

# QM

## MANUAL FOR QUALITY MANAGEMENT

C.G. Jung Institute Copenhagen, Hoeffdingsvej 22, 2500 Valby  
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**0.1 Introduction**

Often a **quality managing system** is connected with unnecessary waste of time and an increased amount of paper. And a quality managing system does not seem very accessible and a little “mysterious”.

But actually **quality management** is quite simple and by securing stable and consistent processes it also economises with the resources.

The basis of this **Manual for Quality Management** is the standard DS/EN ISO 9001, 2<sup>nd</sup> edition. A newer edition has been introduced from ISO, but has not been integrated in this Manual for Quality Management.

**The aim of quality management is to secure the quality in the designed and offered product. The quality must measure the laid down goals.**

In a production factory designing e.g. screws the quality management must secure that all the produced screws meet the laid down standard of quality which means that every screw must be of exactly the promised and expected quality.

In the same way the quality management for the C.G. Jung Institute Copenhagen must secure that the quality of the training meets the demands laid down in the Institute’s goals for the quality. This is done by managing the training by means of a sequence of defined procedures and in addition by in different ways evaluating these procedures.

The present manual in Quality Management is worked out by Misser Berg in co-operation with Pia Skogemann.

The manual is subsequently examined and revised by the Institute executive committee at the C.G. Jung Institute, Copenhagen.

Presented at the General Meeting in Society for Analytical Psychology, Denmark (DSAP) in May 2002. Revised June 2002, June 2003, March 2004, March 2005, October 2006, November 2007, December 2007, February 2008, September 2012

Translated by Misser Berg

**1.1 Description of the Institute**

**The C.G. Jung Institute, Copenhagen** was founded in 1980 and reorganised onto the present form i 1996.

The C.G. Jung Institute offers a private education in analytical psychotherapy and analysis based on theories about the human psyche as formulated by C.G. Jung and further developed by his successors. The training qualifies for membership in the International Association for Analytical Psychology (IAAP).

The C.G. Jung Institute is managed by a Training Committee, a Director of Training, and a Staff, all in accordance with the Institute-regulations § 4 art. 1-6 and the present Manual for Quality Management par. 1.3, Institute Organisation.

Requirements for application are determined by the Training Regulations.

The training is generally determined by the Training Regulations. The training is scheduled in the Training Program.

New groups of candidates are taken in with 3 year's interval. Location: Primarily Copenhagen

## 1.2 Quality Politics

### Objectives

The main objectives of the C.G. Jung Institute are the qualifying of candidates to practise Analytical Psychology at a minimum according to the standard required by the International Association for Analytical Psychology (IAAP) and in accordance with the Training Regulations.

In addition to this the objective is to organise the training according to the current national standards for Psychotherapists.

The training will aim at making the candidate mastering analytical and psychotherapeutic individual work with grown-up clients of all ages suffering from a large spectrum of problems and to know when the psychotherapeutic work is contra indicated (e.g. psychiatric illnesses) (see Training Regulations §5)

In addition to this it is the objective of the Institute to further the knowledge of Analytical Psychology.

### Politics

The quality management procedures are continuously improved. The Institute's positive as well as negative experiences are collected, presented and acted upon.

### Goals

#### The best possible training

The Training Program is continuously revised and extended by the staff.

The theoretical training is arranged so that the candidates become acquainted with the original sources (primarily Jung), and continuously are introduced to newer theorists from related areas, e.g. anthropology and psychoanalysis as well as to the ongoing debate in the Jungian world.

The practical, clinical part of the training is arranged so that the candidates are trained in analytic and therapeutic skills.

There are a number of evaluation procedures to secure the goals of the training:

The comprehensive evaluation procedure at the intake of candidates aims at the candidates' personal qualifications for the training.

By means of annual evaluations, the Staff receives detailed responses of the teaching and the teachers from each candidate.

At an annual Staff Meeting, the Staff evaluates each candidate, and each of the teachers presents a report from their teaching.

The Staff's assessment of the candidate is communicated orally or in writing when a need is felt.

A Year Group Facilitator meets regularly with the candidates and mediates candidate's concerns, e.g. to the Training Committee / the Staff.

Finally, candidates' essays and exams are evaluated by a coach and an internal or external examiner, and candidates' work with clients is evaluated by the individual supervisors as well as by the leaders of the group supervision.

The procedures of evaluation are continuously improved.

#### Qualified teachers

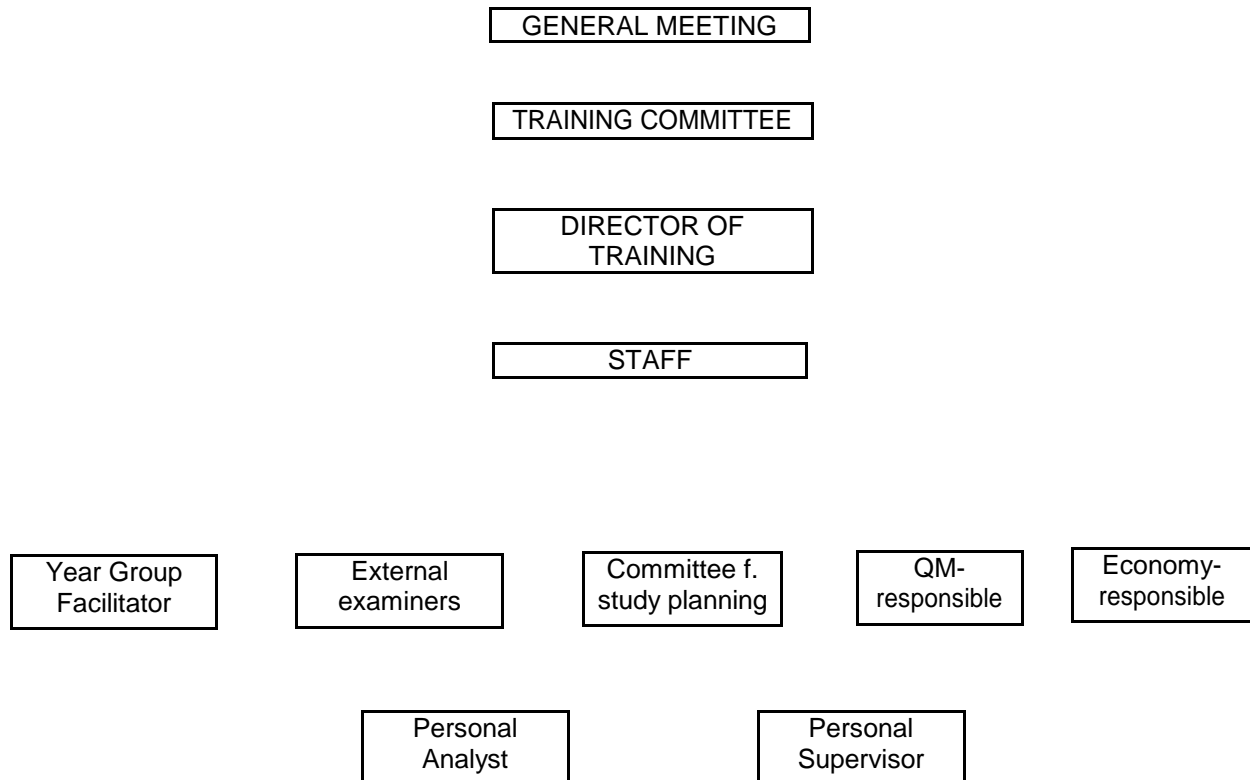
The teachers are chosen with regard to multitude, both concerning personal and professional qualifications. There is a Staff consisting of teachers from Denmark as well as from abroad. The Staff is supplied by varying Danish and foreign guest teachers. All teachers are members of IAAP, except for certain specialists, such as in psychiatry or history of Psychotherapy etc.

The external examiners are appointed among Jungian analyst with a substantial international experience.

The Institute organises regular post-graduate seminars for all members and conferences for the Staff every other or every third year in order to keep up the high professional standards. In addition to this it is expected that all teachers regularly attend seminars, conferences and other post-graduate training as a natural part of the proficiency.

#### Healthy economy

A healthy balance between income and expenses will provide stability in the Staff and a possibility to invite foreign guest's teachers with special qualifications. In addition to this a certain amount of income is saved in order to secure the continuity in the training, even if the income should decline.

**1.3 Institute Organisation****The General Meeting**

The General Meeting in DSAP is the overall authority of the C.G. Jung Institute.

**The Training Committee**

The Training Committee consists of max. eight members plus the Director of Training. The members are elected at DSAP's annual General Meeting from and by the full members of DSAP. Minimum 4 members of the Training Committee must have at least 5 years of seniority as members of DSAP; the rest must have at least 3 years of seniority as members of DSAP. The members of the Training Committee are elected for 3 years. Re-election is possible.

**The Director of Training**

The Director of Training is elected at DSAP's annual General Meeting from and by the full members of DSAP. The Director of Training must have at least 5 of years seniority. The Director of Training is elected for 3 years. Consecutive re-election is possible 2 times with possibility of prolongation in case of special circumstances. In the overlap between an ongoing and a future training a Director of Training for the future training can be elected in addition to the Director of Training for the ongoing training.

**The Staff**

The Staff comprises members of the Training Committee and 1-3 permanent teachers (e.g. Jungian Analysts from abroad and maybe a Psychiatrist) who are appointed by the Training Committee. The Staff meets once a year to evaluate and work out the Training Program, evaluate the candidates, and discuss any problem that has arisen.

**The Year Group Facilitator**

A Year Group Facilitator (YGF) will be available to facilitate the

educational process and the study guidance for the group of candidates. In most of the seminar weekends there is a joint meeting between candidates and the YGF, where the teaching and other aspects of the training is discussed, and the YGF will notify the Training Committee of issues of concern. The YGF will not be involved in other matters of the training and will neither be personal analyst nor supervisor for any of the candidates.

**External examiners**

External examiners will function at the oral exam after the first year, the case report after the fourth year and the final article in the fifth year.

They will act in accordance with the formal structure of the Institute, and in this capacity they will be part of the Quality Management System, but they will otherwise be totally free of involvement with the training program (such as organizing, teaching, analysing or supervising).

**Committee for study planning**

The Committee for study planning comprises of a number of members of the Staff and minimum 3 delegates from each group of candidates. The Committee for study planning meets at least once a year to discuss the curriculum of seminars and lectures. Candidates can at the meeting express ideas and wishes for the future Training Program.

**The Responsible for the Quality Management System**

The QM-responsible has the overall responsibility for the function of the system and the system's accordance with the requirements of the present Manual for Quality Management.

At the same time the QM-responsible functions as link / mediator between the Training Committee / the Staff and the teachers etc. to secure that everybody understands the quality politics and understands how it influences them and their role in the quality management system.

**Economy-responsible**

The Director of Training is accountable for the economy. If possible a secretary is appointed for the book-keeping.

**Personal analyst**

The personal analyst is involved in the training, but the function personal analyst is not part of the Training Committee nor the Staff. For a description of the function see Regulations § 4.

**Supervisors**

The supervisors are part of the training, but the function supervisor is not part of the Training Committee nor the Staff. The supervisors will facilitate the candidate's careers guidance. For a description of the function see Regulations § 8.



**1.4 Resources**

Planning and management are key words for the handling of resources.

The C.G. Jung Institute's resources can be listed as the following:

- Management
- Teachers and other employees
- Economy
- Documents
- Facilities: accommodation etc.
- Working methods: procedures, e.g. procedure for evaluation

**The Training Program:**

The Training Program is one of the central tools in the C.G. Jung Institute's management of resources. The Training Program contains information about the resources necessary at least one year in advance. The Training Program is worked out / revised at least once a year.

**Planning of QM:**

Dates and proportions for QM are registered by the QM-responsible.

**Updating of resources:**

Regularly updating of the resources is one of the corner stones in quality management. Updating can in general be activated as a result of scrutiny (par. 2.2.1), control (par. 2.2.2) or audit (par. 2.3.4, 2.3.5). For further explanations on updating in general see par. 2.1.4, Correcting Management. For updating of management and staff, see par. 1.5, Professional Qualifications and par. 2.1.7, Teachers. For updating of documents see par. 2.1.5, Management of Documents

**1.5 Professional qualifications**

All persons involved in the management of the training have an influence on the quality, directly or indirectly. It is therefore important that it is the right persons with the right qualifications that become attached to the right tasks.

**Registration of qualifications:**

The persons involved in the training must altogether cover the following areas:

- Management of the Institute;
- Evaluation of candidates
- Teaching
- Individual supervision
- Personal analysis (for candidates).

No single individual can be equally competent in all aspects, and the members of the Training Committee and the Staff do not have to fill all the roles, but the Training Committee / the Staff is responsible for filling them satisfactorily.

The Director of Training registers the qualifications of the members of the Training Committee, the Staff and the guest teachers, who must all submit a CV. Especially the seniority and the individual updating of professional skills are important issues.

**Training in QM:**

The members of the Training Committee and the Staff are trained in order to:

- Improve the benefit of the quality management system
- To provide the Training Committee's and the Staff's understanding of quality management and of how the system is used in practice

### 2.1.1 The System

#### **The main elements of the Quality Management System**

The quality management system for the C.G. Jung Institute is based on already applied procedures.

**The Quality Management System** is divided in 2 levels:

1. **Strategic**  
Institute Politics, Quality Politics, and Institute Organisation etc.
2. **Tactical and operational**  
System, description of procedures for management, quality securing and evaluation. Quality securing in practice.

#### **Structure and management of the manual**

The Manual for Quality Management is structured by a numerical order so it is possible to refer unambiguously to procedures and instructions. The classification in chapter- and page numbering allows text to be easily revised and primarily that pages can be added or cancelled without influencing the subsequent content. It must be possible to identify the date as well as the revision-date.

The following of the ISO-standard's requirements are left out because of their aim on physical products, which make them irrelevant in this context:

4.10, 4.11, 4.15.

**2.1.2 Planning of the Training**

The planning of the training must secure that:

- all activities are identified and described,
- responsibilities and authorities are appointed
- necessary resources are available to solve the different tasks
- the consumption of fees and other expenses are manageable
- the amount of quality management and corrections are identified
- the need for correcting actions can be identified

**Organisation of the training**

A rank order of the organisation of the training defines the responsibilities and authorities among internal and external persons involved (see also par. 1.3 Institute Organisation):

- General Meeting
- Training Committee
- Director of Training
- Staff
- External examiners
- Committee for study planning
- QM-responsible
- Economy responsible
- Year Group Facilitator
- Guest teachers

**Schedule for the activities**

The different activities of the Institute must be scheduled:

- Training Committee - and Staff-meetings
- The teaching in details for each term
- Deadlines for handing in essays etc.
- Coaching and evaluation of essays, case-reports, final article
- Evaluation by the supervisor
- Evaluation of seminars etc. by candidates
- Elaboration of budgets and accounts
- Quality management
- Conclusion of the training and issue of the diploma

The schedule is described in Training Program, Regulations, Guidelines for Candidates, and QM.

**2.1.3 Management of the Training**

The management deals with leadership, follow-up and co-ordination of

- activities in the training,
- time,
- quality,
- consumption of fee and other expenses,
- approvals

**The fundamentals of the training**

The fundamentals of the training include requirements, rules, regulations etc:

- International requirements from IAAP (number of sessions, ethics etc.),
- National requirements (e.g. national standards for Psychotherapists, requirements from insurance companies)
- The C.G. Jung Institute's own requirements and rules (requirements in the Training Regulations, ethical rules, requirements about curriculum etc.)

The fundamentals of the training are identified by the Training Committee and the Staff who evaluates whether the requirements are adequate and who clarifies if requirements /rules/regulations are contradictory, incompatible or unclear.

**Management of the training**

The training is basically managed in accordance with the Training Regulations, and the Training Program. An important part of the management is to make necessary corrections! (See par. 2.1.4, Correcting Management). At Training Committee-meetings, meetings with the Committee for study planning and at the annual Staff meeting the status is identified and the necessary corrections are implemented.

**Evaluations**

Evaluations are beyond dispute of the greatest importance in quality management!

There are several different evaluation procedures in the training:

- The initial evaluation of the applicants for Training at the Institute.
- The candidates' evaluation of the training in general and the seminars and teachers in particular
- The candidate's self-evaluation
- The Staff's evaluation of candidates
- The coach and the examiner's evaluation of the candidates' written work
- The oral examination
- The candidate's and supervisor's evaluation of supervision
- The feed back from the meetings with the Year Group Facilitator
- The external examiners' evaluation of the process of examining
- Request from candidates
- The Training Committee's evaluation of the QM-system (See par. 2.3.1, The The Training Committee's Evaluation)
- The possible evaluation carried out by the elected person for internal audit (See par. 2.3.4, Internal Audit)

**The initial evaluation of the applicants for Training at the Institute**

When the applications are received by September 1<sup>st</sup> in the year before the Training of a new group starts, they are at first evaluated regarding the formal requirements. The application from those who meet these requirements are sent to the members of the Training

Committee who at a subsequent meeting decide which candidates can go further in the application process which includes an interview with two members of the Training Committee. In special cases the applicant may be asked for an extra interview. After the completion of the interview(s) each applicant is evaluated by the Training Committee at a meeting where it is decided who can be accepted for the following Training.

**The candidates' evaluation of the training**

Once a year an evaluation questionnaire for seminars etc. and the candidate's self-evaluation is reflected upon and submitted by the candidate.

**The candidate's self-evaluation**

In the annual questionnaire the candidates must also evaluate themselves.

**The Staff's evaluation of the candidate**

An annual evaluation of each candidate's progress on the basis of seminars, lectures etc. takes place at the Staff meeting. In cases of concern feedback is addressed to the candidates. Concern could be caused by e.g. absence, missing essays, sign of unsolved personal problems etc.

The Training Committee can on the basis of the evaluation decide whether the candidate has to complete extra case reports or any other tasks or receive additional supervision over and above the minimum required. (See Training Regulations §10)

**Evaluation of the written work**

The written essays, case-reports and the final article are evaluated by the coach and the internal or external examiner. (See Training Regulations §5 and §10)

**Oral examination**

After the first year an oral examination will take place. The oral examination is evaluated by the examiner and an external examiner. (See Training Regulations §5 and §10)

**Evaluation of supervision**

Evaluation of supervision is done by the supervisor(s) in co-operation with the candidate. For evaluation of supervision a questionnaire has been worked out.

**The Year Group Facilitator**

The Year Group Facilitator (YGF) plays an important part in the training by functioning as the candidates' advocate and study guidance so the personal concerns and suggestions of the candidates regarding their program of studies can be heard and passed on to the Institute executive committee in a nonpersonal way. The YGF meets regularly with the candidates and records minutes which are adopted by the candidates and then sent to the Director of Training. The YGF is available for individual consultation (via e-mail and telephone) by candidates regarding any special concerns they have in their program of studies.

**External examiners**

External examiners must submit an evaluation of the process concerning external examination.

**Requests from candidates**

Requests from candidates are identified and handled at meetings with the candidates at the Committee for study planning and at closed meetings.

**Management of Quality Securing**

The QM-responsible plans and communicates the various actions necessary in the implementation of the quality securing.

**Documentation**

All decisions and agreements must be documented by notes, letters and, not least, minutes of meetings. The Training Program and its included activities as well as the evaluations are subjected to control/scrutiny, see par. 2.2.1 Scrutiny and par. 2.2.2 Control.

**2.1.4 Correcting Management**

Correcting management is one of the corner stones in the quality management.

The correcting management in the C.G. Jung Institute takes into account that

- corrections are made visible and are managed in accordance with fixed procedures
- divergences or problems are identified and corrected
- the cause of divergences or problems are elucidated in order to avoid that the problem is repeated
- the QM-system is improved as a consequence of solved problems.

**Corrections in the Training Regulations, the Guidelines for Candidates, and/or the Training Program:**

Corrections in the Training Regulations, the Guidelines for Candidates, and/or the Training Program can be caused by changed preconditions, e.g. changing of curriculum etc. The area of Analytical Psychology is under constant development and such changes are therefore natural. Corrections can also be caused by readjustments of the budget or the accommodation etc.

The corrections must always be registered by date and circulated to all members of the Staff for any objection before sending out respectively coming into force. At substantial corrections the candidates must be included in the decision. The revised documents are handled in accordance with par. 2.1.5 Management of Documents.

**Correcting and preventive actions:**

In addition to the above-mentioned corrections, necessary corrections as a consequence of faults and shortcomings must be carried out. Faults and shortcomings are primarily discovered by self-control or by the approval and the application of documents.

If the faults or shortcomings have caused serious consequences (failures) a restoring action must be initiated, followed by a correcting action in order to prevent that a similar fault should be repeated. The need for correcting actions can also occur after complaints or audits etc.

Possible preventive actions must be initiated where problems are anticipated. It can be problems with candidates or teachers, training-processes, faults recognised under scrutiny, complaints and claims for damages. The preventive actions must if possible be incorporated in procedures in the Manual for Quality Management.

Actualised correcting and preventive actions function as input to the Staff's evaluation. (See par. 2.3.1, The Staff's evaluation)



**2.1.5 Management of Documents**

The management of documents concerns all written documents and electronic data, and includes the process from preparation and application, over distribution and revision, to filing.

**The management of documents includes management and identification of:**

***Documents and data worked out by the Training Committee and the Staff:***

- Training Regulation, Guidelines for candidates, Training Program
- Contracts
- Minutes, notes
- Correspondence
- Evaluations of candidates
- Accounts, budgets and other economic documents
- Rules, regulations etc.
- Documents and data belonging to the quality management system including procedures, instructions and formulas.
- Quality-evaluations of the training
- 

***Documents and data of external origin:***

- Correspondence
- Agreements, rules, regulations etc.
- Reports from the Year Group Facilitator
- Documents and data from teachers, guest-teachers, candidates
- Reports from possible internal audits.
- Scientific literature etc.

**Electronic mail** demands special attention, especially attached files. The majority of the correspondence to and from the C.G. Jung Institute is done by e-mail. Methods of control and approval are still under development. Until further notice all completed documents must be filed in paper-version or filed on external disks, USB-sticks, CDs etc.

**Management of documents - method and proportions:**

**System-documents:**

System-documents include the present Manual for Quality Management, Rules and Regulations, Training Regulations, Training Program, Guidelines for Candidates etc.

The system-documents must be accessible for the members of the Staff. Date of origin and of revision must be visible on each document.

**Quality-registrations:**

Quality-registrations include internal system-registrations and registrations concerning the training.

These two types of registrations are managed separately:

***Internal registrations:***

- The Staff's internal evaluation/quality-registration
- Minutes of meetings
- Registration of correcting actions
- Evaluations of guest-teachers

Normally the candidates do not have access to internal registrations. The internal registrations are distributed to all members of the Staff, digitally or in paper-version.

**Registrations concerning the training:**

- Minutes from Training Committee - and Staff Meetings
- Reports from the Year Group Facilitator
- Candidates' evaluation of the teaching etc.
- Letters etc.

Registrations concerning the training are distributed to all members of the Staff, digitally or in paper-version.

**Other documents:**

Other documents are structured and identified by fixed procedures:

- normal letters, fax-letters, e-mails, notes, minutes etc.
- teachers reports, literature-lists etc.

All outgoing **letters, minutes and notes** must be dated, if necessary with revision date. Letters must be signed. It must be clear who has worked out minutes and notes.

**Teacher's reports, literature-lists** etc. must all be dated, if necessary with revision date. It must be clear who worked out the reports and lists and to which specific subject area they belong.

**Documents to and from teachers, guest-teachers, candidates etc.**

Incoming mail in paper-version is registered by the Director of Training who briefs the members of the Training Committee and in severe cases also the members of the Staff. Incoming e-mails are forwarded to the members of the Training Committee and in severe cases also to the members of the Staff. Outgoing mail is forwarded via e-mail to the members of the Training Committee and in severe cases also to the members of the Staff.

**Documents concerning economy.**

All incoming and outgoing mail, e-mails etc. is registered and filed in paper-version or digitally by the Director of Training who is responsible for the accountancy.

**Filing of all types of documents:**

The documents can be classified in

- Documents concerning training
- Documents concerning administration

**Documents concerning training**

Documents concerning training are filed in accordance with a filing system and are maintained/brought up to date by the Director of Training. Material of no present interest is filed in at least 5 years after the termination of the training concerned.

**Documents concerning administration**

Documents concerning administration are filed in accordance with a filing system and are maintained/brought up to date by the Director of Training. Material out of date is filed in at least 5 years.

**Scientific literature**

A member of the Training Committee has been appointed to take care of the scientific literature. Scientific literature is catalogued referring to library-standard and is regularly updated. Scientific literature is placed in a locked cupboard.

**2.1.6 Approval of Documents****The Manual for Quality Management**

Revisions of the Manual for Quality Management must always be circulated to all members of the Staff for any objection before publishing respectively coming into force, and possibly to the elected person for internal audit. (See par. 2.3.4 Internal Audit.)

**Other documents**

Revisions of the Training Regulations and the Training Program must always be circulated to all members of the Staff for any objection before sending out respectively coming into force.

Contracts, agreements and letters etc. for teachers, guest-teachers, candidates etc. must always be circulated to all members of the Staff for any objection before sending out respectively coming into force. There is however a trifling limitation concerning agreements and letters about minor practical matters which do not need approval before it is sent out.

Minutes of meetings are approved by e-mail or at least at the following meeting.

**2.1.7 Teachers and examiners** When the Training Committee selects a teacher or examiner the capacities of the person in question are evaluated in areas where the quality is influenced. The selection of a teacher / examiner for a specific subject area is done by establishing the demands of the teacher's examiner's qualifications:

- competence and speciality
- previous experiences and references

Especially the external examiner's qualifications must be outstanding. They must be Jungian Analysts IAAP with a great amount of international experience, analytically as well as organisationally.

The evaluation is made by the Training Committee / the Staff based on experiences, recommendations, publications or other kinds of accessible knowledge.

#### **Teaching proficiency**

A number of teachers at the C.G. Jung Institute have a previous pedagogical degree.

The teaching proficiency is evaluated by the candidates' annual evaluation of the training.

#### **Contract with teachers and examiners**

The C.G. Jung Institute has a fixed procedure for forming the contract with teachers and examiners, including modifications of the contract. In principle the same procedure as for contracts with candidates is used. See par. 2.1.8, Contracts with Candidates.

#### **Other purchases**

It is not found relevant to consider other purchases such as paper, software etc.

**2.1.8 Contracts with Candidates****Foundation of the contract:**

The Training Regulation constitutes the foundation of the contract.

**Approval of the contract:**

The contract is approved by the Training Committee before it is addressed to the candidate.

**Special demands for the candidates:**

In the contract special demands for the candidates, e.g. can be included:

- Obligation to respect the ethical rules in force at the time.
- Obligation to abstain from calling themselves Jungian Analysts until completed training.

**The candidates' rights:**

The candidates' rights must be included in the contract.

**Service:**

Information about service can be included in the contract. See par. 2.1.9, Service. If nothing specific is mentioned it is assumed that service will be offered due to regular practice.

**Revisions of the contract:**

Revisions of the contract (e.g. addition or removal of service or demands) are worked out by the Training Committee.

**Responsibility:**

The contract must be signed both by the Director of Training and the candidate concerned.

**2.1.9 Service**

Service is understood as maintenance and guarantee.

In spite of Analytical Psychology being a service trade the training at the C.G. Jung Institute, Copenhagen is normally not connected with service benefits – implicit benefits free of charge.

Nevertheless we do deliver service benefits free of charge (e.g. almost all of the administrative and organizing work done by the Training Committee and the Staff is free of charge).

Conversely candidates (and clients) can have expectations of service which is not in accordance with the Institute's apprehension of service.

It is therefore important to clarify for the candidates as much as possible of the expectations of service. The following points should be considered communicated:

- supervising and evaluation of the candidates' essays and case-reports are free of charge (in contrast to supervising the final article)
- A photocopy-machine is available for a reasonable amount of free copying of necessary papers difficult to get at.

Any divergences recorded about service should follow the procedures for correcting actions.

### 2.2.1 Scrutiny

Scrutiny is a critical evaluation of the chosen dispositions.

Scrutiny is related to the following:

- Training Regulations, Training Program. Preparation, revisions, up-dates
- Admission and evaluation of candidates. Procedures and implementation
- Evaluation of the training. Candidates' and teachers evaluation
- Administration, agreements etc.
- Economy. Follow-ups, revisions of the budget

#### **Management of the scrutiny:**

The scrutiny is managed by the members of the Training Committee and the Staff who can also appoint one person or a smaller group of persons to take care of parts of the scrutiny.

#### **Training Regulations, Training Program.**

##### **Preparation, revisions, up-dates:**

The scrutiny must secure that the documents are coherent in form and substance and in accordance with the approved politics and goals for the quality. See 1.2 Quality Politics.

As a rule the documents are circulated to all members of the Staff for any objection before sending out respectively coming into force.

##### **Admission of candidates every 3<sup>rd</sup>. year. Procedures and implementation (see 2.3.1):**

The scrutiny must expose the risk of future problems by pointing out weak points if any. The scrutiny is managed by the entire Training Committee with a possible supplement of Staff-members if needed. The scrutiny is based on the material received by the applicants as well as the reports from the interviews. The scrutiny takes place at several meetings in the year of application for the Training and is documented in the minutes of these meetings.

##### **Evaluation of the training. Candidates', teachers and Staff-members' evaluation (see 2.3.1):**

Based on candidates' evaluation and teachers' reports the scrutiny must follow-up on the teachers and the candidates, and on the form and substance of the training. The scrutiny is carried out by the Staff once a year after completed evaluation-procedures.

The scrutiny must be documented in the minutes of the Staff-meetings.

##### **Administration, agreements etc.**

Scrutiny of administration must identify and point out faults and shortcomings in the administrative routines. This scrutiny is carried out by the QM-responsible in cases where control and / or internal audit have identified faults and shortcomings in the administrative routines. The scrutiny must be documented by e-mail and sent to the Training Committee and in severe cases to the Staff.

##### **Economy. Follow-ups, revisions of the budget:**

Scrutiny of economy must secure that the economic procedures and dispositions are reasonable.

The professional accountant is an important person regarding this scrutiny. In addition the budget must be presented for and approved by the General Meeting in DSAP as well as presented and discussed at the annual Staff-meeting.

The documentation will be in:

- the notes and comments from the external, professional accountant
- the minutes from the General Meeting in DSAP
- the minutes from the Staff-meeting

## 2.2.2 Control

In contrast to scrutiny control is an examination of units measurable as true / false: (proof-reading, control of dates, economy etc.)

**Control** concerns documents such as letters, notes, the Training Program etc. The control must secure that the document is complete, correct and understandable.

There are 2 types of control:

Self-control, which is managed by the person who has made the document.

Self-control is mandatory but documentation is not asked for.

External control, which is managed by another person than the one who made the document.

The amount of control varies dependant of the importance of the document.

External control is carried out in accordance with the following procedures:

### **Correspondence:**

External control of correspondence is only carried out if it is precarious correspondence or in possible occasions where the internal audit has pointed out the necessity. In these occasions the letters are distributed (if possible by e-mail) to the entire Training Committee and in severe cases the Staff who must approve them before they are sent out. Approval normally happens by e-mail or at a Training Committee- or Staff-meeting where it must be mentioned in the minutes.

### **Documents of major importance:**

Control of Training Regulations, Training Program, budget etc. must always be carried out. The documents are distributed (if possible by e-mail) to the entire Staff asking for any objections before they are sent out. Objections and approval normally happens by e-mail or at Training Committee- or Staff-meeting where it must be mentioned in the minutes.

The Training Committee can decide to delegate the control-function to specially appointed QM-persons.



**2.3.1 The Staff's evaluation**

The Staff's evaluation of the QM- system is the formal evaluation of the system's integration, function and value in relation to the quality politics.

The QM-system is evaluated by the **QM-responsible** in co-operation with the Staff when necessary to secure that it is suitable and efficient. The Staff can appoint one person or a smaller group of persons to take care of the evaluation together with the QM-responsible.

**Procedure:**

The QM-responsible prepares the evaluation by pointing out areas of interest. These areas must be highlighted to facilitate the procedure. The material is then sent to the Staff or to the appointed smaller evaluation group for feed-back regarding the evaluation.

**Documentation:**

Conclusions from registrations, evaluations, actions etc. must be documented by e-mail and sent to the Staff.

**2.3.2 Experience-evaluation**

Experience-evaluation is evaluation carried out on the basis of gathered and collected experiences after arisen problems with the quality. Experience-evaluation is securing the accomplishment of preventing actions.

It is generally the Training Committee's responsibility to secure that risks and dangers concerning the quality are picked up and registered. This responsibility is delegated to the QM-responsible.

**Accomplishment of preventing actions:**

If a problem occurs it is the Training Committee's responsibility that it is handled. Problems that need handling by preventing actions can occur when

- problems with a candidate or teacher where the handling is not sufficiently described in the QM-manual
- faults because of unclear procedures registered at scrutiny or internal audit etc.
- critique, complaints, compensation claims etc. which must always lead to reflection and subsequent rationalisation.

The QM-responsible collects impressions and occurrences and activates subsequent actions to improvement of procedures.

**Revision of the Manual for Quality Management:**

Revision of the Manual for Quality Management lies with the *QM-responsible* who is also responsible for communicating the revisions to relevant persons within the organisation.

**2.3.3 Statistic evaluation**

Statistic evaluation is based on quantitative data in order to measure whether the goals for the quality laid down in the quality politics are obtained.

The defined goals for the quality are, (see par. 1.2, Quality Politics):

- The best possible training
- Qualified teachers
- Healthy economy

For statistic evaluation of the goals the following method can be used:

**Goal: The best possible training**

The Staff regularly collects information about Training Regulations, Training Programs from other trainings in IAAP societies for comparison with the C.G. Jung Institute's Training Regulations, Guidelines for Candidates, Training Program etc.

In connection with the annual evaluation the Staff makes an analysis of the candidates' answers and estimates whether the form or substance of the training should be adjusted.

**Goal: Qualified teachers**

In connection with the annual evaluation the Staff makes an analysis of the candidates' answers and the teacher's self-reports and estimates whether the composition of the teacher's group should be adjusted or whether a teacher should be urged to professional updating within a specific area.

**Goal: Healthy economy**

The annual account is in itself a measurable evaluation of the quality goal: healthy economy.

**Documentation:**

The results of the statistic evaluations are documented in the minutes of the Staff-meetings.

**Follow-up if necessary:**

The Staff must subsequently decide whether the quality politics are sufficiently defined, whether they should be enjoined or whether adjustments are necessary in order to reach the goals.

Any revision of the Manual for Quality Management rests with the QM-responsible person.

**2.3.4 Internal audit**

Audit is an evaluation of whether the quality management system is respected.

**Planning and implementation:**

At the general meeting in DSAP it is decided whether an internal audit should be implemented. If it is decided the internal audit is managed by a member of DSAP, elected at the general meeting in accordance with the rules and regulations § 5. art.5.

Audit of one self or one's own function is not possible.

The elected person for internal audit then meets with the QM-responsible. It is the responsibility of the elected person to assess how the training is managed.

The focus should be on system quality, not on the amount of paper

The elected person for internal audit can if requested get access to the following material:

- Training Regulations, Training Program
- Minutes from Training Committee- and Staff-meetings
- Regular correspondence
- Teacher's reports
- Literature-lists
- Minutes from the meetings with the Year Group Facilitator

Confidential documents such as minutes from evaluation meetings, essays etc. will normally not be accessible. If there are strong reasons for the release the documents must be handled confidentially in the report.

**Correcting actions:**

If an internal audit has disclosed divergences and lack of consequence the necessary correcting actions are planned and implemented. This could be:

- revision of a procedure,
- revision of a document.

**Report and documentation of audit:**

The elected person for internal audit communicates the result of the audit at the General Meeting. An overview of the results and the necessary actions must be communicated.

If a previous audit recommended or demanded an action the actual audit must report on the effect of the correction.

Documentation includes:

- A description of the content of the audit
- The result and the further process
- Time limits for any corrections
- Re-audit of corrections if necessary

**2.3.5 External audit**

The C.G. Jung Institute is not certified but the present Manual for Quality Management is based on DS/EN ISO 9001, 2<sup>nd</sup> edition.

If certifying is decided the below-mentioned procedure should be followed:

In Denmark there are several institutions accredited by DANAK – (Dansk Akkreditering), to carry out certification of quality management systems in accordance with the DS/EN ISO 9000-series.

In short terms certification and audit can be explained as follows:

The certifying organisation runs through the Manual for Quality Management and points out any problem that must be corrected or procedures that must be added.

When the Manual for Quality Management is OK a certifying audit is carried out. In this the Manual for Quality Management is compared with the Institute's methods, documentations and registrations.

If there are no divergences a certificate is issued.

After this a follow-up-audit is carried out once or twice a year.

At the follow-up-audit the system is evaluated in accordance with an audit-plan. One can say that the system is at examination.

Divergences are identified and categorised and collected in an audit-report. It is the Institute executive committee's responsibility that the necessary correcting actions are implemented.