



INSTITUTIONAL QUALITY ASSURANCE ON IMPLEMENTATION STRATEGIES FOR INSTITUTIONAL LEADERS

Feedback with Supporting Materials

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Table of Contents

Abbreviations	6
Introduction.....	7
1 Templates and Sample Supporting Materials	8
1.1 Power Grid for Stakeholder Prioritization.....	9
1.2 Setting Learning Objectives of the Overall Programme	10
1.3 Setting Learning Objectives and Outcomes.....	12
1.4 Indicator Table	15
1.5 Strategic Map Indicator	21
1.6 SURVEY OF EXTERNAL PARTIES.....	25
1.7 Action Plan Template	30
1.8 Indicators Table.....	31
1.9 Action Plan.....	32
1.10 GDPR and You	35
1.11 Students' Questionnaire	36
1.12 Students Feedback Survey	44
1.13 The GDPR Readiness Checklist	48
1.13.1 Personal Data	49
1.13.2 Data Subject Rights	50
1.13.3 Accuracy and Retention	52
1.13.4 Transparency Requirements	53

1.13.5	Other Data Controller Obligations.....	54
1.13.6	Data Security	55
1.13.7	Data Breaches	56
1.13.8	International Data Transfers (outside EEA) – <i>if applicable</i>	57
1.14	Preparing Rewarding Policy and Guidelines.....	58
1.14.1	Identifying actions that can be rewarded in your organisation.....	58
1.14.2	Explaining actions that can be rewarded	59
1.14.3	Define rewards (recognition/demonstration) according to identified actions.....	60
2	QA-Lead and Recognition Tools.....	61
2.1	European Quality Assurance in Vocational Education and Training (EQAVET).....	61
2.1.1	About EQAVET	61
2.1.2	EQAVET relation with the QA-Lead project	61
2.2	European Standards and Guidelines for Quality Assurance in Higher Education Area (ESG)	62
2.2.1	About ESG	62
2.2.2	ESG relation with the QA-Lead project.....	62
2.3	ISO Management System for Educational Organizations – Requirements and Guidance for Use (ISO 21001).....	63
2.3.1	About ISO 21001.....	63
2.3.2	ISO 21001 relation with the QA-Lead project	64
2.4	BuildPHE Excellence Framework: Guidelines, Methodology and Tool for Self-reflection on Achievement of Institutions or Programmes of Professional Higher Education (BuildPHE).....	65
2.4.1	About BuildPHE	65

2.4.2	BuildPHE relation with the QA-Lead project	65
2.5	Apprenticeship Quality Toolkit (AQT)	66
2.5.1	About AQT	66
2.5.2	AQT relation with the QA-Lead project	66
3	Resources to QA-Lead Toolkit.....	67
3.1	Strategic Leadership	67
3.2	Purpose of Quality Assurance	68
3.3	Creating Quality Culture	69
3.4	Setting Quality Culture Objectives	69
3.5	Ongoing Monitoring and Data.....	71
3.6	Acting on Feedback.....	71
3.7	Rewarding Quality	72
3.8	Specific Techniques	72
4	Participants' Feedback	73
5	Recommendations	74
5.1	Institutional Level	74
5.2	National Level	74
5.3	European Level.....	74
6	Conclusions.....	75
7	References.....	76

Abbreviations

AQT	Apprenticeship Quality Tool
BuildPHE	BuildPHE Excellence Framework: Guidelines, Methodology and Tool for Self-reflection on Achievement of Institutions or Programmes of Professional Higher Education
EQAVET	European Quality Assurance in Vocational Education and Training
ESG	European Standards and Guidelines for Quality Assurance in Higher Education Area
EU	European Union
EUA	European University Association
GDPR	General Data Protection Regulation
IES	Institute for Employment Studies
IQA	Institutional Quality Assurance
HVET	Higher Vocational Education and Training
ISO	International Organisation for Standardization
OECD	Organisation for Economic Co-operation and Development
NOKUT	Norwegian Agency for Quality Assurance in Education
PDCA	Plan – Do – Check – Act
PHE	Professional Higher Education
PHEI	Professional Higher Education Institution
QA	Quality Assurance
SMART	Specific – Measurable – Achievable – Relevant - Time-Bound
SME	Small and medium-sized enterprise
SPARQS	Student Partnerships in Quality Scotland
VET	Vocational Higher Education

Introduction

Often top management staff of Professional Higher Education Institutions, while having significant expertise as to what constitutes quality education, will have never received any formal training in Quality Management and limited expertise in how to translate their mission and vision into a well-functioning Quality Assurance system. Therefore, despite efforts to the contrary, often quality assurance is reduced to a 'commitment to quality culture' supported by a bureaucratic and time-consuming set of checks.

The QA Lead project aimed to address this gap by developing training & resources specifically tailored to supporting institutional leaders in their strategic role towards Quality Assurance.

The purpose of the publication is to complement the various QA-Lead outputs, by providing further input on how to implement a comprehensive quality management system within professional higher education institutions.

The intention is therefore to provide the reader with:

- templates and sample supporting materials to the QA-Lead outputs;
- the relation and applicability of the QA-Lead outputs to achieving the requirements of quality schemes;
- resources to the QA-Lead outputs;
- feedback from the participants of the *QA-Lead Online Course, Learning and Teaching Activity* and *Institutional Dry-Testing*;
- recommendations.

1 Templates and Sample Supporting Materials

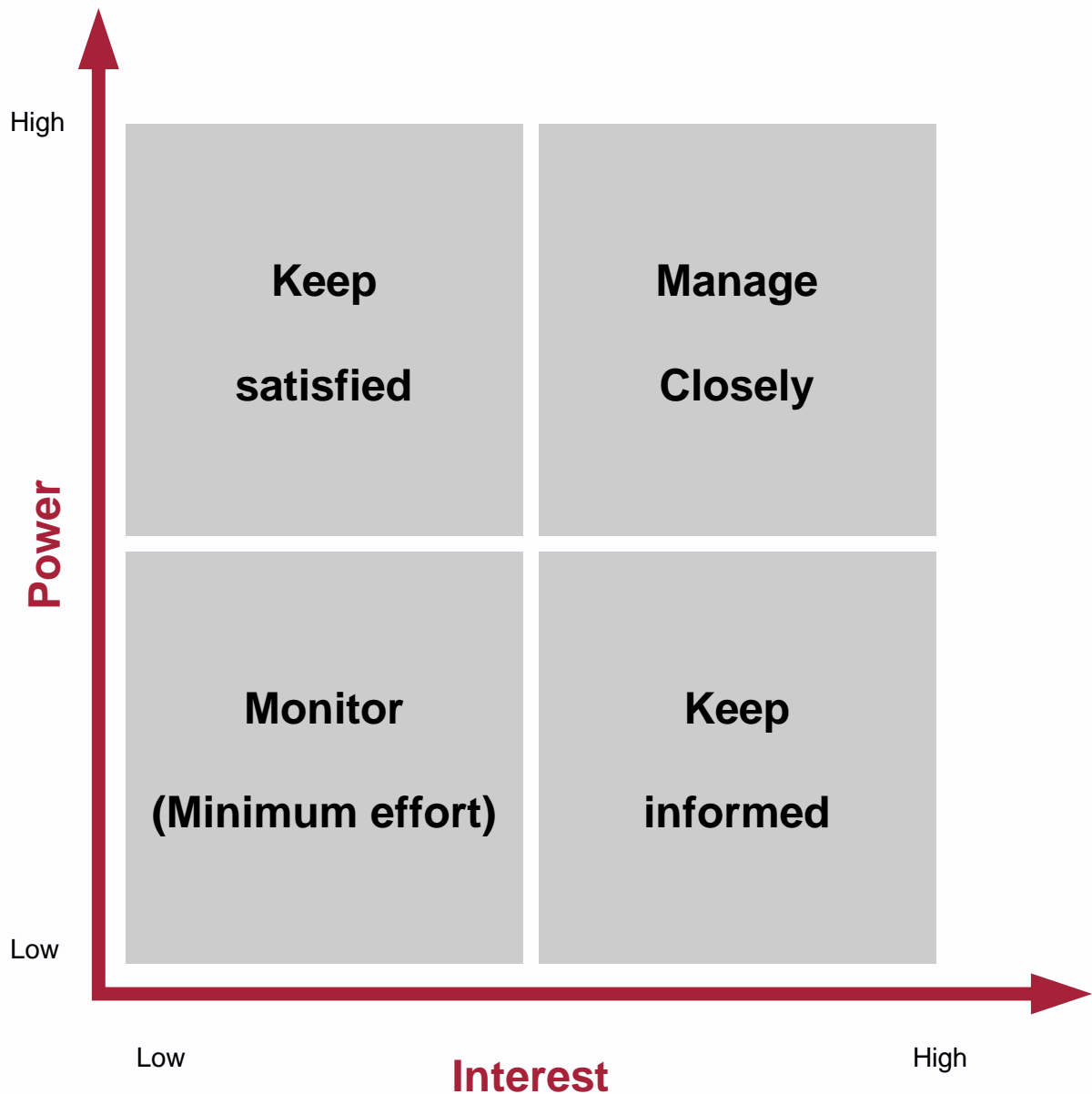
In this section you will find the supporting materials to the QA-Lead Toolkit with templates of forms, sample reports, guidelines to your own institutional strategy by:

- Identifying the mission and defining a shared vision of quality within your institution;
- Identifying the organizational culture – beliefs and values – of the institution;
- Using quality principles and the organizational culture as a base to establish a quality policy;
- Unfolding the quality policy statements into concrete objectives with deadlines and planning the activities and associated responsibilities and resources needed to achieve them;
- Establishing indicators and using them to monitor and measure the achievement of those objectives;
- Making improvements based on the results of monitoring and measuring activities.

All the forms, templates and supporting materials in this publication can also be found on the QA-Lead project website. These are available for printing and ready to use documents in Word or Excel format for the effortless application of these supporting materials to you own institution's necessity.

1.1 Power Grid for Stakeholder Prioritization

The power grid is used to map your stakeholders by classifying them according to their power to and interest in your work.



Source: <https://www.mindtools.com/aol0rms/stakeholder-analysis>

1.2 Setting Learning Objectives of the Overall Programme

Criteria	Requirements	Evidence (No)	Evaluation Grid	Suggested Actions (no.)
1.1 Involvement of Stakeholders in Designing Learning Objectives	1.1.1 Is there a documented procedure to identify relevant stakeholders and their relevant requirements, specifying: a) the method of consultation?		Yes/Partly/No	
	b) the frequency of consultation?			
	c) how to keep records of the consultation?			
	1.1.2 Is there a procedure for documenting the actions taken as a result of these consultations?			
1.2 Definition of SMART Learning Objectives	1.2.1 Is there a documented procedure on Learning Objectives Design for apprenticeships,	b) that the learning objectives should be specifically assessed?		

	specifying: a) that learning objectives be described in terms of knowledge, skills, responsibility, and autonomy?			
	b) that the learning objectives should be specially assessed?			
1.3 Transparency	1.3.1 Are the below procedures published: a) procedure on Identification of Stakeholders and their Relevant Requirements;			
	b) the learning objectives and assessment criteria of the apprenticeship programme?			

Based on: https://learntowork.eu/wp-content/uploads/sites/19/2018/04/AQT_English.pdf
(AQT 2017)

1.3 Setting Learning Objectives and Outcomes

Professional Higher Education (PHE) specifically focuses on enhancing job related skills and competencies with a view to raising the employability of students. The emphasis is on learning outcomes and use-inspired research.

Explanation and Criterion

How and to which extend does PHE specifically focus on enhancing job related skills and competencies with a view to raising the employability of students. The emphasis should focus on systemic approach to mapping the environment and trends, tools for their translation into institutional/programmatic policies and strategies and the role of various leaders within such process. How such challenges are translated into learning outcomes and use-inspired research activities and how are these plans reflected within the institutional/programmatic policies and strategies including their monitoring and review.

Based on: <https://buildphe.eu/quality-framework/c2/#tab-id-5> (BuildPHE 2018)

Questions	Indicators	Sub-criteria	Good practices
<p>1. How are external trends and developments, including requirements and expectations of external stakeholders, monitored and translated into institutional/programmatic policies and strategies and their review?</p> <p>2. How do these monitoring activities focus on identification of future job-related skills and competencies?</p> <p>3. Who are in charge of such process? What is a role of various levels of institutional/programm</p>	<p>1. Data on graduates' careers</p> <p>2. Data on graduates' satisfaction</p> <p>3. Data on employers' satisfaction with graduates and students</p> <p>4. Availability of the list of key challenges and threats and their reflection in policy and/or strategy objectives</p> <p>5. List of various use-oriented research activities involving students which reflect the challenges and threats and focus on development of job-</p>	<p>The objectives and outcomes of the policies on teaching and learning, as well as research, development and innovation are focused upon the needs and future developments of the WoW and wider society. There is evidence of systemic monitoring of external environment and expectations.</p>	<p>ANNUAL QA CONFERENCE</p> <p>Cooperation of different stakeholders to foster.</p> <p>QA of SCHE.</p> <p>COLLECTING FEEDBACK FROM STAKEHOLDERS</p> <p>REGIONAL INTEGRATION</p>

<p>e leaders and academic staff members?</p> <p>4. What are the obstacles in engaging the WoW and analysing external environment and challenges?</p> <p>5. What are the problems regarding the development and implementation of the policy and strategy reflecting the demands of the WoW?</p> <p>6. How do you know how well are you doing?</p> <p>7. What are you proud of?</p>	<p>related skills of students</p> <p>6. Feedback & Review of policy and/or strategy objectives and their correspondence to labour market, employability and relevant job requirements</p> <p>7. Scope and data on consulting the WoW</p> <p>8. Scope and data on consulting graduates</p> <p>9. Monitoring achievements of policy and strategy implementation (scope of objectives met, scope of objectives relevant to the WoW within policy and/or strategy...)</p> <p>10. Presenting key policy / strategy objectives to the WoW</p>	<p>Objectives and outcomes focus on the development of skills and competences that enhance employability, the societal contribution and personal development of graduates. This is supported by relevant evidence, e.g. data and information on graduates careers and stakeholders' satisfaction</p> <p>There is a clear and systemic engagement of leaders at various levels in gathering relevant information and impulses, their translation into policies and activities and implementation within educational and/or research, development and innovation activities.</p> <p>This includes relevant and accurate translation of external challenges into learning objectives (knowledge, skills,</p>	<p>Cooperation of Virovitica College and local business entities provides the opportunity for the students to gain insight into WoW through internship. Also, it is an opportunity for local businesses to meet the students and possibly find future employees in this way. It also provides feedback on the curriculum and whether it is appropriate for preparing students for WoW on the local level.</p> <p>OBSERVING THE LABOUR MARKET NEEDS</p> <p>Virovitica College cooperates continuously with the local labour market by conducting surveys about the needs of the labour market and the skills which need to be included in the curriculum for our students to be well-prepared for entering the labour market. Also, student's</p>
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		<p>competencies), use-inspired research objectives and activities.</p> <p>There are structural ways in which the WoW is included that have an impact on teaching and learning, including through setting learning objectives.</p> <p>There are structural ways in which the WoW is included that have an impact on research, development and innovation including objectives setting</p>	<p>preferences are taken into consideration when creating new study programs to make the college programs more attractive to future students.</p> <p>HR ASPIRA – THE PROFESSIONAL WORKSHOPS</p> <p>An easy way to pass on the most up-to-date professional achievements and to introduce students into the practical part of the work, is the organization of professional workshops. They include the engagement of several professionals who approach the students throughout the year to the latest state-of-the-art workshops. Institution support is very important for financial and organizational resources. They are organized once a week and the knowledge gained from workshops is evaluated.</p>
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1.4 Indicator Table

Description			Indicator Monitoring - Results					Benchmark			
Main objective	Specific goals	Responsibilities/Process	Indicators	Indicator Calculation	2018 Goal/Outcome	2019 Goal/Outcome	2020 Goal/Outcome	2021 Goal/Outcome	Quality	Social Responsibility	Conciliation
To have quality teaching and differentiated training	Strengthening the training offer	Education & Training	Total no. of students enrolled in degree programs / cycle	Total number of enrolled students					X		
To have quality teaching and differentiated training	Strengthening the training offer	Education & Training	Total no. of students enrolled in bachelor's/master's / cycle, bachelor/master	Total number of enrolled students					X		
To have quality teaching and differentiated training	Strengthening the training offer	Education & Training	Rate of students in advanced training courses	(No. of students enrolled in EC advanced training) / Total no. of students enrolled(100)					X		
To have quality teaching and differentiated training	Strengthening the training offer	Education & Training	Percentage of graduates employed in the National Competition for Access to Higher Education	Placed 1st Option, 1st and 2nd options in the National Competition for Access to Higher Education (100)					X		
To have quality teaching and differentiated training	Quality educational environment	Education & Training	Rate of employability of bachelor graduates	Data provided by the Academic Observatory	Exceeding the value achieved in the previous year	Exceeding the value achieved in the previous year			X	X	
To have quality teaching and differentiated training	Quality educational environment	Education & Training	Level of satisfaction with the course (graduates)	Data provided by the Academic Observatory	Exceeding the value achieved in the previous year	Exceeding the value achieved in the previous year		Exceeding the value achieved in the previous year	X	X	
To have quality teaching and differentiated training	Quality educational environment	Education & Training	Average level of pedagogical evaluation of the curricular units by the students	Average value of the survey of pedagogical evaluation of the curricular units by the teachers, if the student opinion survey					X		
To have quality teaching and differentiated training	Quality educational environment	Education & Training	Average level of pedagogical evaluation of the curricular units by the teachers	Average value of the student pedagogical evaluation of the curricular units by the teachers' opinion survey					X		
To have quality teaching and differentiated training	Quality educational environment	Education & Training	Student Success Rate (OSR) (1 to 20)	(Number of approved enrollees / number enrolled in EC course units with posted results)100					X		
To have quality teaching and differentiated training	Quality educational environment	Education & Training	Student Success Rate (OSR) Graduates in 6 years	(Number of Graduates in 6 years / total number of graduates, with results posted)(100)					X		
To have quality teaching and differentiated training	Quality educational environment	Education & Training	Student Success Rate	(Total number of deposits / Total number of students in initial training courses)(100)					X	X	
To have quality teaching and differentiated training	Quality educational environment	Education & Training	Percentage of teachers with doctorate degrees	Total no. of professors / of PhD professors(100)					X		

Description					Indicator Monitoring - Results				Benchmark		
Main objective	Specific goals	Responsible/Process	Indicators	Indicator Calculation	2018 Goal Outcome	2019 Goal Outcome	2020 Goal Outcome	2021 Goal Outcome	Quality	Social Responsibility	Conciliation
To meet quality teaching and research standards	Quality educational environment	Education & Training	Percentage of doctoral and specialized professors	Total no. of professors, of PhD and specialized professors/2500					X		
To be a research and development community that promotes knowledge and innovative regional responses	Teaching and applied research	Research, Innovation & Development	Growth rate of the number of students in R&D activities	(No. of students involved in R&D activities in year t) / (No. of students involved in R&D activities in year t-1) x 100					X		
To be a research and development community that promotes knowledge and innovative regional responses	Teaching and applied research	Research, Innovation & Development	Average number of projects and services provided by a research unit	No. of projects and services provided in t / Total no. of researchers integrated in a research unit in t x 100					X		
To be a research and development community that promotes knowledge and innovative regional responses	Teaching and applied research	Research, Innovation & Development	Nº of articles in peer-reviewed scientific journals, conference proceedings, journal articles, etc. per faculty member in a research unit	Total no. of peer-reviewed scientific articles and conference proceedings in t / Total no. of researchers integrated in research units in t					X		
To be a research and development community that promotes knowledge and innovative regional responses	Connection to the economic, social and cultural fabric	Research, Innovation & Development	Occupancy rate of the technology-based incubator	Nº of companies included in year t / Nº of incubation spaces in the institution in year t x 100					X		
To be a research and development community that promotes knowledge and innovative regional responses	Connection to the economic, social and cultural fabric	Research, Innovation & Development	Turnover of the incubated companies (in million euros)	Turnover of the incubated companies (in million euros)					X		
To be a research and development community that promotes knowledge and innovative regional responses	Connection to the economic, social and cultural fabric	Research, Innovation & Development	Level of customer satisfaction	No. of satisfied customers in period t / Total customers in period t x 100					X		
To be a research and development community that promotes knowledge and innovative regional responses	Connection to the economic, social and cultural fabric	Research, Innovation & Development	Number of services rendered	Total number of services provided	Tracking indicator	Tracking indicator	Tracking indicator	Tracking indicator	X		
To be a research and development community that promotes knowledge and innovative regional responses	Connection to the economic, social and cultural fabric	Research, Innovation & Development	Total turnover from services rendered	Total turnover from services rendered	Tracking indicator	Tracking indicator	Tracking indicator	Tracking indicator	X		
To be a research and development community that promotes knowledge and innovative regional responses	Innovation, employment and knowledge transfer	Research, Innovation & Development	Projects in partnership with entities in the region being executed and managed by the institution	Total number of projects in partnership with entities in the region being executed					X		

Description			Indicator Monitoring - Results				Benchmark				
Main objective	Specific goals	Responsible process	Indicators	Indicator Calculation	2018 Goal/Outcome	2019 Goal/Outcome	2020 Goal/Outcome	2021 Goal/Outcome	Quality	Social Responsibility	Conciliation
To be a research and development community that promotes knowledge and innovative regional responses	Innovation, employment and knowledge transfer	Research, Innovation & Development	No. of partnerships with foreign entities in the scope of R&D projects being executed and managed by the institution	Total no. of partnerships with foreign entities in the scope of R&D projects being executed and managed by the institution C3					X		
To be a research and development community that promotes knowledge and innovative regional responses	Innovation, employment and knowledge transfer	Research, Innovation & Development	Number of patents	No. of patents created					X		
Being an open organization with an international environment	Internationalization and interculturalism	Internationalization	% Mobility flows (OUT) under any program or action	(Outgoing mobility of students, teaching and non-teaching staff / Total number of students, teaching and non-teaching staff)*100					X		
Being an open organization with an international environment	Internationalization and interculturalism	Internationalization	High % satisfaction of students, teaching and non-teaching staff who benefit from mobility	(No. of high level answers/Total No. of answers)*100					X		
Being an open organization with an international environment	International ambience	Internationalization	% International students under own status	(No. of International Students/No. Students in first cycle courses) *100					X		
Being an open organization with an international environment	International ambience	Internationalization	% of students, teaching and non-teaching staff of foreign nationality received	(No. of N/Fixed/No. Students + No. Teachers + Non-teaching Staff) *100					X		
Being an open organization with an international environment	Partnerships and international networks	Internationalization	Number of academic cooperation projects being carried out with foreign IETs	Projects integrated in Year2 or Year1 (N)					X		
Being an open organization with an international environment	Partnerships and international networks	Internationalization	Partnerships with foreign entities in the scope of R&D projects being executed and managed by the institution	No. of partnerships with foreign entities in the scope of R&D projects being executed and managed by the institution					X		
Being an open organization with an international environment	Partnerships and international networks	Internationalization	Total no. of double degree agreements with foreign higher education institutions	Agreements Year2 vs OT Agreements Year1 (N)					X		
Being an open organization with an international environment	Partnerships and international networks	Internationalization	% First cycle courses with at least 5 mobility possibilities under Erasmus+	(No. Degree courses with at least 5 mobility possibilities/Total first cycle courses)*100					X		
Being an open organization with an international environment	Partnerships and international networks	Internationalization	Protocols with foreign institutions under the Erasmus+ Program	Nº Protocols with foreign institutions under the Erasmus+ Program (Year1)					X		

Description			Indicator Monitoring - Results					Benchmark			
Main objective	Specific goals	Responsible/process	Indicators	Indicator Calculation	2018 Goal/Outcome	2019 Goal/Outcome	2020 Goal/Outcome	2021 Goal/Outcome	Quality	Social Responsibility	Conciliation
Having an inclusive and sustainable institution	Institutional Identity		Degree of global satisfaction of students with services provided by the institution	Source of information: Service satisfaction evaluation report (Academic Observatory)					X	X	
Having an inclusive and sustainable institution	Institutional Identity		No. of hours of volunteer work by the academic community	No. of volunteer hours of students + No. of volunteer hours of employees						X	
Having an inclusive and sustainable institution	Estrategia O4.1 – Identify institutional		No. of complaints	Sum of the number of complaints					X	X	
Having an inclusive and sustainable institution	Institutional Identity	Education & Training	No. of mentors for new students	No. of students						X	
Having an inclusive and sustainable institution	Institutional Identity	Education & Training	N.º de emigrantes sociais	No. of students supported by the Project Support Office (new attendees)- No. of students benefiting from the existing programs (new beneficiaries)	Tracking Indicator	Tracking Indicator	Tracking Indicator	Tracking Indicator		X	
Having an inclusive and sustainable institution	Institutional Identity	Resources Management	Average payment time to suppliers	Debts to suppliers / (Total expenditure - personnel expenditure) x no. of days					X	X	
Having an inclusive and sustainable institution	Institutional Identity	Resources Management	Quantity of meals served by the canteen	Total no. of meals served					X	X	
Having an inclusive and sustainable institution	Institutional Identity	Resources Management	Rate of student satisfaction with canteen	Source of information: Service satisfaction report (Global evaluation of the institution Canteen)	Exceeding the value achieved in the previous year	Exceeding the value achieved in the previous year	Exceeding the value achieved in the previous year	Exceeding the value achieved in the previous year	X	X	
Having an inclusive and sustainable institution	Institutional Identity	Resources Management	Rate of utilization of surplus meals	No. of donated meals/No. of surplus mealsX100					X	X	
Having an inclusive and sustainable institution	Institutional Identity	Resources Management	Rate of occupancy in the Residences	No. of students placed /total of existing placesX100					X	X	
Having an inclusive and sustainable institution	Institutional Identity	Resources Management	Resident Student Satisfaction Rate	Source of information: Service satisfaction report (Global evaluation of the institution Residences)					X	X	
Having an inclusive and sustainable institution	Institutional Identity	Education & Training	Rate of grant applications submitted by students, with complete technical information	Total number of grant applications, submitted by students, with complete technical information / total number of grant applications, submitted by students x100	Exceeding the value achieved in the previous year	Exceeding the value achieved in the previous year	Exceeding the value achieved in the previous year	Exceeding the value achieved in the previous year	X	X	
Having an inclusive and sustainable institution	Institutional Identity	Education & Training	Indirect social support granted by the Social Services to students	Sum of the value of meals + value of free overnight stays (institutional food program) + discounted value in workshop packs + value of free meals granted to mentors during the enrollment period (Mentoring program)	Tracking Indicator	Tracking Indicator	Tracking Indicator	Tracking Indicator		X	
Having an inclusive and sustainable institution	Institutional Identity	Education & Training	Duration of excess meals	Total no. of donated meals						X	

Description				Indicator Monitoring - Results				Benchmark			
Main objective	Specific goals	Responsible/Process	Indicators	Indicator Calculation	2018 Goal/Outcome	2019 Goal/Outcome	2020 Goal/Outcome	2021 Goal/Outcome	Quality	Social Responsibility	Conciliation
Having an inclusive and sustainable institution	Institutional Identity	Education & Training	Response rate to student support requests	Responses to requests for indirect social support (institutional programs of request)/100					X	X	
Having an inclusive and sustainable institution	Institutional Identity	Education & Training	No. of students supported	No.						X	
Having an inclusive and sustainable institution	Institutional Identity	Education & Training	No. of students participating in health education/surveillance actions	No. of participants in the institution Health program sessions - health education sessions and assessment of health indicators	Tracking indicator	Tracking indicator	Tracking indicator	Tracking indicator		X	
Having an inclusive and sustainable institution	Institutional Identity	Resources Management	Support granted to the Community by the Social Action Services	Sum of the value (total or partial) of meals - value (total or partial) of free overnight stays (support for the Tutor events and other authorized initiatives)	Tracking indicator	Tracking indicator	Tracking indicator	Tracking indicator	X	X	
Having an inclusive and sustainable institution	Institutional Identity		Overall satisfaction level of the employees	Fuente de información: Relación de análisis de satisfacción (Observatorio Asistencia)					X	X	X
Having an inclusive and sustainable institution	Valorization of human resources	Resources Management	No. of training hours per employee	Total no. of training hours/ total no. of non-teaching staff					X	X	X
Having an inclusive and sustainable institution	Valorization of human resources	Resources Management	Internal demand rate for training actions	No. of internal non-teaching participating/total no. of non-teaching collaborators					X	X	X
Having an inclusive and sustainable institution	Infrastructure and equipment management		Donation of paper for recycling	Kilograms of paper delivered to the Food Bank	Tracking indicator	Tracking indicator	Tracking indicator	Tracking indicator		X	
Having an inclusive and sustainable institution	Infrastructure and equipment management	Resources Management	No. of incidents	No. of incidents registered (related to infrastructure)	Tracking indicator	Tracking indicator	Tracking indicator	Tracking indicator		X	
Having an inclusive and sustainable institution	Infrastructure and equipment management	Resources Management	Bank accounts reconciled on the 20th of the following month	No. of movements to reconcile / No. of movements of extracts					X		
Having an inclusive and sustainable institution	Infrastructure and equipment management	Resources Management	NP of internal control procedures implemented	Direct					X		
Having an inclusive and sustainable institution	Infrastructure and equipment management	Resources Management	Occurrence response time	Direct					X		
Having an inclusive and sustainable institution	Infrastructure and equipment management	Resources Management	Students' degree of satisfaction - Libraries	Direct					X	X	

Description			Indicator Monitoring - Results				Benchmark				
Main objective	Specific goals	Responsible process	Indicators	Indicator Calculation	2018 Goal/Outcome	2019 Goal/Outcome	2020 Goal/Outcome	2021 Goal/Outcome	Quality	Social Responsibility	Conciliation
Having an inclusive and sustainable institution	Infrastructure and equipment management	Resources Management	No. of accesses to scientific databases	Direct					X		
Having an inclusive and sustainable institution	Infrastructure and equipment management	Communication & Information Systems	No. of reports produced	Production of the planned annual reports and others requested by the presidency	Tracking indicator	Tracking indicator	Tracking indicator	Tracking indicator	X		
Having an inclusive and sustainable institution	Infrastructure and equipment management	Communication & Information Systems	No. of ITIS project proposals	Implementation of initiatives to facilitate the collection, use and dissemination of information					X		
Having an inclusive and sustainable institution	Infrastructure and equipment management	Communication & Information Systems	% of 1st year students who became aware of the formative offer through the institution communication	Questionnaire in the registration act					X		
Having an inclusive and sustainable institution	Infrastructure and equipment management	Communication & Information Systems	% of internal satisfaction regarding access to information	Annual questionnaire. Average of parameters: results of the institution; objectives of the institution; what happens in the other areas; satisfaction expressed by the institution					X		
Having an inclusive and sustainable institution	Infrastructure and equipment management	Communication & Information Systems	Fulfillment rate of requests with respect to the activities of the Communication and Image Office	Records of requests fulfilled/Records of requests made					X		

1.5 Strategic Map Indicator

BSC	Objectives	Indicators	Calculation of the Indicator	Information Source	Goal/Outcome					Timeframe	Comments	Update
					2018 Goal/Outcome	2019 Goal/Outcome	2020 Goal/Outcome	2021 Goal/Outcome				
[student/community]	Strengthening the training offer	Total no. of students enrolled in degree or non-degree cycles	Total number of enrolled students	Academic Services						annually		January n+1
		Total no. of students enrolled in graduated cycles (Short cycle, bachelor, master)	Total number of enrolled students	Academic Services						annually		January n+1
	Quality education environment	Student Success Rate (Short cycle, bachelor, master)	Academic year n-2/n-1: number of approvals in the curricular unit (CU)/Course/faculty/HEI over the number of enrolments in the CU/Course/faculty/HEI x 100	Academic Monitoring Center							annually	
Student Dropout Rate (Short cycle, bachelor, master)		alunos inscritos em n-1/n que não renovaram a inscrição para n/n+1	Academic Services							annually		January n+1
Intercultural & Internationalization	No. of students in mobility (in + out)	International students + Portuguese students from the institution in erasmus mobility + agreements	International students + Portuguese students from the institution in erasmus mobility + agreements	Internationalization Office						annually		January n+1
	No. of teachers in mobility (in + out)	Teachers in mobility (in and out) Erasmus + agreements	Internationalization Office							annually		January n+1

BSC	Objectives	Indicators	Calculation of the Indicator	Information Source	Goal/Outcome				Timeframe	Comments	Update		
					2018 Goal/Outcome	2019 Goal/Outcome	2020 Goal/Outcome	2021 Goal/Outcome					
Cases	Teaching and applied research	Nº de estudantes que participam em atividades de investigação, incluindo projetos de I&D	-							annually	1-Sim	January n+1	
		No. of patents registered autonomously or in partnership	No.							annually		January n+1	
	International ambience	Percentage of international students enrolled in undergraduate courses	(No. of International Students/No. of Institution's Students in first cycle courses) *100	Academic Services							annually	1-Sim	January n+1
	Institutional Identity	Nº of hours of volunteer work done by the academic community	No. of volunteer hours done by students + No. of volunteer hours done by staff							Strategic Map			Strategic Map
		Maintain SIG certification	-							annually	1-Sim		January n+1
		Maintain ISO 9001 2015 certification	-							annually	1-Sim		January n+1
		Maintain NP 4469 - 1 2008 certification	-							annually	1-Sim		January n+1

BSC	Objectives	Indicators	Calculation of the Indicator	Information Source	Goal/Outcome				Timeframe	Comments	Update	
					2018 Goal/Outcome	2019 Goal/Outcome	2020 Goal/Outcome	2021 Goal/Outcome				
[Innovation/Learning]	Innovation, employment and knowledge transfer	Employment rate of graduates	Employability rate calculated on the basis of unemployed with higher education completed at the HEI in n-2	Academic Monitoring Center					annually		January n+1	
		Nº of articles in peer-reviewed scientific journals and conference proceedings per research unit faculty member	Total no. of peer-reviewed scientific articles and conference proceedings in t/Total no. of researchers integrated in research units in t						annually		January n+1	
		Average number of projects and services provided by faculty members integrated in research units	No. of projects and services provided in t/ Total no. of researchers integrated in a research unit in t x 100						annually		January n+1	
		Partnership projects with entities in the region being executed and managed by the institution	Total number of projects in partnership with entities in the region being executed in period t						annually		January n+1	
	Connection to the economic, social and cultural fabric	Occupancy rate of the technology-based incubator	Nº of companies incubated in year t / Nº of incubation spaces in the incubator in year t x 100						annually		January n+1	
		No. of dual degree courses	No. of double degree agreements in operation	Internationalization Office					annually		January n+1	
	International partnerships and networking	% of teachers with doctorate degree	No. of teachers with PhDs/ Total number of teachers *100 (full-time equivalent)	Human Resources					annually		January n+1	
		Valuing human resources	Percentage of teachers with doctoral degrees and specialists title	No. of teachers with PhD or specialist title/ Total number of teachers *100 (full-time equivalent)	Human Resources					annually		January n+1

BSC	Objectives	Indicators	Calculation of the Indicator	Information Source	Goal/Outcome					Timeframe	Comments	Update
					2018 Goal/Outcome	2019 Goal/Outcome	2020 Goal/Outcome	2021 Goal/Outcome				
[Financial]	Financial sustainability	Percentage of the State national budget allocation in the HEI overall budget	State budget allocation year n / Total budget	Financial Area						annually		January n+1
		Percentage of service revenues in the Overall Budget	Service Revenues / Total Budget	Financial Area						annually		January n+1
	Infrastructure and equipment management	Overall satisfaction of the students with the institution's services	Students' satisfaction questionnaire survey applied in September n.	Academic Monitoring Center						annually		January n+1
Overall satisfaction of the workers with the institution's services		Employee satisfaction questionnaire survey applied in September n.	Academic Monitoring Center						annually		January n+1	

1.6 SURVEY OF EXTERNAL PARTIES

Our institution has been strategically investing in a quality management system based on a path of continuous improvement of the services provided by the institution, aiming at the satisfaction of stakeholders.

In this sense, we would appreciate your opinion by filling out this questionnaire, which is confidential in nature. Your collaboration is essential for us to continue to improve our services.

*Mandatory

Name of the Entity/organization represented by you*

1 - Has your entity/organization ever welcomed our graduates or students?? *

- ☐ YES
☐ NO
☐ No answer/Not applicable (NR/NA)

1a) If yes, quantify the number of graduates that the Entity/organization received as an employer: _____ graduates

1b) If yes, quantify the no. of trainees that the Entity/organization has received in a training context (internship): _____ students

1c) To what extent is the Entity/organization satisfied with the performance of our HEI graduates and/or students?

GRADUATES

- ☐ Fully satisfied
☐ Very satisfied
☐ Satisfied
☐ Not very satisfied
☐ Completely Dissatisfied
☐ NR/NA

STUDENTS

- ☐ Fully satisfied
☐ Very satisfied
☐ Satisfied
☐ Not very satisfied
☐ Completely Dissatisfied
☐ NR/NA

2) A Has your Entity/organization contacted us for any service or project development? *

- ☐ YES
- ☐ NO
- ☐ NR/NA

2a) If you answered yes, please indicate to what extent the Entity/organization is satisfied with our response:

- ☐ Fully satisfied
- ☐ Very satisfied
- ☐ Satisfied
- ☐ Not very satisfied
- ☐ Completely Dissatisfied
- ☐ NR/NA

2b) If you have not contacted us, please indicate if your Entity/organization intends to contact us for the purpose of providing services and/or projects partnerships?

- ☐ YES
- ☐ NO
- ☐ NR/NA

3) Has the Entity/organization contacted us for volunteer placement? *

- ☐ YES
- ☐ NO
- ☐ NR/NA

3a) If you answered yes, please indicate to what extent the entity/organization is satisfied with the HEI's response:

- ☐ Fully satisfied
- ☐ Very satisfied
- ☐ Satisfied
- ☐ Not very satisfied
- ☐ Completely Dissatisfied
- ☐ NR/NA

4) Has the Entity/organization contacted our HEI for room/vacation/equipment loan? *

- ☐ YES
☐ NO
☐ NR/NA

4a) If yes, please indicate to what extent the Entity/organization is satisfied with the HEI response:

- ☐ Fully satisfied
☐ Very satisfied
☐ Satisfied
☐ Not very satisfied
☐ Completely Dissatisfied
☐ NR/NA

5 - Thinking about your region, please indicate up to 3 areas that you consider a priority for the region.

6 - Thinking about the organization you represent, please indicate up to 3 areas that you consider a priority as our HEI TRAINING OFFERING for your entity/organization.

7 - Thinking of your entity/organization, please indicate up to 3 areas that you consider a priority in terms of RESEARCH AND INNOVATION needs.

8 - Thinking of your entity/organization, indicate up to 3 areas that you consider a priority in terms of SERVICE RENDERING needs.

Field	Education and training area	5 - Priority areas for the region	6 - Priority areas for the entity	7 - Priority areas: Research and Innovation	8 - Priority areas: Service Provision Services
EDUCATION	Education Sciences				
	Training of early childhood educators				
	1st and 2nd cycle teacher training				
	Training teachers of specific subject areas				
	Training teachers and trainers of technological areas				
ARTS AND HUMANITIES	Arts				
	Performing arts				
	Audiovisuals and media production				
	Design				
	Craftsmanship				
	Journalism and reporting				
	Librarianship, archiving and documentation				
	Commerce				
	Marketing and advertising				

	Finance, Banking and Insurance				
	Accounting and taxation				
	Management and administration				
	Secretarial and administrative work				
	Fitting into the organization/company				
COMPUTING	Computer sciences				
ENGINEERING, CONSTRUCTION AND MANUFACTURING	Metallurgy and metalworking				
	Electricity and energy				
	Electronics and automation				
	Chemical process technology				
	Motor vehicle construction and repair				
	Food industries				
	Textile, clothing, footwear and leather industries				
	Materials (wood, cork, paper, plastic and others)				
	Extractive industries				
	Architecture and Urbanism				
	Construction and Civil Engineering				
AGRICULTURE	Agricultural and Animal Production				
	Floriculture and Gardening				
	Forestry and Hunting				
	Veterinary Sciences				
HEALTH AND SOCIAL PROTECTION	Nursing				
	Dental Sciences				
	Diagnostic and therapeutic technologies				
	Therapy and Rehabilitation				
	Social Services				
	Children and Youth Services				
	Social work and guidance				
SERVICES	Hospitality and Catering				
	Tourism and Leisure				
	Sports				
	Others:				

9) Point out the main areas in which your Entity/organization you represent has worked with the HEI

10) Where do you think the connection between your Entity/organization you represent and our HEI can be strengthened?

11) Please indicate the degree of global satisfaction with the HEI *

- ☐ Fully satisfied
- ☐ Very satisfied
- ☐ Satisfied
- ☐ Not very satisfied
- ☐ Completely Dissatisfied
- ☐ NR/NA

Thank you very much for your answer!

Based on the satisfaction survey of external entities of the Polytechnic of Portalegre.

1.7 Action Plan Template

	Action 1	Action 2	Action 3	Action 4
WHAT (Description of Action)				
WHERE (Within specific section, relevant policies, guidelines, etc)				
HOW (Required sub-activities & Milestones,)				
WHO RESPONSIBLE (e.g. QA office, department head, staff member etc)				
REQUIRED RESOURCES (funding, human resources, support)				
INDICATORS OF SUCCESS (Indicators to be related to expected outcomes)				
RISKS & MITIGATING MEASURES (what could prevent or hinder implementation?)				

1.8 Indicators Table

Indicators	Where will the data be collected from?	How will the data be collected?	Since when and how often will the data be collected?	What will be the cost for collecting the data?	Who will collect the data?	What type of data analysis will be used?	Who will analyse the data?	Who will report the information and to whom?	Who will use the information?
No.1									
No.2									
No.3									
No.4									
No.5									
No.6									
No.7									
No.8									

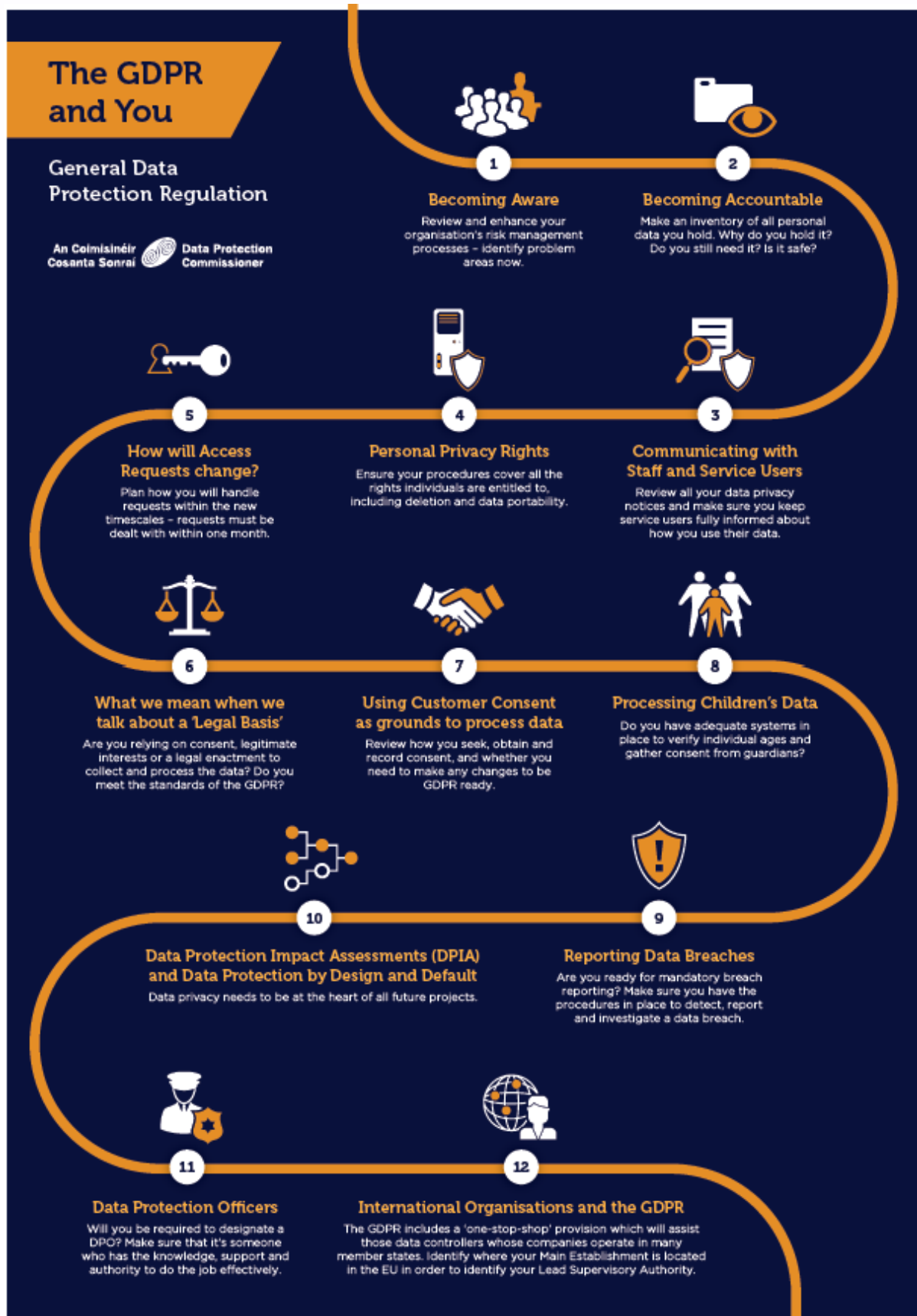
1.9 Action Plan

ACTION PLAN			
Standard no.	Recommendations	Actions to be taken (if any) to address the recommendations	Date for implementation
Standard 1:			
Standard 2:			
Standard 3:			
Standard 4:			

ACTION PLAN			
Standard no.	Recommendations	Actions to be taken (if any) to address the recommendations	Date for implementation
Standard 5:			
Standard 6:			
Standard 7:			
Standard 8:			
Standard 9:			

ACTION PLAN			
Standard no.	Recommendations	Actions to be taken (if any) to address the recommendations	Date for implementation
Standard 10:			

1.10 GDPR and You



1.11 Students' Questionnaire

Programme

* 1. Please choose the programme you are enrolled in:

Questionnaire

* 2. Programme in semester 2:

	Agree Strongly	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
was effectively designed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
each module had clear learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was well organised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
handouts for different modules were provided and helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading list per module was helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading material was available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 3. The teaching sessions:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
were well organised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gave sufficient information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were communicated effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stimulated my interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
created a stimulating learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encouraged students to participate in discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used an appropriate variety of methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were integrated and built on/complemented each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 4. The Assessment:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
assessment criteria were clearly explained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assessment/s questions were relevant to the programme's content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teaching sessions and directed reading helped me to feel confident for the assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assessment was sufficiently challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sufficient time was allowed to complete the assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assignments for this programme were submitted through Turnitin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 5. Programme Support:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
lecture theatres and seminar rooms were adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning resources for the programme were both adequate and easily available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
module descriptors were accurate, helpful, and provided all the information required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
support provided by teaching staff was satisfactory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
library resources available were adequate to carry out my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning resources for the programme were uploaded on Moodle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 6. General:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
the programme is appropriate for the intended aim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the standard of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied that the programme met its learning outcomes (detailed in module descriptors) and provided what I expected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the programme to fellow students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with the programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 7. Please indicate your estimated attendance of this programme in semester 2:**

☐ 100%

☐ 25% to 50%

☐ Over 75%

☐ Under 25%

☐ 50% to 75%

8. What went well in this programme?

9. What could have been improved on the programme and how?

Module Feedback

If you wish to provide feedback on specific module/s within your programme, kindly fill in this section.

10. Module title you wish to give feedback on

11. What is your feedback on the module/s

ITS Facilities and Resources

* 12. Which facilities did you make use of in semester 2

☐ Lecture rooms

☐ Housekeeping room

☐ The Apron restaurant

☐ ICT room/s

☐ The Voyage restaurant

☐ Wine/ Bar Lab

☐ Kitchen/s

☐ Other (please specify)

* 13. Are you satisfied with the resources offered at ITS?

☐ Very satisfied

☐ Somewhat dissatisfied

☐ Satisfied

☐ Dissatisfied

☐ Somewhat satisfied

☐ Very dissatisfied

☐ Neither satisfied nor dissatisfied

* 14. What facilities would you add within the ITS campus?

* 15. How safe do you feel in classrooms/ on campus?

0 10

16. Health and wellness support provided by ITS

☐ Very satisfied

☐ Dissatisfied

☐ Satisfied

☐ Very dissatisfied

☐ Neither satisfied nor dissatisfied

*** 17. How helpful were administrative staff with your queries/ issues?**

☐ Extremely helpful

☐ Not so helpful

☐ Very helpful

☐ Not at all helpful

☐ Somewhat helpful

*** 18. How satisfied are you with the cleanliness on campus?**

☐ Very satisfied

☐ Dissatisfied

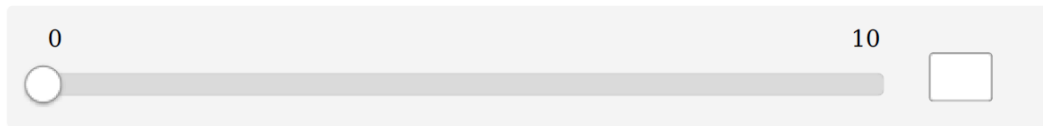
☐ Satisfied

☐ Very dissatisfied

☐ Neither satisfied nor dissatisfied

Overall Comments

* 19. How do you rate your overall experience at ITS till now?

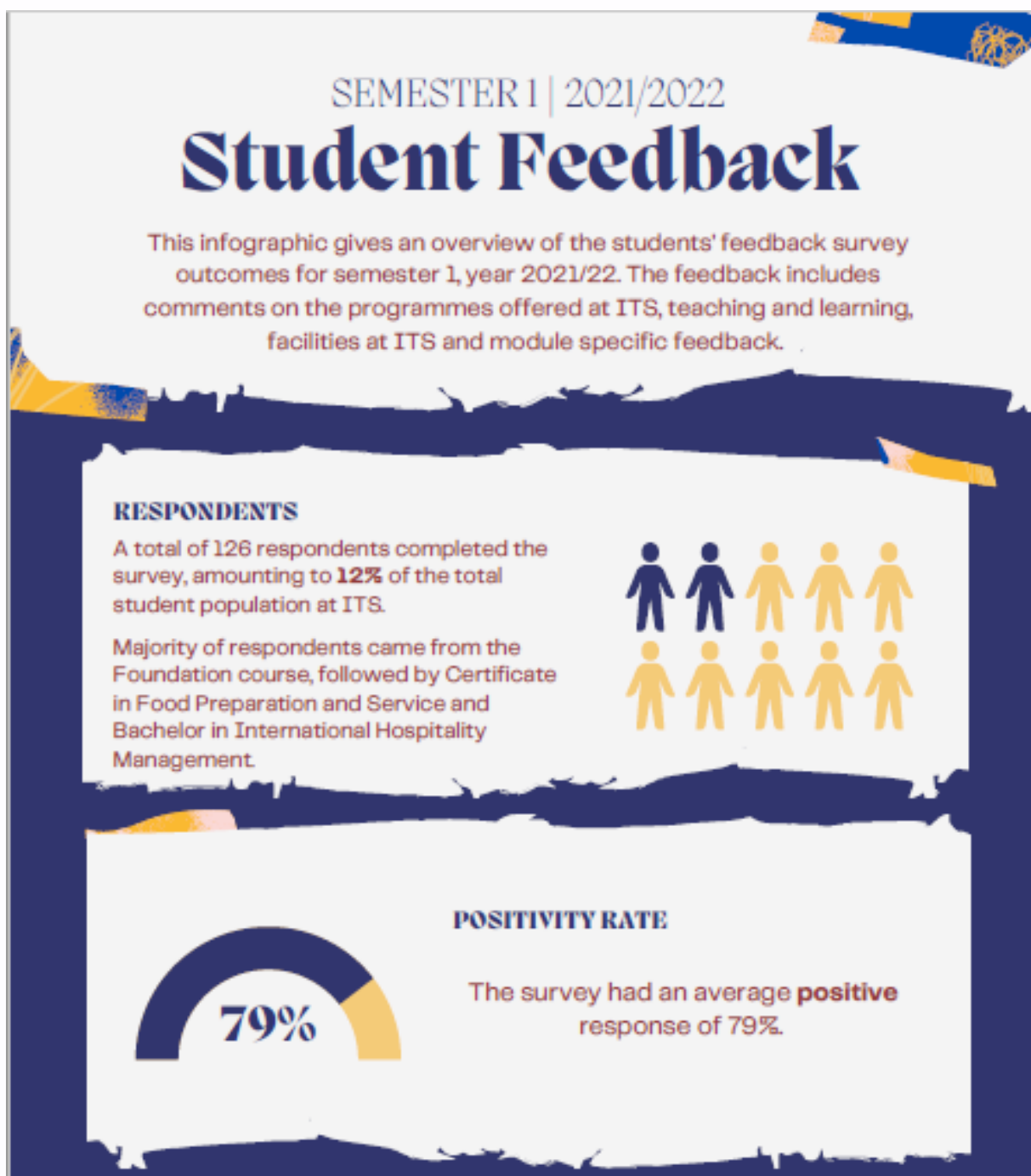


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20. Why?

21. Any other feedback?

1.12 Students Feedback Survey





Programme

80% of the respondents feel that the programme they are following is **effectively** designed and **reading material** was available. 59% feel that it was well **organised** and handouts were **helpful**.



Teaching Strategies

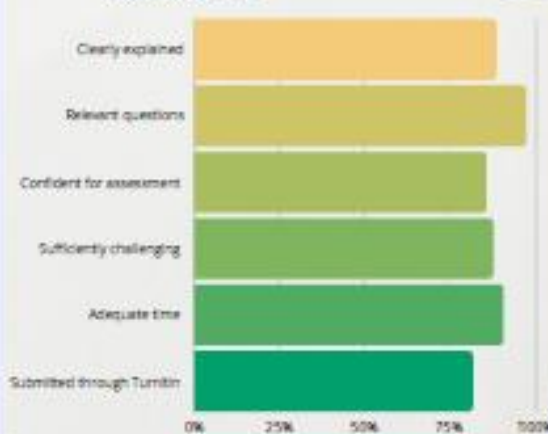
With an average of 88% positivity rate, respondents think that the teaching of modules within their course is **well organised** and creates a **stimulating** learning environment.

Positive Qualitative Feedback

Three main areas of positive feedback emerged:

1. Online sessions are successful and convenient
2. Practical sessions are much more appreciated by students.
3. Students are pleased with the support and teaching of the majority of lecturers and learning coaches.

Assessment



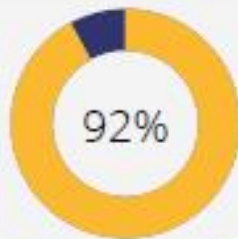
Areas of Improvement

Four main areas were identified from qualitative feedback given.

1. **Various online platforms** are being used, and should opt to have one main common platform.
2. **Repetition** of content in various modules.
3. Individual lecturing staff were identified as **irresponsible, and inefficient**.
4. **Lack of information** about the modules within the course and at times not updated.



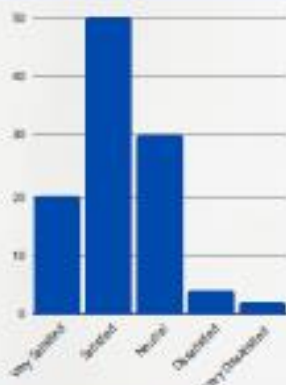
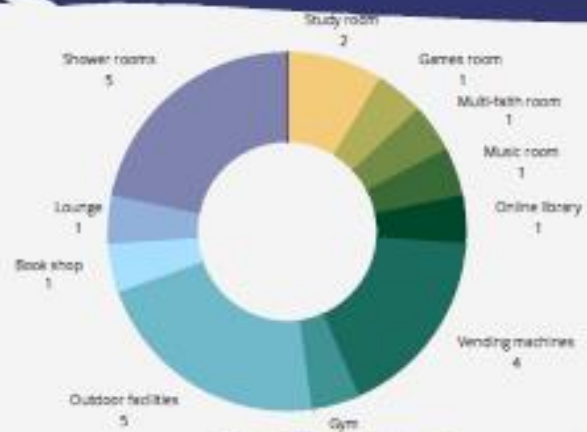
Student Feedback



92% of the respondents would recommend the programme that they are following to fellow students.

FACILITIES

Majority claimed that they are satisfied with the resources currently available at ITS. Other facilities respondents wish to have are indicated in the chart on the right.



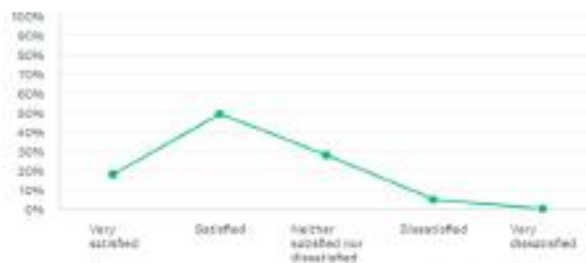
Health & wellness Support

The majority of respondents are happy with the level of health and wellness support offered, with a positivity rate of 70%.



Safety at ITS

With an average response of 7 on a line scale, respondents feel that they feel fairly safe on campus and in classrooms.



Cleanliness

67% of the respondents claimed that they are satisfied with the cleanliness on campus.

Overall Experience at ITS

Respondents rated their overall experience at ITS as 8 on 10 on the line scale.



1.13 The GDPR Readiness Checklist

The following checklist will help you prepare and evaluate the readiness of your organisation for the General Data Protection Regulation (GDPR) based on Data Protection Commissioner: www.dataprotection.ie.

Categories of personal data and data subjects	Elements of personal data included within each data category	Source of the personal data	Purposes for which personal data is processed	Legal basis for each processing purpose (nonspecial categories of personal data)	Special categories of personal data	Legal basis for processing special categories of personal data	Retention period	Action required to be GDPR compliant?
List the categories of data subjects and personal data collected and retained e.g. current employee data; retired employee data; customer data (sales information); marketing database; CCTV footage.	List each type of personal data included within each category of personal data e.g. name, address, banking details, purchasing history, online browsing history, video and images.	List the source(s) of the personal data e.g. collected directly from individuals; from third parties (if third party identify the data controller as this information will be necessary to meet obligations under Article 14).	Within each category of personal data list the purposes for which the data is collected and retained e.g. marketing, service enhancement, research, product development, systems integrity, HR matters, advertising.	For each purpose that personal data is processed, list the legal basis on which it is based e.g. consent, contract, legal obligation (Article 6).	If special categories of personal data are collected and retained, set out details of the nature of the data e.g. health, genetic, biometric data.	List the legal basis on which special categories of personal data are collected and retained e.g. explicit consent, legislative basis (Article 9).	For each category of personal data, list the period for which the data will be retained e.g. one month? One year? As a general rule data must be retained for no longer than is necessary for the purpose for which it was collected in the first place.	Identify actions that are required to ensure all personal data processing operations are compliant e.g. this may include deleting data where there is no further purpose for retention.

1.13.1 Personal Data

	Question	Yes	No	Comment/Remedial Action
Consent based data processing (Articles 7, 8 and 9 and further guidance available on GDPRandYou.ie)	Have you reviewed your organisation's mechanisms for collecting consent to ensure that it is freely given, specific, informed and that it is a clear indication that an individual has chosen to agree to the processing of their data by way of statement or a clear affirmative action?			
	If personal data that you currently hold on the basis of consent does not meet the required standard under the GDPR, have you re-sought the individual's consent to ensure compliance with the GDPR?			
	Are procedures in place to demonstrate that an individual has consented to their data being processed?			
	Are procedures in place to allow an individual to withdraw their consent to the processing of their personal data?			
Children's personal data (Article 8)	Where online services are provided to a child, are procedures in place to verify age and get consent of a parent/ legal guardian, where required?			
Legitimate interest based data processing	If legitimate interest is a legal basis on which personal data is processed, has an appropriate analysis been carried out to ensure that the use of this legal basis is appropriate? That analysis must demonstrate that 1) there is a valid legitimate interest, 2) the data processing is strictly necessary in pursuit of the legitimate interest, and 3) the processing is not prejudicial to or overridden by the rights of the individual.			

1.13.2 Data Subject Rights

	Question	Yes	No	Comment/Remedial Action
Access to personal data (Article 15)	Is there a documented policy/procedure for handling Subject Access Requests (SARs)?			
	Is your organisation able to respond to SARs within one month?			
Data portability (Article 20 and further guidance available on GDPRandYou.ie)	Are procedures in place to provide individuals with their personal data in a structured, commonly used and machine readable format?			
Deletion and rectification (Articles 16 and 17)	Are there controls and procedures in place to allow personal data to be deleted or rectified (where applicable)?			
Right to restriction of processing (Article 18)	Are there controls and procedures in place to halt the processing of personal data where an individual has on valid grounds sought the restriction of processing?			
Right to object to processing (Article 21)	Are individuals told about their right to object to certain types of processing such as direct marketing or where the legal basis of the processing is legitimate interests or necessary for a task carried out in the public interest?			

	Are there controls and procedures in place to halt the processing of personal data where an individual has objected to the processing?			
Profiling and automated processing (Article 22 and further guidance available on GDPRandYou.ie)	If automated decision making, which has a legal or significant similar affect for an individual, is based on consent, has explicit consent been collected?			
	Where an automated decision is made which is necessary for entering into, or performance of, a contract, or based on the explicit consent of an individual, are procedures in place to facilitate an individual's right to obtain human intervention and to contest the decision?			
Restrictions to data subject rights (Article 23)	Have the circumstances been documented in which an individual's data protection rights may be lawfully restricted? Note: the Irish Data Protection Bill will set out further details on the implementation of Article 23.			

1.13.3 Accuracy and Retention

	Question	Yes	No	Comment/Remedial Action
Purpose limitation	Is personal data only used for the purposes for which it was originally collected?			
Data minimisation	Is the personal data collected limited to what is necessary for the purposes for which it is processed?			
Accuracy	Are procedures in place to ensure personal data is kept up to date and accurate and where a correction is required, the necessary changes are made without delay?			
Retention	Are retention policies and procedures in place to ensure data is held for no longer than is necessary for the purposes for which it was collected?			
Other legal obligations governing retention	Is your business subject to other rules that require a minimum retention period (e.g. medical records/tax records)?			
	Do you have procedures in place to ensure data is destroyed securely, in accordance with your retention policies?			
Duplication of records	Are procedures in place to ensure that there is no unnecessary or unregulated duplication of records?			

1.13.4 Transparency Requirements

	Question	Yes	No	Comment/Remedial Action
Transparency to customers and employees (Articles 12, 13 and 14 and further guidance available on GDPRandYou.ie)	Are service users/employees fully informed of how you use their data in a concise, transparent, intelligible and easily accessible form using clear and plain language?			
	Where personal data is collected directly from the individuals, are procedures in place to provide the information listed at Article 13 of the GDPR?			
	If personal data is not collected from the subject but from a third party (e.g. acquired as part of a merger) are procedures in place to provide the information listed at Article 14 of the GDPR?			
	When engaging with individuals, such as when providing a service, sale of a good or CCTV monitoring, are procedures in place to proactively inform individuals of their GDPR rights?			
	Is information on how the organisation facilitates individuals exercising their GDPR rights published in an easily accessible and readable format?			

1.13.5 Other Data Controller Obligations

	Question	Yes	No	Comment/Remedial Action
Supplier Agreements (Articles 27 to 29)	Have agreements with suppliers and other third parties processing personal data on your behalf been reviewed to ensure all appropriate data protection requirements are included?			
Data Protection Officers (DPOs) (Articles 37 to 39 and further guidance available on GDPRandYou.ie)	Do you need to appoint a DPO as per Article 37 of the GDPR?			
	If it is decided that a DPO is not required, have you documented the reasons why?			
	Where a DPO is appointed, are escalation and reporting lines in place? Are these procedures documented?			
	Have you published the contact details of your DPO to facilitate your customers/employees in making contact with them? (Note: post 25 May 2018 you will also be required to notify your data protection authority of your DPO's contact details)			
Data Protection Impact Assessments (DPIAs) (Article 35 and further guidance available on GDPRandYou.ie)	If your data processing is considered high risk, do you have a process for identifying the need for, and conducting of, DPIAs? Are these procedures documented?			

1.13.6 Data Security

	Question	Yes	No	Comment/Remedial Action
Appropriate technical and organisational security measures (Article 32)	Have you assessed the risks involved in processing personal data and put measures in place to mitigate against them?			
	Is there a documented security programme that specifies the technical, administrative and physical safeguards for personal data?			
	Is there a documented process for resolving security related complaints and issues?			
	Is there a designated individual who is responsible for preventing and investigating security breaches?			
	Are industry standard encryption technologies employed for transferring, storing, and receiving individuals' sensitive personal information?			
	Is personal information systematically destroyed, erased, or anonymised when it is no longer legally required to be retained.			
	Can access to personal data be restored in a timely manner in the event of a physical or technical incident?			

1.13.7 Data Breaches

	Question	Yes	No	Comment/Remedial Action
Data Breach response obligations (Article 33 and 34 and further guidance available on GDPRandYou.ie)	Does the organisation have a documented privacy and security incident response plan?			
	Are plans and procedures regularly reviewed?			
	Are there procedures in place to notify the office of the Data Protection Commissioner of a data breach?			
	Are there procedures in place to notify data subjects of a data breach (where applicable)?			
	Are all data breaches fully documented?			
	Are there cooperation procedures in place between data controllers, suppliers and other partners to deal with data breaches?			

1.13.8 International Data Transfers (outside EEA) – *if applicable*

	Question	Yes	No	Comment/Remedial Action
International data transfers (Articles 44 to 50)	Is personal data transferred outside the EEA, e.g. to the US or other countries?			
	Does this include any special categories of personal data?			
	What is the purpose(s) of the transfer?			
	Who is the transfer to?			
	Are all transfers listed - including answers to the previous questions (e.g. the nature of the data, the purpose of the processing, from which country the data is exported and which country receives the data and who the recipient of the transfer is?)			
Legality of international transfers	Is there a legal basis for the transfer, e.g. EU Commission adequacy decision; standard contractual clauses. Are these bases documented?			
Transparency	Are data subjects fully informed about any intended international transfers of their personal data?			

1.14 Preparing Rewarding Policy and Guidelines

1.14.1 Identifying actions that can be rewarded in your organisation

Identification of the actions that can be rewarded	On individual level	On team/group level	On organisation level
Creating new ideas			
Improving and increasing the overall productivity of the workplace			
Important achievements of each worker or employee			
Excellence in performance			
Leadership qualities			
Milestones crossed			
...			

1.14.2 Explaining actions that can be rewarded

Action	Description	Keep in mind
Creating new ideas		<p>Be fair.</p> <p>Be clear and transparent.</p> <p>Make the criteria strictly applicable.</p>
Improving and increasing the overall productivity of the workplace		
Important achievements of each worker or employee		
Excellence in performance		
Leadership qualities		
Milestones crossed		
....		

1.14.3 Define rewards (recognition/demonstration) according to identified actions

Action	Financial reward		Non-financial reward	
Creating new ideas	no	/	yes	<i>Make it visible, write about new ideas etc.</i>
Improving and increasing the overall productivity of the workplace				
Important achievements of each worker or employee				
Excellence in performance				
Leadership qualities				
Milestones crossed				
...				

Arguing your proposal.

Propose your own (updated) rewarding model considering various target groups and individual characteristics.

2 QA-Lead and Recognition Tools

2.1 European Quality Assurance in Vocational Education and Training (EQAVET)

2.1.1 About EQAVET

EQAVET – the European Quality Assurance in Vocational Education and Training is a community of practice that promotes European collaboration in developing and improving quality assurance in VET. It brings together the EU Member States, the Social Partners, and the European Commission to develop and improve quality assurance in European VET systems within the context of the implementation of the European Quality Assurance Reference Framework. The community leads to higher levels of cooperation and synergy within and across EU Member States on quality assurance related issues (EQAVET 2020).

2.1.2 EQAVET relation with the QA-Lead project

EQAVET mostly complements the management indicators and resources developed in the QA-Lead project. For both tools, monitoring of all processes is an integral and fundamental part. One of the key factors in quality assurance in Vocational Education and Training (VET) assumed by EQAVET is the involvement of internal and external stakeholders. Other fundamental component of the EQAVET Framework is the PDCA cycle of quality management, based on the Deming cycle. However, without the definition of SMART objectives in the planning phase, the entire cycle fails, what makes EQAVET implementation impossible. In addition to be a legal requirement, the evaluation of all processes is also an integral part of EQAVET. In the EQAVET process, there is no point where data protection and complaints and appeals are addressed, they are implicit in the entire (quality) process of QA-Lead.

2.2 European Standards and Guidelines for Quality Assurance in Higher Education Area (ESG)

2.2.1 About ESG

The Standards and guidelines for quality assurance in the European Higher Education Area (ESG) are the basis for quality assurance in the European Higher Education Area (ESG 2015). “The focus of the ESG is on quality assurance related to learning and teaching in higher education, including the learning environment and relevant links to research and innovation. The ESG apply to all higher education offered in the European Higher Education Area regardless of the mode of study or place of delivery. It also provides the criteria at European level against which quality assurance agencies and their activities are assessed.” (ibid., 7).

2.2.2 ESG relation with the QA-Lead project

The European Standards and Guidelines for Quality Assurance (ESG) is primarily dedicated to overall quality in higher education, including but not specifically tailored to professional higher education. It has also shallow link to the labour market. ESG is generally in line with the QA-Lead outputs. The importance of well-designed learning outcomes is covered in ESG 1.2 Design and approval of programmes. ESG 1.2 focuses on SMART learning objectives, which have been leading in most of the QA-Lead outputs, although the ESG is not so explicit in the definition of the objectives.

The ESG does not explicitly include reference to data protection, which is an important concern for the QA-Lead approach to institutional management. However, as a general approach, information management is covered by ESG 1.7 Information management. There is large compliance with ESG 1.1 which focuses on the policy for quality assurance.

2.3 ISO Management System for Educational Organizations – Requirements and Guidance for Use (ISO 21001)

2.3.1 About ISO 21001

ISO 21001 “Educational organizations – Management systems for educational organizations – Requirements and guidance for use”, was published by the International Organization for Standardization (ISO) on May 1, 2018, and is the first ISO management system standard specifically developed for educational organizations.

This ISO project, which took four years to be developed with the participation of over 100 countries, was created to fulfil a gap in the market, identified by ISO 9001 users in the education sector. These users, responsible for *circa* twenty thousand ISO 9001 accredited certifications worldwide (ISO, 2012, 2013b, 2014), raised concerns related to the difficulties in translating ISO 9001 requirements into the educational context, due to the specificities and complexities of the sector. The ISO Central Secretariat was sensible to these concerns and in September 2013, through Resolution #101 (ISO, 2013), merged three different ongoing standardization projects in education (IWA 2/ISO 18420 for formal education, ISO 29990 for vocational training and ISO 36001 for e-learning) into one mega project that would become ISO 21001.

ISO 21001 provides a common management tool for organizations providing educational products and services capable of meeting the needs and requirements of learners and other customers (ISO 2018a). It is a stand-alone management system standard, aligned with other ISO management system standards (ibid.). ISO 21001 specifies requirements for a management system for educational organizations. All requirements of ISO 21001 are generic. They are intended to be applicable to any organization that uses a curriculum to support the development of competence through teaching, learning or research, regardless of the type, size, or method of delivery (ISO 2018b).

2.3.2 ISO 21001 relation with the QA-Lead project

Generally, ISO 21001 and the QA-Lead project address the same subjects, although the QA-Lead outputs have listed more specific expectations and specifically address top institutional management. ISO 21001 users can, therefore, use the QA-Lead resources to fine tune their practices related to top institutional management. However, there is an exception in what regards “Data Protection”, where ISO 21001 has much more prescriptive requirements than those developed for QA-Lead. Another difference lies in the use of terminology where QA-Lead sometimes uses different interpretations of terms, more in line with European frameworks and agreements (Bologna Process, ESG, EQAVET). This can cause confusion with ISO 21001 users where otherwise the QA-Lead outputs are mostly aligned with ISO 21001.

2.4 BuildPHE Excellence Framework: Guidelines, Methodology and Tool for Self-reflection on Achievement of Institutions or Programmes of Professional Higher Education (BuildPHE)

2.4.1 About BuildPHE

BuildPHE's main aim was to foster improved collaboration between PHEIs and enterprises, by increasing the quality of the 'professional' experiences on offer in the same institutions. This increases the choice of learning pathways available to students, in particular strengthening 'dual' options involving a mixture of studies and work experience such as apprenticeships. The institutional policies and strategies are defined in collaboration with the world of work.

The BuildPHE self-reflection framework consists of 12 criteria, each presented with accompanying questions, indicators and sub-criteria which can be used as building blocks for an internal quality assurance policy and/or self-assessment. The use of menus allows to explore the criteria with questions, indicators, and sub-criteria (BuildPHE 2018).

2.4.2 BuildPHE relation with the QA-Lead project

BuildPHE strongly complements the management indicators and resources developed in the QA-Lead project. There is a specifically strong link in the areas of policy and strategy integration, strategic objectives and outcomes, as well as monitoring quality. Furthermore, the alignment of both tools is high on purpose of quality culture and on setting quality culture objectives. Build PHE is focusing also on the research component and regional engagement. However, in the BuildPHE process, there is no point where data protection and complaints and appeals are addressed, they are implicit in the entire (quality) process of QA-Lead

2.5 Apprenticeship Quality Toolkit (AQT)

2.5.1 About AQT

The Apprenticeship Quality Toolkit follows a quality management system style approach. It works in a bi-directional way: outside-in, by organizing and controlling the apprenticeship related processes and communications of both organizations, which facilitate the employees' understanding of their roles, improving their performance, and making daily operations more efficient; and inside-out, by providing quality assurance to the students and other beneficiaries of the apprenticeships provided, bringing market trust and recognition for all parts.

The Apprenticeship Quality Toolkit was designed considering the need to control 8 critical processes at the PHEIs and SMEs (AQT 2017).

2.5.2 AQT relation with the QA-Lead project

Both tools are well aligned. In AQT the criteria on Setting the learning objectives of overall programme compliments the QA Lead section on Learning objectives stated through involvement of all stakeholders. It also compliments the module on Setting quality assurance objectives. The AQT criteria on Identifying and recruiting Placements complements the module on Creating a quality culture since this is a priority on how to engage recruitment as there are several different ways in different countries but the toolkit assists with questions supporting in creating a quality culture in recruitment and capacity building support. The criterion on Negotiating the agreement also assists in creating a culture of negotiations and complements with regards the overall programme, and involvement of all stakeholders in creating such negotiations. The monitoring section with the ongoing monitoring module and data forms are strongly aligned. The assessment part of AQT is supported by the QA-Lead modules of Information Management and Feedback.

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4 Participants' Feedback

The participants' feedback was gathered by means of an online survey as well as face to face interviews and on the spot feedback by participants of the QA-Lead Course.

The overall experience with the QA-Lead Course was rated on the 5 Likert scale where 5 means very positive experience and 1 means very negative experience. The overall experience rated as 4.6 which a very positive score.

The respondents rated as 4.4 on the 5 Likert scale the contribution of the QA-Lead Course to the participants professional development.

The same score (4.4 on the 5 Likert scale) was expressed by the participants when asked if the QA-Lead Course met their expectations.

**4.6/5
overall
experience**

**100% participants
recommend the
QA-Lead Course**

**91% will use
knowledge
attained**

91% of the respondents are planning to use the knowledge attained during the QA-Lead Course in their current work.

The survey included a question on recommendation the QA-Lead Course further to peers, and the result was even better. All respondents indicated (at a rate of 4.7 on the 5 Likert scale) that they are likely or very likely to recommend the QA-Lead Course further to their peers.

One participant suggested that it would be beneficial to discuss further the structure and implementation of quality assurance in higher education institutions who have multiple campuses and diverse cultures. Another respondent found the course quite generic and would like to recommend more focus on specific practices for management. A further respondent would recommend adding a comparison of quality systems used in education and discuss further how to unify them. A comparative analysis between the QA-Lead Toolkit and other European and International recognition tools (EQAVET, ESG, ISO 21001, BuildPHE, AQT) can be found at the project website and is part of this publication (Chapter 2).

5 Recommendations

5.1 Institutional Level

- Use the QA-Lead Toolkit as an extension to the existing quality assurance scheme.
- Engage with the institutional quality assurance team in revising, updating and/or setting new SMART institutional indicators.
- Support the institutional quality assurance team in adopting and implementing new SMART approaches.
- Collaborate and motivate all involved parties to engage in achieving set strategic goals.
- Provide regular feedback to staff, students, and stakeholders.
- Monitor, validate and update, if necessary, your strategy.
- Observe and reward effort.

5.2 National Level

- Redefine requirements for the top management positions of educational institutions.
- Enable continuous training for top management personnel of educational institutions.
- Enable regular opportunities for peer-learning activities for top management personnel of educational institutions.
- Establish systemic and regular trainings for top management personnel of educational institutions.
- Promote and advertise trainings for top management personnel of educational institutions.

5.3 European Level

- Harmonize European and international quality assurance schemes for educational institutions.
- Collect, evaluate, and share good practise cases.
- Enable a Masterclasses and/ Communities of Practice for top management personnel of educational institutions.

6 Conclusions

The QA-Lead Toolkit (and the outputs based on them) constitute new tools to plan, manage, assure, and evaluate the quality of internal institutional management within professional higher education institutions.

Consultations were held with top management staff and experts in the Czech Republic, Malta, Portugal and Slovenia. They performed a comparative analysis between the QA-Lead Toolkit and other European and International recognition tools (EQAVET, ESG, ISO 21001, BuildPHE, AQT). The results of the consultation, such as the identification of conflict and synergies between the tools and recommendations to improve harmonization, facilitate integration and boost adoption, were analysed and discussed by the consortium. The consensus reached was subsequently reflected in:

- the *Internal Quality Assurance Manual for Institutional Leaders*;
- the *Competence Framework and Curriculum for Top-Level Internal Quality Assurance for Institutional Leaders*;
- the *List of Training Course Videos for IQA for Institutional Leaders*;
- the *Online Course for Institutional Leaders*;
- the *Toolkit for Institutional QA Implementation Strategies for Institutional Leaders*.

Taken globally, the opinion of the experts consulted in the analyses, to a low level of conflict, a high level of agreement and complementarity between the tools, to the advantages of using them together and improve even further their harmonization in the future.

With the collection of additional resources to each course module the users of the QA-Lead Toolkit are free to determine their own pace and detail of attainment.

Furthermore, the recommendations are an additional output to this project and will be distributed to decision and policymakers on national level by national associations (CCISP, Skupnost VSS and CASPHE) and on European level by EURASHE.

Finally, the QA-Lead Toolkit users and QA-Lead Course participants rated the overall course as 4.6 out of 5, 91% of respondents stated they will use the knowledge attained and 100% of them would recommend or highly recommend the use of QA-Lead Outputs to their peers and fellow colleagues.

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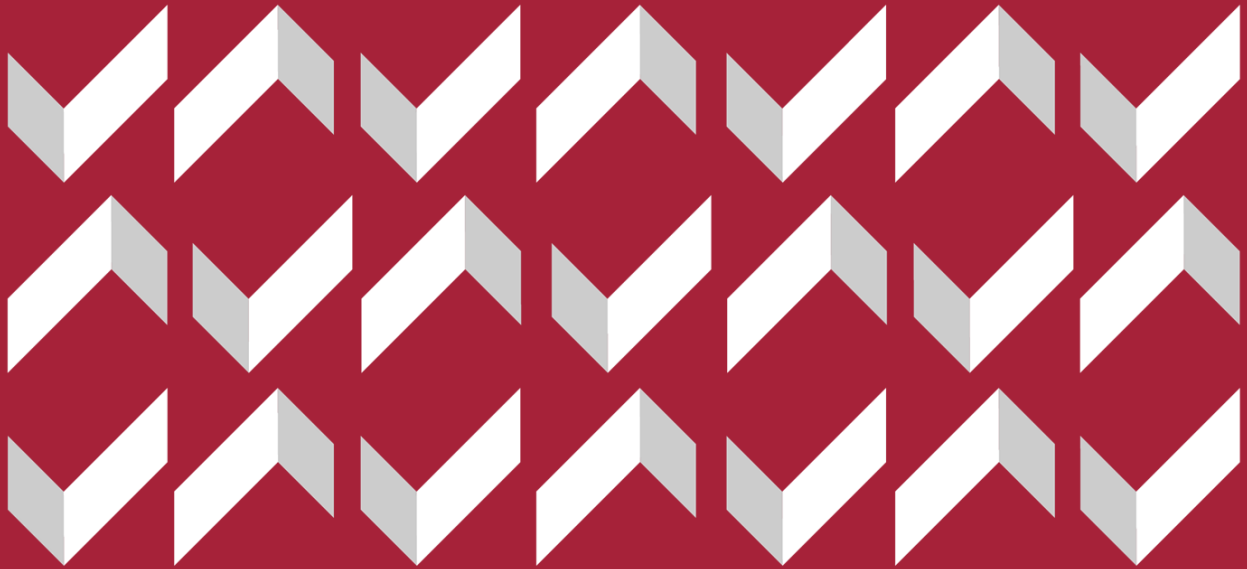
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About the QA Lead Project and this publication

While having significant expertise as to what constitutes quality education, often leaders of Professional Higher Education Institutions will have never received any formal training in Quality Management and limited expertise in how to translate their mission and vision into a well-functioning Quality Assurance system. Therefore, despite efforts to the contrary, often quality assurance is reduced to a 'commitment to quality culture' supported by a bureaucratic and time consuming set of checks.

The QA Lead project aims to address this gap by developing training & resources specifically tailored to supporting institutional leaders in their strategic role towards Quality Assurance.



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