

## Explanations of the analysis of the data that can be done within the EduPlan project

### 1. The questionnaire

The analysis is designed alongside the questionnaire of EduPlan. The questionnaire contains four important subjects of quality: Planning, Implementation, Evaluation and Review. This corresponds to the so called PDCA-wheel (plan, do, check, action) that is common to many quality management systems.

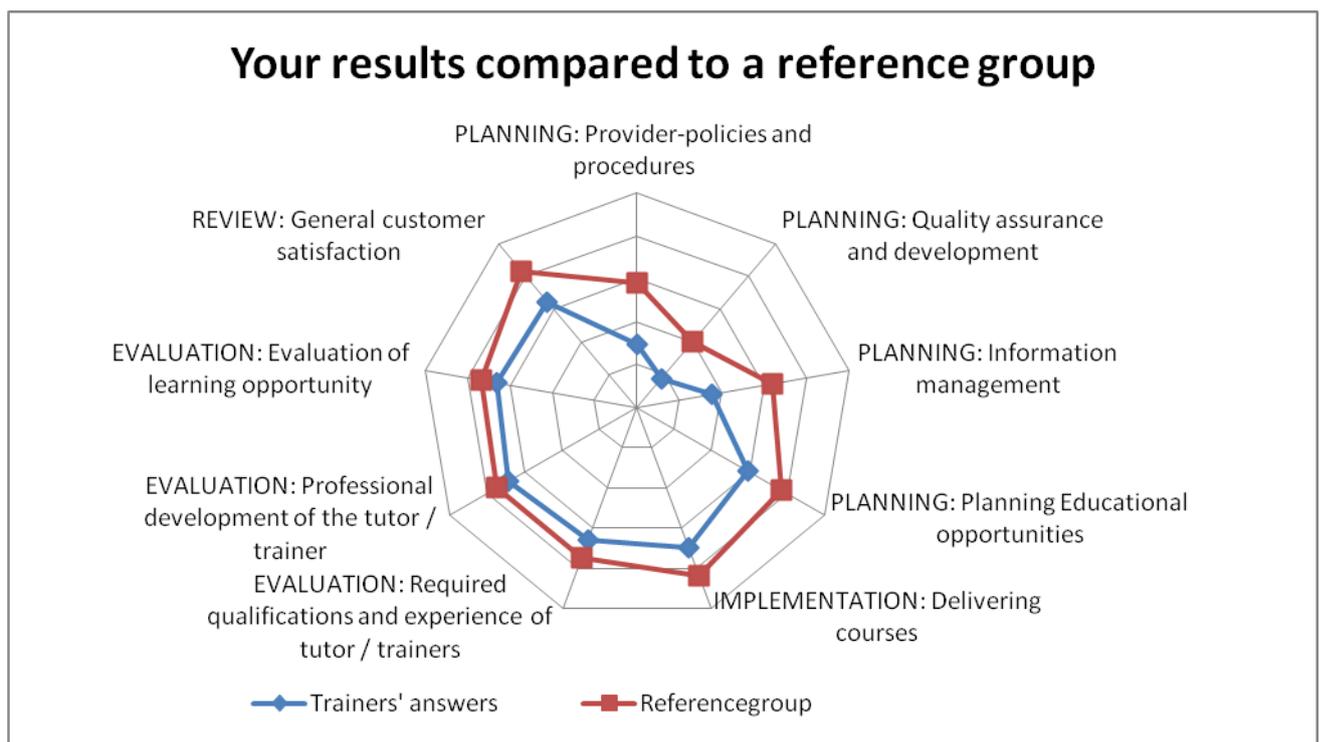
The four subjects are subdivided in scales such as “Delivering courses” and “Assessment of learning success”. Each scale consists of several items including questions that were answered by the providers, the teachers and the learners. In order to give an accessible overview of your results we do not report the answers to each question. We will tell you the average score of each scale of subject. The average score is calculated from the given answers. Missing data will have no effect on the calculated mean.

### 2. Types of feedback

The feedback you can get is structured along four questions all of them concerning the organization you are representing. All of them are done separately concerning providers, trainers and learners.

#### 2.1 Benchmark concerning a reference group

At first you might know something about the behavior of your organization compared to a reference group. You can choose a reference group on your own and then the tool compares the average values of the answers that were obtained from your organization to the average values of the answers given by the reference-group. The results are organized as a spider-net as can be seen in the following example concerning the trainers (The data is constructed by the authors of EduPlan):



The spider-net is consisting of 5 grey lines representing 20 percent of the agreement to the scales.

In this example the trainers of the reference-group agreed that there is regular feedback, comprehensive evaluation results and promotion procedures (these were the questions asked) and scored these aspects 80% out of a possible 100%. (See spider-net results: Scale REVIEW: General customer satisfaction).

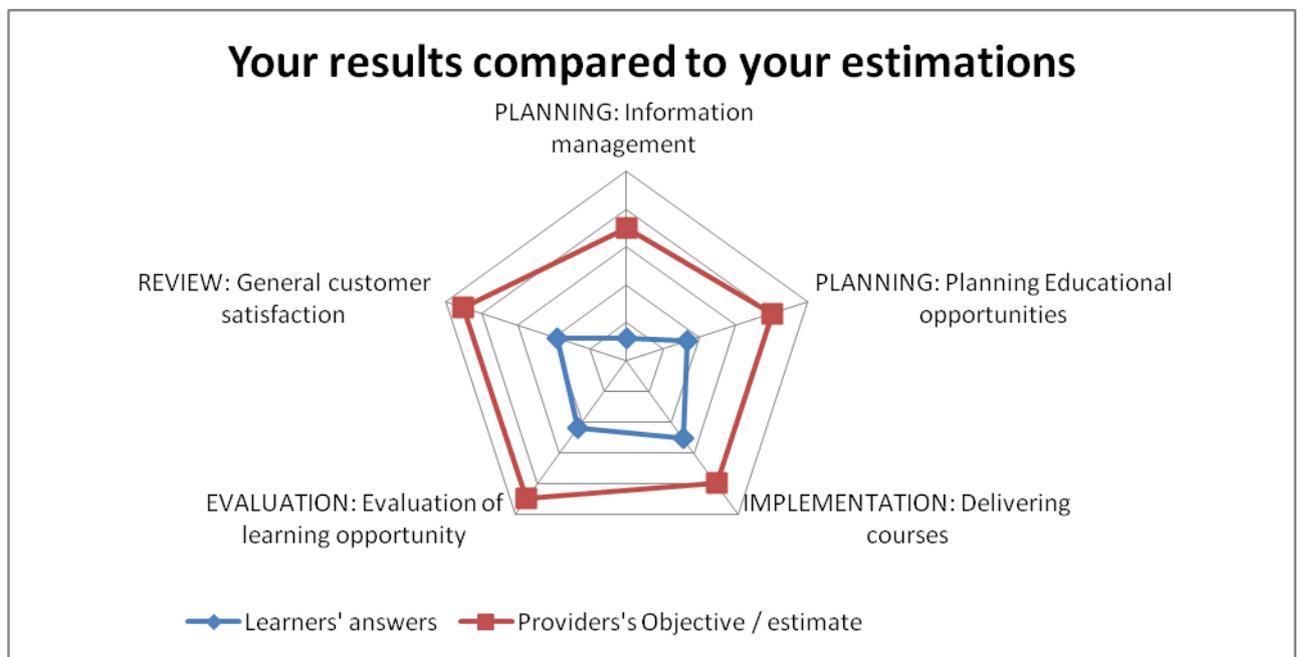
Compared to this the answers of the trainers working at your organization are a little bit worse. So you can say that the general customer satisfaction as it is perceived by the trainers of your organization is less than the customer satisfaction perceived in the reference group.

In general you can see that your organization is comparable to the reference group concerning the evaluation. Planning quality improvement does not seem to be very important in your organization and in the reference-group, but the average scores of your organization are about 20 percent less than the scores of the reference group. In this case the scores in your organization are higher than the scores of the reference group. Now it's up to you to draw conclusions out of that result.

## 2.2 Benchmarking

You might want to set a benchmark drawn from your visions about your organization. What are the topics of quality focused in EduPlan that you want to be good at?

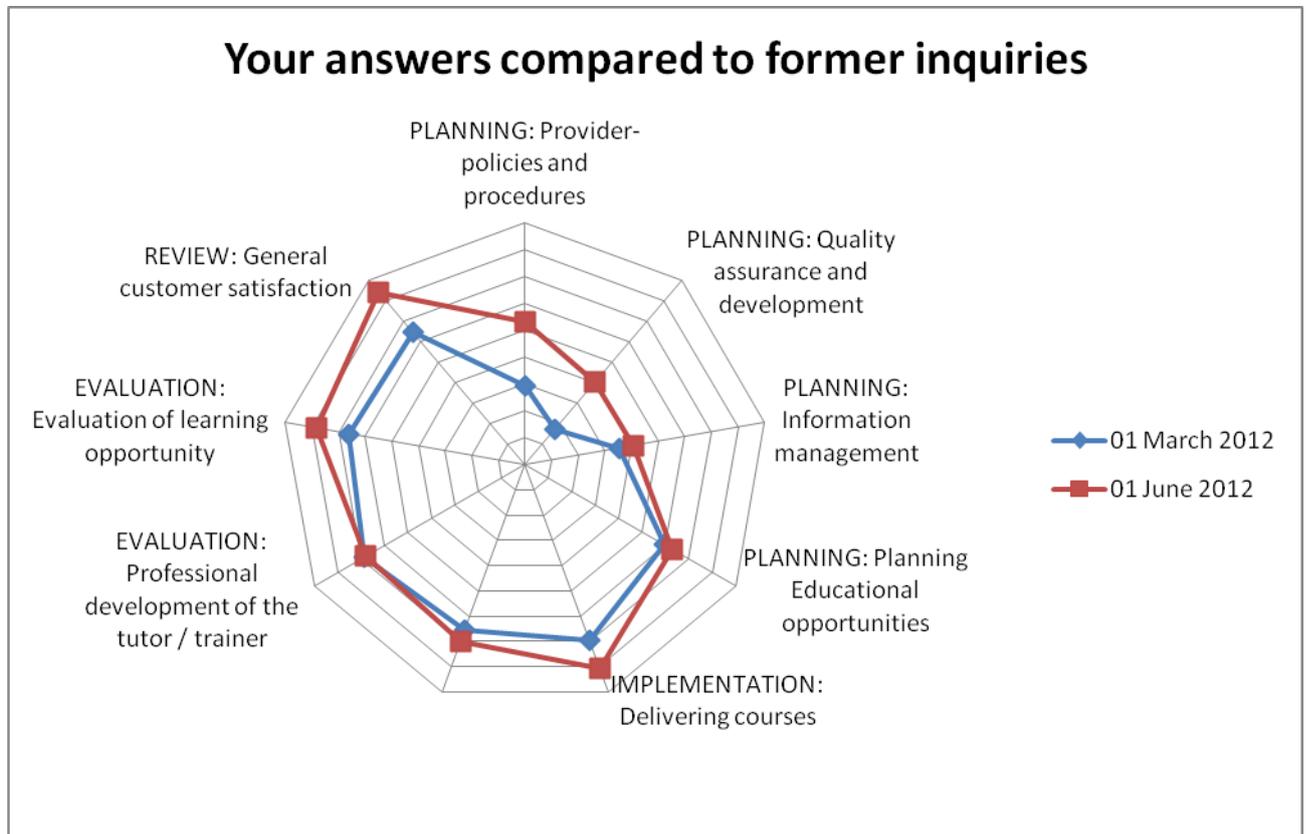
To calculate this benchmark you are asked to give an estimate to the answers in the three groups. You can then compare your answers with answers from trainers, learners etc. The results again are presented in the form of a spider-net:



In the example above you can see that the provider largely overestimates the answers of the learners. His objective for Customer satisfaction is about 90 percent agreement but in fact it is 40 percent concerning the learners. So in general you can say that learners do not perceive what is done to improve the quality of the organization's performance.

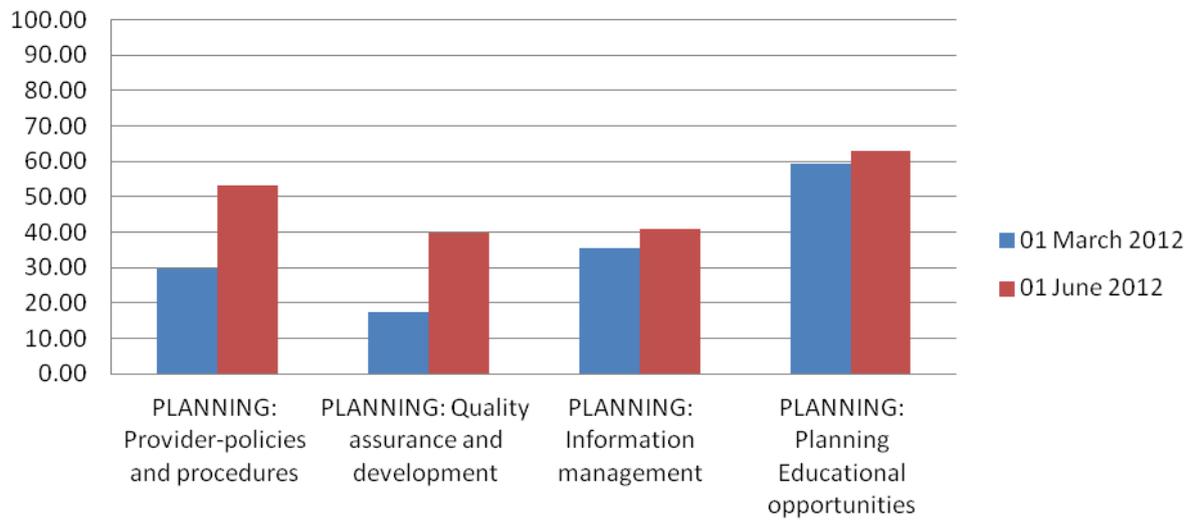
### 2.3 Benchmark concerning changes

In the third benchmark we assume that an organization was participating in the EduPlan questionnaire at least two times. So you can ask about changes that happened in the meanwhile. Again the results are presented as a spider's net:



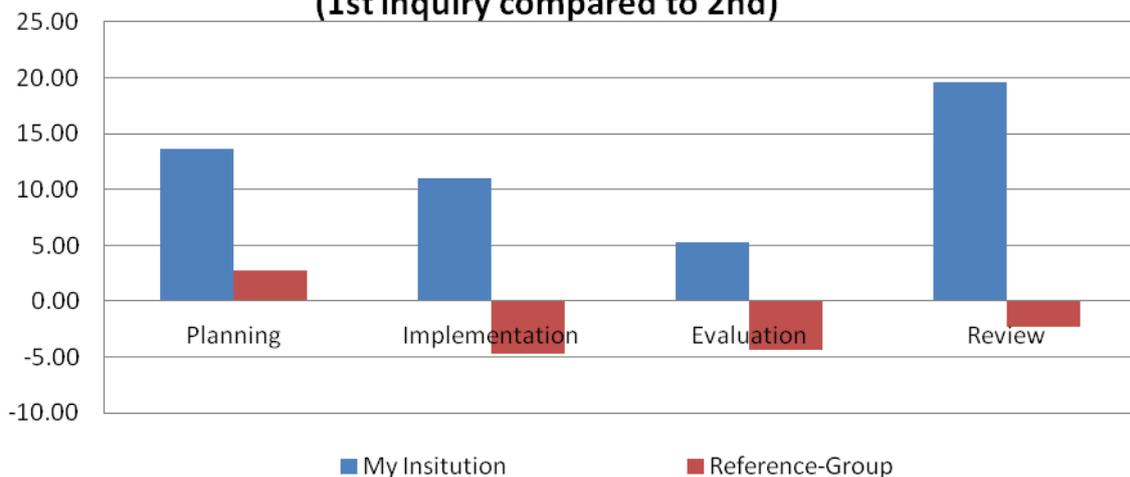
As you can see the perception of the quality management in the organization improved in nearly all topics between March and June 2012. The perception of the Provider's policies and procedures improved from 30 to 50 percent as well as the perception of quality assurance. Nearly no changes can be seen concerning evaluation. The following bar-chart that is also available in the tool expresses the same result, so you can choose between two ways of representation:

## Your answers compared to former inquiries (Planning)



Maybe you are also interested in combining benchmark 1 and benchmark 3 and ask the question whether the change in your organization is greater than the change that happened in a reference group. This question can be answered using the following bar-chart:

## Comparison of change: Trainer (1st inquiry compared to 2nd)



The bars represent the differences of the average scores concerning each of the subjects of the questionnaire. They show the differences of these scores between the first and the second inquiry. For example the difference in "my institution" concerning the subject Review is nearly 20 percent meaning, that there was a gain 20 percent between the first and the second inquiry. So the perception in this organization got much better. As the score of the reference-group is slightly negative you can see that it got a little worse there.

## 2.4 Benchmark comparing the answers of the Providers, Trainers and Learners to corresponding questions

In the last benchmark you might know something about the differences concerning the perspectives of each of the three groups that were asked to fill out the questionnaire. As you might remember there are some questions about the same topic that should be answered from the perspective of each group. For example providers are asked the question: “Are trainers supported to implement quality improvement plans?” and trainers are asked: “Are you supported in implementation of quality improvement plans?” Do the trainers realize the efforts the provider tells us e.g. in supporting their work? This question is answered in two ways: The first is a detailed table comparing the average score of one group a frequency-table of the other. Here there is an example:

Provider		TRAINER					
PLANNING Provider-policies and procedures							
		never	rarely	sometim es	most of the time	always	
Does a mission/vision statement exist in your organisation?	75	0	1	2	1	0	Do you understand and implement the mission/vision statement?
Do policies and procedures help you to achieve the vision?	88	0	2	2	0	0	Do policies and procedures help you to achieve the vision?
Are the policies and procedures communicated to and are available to the Learners?	50	0	3	1	0	0	Are the policies and procedures communicated to and are available to the Learners?
Are these procedures implemented and regularly updated for staff?	63	4	0	0	0	0	Are these procedures implemented and regularly updated?

As you can see from the table (last two lines) the providers answer that the quality procedures are communicated to the learners and updated for staff at least sometimes (50 and 63%), but the trainers do not realize that. In one case all trainers say ‘never’ in the other case only one of them says ‘sometimes’. So there is a big difference in the perception of providers and trainers and the provider should have a look at possible reasons for that.

To give an overview of the concordance the percentage of answers to the corresponding questions is calculated where the answers of Providers and trainers met (23%), the providers perceive more quality activities than the trainers (71%) and the providers underestimated the amount of quality activities as perceived by the trainers (6%)

## Comparing the answers: Provider - Trainer

