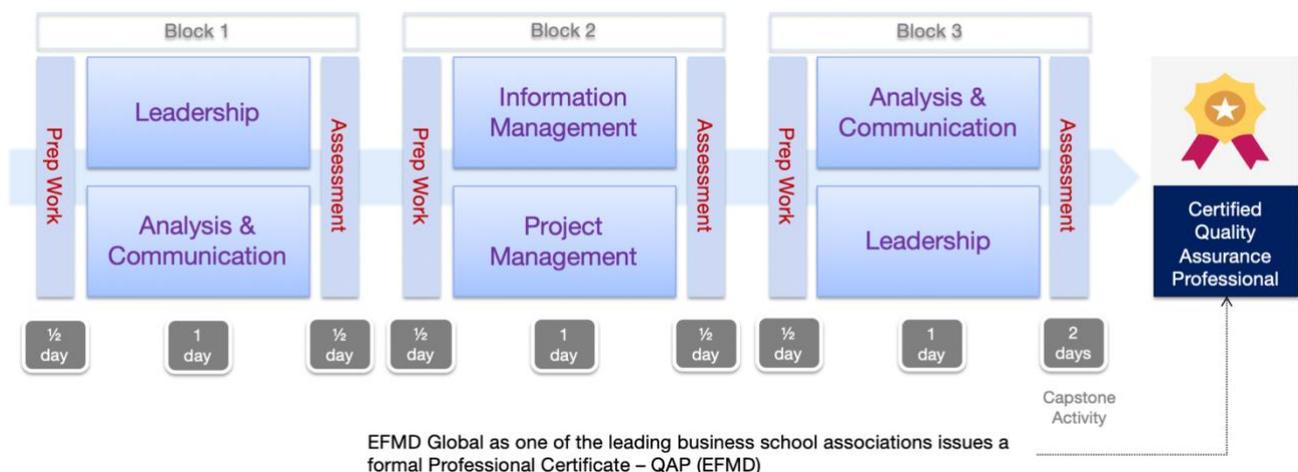# STRUCTURE OF THE PROGRAMME

The QAA consists of three block weeks and each block week includes two modules of four hours each. It emphasizes leadership training (Modules 1 and 6) as well as core quality management skills with an emphasis on analysis and communication (Modules 2 and 5). The program is complemented by training sessions in information management (Module 3) and project management (Module 4).

The QAA has been designed so that participants are able to step away from the day-to-day challenges of their work and strengthen their systematic understanding of what it takes to excel professionally in quality assurance / quality management (QA/QM). The focus is on raising the participant's comfort level in using the state-of-the-art toolset of QA/QM work, and on improving their effectiveness when interacting with team members, other colleagues or superiors. Participants will furthermore get a sense why curating and managing data is key for professional success and how data can be complemented with qualitative evidence to build their schools' quality narrative. They will also acquire a toolset for managing quality assurance projects as "projects" to ensure that activities are well planned, resources are committed prudently, and outcomes can then be achieved on time and within the pre-defined parameters.

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MODULES DESCRIPTION

Module 1:	Leadership I
Facilitator:	**Julie Perrin-Halot**
Module Title:	Empowered Leadership for Quality Assurance
Short Description	"You don't have to hold a position in order to be a leader." – Henry Ford, founder of the Ford Motor Company Leadership is not about authority and hierarchy. Nor is it something we are born with. It is about giving meaning to what we do and empowering others to work with us and for us. Quality assurance needs leadership to make it meaningful and effective. We will use this module to look at who we are as leaders and how to identify and leverage our leadership skills to be the most effective possible at driving our quality assurance agenda.
Module Description	Behind the tools and techniques that quality managers use to drive continuous quality improvement in their schools, leadership awareness and skills both empower their professional roles and help to make quality assurance a highly effective means for achieving operational and strategic excellence in their schools. This opening module of the Virtual QAA will explore the "softer" skills that facilitate leadership of the institutional quality assurance agenda. Participants will unpack what it means to "lead' as a quality manager and explore how they themselves fit into the wider leadership grid of their schools. The module will serve to reinforce the role of leadership in the quality manager's "toolbox". Module 6 will then pick up on these skills and tools to help you both inspire the quality assurance culture in your institution and to best assemble and deploy resources as you move forward on your QA journey.
Learning Outcomes	Participants will be able to: - Appreciate their own leadership styles and abilities, their strengths and weaknesses as leaders - Apply techniques and approaches relevant for leading "sideways" and "upwards" and with "limited authority" - Link their school roles as quality assurance leaders with their responsibilities of leading quality assurance (project) teams
Pedagogy	A flipped classroom pedagogy with interactive discussions and group work Small-group presentations focused on specific scenarios and individual and group reflection.

Module 2:	Analysis & Communication I
Facilitator:	Kim Watty
Module Title:	Your QA/M Role as a Pathway for Professional Success: Your Career, Your Journey
Short Description	Join this collaborative event with an open mind to share the QA context in your environment, consider the unique skills set for QA/M professionals-leaders and the team and how to engage and communicate with key internal and external stakeholders, to get the job done, (and make it enjoyable).
Module Description	This module is all about sharing quality assurance/management (QA/M) experiences, considering approaches to assist in the role, and reflect on how participants can improve their value add in the role The session will consider the functions of the QA/M role, where the role is situated in a complex business eco-system, techniques to assist participants in their practice, and how globally recognized business schools respond to accreditation standards and requirements in an environment of increasing QA demands and accountabilities. An important part of this module is how a variety of effective communications techniques, tailored to diverse stakeholder groups is a necessary part of the QA/M role, where continuous improvement as a key guiding principle.
Learning Outcomes	Participants will be able to: - Understand the context for QA/M in a business school and the unique skills set of the QA/M professional and the team - Learn how to engage effectively with diverse internal and external stakeholders - Consider and apply, tools and techniques that are essential for some typical QA/M tasks - Structure strategies for sustained professional development for QA/M managers and QA/M teams to ensure skills and knowledge development
Pedagogy	Create a respectful learning space that invites comment, questions, dissenting views and acknowledgement of good practice with all participants receiving "time" to contribute: Creative icebreakers, group discussion, problem solving in break-out sessions, polls, etc.

Module 3:	Information Management
Facilitator:	Benjamin Stévenin
Module Title:	"Sapere Aude" (Dare to Know): Data as a Competitive Advantage
Short Description	Creating "data awareness" in your institution and leveraging it to its full potential in your day-to-day operations
Module Description	This module aims at developing a deeper understanding and appreciation of a typical business school's IT framework. Participants will explore how properly managed data can enhance quality assurance/management (QA/M) outcomes. They will furthermore review different systems in place to create a better approach towards data management. We will look at various schools' examples and the different solutions they have put in place to create data repositories and how they ensure quality and granularity of data to provide the most accurate and meaningful basis for reporting. We will also analyse different best practice that Higher Education Institutions and different sectors have done in order to re-think their data process to create a clear information management
Learning Outcomes	Participants will be able to: - Analyse the complexity of data management and see the impact and the different stakeholders - Explore the link between the "business unit" and IT - Better leverage their data - Define a culture of quality in information management - Enable the usage of data to their full potential and stop the silo approach toward data.
Pedagogy	Case studies, group discussion, video, group assignment, discussion with QM specialist on their data process.

Module 4:	Project Management
Facilitator:	**Ulrich Hommel**
Module Title:	Mastering the Double Hurdle: Managing Projects Successfully and Managing Successful Projects!
Short Description	Learn how to tackle quality assurance work like a project manager – deliver on time, on budget, and (within your means) as specified.
Module Description	Quality assurance work is like managing a series of projects, some running side by side, others appearing as sequential tasks. This module focuses on the portfolio of essential techniques that help participants and the teams around them to get organized. It involves managing teams (not all belonging to a quality assurance department), aligning schedules, factoring in risks (budget and deadline overruns) and, most importantly, achieving clarity on project goals and communicating effectively on outcomes. Resource management is key as quality assurance work often relies on shared and temporary resources. The module will also tackle some of the common challenges of managing a quality assurance project such as lacking due diligence to confirm project feasibility, scope creeping as quality assurance professionals are "shooting at a moving (school) target", milestone tracking and problem feedbacking as well as conflict management within project teams. Participants will furthermore be able to familiarize themselves with various process modelling tools that can help them simplify and structure their day-to-day work. Simple exercises will demonstrate the benefits in comparison to an ad hoc approach. The standards of the Project Management Institute will serve as a reference.
Learning Outcomes	Participants will be able to: - Operate the basic techniques of project management that take account of project objectives, scope, expected time to completion, costs and resource requirements - Competently plan and control medium-sized linear projects - Use simple models for project management effectively - Competently manage projects in a team structure - Recognise ethical, social and cultural challenges that may impact project outcomes
Pedagogy	Reflection session, group discussion, case studies, break-out session, video analysis, process modelling.

Module 5:	Analysis & Communication II
Facilitator:	**Sarah Vaughan**
Module Title:	Positioning a Business School for Success: Structuring your School's Accreditation Story
Short Description	"The scariest moment is always just before you start. After that, things can only get better." ~ Stephen King. This session will give you the tools to manage the writing process for your school and share some of the best practices with story construction and dissemination.
Module Description	Positioning your Business School's story for accreditation purposes holds particular challenges, requiring you to evidence and persuade, through aggregate analysis of data, that you occupy a distinctive place for prospective students, students, faculty, alumni, community partners, accreditation agencies and donors. The process of preparing your self-assessment and strategic documents, whether for an initial or re-accreditation, brings together all stakeholder groups. Maintaining their engagement across the timeframe is critical and requires strong leadership skills and internal "marketing". This module will explore theoretical ideas, practical tools and insights to manage the process and identify best practices to construct and disseminate a persuasive and data-informed business school narrative. It will also identify the key phases of project management with internal and external audiences, including integrating external accreditation feedback into actionable plans and strategies to guide improvements.
Learning Outcomes	Participants will be able to: - Identify and develop the elements of a persuasive business school story, critical data to demonstrate educational strengths and weaknesses, and a "voice" which will sharpen your reports to the accreditation team. - Identify useful tools and resources to promote cooperation, enhance communication and expand participation from stakeholders across the business school. - Identify the personal skills to manage the timeline and cultivate a "culture of evidence" that nurtures and sustains continuous improvement. - Share practices, approaches and benchmarking with peers in support of innovation and success.
Pedagogy	Flipped classroom collaborative discussions, worked examples and case study, and interactive lecture.

Module 6:	Leadership II
Facilitator:	Amanda Gudmundsson
Module Title:	Seeing What Is Next and Acting on It: Lead the Quality Agenda Forward
Short Description	Quality assurance professionals will embrace insights from frugal entrepreneurship and other leadership models to ignite their leadership journey. The module will incorporate the leadership skills and tools developed in Module 1 to generate the confidence to inspire a positive quality assurance culture in their institution.
Module Description	The focus of the module is on the learner as a professional quality assurance leader and manager. Learners will critically examine and reflect upon the maturity and culture of quality assurance within their institution. They will build on the leadership skills and tools developed in Module 1 to enhance their School's quality agenda and culture. Alternative paradigms of leadership and entrepreneurship will be explored, empowering learners to acquire new insights and behaviours to enable them to span the contextual boundaries. The module will encourage learners to think creatively and identify novel ways to assemble and deploy resources to effectively lead quality assurance innovation and avoid accreditation fatigue. Mechanisms to monitor and maintain the culture of quality assurance will provide learners with the confidence to lead by influence.
Learning Outcomes	Participants will be able to: - Examine the maturity of the quality assurance culture of their institution; - Develop insights from alternative leadership paradigms and frugal entrepreneurship to acquire new approaches for assembling resources; - Acquire confidence to lead by influence and expertise, spanning contextual and functional boundaries to establish or strengthen a culture of quality; - Identify associated roles, responsibilities, and mechanisms to drive a quality assurance/management culture; - Lead and communicate effectively on the future of quality assurance / management inputs and results.
Pedagogy	Critical reflection and examination of institutional policies and practices with plenary discussion, breakout sessions and paired one-on-ones with small-group presentations focused on problem vignettes, individual reflection and planning.