



Iraqi Universities
Performance
Improvement Programme

Proposed Scheme

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What do you think about following statements? Do you Agree or Not?

✘
“Quality” is not about Organisations Performance

✘
“Quality” is simply about complying with procedures

✘
“Quality” is only relevant for Organisations producing a Physical Object

“Quality” is about only meeting ISO 9001 requirements ✘

✘ “Quality” can be achieved by one person or one department and without the active engagement and involvement of Top / Senior management ✘

✘
“Quality” is the same for every organisation

✘
“Quality” is simply about achieving Certification

✘
“Quality” is not relevant for Educational Organisations

✘
“Quality” is just about creating documentation



What is “Quality”?

- Different people had viewed “quality” differently.
 - Meeting specifications?
 - Fitness for purpose?
 - Creating documentation?
 - Conforming to set documentation (procedures)?
 - Achieving certification against ISO 9001 standard?
 - What do you think??
- Concept of “Quality” existed for many years.
- Developed over time especially over last 100 years.
- Need to standardise understanding of the concept.

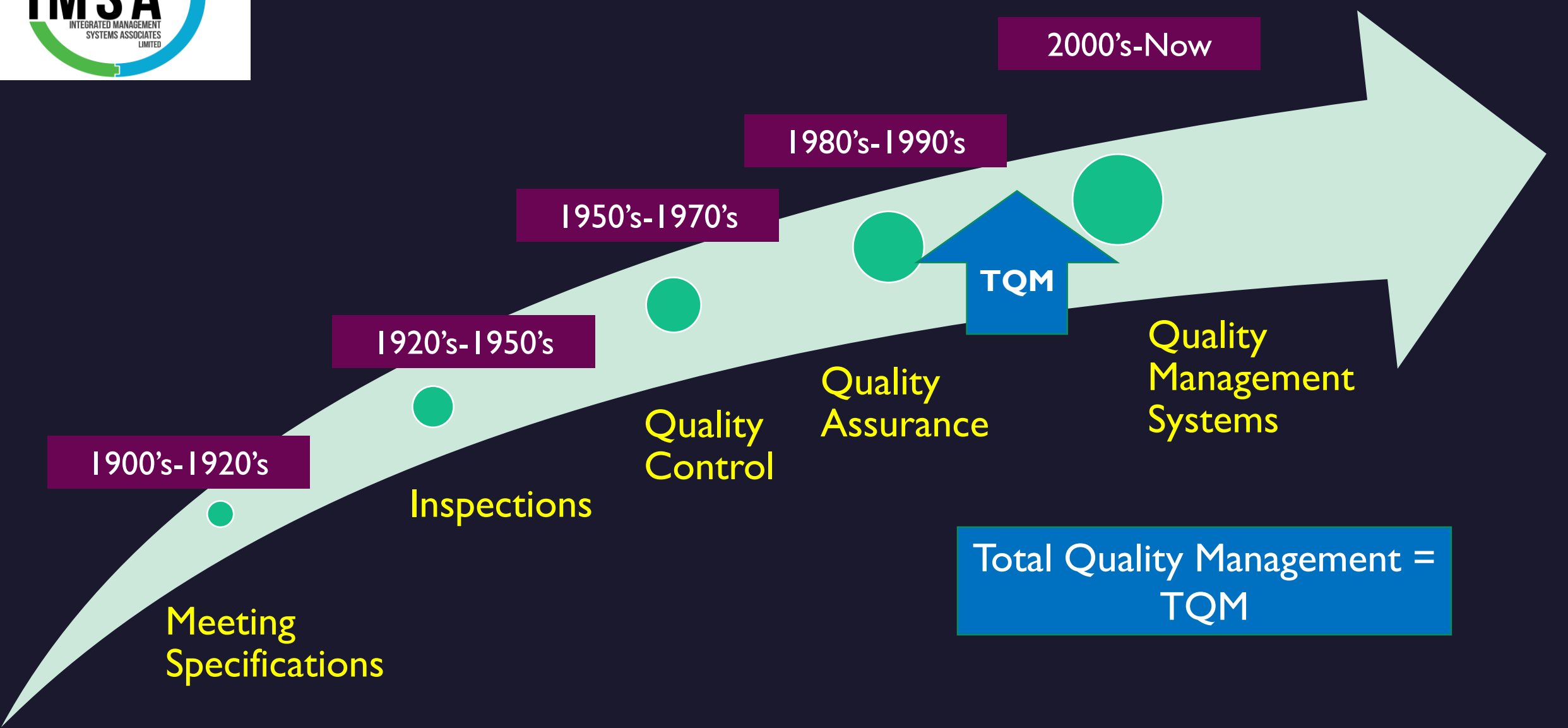


What is “Quality” really about?

- Quality is not just about:
 - Creating documentation
 - Following procedures
 - Receiving certificates
- Quality is definitely about:
 - Effective & efficient outcomes (outputs)
 - Stakeholders satisfaction
 - Safe operations & products
 - Minimising waste, errors & rework

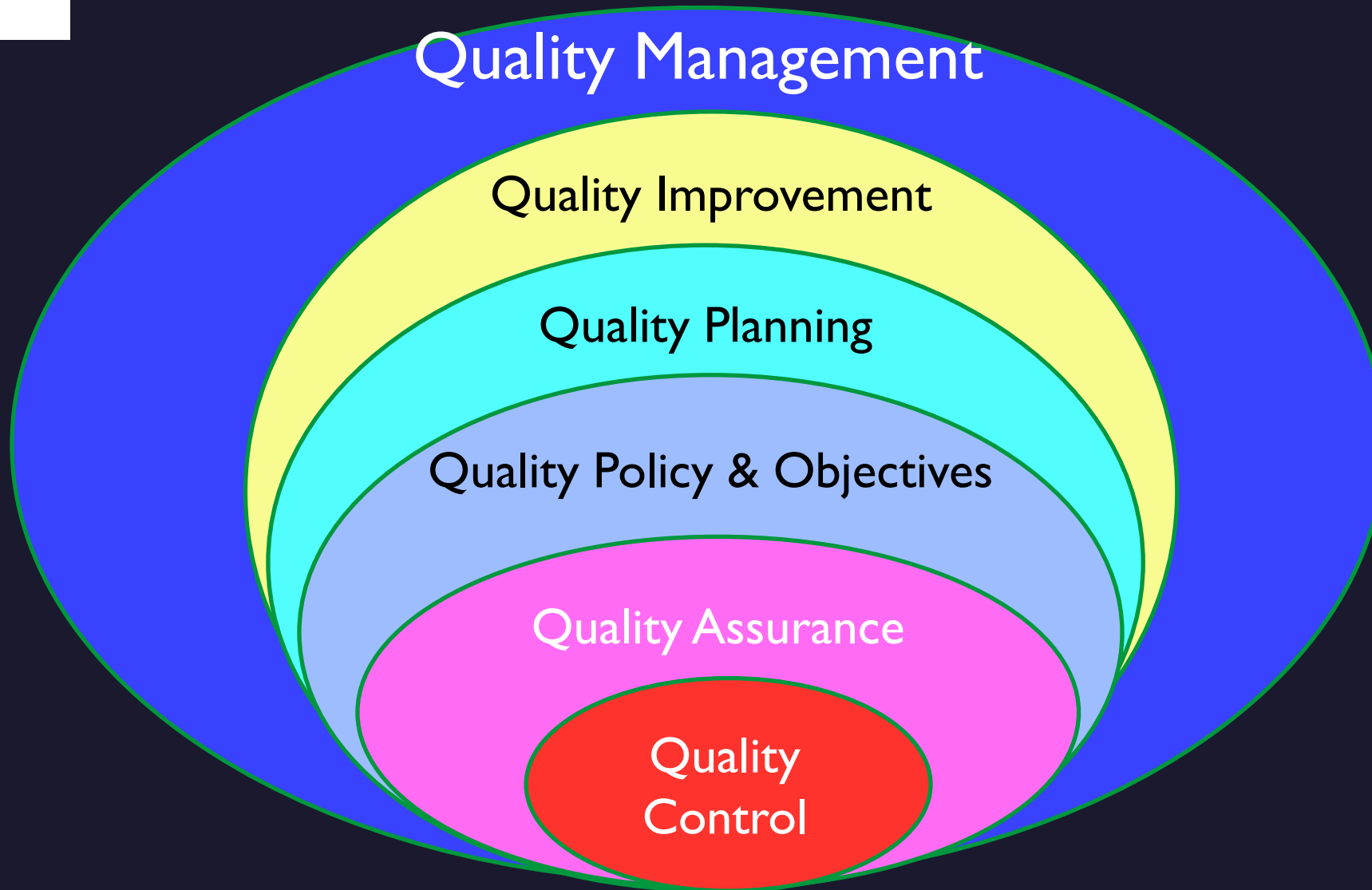


Evolution of Concept of Quality





Quality Management



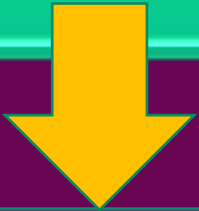


Iraqi Universities Performance

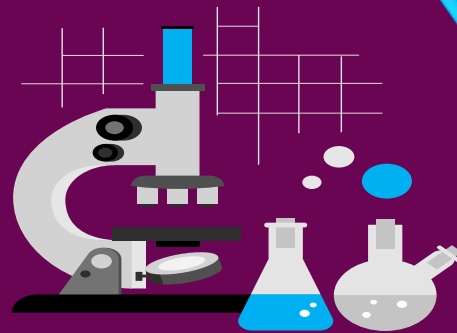
In order to achieve the required performance and strive to improve it, we need a Management System. *What is a Management System?*



Management System



It is not about just obtaining “Certification”



Performance Ranking Scheme



It is about delivering “Performance”



Educational Organizations Management System *(not just Quality Management Systems)*

- International standards

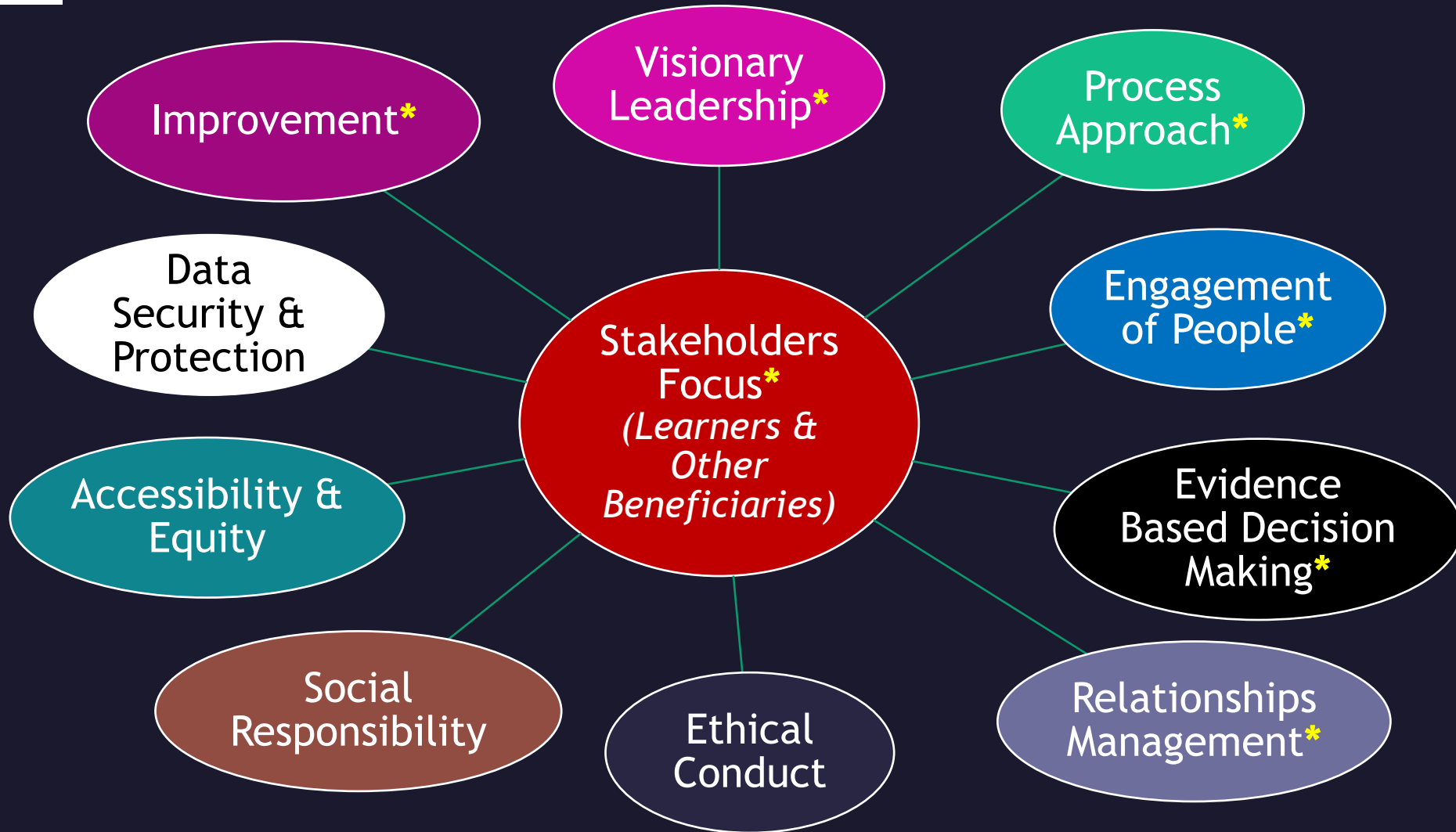
Not Only Standards

- ISO 21001: 2018 - Educational organizations – Management systems for educational organizations – Requirements with guidance for use
- Educational Management Systems
- Certification Bodies cannot receive accreditation due to absence of relevant part of ISO 17021.
- Arabic Translation Issues!!

- Stakeholders Needs & Expectations
- Legal & Regulatory requirements
- Organization's own needs
- Other



Educational Organisation Management Systems Principles, based on ISO 21001 (11 instead of the traditional* 7 for QMS)





Educational Sector ISO Standards Development

- Quality Management System Standard (ISO 9001 published in 2000); was a significant step - change in the form of introducing Process Management, Continual Improvement & for some Risk Management.
- Educational Sector decided to “standardise” & published an International Working Agreement in 2007 (IWA 2).
- Quality management systems – Guidelines for the application of ISO 9001:2000 in education
 - ISO 9001 - Requirements (shall); for a Quality Management System (QMS)
 - IWA 2 - Guidelines (should)



ISO Technical Committee (TC / 232)

- Standardization in the field of Education and Learning Services focused on, but not limited to
 - services;
 - **management systems;**
 - facilitators;
 - assessments;
 - terminology;
 - ethical conduct.
- TC will base its work on market needs, state of the art and feedback taking into account the net benefit of the interested parties and learners with special need.
- TC will take into account ISO's global relevance policy as regards the parts of the world not directly represented in the TC work.



Who Developed (ISO 21001:2018)?

- ISO 21001 was developed by an international cross-sectoral group of experts (WGI) working under project committee ISO/PC 288, Educational organizations management systems – Requirements with guidance for use.
- Eighty-six “experts” from 39 national standardization bodies were involved in developing the standard, with the added participation of stakeholder organizations from various educational sectors.



What is ISO 21001: 2018?

- All requirements of ISO 21001:2018 are generic and 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 21001:2018 can be applied to educational organizations within larger organizations whose core business is not education, such as professional training departments.
- ISO 21001:2018 does not apply to organizations that only produce or manufacture (*no delivery*) educational products.



What is ISO 21001: 2018?

- Specifies requirements (shall's) for an Educational Organization Management System (EOMS), when such an organization:
 - ✓ Needs to demonstrate its ability to consistently provide, share and facilitate construction of knowledge, while conforming with applicable statutory and regulatory requirements **Compliance**
 - ✓ Aims to enhance the satisfaction of learners, other customers and personnel through the effective application of its EOMS, including processes for improvement of the system **Improvement**



Nature of the Education Process

- Education differs from many other sectors in that a successful educational process maximizes the *chances* that a learner will succeed, though it cannot guarantee that outcome.
- The effort and capability of both the *learner* and *educational organization* are *crucial variables* for the educational process to be successful.
 - Learning involves the *internalization of knowledge, methods and skills*. The educational organization stimulates this internalization and provides the framework, input, processes and learning resources for it to take place.
 - However, it is the effort and capability of the learner that *ultimately* determines the success of the educational process.



Why it is Important?

(ISO 21001:2018)

- A critical and ongoing need for educational organizations to evaluate performance with respect to the *degree* to which they meet requirements of learners and other customers, in order to *improve*.
- ISO 21001 focuses on specific interactions between an *educational organization, the learner and other benefactors*.
- Current educational processes are becoming increasingly focused on co-creation where the traditional customer-supplier relationship is refined into a *collaborative partnership*.
- Standard gives *guidance* on how to deliver *quality* in this challenging environment.



EOMS (TC declared Linkages) & UN Sustainable Development Goals (17 Goals)

4 QUALITY EDUCATION



Ensure Inclusive & Equitable Quality Education & Promote Lifelong Learning Opportunities for All

10 REDUCED INEQUALITIES



Reduce Inequality Within & Among Countries

11 SUSTAINABLE CITIES AND COMMUNITIES



Make Cities & Human Settlements Inclusive, Safe, Resilient & Sustainable

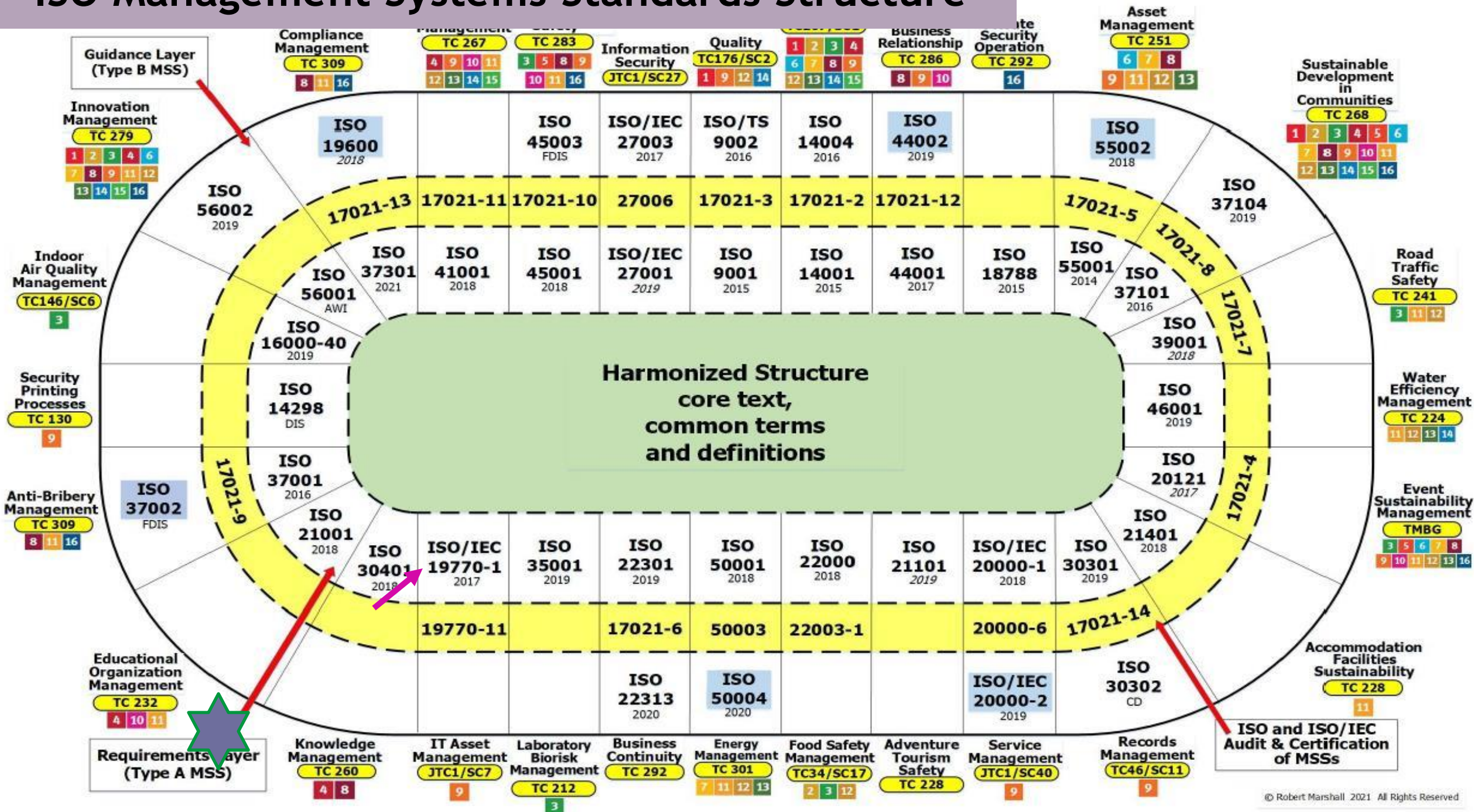


Requirements Applications

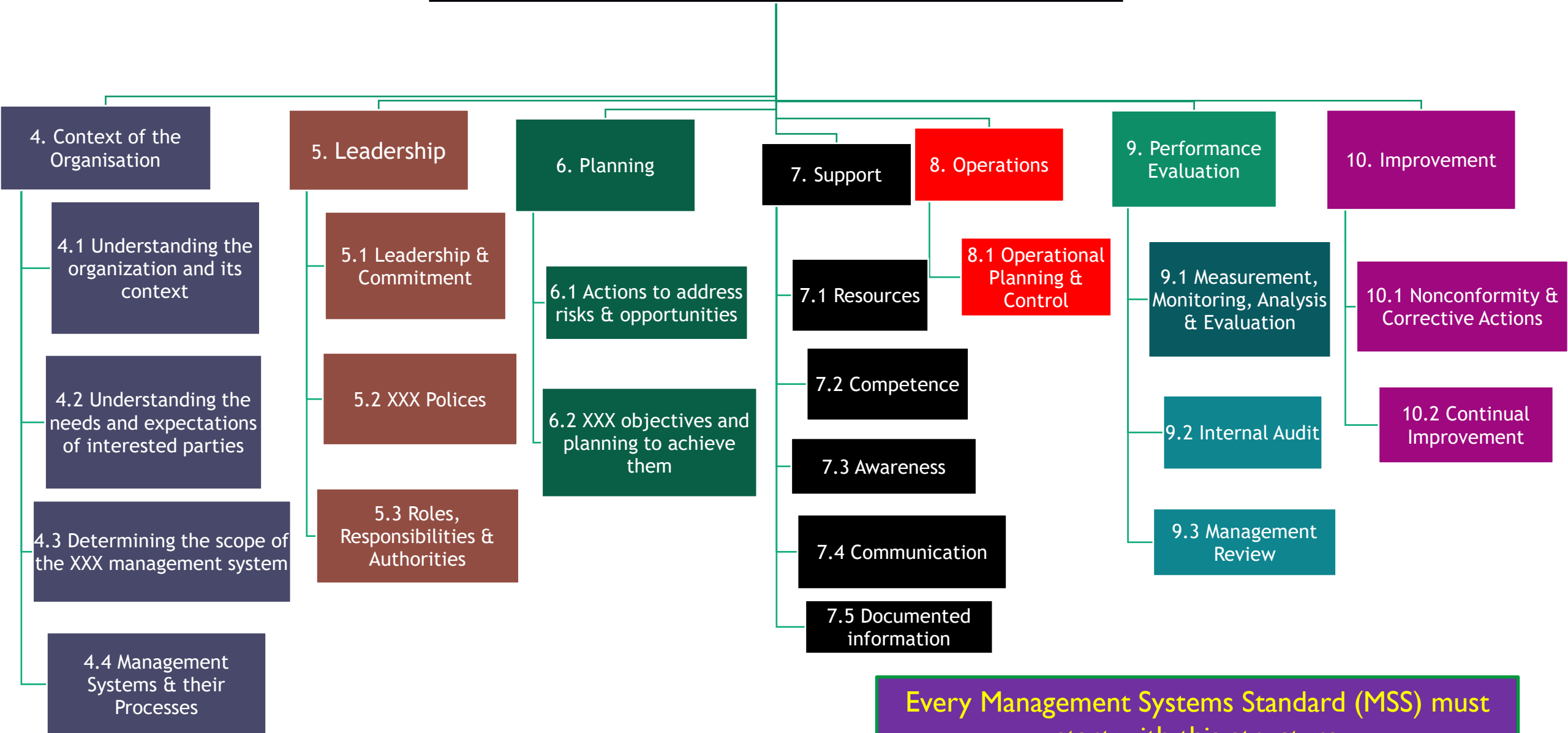
(ISO 21001:2018)

- All requirements of ISO 21001 are generic.
- Are intended to be applicable to educational organizations that provide, share and facilitate the construction of knowledge through teaching, training or research, regardless of type, size and the product and service provided.
- Standard applies to implementing management systems for any organization utilizing a curriculum to provide, share and transfer knowledge.

ISO Management Systems Standards Structure



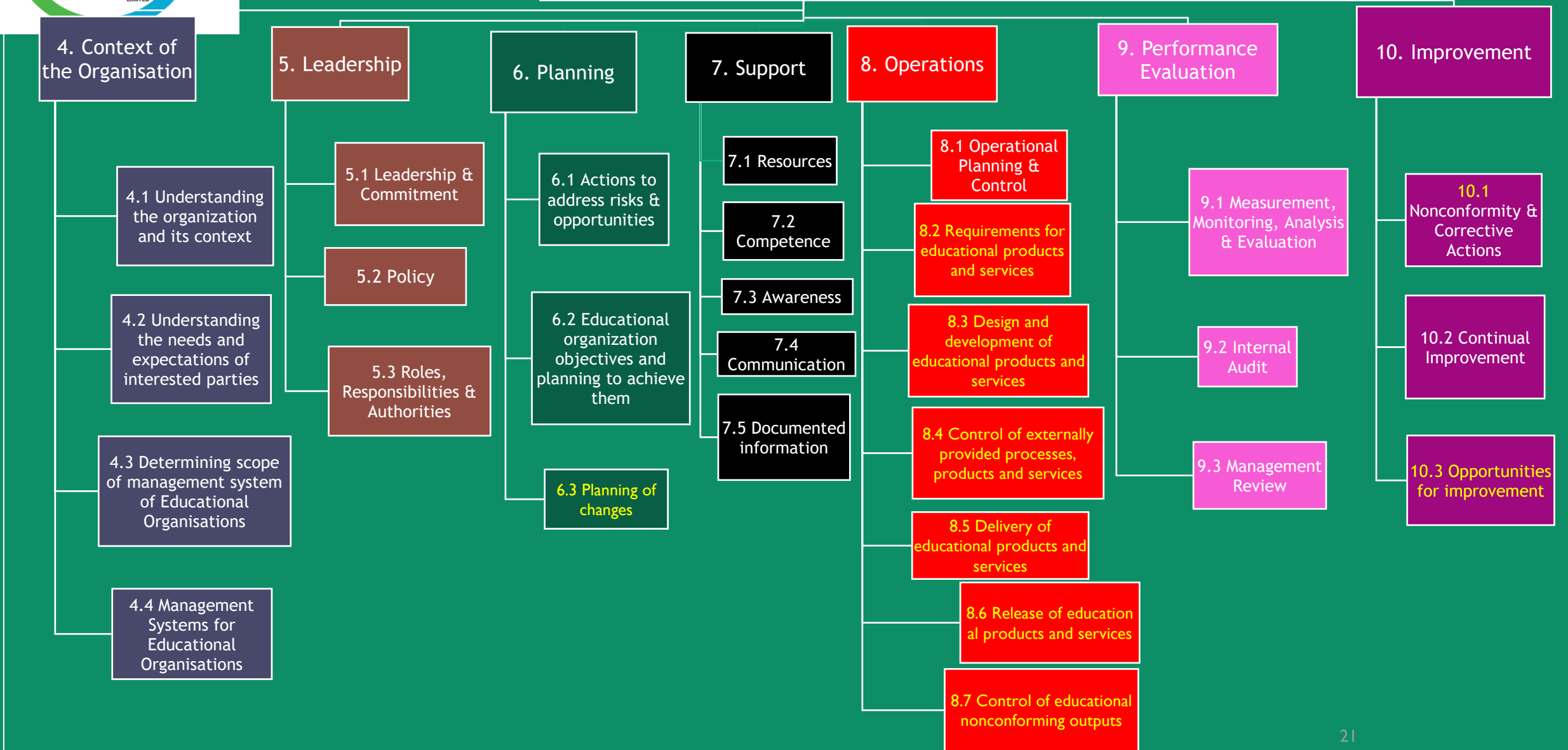
ISO Management Systems Standards High Level Structure (Annex SL)



Every Management Systems Standard (MSS) must start with this structure



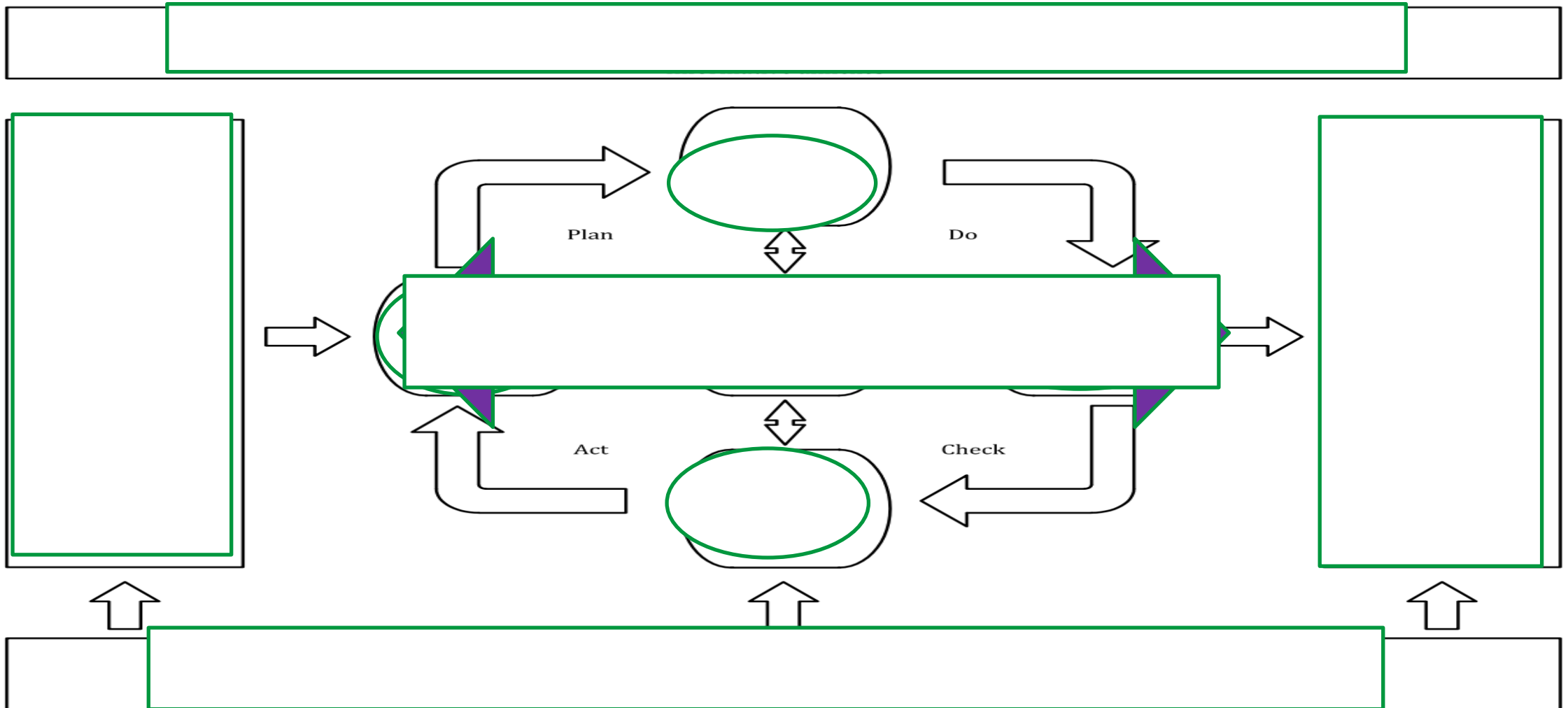
Educational Organisations Management Systems (ISO 21001:2018)





EOMS & ISO 21001 Structure / Model

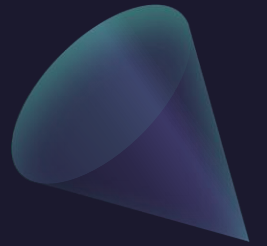
EOMS in the framework of ISO 21001





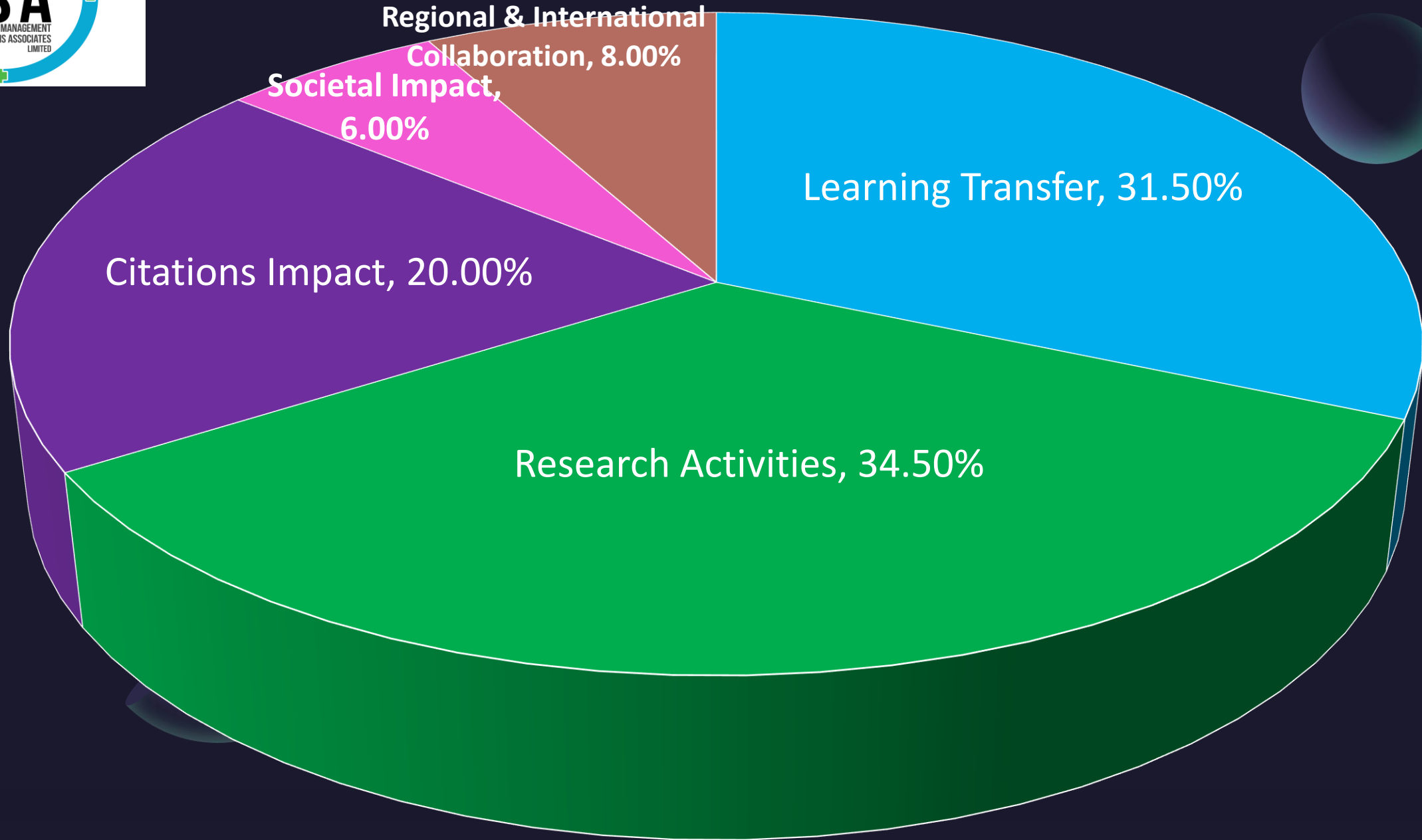
Proposed Universities Performance Ranking Schemes

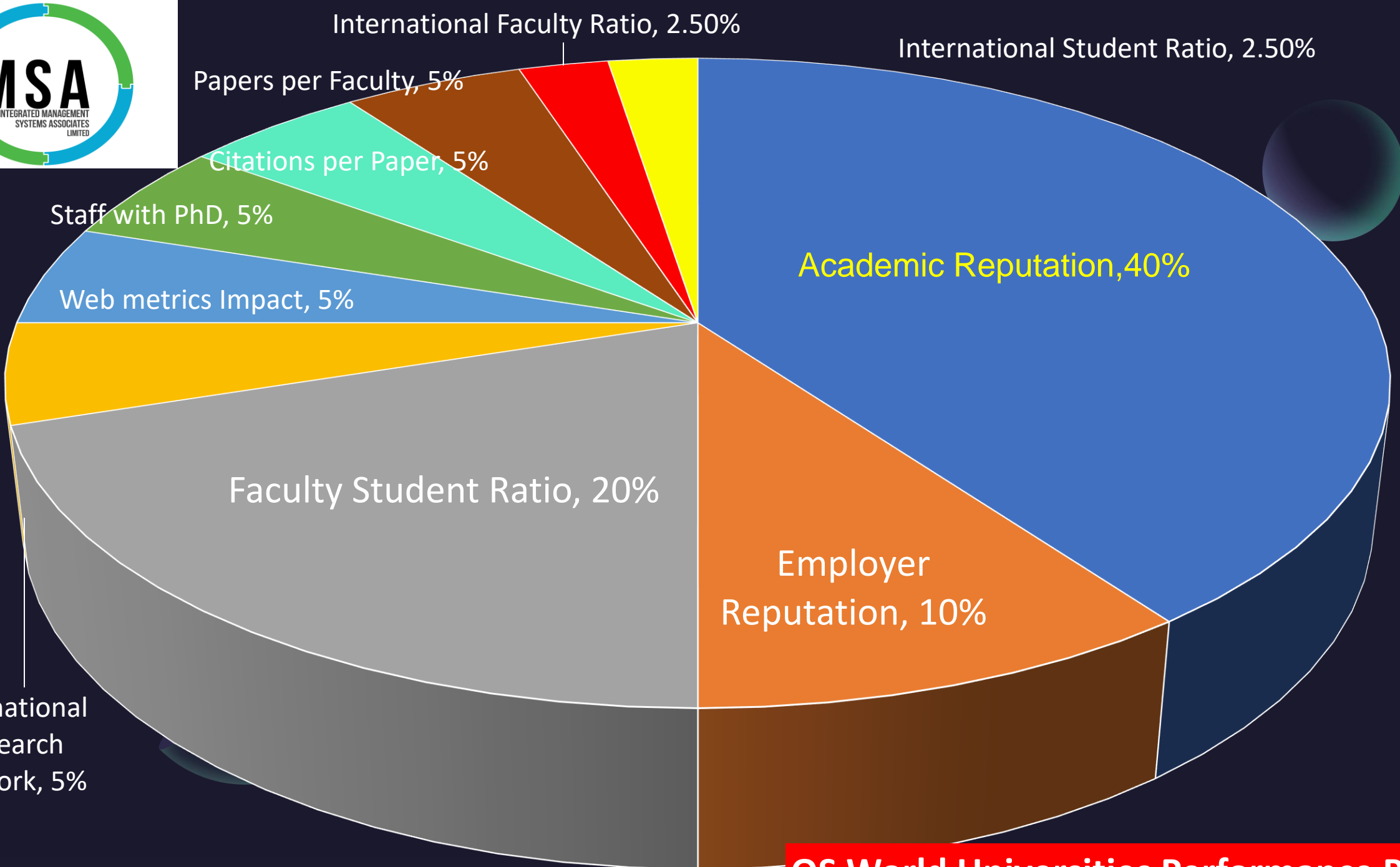
- Based on International Universities Ranking Schemes, such:
 - Times Higher Education (THE; Arab Universities Ranking)
 - QS World University Ranking
 - Shanghai Academic Ranking of World Universities
- Modified to include specific needs of Universities in Iraq
- All are based on Key **Pillars** and their constituents **Elements**
- Suitable Performance Monitoring Scheme to be developed for Universities in Iraq (*see later*)



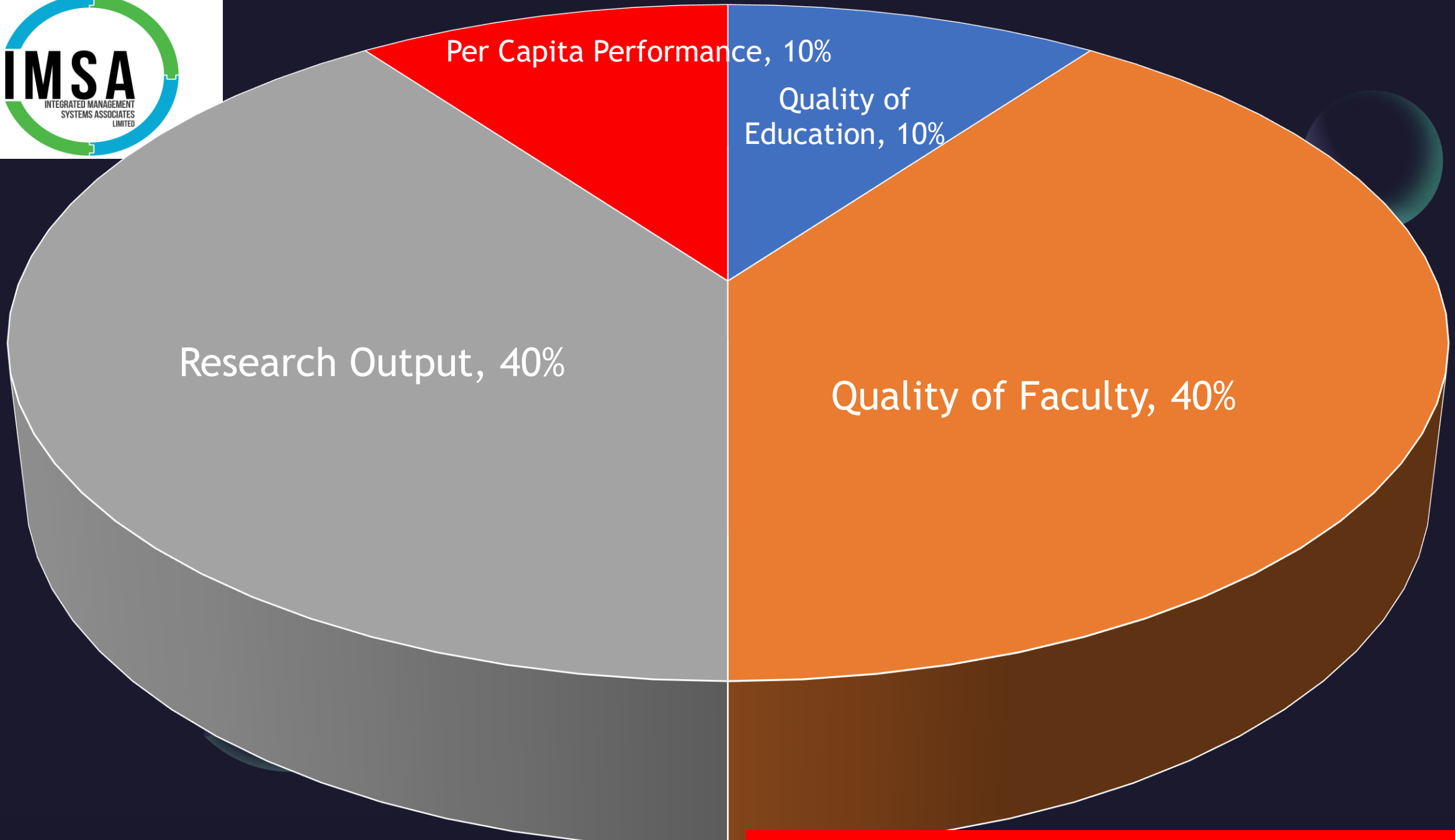


“THE” Arab Universities Performance Pillars



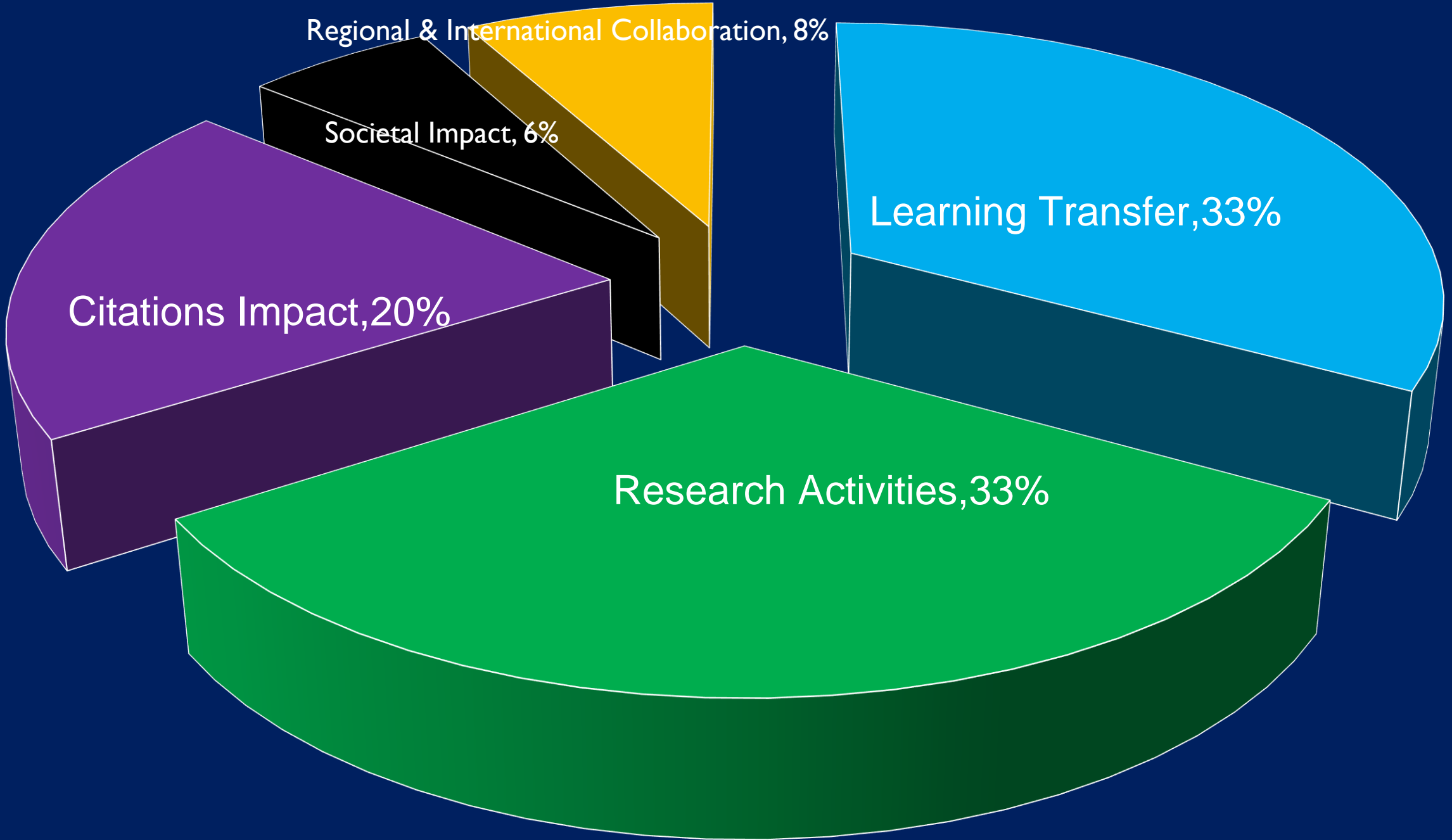


QS World Universities Performance Pillars

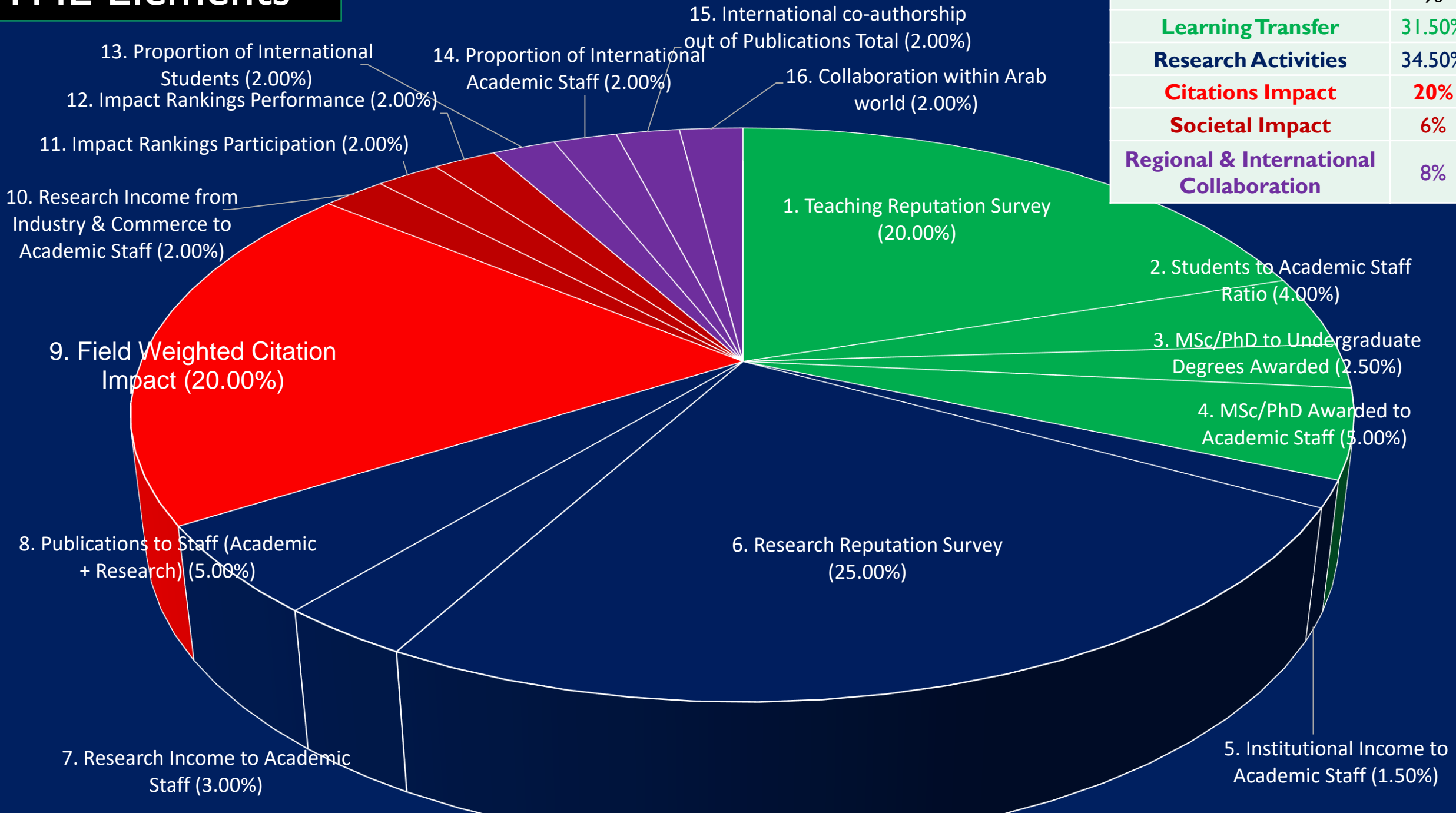


Shanghai World Universities Performance Pillars

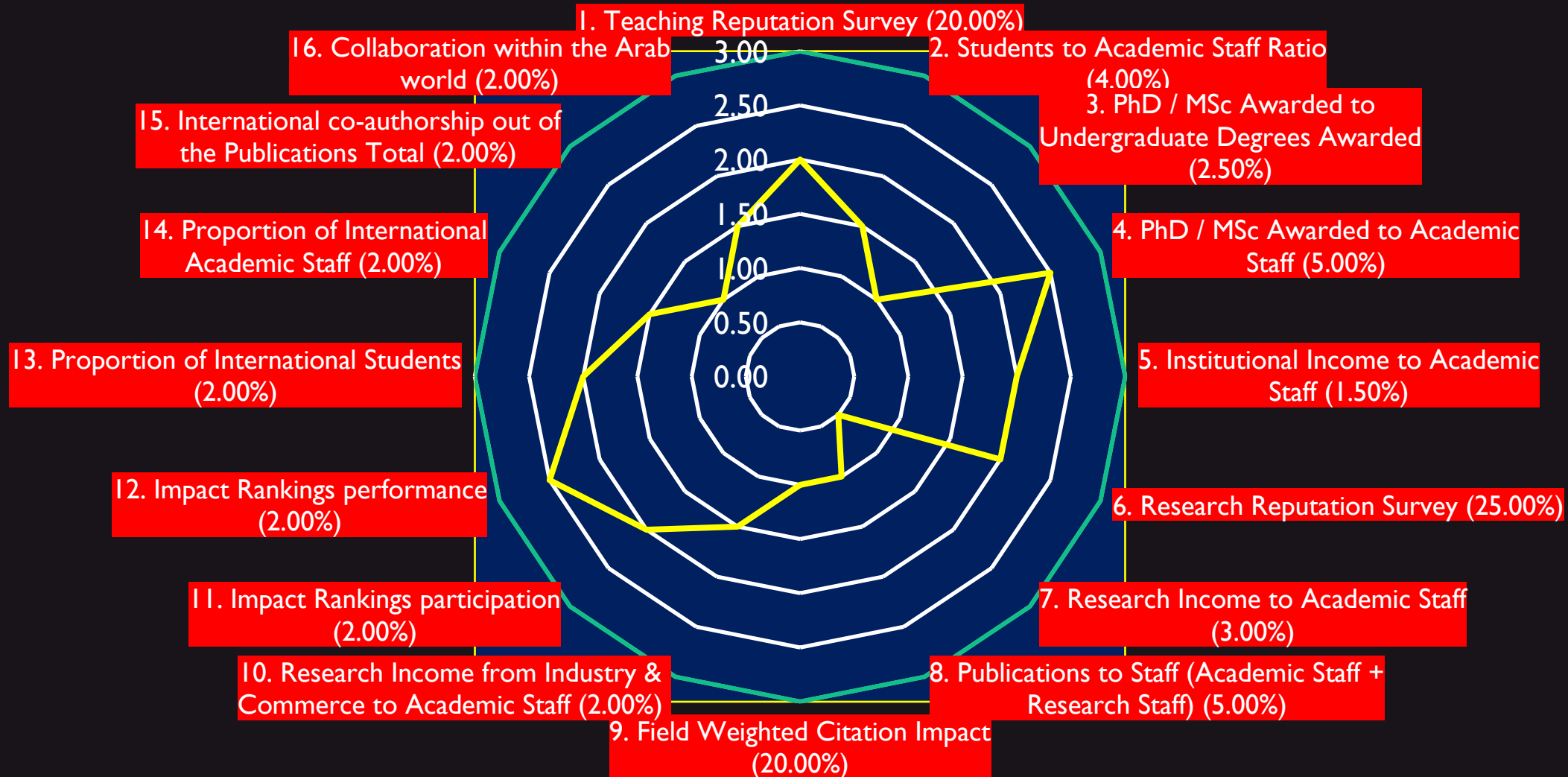
Proposed Iraqi Universities Performance Pillars



THE Elements



THE Arab Universities Performance Elements (Key Performance Indicators) Assessment



Total Score = \sum (Element Score x % Contribution); max. score = 100%, Example shown = **51.88%**



Iraqi Universities Performance Improvement Programme (*Roadmap*)

Survey of existing International & Regional Universities Ranking Schemes.
Understanding their Structure & Relevance.

Refined Proposed Scheme critically Reviewed.
Finalized Scheme Approved.

Once Proposed Scheme has been Validated and necessary Changes and Modifications introduced, then the Scheme is Adopted.

Research

Proposal Development

Proposal Approval

Proposal Validation

Scheme Adaptation

Developing a Proposed Performance Ranking Scheme for Universities in Iraq.
Review of Proposed Scheme.

The Developed Proposal is subject to Rigorous Validation Designed to Determine Suitability and Identify Improvements.



Proposed Competency Development Programme

- A training programme was presented to Ministry Of Higher Education in Iraq with the purpose of creating a Special Team, with the purpose of implementing and assessment of the effectiveness of Management Systems in Iraqi Educational Organisations (Public & Private)
- Training programme consists of following:
 - Management systems implementation practices (*40 hours; 5 days*), & +
 - Management Systems Assessment practices (*40 hours; 5 days*)
 - Rigorous Continuous & Final Participants Assessments
- Based on International Standards & Best Practices, in addition to any Schemes developed in Iraq.

Recommendations

- ✓ Enhance Focus on Establishing Effective Management Systems and not on *simply achieving Certification*.
- ✓ Establish a National Universities Improvement Scheme, specific to Universities in Iraq, based on International Standards, Practices and Ranking Schemes.
- ✓ Construct an Iraqi Improvement Team capable of leading a Performance Improvement Programme of Iraqi Universities, based on above National Improvement Scheme.
- ✓ Qualifying an Iraqi Assessment Team, responsible for assessment against above National Improvement Scheme.



Thank You

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