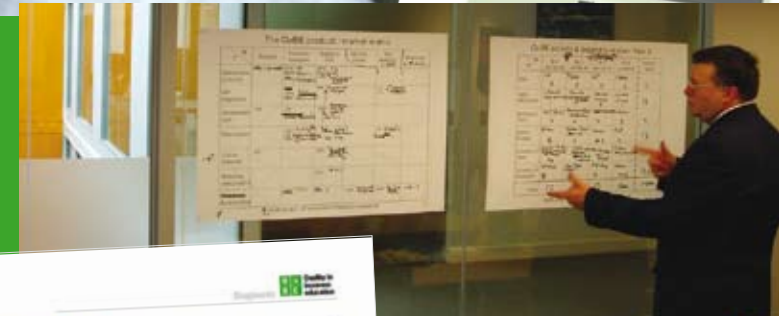


# MANIFESTO

**Quality is everyone's business:** strategy, culture and systems must engage senior managers, teachers and students

**Listen to students and act:** module evaluation is a key opportunity that is mostly wasted

**Quality assurance is not enough:** extraordinary quality requires **both** innovative teaching & learning tools and outstanding research



# Roadmap

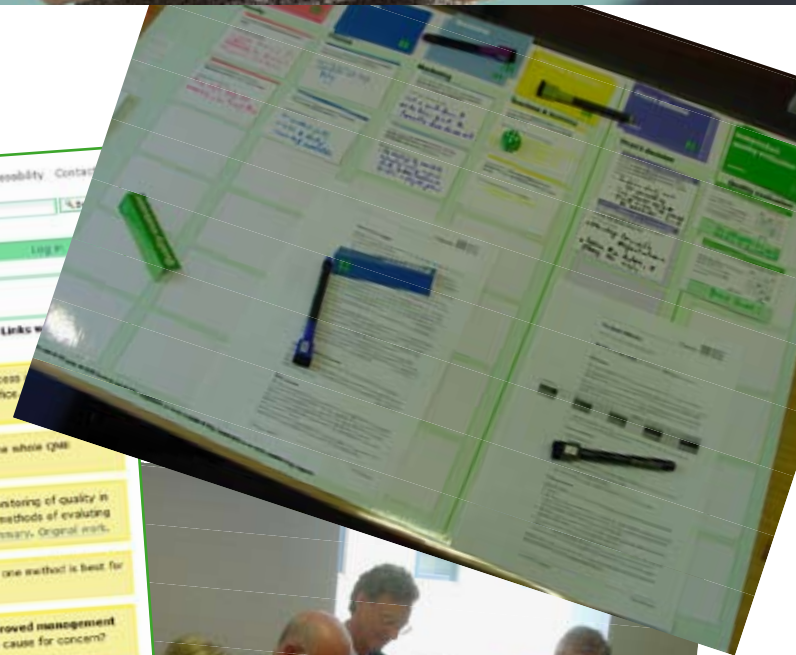
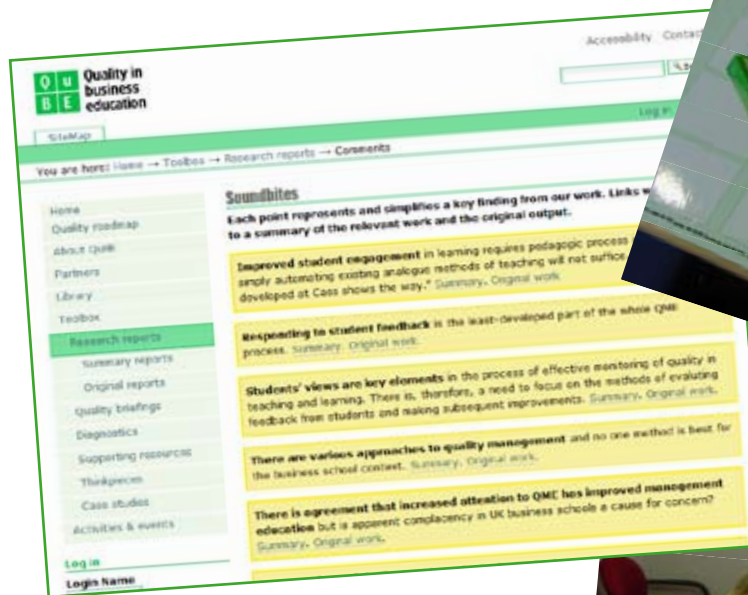
**On the opposite page** we have set out the QuBE Roadmap. We developed this roadmap after an early realization that UK business schools come from a whole variety of base positions and ultimate ambitions in terms of quality in business education.

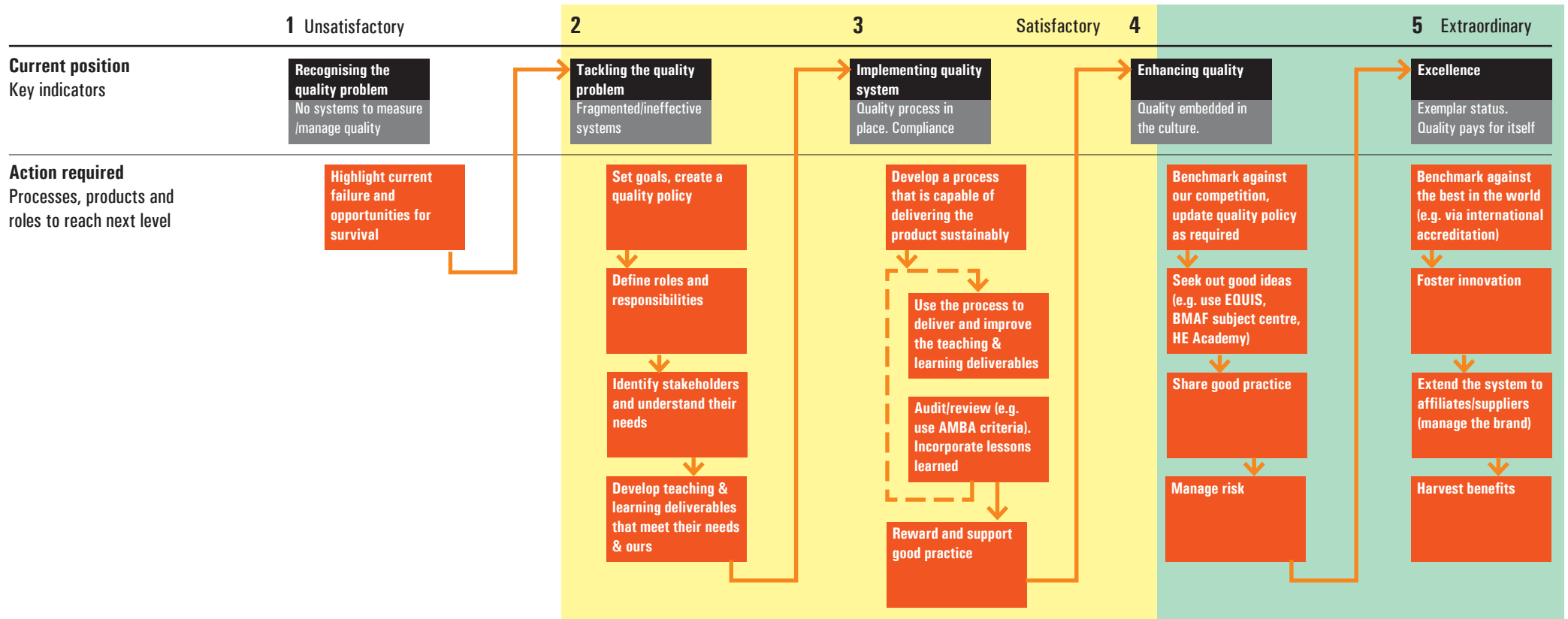
**Horizontally**, we present five levels of achievement of quality – schools may well face quite different levels across different functions or programmes at any one time.

**Vertically**, we show generic actions required to move from one level to the next, key areas of change management typically required in such moves. The table is completed by identifying QuBE resources which may contribute to those moves. This roadmap is in paper form a symbolic map. When the interactive version of this Roadmap is accessed via [www.qube.ac.uk](http://www.qube.ac.uk), each QuBE resource can be seen and downloaded.

## QuBE's sponsors

This 'QuBE' consortium (Quality in Business Education) has been supported by HEFCE's Fund for the Development of Teaching and Learning. Work started in October 2004 and the three year task has been guided by the UK's HE Academy and national bodies concerned with quality. Details of the study and unrestricted access to resources created by the team are at <http://www.qube.ac.uk>.





**Change management**  
Building a quality culture in teaching and learning

Convince senior management (e.g. VC, deans) . They help
sell to staff colleagues, who try to
engage students and other stakeholders
Celebrate success

**Help from QuBE**

On embedding good practice	Study of QM processes available   Findings from survey of academic staff   Case studies	Recognise that organisational culture is key
Overcoming barriers to quality management processes	Study of QM processes actually used   Findings from in-depth interviews with deans	Sell quality as enhancement not control
Student involvement in quality management	Methods for listening and responding to 'student voice'   Diagnostic tools   EFQM and alternatives	Listen to students. Consider. Act. Respond
Module evaluation & feedback	Module evaluation policies & practices   Survey of student views on feedback methods   Use of WebCT to gather feedback   Database of evaluation forms	Students' views are a vital ingredient for effective module evaluation
Integrating quality management with teaching	National bodies' views about QME   High-engagement learning   Inspirational activities   QM information architecture   Excellence at Wharton	Make tools and reports to challenge and inspire educators
Improving student support	Quality self-diagnostic tool   Findings from survey of school administrators   Case studies	Make student support part of the culture: pervasive but invisible
The QuBE knowledge base	Quality briefings   Research reports   Thinkpieces   Online library	

# Partner key lessons

'The importance of organisational culture is often not recognised by academic staff.'

'...Deans perceive they have a quality culture, though it has a subject focus, with satisfying rather than delighting stakeholders as the goal.'

'The main issue... is the lack of dissemination of findings, responses and any actions resulting from feedback.'



## Nottingham Trent University

### 3 lessons learned on management and staff involvement in QM processes

1. There is more engagement with quality systems than with improvement processes.
2. Although Quality Enhancement (QE) processes are often in place, they are frequently not well embedded.
3. The importance of organisational culture is often not recognised by academic members of staff.

### We recommend

- senior managers recognise the importance of organisational culture in terms of QE and management, and communicate this
- leaders within institutions provide opportunities for staff to become reflective practitioners within a QE culture
- those responsible for quality management and enhancement evaluate how effective and rigorous current improvement practices are.

### Our supporting resources

- A self-diagnostic questionnaire – *Business schools and quality processes*
- Quality Processes in Institutions of Higher Education: six case studies
- Quality Management and Enhancement Processes (with Mike Kelly) 'Quality Assurance in Education' vol 15, issue 1, forthcoming
- Research report: Quality Processes within Business Schools
- Presentation slides and interim reports.



## Leeds Metropolitan University

### 3 lessons learned on strategic management of quality

1. The majority of business school deans and management teams are constrained to operate within 'institutional' quality frameworks, orientated towards QA rather than enhancement.
2. Key stakeholders may be involved in quality management, but their participation is affected by time lags, understanding, and negative perceptions of quality processes in higher education.
3. The majority of Deans perceive they have a quality culture, though it has a subject focus, with satisfying rather than delighting stakeholders as the goal.

### We recommend

- deans and management teams focus on QE and avoid QA initiatives which are not aligned with their respective institutional quality frameworks
- stakeholder involvement is improved through more direct methods of participation, more user-friendly processes and fostering a positive perception of QA
- recruiting staff with the values and professional ethos to create and sustain a 'quality culture', and retaining them through performance management, reward systems and staff development.

### Our supporting resources

- Report on feedback from deans
- Guide to risk management in quality management & enhancement.



## Oxford Brookes University

### 3 lessons learned on involving students

1. Students and academic staff acknowledge the importance of module evaluation in enhancing the quality of teaching and learning.
2. The main issue to be addressed by institutions is the lack of dissemination of findings, responses and any actions resulting from student feedback.
3. Academic staff find time pressure and lack of resources constrain the module evaluation process, so more institutional support is needed.

### We recommend

- institutions develop appropriate course evaluation processes that enhance student learning and ensure effective dissemination to students
- senior management provides appropriate resources and recognition to teachers implementing quality-enhancing course evaluation processes.

### Our supporting resources

- Staff development workshop materials that support institutions in formulating their own approach to course evaluation
- Module evaluation forms database that gives module leaders a variety of approaches, formats and questions to choose from
- Case study on formative feedback using Web CT
- Research reports on staff and student views on course evaluation.

# Partner key lessons

‘Have robust systems for incorporating the student voice in order to deliver the enhanced quality they desire.’

‘Dedicated and enthusiastic staff champions are the key drivers for new initiatives.’

‘We need simple but effective tools that improve quality culture through self-reflection by participants.’



## University of Winchester

### 3 lessons learned on involving students – the student voice

1. Departments and schools need to have robust systems for incorporating the student voice to deliver enhanced quality.
2. Feedback from students may be obtained in many different ways, both formal and informal, and there needs to be an effective way of responding.
3. The development of a culture of excellence requires academic leadership, self-reflection and systematic improvement in teaching and learning.

#### We recommend

- a department or school needs regularly to seek the views of its students through a variety of feedback mechanisms, and actively to disseminate its response
- the emphasis should be on quality improvement rather than quality assurance to ensure a transformative learning experience.

#### Our supporting resources

- The Minutes tool, which aims to get the business school manager reflecting on the effectiveness of their staff-student committee
- The Is it serious? tool, to help business school staff to improve quality by encouraging reflection on the operation of the school
- conference papers discussing the issues we have investigated and reporting our findings



## University of Ulster

### 3 lessons learned on quality processes for student support

1. It is vital that senior management supports new initiatives if they are to be successful.
2. Dedicated and enthusiastic staff champions are the key drivers for new initiatives.
3. It is essential to recognise the diversity of student needs.

#### We recommend

- senior management empower and support staff to ensure the success of new initiatives
- student support is made part of the staff Continuing Professional Development agenda.
- planning and integrating tailored support for diverse student needs within a generic context.

#### Our supporting resources

- Case studies of best practice in student support for first year students, international students and mature students
- Teaching outlines, assessment strategies and induction programmes to illustrate best practice approaches.



## Cass Business School

### 3 lessons learned on integrating Quality Management with teaching

1. Simply translating existing courseware into ‘eLearning’ material will not transform business education.
2. Business Schools need to develop information systems that both support on-going quality processes and automatically generate the materials required for periodic accreditations.
3. We need simple but effective tools that improve quality culture directly.

#### We recommend

- increasing the diversity of learning methods open to students
- information systems for Quality Enhancement that reflect and respond to the evolving needs of their users
- thought-provoking and high quality exercises and techniques that foster shared understanding of teaching and learning quality issues and inspire improvement.

#### Our supporting resources

- Studies of good practices for achieving High Engagement Learning
- An Information Architecture model that can be used as the basis for a virtual learning environment and for an ‘electronic Base Room’ for periodic audits.
- For inspiring business school managers and academics: ‘Learning on the Cards’, The QuBE Dialogue Sheet tool, the Dean’s Dilemma board game, and case studies.

## About the QuBE project and how we went about it

In the first two years of our work, we studied business education, working with representatives of all stakeholders to identify best practice, then spread lessons, methods & tools to

- teachers
- students
- university managers
- employers
- quality management professionals.

As a result we found that

- patchy improvement has been driven by the need to 'tick the boxes' of simple quality-control systems rather than by the desire to improve the student experience.
- many business schools still need to improve to reach satisfactory quality management; the leading schools are striding towards extraordinary quality achievement.
- many schools don't follow through: they collect data which should help them recognise and correct problems, but don't use that data to see and solve their own problems. School and institution managements lack commitment and stamina.

## The QuBE toolbox for quality in higher education

To address these problems we have developed and have assembled a toolbox of research reports, diagnostics, case studies, provocations and inspirations to help professionals in higher education improve their understanding, control and management of the quality of courses and modules. These are all freely available at [www.qube.ac.uk](http://www.qube.ac.uk)

To help you get the most from the research reports, we've extracted 'soundbites' and results 'nuggets', together with research summaries so you can check that items meets your requirements before downloading the full papers.

The QuBE Toolbox also offers a range of resources that will help leaders to attract support for the changes required for effective quality improvement initiatives.

- The Thinkpieces and the Quality briefings are designed to provoke informed debate.
- The case study collection features innovative good practices both in single institutions and in themed portfolios to facilitate comparisons.
- The Supporting resources offer proforma questionnaires and other assets that can be used to gauge the need for improvement and the degree of change achieved.
- The diagnostic tools include workshop designs and a number of original exercises including the 'QuBE Dialogue Sheet' and 'The Dean's Dilemma' which have proved extremely popular with both single and multi-institution groups.

Already, a number of institutions have taken and adapted QuBE tools, applied them successfully and given us excellent feedback (and this is all we ask).

The QuBE consortium set out to tackle the significant problem of poor quality management in business schools through an active programme designed to

- uncover the underlying problems, both contemporary and emerging, and barriers to change
- consult key stakeholders who can help or prevent improvement into effective networks
- develop a range of awareness-raising, diagnostic and problem-solving tools and methods to cater for local issues faced by institutions and the diversity of their base positions in QME
- pilot the tools with key stakeholders
- learn, refine tools and methods, and disseminate the results.
- leave behind networks and solutions which won't go away when the project team does.

The QuBE consortium is comprised of:

- Oxford Brookes University
  - University of Ulster
  - Nottingham Trent University
  - Leeds Metropolitan University
  - University of Winchester
  - Cass Business School, City of London
- and key UK national bodies concerned with quality, namely:

- The Association of Business Schools
- The Association of MBAs
- The British Quality Foundation
- The Higher Education Academy and BMAF (the Business & Management, Accounting and Finance subject centre)

together with Text Matters, our industrial partner for information design and dissemination.

