QUALITY ASSURANCE AND QUALITY MANAGEMENT IN VETERINARY INSTITUTIONS

Monica Forni - EAEVE/FVE Stage II Expert – UNIBO

Lyon, 12 May 2011
EAEVE 23th General Assembly WG3

QUALITY

Matter/Issue for the most advanced institutions

Not perceived from those who are starting the process

Objective: to increase efficiency at minor cost

Don’t just build a “Christmas tree”
Veterinary Institutions across Europe

• Different in type of organizations: centralized / decentralized
• Different cultural contexts
• Complex systems subject to national rules, economic context
• Different funding systems and availability of resources to put into quality internal evaluation
• No unique concept of quality
Quality could be considered as:

- Exceptionality (the highest standards)
- Conformity to standards
- Fitness for purpose
- Effectiveness in achieving institutional goals
- Customers satisfaction
- Relatively speaking - the continuous improvement
Quality

• Quality in higher education is a multidimensional, multilevel, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programme, or discipline

(UNESCO, 2004)
Quality Management

• An aggregate of measures taken regularly at system or institutional level in order to assure the quality of higher education with an emphasis on improving quality as a whole. As a generic term, it covers all activities that ensure fulfillment of the quality policy and the quality objectives and responsibilities and implements them through quality planning, quality control, quality assurance, and quality improvement mechanisms

(UNESCO, 2004)
Quality as product of different dimensions and actors

**European dimension**

**National and Regional dimension**

**Strategic Plan of the Organization**

**Strategic Plan of Veterinary Faculty**

**Management process**

- Plan
- Check
- Continuos improvement

**Internal process**

- Do
- Act

**Quality Assurance**

**Feedback**
## Example of quality approaches for the same purpose

<table>
<thead>
<tr>
<th>APPROACH TO QUALITY</th>
<th>Focus on <strong>processes</strong></th>
<th>Focus on <strong>results</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan</strong></td>
<td>Setting and reviewing aims and processes.</td>
<td>Setting and meeting targets and priorities.</td>
</tr>
<tr>
<td></td>
<td>• Define objectives</td>
<td>• Define objectives</td>
</tr>
<tr>
<td></td>
<td>• Map processes necessary to reach desired objectives.</td>
<td>• Identify indicators</td>
</tr>
<tr>
<td></td>
<td>• Define roles and responsibilities</td>
<td>• Define roles and responsibilities</td>
</tr>
<tr>
<td><strong>Do</strong></td>
<td>• Implement processes</td>
<td>• Implement activities.</td>
</tr>
<tr>
<td><strong>Check</strong></td>
<td>• Monitor coherent/correct implementation and evolution of processes</td>
<td>• Monitor results of activities compared to objectives</td>
</tr>
<tr>
<td><strong>Act</strong></td>
<td>• Adopt actions to improve performance of processes</td>
<td>• Adopt actions to improve results</td>
</tr>
</tbody>
</table>
EAEVE approach

- Context-sensitivity to allow the development of local solutions for quality management
- Evaluation of the commitment to develop a culture which recognizes the importance of quality: strategy, policy and procedures for continuous enhancement of quality
EAEVE approach

- 12 assessment procedures required:
  - policy statement;
  - assessment of student ad students welfare;
  - assessment of teaching staff;
  - assessment of learning opportunities;
  - assessment of training programme;
  - assessment of QA systems for clinics, laboratories, and farm;
  - assessment of continuing education;
  - assessment of research;
  - assessment of internationalization of education and research;
  - assessment of cooperation with stakeholders and society.
EAEVE approach

Assessment Procedure:
A set of actions employed to determine the extent to which an activity is implemented correctly, operating as intended, and producing the desired outcome with respect to meeting the requirements of the organization.
Examples of quality tools

Teaching and Learning matrix - Helsinki

Study Programme Report + Programme self evaluation – Bologna
Teaching and Learning matrix - Helsinki

Study Programme Report – Bologna

Laurea Magistrale a ciclo unico (Single cycle degree/ Combined Bachelor and Master - 300/360 ECTS) in Veterinary Medicine

Data of the Study Programme D.M. 509/99 Veterinary Medicine (code 0487)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Study Programme (SP)</th>
<th>Number of students</th>
<th>Number of completed questionnaires</th>
<th>Percentage of positive answers concerning the general satisfaction with the course - Question 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/2007</td>
<td></td>
<td>1134</td>
<td>4318</td>
<td>78.4%</td>
</tr>
<tr>
<td></td>
<td>Average of the SP of similar Faculties</td>
<td>1003,5</td>
<td>2929,7</td>
<td>77.1%</td>
</tr>
<tr>
<td>2007/2008</td>
<td>Study Programme (SP)</td>
<td>1157</td>
<td>4279</td>
<td>80.2%</td>
</tr>
<tr>
<td></td>
<td>Average of the SP of similar Faculties</td>
<td>1038,3</td>
<td>3196,7</td>
<td>79.1%</td>
</tr>
<tr>
<td>2008/2009</td>
<td>Study Programme (SP)</td>
<td>1136</td>
<td>4293</td>
<td>84.3%</td>
</tr>
<tr>
<td></td>
<td>Average of the SP of similar Faculties</td>
<td>1070,3</td>
<td>2804,3</td>
<td>80.6%</td>
</tr>
</tbody>
</table>
Programme self evaluation

Describes quality factors and actions:

• Annual review of activities, report effectiveness of measures implemented;
• Comment to indicators and results reached over the last year (on the basis of data contained in the Study Programme Report): degree programme's strengths and weaknesses
• Definition of future action plan

While the Study Programme Report is a public document, the Self-evaluation Report is an internal document.
Focus on Quality process

• Clearly define mission and goals of the organization
• Strong commitment of the Direction to quality
• Foresee efforts to overcome resistance to the cultural change
• Promote responsibility of individuals
• Foster involvement and participation
• Inform and educate/train
• Use power of persuasion rather than authority
• Encourage the culture of team working
Focus on team working

The effective team:

• democratic
• contains all the skill required to reach the objective
• open to/ keen on innovation
• multidisciplinary
• mutual trust and recognition among members
• includes students
Starting point: SWOT analysis
Documentation of an assessment procedure

A flow chart should be provided for each assessment procedure with examples of documentation.

(Unless the documentation is in English, a one page summary must be provided)
“IF you have not documented it you have not done it”
Reasons for quality

- Accountability
- Maintaining standards
- Customer satisfaction
- Distinguishing feature
- Competition
- Credibility
- Growth and prosperity
- Prestige and visibility
- Increase employee motivation
- Quality as part of the academic life
Special thanks to

Mia Ruohoniemi
Vice dean of Education Faculty of Veterinary Medicine – Helsinki

Viviana Zanon
QA Central Office – UNIBO

Anne Bellancourt
Deputy Dean – Alfort

Catherine Boivert
Deputy Dean - Toulouse