoting constructive approaches and acting as role models.

Managing by processes:

Excellent organisations are managed through structured and strategically aligned processes using fact-based decision making to create balanced and sustained results. (EFQM 2009)

Lifelong Learning Centres should be managed by facts and evidences, differencing key process, strategical processes and support processes. Process of the centre must be regularly updated and clearly connected with University needs.

Succeeding through people:

Excellent organisations value their people and create a culture of empowerment for the balanced achievement of organisational and personal goals. (EFQM 2009)

Nurturing creativity and innovation:

Excellent organisations generate increased value and levels of performance through continual and systematic innovation by harnessing the creativity of their stakeholders. (EFQM 2009)

Lifelong Learning Centres should also promote the creation of specific programmes related with creativity and innovation, as a mean to disseminate it in people, companies and society.

Building partnerships:

Excellent organisations seek, develop and maintain trusting relationships with various partners to ensure mutual success. These partnerships may be formed with customers, society, key suppliers, educational bodies or Non-Governmental Organisations (NGO). (EFQM 2009)

Lifelong Learning Centres, regardless they are foundations, university services or external companies, should take a special focus on its partnership with the University. There are other types of partnerships that are necessary for lifelong learning activities like those with Professional Bodies or Regional Governments that would help on promoting a knowledge society through lifelong learning activities.

Taking responsibility for a sustainable future:

Excellent organisations embed within their culture an ethical mindset, clear values and the highest standards for organisational behaviour, all of which enable them to strive for economic, social and ecological sustainability.

Lifelong Learning Centres should reinforce the role of professional development and lifelong learning in society showing its relation with the creation of a sustainable future based on a knowledge society.

EFQM Criteria

Those fundamental concepts of excellence are later concreted into 9 different criteria as can be seen on the next figure. Two big groups can be found: enablers and results.

Enablers:

Leadership:

Excellent organisations have leaders who shape the future and make it happen, acting as role models for its values and ethics and inspiring trust at all times. They are flexible, enabling the organisation to anticipate and react in a timely manner to ensure the ongoing success of the organisation.

Strategy:

Excellent organisations implement their mission and vision by developing a stakeholder focused strategy. Policies, plans, objectives and processes are developed and deployed to deliver the strategy.

People:

Excellent organisations value their people and create a culture that allows the mutually beneficial achievement of organizational and personal goals. They develop the capabilities of their people and promote fairness and equality. They care for, communicate, reward and recognise, in a way that motivates people, builds commitment and enables them to use their skills and knowledge for the benefit of the organisation.

Partnerships and resources:

Excellent organisations plan and manage external partnerships, suppliers and internal resources in order to support strategy and policies and the effective operation of processes.

Processes, products and services:

Excellent organisations design, manage and improve processes to generate increasing value for customers and other stakeholders.

Results:

Quite connected with how do we measure results. Results related with people, customers, society and key results:

- People results:
- Customer results:
- Society results:
- Key results:

QuickScan approach.

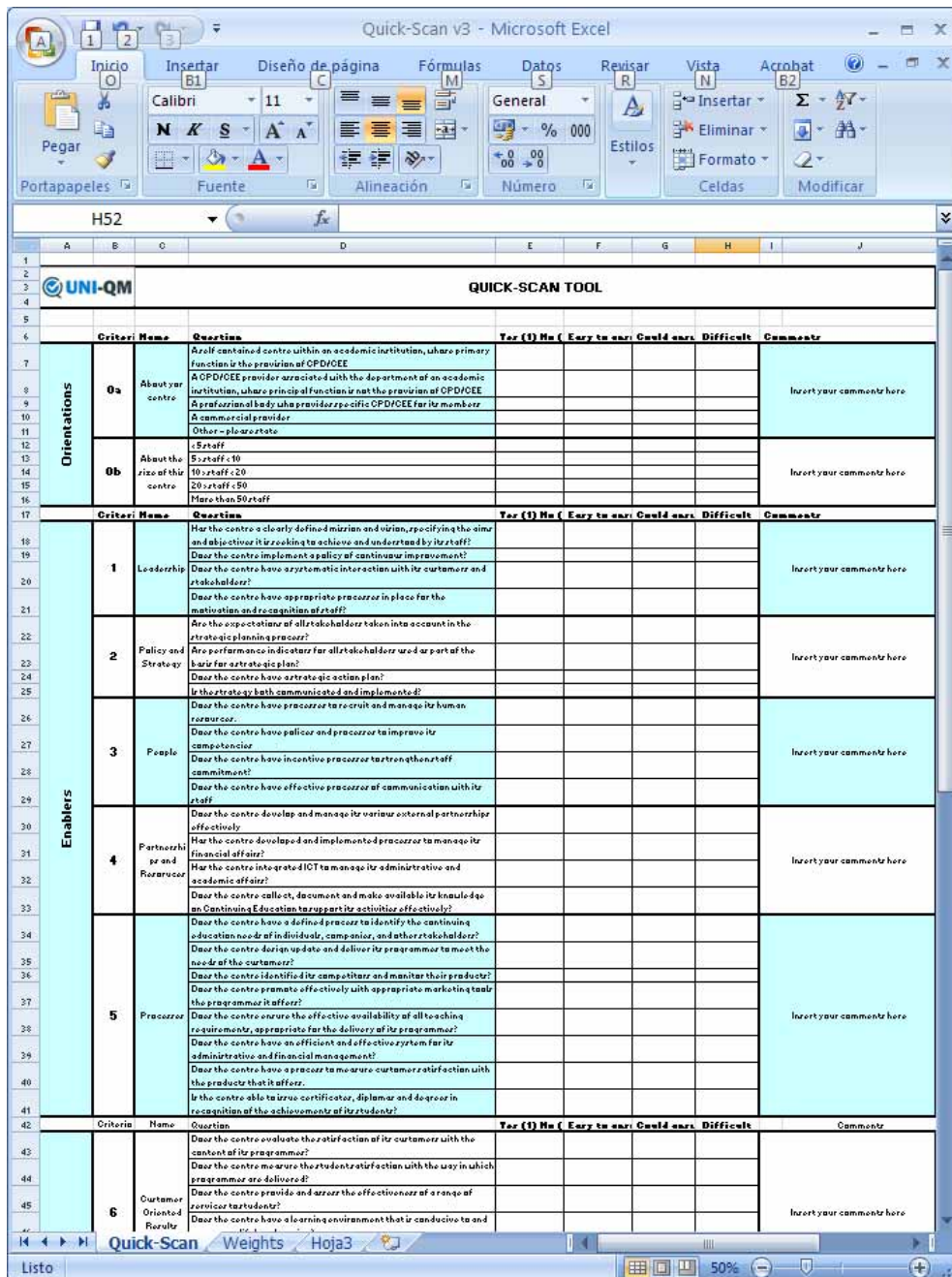
You can easily take the challenge to complete an easy insight of your lifelong learning centre. Just by performing a quick self-assessment exercise to get started into the excellence journey. UNI-QM has defined a set of yes/no questions directly connected with the EFQM model but carefully adapted to the lifelong learning sector. Regardless you are a big, small, centralized or decentralized center you can benefit from this tool.

QuickScan formats.

There are different formats for this tool:

- Printed version: Typically used during face to face activities.
- Excel version: Try this tool and get immediate feedback from the system.
- Web version: With this one you will be able to compare your institution with the database.

On this guidelines we will use the excel version.



Criteria		Name	Questions	Yes (1) No () Easy to see () Could see () Difficult ()					Comment
Orientations	0a	About your centre	<p>Are all contained centre within an academic institution, whose primary function is the provision of CPD/CEE</p> <p>A CPD/CEE provider associated with the department of an academic institution, whose principal function is not the provision of CPD/CEE</p> <p>A professional body who provides specific CPD/CEE for its members</p> <p>A commercial provider</p> <p>Other - please state</p>						Insert your comments here
	0b	About the size of this centre	<p>5 staff</p> <p>5 staff - 10</p> <p>10 staff - 20</p> <p>20 staff - 50</p> <p>More than 50 staff</p>						Insert your comments here
Enablers	1	Leadership	<p>Has the centre a clearly defined mission and vision, specifying the aims and objectives it is seeking to achieve and understood by its staff?</p> <p>Does the centre implement a policy of continuous improvement?</p> <p>Does the centre have systematic interaction with its customers and stakeholders?</p> <p>Does the centre have appropriate processes in place for the motivation and recognition of staff?</p>						Insert your comments here
	2	Policy and Strategy	<p>Are performance indicators for all stakeholders used as part of the base for strategic plans?</p> <p>Does the centre have a strategic action plan?</p> <p>Is the strategy both communicated and implemented?</p>						Insert your comments here
	3	People	<p>Does the centre have processes to recruit and manage its human resources?</p> <p>Does the centre have policies and processes to improve its competencies?</p> <p>Does the centre have incentive processes to attract staff commitment?</p> <p>Does the centre have effective processes of communication with its staff?</p>						Insert your comments here
	4	Partnerships and Resources	<p>Does the centre develop and manage its various external partnerships effectively?</p> <p>Has the centre developed and implemented a process to manage its financial affairs?</p> <p>Has the centre introduced ICT to manage its administrative and academic affairs?</p> <p>Does the centre collect, document and make available its knowledge on Continuing Education to support its activities effectively?</p>						Insert your comments here
	5	Processes	<p>Does the centre have a defined process to identify the continuing education needs of individuals, companies, and other stakeholders?</p> <p>Does the centre design, update and deliver its programmes to meet the needs of the customers?</p> <p>Does the centre identify its competitors and monitor their products?</p> <p>Does the centre promote effectively with appropriate marketing tools the programmes it offers?</p> <p>Does the centre ensure the effective availability of all teaching requirements, appropriate for the delivery of its programmes?</p> <p>Does the centre have an efficient and effective system for its administrative and financial management?</p> <p>Does the centre have a process to measure customer satisfaction with the products that it offers?</p> <p>Is the centre able to issue certificates, diplomas and degrees in recognition of the achievement of its students?</p>						Insert your comments here
Customer Oriented Results	6	Customer Oriented Results	<p>Does the centre evaluate the satisfaction of its customers with the content of its programmes?</p> <p>Does the centre measure the student satisfaction with the way in which programmes are delivered?</p> <p>Does the centre provide and assess the effectiveness of a range of services to its students?</p> <p>Does the centre have a learning environment that is conducive to and</p>						Insert your comments here

Figure 1. QuickScan excel versión

All different versions are available by going to www.uniqm.net

QuickScan structure.

QuickScan defines 51 yes/no questions directly related with the EFQM model and 10 orientations covering critical data to correctly interpret your results. Everything has been organized into rows and columns. Rows contain questions and columns values. Columns would need some clarifications

Question	Yes (1) No (0)	Easy to answer	Could answer	Difficult	Comments
A self contained centre within an academic institution, whose primary function is the provision of CPD/CEE					Insert your comments here
A CPD/CEE provider associated with the department of an academic institution, whose principal function is not the provision of CPD/CEE					
A professional body who provides specific CPD/CEE for its members					
A commercial provider					
Other - please state					
< 5 staff					Insert your comments here
5 > staff < 10					
10 > staff < 20					
20 > staff < 50					
More than 50 staff					

Answer the question right here. Just insert 1 for Yes and 0 for No

Qualitative information that helps a better understanding of your answer. Quite useful for future consultations

How easy was to answer this question? It will give you clear areas of improvement

Figure 2. QuickScan structure

Let's go into further detail.

Orientations.

Consists of a set of parameters that will help to better interpret your data. We have combined quantitative and qualitative data:

- 0a - About your Centre: The purpose of this section is to determine what type of centre you are operating with. Therefore we define 4 main types and an open "Other" incase none of the types applies to your centre:
 - A self contained centre within an academic institution, whose primary function is the provision of CPD/CEE
 - A CPD/CEE provider associated with the department of an academic institution, whose principal function is not the provision of CPD/CEE
 - A professional body who provides specific CPD/CEE for its members
 - A commercial provider

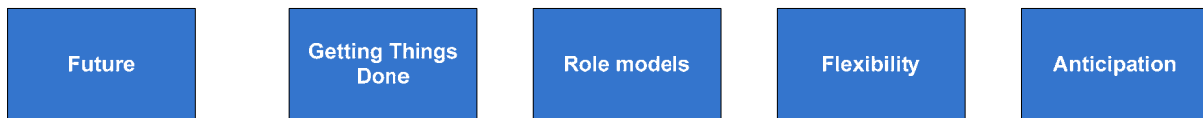
- Other – please state
- 0b - About the size of your centre: Quantitative information in order to determine whether you are a big or small centre. We have created 5 different trams related with the number of people working at your centre:
 - < 5 staff
 - 5 > staff < 10
 - 10 > staff < 20
 - 20 > staff < 50
 - More than 50 staff

Enablers:

Corresponding to the 5 criteria defined by the EFQM model.

Leadership:

EFQM considers the following topics in Leadership:

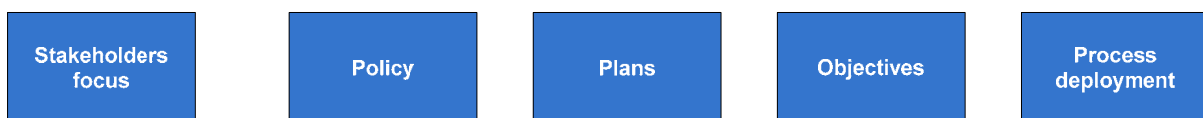


UNI-QM has created the following questions to address those topics in the Lifelong Learning sector:

- Has the centre a clearly defined mission and vision, specifying the aims and objectives it is seeking to achieve and understood by its staff?
- Does the centre implement a policy of continuous improvement?
- Does the centre have a systematic interaction with its customers and stakeholders?
- Does the centre have appropriate processes in place for the motivation and recognition of staff?

Strategy:

EFQM considers the following topics in Strategy:



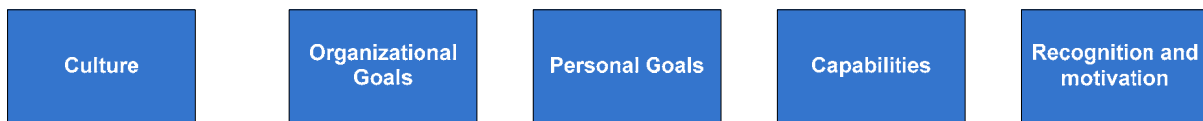
UNI-QM has created the following questions to address those topics in the Lifelong Learning sector:

- Are the expectations of all stakeholders taken into account in the strategic planning process?

- Are performance indicators for all stakeholders used as part of the basis for a strategic plan?
- Does the centre have a strategic action plan?
- Is the strategy both communicated and implemented?

People:

EFQM considers the following topics in People:

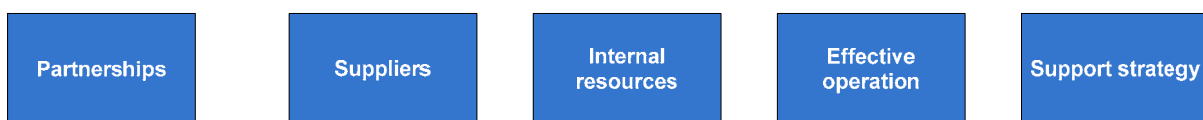


UNI-QM has created the following questions to address those topics in the Lifelong Learning sector:

- Does the centre have processes to recruit and manage its human resources.
- Does the centre have policies and processes to improve its competencies
- Does the centre have incentive processes to strengthen staff commitment?
- Does the centre have effective processes of communication with its staff

Partnerships and resources:

EFQM considers the following topics in partnerships and resources:

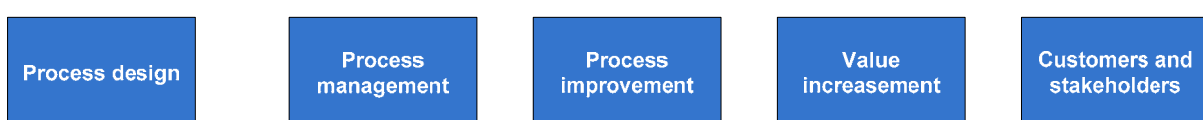


UNI-QM has created the following questions to address those topics in the Lifelong Learning sector:

- Does the centre develop and manage its various external partnerships effectively
- Has the centre developed and implemented processes to manage its financial affairs?
- Has the centre integrated ICT to manage its administrative and academic affairs?
- Does the centre collect, document and make available its knowledge on Continuing Education to support its activities effectively?

Processes, products and services:

EFQM considers the following topics in partnerships and resources:



UNI-QM has created the following questions to address those topics in the Lifelong Learning sector:

- Does the centre have a defined process to identify the continuing education needs of individuals, companies, and other stakeholders?
- Does the centre design update and deliver its programmes to meet the needs of the customers?
- Does the centre identified its competitors and monitor their products?
- Does the centre promote effectively with appropriate marketing tools the programmes it offers?
- Does the centre ensure the effective availability of all teaching requirements, appropriate for the delivery of its programmes?
- Does the centre have an efficient and effective system for its administrative and financial management?
- Does the centre have a process to measure customer satisfaction with the products that it offers.
- Is the centre able to issue certificates, diplomas and degrees in recognition of the achievements of its students?

Results.

Improvement needs measurements. Results questions try to indicate you what are the most important things you should measure in 4 different areas.

Customer results:

- Does the centre evaluate the satisfaction of its customers with the content of its programmes?
- Does the centre measure the student satisfaction with the way in which programmes are delivered?
- Does the centre provide and assess the effectiveness of a range of services to students?
- Does the centre have a learning environment that is conducive to and encourage lifelong learning?
- Does the centre assess the effectiveness of its logistical support for programmes?
- Does the centre assess the effectiveness of all its administrative interfaces with students?

People results:

- Does the centre assess the satisfaction of its staff?
- Does the centre assess the productivity and efficiency of the centre's staff in responding to the demand of its customers?

Society results:

- Does the centre have a recognised reputation and role in society?
- Does the centre take a pro-active role in developing a socially oriented awareness?
- Does the centre have a positive impact when interacting with its stakeholders?
- Is the centre proactive in developing sustainability and environmental awareness?

Key results:

- Is information available on the revenue per student learning hour?
- Is information available on the revenue per student contact hour?
- Is information available on the revenue per member of staff?
- Is the annual surplus generated by the centre calculated?
- Can the annual surplus generated per member of the centre's staff be calculated?
- Does the centre calculate the total number of student learning hours?
- Can the number of student learning hours per member of staff be calculated?
- If the centre certifies courses, is the annual number of awards, degrees, diplomas and certificates known?
- Does the centre measure the completion rate of students in award programmes?
- Is the number of papers, conference and research reports delivered by the centre measured?
- Does the centre have metrics for the quality of its activities?
- Does the centre benchmark against other comparable centres?
- Does the centre innovate in creating developments in knowledge transfer?
- Is the proportion of new activities delivered by the centre annually measured?
- Are the centre's programmes regularly audited?

Scoring and recommendations.

With QuickScan you can perform a top down analysis of your centre, quickly and easily. For this purpose UNI-QM have defined a scoring system assigning weights to each section of the questionnaire. Weights are based on the EFQM scoring system but slightly changed according to the specificities of the Lifelong Learning sector.

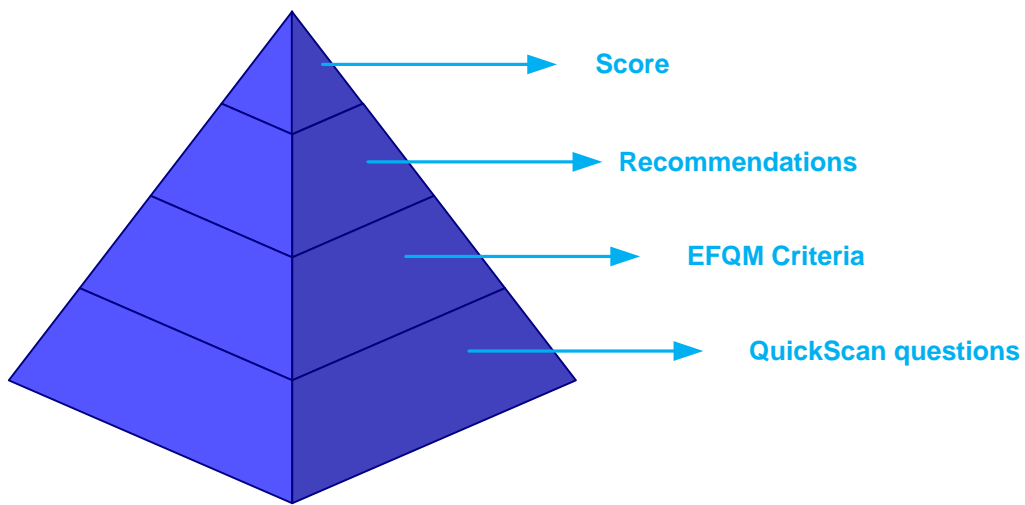


Figure 3. UNI-QM Top down analysis

In the next table you will find the weights for each criterion.

Table 1. UNI-QM Scoring system

Criterion	Name	Weight
1	Leadership	10
2	Policy & Strategy	10
3	People	10
4	Partnerships and Resources	10
5	Processes	10
6	Customer oriented results	20
7	Staff oriented results	9
8	Society oriented results	6
9	Key performance results	15

Once you answer the different questions the system will provide your total score. Together with the total score you will also get graphical information for each criterion.

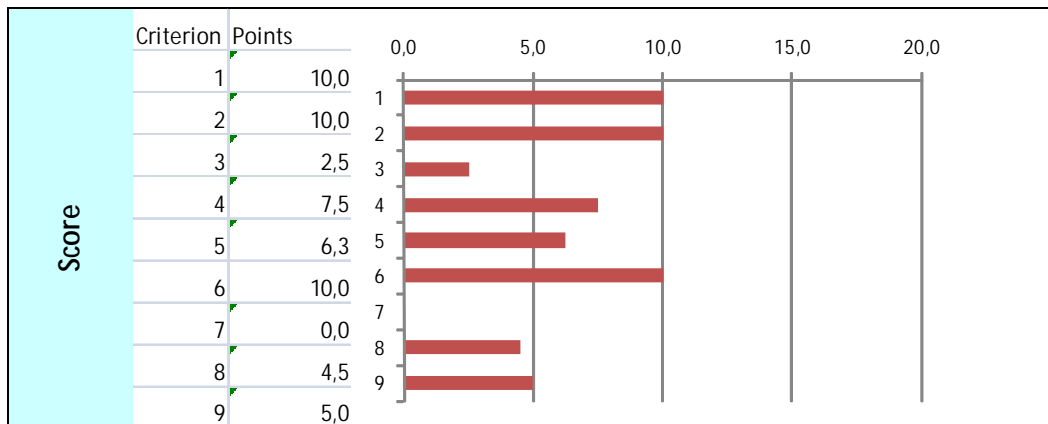


Figure 4. Example QuickScan results

According to your results the system will also provide a recommendation. Recommendations are according the following table.

Table 2. QuickScan recommendations

Range	Recommendation
0-20	Quality depends solely on the individuals
20-40	Process awakening
40-60	"Vision through processes, professionalisation and a guarantee of quality (intermediate process)
60-80	Systematic assessment and improvement of processes (sophisticated processes)
80-100	Aiming for external excellence (excellent processes)

Regardless QuickScan uses scoring in order to provide qualitative information from quantitative data, it's important to remember that the biggest value of QuickScan is the reflection process. Without any specific knowledge about quality or excellence you can quickly start to think about your centre on a systematic way. It's easy to find strengths, weaknesses and easily programme improvement plans for the future.

Authors

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UNI-QM QuickScan

QuickScan will provide you a fast and easy to follow mechanism to perform a self-assessment of your institution. There are different versions of this tool, try Excel spreadsheet in your local computer, web version if you wish to benchmark your results with others or the PDF version for your personal use. If you are working with groups you could also be interested on QuickScan for groups and QuickScan consensus.

UNI-QM QuickScan

QuickScan le ofrece un mecanismo de seguimiento rápido y sencillo de utilizar para realizar una autoevaluación de su institución. Existen diferentes versiones de esta herramienta a su disposición. Usted puede utilizar la hoja de cálculo Excel en su ordenador; la versión Web, si desea comparar su resultado con otros centros/instituciones/unidades; o la versión en PDF para su uso personal. Si está trabajando con grupos, podría estar también interesado en el QuickScan para grupos y el QuickScan consensus.



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