

**Internal Quality Management in Competence-Based Higher Education**

Communication Plan for Preparation Phase and Step 1

[Date]

Preparation Phase

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| **Phase** | **Purpose** | **Target Audience** | **Responsibility** | **Type of Communication** | **Materials** | **Timing** | **Feedback Information from Target Audience** |
| **Introduction to the Procedure** | Explaining the objectives and introducing the procedure, getting approval and support, obtaining resources, nominating IQM team\* members | Individual decision-maker (e.g. dean/rector, vice dean/rector for study affairs…) | Person in charge of quality management | Personal communication | A handout for decision makers,  Resource calculations | Starting point | Decision maker′s approval of the procedure and resources, |
| **\*\*Setting Up a IQM Team** | Explaining the objectives and introducing the procedure, motivating them to participate and having them agree to participate | Potential IQM team members | Person in charge of quality management, decision-maker | Personal communication or presentation | Handouts of PPT presentations for IQM team (short version for personal communication, long version for presentation) | After up to 2 months | Potential IQM-team members agree to participate |
| **Introduction to the Procedure** | Explaining the objectives and introducing the procedure, getting approval to start the procedure, approving the nominated IQM team members | Collective decision-makers (e. g. academic senate, board of deans, curriculum commission…) | Person in charge of quality management | Presentation at a meeting | Handouts of PPT presentations for decision-makers | After up to 2 months | Approval of the procedure and IQM team members |

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| **Student Involvement in Defining Competences** | Motivating and getting students involved in the procedure in order to be able to evaluate their perceived competences | Students | Appointed members of IQM team  (e.g. leader of the IQM team) | Presentation at an event for students,  Information on the departmental website, social networks | A handout for students | After up to 2 months | Personal communication/  responses on social networks show that students are informed about the procedure, with some prepared to be part of the IQM team |
| **Kick-off Meeting** | Informing participants about the procedure, appointing the IQM team leader (usually the person in charge of quality management), planning activities and designating responsibilities | IQM team | Person in charge of quality management | Workshop | Handouts of PPT presentations for IQM team (long version) | After up to 3 months | Workshop evaluation forms show: IQM team members are motivated to participate, understand the aim and timeline of the procedure |
| **Training IQM Team Members** | Familiarizing IQM team members with the procedure | IQM team | Leader of the IQM team | Workshop | Presentations, Handouts, Handbook, Group work | After up to 4 months | Training evaluation forms show: IQM team members are familiar with developments in EHEA, have an overview of the procedure, perceive of themselves as a team |

\*We suggest that the IQM team consist of the vice-dean for study affairs, person in charge of quality management, representatives of stakeholders (teaching staff (e.g. up to 10), students (e.g. up to 2), could involve also future employers (e.g. up to 2)). The procedure should be coordinated by the IQM team leader, usually the person in charge of quality management.

\*\*Personal communications or presentations inviting potential IQM team members to be involved in the IQM procedure could take place before their final approval by decision-makers or before the kick-off meeting.

Step 1

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| **Phase** | **Purpose** | **Target Audience** | **Responsibility** | **Type of Communication** | **Materials** | **Timing** | **Feedback Information from Target Audience** |
| **Defining Competence Areas** | Defining competence areas to be evaluated in the procedure | \*Individual decision-maker (e. g. dean/rector, vice dean/rector for study affairs)/collective decision-makers (e. g. academic senate, board of deans, curriculum commission…) | Leader of IQM team | Personal communication/Meeting | A handout\*\*,  list of competences | After up to 5 months | Competence areas are defined |
| **Training IQM Team Members** | Familiarizing IQM team members with the process of defining competences | IQM team | Leader of IQM team | Workshop | Presentations, Handouts, Handbook, Group Work | After up to 6 months | IQM team members know how to define competences according to five quality criteria, a draft list of competences has been prepared |

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| **Teaching and Support Staff Involvement in Defining Competences** | Informing teaching and support staff about defining the intended competences | Teaching and support staff | Leader of IQM team | Presentation for teaching staff (e.g. within departments, at the annual meeting or through written communication channels) | PPT,  Information on the departmental website,  Internal newsletter | After up to 7 months | Teaching staff know about the procedure and formulation of competences |
| **\*\*\*Employer Involvement in Defining Competences** | Inviting employers to provide input on required competences, defining competences | Potential employers | Leader of IQM team | e-mail invitation,  personal communication | A handout,  e-mail information | After up to 7 months | Agreement to cooperate in e-mail feedback information, personal communication |
| **Defining competences** | Defining intended student competences according to five quality criteria | IQM team | Leader of IQM team | Working groups | Pen and pencil,  list of competences,  Handbook | After up to 9 months | Competences are defined in written form |

\*Whether targeted audience is an individual or collective decision-maker (or both) depends on the institution.

\*\*Information on handouts could also be distributed through internal newsletters, institutional websites, or social networks.

\*\*\*Employer involvement is not obligatory.

## Background Information

This template was developed during the course of the project

‘Internal Quality Management: Evaluating and Improving Competence-Based Higher Education.’

