



UNI-QM provides you with a set of free tools to guide you on a step by step approach to excellence. On each tool you will have access to different versions that better fit your necessities

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.

CentralScan

CentralScan focus your attentions on one of the fundamental concepts: managing by processes. Perform a self assessment of your lifelong learning center on the field of processes and procedures.

FullScan

FullScan gives you a 360° overview of your institution, including complete examples of each criterium as well as a facts driven approach to every assessment you do.

QuickScan

Criterion 0



Orientations

0a. About your centre	Yes	No
A self contained centre within an academic institution, whose primary function is the provision of CPD/CEE	<input type="radio"/>	<input type="radio"/>
A CPD/CEE provider associated with the department of an academic institution, whose principal function is not the provision of CPD/CEE	<input type="radio"/>	<input type="radio"/>
A professional body who provides specific CPD/CEE for its members	<input type="radio"/>	<input type="radio"/>
A commercial provider	<input type="radio"/>	<input type="radio"/>
Other – please state	<input type="radio"/>	<input type="radio"/>

Comments:

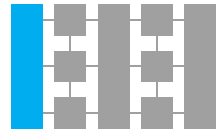
0b. About the size of this centre	Yes	No
< 5 staff	<input type="radio"/>	<input type="radio"/>
5 > staff < 10	<input type="radio"/>	<input type="radio"/>
10 > staff < 20	<input type="radio"/>	<input type="radio"/>
20 > staff < 50	<input type="radio"/>	<input type="radio"/>
More than 50 staff	<input type="radio"/>	<input type="radio"/>

Comments:



Criterion 1

Leadership

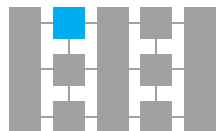


	Yes	No
Has the centre a clearly defined mission and vision, specifying the aims and objectives it is seeking to achieve and understood by its staff?	<input type="radio"/>	<input type="radio"/>
Does the centre implement a policy of continuous improvement?	<input type="radio"/>	<input type="radio"/>
Does the centre have a systematic interaction with its customers and stakeholders?	<input type="radio"/>	<input type="radio"/>
Does the centre have appropriate processes in place for the motivation and recognition of staff?	<input type="radio"/>	<input type="radio"/>

Comments:

Criterion 2

Strategy

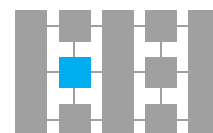


	Yes	No
Are the expectations of all stakeholders taken into account in the strategic planning process?	<input type="radio"/>	<input type="radio"/>
Are performance indicators for all stakeholders used as part of the basis for a strategic plan?	<input type="radio"/>	<input type="radio"/>
Does the centre have a strategic action plan?	<input type="radio"/>	<input type="radio"/>
Is the strategy both communicated and implemented?	<input type="radio"/>	<input type="radio"/>

Comments:

Criterion 3

People

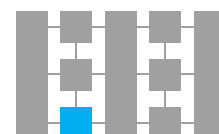


	Yes	No
Does the centre have processes to recruit and manage its human resources.	<input type="radio"/>	<input type="radio"/>
Does the centre have policies and processes to improve its competencies	<input type="radio"/>	<input type="radio"/>
Does the centre have incentive processes to strengthen staff commitment?	<input type="radio"/>	<input type="radio"/>
Does the centre have effective processes of communication with its staff	<input type="radio"/>	<input type="radio"/>

Comments:

Criterion 4

Partnerships and resources

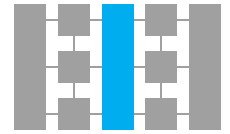


	Yes	No
Does the centre develop and manage its various external partnerships effectively	<input type="radio"/>	<input type="radio"/>
Has the centre developed and implemented processes to manage its financial affairs?	<input type="radio"/>	<input type="radio"/>
Has the centre integrated ICT to manage its administrative and academic affairs?	<input type="radio"/>	<input type="radio"/>
Does the centre collect, document and make available its knowledge on Continuing Education to support its activities effectively?	<input type="radio"/>	<input type="radio"/>

Comments:



Criterion 5

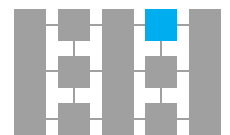


Processes

	Yes	No
Does the centre have a defined process to identify the continuing education needs of individuals, companies, and other stakeholders?	<input type="radio"/>	<input type="radio"/>
Does the centre design update and deliver its programmes to meet the needs of the customers?	<input type="radio"/>	<input type="radio"/>
Does the centre identified its competitors and monitor their products?	<input type="radio"/>	<input type="radio"/>
Does the centre promote effectively with appropriate marketing tools the programmes it offers?	<input type="radio"/>	<input type="radio"/>
Does the centre ensure the effective availability of all teaching requirements, appropriate for the delivery of its programmes?	<input type="radio"/>	<input type="radio"/>
Does the centre have an efficient and effective system for its administrative and financial management?	<input type="radio"/>	<input type="radio"/>
Does the centre have a process to measure customer satisfaction with the products that it offers.	<input type="radio"/>	<input type="radio"/>
Is the centre able to issue certificates, diplomas and degrees in recognition of the achievements of its students?	<input type="radio"/>	<input type="radio"/>

Comments:

Criterion 6



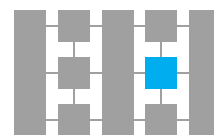
Customer results

	Yes	No
Does the centre evaluate the satisfaction of its customers with the content of its programmes?	<input type="radio"/>	<input type="radio"/>
Does the centre measure the student satisfaction with the way in which programmes are delivered?	<input type="radio"/>	<input type="radio"/>
Does the centre provide and assess the effectiveness of a range of services to students?	<input type="radio"/>	<input type="radio"/>
Does the centre have a learning environment that is conducive to and encourage lifelong learning?	<input type="radio"/>	<input type="radio"/>
Does the centre assess the effectiveness of its logistical support for programmes?	<input type="radio"/>	<input type="radio"/>
Does the centre assess the effectiveness of all it's administrative interfaces with students?	<input type="radio"/>	<input type="radio"/>

Comments:

Criterion 7

People results



	Yes	No
Does the centre assess the satisfaction of its staff?	<input type="radio"/>	<input type="radio"/>
Does the centre assess the productivity and efficiency of the centre's staff in responding to the demand of its customers?	<input type="radio"/>	<input type="radio"/>

Comments:

Criterion 8

Society results



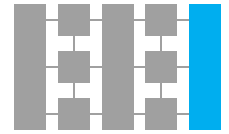
	Yes	No
Does the centre have a recognised reputation and role in society?	<input type="radio"/>	<input type="radio"/>
Does the centre take a pro-active role in developing a socially oriented awareness?	<input type="radio"/>	<input type="radio"/>
Does the centre have a positive impact when interacting with its stakeholders?	<input type="radio"/>	<input type="radio"/>
Is the centre proactive in developing sustainability and environmental awareness?	<input type="radio"/>	<input type="radio"/>

Comments:



Criterion 9

Society results



	Yes	No
Is information available on the revenue per student learning hour?	<input type="radio"/>	<input type="radio"/>
Is information available on the revenue per student contact hour?	<input type="radio"/>	<input type="radio"/>
Is information available on the revenue per member of staff?	<input type="radio"/>	<input type="radio"/>
Is the annual surplus generated by the centre calculated?	<input type="radio"/>	<input type="radio"/>
Can the annual surplus generated per member of the centre's staff be calculated?	<input type="radio"/>	<input type="radio"/>
Does the centre calculate the total number of student learning hours?	<input type="radio"/>	<input type="radio"/>
Can the number of student learning hours per member of staff be calculated?	<input type="radio"/>	<input type="radio"/>
If the centre certifies courses, is the annual number of awards, degrees, diplomas and certificates known?	<input type="radio"/>	<input type="radio"/>
Does the centre measure the completion rate of students in award programmes?	<input type="radio"/>	<input type="radio"/>
Is the number of papers, conference and research reports delivered by the centre measured?	<input type="radio"/>	<input type="radio"/>
Does the centre have metrics for the quality of its activities?	<input type="radio"/>	<input type="radio"/>
Does the centre benchmark against other comparable centres?	<input type="radio"/>	<input type="radio"/>
Does the centre innovate in creating developments in knowledge transfer?	<input type="radio"/>	<input type="radio"/>
Is the proportion of new activities delivered by the centre annually measured?	<input type="radio"/>	<input type="radio"/>
Are the centre's programmes regularly audited?	<input type="radio"/>	<input type="radio"/>

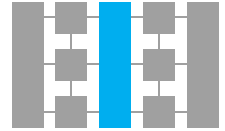
Comments:

CentralScan



CentralScan

Process Self-evaluation



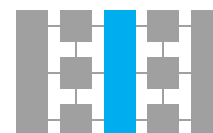
a. Demand Analysis:

The organisation identifies continuing education needs of individuals, groups, companies and other stakeholders.

Level 1	Level 2	Level 3	Level 4	Level 5
Quality depends solely on the individual (no processes)	Process awakening (basic processes)	Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Systematic assessment and improvement of processes (sophisticated processes)	Aiming for external excellence (excellent processes)
The organisation has little understanding of the customers' needs. The organisation's programmes and other services are offered on a trial and error basis. No analysis of needs is made.	The organisation sometimes uses customer surveys. Intuitive approaches to market needs and teachers' expertise on knowledge gaps and technology changes are usually used.	Regular surveys of market needs are used. Offer and demand are crossed in order to find which are customers hot topics. There are contacts with employers and professionals representatives to detect and analyse needs.	The organisation has systematic and well structured customer surveys. Teachers' expertise on knowledge gaps and technology changes are systematically used. Technology, globalisation and emerging trends are used to detect new needs. Former participants, employers and alumni are part of the periodic need revisions. Review of existing "programme history" is a fundamental tool to detect needs.	The organisation uses systematic market research that includes proactive anticipation of needs as well as part of the need analysis methodology. The organisation has built up a trust relationship with its major customers (for instance with alumni, former participants and employers) that helps them understand, clarify and meet their needs. In addition the organisation influences not only its customers, but also society and economic development of the region.

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Comments:

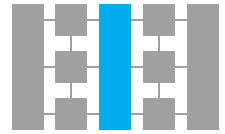


a.1. Analysis of the competition:

The organisation monitors the products and customers of its competitors.

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The Director of the organisation has only intuitive information about what the competition is doing. There is limited awareness of the main players in the sector on an institutional level.	The organisation has at some point collected information regarding prices, financing options, qualifications and image of teachers, areas of activity and types of programmes and other learning services offered by competitors. The organisation has some mechanisms in place to know the frequency with which the competition offers programmes and other learning services and the matriculation facilities and services they offer.	The organisation has a systematic process designed to collect information regarding competition. The organisation management is aware of the organisational structure of all direct competitors. The modus operandi of the competition, its infrastructure, prices and logistics are known through the processes indicated above.	The staff and management of the organisation share information regarding the competition. This information allows the realignment of the strategic plan and is the base for the marketing strategy. The information is assessed systematically in order to generate an overview of the immediate market. The management is aware of the organisational culture of the competition as well as the complementary services offered.	The management of the organisation personally knows the directors of other prestigious organisation in the market and is able to collaborate with them. This knowledge is due to the presence of the organisation in business associations. The management knows the international competitors with whom joint projects may be undertaken. The management attracts employees from the competition, which enhances the organisation's image. There is systematic information available of the competitors' customers and the organisation participates in and contributes to international events.
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Comments:

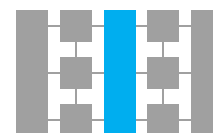


b. Course Design:

The organisation identifies continuing education needs of individuals, groups, companies and other stakeholders.

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Quality depends solely on the individual (no processes)	Process awakening (basic processes)	Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Systematic assessment and improvement of processes (sophisticated processes)	Aiming for external excellence (excellent processes)
The knowledge and training provided and the learning materials used are limited. The needs of the customers are not very well integrated or taken into account. Not all teachers have adequate qualifications.	The training and knowledge provided is unconsolidated and poorly updated. The programmes, other learning services and delivery matters are isolated from each other and not integrated based on a previous study of the training needs of customers. The programme does not contemplate the inclusion or application of new information and there is no assessment and revision system in place.	The training and knowledge provided is unconsolidated and poorly updated. The programmes, other learning services and delivery matters are isolated from each other and not integrated based on a previous study of the training needs of customers. The programme does not contemplate the inclusion or application of new information and there is no assessment and revision system in place.	The survey results from previous programmes and other learning services are used to redefine the design and delivery. Design and delivery are compared with that of other recognised training organisations. The programmes and other learning services form a part of a training and education itinerary with maximum application possibilities. The itineraries are systematically updated.	The academic model provides the top available experts to impart knowledge and training which meets the needs of customers. The design and delivery are updated and reviewed in real time and the "life" or obsolescence of the programme is considered. The design and delivery responds to a definition based on competencies and advanced teaching models.
○	○	○	○	○

Comments:



c. Marketing:

The organisation uses marketing tools and processes to effectively and efficiently promote its image, services and products and to engage its potential customers and former participants.

Level 1	Level 2	Level 3	Level 4	Level 5
Quality depends solely on the individual (no processes)	Process awakening (basic processes)	Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Systematic assessment and improvement of processes (sophisticated processes)	Aiming for external excellence (excellent processes)
The head of each programme or learning service is responsible for marketing the activity him/herself. Each programme or learning service seeks and individual or standalone image within the institution.	The organisation carries out some marketing for all its programmes and other learning services. In some cases this is supported by flyers, websites, mailings, newsletters and media advertising.	The organisation has an established marketing plan according to the different programme characteristics and based on a defined institutional image. Each type of programme or learning service has established and standardised advertising formats for promotion and marketing. There is a common institutional image for all products offered. The effectiveness and number of marketing and promotional tools is enhanced.	The organisation/ programme evaluates the results of its global marketing strategy and in particular for each action. This includes a systematic assessment of the marketing tools employed. There is information available regarding the effectiveness of promotional means used, the channel of distribution for products and the number of registrations acquired according to each promotional tool. The marketing plan is improved according to the results obtained.	The marketing plan includes external courses of action. There are surveys to identify the organisation's general image, customer preferences, logo and brand recognition. The effectiveness and participation is assessed and the number of invitations to participate in activities with other institutions is studied. The organisation has a solid corporate image including a positive brand image which is recognized externally. The different interest groups associate the organisation with "quality".

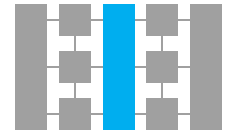


Comments:



CentralScan

Process Self-evaluation



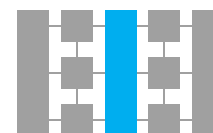
d. Enrolment:

The Centre has an efficient and effective system to develop the preregistration, selection and registrations, equipped with SW that centralised the information for the University service.

Level 1	Level 2	Level 3	Level 4	Level 5
Quality depends solely on the individual (no processes)	Process awakening (basic processes)	Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Systematic assessment and improvement of processes (sophisticated processes)	Aiming for external excellence (excellent processes)
University is not able to know how many courses has been organised and how many participants the courses have in a defined period. No information is recorded and shared for promotional purposes. Each teacher or department has to "begin from the scratch" each time a new course is delivered and marketed. No central support is offered to manage the enrolment process.	Each CE Unit has short term planning of the out coming enrolment needs. There are some procedures used partially in some CE Units. Some decentralised systems based on spreadsheets and/or word processing are used to serve preregistration, selection and formal registration. Manual systems are used to report activity indicators to the University. There is an institutional check list to support course registration without the assignment of responsibilities to a support unit. No central professional support is offered internally.	The University has defined internal procedures for CE enrolment. Each CE Unit (if not centralised) has defined procedures and clear responsibilities on the enrolment process. A check list exists and procedures are defined, approved and followed. Each procedure has its own indicators. Each unit linked with the value chain has defined its own processes and linked with the rest of the Institution. Each procedure involved has its own check list for planning and implementation. No final check is done on the results. No standards are defined for the processes. No formal learning is obtained from the experience of each enrolment process. No systematic improvements are planned. No conclusions are documented after each activity.	Enrolment standards are defined and all the activity is measured systematically each month. Professional enrolment management team is established to support preregistration, selection and formal registration in a centralised way. Learning is acquired from the experience of each enrolment process, but not shared among the personnel. Improvements are planned and documentation exists. Improvements are implemented with no institutional implications. Final checks are made on the results on a non-regular basis. Standards are defined for the processes, but no systematic control of the execution is done.	Enrolment activity is supported from a centralised system. Each University Unit is able to use the system in a decentralised way using the University considerations and restrictions. The information is centralised and the indicators are defined, measured and shared with the University Community and the rest of the stakeholders. Planned improvements are developed with full institutional implication, with financial and human resources. Systematic checking are done over results and indicators objectives.



Comments:



e. Economical Management:

The Centre has an efficient and effective system to develop the preregistration, selection and registrations, equipped with SW that centralised the information for the University service.

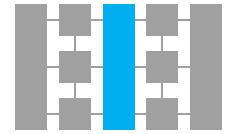
Level 1	Level 2	Level 3	Level 4	Level 5
Quality depends solely on the individual (no processes)	Process awakening (basic processes)	Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Systematic assessment and improvement of processes (sophisticated processes)	Aiming for external excellence (excellent processes)
Each activity is administratively and financially separate and individual. The requirements and responsibilities vary over time. The management of accounts payable and receivable is the responsibility of the programme coordinator.	The institution has planned procedures for internal management. Administrative and financial systems are partially implemented. However, the organisation's different support services, including customer service, are not systematically arranged.	All administrative and financial tasks are defined, systemised and procedural. The procedures are public, clear and verifiable. There is a person responsible for each administrative and technical procedure. Budgeting and accounts management is defined through a common procedure and known throughout the organisation.	Indicators have been established to assess and improve the administrative and financial procedures in place. The indicators are oriented towards measuring satisfaction of customers and interested parties with regards to administrative and financial services. The terms for registration, accounts payable and receivable are continuously assessed and reviewed in order to systematise improvements.	The organisation is continuously involved in the improvement of its procedures and processes. It voluntarily submits to external auditing of its management systems. The organisation receives requests from managers of other similar organisations in order to compare and improve its internal procedures. Its practises are considered as the best in its immediate area. The management system is a model, when compared to that of other institutions.
○	○	○	○	○

Comments:



CentralScan

Process Self-evaluation



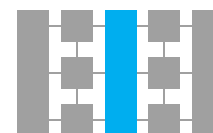
f. Logistics:

The organisation organizes its logistical resources (such as web-based learning platforms, websites, classrooms, audiovisual equipment, academic materials, security, car parks, refreshments, etc) to be able to achieve the quality, quantity, location, and management of programmes and other learning services.

Level 1	Level 2	Level 3	Level 4	Level 5
Quality depends solely on the individual (no processes)	Process awakening (basic processes)	Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Systematic assessment and improvement of processes (sophisticated processes)	Aiming for external excellence (excellent processes)
Each learning service must find its classrooms, audiovisual materials etc, to offer the programme or other learning service within the institution.	The organisation informs, assesses and coordinates the availability of logistical elements such as classrooms, audiovisual equipment, etc, and puts them at the disposal of the different programmes and other learning services.	There is a systematic process for the management of available resources and materials associated with each programme or learning service including resource maintenance and renewal. Requests for classrooms and resources are programmed according to a defined, systematic and verifiable procedure.	There is a systematic process for the management of available resources and materials associated with each programme or learning service including resource maintenance and renewal. Requests for classrooms and resources are programmed according to a defined, systematic and verifiable procedure.	There are established cooperation links with other organisation, units or suppliers in order to optimise the resources and services associated with logistics. The resources and services of the organisation and their management model are considered a model by other organisations. There is an established review of the effectiveness of resources and the services offered by the organisation.

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Comments:



g. Quality control:

The customer satisfaction is assessed in all the fundamental areas involved in the service: and their effectiveness in: teaching, infrastructure, administrative services associated with the programme or learning services. Impacts of the programmes on learners, employers, and others are measured, monitored, and affect programme decisions.

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The monitoring of customer satisfaction depends on the individual initiative of the programme director or coordinator. The teachers carry out a survey at the end of the programme on their own initiative without the results having any relevance to improve quality.	There is a single questionnaire for the institution. The institution norms suggest the use of a common model. The responsibility for its execution and the management of the results depends on the coordinator of the programme or learning service. The processing and diffusion of the results are the responsibility of the coordinators.	The institution has a centralised assessment process which is systematic and obligatory. The minimum criteria are defined for training quality. The results are sent to the coordinators and the teachers in order to be used according to those criteria. Information is centralised to be presented to the governing board. If any results evidently need improvement the institution takes ad.hoc. measures to resolve any particular problems which may arise.	Overall results allow comparisons to be made and the anomalies to be detected. The results of the individual assessment of programmes and courses are used to effect changes to improve the quality of subsequent programmes and courses. The programme design is updated systematically based on customer satisfaction information. The organisation is technically responsible for the assessment and improvement of the courses using the results of the assessments: A programme which does not improve its assessment is removed from the catalogue.	There is an integral assessment model (pre, during and past). There is continuous improvement throughout the programmes and other learning services. The utility of the knowledge and skill imported is monitored for possible updating. The assessment results are made public. At the beginning of courses, learners are asked for their expectations of the programme or course. At the end of the activity, there is not only a survey and also the initial test is repeated to determine whether learner expectations are met. External experts assess the quality of the documentation.

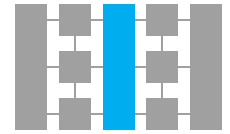


Comments:



CentralScan

Process Self-evaluation



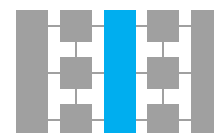
h. Certification:

The organisation has the authority to provide recognized certification of learning such as degrees and certificates. Where there is an institutional, professional or governmental system for recognizing learning achievements with credentials such as certificates, diplomas, degrees or professional certifications, the organisation/institution has autonomy to meet the criteria to be able to award such credentials.

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The organisation does not have the authority to issue certificates, diplomas and degrees. All programme participants receive their certificate. The certificate does not ensure the acquisition of the competencies to be learned. The institution has an external image indicating that certificates are easy to obtain.	The organisation does not have the authority to issue certificates, diplomas and degrees. The certification depends exclusively on the criteria of the teacher giving the programme. There is no formal assessment of the learners. This depends on the opinion of the teacher. The design of the programme or learning services includes an attempt to assure the acquisition of the proposed skills.	The organisation is authorized to offer certificates, diplomas and degrees. The certification received assures acquisition of the proposed skills. The programme design is based on the competencies of the course or degree. There is a formal and verifiable procedure to monitor minimum attendance in order to sit the final examination. There is a final assessment to verify the level of acquisition of knowledge of proposed skills by each participant.	The organisation is authorized to offer certificates, diplomas and degrees. The knowledge assessment systems and participation monitoring systems are defined by clear and public procedures subject to constant review and updating. The certified skills are compared to the needs of the market and are reformulated systematically based on new needs and requirements detected.	The organisation is authorized to offer certificates, diplomas and degrees. The certification guarantees the highest degree of learning of the knowledge and skills. The participants have undergone strict controls in acquiring skills. There is an exhaustive assessment system of the knowledge acquired and validated by the top validating institutions in the world. The certificate obtained should be reconfirmed after a period of time.



Comments:

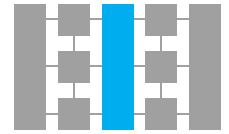


i. Post sales:

The Centre has an efficient and effective system to develop the preregistration, selection and registrations, equipped with SW that centralised the information for the University service.

Level 1	Level 2	Level 3	Level 4	Level 5
Quality depends solely on the individual (no processes)	Process awakening (basic processes)	Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Systematic assessment and improvement of processes (sophisticated processes)	Aiming for external excellence (excellent processes)
Contact with previous participants is maintained only on an individual basis.	Each CE Unit has short term planning of the out coming enrolment needs. There are some procedures used partially in some CE Units. Some decentralised systems based on spreadsheets and/or word processing are used to serve preregistration, selection and formal registration. Manual systems are used to report activity indicators to the University. There is an institutional check list to support course registration without the assignment of responsibilities to a support unit. No central professional support is offered internally.	The University has defined internal procedures for CE enrolment. Each CE Unit (if not centralised) has defined procedures and clear responsibilities on the enrolment process. A check list exists and procedures are defined, approved and followed. Each procedure has its own indicators. Each unit linked with the value chain has defined its own processes and linked with the rest of the Institution. Each procedure involved has its own check list for planning and implementation. No final check is done on the results. No standards are defined for the processes. No formal learning is obtained from the experience of each enrolment process. No systematic improvements are planned. No conclusions are documented after each activity.	Enrolment standards are defined and all the activity is measured systematically each month. Professional enrolment management team is established to support preregistration, selection and formal registration in a centralised way. Learning is acquired from the experience of each enrolment process, but not shared among the personnel. Improvements are planned and documentation exists. Improvements are implemented with no institutional implications. Final checks are made on the results on a non-regular basis. Standards are defined for the processes, but no systematic control of the execution is done.	Enrolment activity is supported from a centralised system. Each University Unit is able to use the system in a decentralised way using the University considerations and restrictions. The information is centralised and the indicators are defined, measured and shared with the University Community and the rest of the stakeholders. Planned improvements are developed with full institutional implication, with financial and human resources. Systematic checking are done over results and indicators objectives.

Comments:

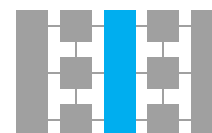


j. e-Learning:

Provide support for the production and delivery of e-learning activities.

Level 1 Quality depends solely on the individual (no processes)	Level 2 Process awakening (basic processes)	Level 3 Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Level 4 Systematic assessment and improvement of processes (sophisticated processes)	Level 5 Aiming for external excellence (excellent processes)
<p>Technology applied to learning is championed by individuals. There is limited knowledge about the use of technology in teaching. There are early adopters of technology. The learning process on the use of technology in lifelong learning by teachers is by trial and error, based on several individual experiences. No central support services are offered.</p>	<p>Individual champions work in small groups finding common interests. There are some good practices but lessons learned are not yet applied generally. Some peer or informal support exists amongst individuals. A transition between a bottom up and a top down approach starts to happen. A sufficient number of individuals active in e-learning have created the critical number of initiatives for the university to start thinking to provide this support to the whole university, but an institutional initiative is not formalised.</p>	<p>The institution has facilitated e-Learning, enabling it to be available as part of the different alternatives that technology can provide. A top down approach is taken by the institution with regard to a vision and strategy on eLearning in all teaching and learning processes. Central services and other necessary support measures are established to support the development and delivery of e-Learning to help teachers to implement it as part of their day to day teaching.</p>	<p>The whole e-Learning process defined in level 3 is promoted and evaluated by the institution. Individuals are encouraged to make use of the support measures available at the university and the real impact of these is evaluated. E-learning innovation amongst teachers and students is encouraged, for instance by providing competitive financial support for innovative eLearning projects. Teachers and students work together to improve the whole e-Learning strategy, for instance by participating on communities of practice or by reflecting about e-learning teaching and learning practices. The use of technology for learning improvement is embedded. The performance of the different support centres is evaluated. The development of teachers in e-learning skills and competences is measured.</p>	<p>E-Learning as one of the aspects of a full excellence policy of the institution is evaluated by an international accreditation body. An external evaluation of e-learning has been made. The institution supports fundamental basic research about eLearning and encourages active participation as a partner in different networks to both share knowledge and undertake "fundamental" research.</p>

Comments:



k. Conference support:

University has defined the Process and consider this activity inside the Global Institutional Strategy. Academic staff find ambient and support for developing Conferences. Academic paper selection is done.

Level 1	Level 2	Level 3	Level 4	Level 5
Quality depends solely on the individual (no processes)	Process awakening (basic processes)	Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Systematic assessment and improvement of processes (sophisticated processes)	Aiming for external excellence (excellent processes)
No annual institutional planning. No linkage with the Institutional Strategic or operational planning. No centralised support for marketing, registration, budgeting or incomes management. No event management support. No centralized technical support. No defined value chain for conference support. No check list exists for conference organisation.	Short term planning is done in a decentralised way. A general value chain is already defined, but it has only been distributed informally inside the Institution and there aren't procedural definitions. Conference promoters use their personal contacts inside the institution to obtain access to space and the necessary the necessary logistics to develop the activity. External support is required for registration and income management. There is an institutional check list to support conference organisers without the assignment of procedures. No central professional support is offered internally, except for possible sponsorships relations, marketing and event management.	Short term planning is done in a decentralised way. A general value chain is already defined, but it has only been distributed informally inside the Institution and there aren't procedural definitions. Conference promoters use their personal contacts inside the institution to obtain access to space and the necessary the necessary logistics to develop the activity. External support is required for registration and income management. There is an institutional check list to support conference organisers without the assignment of procedures. No central professional support is offered internally, except for possible sponsorships relations, marketing and event management.	Standards are defined and results are checked over a long term planning. Final checks are made on the results on a non-regular basis. Standards are defined for the processes, but no systematic control of the execution is done. A professional project management team is established to support marketing and event operation in a centralised way. Learning is acquired from the experience of each conference, but not shared. Improvements are planned and documentation exists. Improvements are implemented with no institutional implications.	Standards are defined, systematically measured and improvements are planned and developed using the institutional learning on each activity. The institutional value chain and procedures are an international reference for other Institutions in the academic world, shared with the best and with annual improvement operation in a centralised way. Learning is acquired from the experience of each conference, but not shared. Improvements are planned and documentation exists. A final check is done on the results on regular and systematic basis.

Comments:



CentralScan

Procedures benchmark and evaluation

Level 1	Level 2	Level 3	Level 4	Level 5
Quality depends solely on the individual (no processes)	Process awakening (basic processes)	Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Systematic assessment and improvement of processes (sophisticated processes)	Aiming for external excellence (excellent processes)
The activities depend on individual initiatives in the University rather than globally programmed procedures in the organisation, unit or service. There are no defined associated assessment processes. Problems are rectified as they arise.	The responsibility for activities ceases to be individual and tends to become a shared responsibility of the entire department with some short term planning. There is some degree of process definition although there is no documentation. Performance is assessed occasionally.	There are established standards, procedures and directives known throughout the organisation, unit or service. The activities are carried out in accordance with these procedures. Activities are planned with established medium-term objectives and defined indicators for their assessment.	Established procedures are systematically assessed for potential improvement. The organisation/programme strives to anticipate problems and complaints. There is a clearly visible orientation towards the customer. Activities are planned with well-defined medium and long-term objectives.	There is an exchange of knowledge and experience throughout the entire organisation, both within the organisation and with professions outside the organisation including competitors. The formulation and improvement of the procedures of the organisation, unit or service conforms to industry standards, both internal and external. Experiences and best practices are shared with others.

		Evaluation										
PROCEDURES == customer SERVICES		Level of centralization					Deployment Level					
Scale of centralisation (done JUST in the CENTRE) or decentralised (more than one CEEC)		0%	25%	50%	75%	100%	1	2	3	4	5	N/A
Demand analysis												
Demand analysis : demand and feasibility studies of the courses		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sectoral needs analysis		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course design												
Support in course content design, definitions and methodology		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in academic design: agenda and teachers selection.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational design of the course: hour planning, budget, rooms to be used, contracts and sponsorship		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course authorization: check out the documentation and follow up on the approval process		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-learning												
Course material production		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course delivery		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



PROCEDURES == customer SERVICES

Scale of centralisation (done JUST in the CENTRE) or decentralised (more than one CEEC)

Level of centralization

Deployment Level

0% 25% 50% 75% 100% 1 2 3 4 5 N/A

	0%	25%	50%	75%	100%	1	2	3	4	5	N/A
Marketing											
Management of the publicity and promotion (press advertisement, leaflets, mailings and web)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customer relationship management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information: who offers the information about the program to the possible customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference Support											
Technical assistance on design and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contracting external services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logistics (space, support staff, coffee & lunches and gala dinner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrolment											
Student selection and admission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarship management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economical Management											
Income management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial management: accounting, financing and support for auditoria's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Payments administratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logistics											
Support to the teaching: documentation management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support to the teaching: rosters and assistance control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support to the teaching: room management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality Control											
Course quality evaluation survey on teacher quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational quality evaluation survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certification											
Printing and delivery of the Certificates and diplomas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diplomas check	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post sales											
Management of the student work "internships"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services for former students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment bureau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CentralScan

Process External evaluation

Level 1	Level 2	Level 3	Level 4	Level 5
Quality depends solely on the individual (no processes)	Process awakening (basic processes)	Vision through processes, professionalization and a guarantee of quality (intermediate processes)	Systematic assessment and improvement of processes (sophisticated processes)	Aiming for external excellence (excellent processes)
The activities depend on individual initiatives in the University rather than globally programmed procedures in the organisation, unit or service. There are no defined associated assessment processes. Problems are rectified as they arise.	The responsibility for activities ceases to be individual and tends to become a shared responsibility of the entire department with some short term planning. There is some degree of process definition although there is no documentation. Performance is assessed occasionally.	There are established standards, procedures and directives known throughout the organisation, unit or service. The activities are carried out in accordance with these procedures. Activities are planned with established medium-term objectives and defined indicators for their assessment.	Established procedures are systematically assessed for potential improvement. The organisation/programme strives to anticipate problems and complaints. There is a clearly visible orientation towards the customer. Activities are planned with well-defined medium and long-term objectives.	There is an exchange of knowledge and experience throughout the entire organisation, both within the organisation and with professions outside the organisation including competitors. The formulation and improvement of the procedures of the organisation, unit or service conforms to industry standards, both internal and external. Experiences and best practices are shared with others.

Evaluation					
What to consider	Level				
	1	2	3	4	5
5a. Processes are designed and managed to optimise stakeholder value					
Analyse, categorise and prioritise their end to end processes as part of the overall management system and adopt appropriate approaches to effectively manage and improve them, including those processes that extend beyond the boundaries of the organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly define process ownership and their role and responsibility in developing, maintaining and improving the framework of key processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop meaningful process performance indicators and outcome measures, clearly linked to the strategic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn new ideas into reality through innovation enabling processes that fit the nature and importance of the changes they will make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess the impact and the added value of innovations and improvements to processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



What to consider	Level				
	1	2	3	4	5
5b. Products and Services are developed to create optimum value for customers					
Strive to innovate and create value for their customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use market research, customer surveys and other forms of feedback to anticipate and identify improvements aimed at enhancing the product and service portfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve their people, customers, partners and suppliers in the development of new and innovative products, services and experiences for both existing and new customer groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand and anticipate the impact and potential of new technologies on products and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use creativity to design and develop new and innovative products and services together with customers, partners or other stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take into account any impact of the product and service lifecycle on economic, societal and ecological sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5c. Products and Services are effectively promoted and marketed					
Clearly define their value propositions, ensuring sustainability by balancing the needs of all relevant stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define the business model in terms of core capabilities, processes, partners and value proposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement the business model and value proposition by defining their "unique selling points", market positioning, target customer groups and distribution channels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop marketing strategies to effectively promote their products and services to target customers and user groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively market their product and service portfolio to existing and potential customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that they have the capability to fulfill their promises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5d. Products and Services are produced, delivered and managed					
Produce and deliver products and services to meet, or exceed, customer needs and expectations, in line with the offered value proposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure their people have the necessary tools, competencies, information and empowerment to be able to maximise the customer experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage products and services throughout their entire lifecycle, including reusing and recycling where appropriate, considering any impact on public health, safety and the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare their product and service delivery performance with relevant benchmarks and understand their strengths in order to maximise the value generated for customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve their people, customers, partners and suppliers in optimising the effectiveness and efficiency of their value chain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5e. Customer relationships are managed and enhanced					
Know who their different customer groups are and respond to, and anticipate, their different needs and expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine and meet customers' day-to-day and long-term contact requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build and maintain a dialogue with all their customers, based on openness, transparency and trust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continually monitor and review the experiences and perceptions of customers and respond quickly and effectively to any feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advise customers on the responsible use of products and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

