

## 1. Managing and implementing eQuality

### 1.1. eQuality platform implementation

Not yet started	Early stages / awareness	Developing / commitment	Established	Embedded / advanced
There is no plan for the implementation of an eQuality platform.	The organisation does not provide access to an eQuality platform although some departments may have developed their own ad hoc arrangements for using ICT to support learning quality improvement. There is the start of a dedicated eQuality system used by part of the staff and management.	The organisation has implemented an eQuality platform which is being used by some of the departments or staff. The eQuality platform allows the collection of data against quality indicators / criteria. The quality system supports individual users development strategies as well as the improvement of planning and review processes	The organisation provides access to an eQuality system that is integrated in the organisation's information system and is being used by all staff and learners to plan, collect and review quality indicators. It allows the definition of criteria and aggregate data at different organisational levels – e.g. class, programme, department.	The eQuality platform is integrated with other eQuality systems within a region, branch or authority to plan, collect and review quality indicators with an extended group of stakeholders. The eQuality system allows aggregation and review of collected data across organisations – e.g. for a school district or a group of providers.

### 1.2. eQuality strategy planning and implementation

Not yet started	Early stages / awareness	Developing / commitment	Established	Embedded / advanced
Work has not started on producing an eQuality action plan.	There are elements for an eQuality action plan. It is still in draft form and not implemented.	An eQuality action plan has been published. eQuality tools, systems and procedures are established in some parts/sectors of the organisation. Some parts of the strategy and action plan are being implemented but others are not.	The organisation has a well-established, comprehensive and successful framework for ensuring strategy and policy implementation, and eQuality aspects are being implemented within this framework. Staff and learners across the organisation actively contribute to the process of implementing, reviewing and developing the eQuality strategy.	The eQuality strategy is cross-referenced to other strategy and policy documents and is a key driver for change across the organisation and with external stakeholders.

### 1.3. Partnerships

Not yet started	Early stages / awareness	Developing / commitment	Established	Embedded / advanced
No relevant partnerships exist with regard to eQuality as yet.	There are some informal links between teams in relation to eQuality.	Links between organisations are being established with regard to eQuality and from these, a small number of eQuality partnership projects are beginning to occur.	The organisation is involved in several ongoing and successful partnerships involving eQuality.	There is a culture of active, collaborative working and of sharing resources and expertise with other organisations; this is having a positive impact on both the organisation's and local development of eQuality.

### 1.4. Monitoring and reviewing implementation

Not yet started	Early stages / awareness	Developing / commitment	Established	Embedded / advanced
No monitoring or reviewing eQuality activity has taken place.	Implementation of the eQuality strategy has only rarely been monitored, reviewed or evaluated in any detail.	Some aspects of the strategy and action plan are monitored and reviewed, but this is not done in a sufficiently systematic way. There is no reference to other organisational strategies, and not all stakeholders are involved.	The eQuality strategy is regularly monitored, reviewed and evaluated in the context of the organisation's other policies, in line with the organisation's vision and goals and involving all its stakeholders.	The organisation has a well-established, successful and rigorous framework for monitoring and reviewing all its strategies and policies, and the monitoring and reviewing of eQuality occurs within this framework and takes into account local, regional, sectoral and national priorities.

### 1.5. Sustainability and return on investment

Not yet started	Early stages / awareness	Developing / commitment	Established	Embedded / advanced
There is no funding or resources allocated to eQuality activities	eQuality developments are funded on an ad hoc basis.	There is awareness amongst senior management of the need to make specific funding provision for eQuality. The value of eQuality is measured.	The funding of eQuality is an integral part of the organisation's budgetary processes. eQuality is providing data to measure the return on investment on individual and organisational learning	The quality system facilitates the transformation of the organisation into "learning organisation" The quality system promote accessibility, equal opportunities and inclusion

## 2. Vision and strategic planning

### 2.1 Clarity of vision for the development of eQuality within the organisation

Not yet started	Early stages / awareness	Developing / commitment	Established	Embedded / advanced
The senior managers are not aware of the potential of ICT to support quality improvement and innovation in individual and organisational learning - eQuality	There is a basic understanding of the benefit of integration of ICT to support quality and innovation in individual and organisational learning There is awareness amongst senior managers of the direction in which the organisation should go to develop eQuality but the vision lacks detail.	Senior managers have discussed the development of eQuality within the organisation as key driver of organisational change. Pilot programmes are implemented and results analysed and published demonstrating the benefits of ICT to learning quality improvement and innovation.	Senior staff share a clear and detailed vision of how eQuality will develop in the next few years and how it relates clearly and closely to the organisation's overall mission and aims, in particular innovation.	The vision for the development of eQuality is shared with partners, clients, contractors and the community at large.

## 2.2 Integration of eQuality strategy in other strategic plans

Not yet started There is no reference to eQuality in the organisation's other strategic plans.	Early stages / awareness There is some mention of eQuality in the organisation's other strategic plans.	Developing / commitment There is some cross-referencing between the eQuality strategy and other strategic plans.	Established There is comprehensive and clear cross-referencing between the eQuality strategy and the organisation's other strategic plans.	Embedded / advanced The vision for the development of eQuality is embedded in all strategy documents, and clearly contributes to the organisation's overall vision and goals.
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## 2.3 Strategic management of eQuality within the organisation

Not yet started There is no strategic management of eQuality. No communication of the vision to staff or learners has taken place.	Early stages / awareness Management of eQuality takes place only at a localised, team or departmental level. Staff and learners are aware of an organisational vision for the development of equality, but are not fully committed.	Developing / commitment There are some links between different departments, teams and curriculum areas in terms of the management of eQuality. Communicating the vision to staff and learners has started, but as yet only a minority of staff is committed.	Established There is a strategic approach to the management of eQuality across the whole organisation. There is strong leadership from the top and appropriate delegation of operational managers. All staff and many learners are aware of the organisation's vision for the development of eQuality.	Embedded / advanced The management of eQuality takes place within local, regional, sectoral and national strategic frameworks. Partners, clients and other external stakeholders share the vision for the development of eQuality
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# 3. Encouraging individual and organisational learning through eQuality

## 3.1 Managing staff competencies development with ICT

Not yet started No use is made of digital technology for managing competencies and the quality of the development of the workforce	Early stages / awareness There is a pilot scheme in one or more areas to use electronic means to plan learning and development in line with the need for competencies within the organisation.	Developing / commitment There is a central system to plan learning and development in line with the need for competencies within the organisation. The system is mainly used by the management. Empowerment of staff is limited.	Established Evidence of learning and development, competency development planning and activities are systematically recorded, shared and reflected upon by fully empowered individuals, staff and management to anticipate the needs for future development.	Embedded / advanced Competency development data is benchmarked / aggregated with external stakeholders at the local, regional and/or branch level to anticipate the need for competency development and the interaction with education and training providers as well as public authorities.
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## 3.2 Recording individual progress and achievement with ICT

Not yet started Systems for recording individual progress and achievement are inexistent or non-digital.	Early stages / awareness There is a pilot scheme in one or more areas to use electronic means to record individual progress and achievement (e.g. ePortfolios).	Developing / commitment Electronic means of recording individual progress and achievement are spreading across the organisation.	Established Systematic use across the organisation of digital means of recording progress and achievement.	Embedded / advanced Individual progress and achievements are aggregated at organisational level to produce an organisation's <i>ePortfolio</i> that can be used for accreditation by external bodies in quality assurance schemes (e.g. ISO 9000, TQM, etc.)
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## 3.3 Sharing knowledge across groups and communities with ICT

Not yet started	Early stages / awareness	Developing / commitment	Established	Embedded / advanced
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**EFQUEL eQuality Maturity Model** - *using technology to improve the quality and organisational relevance of learning*

There are no digital systems for recording and sharing knowledge across communities within the organisation.

There are elements, but not systematic, of digital systems for recording and sharing knowledge across communities.

There are systems supporting the recording and sharing of knowledge across communities. Staff is encouraged to share tacit and explicit knowledge.

The organisation's information system is reengineered to fully support the aggregation of individuals and communities building and sharing explicit and tacit knowledge.

Aggregation of knowledge beyond the boundaries of the organisation is supported and encouraged: sharing knowledge with professional communities (learning communities).