Quality Management System (QMS)   
Education and Results for Bachelor level students

**Introduction:**

In parallel with technological developments of our era, there are swift changes and advancements in sectorial, structural and managerial systems, hence proving the point on the need for administrative people who could cope with this change.

With the dissemination of Quality in Higher Education at around 1998 , starting the year 2005 Baskent University had acted commenced collaboration with EU Universities.

Mr. Mehmet Haberal Phd. (Founder, Rector) had taken the first step towards QMS education (performance excellence) all around the university curriculum along with international standards and principles. University Senate had acted on this, and commenced QMS in all university’s faculties.

Baskent University’s (founded in 1993) academic and administrative staff had completed planning QMS training and get accredited by TSE(Turkish Standards Association) in 1997 for health services and in 1998 for educational services. Starting by 2005-2006 Academic year all students of Baskent University started taking classes on QMS as seminars and/or elective credited courses.

The evaluation of 2011-2012 Academic Year “Awareness Program” for Health Sciences Faculty, Nursing and Health Services department’s (HSHB) 3rd year students’ is below.

**Objectives:**

To inform HSHB 3rd year students on internationalized QMS standards for them to raise awareness of quality subjects for use in their individual, public and vocational activities.

Specific Objectives:

To raise awareness of students on

* Customer, process and system subjects
* Defining processes of an organization
* The role of communication/interaction within processes
* Documentation needs within processes

**Application**

25 students have applied from HSHB 3rd year students and have been accepted by Mithat Coruh Quality Management Center (MCKYM) with full scholarship. The education program was consisted of 2 hours courses per week for a 28 hours total. The students have attended one midterm and final exams. 2 Team homework were given for use with their QMS knowledge on practical use. The teams have then presented their work and discussed it in class.

Education program, were prepared by integrated team of MCKYM and HSHB educational staff and the classes were held in Baskent University campus classrooms utilizing interactive teaching methodolgy. On the first day of class, the teams of 6 students per team were formed. The course syllabus was handed out and the course outline was discussed. Success criteria for the term were:

1. Completion of all team homework
2. Successful Completion of midterm and final exams (scoring 70/100 or above)

The courses were implemented using education materials, sketches and an overhead projector, and all course material were sent to each student’s email account prior to each class. The course homework on their related health services area were prepared by students, using “reporting and writing techniques” (to be downloaded from MCKYM’s site) and were presented in class with open discussions.

**Argument**

In program evaluation; Teamwork homework reports, midterm and final exam results and QMS process and system learning tables, were used as measurement tools.

In team homework, the example of health services education production/service subjects were given, and students were asked to define organization’s process models, to identify and sketch communication/interaction in production/service activities. The students have generally succeeded in defining and sketching of process components, interaction/communication within processes, inputs and outputs. They weren’t so successful on examining production/service applications’ activity details (using 5W1H, What, Where, Why, When, Who and How). On a side note, one student mentioned that she had gained “social activity planning with QMS” and used this questioning technique in her daily life.

Customer and customer focus, supply chain, process networks, process input/output concepts, system approach, were used in teamwork homework and evaluated/scored accordingly. We have observed the lack of “system approach application examples”. It was also observed that students tend to have problems on (customer focus, leadership, environmental suitability and continuous improvement) subjects. They were satisfactory on (process structure, process networks and communication) subjects.

Within the scope of the “Awareness Program” students have memorized (QMS , Processes, Process networks and documentation requirements) standards with ease. However, they lacked on application of (QMS principles, supply determination ad sustaining of supplies) subjects. They have also grasped the importance of statistical facts for a true fact based decision making. They have shown slim advancement in documentation preparation and application areas.

**Conclusion**

25 students have attend the program but only 24 were successful at the end of the term.

Since HSHB students were mainly focused on health related subjects, our health and services related homework were well suited for them, hence they’ve successfully prepared them. They have learned (input, output, process components) and used them in their homework and exams.

They’ve seemed to learn the importance of process and system concepts, process networking and the importance and need of communication within processes. They have also followed the procedure within the course curriculum without a problem. There were no doubt on learning process structure, communication within processes in theory, since they are used to theoretical courses throughout their educational life.

Since the students had little or no experience, they’ve seemed to not grasp the subjects of documentation (laws, regulations, customer contracts, procedure and instructions of organizations), yet they’ve seem to understand the procedures requirted within the QMS awareness program.

See below the scores and the contrast for same HSHB 3rd year students in different years.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Academic Years** | **Department/year** | **Term** | **Number of Students** | **Homework Average** | **Midterm Average** | **Final Exam Average** |
| **2006-2007** | HSHB 3rd year /voluntary | Spring | 27 | 82 | 59 | 68 |
| **2010-2011** | HSHB 3rd year /voluntary | Spring | 18 | 87 | 84 | 81 |
| **2011-2012** | HSHB 3rd year /elective course | Fall | 25 | 80 | 75 | 75 |

**Suggestions and Lessons Learned**

* We have observed by the team homework and exam answers that HSHB students haven’t had a problem on learning process and system concepts in QMS. However, they’ve had problems on combining a process network, sorting of processes, criteria, definition of methods and interpretation of different production/service organizations’ results. We can see this on their exam results since they tend to overcrowd even simple terms of QMS standards and principles.
* In process networks the need for each process to be linked to one another is important. However on sketching answers of students, they’ve expressed each process as a separate entity and favored to see it that way hence beats the purpose for seeing the interaction.
* The need for applications and education of QMS on the field rather than a classroom.
* Since the students are coming with a theoretical background and they tend to memorize rather than apply, they seem to have had problems on application biased examples. The need for sketching, definition, identification, determination of problematic areas and the use of procedures were also proved to be a mandatory areas of improvement.
* The need for and education organizations’ teamwork and collaboration, observation of input/outputs together were proved to be a value.