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SESSION 3A. HE IMPROVEMENT & PROFESSIONAL TRAINING

FROM EVIDENCE TO DECISIONS: A LEAN MODEL FOR QUALITY IMPROVEMENT IN HIGHER EDUCATION

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TOPICS

EVIDENCE-TO-DECISION GAP

LEAN IMPROVEMENT MODEL

DECISION MATRIX

EXAMPLES

CONCLUSIONS



THE EVIDENCE-TO-DECISION GAP



- Higher Education produces large amounts of quality evidence
- KPIs, student feedback, reviews, reports
- Factors of relevance
 1. Evidence does not always lead to decisions
 2. Fragmented responsibilities
 3. Long review cycles



A LEAN IMPROVEMENT MODEL



- Goal: reduce the evidence-to-decision gap
- Inspired by developmental quality approaches in VET
- Adapted to Higher Education contexts
- Based on five principles:
 - Parsimony
 - Traceability
 - Timeboxing
 - Separation of evidence and interpretation
 - Burden minimisation



THE ARCHITECTURE OF THE MODEL



- Six internal functions:
 - Academic Sponsor
 - Quality Coordinator
 - Evidence Lead
 - Peer Review Facilitator
 - Peers
 - Improvement Designer



THE 3×3 DECISION MATRIX



- Three organisational levels:
 - Macro: institution
 - Meso: programme
 - Micro: course
- Three quality areas:
 - Governance
 - Curriculum
 - Assessment & Feedback



THE 3x3 DECISION MATRIX



Level \ Object	Governance	Curriculum	Assessment & Feedback
Macro (institution/school)	<u>Decision</u> : priorities & review focus <u>Minimum evidence</u> : KPI trends, external review points <u>Output</u> : annual priority note	<u>Decision</u> : programme portfolio rules <u>Minimum evidence</u> : demand/enrolment, completion/attrition, coherence risks <u>Output</u> : portfolio decision log	<u>Decision</u> : assessment policy guardrails <u>Minimum evidence</u> : grade patterns, complaints/appeals signals <u>Output</u> : policy update + risk note
Meso (programme)	<u>Decision</u> : roles & cycle calendar <u>Minimum evidence</u> : workload map, process gaps <u>Output</u> : cycle plan + RACI snapshot	<u>Decision</u> : curriculum change package <u>Minimum evidence</u> : outcomes-to-courses map, student feedback <u>Output</u> : micro-improvement plan	<u>Decision</u> : assessment strategy alignment <u>Minimum evidence</u> : assessment map, rubric/reliability signals <u>Output</u> : assessment action list
Micro (course/module)	<u>Decision</u> : local action ownership <u>Minimum evidence</u> : last-cycle actions, local constraints <u>Output</u> : task list in decision log	<u>Decision</u> : lesson/activity redesign <u>Minimum evidence</u> : learning evidence, recurrent learner difficulties <u>Output</u> : change note + next check point	<u>Decision</u> : feedback and grading adjustments <u>Minimum evidence</u> : samples of work, feedback uptake signs <u>Output</u> : rubric/feedback tweak record



EXAMPLE 1: GOVERNANCE AT THE MESO LEVEL



1. Decision: Define an internationalisation strategy for the programme
2. Minimum evidence:
 - a. Outgoing student mobility trends
 - b. Incoming student experience
 - c. Demand from international students
 - d. Visiting professor activities
3. Output:
 - a. Mobility targets
 - b. International recruitment actions
 - c. English-taught programme development
 - d. Visiting faculty plan



EXAMPLE 2: CURRICULUM AT THE MICRO LEVEL



1. Decision: Redesign a learning activity within a course
2. Minimum evidence:
 - a. Student learning evidence
 - b. Recurrent difficulties
 - c. Course feedback
3. Output:
 - a. Change note
 - b. Follow-up checkpoint



1. Decision: Monitor programme-choice satisfaction
2. Minimum evidence:
 - a. Student satisfaction surveys
 - b. Dropout indicators
 - c. Progression data
 - d. Career expectations
3. Output:
 - a. Retention actions
 - b. Student engagement initiatives
 - c. Institutional value communication



CONCLUSIONS



- Quality improvement requires decisions, not only evidence
- Lean processes reduce coordination costs
- The model links evidence, decisions and actions
- Small improvements can produce visible results quickly
- Future work should test feasibility and adoption





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