

Optimizing the impact of IQA kits

A framework for impact oriented IQA portfolios



WIRTSCHAFTS
UNIVERSITÄT
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AND BUSINESS

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„Paper never refused ink.“





*The Case of
Florence Nightingale*

„We cannot try this experiment over again for the benefit of enquirers at home, like a chemical experiment.

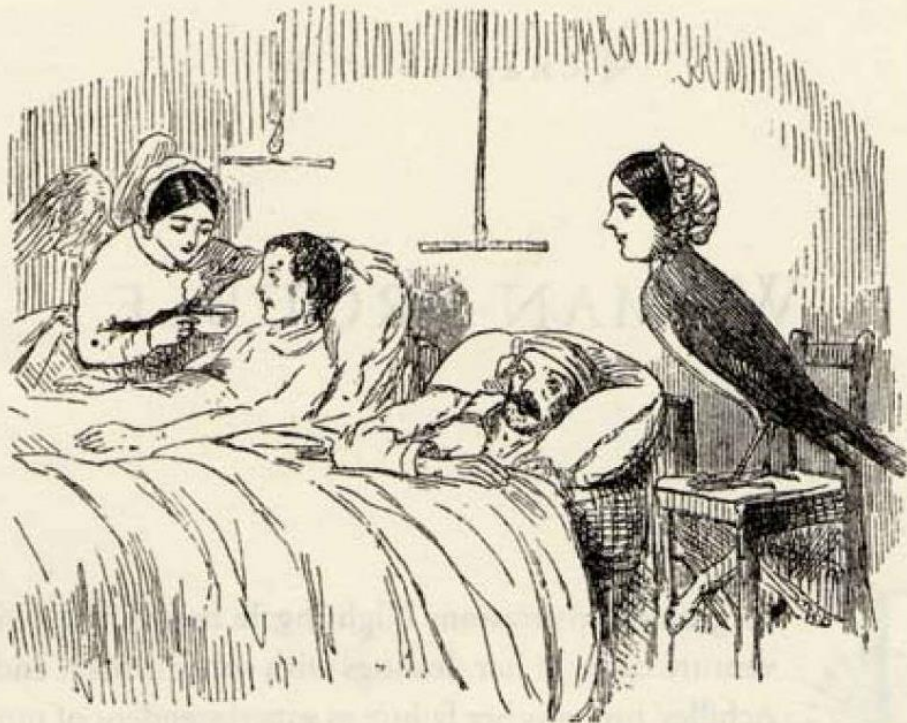
It must be brought forward as a historical example.“



„All the above is written in obedience to your private instructions.

Do not let me appear as a Gov't spy here which would destroy all my usefulness“

– Florence Nightingale to Sidney Herbert (25.11.1854)



Florence Nightingale, "the Bird," supervises the work of an "angel" nurse.

LONDON: PUBLISHED JUNE 30, 1866, BY LLOYD BROTHERS & CO. 25, ST. MARK LANE.

Florence Nightingale AN ANGEL OF MERCY. *Scutari Hospital 1855*

"When all the Medical Officers have retired for the night, and silence and darkness have settled down upon those miles of prostrate sick, she may be observed alone, with a little lamp in her hand, making her solitary rounds."

Letter from Secretary, in The Times, 14th, 1853.

"The most important practical lesson that can be given to nurses is to teach them what to observe

- how to observe*
- what symptoms indicate improvement*
- what the reverse*
- which are of importance*
- which are of none*
- which are the evidence of neglect*
- and of what kind of neglect."*

Florence Nightingale, Notes on nursing, XIII. Observation of the sick

"I must tell you a secret because I think it will please you.

For eight long months I have been "importunate-widowing" my "unjust judge", viz. Lord Stanley,

to give us a Royal Sanitary Commission [for the Armies in India]."

Florence Nightingale to Harriet Martineau.

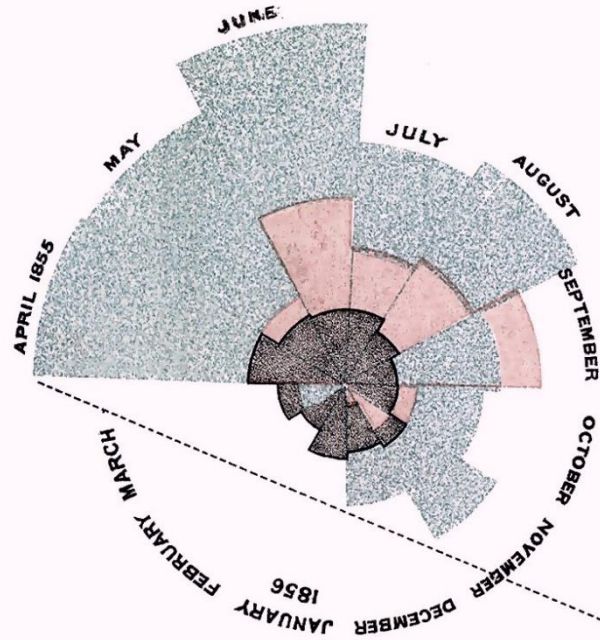
Letter of Florence Nightingale to MP Lord Sidney Herbert.

Private
Barrack Hospital
Scutari 164
19 February 1855

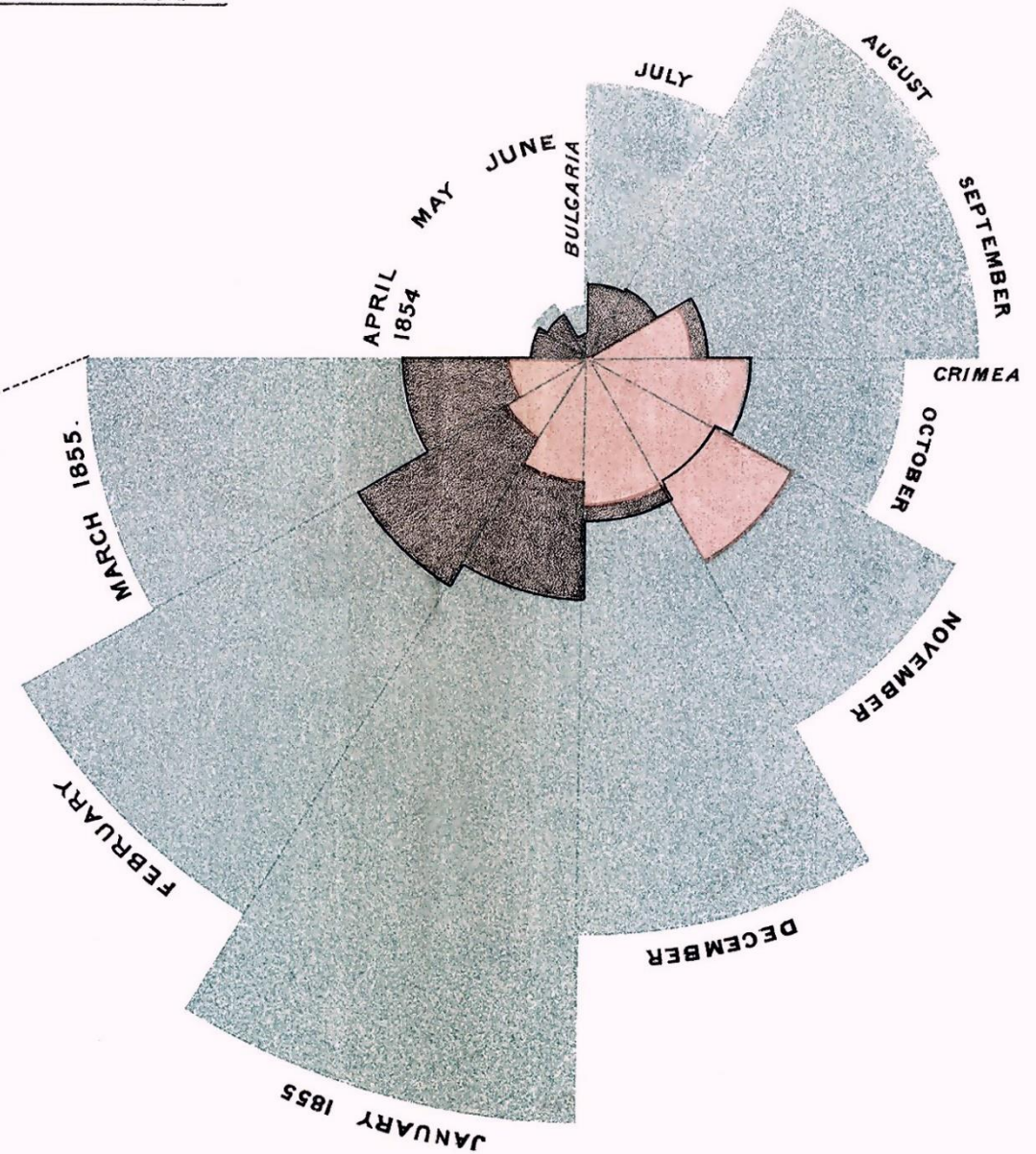
Dear Mr. Herbert
The last few days
have made a marked
improvement in the
health of the patients
whereas, in the first 8
days of February, we
buried 506 from the
Hospitals of Scutari alone
on the 9th day 72 -
during the last twenty-
four hours we have lost
only ten (one of twenty-
one hundred in this

DIAGRAM OF THE CAUSES OF MORTALITY IN THE ARMY IN THE EAST.

2.
APRIL 1855 TO MARCH 1856.



1.
APRIL 1854 TO MARCH 1855.



The Areas of the blue, red, & black wedges are each measured from the centre as the common vertex.

The blue wedges measured from the centre of the circle represent area for area the deaths from Preventible or Mitigable Zymotic diseases; the red wedges measured from the centre the deaths from wounds; & the black wedges measured from the centre the deaths from all other causes.

The black line across the red triangle in Nov. 1854 marks the boundary of the deaths from all other causes during the month.

In October 1854, & April 1855, the black area coincides with the red; in January & February 1856, the blue coincides with the black.

The entire areas may be compared by following the blue, the red & the black lines enclosing them.

D I A G R A M

representing the relative Annual Mortality from ZYMOTIC DISEASES, CHEST & TUBERCULAR DISEASES, & OTHER DISEASES in the ENGLISH MALE POPULATION aged 15-45, and in the INFANTRY of the LINE, serving at Home, before & since Lord Herbert's Administration.

ENGLISH MALE POPULATION AGED 15-45. 1848-54.	Zymotic Diseases	Chest & Tubercular Diseases	All other Diseases
	2.0	4.5	3.3
	to 1000 living	to 1000 living	to 1000 living
Deaths Annually to 1000 living from All Causes 9.8			

THIS IS HOW LORD HERBERT FOUND THE ARMY.

INFANTRY OF THE LINE (SERVING AT HOME) 1837-46.	Zymotic Diseases	Chest & Tubercular Diseases	All other Diseases
	4.1	10.1	3.7
	to 1000 living	to 1000 living	to 1000 living
Deaths Annually to 1000 living from All Causes 17.9.			

THIS IS HOW LORD HERBERT LEFT THE ARMY.

INFANTRY OF THE LINE (SERVING AT HOME) 1859-60-61.	Zymotic Diseases	Chest & Tubercular Diseases	All other Diseases
	0.96	4.2	3.4
	to 1000 living	to 1000 living	to 1000 living
Deaths Annually to 1000 living from all causes 8.56			

(1) IQA objective	(2) Evaluation Instrument	(3) Addressee	(4) Communication
<i>What is precisely your IQA objective and which role are you playing in a certain case?</i>	<i>Which Evaluation instrument, and/or data is suitable for a certain objective?</i>	<i>To whom will you submit information?</i>	<i>Which means of communication is best suited for your objective, instrument and addressee?</i>

(1) IQA objective

What is precisely your IQA objective and which role are you playing in a certain case?

IQA-roles

- *Documentation*
- *Warning*
- *Improvement*

(2) Evaluation Instrument

*Which Evaluation
instrument, and/or data
is suitable for a certain
objective?*

(3) Addressee

(a) group	(b) community/network	(c) how to reach them?
<i>Student, Prosp. student, Parents, Faculty, Staff, Employer, EQA body, Patron, Alumni</i>	<i>Based on the group, define characteristics of the community/network with regard to their info consuming habits</i>	<i>In the identified community, how is information commonly retrieved and shared?</i>

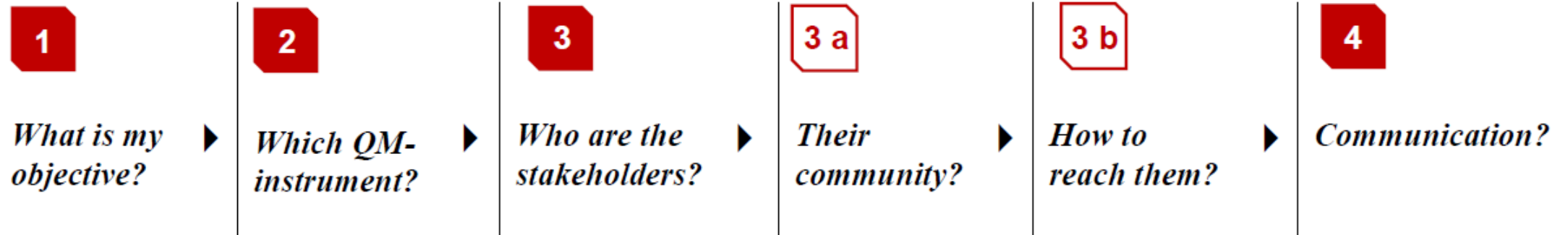
(4) Communication

Which means of communication is best suited for your objective, instrument and addressee?

Means of communication

- *Medium?*
- *How elaborate?*
- *Visualization?*

An Example



Objective



1

*Assess
perceptions
regarding
employability
of graduates
of a study
program
[improvement
is planned]*



Instrument



1

*Assess
perceptions
regarding
employability
of graduates
of a study
program
[improvement
is planned]*



2

*Questionnaire
based study of
employer
perceptions
accompanied
by focus
groups*



Addressee



1

*Assess
perceptions
regarding
employability
of graduates
of a study
program
[improvement
is planned]*



2

*Questionnaire
based study of
employer
perceptions
accompanied
by focus
groups*



3

*Students
Alumni
Faculty,
Employers,
Career Center
Prospective
Students
Student
Recruiting*



Community



1

*Assess
perceptions
regarding
employability
of graduates
of a study
program
[improvement
is planned]*



2

*Questionnaire
based study of
employer
perceptions
accompanied
by focus
groups*



3

*Students
Alumni
Faculty,
Employers,
Career Center
Prospective
Students
Student
Recruiting*



3 a

*Students of a
specific
program
[e.g. law
students]
...*



How to reach them



1

*Assess
perceptions
regarding
employability
of graduates
of a study
program
[improvement
is planned]*



2

*Questionnaire
based study of
employer
perceptions
accompanied
by focus
groups*



3

*Students
Alumni
Faculty,
Employers,
Career Center
Prospective
Students
Student
Recruiting*



3 a

*Students of a
specific
program
[e.g. law
students]
...*



3 b

*student club
or capstone
seminar of
the study
program
...*



Means of communication



1

*Assess
perceptions
regarding
employability
of graduates
of a study
program
[improvement
is planned]*



2

*Questionnaire
based study of
employer
perceptions
accompanied
by focus
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3

*Students
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3 a

*Students of a
specific
program
[e.g. law
students]
...*



3 b

*student club
or capstone
seminar of
the study
program
...*



4

*Participation in student
club meeting/newsletter
article
Integrating case in
capstone seminar*





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