EIQAS

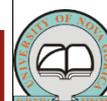## ENHANCING INTERNAL QUALITY ASSURANCE SYSTEMS

ERASMUS + PROJECT

2014-2016

QUESTIONNAIRE SURVEY ON
PART 1 OF THE EUROPEAN STANDARDS AND GUIDELINES FOR QUALITY
ASSURANCE AND INTERNAL QUALITY ASSURANCE SYSTEMS

FREE PUBLICATION

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[1] PKA   Polska Komisja Akredytacyjna / Polish Accreditation Committee, Poland
A3ES   Agência de Avaliação e Acreditação do Ensino Superior, Portugal
NEAA   Nacionalna Agencija za Ocenjavane i Akreditacija / National Evaluation and Accreditation Agency, Bulgaria
KRASP   Konferencja Rektorów Akademickich Szkół Polskich / Conference of Rectors of Academic Schools in Poland, Poland
CRUP   Conselho Reitores das Universidades Portuguesas, Portugal
SQAA   Nacionalna agencija RS za kakovost v visokem solstvu / Slovenian Quality Assurance Agency for Higher Education, Slovenia

QUESTIONNAIRE SURVEY ON
PART 1 OF THE EUROPEAN STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE AND
INTERNAL QUALITY ASSURANCE SYSTEMS

INTRODUCTION

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (European Standards and Guidelines, ESG), developed by the European Association for Quality Assurance in Higher Education (ENQA), provide a common framework for quality assurance of learning and teaching at European, national and institutional levels. They were adopted by the Ministers responsible for higher education as part of the Bologna Process in 2005. A revised version of the ESG (https://revisionesg.files.wordpress.com/2014/10/esg-draft-endoresed-by-bfug.pdf) was endorsed by the Bologna Follow-Up Group in September 2014 and is expected to be approved by the Ministers in May 2015. Like the current version, the revised ESG include three interrelated parts: Part 1 – Internal quality assurance; Part 2 – External quality assurance; Part 3 – Quality assurance agencies.

This survey is a key initial activity in the Erasmus+ Strategic Partnership project 'Enhancing internal quality assurance systems' (EIQAS), approved for funding in autumn 2014. It involves Poland as the coordinating country, Bulgaria, Portugal and Slovenia. EIQAS is a joint initiative of national quality assurance agencies and Rectors' Conferences and / or higher education institutions (HEIs). It aims to support HEIs in further development of their internal quality assurance systems based on Part 1 of the ESG and national agencies in further development of their methodologies for external evaluation of internal quality assurance systems at HEIs, thus addressing one of the standards in Part 2 of the ESG. For more details about EIQAS, see the project website at: http://www.eiqas.com.

The survey focuses exclusively on internal quality assurance at HEIs in the context of Part 1 of the ESG. It is being conducted in parallel among HEIs in the four countries participating in EIQAS. As EIQAS is forward looking, the survey is based on the draft of the revised ESG which, however, overlap to a large extent with the current version of the ESG. The survey aims to collect data on the extent to which Part 1 ESG are integrated in internal quality assurance systems at HEIs, and the problems HEIs have faced or may face when integrating the ESG into their internal quality assurance systems. Survey findings will feed into an EIQAS Training Seminar for HEIs to be held in spring 2015. Together with suggestions and conclusions from the seminar, they will also be used to develop a Guide to Internal Quality Assurance based on Part 1 of the ESG available to all interested HEIs.

Aside from introductory questions about the institution and the respondent completing the questionnaire, the questionnaire includes 38 (30 close-ended / multiple choice and 8 open-ended) questions. It is divided into two parts: general questions (Section I) and more specific questions (Section II) about internal quality assurance systems and the ESG. All questions in Section I and a number of questions in Section II refer to the level of the institution as a whole; where differences between fields of study may be relevant in other questions, this is reflected in multiple choice answers. The questions in Section II are structured according to Standards of Part 1 of the ESG; thus, each set of questions begins with the relevant Standard as it is phrased in the draft of the revised ESG. The questions refer only to basic issues covered by Part 1 Standards and are intended to collect mainly quantitative data; each Standard will be discussed in greater depth at the Training Seminar in spring 2015.

QUESTIONNAIRE

PART I: GENERAL INFORMATION ABOUT THE INSTITUTION AND THE RESPONDENT

1. Where is your institution located?
   a) Bulgaria   b) Poland   c)Portugal   d)Slovenia

2. When was your institution established? ……….. (year)

3. What is the type of your higher education institution? Please tick the boxes that apply to your institution.
   a) University-type   b) Non-university   c) Public   d) Non-public

4. What is the size of your higher education institution? Please tick the appropriate box.
   a) Less than 300 students   b) 300-1 000 students   c) 1 000-5 000 students
   d) 5 000-15 000 students   e) 15 000-25 000 students   f) 25 000-35 000 students
   g) 35 000-45 000 students h) Over 45 000 students

5. What is your function / position at your institution? …………………………………………………

6. How long have you been involved in quality assurance at your institution? Since ……..… (year)

7. Are you filling in the questionnaire individually or in consultation with colleagues at your institution? Please tick the appropriate box.
   a) Individually   b) In consultation with colleagues

8. What stage has your institution reached in the implementation of its internal quality assurance system? Please tick the appropriate box. Our institution has in place:
   a) A formal internal quality assurance **system** (i.e. a formally adopted and organised collection of components, including multiple and interrelated procedures and tools)
   b) A number of unrelated procedures which do not yet form a system
   c) A single procedure (e.g. a programme review procedure) or tool (e.g. a student evaluation survey)
   d) Other. Please explain: …

If you ticked "b", "c" or "d", please go to Question 6.

9. When did your institution start establishing a **formal internal quality assurance system** (as defined in the previous question, and **not only** individual and / or unrelated procedures or tools)? Please tick the appropriate box.
   a) Before 2000
   b) Between 2000 and 2005
   c) Between 2006 and 2011
   d) Between 2012 and 2014

10 What prompted your institution to establish a **formal internal quality assurance system**? Please tick the appropriate box.

a) The system had been established entirely on our own initiative before relevant requirements or evaluation criteria were introduced at national level.
b) The decision to establish the system was prompted by a requirement in national legislation.
c) The decision to establish the system was prompted by external evaluation criteria of the national quality assurance agency,
d) The decision to establish the system was prompted by a requirement in national legislation <u>and</u> external evaluation criteria of the national quality assurance agency.
e) Other. Please specify: ……………….

11 What areas of activity does the internal quality assurance system (or, in case a formal system is not yet in place, do the internal quality assurance arrangements) at your institution cover? Please tick all boxes that apply to your institution.

a) Teaching and learning
b) Research
c) Governance

12 Does your institution have a Quality Manual / Handbook providing details about its internal quality assurance system? Please tick the appropriate box.

a) Yes   b) No

13 How would you describe the progress in the implementation of the internal quality assurance system (or, in case a formal system is not yet in place, in the implementation of individual procedures) across your institution? Please tick the appropriate box.

a) All units (faculties, departments, etc.) are at the same stage of implementation.
b) Progress in the implementation varies to some extent among units.
c) Progress in the implementation varies considerably among units.

14 Please describe briefly three main problems that your institution encountered when developing and / or establishing its internal quality assurance system (or individual procedures in case a formal system is not yet in place).

1. ……….
2. ……….
3. ……….

15 Please give three examples of beneficial qualitative and / or quantitative changes or innovative practice that have been introduced on the basis of evidence collected through your internal quality assurance system (or individual procedures if a formal system is not yet in place).

1. ……….
2. ……….
3. ……….

16 Do internal quality assurance documents of your institution refer to the ESG? Please tick the appropriate box.

a) Refer explicitly to the ESG
b) Refer implicitly to the ESG as they are based on national legislation / national external evaluation criteria in which the ESG are integrated
c) Do not refer explicitly or implicitly to the ESG
d) Other. Please explain: …….

17 How does your institution use the current version of Part 1 of the ESG in its internal quality assurance? Please tick the appropriate box.

   a) As a strict checklist to ensure full compliance with the ESG
   b) As an indicative checklist to ensure broad compliance with the ESG
   c) As broad guidelines for selected elements of the internal quality assurance system
   d) ESG integrated into the institution's own standards and guidelines
   e) ESG not used at all

18 What activities has your institution undertaken to familiarise its internal stakeholders (teaching staff, students, quality assurance coordinators / advisers and others) with internal quality assurance and / or Part 1 of the ESG? You may choose one or more answer(s).

   a) Training events and / or seminars on internal quality assurance where the ESG were explicitly discussed
   b) Training events and / or seminars on internal quality assurance where the ESG were not explicitly discussed
   c) Training events and / or seminars specifically devoted to the ESG
   d) Link to the ESG provided on the institution's (quality assurance) website
   e) Explicit reference to the ESG made in internal quality assurance documents
   f) Other. Please specify: …..
   g) No activities undertaken

PART II: SPECIFIC QUESTIONNES ON ESG PART 1

***ESG Standard 1.1: Policy for quality assurance:** Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.*

19 Does your institution have a policy for quality assurance that is published and specifies structures and processes through which it is implemented? Please tick the appropriate box.
   a) A published policy that specifies structures and processes
   b) A published policy that does not specify structures and processes
   c) A policy that specifies structures and processes but is not published
   d) No policy / Policy not yet developed
   e) Other, please explain: ……………………………………..

If you ticked "d", please go to Question 23.

20 Were / are external stakeholders (employers and / or other external partners) involved in the development and / or implementation of your institution's quality assurance policy? Please tick the appropriate box.
   a) Involved in both the development and implementation of the policy
   b) involved in the development of the policy but not involved in its implementation
   c) Not Involved in the development of the policy but involved in its implementation
   d) I don't know / It is hard to say
   e) Other. Please explain: ….

21 Does your institution review its quality assurance policy? Please tick the appropriate box.
   a) Yes   b) No

If you ticked "No", please go to Question 23.

22 How often does your institution review its quality assurance policy? Please tick the appropriate box.
   a) On an on-going basis

b) Every year
c) Every two years
d) Every three years
e) Other. Please specify: ……….

> **ESG Standard 1.2: Design and approval of programmes**: *Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.*

23 Does your institution have in place (a) procedure(s) for the design and / or approval of programmes? Please tick the most appropriate answer in points "a" and "b". Our institution:

a) Has in place a formal procedure for the design of programmes
   In no field of study– In some fields of study– In most fields of study– In all fields of study
b) Has in place a formal procedure for the approval of programmes
   In no field of study– In some fields of study– In most fields of study– In all fields of study

24 To what extent do the statements below apply to your institution? Please tick the most appropriate answer In each of the points below. Programmes at our institution:

a) Are designed in line with the institutional strategy, mission and vision
   In no field of study– In some fields of study– In most fields of study– In all fields of study
b) Are designed in line with the objectives set for them
   In no field of study– In some fields of study– In most fields of study– In all fields of study
c) Are designed by involving students
   In no field of study– In some fields of study– In most fields of study– In all fields of study
d) Are designed by involving external stakeholders (employers and other partners)
   In no field of study– In some fields of study– In most fields of study– In all fields of study
e) Are designed so as to enable smooth student progression
   In no field of study– In some fields of study– In most fields of study– In all fields of study
f) Define intended learning outcomes to be achieved by students
   In no field of study– In some fields of study– In most fields of study– In all fields of study
g) Define the expected student workload in terms of ECTS credits
   In no field of study– In some fields of study– In most fields of study– In all fields of study
h) Include student practical placements where appropriate
   In no field of study– In some fields of study– In most fields of study– In all fields of study
i) Lead to clearly specified qualifications which refer to the correct level of the National Qualifications Framework
   In no field of study– In some fields of study– In most fields of study– In all fields of study

> **ESG Standard 1.3: Student-centred learning, teaching and assessment:** *Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.*

25 To what extent do the statements below apply to your institution? Please tick the most appropriate answer in each of the points below. Our institution:

a) Provides programmes in different modes of delivery (e.g. full- and part-time, campus-based and distance-learning)

In no field of study– In some fields of study– In most fields of study– In all fields of study

b) Offers flexible learning paths to students (e.g. individual study programmes / paths)

In no field of study– In some fields of study– In most fields of study– In all fields of study

c) Uses a variety of teaching and learning methods, including those which encourage active and interactive engagement of students in their learning

In no field of study– In some fields of study– In most fields of study– In all fields of study

d) Evaluates and adjusts the modes of delivery of programmes on a regular basis

In no field of study– In some fields of study– In most fields of study– In all fields of study

e) Evaluates and adjusts teaching and learning methods on a regular basis

In no field of study– In some fields of study– In most fields of study– In all fields of study

26 Which of the statements below apply to your institution? You may tick <u>no, one or more</u> answer(s). If you tick "c", please additionally choose one of the answers available.

a) Student assessment procedures, methods and criteria are published

b) Procedures, methods and criteria enable assessing the extent to which the intended learning outcomes have been achieved by students

c) A procedure to ensure consistency and fairness in student assessment is in place

In your opinion, to what extent are consistency and fairness achieved through the procedure in place?

To no extent – To a little extent – To some extent – To a great extent –To a very great extent

d) Student performance is assessed by more than one examiner where possible

e) A procedure for student appeals is in place

ESG Standard 1.4: Student admission, progression, recognition and certification: *Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.*

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27 Which of the regulations concerning student admission, progression, recognition and certification listed below are published by your institution? You may tick <u>no, one or more</u> answer(s).

a) Regulations on student admission

b) Regulations on student progression

c) Regulations on certification / the award of diplomas and certificates

d) Regulations on the recognition of study periods completed at other institutions in the country and abroad

e) Regulations on the recognition of qualifications (degrees) awarded by other institutions in the country and abroad

f) Regulations on the recognition of non-formal and informal learning

28 Does your institution have in place (a) procedure(s) to ensure that the regulations concerning admission, progression, recognition and certification are applied consistently? Please tick the appropriate box.

a) Yes   b) No

ESG Standard 1.5: Teaching staff: *Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.*

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29 Which of the statements below apply to your institution? You may tick <u>no, one or more</u> answer(s). Our institution:

a) Has in place a transparent and fair recruitment process for teaching staff
b) Provides professional development opportunities to teaching staff
c) Offers incentives to encourage professional development of teaching staff
d) Offers incentives to encourage innovation in teaching
e) Offers incentives to encourage the use of new technologies in teaching
f) Has in place mechanisms for rewarding teaching achievements
g) Regularly assesses the performance of teaching staff
h) Regularly monitors teaching staff satisfaction

30 If you ticked "b", "c", "d", "e", "f" and / or "h" above, please give at least one example of professional development opportunities available and / or each type of (financial, promotion-related or other) incentive or mechanisms used.

a) For "b" above: ……….
b) For "c" above: ……….
c) For "d" above: ……….
d) For "e" above: ……….
e) For "f" above: ……….
f) For 'h" above: ……….

ESG Standard 1.6: Learning resources and student support: *Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.*

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31 Which of the statements below apply to your institution? You may tick <u>no, one or more</u> answer(s). Our institution:

a) Provides academic support to its students
b) Provides financial support to its students
c) Provides advice and support to outgoing and incoming students
d) Has in place mechanisms for informing students about the support and services available
e) Has in place a mechanism for assessing whether learning resources are adequate and accessible
f) Has in place a mechanism for assessing whether student support is adequate and accessible
g) Has in place procedures to ensure that administrative staff are properly qualified to deliver support services to students
h) Offers professional development opportunities to administrative staff providing support services to students

32 If you ticked "e" and / or "f" above, please explain briefly how you measure the satisfaction of students with the learning resources and / or student support available? ….

ESG Standard 1.7: Information management: *Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.*

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33 What kind of data does your institution collect on a regular basis? You may tick <u>no, one or more</u> answer(s).

a) A defined set of key performance indicators for the institution
b) Profile of the student population (e.g. age, gender, domicile; level, mode and subject of study)
c) Student progression, success and drop-out rates
d) Students' satisfaction with their programmes

e) Learning resources and student support available

f) Indicators of graduates' employability

g) Indicators of internationalisation of the institution

h) Other, please specify:
    1) ……….
    2) ……….
    3) ……….
    4) ……….
    5) ……….

34 Does your institution have a formal mechanism for analysing and using the data collected for quality improvement or enhancement purposes? Please tick the appropriate box.

a) Yes   b) No

If you ticked "No", please go to Question 36.

35 Please give some examples of how the data collected has been used for quality improvement or enhancement purposes …..

> **ESG Standard 1.8: Public information:** *Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.*

36 Does your institution publish information about its programmes and graduate employment? Please tick the answer(s) that apply to your institution.

a) Full information about programmes offered, including admission criteria, full curricula, syllabuses with all names and contact details, reading lists, intended learning outcomes, qualifications awarded and student assessment procedures

b) Only selected information about programmes offered
    Please specify: …….

c) No information about programmes

d) Information about graduate employment

> **ESG Standard 1.9: On-going monitoring and periodic review of programmes:** *Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.*

37 Does your institution have in place (a) procedure(s) for on-going monitoring and periodic review of programmes? Please tick the most appropriate answer.

In no field of study– In some fields of study– In most fields of study– In all fields of study

If you ticked "In no field of study", please go to Question 41.

38 Please give some examples of how the evidence collected through your programme monitoring and / or review procedure(s) has been used …

39 How are students involved in the programme monitoring and / or review procedure at your institution? Please tick the most appropriate answer in points "a" to "e" below. Any additional ways of student involvement can be briefly described in point "f".

a) Are involved as full members of bodies responsible for programme monitoring and / or review

In no field of study– In some fields of study– In most fields of study– In all fields of study

 b) Fill in course evaluation surveys

 In no field of study– In some fields of study– In most fields of study– In all fields of study

 c) Regularly receive feedback on findings from course evaluation surveys

 In no field of study– In some fields of study– In most fields of study– In all fields of study

 d) Are regularly informed about measures to be taken as a result of course evaluation surveys

 In no field of study– In some fields of study– In most fields of study– In all fields of study

 e) Propose measures to improve curricula and / or teaching / learning methods

 In no field of study– In some fields of study– In most fields of study– In all fields of study

 f) Other. Please specify: …..

40 How are external stakeholders (employers and / or other partners) involved in the programme monitoring and / or review procedure at your institution? Please tick the most appropriate answer in points "a" to "c" below. Any additional ways of external stakeholder involvement can be briefly described in point "d".

 a) Are involved as full members of bodies responsible for programme monitoring and / or review

 In no field of study– In some fields of study– In most fields of study– In all fields of study

 b) Are involved as members of advisory / consultative bodies

 In no field of study– In some fields of study– In most fields of study– In all fields of study

 c) Provide feedback on the knowledge, skills and competences of graduates employed (e.g. as part of employers' surveys)

 In no field of study– In some fields of study– In most fields of study– In all fields of study

 d) Other. Please specify: …..

ESG Standard 1.10: Cyclical external quality assurance: *Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.*

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41 In your opinion, does the external evaluation methodology (procedures and / or criteria) of the national quality assurance agency in your country encourage or hamper the development / enhancement of internal quality assurance at HEIs? Please tick the appropriate box.

 a) Encourages the development / enhancement of internal quality assurance
 b) Hinders the development / enhancement of internal quality assurance
 c) To some extent encourages and to some extent hinders the development / enhancement of internal quality assurance
 d) Neither encourages nor hinders the development / enhancement of internal quality assurance

42 Please explain briefly how the external evaluation methodology of the national quality assurance agency in your country could be improved / enhanced?

     _____

43 In your opinion, which of ESG 1.1 to 1.10 addressed above would require further clarification and / or more detailed guidelines (in addition to those provided by ENQA under each Standard; full text of the ESG available at: (https://revisionesg.files.wordpress.com/2014/10/esg-draft-endoresed-by-bfug.pdf) to be entirely clear and easily understandable to teaching staff and students? You may choose <u>one or more</u> answers:

 a) 1.1 b) 1.2 c) 1.3 d) 1.4 e) 1.5 f) 1.6 g) 1.7 h) 1.8 i) 1.9 j) 1.10 k) None

44 Which of ESG 1.1 to 1.9 addressed above are or would be difficult to apply / integrate into your institution's internal quality assurance system? You may choose one or more answers:

   a) 1.1   b) 1.2   c) 1.3   d) 1.4   e) 1.5   f) 1.6   g) 1.7   h) 1.8   i) 1.9   j) None

45 Please indicate five main problems which you have encountered or may encounter in integrating these standards into your system / applying these standards …..

   a.   ……….
   b.   ……….
   c.   ……….
   d.   ……….
   e.   ……….

OTHER COMMENTS (any other additional comments that you may wish to make regarding the questions in Section I and / or II of the questionnaire or related issues): …..

THANK YOU VERY MUCH FOR YOUR TIME!