

QUALITY MANAGEMENT AT FET COLLEGES

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ABSTRACT

The following paper intends to provide an overview of the GTZ approach to develop a holistic and sustainable management system which allows organisations involved in skills development to manage effective and efficient service delivery. The development process is based on facilitation of internal resources of the organisation, where capacity building and acceptance of ownership guarantees sustainability of the system. Pilot projects with Education and Training Authorities (SETAs) have shown significant quality improvements of service delivery, internally and externally.

The GTZ QMS development process is focussed on the organisations processes, based on empirical knowledge, that product or service quality is the result of processes, which do not match the organisational structure or hierarchy in all cases. Based on the principle, that the organisation should follow processes, and not vice versa, organisational development is part of the quality management development process.

BACKGROUND

In order to achieve given objectives of Skills Development in South Africa – improving living standards, increasing productivity levels, and becoming highly competitive in the world market - all involved stakeholders and role players within the system have to operate effectively and efficiently. One of the major yardsticks in achieving this is the establishment of compatible Quality Management Systems (QMS) for all organisational processes of institutions in Skills Development. This involves key role players on macro-, meso-, and micro-level of the South African Skills Development system. These include Government Departments, Sector Education and Training Authorities (SETAs), the South African Qualifications Authority (SAQA), and training providers such as Further Education and Training (FET) Colleges.

After having supported various SETA's in the development of their own Quality Management System, the need to link this model to major providers, e.g. FET Colleges, became obvious. On request of some colleges in the Western Cape Province, GTZ initiated a pilot project with three colleges in order to develop a QMS model which could be used as an implementation tool for other FET colleges in South Africa.

The first part of the project, the development of a holistic QMS according to the needs of the organisation, has successfully been completed with one of the colleges, which is the first college in the country to have a Quality Management System in place. The GTZ QMS development approach is based on ISO 9000:2000 requirements and will enable colleges to become ISO 9001 registered.

In this paper the basic principles of a Quality Management System Implementation Tool for FET colleges will be addressed theoretically and with practical examples.

QUALITY MANAGEMENT PRINCIPLES

The GTZ Quality Management System approach is based on eight principles:

1. Customer/client focus: whatever is delivered from a process should meet customer expectations. Prerequisite: The process owner has to identify the process customers and their expectations
2. Leadership: Management has to create an environment which enables all staff members in the organisation to achieve organisational objectives.
3. Involvement of People: Everybody in an organisation has to know about his/her role and importance within the organisations processes.
4. Process approach: Quality originates from processes. If processes that deliver products or services are designed to deliver quality, outcomes will meet quality requirements and consequently achieve customer satisfaction.
5. System approach to management: Management should strive to perceive the organisation holistically by identifying, understanding and managing interrelated processes. Processes within an organisation are linked together like an organism: if one process is changed, the entire system will change.
6. Continual improvement: Monitoring and evaluation of processes, their inputs and outcomes, have to be utilised to initiate improvements on a continuous basis.

7. Factual approach to decision making: Decisions should be based on the analysis of data and information. Monitoring and evaluation of processes, inputs and outcomes are the basis for informed decision making.
8. Mutually beneficial customer/supplier relationship: Organisations and their suppliers/providers are interdependent. A mutually beneficial relationship enhances the opportunities for both to create value in a win-win relationship.

THE QMS DEVELOPMENT APPROACH

The step-to-step QMS development approach is shown in following table:

Step 1 : Agreement on QMS principles	- Buy-in from management and staff in QMS principles
Step 2: Define scope of the QMS	- Analysis of the organisational structure - Definition of interfaces to governance structures, stakeholders and partners - Definition of the QMS scope
Step 3: Define quality policy and objectives	- Analysis of the college strategy - Identification of quality objectives - Development of Quality Policy
Step 4: Identify college processes	Identify processes within the scope of the QMS: - Management processes - Core processes - Support processes Identify process customers Identify process owners
Step 5: Develop process map	Develop map of processes with linkages and dependencies. The process map provides a complete picture of how the college works.
Step 6: Define processes:	Identify sequence of activities and process flow. Develop templates and/or flow-charts with inputs, activities, outputs, measurements and supporting documents

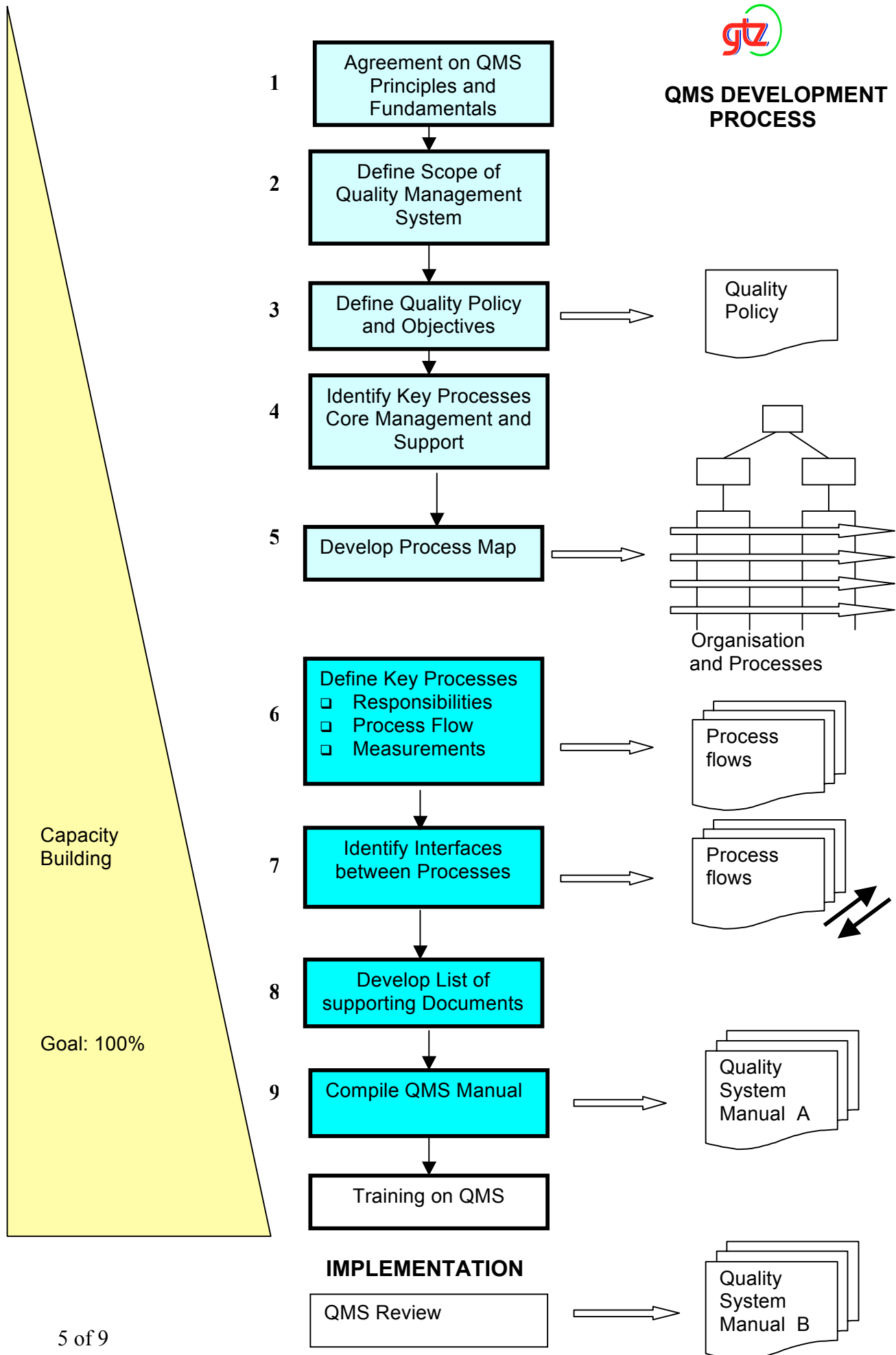
Step 7: Identify and define interfaces between processes	Clarification of gaps, overlaps and interferences
Step 8: Develop list of supporting documents	<p>Identification of supporting documents for each process:</p> <ul style="list-style-type: none"> - Policies - Guidelines - Procedures - Checklists - Forms - Other QMS controlled documents
Step 9: Compile QMS Manual	<p>Typical content for an FET QMS Manual:</p> <ul style="list-style-type: none"> - Introduction to QMS by the CEO - Scope of the FET College and scope of QMS - Organogram - Quality Policy signed by the CEO - Process map - Process definitions - List of supporting documents - Generic QMS procedures

The entire QMS development process as shown above is owned and managed by the FET College involved. The role and responsibility of the GTZ QMS expert is to facilitate the development process, discuss and initiate organisational development and capacity building for the management and staff of the college. The QMS has to be developed according to the different needs of different colleges, where the college environment, urban or rural, number of campuses and other specifics have to be considered. There is no one-size-fits-all QMS solution for FET colleges in the country.

The implementation and maintenance of the QMS is fully owned by the college for good reasons: The QMS is the college owned instrument now to run the organisation in an effective and efficient manner. How the QMS will be implemented (on paper, electronically) is a decision which can only be made by the college itself.

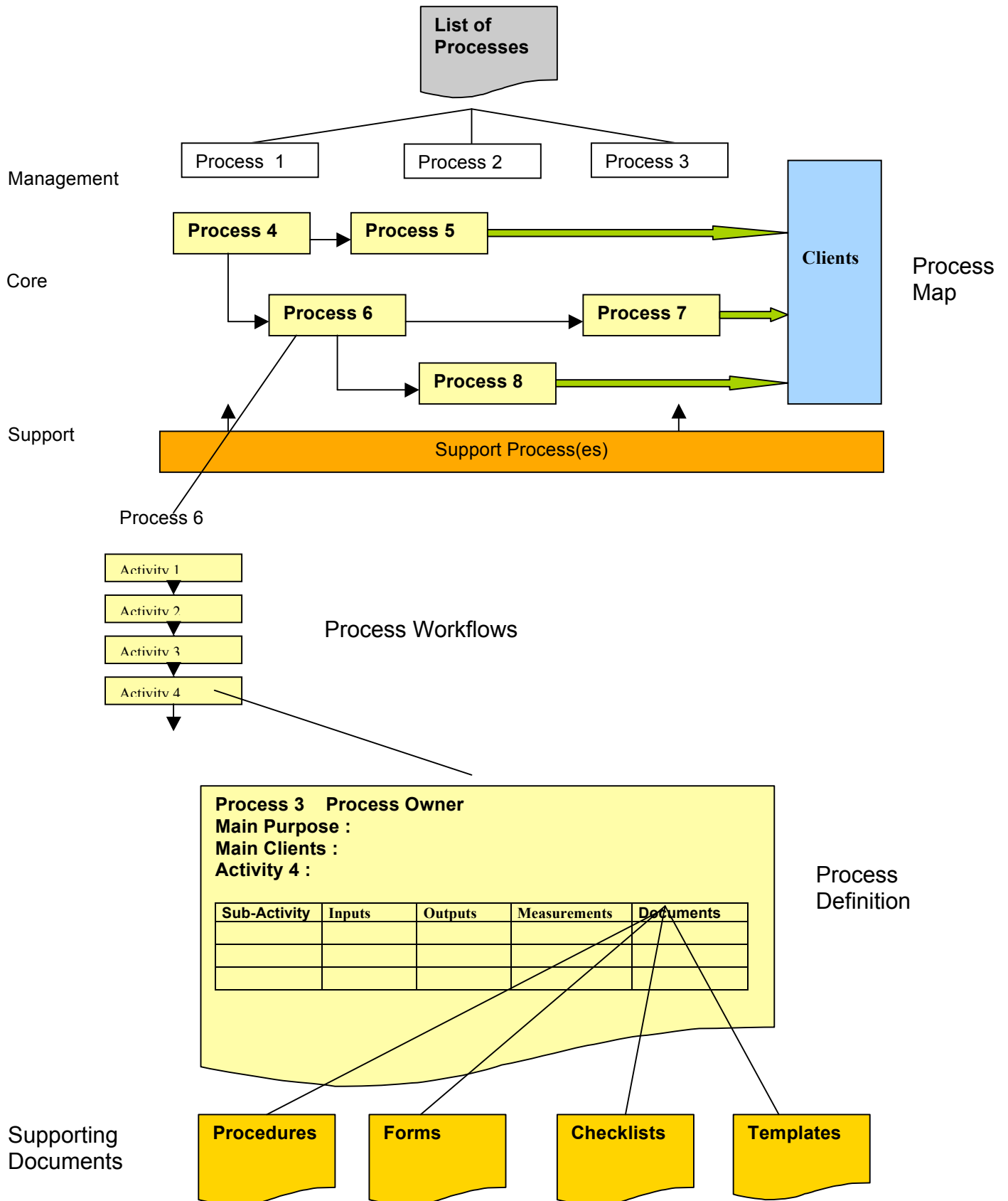


QMS DEVELOPMENT PROCESS



THE QMS HIERARCHY

The Quality Management System hierarchy can be illustrated as follows:



The QMS structure is built-up in a top-down hierarchy by five layers:

- List of processes
- Process map
- Process work-flows
- Detailed description of activities
- Supporting documents

This well defined structure allows an easy implementation on the colleges own IT system, e.g. the intranet, where the different layers can be linked together through hyperlinks. It also allows access control to the different layers of the QMS.

Every staff member involved in one or more processes should have on-line access to the QMS and its supporting documents, which are needed in the day-to-day work, like forms, procedures, etc.

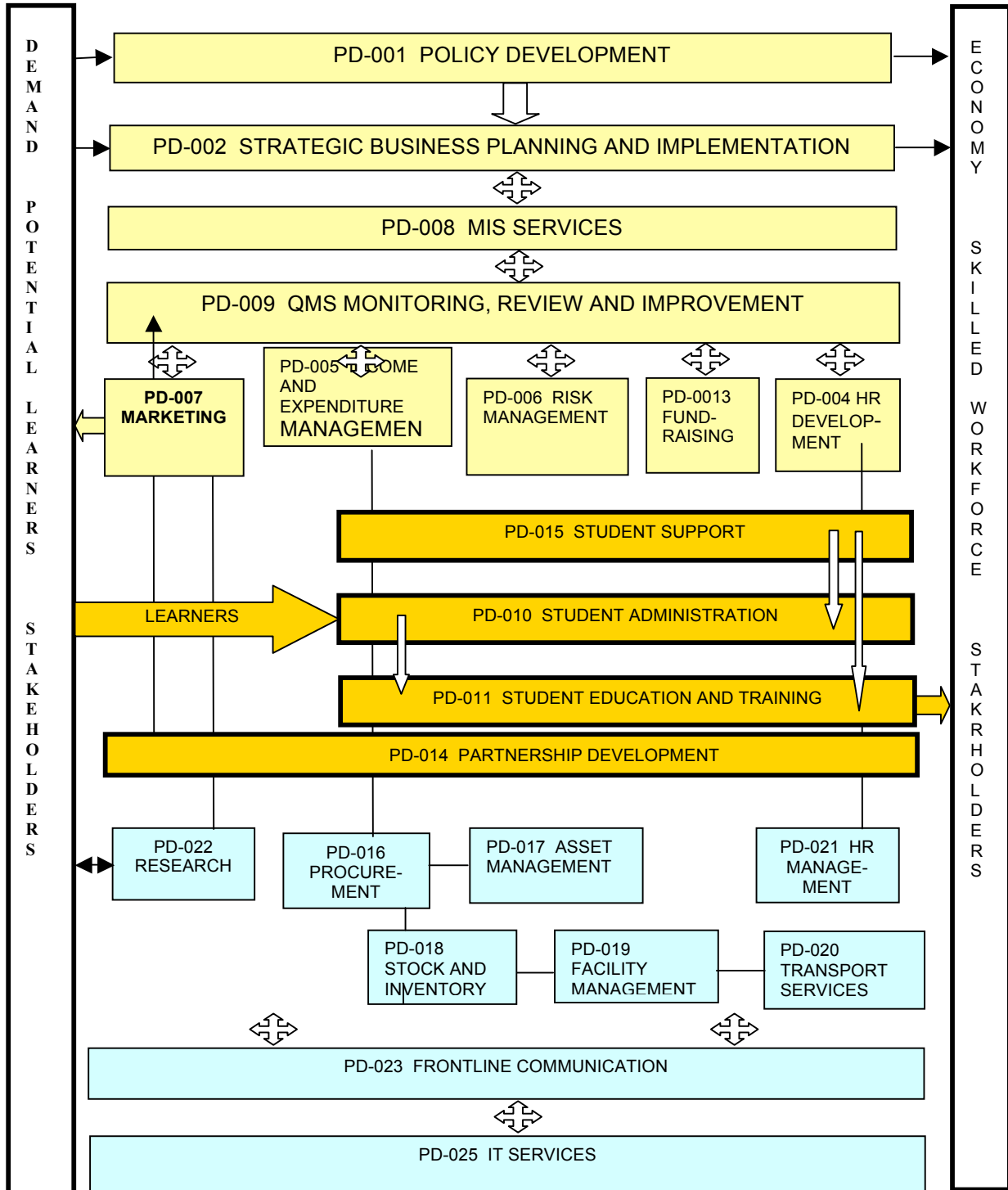
EXPERIENCE AND LESSONS LEARNED

Based on experience with more than a dozen organisations GTZ has supported in the development of quality management systems, some general conclusions can be drawn:

- The success of the QMS development process strongly depends on management buy-in and commitment. Management, under leadership of the CEO, has to drive the QMS development and implementation process. There must also be resources made available to maintain and improve the QMS. Successful organisations have created the position of a Quality Manager, who should act in behalf of, and report to the CEO directly.
- The QMS which has been developed by members of the college with support from GTZ, should be tested before it gets into the "hot phase" of implementation. Some processes may not function as planned on the working level. The test phase should be between 3 and 6 months.
- The QMS is a living system for many reasons:
 - built-in continuous review and improvement mechanisms
 - change of environment or client requirements
 - improvement proposals from staff members
 - problems experienced in using the QMS.

The following graph shall illustrate the complex management system of an FET College. This picture can change from college to college, it has to be seen as an example only

COLLEGE PROCESS MAP (EXAMPLE)



Although it is not a requirement from the Western Cape Department of Education, one college in the Western Cape Province is ready for certification against ISO 9001:2000, one year after the completion of the QMS development process. The certification will be done by the South African Bureau of Standards (SABS). Two other colleges which are supported by GTZ in the

Western Cape, also intend to achieve certification against ISO 9001:2000 to balance the competitive advantage.

FUTURE DEVELOPMENT OF QMS

Certification against ISO 001:2000 is not the end of the quality journey. Once a Quality Management System is implemented and effective in FET colleges, the next step certainly is to exceed quality expectation and achieve excellence as a competitive advantage. *Total Quality Management* models for excellence are available in many variations, e.g. the South African Excellence model, the European Foundation for Quality Management (EFQM) model, and the American Malcolm Baldrige Award model. All models have one fact in common: they are based on benchmarking. Even if we think, everything is perfect, let us challenge our processes through benchmarking to become a learning organisation. Only those who are willing to learn continuously have a positive future: individuals and organisations.

REFERENCES

- Handbuch Qualitätsmanagement, 3rd Edition (Peter Kleinsorge et al., Hanser Verlag 1994)
- Quality Management Standard SABS ISO 9000-2004:2000
- Quality Management System Implementation Tool (Peter Kleinsorge/Oliver Haas, GTZ 2004)