

QUALITY OBJECTIVES

REVIEWS

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CSGQ	CSGQ	RNSGQ/RSGQ

	NATIONAL SYSTEM QUALITY MANAGEMENT FOR MARITIME TRAINING		
	QUALI.FOR.MA		
	INSTITUTE NAME		

QUALITY OBJECTIVES

Quality objectives are the tool to highlight the key elements of the Quality Policy and to identify a reference point for the commitment of people within the organisation towards improvement. Since the Quality Policy is defined with the requirements/needs/expectations of the stakeholders in mind, its objectives will necessarily be linked to these requirements. Quality objectives, in short, take the statements of the Policy and transform them into statements for improvement against which actions and interventions must be activated.

An example is given:

User need: spendability of the qualification;

Policy: focus on the most significant stakeholders, students and families;

Objective: user satisfaction with appropriate training content in relation to the needs of the world of work;

Measurement: survey of time to post-graduation employment, number of students enrolled in the seafarers' register, outcomes in further education.

Objectives must be designed to be S.M.A.R.T (specific, measurable, acceptable, realistic and tracked over time).

Specific. To achieve maximum results, an objective must be clear and specific, i.e. refer not to a general commitment but to a well-defined and identified commitment.

Measurable. In order for a quality objective to be effective, it must be measurable, i.e. it must be quantifiable in terms of the achievement of results. Therefore, it is necessary to indicate the value or level of the objective rather than a generic indication.

Acceptable. The target must be approved by management and communicated to each level of the organisation that will be asked to accept it. Failure to accept it could result in the failure of the objectives. In the definition of the objectives, therefore, there must be an implicit characteristic of acceptability on the part of those called upon to pursue them.

Realistic. Set goals whose realisation appears, within the organisation, to be possible and feasible.

Tracked in time. To be truly effective, a goal must have a time associated with it. Proper planning must contain dates in order to be properly tracked.

At I.T.L. DUCA DEGLI ABRUZZI, the Quality System has a transversal structure, each person being responsible for the Quality level of their work, at all levels organisational and hierarchical, and is fundamentally based on permanent improvement as a growth factor for all those who work and operate for the Institute.

The Quality System is managed by all persons involved and is kept under control by the Quality Management Manager, who is obliged to report periodically to the DS, so that he can constantly review the System.

This review must lead to the verification of the ability to achieve the stated objectives and to take the necessary measures to improve the effectiveness and efficiency of the System itself.

To this end, the school undertakes to support and promote, among all school staff, participation in training, both internal and external, diversified in terms of topics and recipients (DS, DSGA, teachers, ATA).

	Areas of intervention	Objective	Feasibility(1 to 5)	Impact(1 to 5)	Product: value identifying the relevance of the intervention (from 1 to 25)	MAIN ACTIONS	TEMPISTICS	MONITORING INDICATORS
A	Didactics	Supporting teaching with a view to improving productivity of students.	5	5	25	Institute-wide adoption of the procedures set out in the quality certification manual (ref. MSGQ, STCW).	Entire school year	Departmental minutes.
	Didactics	Managing the educational offer according to quality criteria and sustainability.	5	5	25	Shared planning and monitoring through the SIDI and ARGO platforms.	By February	SIDI and ARGO platforms.
B	Training	Staff training.	5	4	20	Annual, individual or group training on the QMS Quality Management System, in particular: <ul style="list-style-type: none"> • Quality Management System familiarisation; • SIDI platform ARGO platform. 	Entire school year	Achievement of 90% at the end of the first trimester and 100% at the end of the pentamester of the use of the SIDI platform by teachers of vocational subjects. No. of QMS procedures and models adopted by staff school.
C	Learning environments	Laboratory enhancement.	4	5	20	Enhancement of the language laboratory and implementation of Assest Evaluation for evaluation of the exercises on machine simulators and blanket.	Entire school year	Participation in National Calls and Entrustment for Assest Evaluation.

Acceptable. All the objectives were defined and approved at management level within the ISO 9001_2015 QMS. These objectives were communicated to every level of the organisation through circulars and communications in the various collegiate bodies (Teachers' Board, Department Meeting), as well as the publication of the Policy on the institutional website.

Realistic. These objectives appear to be realistic, considering their impact and feasibility, which made it easier to have them accepted within the organisation.

Tracked over time. These goals are tracked through continuous monitoring and are considered achievable by next year (a.s. 2022/2023).

Evaluation of positive and negative effects of actions

Planned action	Positive effects within the school in the medium term	Negative effects within the school to medium-term	Positive effects within the school for along time term	Negative effects within the school in the long term
EDUCATION	Strengthening of skills of all actors in the process training in line with the indications of the Management System.	Risk of inadequacy that could arise from some teachers towards the Quality Management System.	Advancement qualitative of the level of standardisation of procedures, that favours the acquisition of skills advanced and in line with the needs of the world production or the studio university.	The QMS risks become an end and not a means of innovation didactics.
TRAINING STAFF	Supporting challenges on new models of learning and on the adoption of innovative didactics.	Risk of isolation educational/professional of less involved teachers in educational innovation in act. Risk of growth not uniform across classes of the Institute.	Dissemination by the trained teachers will have a relapse wide on the body lecturer.	Risk of a partial involvement without remodelling of individual programming from part of the teachers.
	Increase in sharing the Quality Policy (90% utilisation of cases of the correct envisaged procedures by the QMS). Overcoming the National audits and Europeans.	Weighting the fulfilments.	Maintenance of certification quality for the training maritime.	No effects are expected negatives in the long term.
ENVIRONMENT OF LEARNING	Strengthening of skills digital of all actors in the process training in line with the 'Digital Agenda for Europe'. Setting up the necessary infrastructure for implement the Digital Agenda in accordance with the guidelines set out in Law 107/2015. Adaptation of teaching space in classrooms and laboratories.	Risk of inadequacy that could arise from some teachers towards the technological tools and innovative teaching.	Advancement qualitative of the level of technology of the processes of learning and teaching that favours the acquisition of advanced skills in line with the needs of the manufacturing world or university study.	Innovation technology risks become an end and not a means of educational innovation.

MONITORING OF EXPECTED RESULTS

OBJECTIVES OF	Expected Results	Monitoring Indicators	Modalities of
TEACHING PROCESS	Collegial, departmental and subject area meetings at the top moments of the administration of the designs.	Headmaster's annual programme and circulars.	Minutes of meetings and reports by department heads.
	Competence-based design and evaluation in accordance with the procedures laid down by the QMS.	Design.	Skills observation and evaluation grids.
	Uniformity of assessment and reduction of variance between classes.	Comparison of the results obtained from the administration of the parallel tests.	Parallel test texts
TRAINING	Use by all personnel of the procedures laid down in the QMS.	Survey sheets and records of monitoring group meetings	Monitoring the RSGQ and DS
	Use of the SIDI platform by all vocational teachers. Use by all teachers of the ARGO electronic register	No. of designs on Sidi and ARGO	SIDI and ARGO platform monitoring
Environment of learning	Enhancement of laboratory equipment.	Use of equipment. Dematerialisation of forms to support classroom activities. Customer satisfaction.	Inventory endowment.
	Adaptation of language laboratory to STCW standards.	ERDF.	Acceptance report Equipment inventory.
	Implementation of 'Assessment Evaluation' for the evaluation of exercises on machine and deck simulators	ERDF or savings.	Acceptance report Equipment inventory.

TEMPISTICS

Timing of activities

Activities	Activity Planning									
	Set	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Mag	Jun
Didactics	X	X	X	X	X	X	X	X	X	X
Training	X	X	X	X	X	X	X	X	X	X
Environments of learning	X	X	X	X	X	X	X	X	X	X

Timing of action monitoring

Date of detection	Indicators for the process monitoring	Measuring instruments
In progress June 2023	Quantities.	Questionnaires. Interviews. Focus group.
In progress June 2023	Qualitative.	In-depth analysis of the data collected and reflection on their causes.

EVALUATION, SHARING, DISSEMINATION

Evaluation, sharing of actions

Internal sharing moments

- Periodic briefings, chaired by the DS, involving: the evaluation team and the manager's staff; department heads and head of education; teachers' board; school council.
- Dissemination in departmental meetings.
- DS - Administrative Staff meeting.

People involved

All teachers, DSGA, Heads of Departments and laboratories, Quality Management Officer, parents' and pupils' representatives.

Tools

Analytical reports, presentation of data through graphs.

Considerations

- Objective difficulty in defining standards and indicators for improvement that are shared by all components of the process, to which is added the common understanding that not everything that is measurable counts, and not everything that counts is measurable.
- Feasibility study of some actions.
- Identification of practical actions to be implemented in order to close the gap between already achieved and attainable goals.
- Actions related to the organisation of the school.

Dissemination of results

Methods/tools: Notification of publication on the Institute website, internal section, at the Teachers' Board and the Institute Council.

Beneficiaries: Teachers, students, families, ATA.

Timeframe: June/July.

The Headmaster

(Prof. Antonietta PRUDENTE)

Autograph signature substituted by print pursuant to
Art. 3, para. 2 of Legislative Decree 39/93