

Case Study template

A) General Part

General	
Case Study Title	The quality approach in a university department of LLL (case study2)
DIALOGUE thematic group	Quality
Date of the case study	15.03.2012
Contact Information	
Name of the institution	University of Versailles St Quentin en Yvelines, Service Commun Universitaire de la Formation Continue) (SCUFC)
Location/country	France
Size of the organisation/ Number of academic/research and non-academic/administrative staff	<p>The University: 7 training units, 215 multi-disciplinary training 33 laboratories, 6 international centers of expertise 19 000 students 1,389 teachers / researchers 752 personal 166 million of euros of budget</p> <p>The center of LLL: 2,887 trainees, 778 000 hours of continuing education 100% of graduates available for continuing education 1524 apprentice training / business</p>
Website	www.uvsq.fr
Abstract	
Key words	
Please provide a short abstract of the case study	This case study indicates procedures for ISO 9001 certification of a center for lifelong learning.



B) Specific Part

The following part depends on each thematic group, outlining strengths and weaknesses of the chosen situations.

1. Context

Please present the general background (“landscape of experience”) of the activity and in which institutions, organisations, units or sectors the case took place.

To meet the demands of funders service has established a quality suitable for various applications

2. Objectives and Purposes

What are the objectives and purposes of the concrete action?

Certification ISO 9001

3. Combination of research and practice

How does this activity combine insights from research and practical hands-on experience?

Quality managers for the University of ISO certification are researchers of the laboratory about TQM (*Total Quality Management*)

4. Instruments for implementation

Does the institution/sector/unit provide instruments (e.g. ICT or human resources) for the implementation of the concrete action? Which tools were applied?

collection proceedings

5. Best practice/ Bad practice:

What kind of results were obtained? What do you consider to be the innovative or interesting part of this concrete action?

What are the barriers (potential and effective) to the full implementation of this action and what are its benefits?

In which sense can this action be useful for DIALOGUE?

-Please allow two years to implement certification
-Certification requires a financial investment
-Must be trained in-house experts

-Must renew every two years

6. Direct link of researchers and practitioners in this activity

Are researchers and practitioners directly linked in this activity?

- If yes, how are they linked and what are the communication and interaction processes?
- If they do not communicate directly, how are findings from research connected to practical activities and vice versa?

The person who create and implement the procedures are researchers at the University working with external experts

7. Transferable elements

Which elements would you identify as easily transferable to other institutions in different regional and national contexts?

The procedures may vary slightly depending on local conditions of service of LLL

8. Recommendations for dissemination

Briefly identify the most important points in the case study for other ULLL managers and practitioners – these may include risks as well as benefits.

Please formulate some recommendations for the dissemination on the basis of the case study addressed to the working group and other partners.

Certification requires a stable situation of the organization

9. Additional information

Please state additional sources like bibliography, website, publications, reports

- Web site : http://en.wikipedia.org/wiki/ISO_9000

- Finance example

External costs: 70 000 €

Personnel cost structure: an administrative halftime 2 1/2 years of implementation.

Since the certification, a full-time engineer.



We are intending to put your case study on the website.

Please tick here if you do **not** wish to see your case study published on the project's website



ANNEX I

The example is that of the Directorate of Continuing Education (DEP), University Picardie Jules Verne.

1) **The network processes**

The DEP based its system of quality management on the principle of deployment objectives through the network of processes.

Surveillance devices and analysis of each process can continuous improvement.

This network, according to the objectives, assessments of listening market, is readjusted if necessary annually.

There are 3 types of processes: guidance, training and support.

2) **Process type steering**

2.1) Internal pilot

1. Deploy the quality policy
2. Communicate internally

2.2) Process Quality Management

1. Manage quality documentation
2. Address gaps
3. Manager networks process
4. Organize internal audits

3) **Process type training**

3.1) Process Clients

1. Treat tenders
2. Accommodate individual applicants
3. Communicate internally

3.2) Design Process

1. Propose a new training initiative
2. Designing a training
3. Modify a training

3.3) Production Process

1. Achieve a training
2. Manage recruitment files stakeholders
3. Integrate trainees
4. Evaluate a training
5. Achieve a performance accompanying V.A.E

4) **Process support type**

4.1) Process Human resource management and financial

1. Managing human resources
2. Manage financial flows

4.2) Process management of educational resources

