



Wrocław  
University  
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# ESG 2015 Pilot Survey Results- overview



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# QA internal systems, pilot survey

## Deliverable 1.3

Questionnaire to Ukrainian HEIs to conduct national survey on structure and functionality of internal QA systems and/or their attributes.

## Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

Standards and guidelines for internal quality  
assurance.

# 1.1 POLICY FOR QUALITY ASSURANCE

## Standard:

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.

# 1.1 POLICY FOR QUALITY ASSURANCE

## Questions:

9. Do you have an institutional strategy/plan or equivalent document?

11. Do you have an institutional quality assurance (QA) policy

16. Do you have an internal evaluation process that provides feedback to the prospective strategic planning in place

19. Which of the following processes does your institution have in place in order to ensure the quality of its services to society

.....

etc.

# 1.1 POLICY FOR QUALITY ASSURANCE

Do you have an institutional strategy/plan or equivalent document?

Responses	Shares
Yes, we have a strategy/plan (or equivalent) which includes: an institutional mission, objectives with associated list of indicators with target values at the level of HEI,	57%
Yes, we have a strategy/plan (or equivalent) which includes: an institutional mission, objectives with associated list of indicators with target values at the level of faculties (or equivalent units),	43%
Yes, we have a strategy/plan (or equivalent) which includes mission and goals of HEI	0%
Yes, we have a strategy/plan (or equivalent) which includes mission and goals of faculties (or equivalent units)	14%
No	14%

# 1.1 POLICY FOR QUALITY ASSURANCE

## 11. Do you have an institutional quality assurance (QA) policy statement?

Responses	Shares
Yes, we have an institutional QA policy statement	14%
Yes, we have an institutional QA policy statement, and other supporting documents for QA policy	57%
We do not have a separate QA policy statement, but it is included in another document (e.g., institutional mission statement, strategic plan, work plan or equivalent)	29%
No, but all or almost all of the faculties/departments have their own QA policy documents	14%
No, we do not have a specific QA policy statement and it is not addressed in other documents	0%
Other	0%

# 1.1 POLICY FOR QUALITY ASSURANCE



Do you have an internal evaluation process that provides feedback to the prospective strategic planning in place?

Responses	Shares
The institutional leadership evaluates annually the progress made in terms of achieving the goals set by the institution	71%
The faculties (and/or relevant units) conduct regular self-evaluations to analyse their contribution to the achievement of institutional strategic goals	86%
The institution conducts regular surveys among the members of the institutional community (staff and students) to analyse their perception of the institutional strategy and its implementation at grass-roots level	29%
The institution has defined a set of key performance indicators and follows its progress based on them	57%
The institutional strategy and the achievement of the goals set in it are revisited when the document is revised (every 3, 5 or N years)	0%
Other (please specify):	0%

## Which of the following processes does your institution have in place in order to ensure the quality of its services to society?

Responses	Shares
Key performance indicators defined for each of the services	29%
Monitoring the number of patents, technologies transfer agreements, etc.	100%
Monitoring the number of co-operation agreements	100%
Monitoring the status of interactions with external stakeholders	43%
Periodical questionnaires/surveys to key stakeholders	43%
Forums/Council/Advisory Board etc. (stakeholder groups or equivalent) to ensure that the institution receives feedback from society and taking activity in correspondent with this feedback direction	43%
Process descriptions of service society related activities (newsletters, mailing campaigns, web-zines, traditional guidelines, brochures, manuals or other descriptive documents)	57%
Pre-selection processes in place for service society initiatives taken by HEI (faculty board approval, Dean, Rector approval etc.)	71%
Periodical graduates feedback through surveys or other activities	43%

# 1.2 Design and approval of programmes

## Standard:

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.

# 1.2 Design and approval of programmes

## Questions:

22. How are the results of the student surveys followed up

26. How does the process for designing curriculum and programmes work within your institution?

27. If the curriculum is designed with participation of your institution, who is involved (formally) in the process

.....

If the curriculum is designed with participation of your institution, who is involved (informally) in the

.....

etc.



# 1.3 Student-centred learning, teaching and assessment



## Standard:

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.

# 1.3 Student-centred learning, teaching and assessment

## Questions:

22. How are the results of the student surveys followed up

25. How does your institution know the student workload needed in order to reach the described learning outcomes (or related educational achievements)?

30. Which of the following characteristics do your student assessment procedures (i.e., examinations) currently have?

34. Does you university/faculty/department have appropriate procedures for dealing with students' complaints

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etc.

## 1.4 Student admission, progression, recognition and certification

### Standard:

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.



## 1.4 Student admission, progression, recognition and certification

### Questions:

31. Are students informed of the assessment procedures?

36. Is there a process/sub-process in place for monitoring individual students' progression (i.e. information relevant to the progression of particular students during their studies) through an entire degree cycle?

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etc.

