

# UNI-QM CENTRALSCAN

**Editor**

Patricio Montesinos  
Centro de Formación Permanente  
Universidad Politécnica de Valencia

## UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

### Contents

Introduction .....	3
A brief history of the EFQM model and the self-assessment approach .....	4
The fundamental concepts of excellence .....	4
The Journey to Excellence .....	6
The EFQM model and the structure underlying it .....	7
The main paradigms underlying the EFQM model .....	7
The PDCA Cycle:.....	9
The RADAR Logic .....	10
The model itself:.....	11
Model Adapted to University-based Continuing Professional Education .....	11
ALFA II: Development of a Euro-Latinamerican homogeneous system for quality management assessment in lifelong learning based on the EFQM model. ....	13
DAETE: Development of Accreditation in Engineering Training and Education .....	14
UNI-QM: European University Quality Management Tools for Lifelong Learning .....	15
DAETE 2: .....	16
EFQM Criteria 2010 approach.....	17
PROCESSES serving VISION and MISSION. The purpose of processes .....	18
Matrix for PROCESS SELF-EVALUATION .....	20
Matrix for PROCESS SELF-EVALUATION: Tool description .....	21
Matrix for PROCESS SELF-EVALUATION: the tool itself .....	26
Criterion 5: Processes .....	27
Process a: Demand Analysis .....	27
Process a.1: Competitors Analysis .....	28
Process b: Course Design .....	29
Process c: Marketing .....	30
Process d: ENROLMENT .....	31
Process e: Economical Management .....	32
Process f: Logistics .....	33
Process g: Quality control .....	34
Process h: Certification .....	35
Process i: POST SALES .....	36
Process j: E-LEARNING .....	37
Process k: Conference SUPPORT .....	38
Matrix for PROCEDURES BENCHMARK & EVALUATION .....	39
Matrix for PROCEDURES BENCHMARK & SELF EVALUATION: Tool description .....	40
Matrix for PROCEDURES BENCHMARK & EVALUATION: the tool itself .....	43
Matrix for PROCESS EXTERNAL EVALUATION. ....	47
Matrix for PROCESS EXTERNAL EVALUATION: Tool description .....	48
Matrix for PROCESS EXTERNAL EVALUATION: the tool itself .....	49
Conclusions and Recommendations.....	54

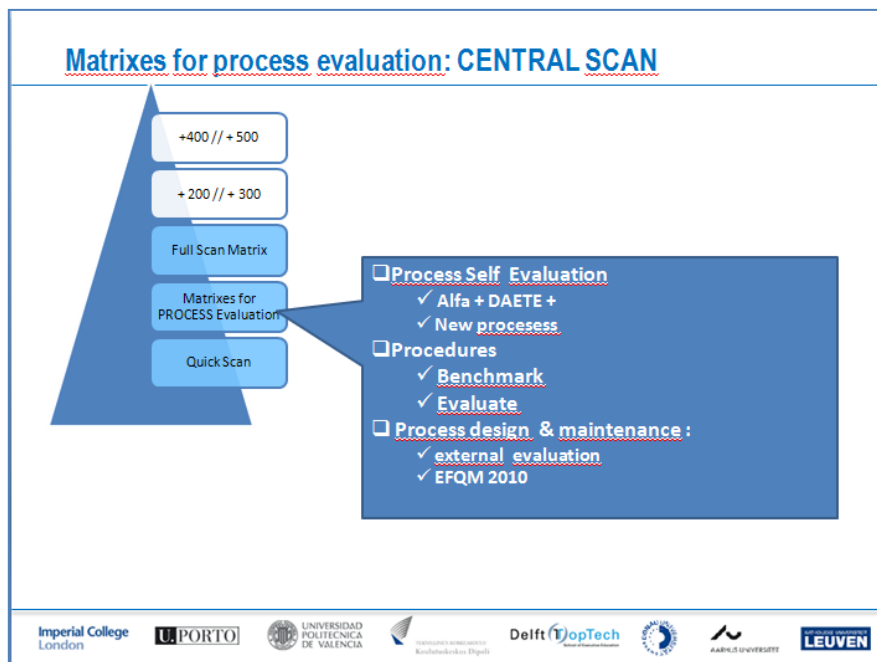
## Introduction.

The main objective of this document is to introduce different tools that help to develop self evaluation, evaluation and external evaluation of the actual **PROCESS** and **PROCEDURES** of the Lifelong Learning Centres, the **CENTRAL SCAN tools**. Following the EFQM recommendations, excellent organisations design, manage and improve processes in order to fully satisfy, and generate increasing value for, customers and other stakeholders. But, which are the most common processes and procedures in the Universities Lifelong Learning activities? The overall objective of this document is to share not only proposals of tools to evaluate and benchmark actual process and procedures but also to share the experience of the UNI-QM consortia members.

Authors consider this document as a **toolbox** with different tools

- Matrix for **PROCESSES SELF-EVALUATION**
- Matrixes for **PROCEDURES BENCHMARK** and **EVALUATION**
- Matrix for **PROCESSES EXTERNAL EVALUATION**

In the **first** part, the document describes the conceptual framework of these set of tools, the EFQM excellence model. The EFQM model is a management model used as a permanent guideline for the project team. The **second** part is related to PROCESS self evaluation and represent an evolution of previous tools developed in other European Projects (Alfa II and DAETE). It is described a tool that helps to define how the CE Centres develop the main PROCESS, using the 1 to 5 scale popularised by the European Foundation for Quality Management. The **third** part of the document describes 3 different matrixes that allow to BENCHMARK and EVALUATE not only process but also PROCEDURES, which is how the process are organised as CUSTOMER services. The **fourth** part of the document includes one specific tool for PROCESS EXTERNAL evaluation, based on the 2010 EFQM version. **Finally**, conclusions and recommendations are proposed considering the power and useful Lifelong Learning management approach that begins with the PROCESS EVALUATION.



## A brief history of the EFQM model and the self-assessment approach

The European Foundation for Quality Management (EFQM) was created in 1988 by 14 leading European businesses. The EFQM Excellence Model was formally launched in 1991 with the aim to make ‘European Businesses more competitive through the application of TQM philosophy’.

The Model was initially used as a way of recognizing achievement, with self-assessment being undertaken by organisations that needed to show continuous improvement over time in order to apply for the European Quality Award. After its introduction, however, it was discovered that the Model and self-assessment were proving to be valuable for driving continuous improvement activity within organisations that were not planning on applying for the award. It was also observed that the Model was being applied in a wider range of organisations than the private sector for which it had originally been written. As a result of this, additional revisions of the Model were made. This included the Public and Voluntary Sector Model in 1999, which has since been refreshed and updated in 2003 and again in 2009.

## The fundamental concepts of excellence

As the EFQM stands, “Outstanding practice in managing the organisation achieving results based on a set of fundamental concepts”.

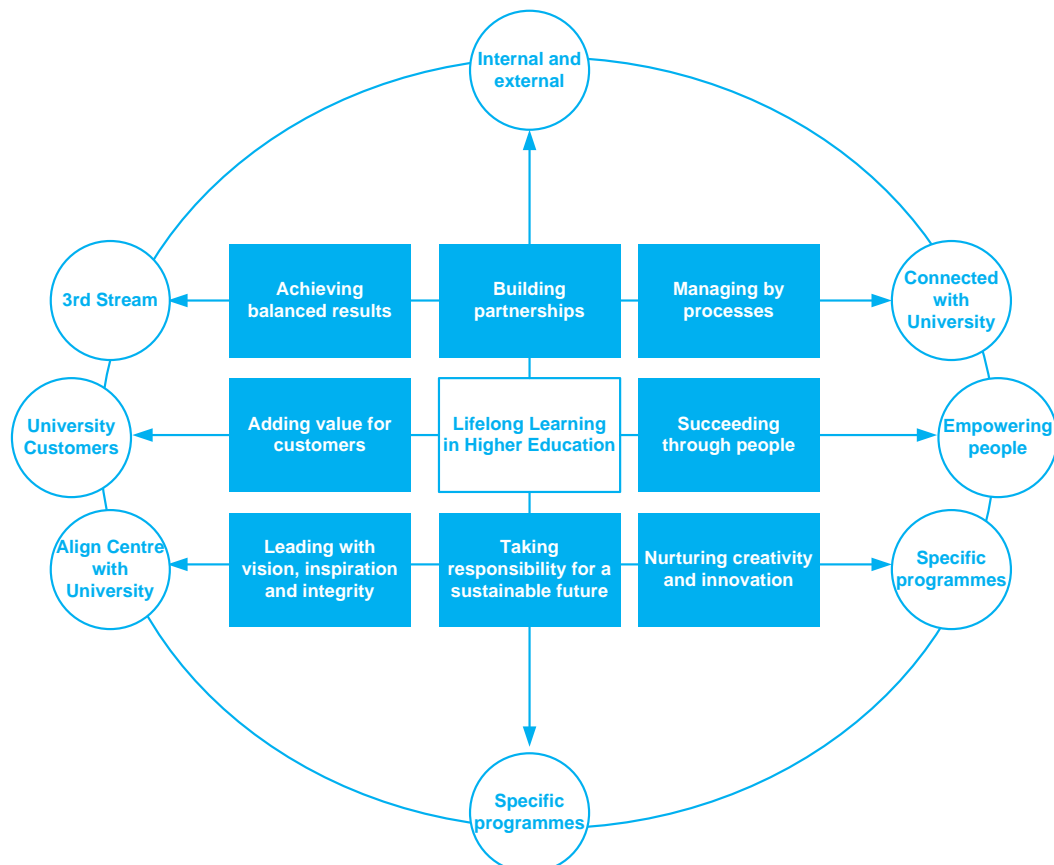


Figure 1. Connecting fundamental concepts with Higher Education Lifelong Learning

The eight Fundamental Concepts of Excellence underpinning the EFQM Excellence Model are:

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

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)*

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.

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.

## UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

### 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.

## The Journey to Excellence

The route to excellence is paved with continuous improvement, self-assessment, good management practices and the discipline of planning. At the start, ask yourself, “does my organisation already have a plan for improvement?” If not, it is important to consider the following basics:

- **Assess where you are now.** One way to do this is to Self-Assess your organisation. The process of Self-Assessment can help your organisation understand and agree upon the current state.
- **Define your business priorities.** In order to align your organisation and your business strategy, you need to understand your present strengths and areas for improvement. The Fundamental Concepts of Excellence are the most tangible expression of Excellence. You can use these concepts to compare to your own organisation’s beliefs and strategies.
- **Identify what needs improving.** Your self-assessment can help provide a detailed map for the people in your organisation. It helps you to answer, “where do we need to improve?”
- **Identify how to improve.** Learn from others around you through benchmarking and research. Identify the good practices of others. You can benchmark processes, organisations and/or metrics... but first, develop a benchmarking strategy that will help to direct your efforts.

## The EFQM model and the structure underlying it

The European Excellence Model, more commonly known by the acronym EFQM (European Foundation for Quality Management) is a practical tool to help organisations achieve quality by measuring where they are on the path to Excellence.

The model is based on nine criteria which underpin the excellence of an organisation. The criteria include five Enablers and four Results. The enablers cover what an organisation does. The Results criteria cover what an organisation achieves. The model illustrates that Leadership drives Policy and Strategy delivered through People Partnerships and Resources. The criteria determine the level of Customer satisfaction, People satisfaction and the impact on Society as a whole.

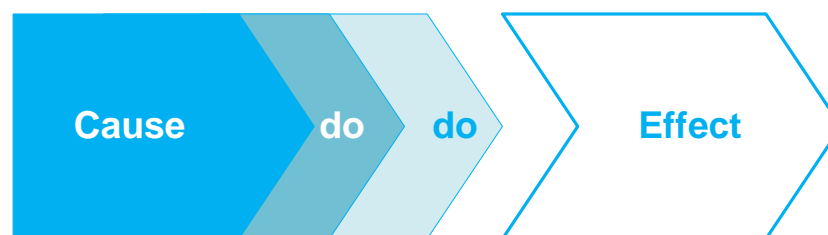
EFQM proposes self-assessment as a comprehensive, systematic and regular review of an organisation's activities and further proposes these results referenced against the EFQM Excellence Model.

### The main paradigms underlying the EFQM model

#### The cause-effect paradigm:

The EFQM Excellence Model is a non-prescriptive framework based on 9 criteria. Five of these are 'Enablers' and four are 'Results'. The 'Enabler' criteria cover what an organisation does. The 'Results' criteria cover what an organisation achieves. 'Results' are caused by 'Enablers' and 'Enablers' are improved using feedback from 'Results'.

We are going to achieve the final EFQM diagram by considering different approaches. First of all we are going to consider the **“Enablers and results” approach**. This model proposes that there are some important topics that must be considered in order to achieve some results. This could be also called the cause-effect paradigm underlying this model (See Figure 2).



**Figure 2. The causes and the effects**

Causes are called “Enablers” and effects are called “Results”. Next, we will see that the Enablers are classified into different categories as well as the Results.

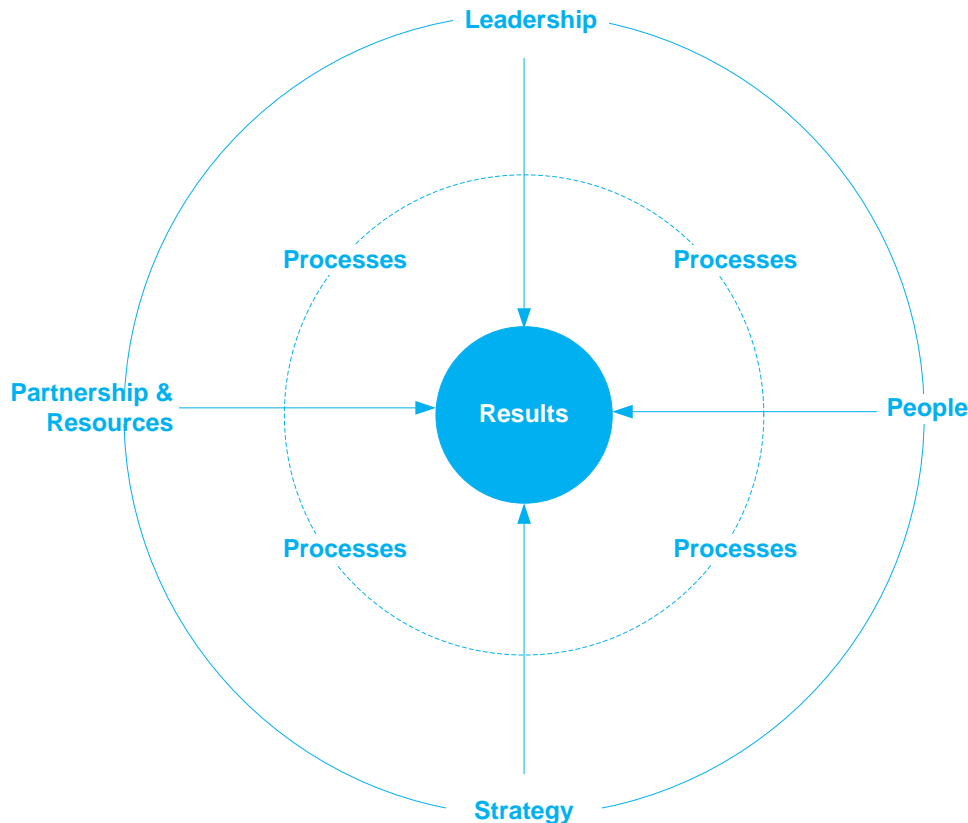
As we will see later the Enablers are broken down into 5 criteria. The five Enablers assess and question whether an organisation has the appropriate approaches in place to achieve the targets it has set. The detail of the Model provides a framework for rigorous analysis that questions whether, in each area, the organisation can demonstrate that chosen approaches and strategies:

- are effective and efficient in delivering results
- are deployed to their full potential
- demonstrate continuous improvement.

UNIQM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

Results oriented:

The structure itself of the EFQM model (see later) contains a set of enablers and a set of results. By reading the model we can clearly see that enablers produce results. Therefore we have represented (see Figure 3) how leadership, people, strategy and partnership & resources do things through processes that produce results.



**Figure 3. The EFQM results driving forces**

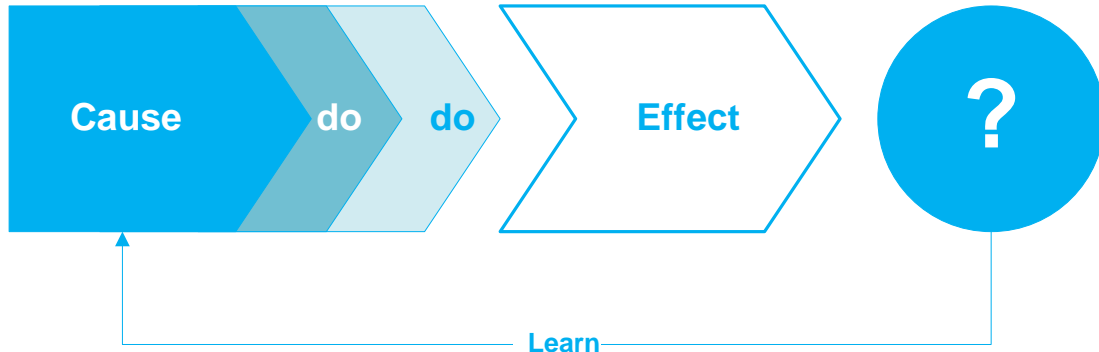
Learning:

On the other hand, the results are broken down into four criteria. The four Results criteria help to determine whether there are comprehensive measures in place that can monitor and track performance, and assess whether objectives have been met. The Results criteria also question the extent to which benchmarking against the best in class is undertaken and used to enhance learning and improve performance. The criteria challenge an organisation to show that it can:

- comprehensively measure what is important to customers and others who receive a service from the organisation
- demonstrate continuous improvement against targets and results.

Next, it is important to consider the “**Learning approach**”. In the previous diagram we should also consider that once that we have obtained some effects we can learn from those effects.

UNIQM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

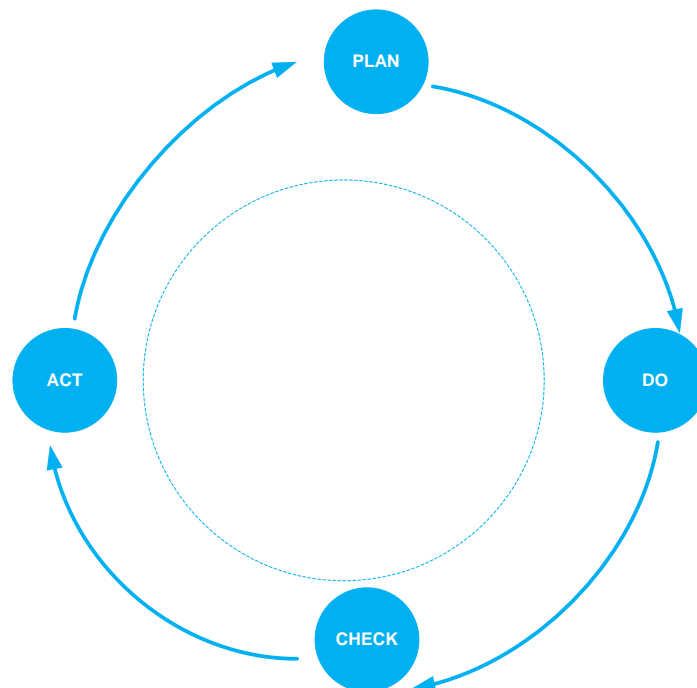


**Figure 4. The learning process**

**The PDCA Cycle:**

In order to complete the previous diagram we are going to consider the PDCA cycle from Deming. This cycle is always present in this model. PDCA stands for Plan, Do, Check, Act:

- Plan: The cycle starts with planning things. On this phase objectives need to be fixed and deployment plans need to be developed.
- Do: Once everything has been planned, you start to do things that will produce specific results.
- Check and Act: In order to complete the cycle, the next step is to take the specific results obtained and to be check in order to see if they are coherent with what we previously planned. If they are not coherent or they are not what were expected some corrective action needs to be taken (Act phase) in order to guarantee that next time we achieve the objectives that we planned.



**Figure 5. The PDCA cycle**

## The RADAR Logic

At the heart of the model lies the logic known as RADAR which is made up of four elements:

- Approach:
  - Sound
  - Integrated
- Deploy approaches:
  - Implemented
  - Systematic
- Assess and refine approaches and deployment:
  - Measurement
  - Learning & Creativity
  - Innovation & Improvement
- Required results:
  - Relevance and usability
  - Performance

On Figure a graphic approach to the RADAR logic is shown. Every phase of the RADAR logic has been represented into a loop, showing a process of continuous improvement with the EFQM in the middle as the core of the improvement process.

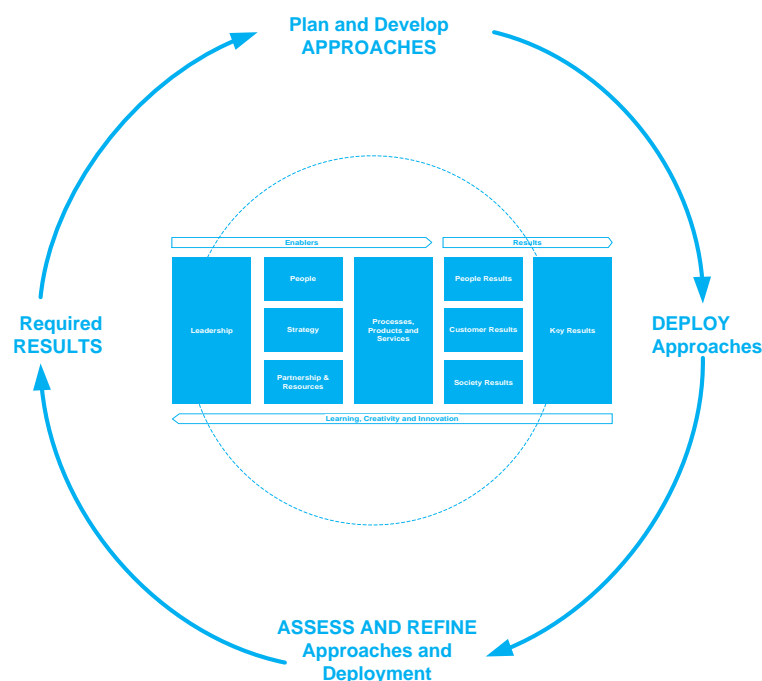


Figure 6. The RADAR logic (c) EFQM

### The model itself:

Finally, by **putting everything together** we obtain the EFQM diagram that represents the 5 Enablers criteria, the 4 Results criteria as well as the learning and innovative process of the Model. By studying this diagram we can check that the Model is dynamic in nature and has many linkages. The links between each of the criteria of the Model suggest that it is interlinked and interdependent. The linkages are at four levels:

- Across the whole Model, drawing out and tracking key themes
- Between the Enablers and the Results, in terms of cause and effect
- Within the Results, by having leading and lagging indicators
- Across the Enablers, where improvement in one area is often dependant on the circumstances of another.

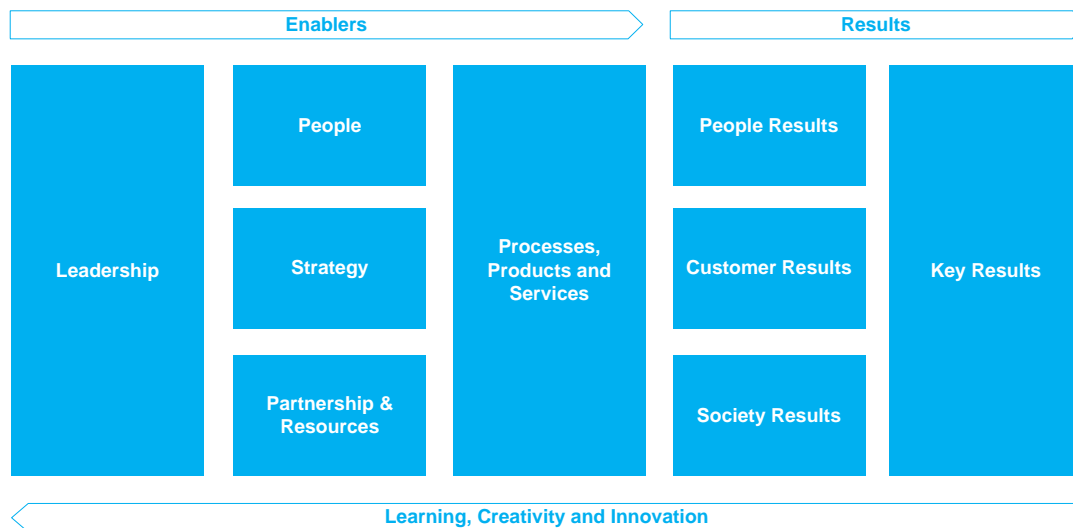


Figure 7. The EFQM model (© European Foundation for Quality Management)

### Model Adapted to University-based Continuing Professional Education.

UNI-QM work is based on previous project developed by institutions all around the world and will be an important input for future projects like DAETE2. On Figure 8 we can see last 10 years represented.

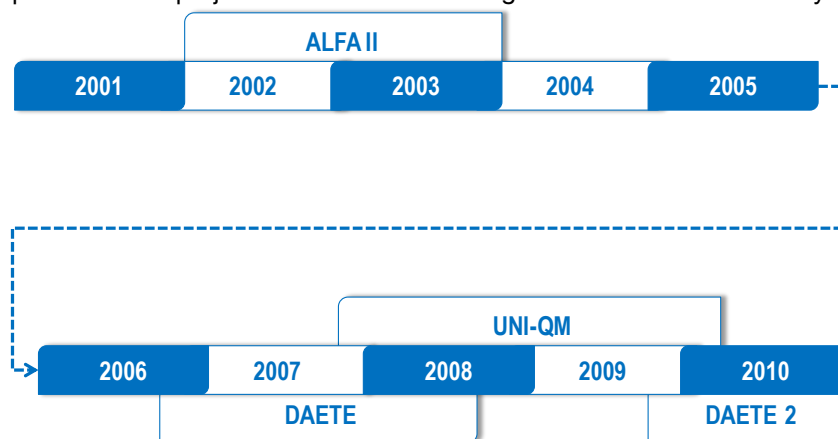


Figure 8. Projects on quality management applied to higher education

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

Beyond projects, a clear group compounded by top leading universities all around the world has been stated informally to support the development of this kind of activities (See Table 1).

**Table 1. Institutions participating on quality management**

Institution	Country	ALFA II	DAETE	UNI-QM	DAETE2
Imperial College London	United Kingdom		•	•	•
University of Wisconsin	USA		•		•
University of Sao Paulo	Brazil	•			
Aalto University	Finland		•	•	•
Tsinghua University	China		•		
University of Costa Rica	Costa Rica	•			
Vienna University of Technology	Austria	•			
Universidad Politécnica de Valencia	Spain	•	•	•	•
Catholic University of Leuven	Belgium	•		•	•
University of Rosario	Colombia	•			
Georgia Tech	USA		•		•
Rensselaer Polytechnic	USA		•		•
University of Michigan	USA		•		•
University of California LA	USA		•		•
University of Porto	Portugal	•	•	•	•
State University of New York	USA				•
TU-Delft	Netherlands			•	•
Danube University Krems	Austria			•	

The necessity to have specific tools for quality management adapted to higher education and to university based continuing professional development was clearly detected.


UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

**ALFA II: Development of a Euro-Latinamerican homogeneous system for quality management assessment in lifelong learning based on the EFQM model.**

The project was participated by universities from Latinoamerica and Europe. The main goal was to establish a common framework for quality management assessment between Europe and Latinoamerica. The framework took the form of a matrix for self-assessment that would be the base for the development of other projects like DAETE and UNI-QM.

The matrix was widely tested in Europe and Latinoamerica with a high degree of acceptance among participants.

On 9 you can find an example of criterion 1, subcriterion 1a fully customized for lifelong learning activities using the matrix structure. It was the first matrix developed by the international consortia.

CRITERIA 1 LEADERSHIP		Level 1 Quality depends solely on the individual	Level 2 Process awakening	Level 3 Vision through processes, professionalisation and a guarantee of quality	Level 4 Systematic assessment and improvement of processes	Level 5 Aiming for external excellence
 1a 1b 1c 1d <b>DEVELOPMENT OF VISION AND MISSION</b> How the Centre management develops the mission, vision and values which act as a reference point within the culture of excellence of the institution	<p>The activity of Continuing Education (CE) is not encompassed within a defined mission or vision. It depends on the will of the individuals which carry it out. There is no consensus on where to go or how to proceed. The activities are partial, disconnected and without relation to the policies defined by the governing board. There is no quality supervision in the activities carried out or control of the results achieved.</p>	<p>The management defines the mission and vision of the Centre individually. It is explained partially and non-systematically. The values are those of the management and are not publicly expressed. The values are only shared by action or are defined in vague terms. There are no follow-up procedures in place.</p>	<p>The vision and mission are agreed and coordinated with the Rector team. This definition allows development strategies for the Centre to be formulated and to define the tactics and actions to be taken. The possibility of redefining strategies and goals is accepted with reluctance. The values are public and followed by management explicitly.</p>	<p>The vision and mission are communicated to the University Community systematically and are at their disposal. There is a wide consensus on definition of goals making it easier to carry out the associated tactics and actions. Processes are reviewed and re-adapted annually according to the environment. The participation of other players in the system is accepted in the reformulation of values and their adaptation.</p>	<p>The formulation of vision and mission is performed by the whole governing board. Other external collectives support the definitions established. All Centre staff assumes the vision and mission as their own and transmits them from their position. The definition and establishment of the vision and mission serves as a reference point for other institutions involved in continuing education. The revision and adaptation of values is assumed to be essential and obligatory.</p>	
	Self-assessment date _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/>	Comments <div style="border: 1px solid black; height: 40px; width: 100%;"></div>				


  
 Alfa II-0180-A Project

Figure 2. Matrix for self-assessment developed during ALFAII-0180-A Project

UNIQM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

### DAETE: Development of Accreditation in Engineering Training and Education.

The objectives of the project is to present among the partners the experience and practices of the participating institutions in quality control and accreditation for engineering education and vocational training, to analyze and debate the models that can be used taking account the different experiences on both sides of the Atlantic, to produce guidelines advisable for quality assurance and accreditation, to test the recommendations and to adapt the guidelines to the feedback results. The planned activities consist of presentation of experiences and case studies in the area of accreditation and quality assessment of engineering education and training, joint meetings of partners to discuss the models and strategies that will evaluation for partners from US and EU, test the recommendations among partners and within the organizations active in this area and to reformulate the models and guidelines according to test results.

On Figure 3 you can find a new version of the matrix for self-assessment adapted to lifelong learning activities and based on the one developed during previous ALFA project.

18

**SUBCRITERIA 1a**  
Development of vision and mission

The Centre has developed the mission, vision and values which act as a reference point within the culture of excellence of the institution.

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)
The vision and mission are not defined or are so general that they do not guide the work of the Centre. The activities are, disconnected and/or are without relation to the policies defined by the governing board. The operations depend on the will of the individuals who carry them out.	The management has defined the vision and mission of the Centre. It is explained to the staff but not necessarily operationalised. The values are defined but are vague or are not systematically agreed on by the staff. There are no follow-up procedures in place.	The vision and mission are coordinated with the staff and understood within the institution in general. This definition allows development strategies for the Centre to be formulated and to define the tactics and actions. The possibility of redefining strategies and goals is accepted with reluctance.	The vision and mission are communicated to and approved by the management of the institution. There is a wide consensus on the definition of goals making it easier to carry out the associated tactics and actions and to build strategic partnerships.  Processes defining and implementing the vision and mission are reviewed and re-adapted regularly.	The formulation of the vision and mission is performed by the management of the Centre and by the governing board of the institution. The staff assumes the vision and mission as their own and transmits them from their position. The adaptation of values is assumed to be essential and obligatory.  The definition and establishment of the vision and mission serves as a reference point for other institutions involved in continuing education.

DAETE - IACEE Project EFQM Self-assessment Model for Continuing Engineering Education

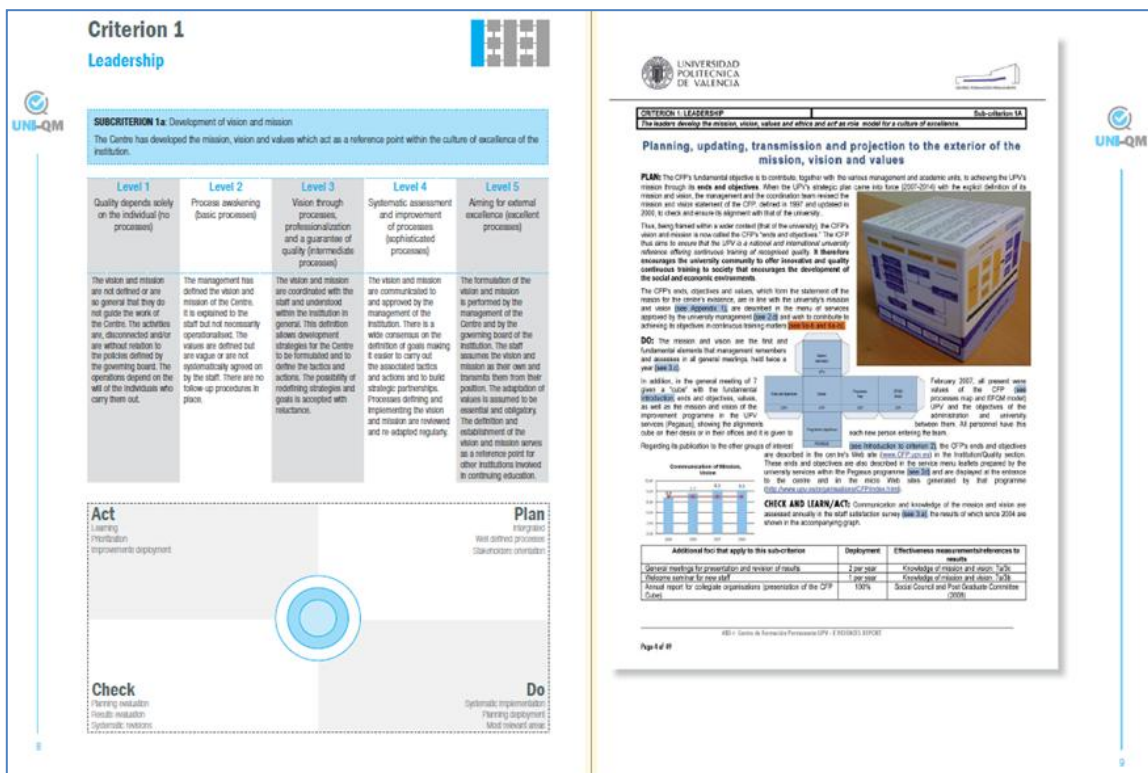
Figure 3. Matrix for self-assessment developed during DAETE project

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

**UNI-QM: European University Quality Management Tools for Lifelong Learning**

Uni-QM aims to “pilot a demonstrating project on creating a lifelong learning quality management system for institutional activities of the European lifelong learning system, that can be used as a base for establishing the bases of a potential Network of Lifelong Learning Quality Management in higher education”. The development and methodology for the lifelong learning quality management system will be based on the excellence model proposed by the European Foundation for Quality Management (EFQM). The project UNI-QM will create a new common model that will fit necessities of the European Lifelong Learning Institutions (ELLI). The definition of the model will include a set of standard management processes for lifelong learning provision as well as the necessary quantitative and qualitative indicators to promote performance on lifelong learning institutions.

On Figure 11 you can find an example of the FULL SCAN tool developed during UNI-QM project. This matrix follows the PDCA logic and includes an evidence coming from the 2008 Memory 400+ from the Centro de Formación Permanente of the Universidad Politécnica de VALENCIA (right part of the sheet) to illustrate what is this subcriterion about.



**Criterion 1 Leadership**

**SUBCRITERION 1a: Development of vision and mission**  
The Centre has developed the mission, vision and values which act as a reference point within the culture of excellence of the institution.

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 vision and mission are not defined or are so general that they do not guide the work of the Centre. The activities are disconnected and/or are without relation to the policies defined by the governing board. The operations depend on the will of the individuals who carry them out.	The management has defined the vision and mission of the Centre. It is expanded to the staff but not necessarily operationalized. The values are defined but are not experimentally agreed on by the staff. There are no follow-up procedures in place.	The vision and mission are coordinated with the staff and understood within the institution in general. This definition allows development strategies for the Centre to be formulated and to define the tactics and actions. The possibility of redefining strategies and goals is accepted with reluctance.	The vision and mission are communicated to and approved by the management of the institution. There is a wide consensus on the definition of goals making it easier to carry out the associated tactics and actions and to build strategic partnerships. Processes defining and implementing the vision and mission are reviewed and re-adopted regularly.	The formulation of the vision and mission is performed by the management of the Centre and by the governing board of the institution. This staff assumes the vision and mission as their own and transmits them from their position. The adaptation of vision is assumed to be essential and obligatory. The definition and establishment of the vision and mission serves as a reference point for other institutions involved in contributing education.

**Act**  
Learning  
Verification  
Improvement deployment

**Plan**  
Integrate  
Well defined processes  
Clear objectives  
Communication orientation

**Check**  
Planning evaluation  
Results evaluation  
Systematic revision

**Do**  
Systematic implementation  
Planning deployment  
Most relevant areas

**UNIVERSIDAD POLITÉCNICA DE VALENCIA**

**CRITERION 1 LEADERSHIP** Sub-criterion 1a  
The leaders develop the mission, vision, values and ethics part of an excellence model for a culture of excellence.

**Planning, updating, transmission and projection to the exterior of the mission, vision and values**

**PLAN:** The CFP's fundamental objective is to contribute, together with its various management and academic units, to achieving the UPV's mission through its ends and objectives. After the UPV's strategic plan came into force (2007-2014) with the explicit definition of its mission and vision, the management and the coordination team revised the mission and vision statement of the CFP, defined in 1987 and updated in 2001, to check and ensure its alignment with that of the university.

Thus, being based on a wider context than that of the university, the CFP's vision and mission is more radical than the UPV's "ends and objectives". The CFP thus aims to ensure that the UPV is a national and international university reference offering worldwide training of recognized quality. It therefore encourages the university community to offer innovative and quality continuous training to society that encourages the development of the social and economic environments.

The CFP's ends, objectives and values, which form the statement of the mission for the center's mission, are in line with the university's mission and values (see Appendix 10) and are included in the terms of services approved by the university management (see 10) and seek to contribute to achieving its objectives in continuous training matters (see 10 and 11).

**DO:** The mission and vision are the first and fundamental elements that management reviews and assesses in all general meetings, held twice a year (see 10).

In addition, in the general meeting of 7 February 2007, all present were given a "tablet" with the fundamental (see 10) ends and objectives, values, as well as the mission and vision of the employment programs in the UPV's services (Program), showing the alignment between them. All personnel have the tablet on their desks or in their offices and is given to each new person entering the team.

Regarding its publication to the other groups of interest (see Introduction to criterion 2), the CFP's ends and objectives are described in the center's book (see 10) in the Institution Quality section. These ends and objectives are also described in the service menu booklets prepared by the university services within the Program (see 10) and are displayed in the entrance to the center and in the entry that was generated by that program (see Appendix 10 and 11).

**CHECK AND LEARN/ACT:** Communication and knowledge of the mission and vision are assessed annually in the staff satisfaction survey (see 10) the results of which since 2004 are shown in the accompanying graph.

Additional tool that apply to this sub-criterion	Deployment	Effectiveness measurement/relevance to results
General meeting for presentation and review of results	2 per year	Knowledge of mission and vision: 100%
Information menu for the staff	1 per year	Knowledge of mission and vision: 100%
Annual report for collegiate organizations (presentation of the CFP Culture)	100%	State Council and Post Graduate Committee: 100%

Page 4 of 8

Figure 11. FULL SCAN tool: last step before external evaluation

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

**DAETE 2:**

After the first DAETE project, a need for a benchmarking tool was raised. As a result of several beta tests of the DAETE self-assessment survey and related methodology, the partners were aware of some challenges and opportunities that can only be realized through the refinement and categorical grouping of the questions that are part of the current self-assessment. Specifically, in the next phase of development, the partners have the opportunity to make the process much more than a self-evaluation by refining the questions and specifying several categories into which respondents will be able to place themselves in direct comparison with similar organizations as well as Continuing Engineering Education institutions as a whole. At the same time, we expect this process will enable us to broaden the scope of the tool beyond Engineering Continuing Education to include other types of CE units, and we believe this will further increase the value of the process to all participants.

This proposal describes two activities, neither of which is possible without the prior work on DAETE but also more than extensions; but rather fundamental to benchmarking continuing education as learned from the prior work. The two proposed activities are:

1. Defining, building, and collecting processes and systems that allow for validated benchmark data from continuing
2. Extension of the benchmarking and survey tools for all continuing professional education providers beyond engineering and beyond public universities of higher education.

With the DAETE 1 questionnaire as a base, the benchmarking questionnaire, and examples of best practices, the beta tests with at least twenty more Universities will produce an international standard and process for continuous improvement for the whole education community.

SUB-CRITERION 1b: CONTINUOUS IMPROVEMENT OF MANAGEMENT SYSTEMS	
The management of the organisation promotes and guarantees the development, implementation and continuous improvement of the management system.	
<b>Definition of levels</b>	
Level 1	<b>Quality depends solely on the individual (no processes)</b> The management of the organisation has not systematically defined the management system. The director is more an administrator of continuing education than a leader of the work culture and business processes.
Level 2	<b>Process awakening (basic processes)</b> The management of the organisation has know-how and will to adapt the organisational structure and the management system to function effectively. As a consequence, the management promotes the adaptation of a management system to the work of the staff of the organisation.
Level 3	<b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b> The organisation management has clearly defined and implemented strategic processes. The operating procedures are developed and implemented and support procedures are set in line with, and directed towards, strategic processes.
Level 4	<b>Systematic assessment and improvement of processes (sophisticated processes)</b> The management carries out a systematic follow-up of the key results of the organisation, communicating and discussing the results achieved with the work teams. Improvements and innovations are promoted.
Level 5	<b>Aiming for external excellence (excellent processes)</b> The organisation is regarded as an important instrument in achieving the targets of the institution by the governing board. The Management and Leadership Model of the organisation is a reference for other organisation. It functions properly from the point of view of different internal and external actors. The management is invited to congresses and events to explain their model for the management of the continuing education organisation.

**Figure 12. Matrix with evidences developed in DAETE 2, January 2010 draft**

## EFQM Criteria 2010 approach.

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 organizations 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 organization to anticipate and react in a timely manner to ensure the ongoing success of the organization.

#### Strategy:

Excellent organizations 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 organizations 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 recognize, in a way that motivates people, builds commitment and enables them to use their skills and knowledge for the benefit of the organization.

#### Partnerships and resources:

Excellent organizations 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 organizations 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

## PROCESSES serving VISION and MISSION. The purpose of processes

A first definition of PROCESS would be the “series of actions, decisions, activities and tasks linked together in a sequential, ordered form to achieve a result that fully satisfies the requirements of the **customer** it is aimed at”. In other words, a process is no more than a succession of organizational steps and decisions followed to carry out a particular activity or task which, when working from a Total Quality viewpoint, shall be guided to satisfy the needs of our clients.

A **PROCESS** can be defined as "a series of sequential activities that transform a series of inputs (materials, staff, capital and information) into the desired results (products and/or services), giving them added value".

Process management aims to reduce the unnecessary variability that usually appears when certain services are produced or supplied and tries to remove inefficiencies associated with the repetitive nature of actions or activities, the inappropriate consumption of resources or other activities carried out without achieving a specific objective efficiently and effectively.

All processes include a succession of activities that need to have some preceding activity and that will naturally have another one afterwards until their conclusion. The gap between the limits established for each process is known as the scope of the process.

A process is normally viewed in chart form, which graphically describes the way in which people carry out their work. These diagrams or charts can be applied to any sequence of activities that are repeated and which can be measured, regardless of the length of their cycle or their complexity, although they must allow some simplicity and flexibility to be really useful.

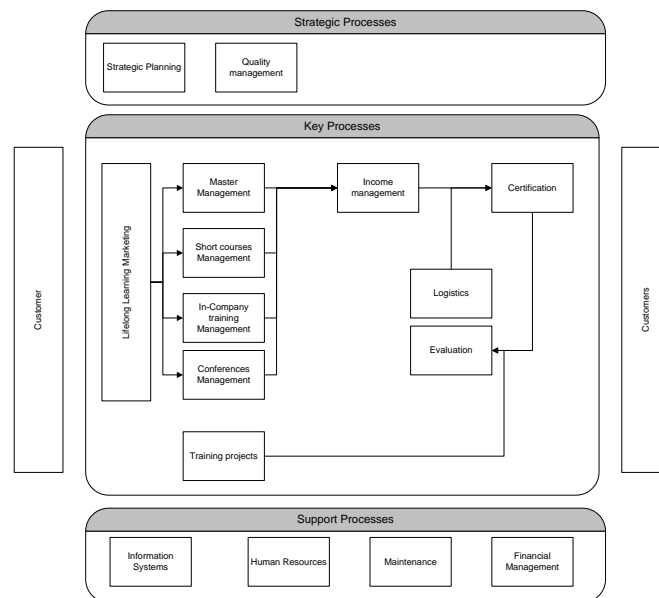
To use process management at an organization, its mission has to be clearly described (what it consists of, what it exists for and for whom), subsequently specifying inputs and outputs and identifying their customers and suppliers. It should be possible to measure the quantity and quality of what is produced, the time between inputs and outputs and the cost invested in added value; and, finally, it must be possible to assign responsibility for completing the process mission to someone (usually called the process owner).

In all organizations, including Universities and Lifelong Learning Centres, different types of processes are present depending on their purpose and sphere of activity:

- **Key processes**, those that represent the organization’s raison d’être (a unit that provides lifelong learning in this case), the main purpose of the activity, those that give SATISFACTION to the Centre’s CUSTOMERS. Those that directly serve the MISSION definition.
- **Support processes**, the purpose of which is to support one or more key processes, including those related to logistics
- **Strategic processes**, which guide and direct all processes, by setting out the strategy of the Centre. Decisions regarding these are the sole responsibility of the Centre Management.

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

A way of displaying a key process in diagram form can begin by delimiting its “output”, its “input”, its strategic setting, its customers and, subsequently, how it interacts with other processes. Without a doubt, the first decision the Centre should be clear on is who its CUSTOMERS are, i.e. who obtains benefits and added value from the activities carried out by the Centre. The first thing will be to get to know the strategic setting of the company or institution where the key processes are carried out (legislation, institution strategy, etc.). It is normally unrelated to the actual Unit, Service or Department. It is then necessary to clearly identify what the key processes are (those that justify our *raison d’être*) and the support processes that facilitate their effective operation. We will then be able to establish our particular process map where we will see all the processes of our Centre, Institution or Unit reflected. The process map will include details of the relationships between the processes identified and how they are incorporated to facilitate the objectives and the mission. We will name and identify each of our key processes and we will identify those responsible for them (normally called owners), any person that is concerned with them and who has responsibility for putting them into practice, supervising them, coordinating them and evaluating them to introduce improvements when this is applicable. After this, and once the suitability of the process map has been checked, we will be able to develop working instructions for each process. Processes shall be developed so that the steps needed to implement them are made sufficiently clear. i.e. a stage by stage explanation is necessary of the activities making up the process.



Without confusing PROCESS with PROCEDURE/SERVICE. A Process consists of a series of activities that can be grouped together and labelled as SERVICES. Synonyms of Service in this context are PROCEDURES and/or FUNCTIONS. Regardless of the terms used, it is essential to understand that any organization will have different approaches that are called PROCESS MAPS. A University has at least 3 PROCESS MAP layers according to whether the processes represent the main mission activity (teaching), the second mission (research) or the third mission (services to society). Every element in the third mission (lifelong learning, technological transfer, entrepreneur training, employment services, social activities, etc) will in turn have its own process map. The superimposition of all of these will represent the complete university institution map. And without a doubt, a complete university process map will at least be complex and full of inter-relationships. It is therefore advisable to take a top/down approach to the problem and to first of all define process maps for the Units responsible for processes. And the case that concerns us is Lifelong Learning.

## Matrix for PROCESS SELF-EVALUATION

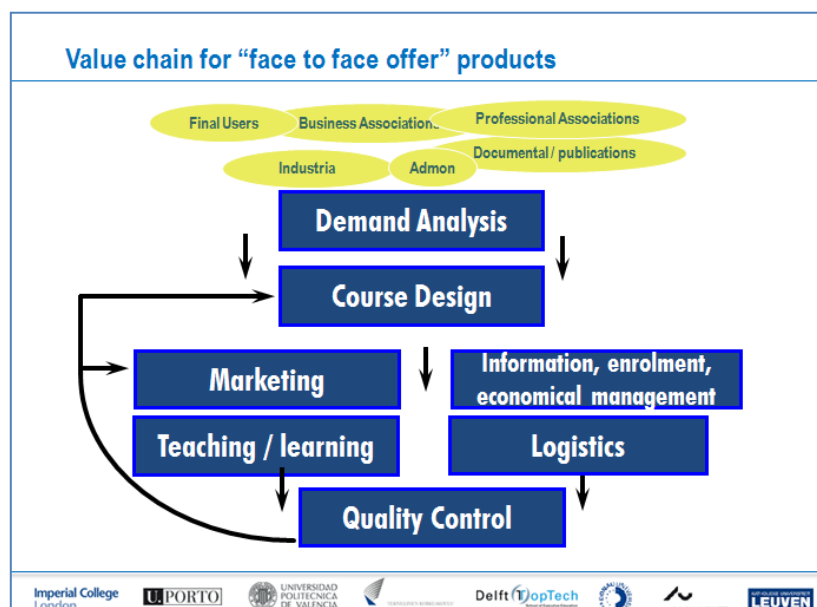
## Matrix for PROCESS SELF-EVALUATION: Tool description

All the works already done in previous self assessment tools are based in the concept of **VALUE CHAIN** applied to Lifelong Learning developers and providers. The “value chain” is a concept that has been around a long time. The value chain was defined by Mikel Porter in 1985 in his well know book ) *Competitive Advantage*, [Porter, M. (1985) Free Press, New York, 1985]. Porter proposed divide the business activities an organisation performs into distinct technological and no technological activities. The activities within the value chain are called “value activities”. These value activities could be groped into two generic groups:

- Primary activities: Product manufacturing or develop a service, taking that product or service to market and the ongoing after sales service and support of that product/service and
- Support activities that pillared the inputs (e.g. raw materials, components, marketing) and business infrastructure to enable the primary activities to take place.

A value chain could be described as an interlinked value-adding activities that convert inputs into outputs and help create customer satisfaction. Primary activities in a typical manufacturing value chain consists on external incomes distribution and logistics, manufacturing operations, external distribution and logistics, marketing and selling and post-sales services. These activities are supported by procurement management, research and development, human resource management and financial management.

What happens in the Lifelong Learning sector? Which the LLL value chain? How these activities can be identified and developed to generate “customer satisfaction”? In the early 90<sup>th</sup>s the UPV modelled the **LLL business value chain** as a set of activities represented in the next slide:



Marketing, teaching/learning and logistics could be classified as primary activities. Demand analysis, course design, enrolment, information and economical management and quality control, can be considered as support ones.

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

**Demand analysis** is considered as the set of activities that helps the Lifelong Learning (LLL) managers to detect continuing education (CE) needs among potential and former customers. In this set of activities, the University teachers expertise on “what was teach and what is now new” is really helpful to anticipate responses to future and actual needs. Two main courses categories are possible to identify: “response” course and “proffer” courses. Response courses correspond to those courses that covers an actual CE need. Proffer courses cover a future need. First category is normally absorbed by the market. Second one needs sponsors financial support.

**Course design** is the group of activities that define the details of any CE activity, including the formal approval from the institution. Under this label, the most usual activities are define the course content, indicate the benefits for the participants, select the competences to be developed, the proposed methodology and the academic calendar (including the most appropriate timetable). Once the course is defined, the LLL unit has to bring the product, the service, the information about the course to the potential and former customers. The whole process is defined as **Marketing**. Several variables and activities must be defined to bring the product to the market. At least “seven p’s” can be considered to define the marketing strategy of the CE activities:

Variable to be considered	Definition	Possibilities to use (never exclusive)
<b>Product</b>	Kind of course or CE activity	Long courses, short courses, technical days, national and international conferences, e.learning production and delivery and “tailor made” courses.
<b>Price</b>	How much money cost the activity and how much € are going to be paid by the participants	Per F2F hour, per F2F hour equivalent in e.learning Per participant, per project VISA, CASH , internet transfer
<b>Promotion</b>	Use of different tools to bring the knowledge of the product to the potential customers	Mailings, journals and newspapers Leaflets & Posters Static WEB Email distribution lists CRM based on email Social networks and waves
<b>Placement</b>	Where the activities will happen?	F2F, blended or just internet Webminars or .pdf distribution. In customer house
<b>Presentation</b>	Packaging format of the knowledge	One day courses, one week, 2 days per month, full time format one semester, just e.learning, blended format
<b>People</b>	Staff present in the Marketing activities	Experts (external or internal) Non academic Staff involved
<b>Positioning</b>	How potential customer see the product, expressed relative to the position of competitors	Sectors where the institution is considered as an reference Potential and former customers perception

*The 7 p’s for Lifelong Learning*

## UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

During the marketing activities, the (most common) activity among CE suppliers must happen in parallel: the **Enrolment** activity. This suppose to organise and delivery formal activities that allows service information request, manage formal participation formularies, select best potential participants and notify formally the acceptance to participate in the activity. These set of activities can me as manual or as automatic as the CE Unit is able to use SW tools to help in the specific steps. The more automatic are each process, the less personnel is required and the volume can be bigger.

**Economical management** is intrinsically related with the enrolment but can be divided into two aspects: income management and expenses management. Both activities can be centralised or decentralised. As in the rest of the value chain, under these activities exist clear “scale economies” that can appear easily. Income management is link with the incomes generated on the enrolment process or in the “on demand” courses. Expenses management is related on how the money is distributed once is part of the institutional budget and how the expenses are channelized (centralised or decentralised).

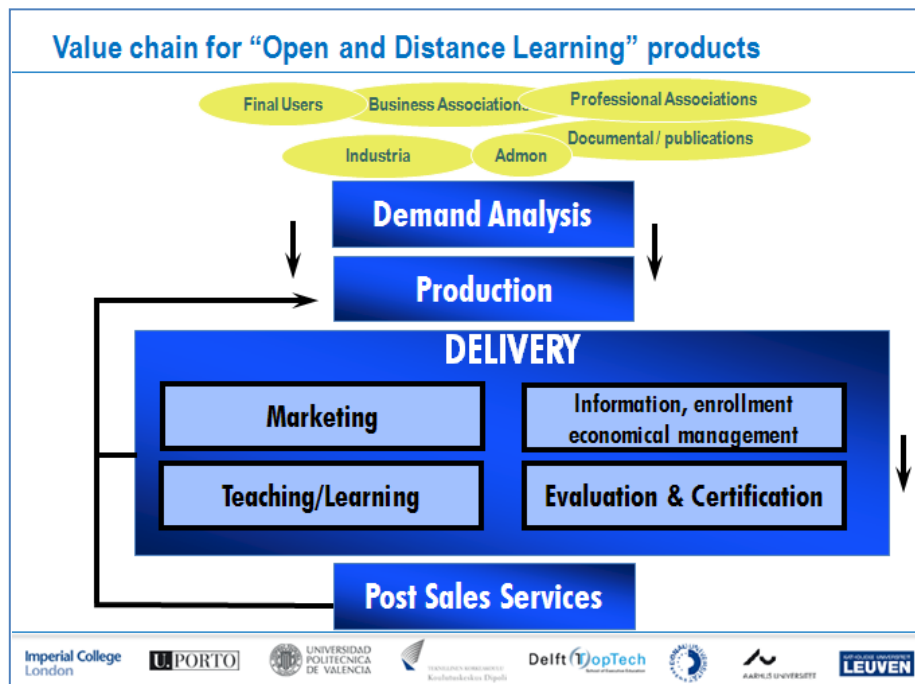
**Logistic** activities are formally defined as the science of managing and controlling the flow of goods, energy and other resources needed from the source of production to the marketplace. In LLL case, the resources needed to develop the activity are related to the selected placement. F2F requires rooms (aprox 5 sqm per participant), comfortable chairs, tables and floors, good temperature control, good illumination, good support resources (WIFI or cable access to internet, computer projectors), technical and support personnel that gives support to open the rooms and make the computers operate how and when are needed and nice clime in general. Same related to e.learning with the needed support roles for teacher’s production (If the courses are instructional then, production coordination, didactical-technical and design support is welcomed) and delivery (support on coordination, tutor and mentor roles are also well received). Webinars and the use of next tools generation are given technical independence to experts always the interaction takes place synchronically.

**Quality control** applied not only to the knowledge received but also to the expert that helps to develop specific competences. On line control is need to be applied to experts, to the organisers and the Centre itself. Both customers (teachers and course participants) must have wyas of expressing their opinion about experts, material received and interaction with the organisers an the institution itself. Off line control can be applied just when a Model for Excellence is used (the European Foundation for Quality Management –EFQM- excellence model -, Malcolm Baldrige or others), when the process and procedures are designed, defined, executed and check just to produce customer satisfaction under controlled parameters.

**Certification** of the activity gives direct “added value” to the customers. The prestigious of the certifier is shared with those who have a formal paper where his participation and competence gain is guarantee by a referenced institution. It represent the possibility to offer certification not only to the participants but also to the experts that collaborates in the process.

When internet was generalised anywhere anytime, was possible to offer low cost **Post sales** services. These services (expensive on paper) can be identified and developed for Continuing Education Units as a very effective alternative to traditional media. Considering nowadays that emails and personalised webs are the most efficient alternative to paper for communicate, the field of the services that can be offered to former students are growing and getting spectacular importance among them. Sharing with them not only information about all the courses but also information about courses singular for their specific background and experience. Offering new media for info quick access (classifying the info needs on a previous cluster selection) like GOOGLE DESKTOP or mobile SMS. Also the social networks offer space and opportunities for sharing not only promotional stuff but also academic materials for former participants. And these set of service born after the first experiences with open and distance learning using internet. In the late years of the 20 century, the CFP of the UPV modeled a new Value Chain, this time for the e.learning business. This value chain is represented in the next slide:

UNIQM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools



**E.learning** is now a days a real alternative for some Continuing Educations customers. The actual broadband and the present costs allow offering blended learning using asynchronous modes. E.learning **Production** is other complex business to have present and consider. The production complexity brings Lifelong Learning Centers to face the business as an “editing” business, nothing to do with the traditional continuing education activity. E.learning **Delivery** can be considered “near” to the usual continuing education approach. Nevertheless, this e.learning way opens alternatives to the traditional instructional material as the Webinars, seminars based on SW allowing share image, voice and academic material on real time, in a synchronous, anywhere anytime.

And finally, **Conference Support**. Is easy to realise Conference’s peripheral activities are very similar to the short course’s support task. The differences appears in the academical selection that a Scientific approach requires from the promoters. Considering that difference, the rest of activities are really similar: marketing, logistics and participants materials management are process already defined that finds simple adjustments to fits Conferences specific needs. The difference among institutions appears when is decide to create the service inside the Continuing Education Center, using all the tools and experience already gathered or if, on the other side, there is no professional support offered to the University community. Two main supports are possible to be offered: the technical support in the activity design and execution and the administrative support. Both activities can be considered as a natural extension of the Lifelong Learning Centers activities.

The **Scale Economy** is fundamental when the University decides to create Central Units for developing all these processes. Is easy to discover some prestigious institutions that decides to have CE activities but not in a centralised way. Is easy to discover different schools or departments, even some individuals, offering continuing education products and services within the same institution but with different marketing approaches. This misuse of the scale economies must be coordinate and used in a rational way. Unfortunately not always is possible to act in a rational way inside the University arena but at least, the economies achieved with central process execution must be valued and faced with the flexibility.

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

Coming back to the **UNI-QM** approach, the conceptual evolution has been simple: from the Value Chain to the PROCESS definition, from the activity to the procedure. Initially, under the **ALFA II-0180-A** project mentioned in the introduction, special consideration was made under the value chain concept and, considering Demand Analysis inside the Academic Design, the seven steps of the F2F Value Chain were described in detail using the 5 levels approach. The tool includes 145 states (29 open questions –including the 7 process- \* 5 possible answers) to describe any possible Continuing Education Center.

The **DAETE** project selected Demand Analysis as a separated process and redefines the Course Design one. UNI-QM, after the original approach in 2004, has defined in 2010 4 new process to help Lifelong Learning units to understand better how the future is interacting with the present (e.learning), which are possible new services to be offered (conference support), how the former participants can be served with the post sales approach and how important is to offer enrolment services to the Universities in these crisis times.

In the next table is possible to analyse the conceptual evolution on the 3 projects, showing how conceptually the conceptual evolution took place:

UNI-QM PROCESSES	Alfa II PROCESSES	DAETE subcriterion
5a Demand Analysis 5a1 Competitors analysis	Analysis of the competition	Sub-criterion 5a: Demand analysis Sub-criterion 5c: Analysis of the competition
5b Course Design	Course Design	Sub-criterion 5b: Programme design and delivery
5c. Marketing	Communication and marketing	Sub-criterion 5d: Communication and marketing
<b>5d. Enrolment</b>	<b>New UNI-QM Process</b>	<b>New UNI-QM Process</b>
5e. Economical Management	Administrative management and finances	Sub-criterion 5f: Administrative and financial management
5f. Logistics	Logistics and Infrastructure	Sub-criterion 5e: Infrastructure and logistics
5g. Quality Control	Quality control	Sub-criterion 5g: Quality control
5h. Certification	Certification	Sub-criterion 5h: Certification
<b>5i. Post sales</b>	<b>New UNI-QM Process</b>	<b>New UNI-QM Process</b>
<b>5j. Elearning</b>	<b>New UNI-QM Process</b>	<b>New UNI-QM Process</b>
<b>5k. Conference Support</b>	<b>New UNI-QM Process</b>	<b>New UNI-QM Process</b>

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

## **Matrix for PROCESS SELF-EVALUATION: the tool itself**

## Criterion 5: Processes

Excellent organisations design, manage, measure and improve processes in order to fully satisfy and generate increasing value for customers, staff, University community and other stakeholders.

### Process a: Demand Analysis

#### Definition

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

#### Definition of levels

Level	New
1	<p><b>Quality depends solely on the individual (no processes)</b></p> <p>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.</p>
2	<p><b>Process awakening (basic processes)</b></p> <p>The organisation sometimes uses customer surveys. Intuitive approaches to market needs and teachers' expertise on knowledge gaps and technology changes are usually used.</p>
3	<p><b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>Regular surveys of market needs are used. Offer and demand are crossed in order to find which customer's hot topics are. There are contacts with employers and professional's delegates to detect and analyse needs.</p>
4	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></p> <p>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.</p>
5	<p><b>Aiming for external excellence (excellent processes)</b></p> <p>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.</p>

## Process a.1: Competitors Analysis

### Definition

	The organisation monitors the products, services, delivering and customers of its competitors.
--	--

### Definition of levels

Level	
1	<p><b>Quality depends solely on the individual (no processes)</b></p> <p>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.</p>
2	<p><b>Process awakening (basic processes)</b></p> <p>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.</p>
3	<p><b>Vision through process, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>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.</p>
4	<p><b>Systematic assessment and improvement of progress</b></p> <p>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.</p>
5	<p><b>Aiming for external excellence (excellent processes)</b></p> <p>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.</p>

## Process b: Course Design

### Definition

The programmes and other learning services are designed and delivered to meet customer needs using internal and external expertise to define content and methodology.

### Definition of levels

Level	
1	<p><b>Quality depends solely on the individual (no processes)</b></p> <p>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.</p>
2	<p><b>Process awakening (basic processes)</b></p> <p>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.</p>
3	<p><b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>The knowledge and learning material are updated. The training offered meets the current needs of the customer which are duly identified and analysed. There are staff members who are specialised in teaching. Training includes a plan for the learner's career activities.</p>
4	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></p> <p>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.</p>
5	<p><b>Aiming for external excellence (excellent processes)</b></p> <p>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.</p>

## Process c: Marketing

### Definition

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.

### Definition of levels

Level	New
1	<p><b>Quality depends solely on the individual (no processes)</b></p> <p>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.</p>
2	<p><b>Process awakening (basic processes)</b></p> <p>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.</p>
3	<p><b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>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.</p>
4	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></p> <p>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.</p>
5	<p><b>Aiming for external excellence (excellent processes)</b></p> <p>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".</p>

## Process d: ENROLMENT

### Definition

	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.
--	---

### Definition of levels

Level	New
1	<p><b>Quality depends solely on the individual (no processes)</b></p> <p>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 mange the enrolment process.</p>
2	<p><b>Process awakening (basic processes)</b></p> <p>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 fomal 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.</p>
3	<p><b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>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.</p>
4	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></p> <p>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.</p>
5	<p><b>Aiming for external excellence (excellent processe s)</b></p> <p>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.</p>

## Process e: Economical Management

### Definition

	The organisation is equipped with an efficient and effective system for administrative and financial management
--	---

### Definition of levels

Level	
1	<p><b>Quality depends solely on the individual (no processes)</b></p> <p>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.</p>
2	<p><b>Process awakening (basic processes)</b></p> <p>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.</p>
3	<p><b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>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.</p>
4	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></p> <p>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.</p>
5	<p><b>Aiming for external excellence (excellent processes)</b></p> <p>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.</p>

## Process f: Logistics

### Definition

	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.
--	--

### Definition of levels

Level	New
1	<p><b>Quality depends solely on the individual (no processes)</b></p> <p>Each learning service must find its classrooms, audiovisual materials etc, to offer the programme or other learning service within the institution.</p>
2	<p><b>Process awakening (basic processes)</b></p> <p>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.</p>
3	<p><b>Vision through process, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>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.</p>
4	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></p> <p>The management of the availability, maintenance and renovation of resources and infrastructure for each programme or learning service is assessed and measures are taken to optimise usage. There are established assessment mechanisms for the users of services provided by the organisation.</p>
5	<p><b>Aiming for external excellence (excellent processes)</b></p> <p>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.</p>

## Process g: Quality control

### Definition

	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.
--	---

### Definition of levels

Level	
1	<p><b>Quality depends solely on the course director</b></p> <p>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.</p>
2	<p><b>Process awakening (basic processes)</b></p> <p>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.</p>
3	<p><b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>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.</p>
4	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></p> <p>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.</p>
5	<p><b>Aiming for external excellence (excellent processes)</b></p> <p>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.</p>

## Process h: Certification

### Definition

	<p>The organisation has the authority to provide recognized certification of learning such as degrees and certificates.</p> <p>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.</p>
--	---

### Definition of levels

Level	
1	<p><b>Quality depends solely on the individual (no processes)</b></p> <p>The organisation does not have the authority to issues 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.</p>
2	<p><b>Process awakening (basic processes)</b></p> <p>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.</p>
3	<p><b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>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.</p>
4	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></p> <p>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.</p>
5	<p><b>Aiming for external excellence (excellent processes)</b></p> <p>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.</p>

## Process i: POST SALES

### Definition

	All the activities that the Centre organises serve to provide information and establish permanent links with former courses participants.
--	---

### Definition of levels

Level	New
1	<p><b>Quality depends solely on the individual (no processes)</b></p> <p>Contact with previous participants is maintained only on an individual basis.</p>
2	<p><b>Process awakening (basic processes)</b></p> <p>Regular contact is maintained with all past participants. They are provided with regular sales information and incentives are provided for their participation in forthcoming activities.</p>
3	<p><b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>In addition to the regular contact, the sales information and incentives for participation in future activities that are provided are targeted to their specific interests. Information is sought from them on potential new requirements that they might have. In addition information about and prospective new potential participants is requested, possibly with an introduction to them.</p>
4	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></p> <p>In addition to the requirements of Level 3, the reflective views of those who have attended earlier activities are sought to assess the longer term effectiveness of these.</p>
5	<p><b>Aiming for external excellence (excellent processes)</b></p> <p>Provide facilities to enable and stimulate post-activity networking: distribution list, community of practices, face to face activities tailor made for former students. Have developed common or similar platforms for CRM for all students and alumni: data sharing with specific requirements and info is served "on tailor bases". The Centre stimulates the experts to produce, update and share information on the field are canalized thought virtual communities.</p>

## Process j: E-LEARNING

### Definition

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

### Definition of levels

Level	New
1	<p><b>Quality depends solely on the individual (no processes)</b></p> <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>
2	<p><b>Process awakening (basic processes)</b></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>
3	<p><b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b></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>
4	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></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>
5	<p><b>Aiming for external excellence (excellent processes)</b></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>

## Process k: Conference SUPPORT

### Definition

	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.
--	---

### Definition of levels

Level	New
<b>1</b>	<p><b>Quality depends solely on the individual (no processes)</b></p> <p>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.</p>
<b>2</b>	<p><b>Process awakening (basic processes)</b></p> <p>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.</p>
<b>3</b>	<p><b>Vision through processes, professionalization and a guarantee of quality (intermediate processes)</b></p> <p>Medium term planning is undertaken in a centralised way. A check list exists and procedures are defined, approved and followed. Each procedure has its own indicators. A general value chain is already defined and publicly known. 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 conference. No systematic improvements are planned. No conclusions are documented after each activity.</p>
<b>4</b>	<p><b>Systematic assessment and improvement of processes (sophisticated processes)</b></p> <p>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.</p>
<b>5</b>	<p><b>Aiming for external excellence (excellent processes)</b></p> <p>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 coming from external benchmarking. A final check is done on the results on regular and systematic basis.</p>

## **Matrix for PROCEDURES BENCHMARK & EVALUATION**

## Matrix for PROCEDURES BENCHMARK & SELF EVALUATION: Tool description

A first definition of PROCESS would be the “series of actions, decisions, activities and tasks linked together in a sequential, ordered form to achieve a result that fully satisfies the requirements of the **customer** it is aimed at”. In other words, a process is a succession of organizational steps and decisions followed to carry out a particular activity or task which, when working from a Total Quality viewpoint, shall be guided to satisfy the needs of our clients. Any process is able to be divided in specific group of task, task that can be followed up with a specific algorithm or sequential steps. Each organisation is able to have in common the name of the process. A process is a representation of WHAT must be done. The procedures are a representation of HOW the things must be done. The label of the procedure can be common among Lifelong Learning Centres BUT the algorithm can differ substantially from one to other.

A **PROCEDURE** is the algorithm or set of algorithms for carrying out a process. According to ISO 9000, documented procedures can be very general or very detailed, or anywhere in between. While a general procedure could take the form of a simple flow diagram, a detailed procedure could be a one page form or it could be several pages of text. A detailed procedure defines and controls the work that should be done, and explains how it should be done, who should do it, and under what circumstances. In addition, it explains what authority and what responsibility has been allocated, which inputs should be used, and what outputs should be generated. The more detailed the procedure is, the more simple to follow, update and transfer to others. The process is then a set of procedures that specify the needed actions to develop a customer service.

A procedure is a specification of series of actions which have to be executed in the same way in order to always obtain the same result under the same conditions. If the steps are the same, then is possible to define indicators that serve to measure how efficient and near the objective, the procedure is. The procedure indicators aggregations brings the indicators that represent a process.

Related to the tools contained in this section, the Matrixes for Procedures Benchmark & Evaluation, the UNI-QM project has identified the difficulties any LLL Center has in order to jump from the self-evaluation to the external evaluation. The use of the tools for self evaluation is needed but is just a first step in the Quality Journey. Opinion based tools are useful not only to sensitize the management team but also to offer the rest of the personnel a linking way in the Strategical analysis of the Center. Opinions based tools helps to develop global self assessment were all the personnel is able to help with opinions and suggestions, to introduce their personal feelings and appreciations and suggest spaces for the improvement.

The problem appears when the Center tries to give a “second round” in the PDCA process. After the internal analysis is time to improvements implementation. And then ... now what? After using tools for self assessment, is time to begin to think in the tools for external evaluation. Improvement is a permanent organisational attitude but self assessment has a limited scope that, being absolutely useful, doesn't allows itself the organisations to give the second jump. The jump to evidences management, to fact based administration. The jump to demonstrate to an external evaluator that the actions are developed considering an inherent PDCA cycle, the fact based management.

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

The tools described under these section tries to help in the “jumping process”, the transition from the “opinion based” self evaluation to the “fact based” external evaluation. Under these considerations, the [Matrix for PROCEDURES BENCHMARK & SELF EVALUATION](#) is a first step on the road for the external evaluation. Benchmark PROCEDURES and self evaluate them. Which are the PROCEDURES considered in the tool? Next table shows the detailed “more usual procedures” in the Lifelong Learning Centres all over the world:

PROCESS	PROCEDURES == customer SERVICES
DEMAND analysis	Demand analysis : demand and feasibility studies of the courses
	Sectoral needs analysis
Course design	Support in course content design, definitions and methodology
	Support in academic design: agenda and teachers selection.
	Organizational design of the course: hour planning, budget, rooms to be used, contracts and sponsorship
	Course authorization: check out the documentation and follow up on the approval process
E.learning	Course material production
	Course delivery
Conference Support	Technical assistance on design and budgeting
	Contracting external services
	Logistics (space, support staff, coffee & lunches and gala dinner)
Marketing	Management of the publicity and promotion (press advertisement, leaflets, mailings and web)
	Customer relationship management
	Information: who offers the information about the program to the possible customers
Enrolment	Student selection and admission
	Scholarship management
	Student registration
Economical Management	Income management
	Financial management: accounting, financing and support for auditoria's
	Payments administration
Logistics	Support to the teaching: documentation management
	Support to the teaching: rosters and assistance control
	Support to the teaching: room management
Quality Control	Course quality evaluation survey on teacher quality
	Organizational quality evaluation survey
Certification	Printing and delivery of the Certificates and diplomas
	Diplomas check
Post sales	Management of the student work “internships”
	Services for former students
	Employment bureau

All the procedures are quite explicit. And from the BENCHMARKING point of view, the procedures can be CENTRALISED or DECENTRALISED. That is, if a procedure is 100% developed in the Centre in an exclusive way, then the centralisation answer is 100%. If a procedure is developed in different dependencies of the University, then the centralisation is 0% (in other words, fully decentralised). This procedures benchmarking allows managers to identify similar procedures values, compare activities, share knowledge and analyse tendencies. The more “scale economies” are used, the more procedures centralisation takes place.

## UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

Other complementary question is considering “how the procedure is developed”. Using the EFQM scale of 1 to 5, the UNI-QM project also customised the self-evaluation tool to the procedure definition. Level 1 means no procedure definition and Level 5 means excellent procedures. Each level has been defined as follows:

### **Level 1: Quality depends solely on the individual (no procedures)**

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 procedures. Problems are rectified as they arise.

### **Level 2: Process awakening (basic procedures)**

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.

### **Level 3: Vision through procedures, professionalisation and a guarantee of quality (intermediate procedures)**

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.

### **Level 4: Systematic assessment and improvement of procedures (sophisticated procedures)**

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.

### **Level 5: Aiming for external excellence (excellent procedures)**

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.

Process and Procedures definition is the first natural step in the Quality Journey. Some procedures can be executed on 2 and some of them on 5. Important question is to detect the need of having defined the procedures, analyse the execution and tries to improve them. Next tool is concentrated on, once defined, “how the processes are designed, executed, benchmark and improved”.

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

## **Matrix for PROCEDURES BENCHMARK & EVALUATION: the tool itself**

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

PROCESS	PROCEDURES == customer SERVICES Scale of centralisation (done JUST in the CENTRE) or decentralised (more than one CEEC)	CENTRALISED	50%	DECENTRALISED
		100%		0% centralised
DEMAND analysis	Demand analysis : demand and feasibility studies of the courses			
	Sectoral needs analysis			
Course design	Support in course content design, definitions and methodology			
	Support in academic design: agenda and teachers selection.			
	Organizational design of the course: hour planning, budget, rooms to be used, contracts and sponsorship			
	Course authorization: check out the documentation and follow up on the approval process			
E.learning	Course material production			
	Course delivery			
Conference Support	Technical assistance on design and budgeting			
	Contracting external services			
	Logistics (space, support staff, coffee & lunches and gala dinner)			
Marketing	Management of the publicity and promotion (press advertisement, leaflets, mailings and web)			
	Customer relationship management			
	Information: who offers the information about the program to the possible customers			
Enrolment	Student selection and admission			
	Scholarship management			
	Student registration			
Economical Management	Income management			
	Financial management: accounting, financing and support for auditoria's			
	Payments administration			
Logistics	Support to the teaching: documentation management			
	Support to the teaching: rosters and assistance control			
	Support to the teaching: room management			
Quality Control	Course quality evaluation survey on teacher quality			
	Organizational quality evaluation survey			
Certification	Printing and delivery of the Certificates and diplomas			
	Diplomas check			
Post sales	Management of the student work "internships"			
	Services for former students			
	Employment bureau			

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

Level 1: Quality depends solely on the individual (no procedures)	Level 2: Process awakening (basic procedures)	Level 3: Vision through procedures, professionalisation and a guarantee of quality (intermediate procedures)	Level 4: Systematic assessment and improvement of procedures (sophisticated procedures)	Level 5: Aiming for external excellence (excellent procedures)
<p>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 procedures. Problems are rectified as they arise.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

PROCESS	PROCEDURES == customer SERVICES	Level 1 Q –	Level 2 Q-	Level 3 Q	Level 4 Q+	Level 5 Q++
Scale of centralisation (done JUST in the CENTRE) or decentralised (more than one CEEC)						
DEMAND analysis	Demand analysis : demand and feasibility studies of the courses Sectoral needs analysis					
Course design	Support in course content design, definitions and methodology Support in academic design: agenda and teachers selection. Organizational design of the course: hour planning, budget, rooms to be used, contracts and sponsorship Course authorization: check out the documentation and follow up on the approval process					
E.learning	Course material production Course delivery					
Conference Support	Technical assistance on design and budgeting Contracting external services Logistics (space, support staff, coffee & lunches and gala dinner)					
Marketing	Management of the publicity and promotion (press advertisement, leaflets, mailings and web) Customer relationship management Information: who offers the information about the program to the possible customers					
Enrolment	Student selection and admission Scholarship management Student registration					
Economical Management	Income management Financial management: accounting, financing and support for auditoria's Payments administration					
Logistics	Support to the teaching: documentation management Support to the teaching: rosters and assistance control Support to the teaching: room management					
Quality Control	Course quality evaluation survey on teacher quality Organizational quality evaluation survey					
Certification	Printing and delivery of the Certificates and diplomas Diplomas check					
Post sales	Management of the student work "internships" Services for former students Employment bureau					

**Matrix for PROCESS EXTERNAL EVALUATION.  
EFQM 2010 contingensialisation.**

### Matrix for PROCESS EXTERNAL EVALUATION: Tool description

This last tool for the PROCESS evaluation tool box is related directly with the EFQM excellence model and the adaptation to the University framework. Excellent organisations design, manage and improve processes to generate increasing value for customers and other stakeholders. Process should be optimise, developed considering stake holders needs, marketed to be well known, executed to satisfy customer expectations and serve to maintain links with the society.

Actions on process	Concepts to consider
5a. Processes are designed and managed to <b>optimise</b> stakeholder value	<ul style="list-style-type: none"> <li>■ designing processes and procedures</li> <li>■ stakeholders</li> <li>■ external partners</li> <li>■ process management</li> <li>■ using standards</li> <li>■ effectiveness of the process framework</li> </ul>
5b. Products and Services are developed to create optimum value for customers	<ul style="list-style-type: none"> <li>■ identifying opportunities for improvement,</li> <li>■ using performance and perception results</li> <li>■ stimulating innovation</li> <li>■ using new process designs</li> <li>■ implementing change;</li> <li>■ controlling &amp; communicating process changes</li> </ul>
5c. Products and Services are effectively promoted and marketed	<ul style="list-style-type: none"> <li>■ market research to determine customer needs and expectations</li> <li>■ customers' future needs and expectations;</li> <li>■ new products and services</li> <li>■ anticipating the impact of new technologies</li> <li>■ new products and services for market</li> <li>■ innovation and key competencies</li> </ul>
5d. Products and Services are produced, delivered and managed	<ul style="list-style-type: none"> <li>■ design and developments;</li> <li>■ marketing/promoting,</li> <li>■ delivering &amp; services</li> </ul>
5e. Customer relationships are managed and enhanced	<ul style="list-style-type: none"> <li>■ customers contact &amp; handling feedback</li> <li>■ involvement with customers</li> <li>■ following up on delivery</li> <li>■ partnerships with customers</li> <li>■ surveys</li> </ul>

The EFQM excellence model helps to think under this considerations. This last matrix of the CENTRAL SCAN tool focuses' the effort on how the different possible actions to define, execute and maintain process are done. Is the last step before an external evaluator will face the way the LLL Centre concentrate efforts given services and products to satisfy customers needs, expectations and requirements.

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

## **Matrix for PROCESS EXTERNAL EVALUATION: the tool itself**

Actions on process	What to consider?	Level 1 Q --	Level 2 Q -	Level 3 Q	Level 4 Q +	Level 5 Q ++
<b>5a. Processes are designed and managed to optimise stakeholder value</b>	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Clearly define process ownership and their role and responsibility in developing, maintaining and improving the framework of key processes.</li> <li>■ Develop meaningful process performance indicators and outcome measures, clearly linked to the strategic goals.</li> <li>■ Turn new ideas into reality through innovation enabling processes that fit the nature and importance of the changes they will make.</li> <li>■ Assess the impact and the added value of innovations and improvements to processes.</li> </ul>					

Actions on process	What to consider?	Level 1 Q --	Level 2 Q -	Level 3 Q	Level 4 Q +	Level 5 Q ++
<b>5b. Products and Services are developed to create optimum value for customers</b>	<ul style="list-style-type: none"> <li>■ Strive to innovate and create value for their customers.</li> <li>■ Use market research, customer surveys and other forms of feedback to anticipate and identify improvements aimed at enhancing the product and service portfolio.</li> <li>■ 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.</li> <li>■ Understand and anticipate the impact and potential of new technologies on products and services.</li> <li>■ Use creativity to design and develop new and innovative products and services together with customers, partners or other stakeholders.</li> <li>■ Take into account any impact of the product and service lifecycle on economic, societal and ecological sustainability.</li> </ul>					

Actions on process	What to consider?	Level 1 Q --	Level 2 Q -	Level 3 Q	Level 4 Q +	Level 5 Q ++
<b>5c. Products and Services are effectively promoted and marketed</b>	<ul style="list-style-type: none"> <li>■ Clearly define their value propositions, ensuring sustainability by balancing the needs of all relevant stakeholders.</li> <li>■ Define the business model in terms of core capabilities, processes, partners and value proposition.</li> <li>■ Implement the business model and value proposition by defining their "unique selling points", market positioning, target customer groups and distribution channels.</li> <li>■ Develop marketing strategies to effectively promote their products and services to target customers and user groups.</li> <li>■ Effectively market their product and service portfolio to existing and potential customers.</li> <li>■ Ensure that they have the capability to fulfill their promises.</li> </ul>					

UNI-QM Matrixes for PROCESS & PROCEDURES EVALUATION: CENTRAL SCAN tools

Actions on process	What to consider?	Level 1 Q --	Level 2 Q-	Level 3 Q	Level 4 Q+	Level 5 Q++
<b>5d. Products and Services are produced, delivered and managed</b>	<ul style="list-style-type: none"> <li>■ Produce and deliver products and services to meet, or exceed, customer needs and expectations, in line with the offered value proposition.</li> <li>■ Ensure their people have the necessary tools, competencies, information and empowerment to be able to maximise the customer experience.</li> <li>■ Manage products and services throughout their entire lifecycle, including reusing and recycling where appropriate, considering any impact on public health, safety and the environment.</li> <li>■ Compare their product and service delivery performance with relevant benchmarks and understand their strengths in order to maximise the value generated for customers.</li> <li>■ Involve their people, customers, partners and suppliers in optimising the effectiveness and efficiency of their value chain.</li> </ul>					
<b>5e. Customer relationships are managed and enhanced</b>	<ul style="list-style-type: none"> <li>■ Know who their different customer groups are and respond to, and anticipate, their different needs and expectations.</li> <li>■ Determine and meet customers' day-to-day and long-term contact requirements.</li> <li>■ Build and maintain a dialogue with all their customers, based on openness, transparency and trust.</li> <li>■ Continually monitor and review the experiences and perceptions of customers and respond quickly and effectively to any feedback.</li> <li>■ Advise customers on the responsible use of products and services .</li> </ul>					

## Conclusions and Recommendations

Process BENCHMARK, SELF ASSESSMENT and EXTERNAL ASSESSMENT methodology offers a really powerful tool box for PERMANENT IMPROVING.... processes are how Lifelong Learning Centres really works

- **Fist step?** Define **PROCESSES** and **PROCEDURES** and then, consider evaluate them.
- **Processes** are the **sequences of activities** that take place throughout the organisation to produce results. Processes receive inputs and, conducted by people, use resources and alliances to generate outputs, giving value on the way to the specify service. One process can be defined as a set of **procedures** that represent the specific steps that must be done to achieve an objective.
- **Procedure architecture** shows how all the **processes** in the organisation are **defined** and **related** to achieve customer satisfaction.
- **Efficiency** are improved when **clear and simple** process and procedures definitions enable all functions to work together to achieve customer satisfaction.
- **Productivity** can be improved by identifying the resources and tools needed and by **taking away delays**, bottlenecks and **barriers**.
- **Results** will be achieved more predictably with better control of customer oriented processes.
- **Training, benchmarking & communication** are facilitated by procedures identification and definition, definitions that clarify roles, ownerships and the tools to do the tasks.

Lifelong Learning Units, as most of the University services, are able to initiate a “down-top” approach to **EXCELLENCE** via the **PROCESS and PROCEDURE** definitions. Most part of the Centres has developed Strategical and/or Project management. Once a project or a tactic is repeated several times in a period, the process/procedure management appears as a survival tool. Most part of the Centres begins considering each course as a project. Once something is repeated several times ... it began to seem a process with procedures that must be designed, documented and maintained. Written normative must not be confused with a process/procedure. The normative can be interpreted. The process-procedure is executed. “Old fashion” managers have the temptation to maintain the normative just to be the only one who is able to interpret it. Excellence models helps to identify the reluctances and the resistance to change, the resistance to innovate, and the resistance to consider customers as the one of the main focus of the activity. Next step is considering process as a tool for management, a **tool for survivors**.

## Authors

Carlos Ripoll – Mónica López - Mervyn Jones – Attila Pausits – Wim van Petegem – Anna-Maija Ahonen  
Kirsti Miettinen – Markku Markkula - Guus de Mari - Alfredo Soeiro

### UNI-QM CentralScan

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

### UNI-QM CentralScan

El CentralScan se centra en uno de los conceptos fundamentales de gestión de calidad: la gestión por procesos. Mediante esta herramienta usted puede autoevaluar su centro de formación permanente en el campo de los procesos y procedimientos.



**UNI-QM**