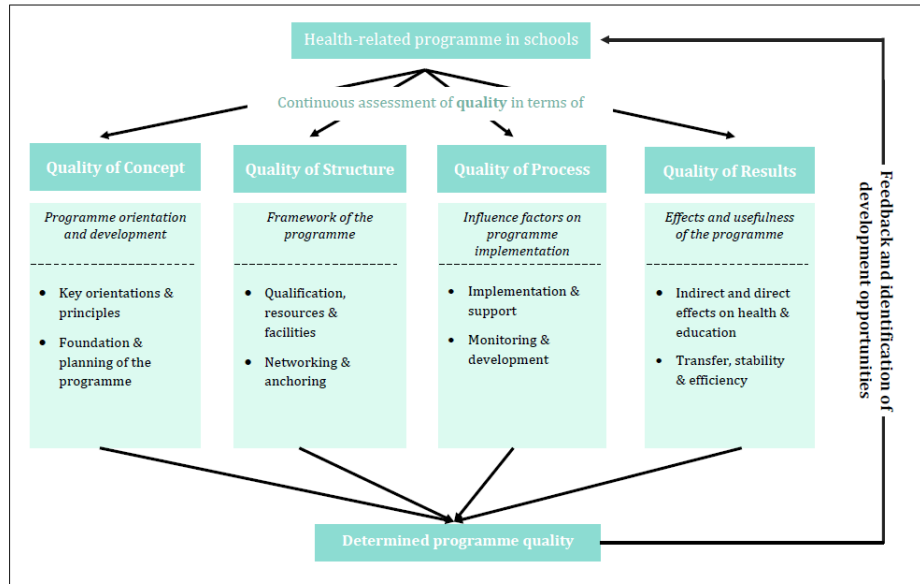
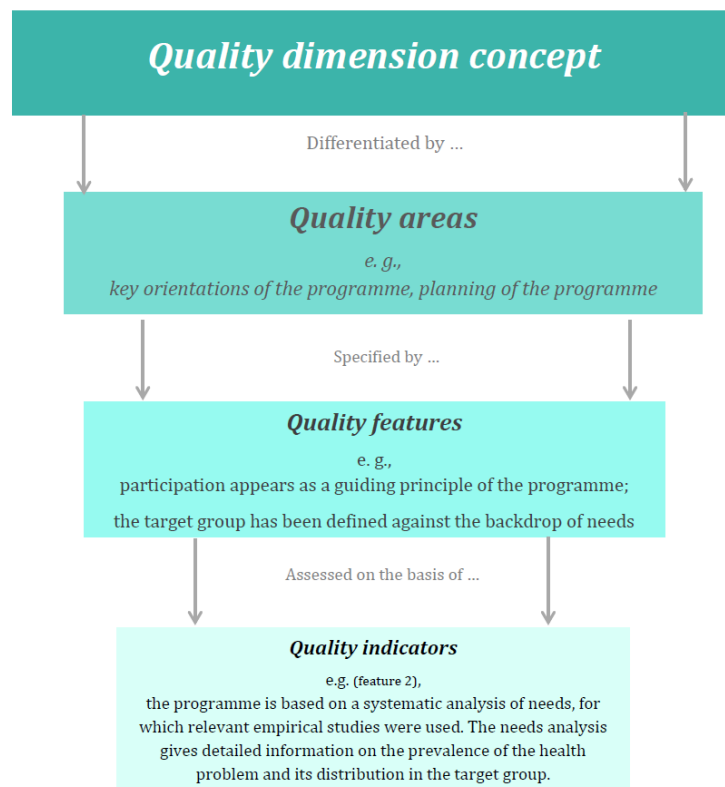


The Q<sup>HPS</sup> procedure provides an instrument that promotes quality development of health-related programmes in schools. It explicitly examines whether health-related programmes in schools not only consider health, but take into account specific school features as well. This is seen as a pivotal prerequisite for such programmes to achieve good quality and satisfying results. Furthermore, it significantly distinguishes the Q<sup>HPS</sup> instrument compared to prevailing generic quality instruments.

### The Q<sup>HPS</sup> quality model at a glance



### The Q<sup>HPS</sup> quality chain at a glance



The Q<sup>HPS</sup> procedure solely examines programmes in schools addressing health-related issues. Programmes are defined and distinguished from projects by the following features: its concept has already been developed and field-tested; it is permanently available; it can be replicated with similar results regardless of executor and location; it is defined by a certain duration.

The Q<sup>HPS</sup> instrument can be used for self-evaluation or external evaluation. Programme developers and schools are the potential users when it comes to self-evaluation; professionally competent bodies at the intersection of health and education (e.g., personnel from health insurers, welfare organizations, educational unions, scientific organizations) are among the potential users in terms of external evaluation.

### The Q<sup>HPS</sup> quality checklist

The checklist is structured into four dimensions which are operationalized by eight categories and 32 features. Its application allows for a continuous quality development of school-based programmes that address topics of health promotion and prevention. The following table provides an example.

<b>Quality dimension I: Concept</b>			
Status (yes = 2 points, partially = 1 point, no = 0 points)		Page	Points
<b>I.1 Key orientations and principles</b>			
I.1.1	The programme is based on a holistic understanding of health	55	
I.1.2	The programme generally aims at a promotion of resources	56	
I.1.3	Participation is a guiding principle of the programme	57	
I.1.4	The programme combines behavioral and environmental interventions	59	
I.1.5	The programme contributes to the fulfillment of the school's educational mission	59	
<b>I.2 Foundation and planning of the programme</b>			
I.2.1	The target group has been defined in relation to identified needs?	61	
I.2.2	The programme is founded in theory	62	
I.2.3	The programme has taken into account experiences with comparable programs	63	
I.2.4	The programme is based on a differentiated goal system	64	
I.2.5	The program describes strategies to reach the target group/ addressees	66	
I.2.6	The methods and materials are appropriate to the approach	67	
I.2.7	The program accommodates central teaching/ learning conditions of school	68	
<b>Total number of points</b>			

The compliance of programmes under assessment with the defined quality requirements can be scored on three levels: yes (2 points), partially (1 point), no (0 points).

Detailed descriptions of each feature and highly standardized descriptors (i.e. quality indicators) allow for an objective assessment. The figures in column 3 (reading from left to right) refer to their location (page) in the Q<sup>HPS</sup> manual (currently available in German only. An English language version is planned).

The Q<sup>HPS</sup> quality checklist can be accessed from the website indicated above. Within the pdf document the number of accumulated points is automatically considered in relation to the total possible points, and ultimately converted to percentages. A table shows the results for each quality dimension, as well as across all dimensions.

### Calculation example for a fictitious programme assessed by the Q<sup>HPS</sup> procedure

Quality dimension	Accumulated points	Possible points	Score in %
I Concept	16	24	66.7
II Structure	8	14	57.1
III Process	4	10	40.0
IV Results	8	16	50.0
<b>Total number of points / total score in percent</b>	<b>36</b>	<b>64</b>	<b>53.5</b>

It is likely that programmes will not always be able to fulfill all quality requirements at first assessment. Five quality levels have been defined which allow for a differentiated interpretation of their developmental stage.

### Five quality levels of programmes

Range	Level	Description
< 19,9 %	<b>Deficiency</b>	Deficits in key areas of quality requirements dominate – substantial basics can hardly be seen.
20 - < 40,9 %	<b>Threshold</b>	Deficits in key areas of quality requirements prevail – substantial basics, however, are detectable in some areas
41 - < 60,9 %	<b>Average</b>	The fulfilment of quality requirements compared to visible deficits outweigh – substantial basics are often available.
61 - < 80,9 %	<b>Proficiency</b>	The quality requirements are met mostly, few deficits are visible – the program is scaling up to a role model.
> 81 %	<b>Excellence</b>	The quality requirements are met almost completely – the program has reached the state of a role model.

The ascertained total score of 53.5% means that the rated programme is at the 'Average level'.

The Q<sup>HPS</sup> procedure has been designed not only for quality assessment, but also to contribute to a systematic quality development of programmes. This goal calls for a differentiated feedback of results to the provider of the programme. It includes three main parts: a) brief information on the applied assessment procedure; b) detailed description of results; c) specific recommendations for its future development.

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