

# **The PEAC Educational Leadership Series**

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## **Uncompromising Quality towards a Better Normal**

**July 21, 2020  
9:00 AM to 10:30 A.M.**

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# OUTLINE

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**Part I – Concepts on Quality and Its Application to Education**

**Part II – Managing Quality Schools through Process Approach**

**Part III - RVM Education Ministry Guiding Principles / Standards for Distance Education**

# **Uncompromising Quality towards a Better Normal**

**As schools face unprecedented disruptions in their usual activities brought about by the pandemic, they still have to focus on maintaining and continuously improving the delivery of quality education.**

**How then should schools, now operating under the so-called “NEW NORMAL” climate, begin, maintain, sustain, and continually improve the school’s quality assurance system within the crisis period and beyond so that from the “NEW NORMAL” the schools move toward a “BETTER NORMAL.”**

# WHAT IS QUALITY?

- ✓ **measuring to given standards to meet and *satisfy a particular need***
- ✓ **an abstract idea that is synonymous to *perfection* or *excellence***



# QUALITY AS A MEANS TO RAISE STANDARDS



Mediocre  
Schools

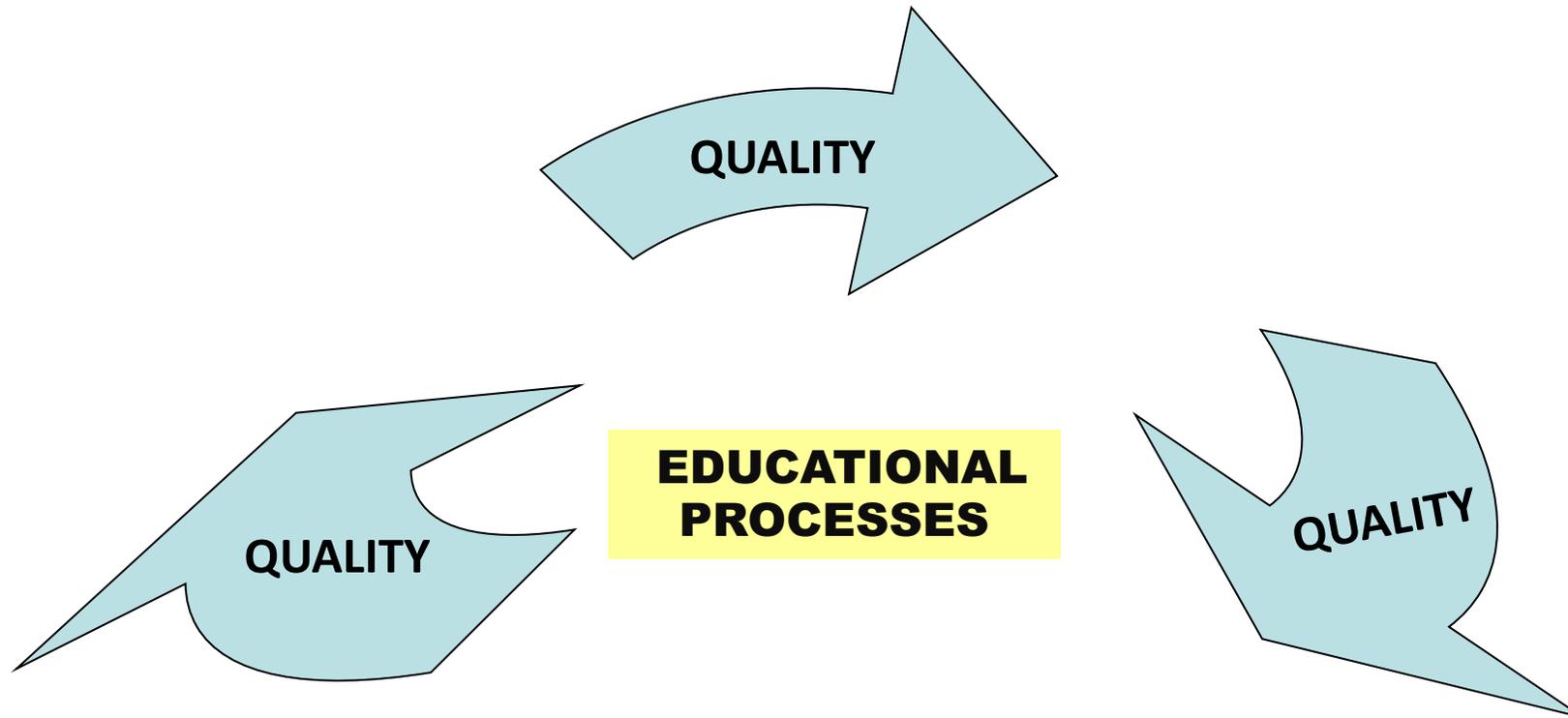


**QUALITY**



High Performing  
School

**QUALITY** will separate mediocre schools from High performing schools



***QUALITY*** infused in each step of the educational process will lead to ***TOTAL QUALITY***

# QUALITY in Education

- **Standards of excellence**
- **Fitness for purpose**
- **Enhancement / improvement efforts**

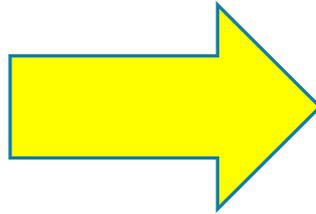
**The aim of education is to achieve “standard” and move towards “excellence.”**



# How will the schools be able to manage quality?

## Quality Management System (QMS)

- Managing processes / activities
- People
- Resources
- Infrastructure



Meeting customer demands, applicable regulatory requirements, & efforts to improve the organization's performance continually

QMS assists organizations in coordinating **all activities and tasks** needed to maintain a **desired level of excellence.**







## **Seven Management Principles as the Basis of Standards**

- **Quality Assurance (Total Quality Control)**

**Refers to the on-going, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of product/service/ institution. It is a regulatory mechanism focused on both accountability and improvement, providing information and judgments (not ranking) through an agreed-upon and consistent process and well-established criteria.**

- **Quality Control** is the **detection of defects**, most commonly associated with testing which takes place within a quality management system typically referred to as verification and validation.

# **Four Steps to Developing Quality Management System**

- 1. Create a Written Document that Defines Quality**
- 2. Develop Procedures**
- 3. Develop Instructions**
- 4. Collect Data**

# **MANAGING QUALITY SCHOOLS THROUGH PROCESS APPROACH (PDCA)**

## **What is PDCA?**

- **It is data-based and scientific in nature.**
- **It is a simple yet powerful process.**
- **It drives continuous and on-going efforts to achieve measurable improvements in the efficiency, effectiveness, performance, accountability, outcomes, and other indicators of quality in services or processes which achieve equity and improve the teaching-learning process as well as its support processes in a school.**



## **PDCA Cycle**

# **When to use PDCA**

- **As a model for continuous improvement.**
- **When starting a new improvement program or project.**
- **When developing a new or improved design of a process, product, or service.**
- **When defining a repetitive work process.**
- **When planning data collection and analysis to verify and prioritize problems or root causes.**
- **When implementing any change.**

# **Impact Analysis and Risk Assessment**

## **Step 1 – Impact Analysis**

**All units / areas identify which function or procedure has the most significant impact on the organization when interrupted.**

## **Step 2 – Risk Assessment**

**Each unit/area will identify the risks associated with its function/process. Priority will be the one with the most significant impact, as determined in IA. IQAC or the one designated will identify and monitor which unit has the most significant risk and impact to the organization as a whole**

AREAS	Processes and Procedures affected by the disruption  What are the main activities required to deliver services	Impact Analysis	Risk/s	Risk Treatment
Curriculum and Instruction	<ul style="list-style-type: none"> <li>▪ Ensure the effective and efficient delivery of the teaching and learning process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Catastrophic – could shutdown practice or part of the firm, Business Objectives not achieved</li> </ul>	<p>Possible closure of the school</p> <p>Suspension of teaching and learning</p>	<p><b>REDUCE</b> (Implementing a strategy that is designed to reduce the likelihood or consequence of the risk to an acceptable level)</p>

### **Step 3: Create department objectives**

**Each unit will develop objectives in line with the result of the IA and Risk Assessment, IQAC or the one designated will evaluate the objectives**

### **Step 4: Create an action plan for each objective**

**Each unit will create actionable steps for each objective; monitor and evaluate periodically the attainment of such action.**

### **Step 5: Use evaluation results for continual improvement.**

**In case the performance indicator /desired results have not been achieved, use the evaluation utilization template to correction / improve action**

AREAS	Obj./ Goals	Strategies	Performance Indicator/s	Time Frame	Monitoring and Evaluation	Person/s Responsible
<b>Curriculum and Instruction</b>	<b>Identify a new learning delivery model relevant to the current situation</b>	<b>Create committees to work on identifying a relevant learning delivery model</b>	<b>A new learning delivery model has been identified and considered.</b>	<b>April 2020</b>	<b>Weekly progress monitoring and reporting on: Composition of committee</b>	<b>VP AA Department Heads</b>
		<b>Survey issues and concerns related to the current situation as the basis for the policy and guidelines</b>	<b>Issues and concerns related to the identified learning delivery model were identified and considered</b>	<b>April 2020</b>	<b>List of issues and concerns</b>	
		<b>Conduct an inventory of available infrastructure and resources needed in the implementation of the new learning delivery model</b>	<b>Available infrastructure, resources are in place to guarantee the successful teaching and learning process</b>	<b>April 2020</b>	<b>Inventory</b>	<b>ITRC Director</b>

<p><b>AREAS</b></p>	<p><b>Processes and Procedures affected by the disruption</b></p> <p><b>What are the main activities required to deliver services</b></p>	<p><b>Impact Analysis</b></p>	<p><b>Risk/s</b></p>	<p><b>Risk Treatment</b></p>
<p><b>Library Services</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Loaning out of printed and AV materials</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Noticeable impact on practice/firm</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Loaning out of printed and AV materials will be hampered, and clientele will have limited or no access to these materials</b></li> </ul>	<p><b>REDUCE</b></p>

AREAS	Obj./ Goals	Strategies	Performance Indicator/s	Time Frame	Monitoring and Evaluation	Person/s Responsible
Library Services	Creation of online service to cater to the needs of the clientele for reference materials	Digitization of requested printed materials  Online delivery of requested materials through email, etc.  Online Reference Service – Ask the Librarian/Chat with a Librarian  Online Library Instruction tutorial on how to access electronic databases  Webliography	100% of the requested printed materials are delivered on time.	Whole Year	Weekly monitoring and progress reporting on:  1. List of digitized materials 2. Number of delivered requested materials 3. Number of clients served	Dir of Library Librarians Library IT Personnel
		Creation of Remote Xs Account for Faculty and Students to access the subscribed online	100% of the faculty and students will have Remote Xs account	Within two weeks after the opening of classes		

AREAS	Processes and Procedures affected by the disruption  What are the main activities required to deliver services	Impact Analysis	Risk/s	Risk Treatment
Guidance Program and Services	<ul style="list-style-type: none"> <li>▪ <b>Students' Information Service</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Inability to deliver appropriate guidance services</b></li> <li>▪ <b>Major Impact - Material impact on practice. Key business objectives not achieved</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Suspension of guidance program and services</b></li> </ul>	<b>REDUCE</b>

AREAS	Obj./ Goals	Strategies	Performance Indicator/s	Time Frame	Monitoring and Evaluation	Person/s Responsible
Guidance Program and Services	Provision and dissemination of Online guidance related services	Formulate guidance related activities through online platform including online coaching/ mentoring to address students' areas of concern	<p>At least 70% of students underwent academic counseling</p> <p>At least 80% of students underwent online coaching/ mentoring</p>	Whole Year	<p>Monthly monitoring and progress reporting</p> <p>Attendance Activity Plan Modules Evaluation Forms</p>	<p>Dir. of Guidance Services</p> <p>Guidance Counselor</p> <p>Student Development Facilitator</p>

## What is Continual Improvement?

- an incremental change that is focused on increasing the effectiveness and / or efficiency of an organization to fulfill its policy and objectives. Put simply, it means **“getting better all the time.”**

## What should be improved?

Everything in the organization (a school), in all functions at all levels – organizational structure, programs, activities, services, communication, and resources be it human or infrastructure, things that **lead to better results or performance.**

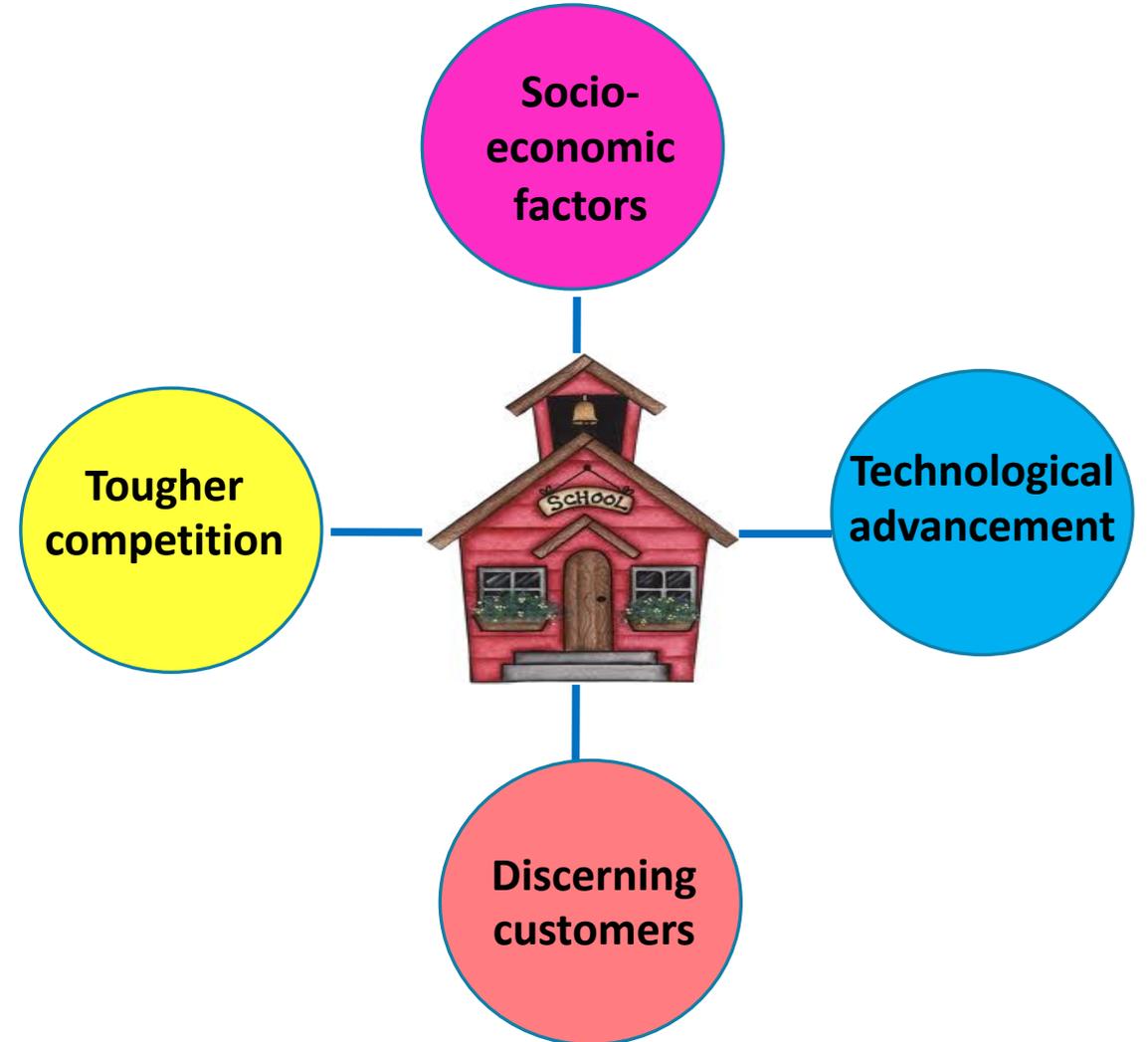


**Continuous  
Improvement  
at Work**

# CHANGING LANDSCAPES

**Why is continual improvement important to an organization?**

**- school must continually improve to keep pace with the internal and external changes that are bound to happen not only because of the pandemic but because of changing landscape such socio-economic factors, technological advancement, discerning customers, and tougher competition.**



## When should continual improvement be started?

**Every system, program, or activities should have provision for an improvement cycle. Therefore when an objective has been achieved, work should commence on identifying better ways of doing it.**

## How should continual improvement be undertaken?

**Status of our current performance must be established before embarking on any improvement.**



Continual Process Improvement



## Whose responsibility is it?

**No one in the organization, from top to bottom, is exempt from the responsibility for improvement. It is a normal component of all employees' jobs to search out ways of improving performance. Furthermore, no one is expected to do this without help and support from others.**

**It is though important to define who is responsible for any task to be undertaken, and such should be documented. This will facilitate the monitoring of the implementation of the action plan.**



## What difficulties hamper the journey towards excellence?

**Unpleasant experiences, negative habit, fixed mindset, and past burden are the difficulties, weaknesses that hamper our journey towards excellence; our journey may be unpleasant since it requires us to go out of our comfort zones. But it's worth taking for it is the only way that we will reach our goal of becoming high performing schools offering quality education.**



# EVALUATION UTILIZATION TEMPLATE FOR CONTINUAL IMPROVEMENT

<b>Evaluation Findings</b>	<b>Actions to be Taken</b>	<b>Completion Date</b>	<b>Deliverables/ Evidence</b>



**PEAC**

**PEAC SURVEY ON SCHOOL RECOVERY AND  
READINESS OF SCHOOL OPERATIONS  
FOR SY 2020-2021**

# **ESTABLISHING INTERNAL QUALITY ASSURANCE SYSTEM IN SCHOOL MANAGEMENT**

**Responsibility:** Determine, promote and maintain standards of teaching, examinations and research among schools.

**Strategy:** Develop mechanisms to systematically monitor and evaluate quality in schools directly or indirectly. (Quality Assurance or QA)

# **ESTABLISHING INTERNAL QUALITY ASSURANCE SYSTEM IN SCHOOL MANAGEMENT**

## **Objectives:**

- 1. Stimulate the academic environment and quality of teaching**
- 2. Help schools realize their objectives**
- 3. Promote necessary changes, innovations, and reforms in all aspects of school operations**
- 4. Encourage innovations, self-evaluations, and accountability**



# **RVM QUALITY ROAD MAP**

**A quality initiative of the RVM Education Ministry Commission to lead the entire RVM school community in pursuing standards of quality over and above the minimum required by the government agencies.**

# **2011**



**Our collaboration will bring together  
the knowledge, experience  
and skills of one another to  
achieve**

**Transformative**  
**Quality**  
**Ignacian Marian**  
**Education**

# Schools' Accreditation/Certification

Accrediting/ Certifying Body	Jurisdictions	Accredited – Basic Education	Higher Ed	Candidate Status
PAASCU	Generalate	SMCQC (1)		SMCQC (1 prog - Tertiary)
	Luzon	9 / 12		SMA Ligao/ SMC Boac
	Visayas	5 / 12		
	Northern Mindanao	8/ 12	2; Grad Sch (Educ)	
	Southern Mindanao  UIC – Institutional Accreditation	7/13	2 - tertiary 1 - Grad Sch	SMA Midsayap/Kidapawan HCA Digos
	ISO	SMA Pasay SMA Caloocan SMC QC SMC Meycauayan	SMC Baliuag UIC Davao Lourdes College	
AUN-QA CHED		Associate Member - University of the Immaculate Conception (March 2018) Autonomous Status – University of the Immaculate Conception		

# **RVM – EDUCATION MINISTRY GUIDING PRINCIPLES / STANDARDS FOR DISTANCE EDUCATION**

- 1. The distance education model is aligned with the institutional vision, mission and goals as well as the RVM Philosophy and Pedagogy.**
- 2. Distance education as a learning delivery model is incorporated in the institutional direction, university's system, academic planning and other related initiatives. Implementation of the distance education model follows standard processes and procedures approved by the RVM-EMC.**

- 3. The schools will utilize a team-based model where team of experts is a necessary component even if faculty designs their own courses. Designing a course may require faculty to consult with the UIC ITRC Office, online course design team, colleagues, instructional designers, technology experts, librarians and assessment specialist.**
- 4. An Online Course Design Team and a sub-team per department will be organized in coordination with the UIC ITRC and ITDIF. The team is assigned to handle technological concerns related to the implementation of distance learning.**
- 5. The higher education department and the basic education department follow a policy on faculty-student ratio, subject/course offerings, and schedule of classes to support effective student learning in distance education.**

- 6. The schools include in its professional development program an opportunity to develop and enhance competencies of faculty in teaching using varied modalities and designing online/offline learning materials.**
- 7. The student and academic support services offices are tasked to create a program to continually support students enrolled in distance education. For example, emergency response services, mental health debriefing and coping strategies, prevention, safety and social distancing measure and other programs.**

**8. The schools initiates quality assurance process to determine course quality and satisfaction of learners. Feedback can be gathered from the faculty and students. Evaluation results are utilized to further improve the design and learning delivery model. Evaluation includes**

- a. Evaluation during the developmental stage to improve instructional courses. Evaluation and monitoring on the implementation of the distance learning model on the second week and third week to determine progress and correct deviations if observed.**
- b. Evaluation after the implementation stage to measure the effectiveness of education training and learning via distance learning.**

## **Conclusion:**

**To traverse the road to quality needs determination and perseverance because it demands from those who will take it not merely knowledge and skills but a willing and eager spirit and enlightened selflessness. School leadership has to take the lead and face the challenge. Schools have to plan where education should head and define what to deliver. Involve and empower everyone in assuring that quality is the hallmark of what is achieved.**

**This time of the pandemic, we are invited and challenged to continue the delivery of quality education despite the disruption. Quality management is an excellent vehicle that would provide the “glue” for substantial and continuous educational improvement.**

**Considering the disruption caused by the pandemic into school operations, schools must redesign policies, procedures, strategies, and redefine job descriptions in all areas of operation, especially on monitoring and evaluation mechanisms for resiliency, then for sustainability within the crisis period and eventually for continual improvement. In this way, schools can operate under the NEW NORMAL and move towards a BETTER NORMAL.**

# ADAPT TO SURVIVE



Average  
Schools



Better  
Schools

## Raise Its Standards



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## **Ignacian Marian Education**

- \* Nurturing Faith**
  - \* Building Excellence**
  - \* Developing Service**

## References:

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