

EACEA project IMPALA, with the support of the Lifelong Learning Programme of the European Union
IMPALA TRAINING WORKSHOP EASTERN EUROPE
“Impact Analysis of Quality Assurance in Higher Education Institutions: Theory, Practice and Policy
Perspectives”
Bucharest, 19th September 2016

IMPALA online questionnaires



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TIME Schedule:

- External Evaluation of UTCB by EUA
- **Baseline Study – October 2014**
 - External Evaluation of UTCB by ARACIS:
 - Oct.2014 – July 2015 (synergy of funding: *project QUALITAS*” - POSDRU/155/1.2/S/141894)
- **Midline Study – December 2015**
- **Endline Study – May 2016**



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Respondents:

Students

Academic staff in learning and teaching

QA staff

HEI leadership



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- **Questionnaire items (common)**

- ✓ Course types in study programmes
- ✓ QA instruments used in programmes
- ✓ Alignment of examinations and learning objectives
- ✓ Frequency of development discussions of study programmes
- ✓ Observability of QA effects and quality improvements
- ✓ Transparency of responsibilities
- ✓ Attitude towards internal QA
- ✓ Attitude towards external QA
- ✓ Perceived attitude of leadership towards QA
- ✓ Assessment of cost/benefit ratio of QA
- ✓ Plans for major programme changes
- ✓ Suggestions for QA improvement

- **Questionnaire items (individual)**



Survey content - common

❖ **Did you participate in the previous IMPALA study?**

a) Yes; b) No; c) No answer

❖ **To which stakeholder group do you belong?**

a) Students; b) Teachers; c) Staff of Quality Assurance; d) HEI leadership; e) No answer

❖ **Are you a member of the study commission of your study program?**

a) Yes; b) No; c) No answer

❖ **What kinds of courses are used in your study program?**

a) Mainly; b) Partially; c) Not at all; d) No answer

5 options

Frontal teaching (e.g., lectures)

Interactive courses (e.g., seminars based on students' presentation; group work)

Courses with practice-related elements (e.g., internships in business companies)

Project-based courses (e.g., project seminars)

Online courses



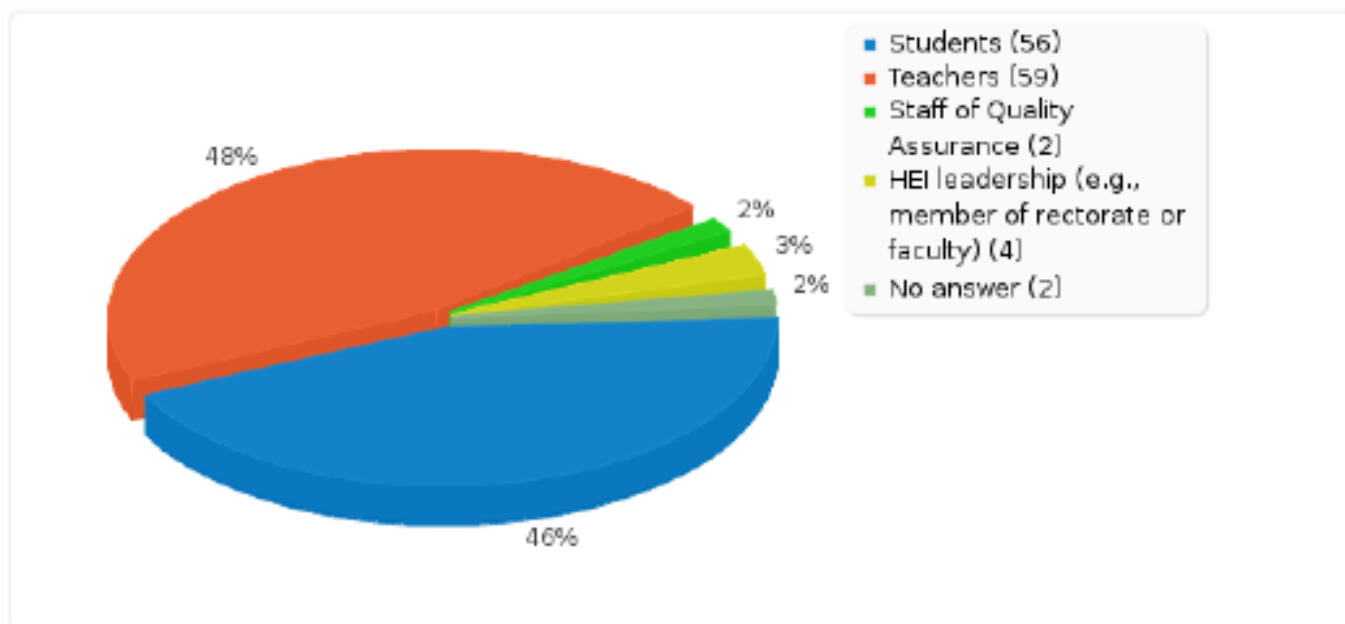
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Survey content - common

Field summary for All12

To which stakeholder group do you belong?

Answer	Count	Percentage
Students (1)	56	45.53%
Teachers (2)	59	47.97%
Staff of Quality Assurance (3)	2	1.63%
HEI leadership (e.g., member of rectorate or faculty) (4)	4	3.25%
No answer	2	1.63%



Survey content - common

❖ **Have you in the last year seen changes in the used kinds of courses?**

a) Yes; b) No; c) No answer

❖ **Which changes have you seen in the last year with respect to the types of courses?**

a) Increase of type of courses in the curriculum; b) Decrease of type of courses in the curriculum; c) No change; d) No answer

↓
5 options

- Frontal teaching** (e.g., lectures)
- Interactive courses** (e.g., seminars based on students' presentation; group work)
- Courses with practice-related elements** (e.g., internships in business companies)
- Project-based courses** (e.g., project seminars)
- Online courses**

❖ **Who or what initiated these changes?**

a) Mainly; b) Partially; c) Not at all; d) No answer

↓
8 options

Initiatives of students	Internal QA (e.g., surveys)
Initiatives of teaching staff	Legal requirements
Initiatives of HEI management	External stakeholders
External QA (e.g., accreditation)	Other

Survey content - common

❖ Which instruments of quality assurance are used in your study program?

a) Regularly; b) Occasionally; c) Never; d) No answer

7 options

Survey of students
Survey of teaching staff
Meetings with the focus QA
and development (e.g., faculty
councils)

Survey of employers
Observation of performance indicators
Written reports
Other

❖ How do the examinations relate to the learning objectives in the module handbook of your study program?

- a) Module examinations largely reflect the learning objectives of the modules;
- b) Module examinations partially reflect the learning objectives of the modules;
- c) Module examinations little reflect the learning objectives of the modules.;
- d) No answer



Survey content - common

❖ **In general, what is your attitude towards quality assurance and quality development in learning and teaching?**

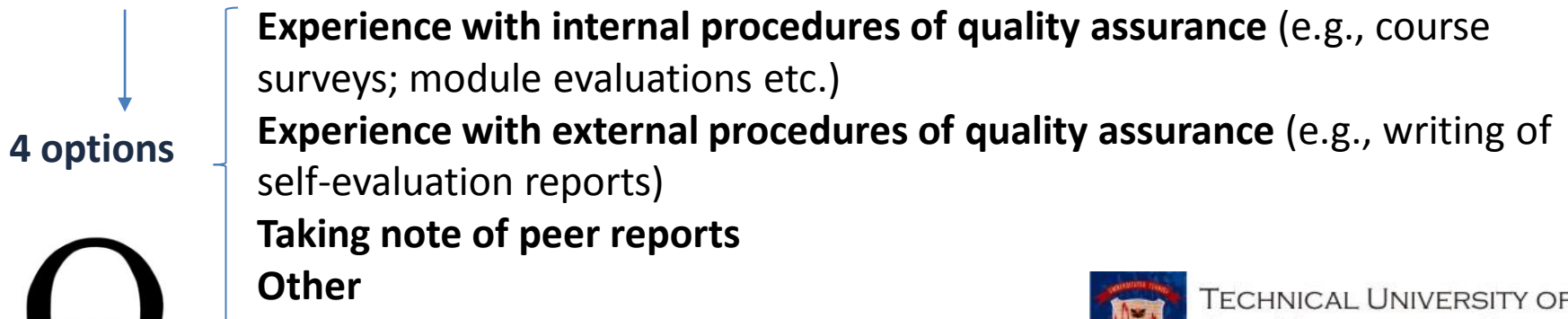
a) Positive; b) Neutral; c) Negative; d) No answer

❖ **Has your attitude towards quality assurance and quality development in learning and teaching changed in the last year?**

a) Yes, in a positive direction; b) Yes, in a negative direction; c) No, no change in my attitude; d) No answer

❖ **What has changed your attitude towards quality assurance and quality development?**

a) Mainly; b) Partially; c) Not at all; d) No answer



Survey content - common

- ❖ **Do the procedures of quality assurance and quality development in learning and teaching (e.g., course evaluations, module evaluations, student surveys, etc.), which are carried out in your HEI, have effects which are observable for you?**
a) Yes; b) No; c) No answer

- ❖ **In your view, have these effects changed in the last year?**
a) Yes, in a positive direction; b) Yes, in a negative direction; c) No, no change in my attitude; d) No answer

- ❖ **Do you have suggestions for improvement of procedures of quality assurance and quality development?**



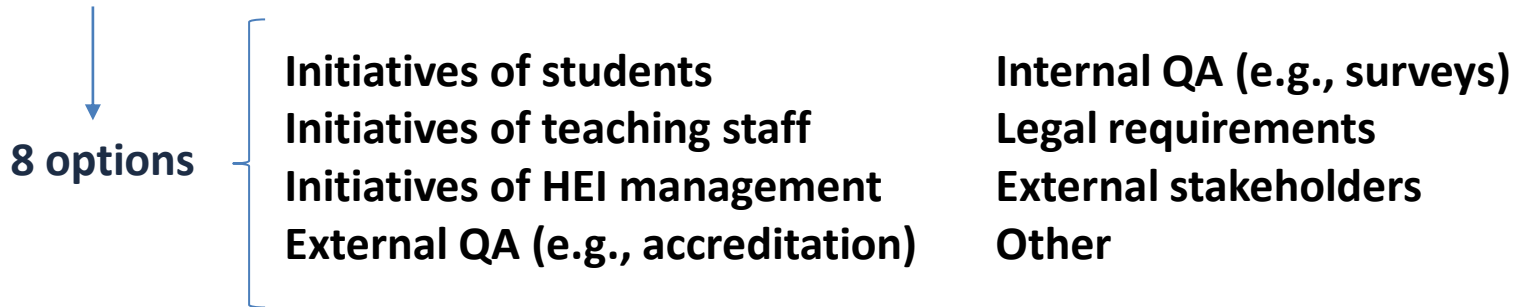
Survey content – teaching staff

❖ **Has the relation between examinations and learning objectives in the module handbook changed in the last year?**

- a) Yes, the examinations are now stronger oriented on learning objectives
- b) Yes, the examinations are now weaker oriented on learning objectives
- c) No, no changes
- d) No answer

❖ **Who or what initiated these changes?**

- a) Mainly; b) Partially; c) Not at all; d) No answer



Survey content – teaching staff

❖ **How often do teachers of your study program meet in order to discuss the further development of the study program?**

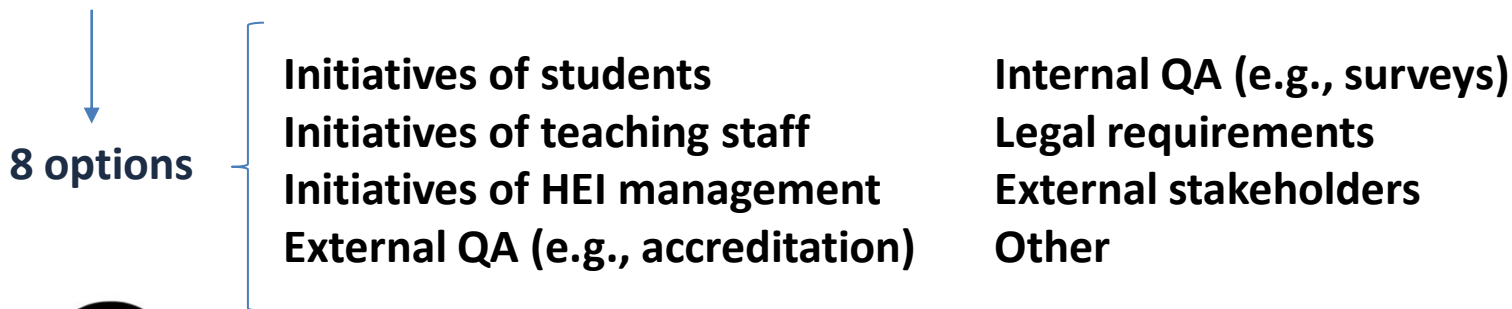
- a) At least once every three months; b) At least once a year; c) Less than once a year; d) No answer

❖ **Have you in the last year seen a change with respect to the frequency of teachers' meetings for further developing the study program?**

- a) Yes, the meetings became more frequent; b) Yes, the meetings became less frequent; c) No, no changes; d) No answer

❖ **Who or what initiated these changes?**

- a) Mainly; b) Partially; c) Not at all; d) No answer



Survey content – teaching staff

❖ **In general, what is your attitude towards external quality assurance and quality development in learning and teaching?**

a) Positive; b) Neutral; c) Negative; d) No answer

❖ **Has your attitude towards external quality assurance and quality development in learning and teaching changed in the last year?**

a) Yes, in a positive direction; b) Yes, in a negative direction; c) No, no change in my attitude; d) No answer

❖ **What has changed your attitude towards external quality assurance?**

a) Mainly; b) Partially; c) Not at all; d) No answer

4 options

Experience with internal procedures of quality assurance (e.g., course surveys; module evaluations etc.)

Experience with external procedures of quality assurance (e.g., writing of self-evaluation reports)

Taking note of peer reports

Other



Survey content – teaching staff

- ❖ **In general, what is your attitude towards internal quality assurance and quality development in learning and teaching?**
a) Positive; b) Neutral; c) Negative; d) No answer
- ❖ **Has your attitude towards internal quality assurance and quality development in learning and teaching changed in the last year?**
a) Yes, in a positive direction; b) Yes, in a negative direction; c) No, no change in my attitude; d) No answer
- ❖ **What has changed your attitude towards internal quality assurance?**
a) Mainly; b) Partially; c) Not at all; d) No answer

4 options

- Experience with internal procedures of quality assurance** (e.g., course surveys; module evaluations etc.)
- Experience with external procedures of quality assurance** (e.g., writing of self-evaluation reports)
- Taking note of peer reports**
- Other**



Survey content – teaching staff

❖ **How do you assess the expenditure and benefit of quality assurance and quality development?**

a) Very low; b) Low; c) High; d) Very high; e) No answer

↓
2 options { Expenditure
Benefit

❖ **How do you assess the attitude of the HEI leadership towards quality assurance in learning and teaching?**

- a) HEI leadership actively supports quality assurance;
- b) HEI leadership is affirmative against quality assurance;
- c) HEI leadership is neutral against quality assurance
- d) HEI leadership is unfavorable against quality assurance
- e) No answer



Survey content – teaching staff

❖ **Have you in the last year seen a change in the attitude of HEI leadership against quality assurance?**

a) Yes, more support; b) Yes, less support; c) No change; d) No answer

❖ **Are the responsibilities (of individual persons and bodies) in the quality assurance processes transparent?**

a) Yes; b) No; c) No answer

❖ **Do you currently plan major changes in your study program?**

a) Yes; b) No; c) No answer

❖ **Which changes are planned?**

❖ **Do you have suggestions for improvement of procedures of quality assurance and quality development?**



Survey content – QA staff

❖ Which statement describes your attitude towards external procedures of quality development in learning and teaching?

- a) Very positive attitude: I consider such procedures as very useful in terms of the used resources (time / money)
- b) Generally positive attitude: I consider such procedures as useful
- c) Neutral: I have neither a positive nor a negative attitude towards such procedures
- d) Generally negative attitude: I consider such procedures as not very useful
- e) Very negative attitude: I consider such procedures as a waste of resources (time / money)
- f) No answer

