

Framework for Quality
Education
Supporting a
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for the Establishing of a Framework for Quality
in Higher Education
developed through the project
Supporting and Developing the Structures for QA at the
Private Higher Education Institutions in Kosova
Quality

manual

for the **Establishing of a Framework for Quality**
in **Higher Education**

developed through the project
Supporting and Developing the Structures for QA at the
Private Higher Education Institutions in Kosova

Bucharest, Cork, Graz, Prishtina, Salzburg, 2011





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TEMPUS

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manual

for the **E**stablishing **o**f a **F**ramework for **Q**uality
in **H**igher **E**ducation

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introduction

Europe's universities are a major force in shaping the Europe of Knowledge. They accept the responsibilities which this brings and, in return, ask that governments, and civil society in general, should recognise their responsibility to enable universities to secure the resources which will permit them to fulfil their mission not just well, but with excellence and in a way which allows them to compete with the higher education systems of other continents. Not just Europe, but the whole world, is becoming a "Knowledge Society" and the Lisbon Strategy, the creation of the European Higher Education and Research Areas, together with the efforts of national governments, will require constant reconsideration in order to meet the challenge which this presents. These are exciting times for universities as they contribute to innovation through teaching and learning, research and knowledge transfer. Europe's universities welcome the opportunity which this gives them to help to shape Europe's future.

(Lisbon Declaration. Europe's universities beyond 2010: diversity with a common purpose (EUA, 2007)

In order for Kosovo to successfully integrate into the European Higher Education Area (EHEA) it is essential for the country to incorporate the standards and principles that have been set out and agreed by the 47 countries which have signed up to the Bologna process, including all countries of the European Union. These standards and principles include the key objectives of ensuring high standards in quality of teaching and scientific research in higher education providers.

The manual at hand aims to provide basic information on how to structure a quality plan and start setting up quality assurance (QA) structures in higher education. The manual specifically targets higher education institutions in countries in transition which have started or are about to start introducing quality standards, starting at a low level of institutional infrastructure and human capital. It is essential for the design and successful implementation of a quality plan that the framework respects **different institutional missions and academic histories**. Against this background the private higher education institutions involved in the project produced their own manuals, based on the manual at hand.

The manual was produced within the framework of the project "Supporting and Developing the Structures for QA at the Private Higher Education Institutions in Kosova". The project aims to raise awareness about the importance of quality assurance in education and to support private higher education providers in Kosovo to develop and implement quality standards based on European/international guidelines and principles. For detailed information about the project visit the project website at www.qa-kosova.org.

We would like to thank our project partners, the University of Salzburg (Austria), the University College Cork (Ireland) and the POLITEHNICA University of Bucharest (Romania) for sharing their expertise and all relevant material, and for their contribution to this manual.

Graz/Prishtina, 2011

1. optional information

Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

(Standards and Guidelines for Quality Assurance in the European Higher Education Area; ENQA 2005)

1. Vision/Mission Statement of the Institution

The vision/mission statement is the (ever changing) result of a long process of defining an institution's strategic orientation for the present and future, and therefore constitutes the core of strategic planning. It is essential that the vision/mission statement is understood to be a continuously changing output and that it includes a reference as to the enhancement of internal and external quality in order to integrate **quality assurance as a central part of strategic planning** in the long-term.

2. Organisational Structure

The organisational structure reflects the vision/mission of the institution and its quality plan, as it needs to include the necessary human resources in strategically important positions in order to be able to implement all strategic objectives. The QA unit and its staff need to be integrated into the central structure of the institution (at Rectorate/ Management level), not only in theory but - more importantly- in practice. This means that QA staff works closely with the management of the institution and all sub-units (faculties, departments et al.). Furthermore, it is essential that all QA staff is sufficiently qualified and that they receive continuous training in order to keep up with the institution's strategic development.

3. Strategic (Development) Plan

In countries in transition the education sector is usually a priority target for reforms in order to meet the educational needs of a new generation of citizens. This means that old structures at educational institutions may become obsolete before new structures are defined and in place. This makes a new strategy for the educational sector a top priority, and a strategic plan for individual institutions a crucial supplement to an overall sectoral plan. In addition to an individual strategic (overall) plan it is essential for an institution to have a separate (strategic) **quality plan**. The essence of the quality plan should thereby be included in the overall strategic plan in order to ensure the harmonisation of all strategic documents at institutional level.

4. Enrolment Regulations

Enrolment regulations may be rather strict and selective, or may only require minimum qualifications (school leaving exam), but they must be transparent in all cases. This requires the publication of the regulations and templates necessary for the enrolment, thus making them visible and accessible for everyone.

5. Curricula Offered

The detailed and precise description of curricula offered at the institution is important in order to avoid high student drop-out rates (low satisfaction with the chosen courses/programmes, failed exams due to lack of pre-qualifications etc.). To this end an accurate description will enhance students' satisfaction by making it easier for them to find and successfully complete the courses/programmes best suited for them, which will subsequently promote the institutions credibility and improve its standing at national/international level.

2. obligatory information

Quality assurance is not principally about individual external scrutiny events: It should be about continuously trying to do a better job. External quality assurance does not end with the publication of the report and should include a structured follow-up procedure to ensure that recommendations are dealt with appropriately and any required action plans drawn up and implemented. This may involve further meetings with institutional or programme representatives. The objective is to ensure that areas identified for improvement are dealt with speedily and that further enhancement is encouraged.

(Standards and Guidelines for Quality Assurance in the European Higher Education Area; ENQA 2005)

1. Description of the QA Unit and its Executive Staff

The description of the QA unit should include its mission, staff profiles and outlook for the future. More specifically this means a detailed description of:

- Legal framework for establishing the QA unit (statutes etc.);
- Mission and responsibilities of QA unit;
- Profile and responsibilities of QA staff including responsibilities of other staff directly involved in QA issues;
- Benchmarks for further development of QA unit and vision on staff training;
- Description of working environment (infrastructure).

It is of utmost importance that the **QA unit is officially integrated into the institution's structure** and that it is mentioned in relevant legal and strategic documents in order to secure its existence and positioning in the long-term. It is furthermore important that the QA unit is sufficiently equipped (computers, printer etc.) or that the staff have access to the equipment within easy reach. It is furthermore essential that all QA staff are sufficiently qualified and that they receive continuous training in order to keep up with the institution's strategic development.

2. Organisational Chart

The quality unit and its staff need to be integrated into the central structure of the institution (at Rectorate/Management level), not only in theory but - more importantly- in practice. This means that QA staff work closely with the management of the institution and all sub-units (faculties, departments etc.), that they are involved in decision making processes and strategy development processes. Additional mechanisms should be installed to ensure that all other university **staff are obliged to cooperate with the QA unit** and that they provide the necessary information for assessments.

3. Resources and Budgeting

In order to be able to adequately plan quality assurance activities (reviews, internal/external assessments etc.) sufficient budget needs to be allocated (well in advance) to the QA unit itself and for the implementation of concrete activities. A failure to do so will ultimately result in activities and measures being stopped half way through and - consequently - in a waste of resources.

4. Quality Assurance Strategy/Policy

Higher education providers should have a separate QA policy/plan besides the overall institutional strategy. The policy statement is expected to include¹:

obligatory information

- the relationship between teaching and research in the institution;
- the institution's strategy for quality and standards;
- the organisation of the quality assurance system;
- the responsibilities of departments, schools, faculties and other organisational units and individuals for the assurance of quality;
- the involvement of students in quality assurance;
- the ways in which the policy is implemented, monitored and revised, i.e. SWOT analyses.

The strategy, policy and procedures should have a formal status and be publicly available. They should also include **a role for students and other stakeholders (external stakeholders, including professional bodies, employers, government, etc).**

5. Principles and Methods of Quality Assurance

a. Definitions

Quality assurance

There are a large number of definitions, i.e.

- "All actions taken to ensure that standards and procedures are adhered to and that delivered products or services meet performance requirements"²
- "Q[uality] A[ssurance] is the systematic monitoring and evaluation of the various aspects of a project, service or facility to maximize the probability that minimum standards of quality are being attained by the production process."³
- "Quality assurance is the systematic, structured and continuous attention to quality in terms of maintaining and improving quality."⁴

It is evident from these definitions that quality is determined by the user or client. With respect to universities or higher education institutions quality assurance is therefore focused on the student in every aspect from course contents and learning outcomes via support services to employability, including also the management of the institution. Since the term quality assurance implies only that a given quality level is maintained the ultimate goal is the **gradual improvement of quality** enabling the graduate to be competitive at the international level. Quality assurance at higher education institutions consists of two major elements: internal and external quality assurance.

Internal quality assurance

- means that the actor is the Higher Education Institution, which via self-assessment tries to define its quality by identification of strengths and weaknesses, based on the monitoring of achievements and assessment of performance. Internal quality assurance measures are summative as well as formative - summative with respect to achievements and formative with respect to performance

External quality assurance

- means that the actor is an organisation outside the higher education institution, i.e. external quality assurance agencies, which are commissioned by the higher education institution itself or for example the respective ministry. External quality assurance is based on self assessment reports and always has a formative role by scrutinising the current state and giving recommendations for further improvement..

¹Standards and Guidelines for Quality Assurance in the European Higher Education Area; <http://www.enqa.eu/files/ENQA%20Bergen%20Report.pdf>

²Quality Assurance; http://www.its.bldrdoc.gov/projects/devglossary/_quality_assurance.html.

³Quality Assurance; http://en.wikipedia.org/wiki/Quality_assurance.

obligatory information

b. Guiding Principles for Quality Assurance

According to the EUA Policy Statement on Quality and Quality Assurance in the European Higher Education Area, Oct 2010⁵ quality assurance should be based on the following key principles:

- Primary responsibility for quality assurance lies with the higher education institutions themselves;
- Institutional quality management requires a comprehensive, all-encompassing approach;
- It has to cover all activities of a university: research, teaching and learning, service to society and support services;
- Quality is contextual and therefore must take into account the specific institution and the national context;
- The ultimate goal of all quality assurance – both internal and external - is to enhance quality thus promoting trust among stakeholders.

c. Institutional Principles for Quality Assurance

The private higher education institution is committed to offering a high quality education by ensuring the achievement and maintenance of appropriate standards and by implementing quality assurance and improvement measures. For this purpose the institution has in place a formal approved policy (*evaluation guidelines*) governing the scope, target and frequency of evaluations. Quality assessment is based on internal and external (peer review) evaluation. The results of quality assessment measures (reports) serve as feedback mechanism for improvement and are made public.

Standards and Guidelines for Internal Quality Assurance⁶

Policy and procedures for quality assurance: see Evaluation Guidelines, Chapter III.

Approval, monitoring and periodic review of programmes and awards:

Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

- Assessment of student:
Students should be assessed using published criteria, regulations and procedures which are applied consistently.
- Quality assurance of teaching staff:
Institutions should have ways of making sure that staff involved in teaching are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.
- Learning resources and student support:
Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.
- Information systems:
Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.
- Public information:
Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

²Quality Assurance; http://www.its.bldrdoc.gov/projects/devglossary/_quality_assurance.html.

⁵EUA Policy Statement on Quality and Quality Assurance in the European Higher Education Area, October 2010; http://www.eua.be/Libraries/Publications_homepage_list/EUA-QA-Policy-2010.sflb.ashx.

obligatory information

Standards for External Quality Assurance⁷

- Use of internal quality assurance procedures:
External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes.
- Development of external quality assurance processes:
The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.
- Criteria for decisions:
Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.
- Processes fit for purpose:
All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.
- Reporting:
Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.
- Follow-up procedures:
Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a pre-determined follow-up procedure which is implemented consistently.
- Periodic reviews:
External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis.
The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

⁶ENQA report on Standards and Guidelines for Quality Assurance in the European Higher Education Area; <http://www.enqa.eu/files/ENQA%20Bergen%20Report.pdf>.
⁷ENQA report on Standards and Guidelines for Quality Assurance in the European Higher Education Area; <http://www.enqa.eu/files/ENQA%20Bergen%20Report.pdf>.

3. guidelines for evaluation

1. General Principles

Evaluation measures are a strategic tool for quality assurance and quality improvement (formative evaluation), and to monitor the performance of an institution (summative evaluation).

The evaluation measures and tools therefore have to be designed such that they allow not only a differentiated response on the performance (teaching and research) of the evaluated functional unit (institute, faculty or university) but that they also serve as an advice for the future development/improvement/strategic planning.

All staff members are obliged to participate in the evaluation process.

In order to generate a proactive environment and to promote a quality culture all staff members (administrative personnel, teachers, researchers), students and external stakeholders have to be involved early in the evaluation process, i.e. in drafting the evaluation procedures.

The requirements and expectations of the evaluation (terms of reference) have to be clearly presented and should comprise, at a minimum, the rationale for the evaluation, the principles guiding the evaluation, the intended user and use, the roles and responsibilities of all those involved, the methodology, the reporting requirements, the estimated costs and the schedule.

All evaluation measures must be approved by the board of the private higher education institution.

The evaluation outcome has to be considered in all decision-making and planning processes.

2. Evaluation of Learning and Teaching

Teaching staff, student support services, learning resources, learning outcomes as well as student assessment are evaluated on a regular basis in order to assure and/or improve quality of graduates in terms of gained knowledge and skills, and their fitness for the labour market.

The subjects of learning and teaching evaluations are curricula, teachers and student support service units such as library, IT service, international office, alumni service, quality assurance office, career centre, etc.

Depending on the existing organisation the responsible Rector/ Director or Vice-Rector/Deputy-Director commissions all quality assurance and improvement measures for learning and teaching.

In order to support learning and teaching evaluation measures, the higher education institution provides electronically:

- Descriptions of course contents, suggested text books and other literature as well as expected learning outcomes,
- Comprehensible and stringent criteria, regulations and procedures for student assessment, and
- Job profiles of graduates.

The higher education institution applies the following quality assurance and improvement measures:

- Course evaluation questionnaires for students to address the competence of the teaching personnel, quality of teaching, available resources and infrastructure, and the learning success (achievement of learning outcomes) relative to the published course contents, learning outcomes and assessment regulations, methodology of teaching and time spent;
- Class-room visits by colleagues as a measure of internal peer review;

guidelines for evaluation

- Support service evaluation questionnaires for students (all support services);
- Support service evaluation questionnaires for teaching staff (primarily libraries, IT services and international office);
- Feedback questionnaires for alumni and members of the labour market as well as visits at potential work places to address the requirements of the market;
- External peer review evaluations as a tool for strategic planning; they have to address the position within the European Higher Education Area and give recommendations for the future development.
-

Evaluation periods:

Course evaluations have to be carried out at least every 3 years.

For economic reasons not all courses of all curricula are evaluated within one year. Instead the curricula are split into three groups representing three consecutive years; thereafter the next cycle starts.

Student support services and feedback questionnaires are treated similarly.

External evaluations are to be jointly organised with formative external peer reviews of research.

Consequences of course and support unit evaluations:

The Rector, Director or Head, or the responsible Vice-Rector, Dean or Deputy Head must discuss the outcome and proposed measures for improvement with the respective teachers and units, and should agree a time frame for their implementation. This is an important point as it will be the teachers etc who must deliver the improvements and thus the quality plan must be by agreement with all concerned.

Consequences of external peer review evaluations:

The Rector, Director or Head, or the responsible Vice-Rector, Dean or Deputy Head must discuss the recommendations and proposed measures for improvement with the evaluated units and must agree the required measures for quality improvement with the units and the time frame for their implementation.

3. Research/Development/Art Work Evaluation

Research achievements are evaluated in order to assure and improve the quality of research in line with international standards. Furthermore the outcome of the evaluation measures serves as a basis for strategic planning, i.e. the formulation of development plans, budget allocation, etc.

The subjects of research evaluation are functional units such as institutions, faculties and research facilities.

The evaluation tools applied must assure that the characteristics of the particular scientific disciplines are adequately addressed.

Evaluation periods:

In order to promote the importance of research guided teaching a summative evaluation with respect to the research achievements has to be carried out every year and serves as an indicator for budget allocation within the higher education institution.

Formative evaluations by means of peer review have to be carried out periodically (at least every 10 years) in order to elaborate the strengths and weaknesses relative to the international development in the particular research fields. These evaluations serve as a tool in working out and adapting development plans.

guidelines for evaluation

The Rector, Director or Head, or the responsible Vice-Rector, Dean or Deputy Head can, in addition, announce and conduct ad hoc peer review evaluations, i.e. when research measures are being discussed at institutional level, such as establishment of research priorities, specific research facilities, large-scale projects and other.

In order to improve or react to developments in the international research area the organisational units have permission to apply to the Rector or responsible Vice-Rector to conduct ad hoc peer reviews.

Consequences of peer review evaluations:

The Rector, Director or Head, or the Responsible Vice-Rector, Dean or Deputy Head must discuss the recommendations and measures for improvement with the evaluated units and must agree the required measures and the time frame for their implementation.

4. examples of teaching evaluation

Template No 1

Evaluation form
POLITEHNICA University of Bucharest

To be completed by the attending students



Academic year:

Course:

Lecturer:

Assistant:

We would appreciate your opinion regarding the teaching process at our institution. Therefore, please, sincerely answer the following questions:

The evaluation scores are:

4 = VERY GOOD

3 = GOOD

2 = SATISFACTORY (ENOUGH)

1 = NOT ENOUGH

0 = I CANNOT APPRECIATE

A. Quality of teaching and teaching style

- Was the content of the lecture clear?
- Was the lecture interactive?
- Access and quality of teaching material: books/lecture notes etc.
- Is there a link between the practical examples presented and the theory that was taught?
- Punctuality and time management of the lecturer
- Behaviour of the lecturer towards the students
- Did the teaching style stimulate interest for the lecture?
- What is the general evaluation like?

B. Evaluation of practical activities and of resources

- Were the practical activities clear?
- Punctuality and time management during the practical activities (such as seminar/laboratory/project)
- What is the behaviour of the teaching staff towards the students during the practical activities like?
- Is there a link between the practical activities and the lecture?
- Are there any exercise books?
- Are there labour outfit/ IT resources?
- Is there any counselling outside the classes?
- Do the practical activities stimulate self-preparation
- General appreciation of the practical activities

4

examples of teaching evaluation

C. Quality of evaluation

Were the students informed about the evaluation method from the beginning of the course?

Was the announced evaluation method respected?

Were the homework assignments during the semester relevant?

- The homework assigned was: (quantitative evaluation)
- The homework assigned was: (qualitative evaluation)
- Were the examination subjects related to the course content?
- Was the time for solving the questions of the exam sufficient?
- Was the evaluation of your exam appropriate?
- I attended the activities in a ratio of: (in [%])
- Estimate the hours you needed to prepare yourself (hours/week) for the exam

D. Personal comments of the student

- D.1 positive aspects :
- D.2 negative aspect :
- D.3 other personal comments / suggestions

Course number: <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	Lecturer's name: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> A B C D	Lecturer <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> A B C D
Term <input type="radio"/> Winter <input type="radio"/> Summer 20 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	Sessions cancelled: never <input type="radio"/> once <input type="radio"/> 2-3 times <input type="radio"/> 4 times or more <input type="radio"/> <small>(only cancelled, not compensated lessons; holidays are not to be compensated)</small>	
The following questions refer to the student:		
Sex <input type="radio"/> Female <input type="radio"/> Male	Year of birth 19 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	study-code for the studies you are attending the course for <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> for <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> semesters
Course attendance <input type="radio"/> in all lessons (100%) <input type="radio"/> in most of the lessons (>80%) <input type="radio"/> in more than half of the lessons (50-80%) <input type="radio"/> in less than half of the lessons (<50%)		

Template No 2

Evaluation of lectures

Please note that this template is subject to copyright of the University of Salzburg. Should you intend to copy the template or parts of it please contact Mr. Wageneder at evaluation@sbg.ac.at.

Information for completing this questionnaire

- **Mark boxes:** Please use a blue or black pen. The given circles are to be filled completely and not to be marked with a cross. ○○○○○●○
 For corrections please mark the wrong circle with a cross and then mark the correct circle. ○○○●×○○ In the shown example the central circle will be assessed.

- **What do the questions refer to?** Your ratings should exclusively refer to the current course and not to previous experience with the lecturer in other courses. In each section mark the circle that you think applies most to the lecturer or his/her overall performance (since the beginning of the course). If one of the items does not apply to the course - skip it.

- **What if two or more persons are teaching the course?** You will complete your questionnaire only for one lecturer. Your lecturer will inform you which person you have to evaluate (top right: Lecturer A, B, C or D).

01	Performance requirements <i>(difficulty, workload, etc.)</i>	too low ○ ○ ○ ○ ○ ○ too high
02	Flexibility of the lecturer <i>(ability to adapt, etc.)</i>	very low ○ ○ ○ ○ ○ ○ very high
03	Atmosphere <i>(among students, well-being, etc.)</i>	very bad ○ ○ ○ ○ ○ ○ very good
04	Professional competence of the lecturer <i>(specific knowledge, qualifications, etc.)</i>	very low ○ ○ ○ ○ ○ ○ very high
05	Voice of the lecturer <i>(clarity, volume, speed, etc.)</i>	very bad ○ ○ ○ ○ ○ ○ very good
06	Time management <i>(punctuality, keeping appointments, etc.)</i>	very bad ○ ○ ○ ○ ○ ○ very good
07	Appreciation/respect of the students by the lecturer <i>(politeness, kindness, etc.)</i>	very low ○ ○ ○ ○ ○ ○ very high
08	Personal reflection of the course-contents <i>(involvement, critical analysis, etc.)</i>	very weak ○ ○ ○ ○ ○ ○ very strong
09	Support and mentoring during the course <i>(concerning presentations and research, by tutors, etc.)</i>	very bad ○ ○ ○ ○ ○ ○ very good
10	Relevance of the course-contents <i>(significance, importance for myself, etc.)</i>	very low ○ ○ ○ ○ ○ ○ very high
11	Involvement of the fellow students <i>(active cooperation, commitment, etc.)</i>	very low ○ ○ ○ ○ ○ ○ very high
12	Motivation of the students by the lecturer <i>(stimulation, arousing interest, etc.)</i>	very weak ○ ○ ○ ○ ○ ○ very strong
13	Goal-orientation in the course <i>(awareness of the objectives and how to achieve them, etc.)</i>	very low ○ ○ ○ ○ ○ ○ very high
14	Quality of contributions of fellow students <i>(presentations, in discussions, etc.)</i>	very bad ○ ○ ○ ○ ○ ○ very good
15	Teaching material <i>(documents, objects, substances, etc.)</i>	very bad ○ ○ ○ ○ ○ ○ very good
16	Transparency of criteria of course-performance <i>(information about criteria, content, form, etc.)</i>	very low ○ ○ ○ ○ ○ ○ very high
17	Quality of the classroom <i>(working conditions, equipment, devices and their functionality, etc.)</i>	very bad ○ ○ ○ ○ ○ ○ very good
18	Overall rating of the course	very bad ○ ○ ○ ○ ○ ○ very good

examples of teaching evaluation

Template No 4

Feedback to courses

Direct reply to the lecturer: (name)

Type/Title of course: (type/title)



What I liked in the course so far:	What I did not like in the course so far:
So far we did not sufficiently discuss the following/this is what I would like to discuss in the remaining lessons of this course:	This is what we discussed too much/this is what should be reduced for the remaining lessons of the course:
Further comments – suggestions for modifications:	

examples of teaching evaluation



Template No 5 Undergraduate Student Questionnaire

The primary objective of this form is to enable the gathering of views of the undergraduate students of the department of <name of department> on all aspects of your teaching and learning experience in the department and in UCC. In particular, any suggestions for improvement that you, as a student, might have would be very welcome. The feedback you provide is important if we are to improve the service we provide and to introduce additional elements that you might feel to be lacking.

This questionnaire is intended as a help to those preparing a Self-Assessment Report as part of the Quality Review of the department. The views of students in relation to the department, UCC and the learning environment are being sought. Your responses will be used in preparing the departmental Self-Assessment Report. This questionnaire is structured in such a manner so as to facilitate the incorporation of the views expressed herein in the text of the Self-Assessment Report. Some of the questions in this questionnaire may not be relevant to you and may be ignored. If there is an area of activity omitted from this form please do not hesitate to add it to the form with your comments.

(If you have any comments on this form, either on the structure and/or the content, please contact Dr. Norma Ryan, Director of the Quality Promotion Unit, with your suggestions - email qpu@ucc.ie or tel ext 3649. Thank you)

It should be noted that this is your opportunity to tell us what you think of the education you are receiving, so please be as honest as possible (however this should not be treated as an opportunity to heap criticism on your least favoured member of staff). Thus, the more realistic the suggestions you make the greater the possibility is that they may be of use in planning future developments in your department. The questionnaire is, of course, completely anonymous but you are asked to indicate what Degree course you are in and also the year of the course you are currently in.

Course of study

Year of course 1 2 3 4 5 6

Department Organisation and Planning

Have you any suggestions for improvement of the communication of the department with you?

Teaching and Learning

Course Provision

	Not relevant	Poor	Fair	Good	Very Good	Excellent
Presentation of material during lectures						
Adequacy of notes						
Adequacy of tutorials (where provided)						
Accessibility of lecturers outside lecture hours						
Feedback on your performance during term (by means of assessments, etc.) and following						
Overall quality of course						

Laboratory provision (where applicable)

	Not relevant	Poor	Fair	Good	Very Good	Excellent
Quality of laboratory notes and related hand-outs (e.g. clarity, usability)						
Adequacy of supervision during laboratories						
Feedback on your performance during Laboratories						
Adequacy of laboratory facilities						
Feedback on your performance during term (by means of assessments, etc.) and following						

Project Work (where applicable)

	Not relevant	Poor	Fair	Good	Very Good	Excellent
Quality of laboratory notes and related hand-outs (e.g. clarity, usability)						
Adequacy of supervision during laboratories						
Feedback on your performance during Laboratories						

examples of teaching evaluation

If you have any suggestions for how any of the above might be improved please indicate them here. In particular the department is interested in knowing how you would suggest improving any area you have indicated as 'Poor' or 'Fair'.

Have you any suggestions for improvement of the curriculum in the course you studied?

Have you any suggestions for improvement of the teaching in the course that you studied?

Have you any suggestions for improvement of the scheduling of the course?

Have you any suggestions for improvement of the information given to you by the department and by the university which would, in your opinion, better enable you to plan your academic programme with some degree of certainty?

Teaching

Have you any suggestions for how the department might better inform itself as to the effectiveness of its current teaching practices?

Have you any suggestions for improvement of the lectures/tutorials/practicals you received?

Support Services

Indicate your views on the following support services (and on any others that are not in the list below that you may wish to comment on)

Facility	Not relevant	Poor	Fair	Good	Very Good	Excellent
Office of Dean of Arts Faculty						
Office of Dean of Commerce Faculty						
Office of Dean of Engineering Faculty						
Office of Dean of Food Science & Technology Faculty						
Office of Dean of Law Faculty						
Office of Dean of Medical Faculty						
Office of Dean of Science Faculty						
Office of the Registrar & Vice-President for Academic Affairs						
Admissions Office						
Disability Support Service						
Examinations Office						
International Education Office						
Records Office						
Audio Visual Services						
Audio Visual Equipment						
Student Careers Service						
Office of Vice-President for Research Policy & Support						
Computer Centre – General						
Computer Centre – Research						
Computer Centre – Teaching						
Library – Physical Environment						
Library – Resources (print, electronic, etc)						
Library – Services						
Office of the President						
Office of Vice-President for Planning, Communications and Development						

Additional Comments

There may be areas of activity that you feel are missing from the form or do not fit into any specific category but upon which you would like to comment. Please feel free to do so here. The Quality Promotion Unit would be grateful if you felt able to take the time (email qpu@ucc.ie or tel 3649) to let the unit know of any omissions.

Facility	Not relevant	Poor	Fair	Good	Very Good	Excellent
Development Office						
Office of Buildings & Estates						
Public Affairs Office						
Finance Office – Accounts Section						
Finance Office – Fees Section						
Finance Office – Finance Section						
Finance Office – Payroll Section						
Procurement Office						
Human Resources Department						
Catering						
Chaplaincy						
Cleaning						
Maintenance						
Parking Arrangements						
Service Desks						
Sports Centre						
Student Accommodation Office						
Student Health Centre						
Students Union						
UCC Downtown Centre						
UCC Travel Office						

examples of teaching evaluation



Template No 6

Postgraduate Student Questionnaire

The primary objective of this form is to enable the gathering of views of the postgraduate students of the department of <name of department> on all aspects of your teaching and learning experience in the department and in UCC. In particular, any suggestions for improvement that you, as a student, might have would be very welcome. The feedback you provide is important if we are to improve the service we provide and to introduce additional elements that you might feel to be lacking.

This questionnaire is intended as a help to those preparing a Self-Assessment Report as part of the Quality Review of the department. The views of students in relation to the department, UCC and the learning environment are being sought. Your responses will be used in preparing the departmental Self-Assessment Report. This questionnaire is structured in such a manner so as to facilitate the incorporation of the views expressed herein in the text of the Self-Assessment Report. Some of the questions in this questionnaire may not be relevant to you and may be ignored. If there is an area of activity omitted from this form please do not hesitate to add it to the form with your comments.

(If you have any comments on this form, either on the structure and/or the content, please contact Dr. Norma Ryan, Director of the Quality Promotion Unit, with your suggestions - email qpu@ucc.ie or tel ext 3649. Thank you)

It should be noted that this is your opportunity to tell us what you think of the education you are receiving, so please be as honest as possible (however this should not be treated as an opportunity to heap criticism on your least favoured member of staff). Thus, the more realistic the suggestions you make the greater the possibility is that they may be of use in planning future developments in your department.

The questionnaire is, of course, completely anonymous but you are asked to indicate what postgraduate Degree/Diploma course you are in and also the year of the course you are currently in.

Course of study

Year of course 1 2 3 4 5 6

Department Details

Have you any suggestions as to how your department might improve

- the staff profile?
- The age profile of the staff in your department?
- The gender balance of the staff in your department?

Have you any suggestions as to how your department might improve the facilities available to you in pursuing your studies?

Department Organisation and Planning

Have you any suggestions for improvement of the communication of the department with you? you with the staff of the department?

examples of teaching evaluation

Teaching and Learning

Do you think the curriculum offered by the department is appropriate? Is adequate?

Have you any suggestions as to how the department might make improvements to the curriculum it offers?

Have you any comments/suggestions for improvement of the laboratories and the teaching of the laboratory-based courses?

Have you any suggestions for improvement of the scheduling of any of the courses offered by the department that you are familiar with?

Have you any suggestions for improvement of the information given to you by the department and by the university which would, in your opinion, better enable you to plan your academic programme with some degree of certainty?

Have you any suggestions for how the department might better inform itself as to the effectiveness of its current teaching practices?

Have you any suggestions for improvement of the tutorials that you received?

Is there any other department in UCC? in Ireland? in the world? that you would like to see your department emulating/aspiring to emulate?

Research & Scholarly Activity

In the following section tick the box you feel is the most appropriate from your point of view:

Research supervision:	Not relevant	Poor	Fair	Good	Very Good	Excellent
Contactability of my supervisor						
Frequency of meetings with supervisor						
Planning of work with supervisor						
Adequate feedback from supervisor						
Ease of making appointments with supervisor						
Communication with supervisor						
Clarity of expectations of supervisor						
Feedback on your performance during term (by means of assessments, etc.) and following						
Examinations						
Overall quality of course						

examples of teaching evaluation

If you have any suggestions for how any of the above might be improved please indicate them here. In particular the department is interested in knowing how you would suggest improving any area you have indicated as 'Poor' or 'Fair'.

Have you any suggestions as to how your department might improve the facilities available to you for your research? (bearing in mind the financial constraints that the department is working under)

If you are receiving financial support from UCC are there any improvements you would like to suggest as to how the department could improve its organisation of the work you must do in order to receive the finance, e.g. demonstrating in laboratories? Tutoring? (bearing in mind that the department does not control the amount available from UCC for this purpose)

If you do demonstrate or tutor students as part of your departmental responsibilities have you any suggestions as to how the department might improve its training programme to help you?

Support Services

Indicate your views on the following support services (and on any others that are not in the list below that you may wish to comment on)

Additional Comments

There may be areas of activity that you feel are missing from the form or do not fit into any specific category but upon which you would like to comment. Please feel free to do so here. The Quality Promotion Unit would be grateful if you felt able to take the time (email qpu@ucc.ie or tel. ext. 3649) to let the unit know of any omissions.

Facility	Not relevant	Poor	Fair	Good	Very Good	Excellent
Office of Dean of Arts Faculty						
Office of Dean of Commerce Faculty						
Office of Dean of Engineering Faculty						
Office of Dean of Food Science & Technology Faculty						
Office of Dean of Law Faculty						
Office of Dean of Medical Faculty						
Office of Dean of Science Faculty						
Office of the Registrar & Vice-President for Academic Affairs						
Admissions Office						
Disability Support Service						
Examinations Office						
International Education Office						
Records Office						
Audio Visual Services						
Audio Visual Equipment						
Student Careers Service						
Office of Vice-President for Research Policy & Support						
Computer Centre – General						
Computer Centre – Research						
Computer Centre – Teaching						
Library – Physical Environment						
Library – Resources (print, electronic, etc)						
Library – Services						
Office of the President						
Office of Vice-President for Planning, Communications and Development						

Development Office	Not relevant	Poor	Fair	Good	Very Good	Excellent
Development Office						
Office of Buildings & Estates						
Public Affairs Office						
Finance Office – Accounts Section						
Finance Office – Fees Section						
Finance Office – Finance Section						
Finance Office – Payroll Section						
Procurement Office						
Human Resources Department						
Catering						
Chaplaincy						
Cleaning						
Maintenance						
Parking Arrangements						
Service Desks						
Sports Centre						
Student Accommodation Office						
Student Health Centre						
Students Union						
UCC Downtown Centre						
UCC Travel Office						

If you have any suggestions for how any of the above might be improved please indicate them here. In particular the department is interested in knowing how you would suggest improving any area you have indicated as 'Poor' or 'Fair'.

5. academic staff questionnaire



Template No 7

Academic Staff Questionnaire

The primary objective of this form is to enable the gathering of views of the academic staff of the department to be reviewed on all aspects of their work and, in particular, any suggestions for improvement that staff members might have.

This questionnaire is intended as a help to those preparing a Self-Assessment Report in seeking the views of all academic staff in relation to the department, UCC and the working environment. Your responses will be used in preparing the departmental Self-Assessment document. This questionnaire is structured in such a manner so as to facilitate the incorporation of the views expressed herein in the text of the Self-Assessment Report. Some of the questions in this questionnaire may not be relevant to you and/or your department and may be ignored. If there is an area of activity omitted from this form please do not hesitate to add it to the form with your comments.

Any recommendation/statement of weakness should be supported by appropriate evidence. For instance:

- An opinion that a department or individual within a department has a shortage of resources should be based on, for example, comparison of staff:student ratios in the University as a whole or other similar institutions.

If you have received this form electronically the comment areas can be expanded or contracted as appropriate. This form may be downloaded from the Quality Promotion Unit web site at <http://www.ucc.ie/quality>.

(If you have any comments on this form, either on the structure and/or the content, please contact Dr. Norma Ryan, Director of the Quality Promotion Unit, with your suggestions - email qpu@ucc.ie or tel ext 3649. Thank you)

It should be noted that all comments in relation to suggested improvements should bear in mind what is reasonable as well as what is desirable. Resources (physical/financial) are finite and it is not always possible to have a perfect work place and working environment. Your department may well use information compiled by means of this questionnaire in future strategic planning. Thus, the more realistic the suggestions you make the greater the possibility is that they may be of use in planning future developments in your department.

Mission Statement

Do you agree with the Mission Statement of your department? With that of the University?

Have you any suggestions as to how your Mission Statement should be altered to better reflect what you see your role and the role of your department is within the University?

Aims & Objectives

What is your role in contributing to the overall Aims & Objectives of your department?

What is your role in helping the department plan its future direction and activities?

How frequently have you evaluated your department against a comparable or similar department in another institution in Ireland and/or abroad?

Is there a department in another university that you would consider as a suitable role model for your department to aspire to emulate?

Have you specific reasons for your choice?

Management Structures/Committee Structures

e.g. do you think the current management structure a good one?

Have you any suggestions on how the current structures might be improved?

academic staff questionnaire

Department Details

What suggestions have you for how the department might improve the staff profile in the department?

What suggestions have you for how the department might improve the gender balance of staff in the department?

What suggestions have you for how the department might improve the age profile of staff in the department?

What suggestions have you for how the department might improve the facilities available for teaching and meeting with students in the department?

Department Organisation and Planning

Using the following headings as a guide only have you any suggestions for improvement that would help your department to improve its level of internal organisation and how it sets about planning for the future? If in doubt as to what is meant by the different headings you may find it useful to refer to the relevant sections in the document Academic Department QI/QA Reviews, which may be accessed via either of the Quality Promotion Unit's web sites.

Budgeting in the Department

Are you informed of the budgetary situation in your department?

Have you any suggestions on how the budgeting could be improved within the department?

Department Communication with Faculty/Faculties

Staff Communication within the Department

Have you any suggestions as to how staff could be better kept informed of decisions within the department/unit?

Student Communication within the Department

Have you any suggestions as to how the department/unit can improve its communication with students on all relevant issues?

Communication with Support Services

Have you any suggestions as to how the department/unit can improve its communication with support service units in UCC on all relevant issues?

Workloads in the Department

How do the workloads in your department compare with those in similar departments in Ireland and other countries e.g. UK, USA?

If you do not agree with the workload distribution among the staff of your department please indicate your reasons and make suggestions as to how the department should change these

Procedures for Recent Appointments

Has the department/unit appointed any new staff in the last three years?

Were you involved in short-listing candidates?

Were the advertising and other recruitment procedures suitable for attracting the best candidates, in your view?

Have you any suggestions as to how procedures might be improved in the future?

Academic Staff

Have you any suggestions for improvement of the working relationships with the academic staff, if any, of the department?

academic staff questionnaire

Administration /Office Staff

Have you any suggestions for improvement of the working relationships with the administration/support staff of the department?

Technical Staff

Have you any suggestions for improvement of the working relationships with the technical staff, if any, of the department?

Teaching and Learning

Using the following headings as a guide only have you any suggestions for improvement that would help your department to improve its level of internal organisation and how it sets about planning for the future?

Degree Program Curriculum

Have you any suggestions for mechanisms that your department might adopt for assuring and improving the contact and discussion between your department and the other relevant departments?

Have you any suggestions for mechanisms that your department might use to evaluate the effectiveness of departmental programmes by students past and present, and by employers and professional bodies?

Have you any ideas as to what opportunities might exist to create interdisciplinary courses within the curriculum?

Should any courses be discontinued? Altered? Why?

Should any courses be added? Why?

What are the programme's objectives? What outcomes do you expect for students? Are they achieved? How do you measure the achievement?

Department Curriculum and Scheduling

Have you any suggestions for the improvement of the curriculum in the courses offered by the department?

Have you any suggestions for how the on-going improvement of the curriculum in the courses offered by the department may be ensured?

Teaching

In particular, have you any suggestions as to strategies that the department might develop to work towards the improvement of the quality of instruction in your department?

Have you any suggestions that would help the department to respond to the particular needs of gifted, remedial, minority, part-time, off-campus students?

Have you any proposals that would help encourage staff in the further development of their teaching skills and teaching methods?

Have you any suggestions to improve the training of tutors and demonstrators?

Student learning

Have you any suggestions that would help improve the participation of students at lectures and other teaching activities?

Do you think there is any mechanism whereby the department could increase the enthusiasm of its students for the learning process?

Student Recruitment & Retention

Have you any proposals that would assist the department in the recruitment of better quality students?

Have you any proposals that would assist the department in the recruitment of a greater variety of types of student?

Have you any proposals that would assist the department in the retention of more students than is the situation currently?

academic staff questionnaire

Research & Scholarly Activity

Using the following headings as a guide only have you any suggestions for improvement that would help your department to improve its level of internal organisation and how it sets about planning for the future?

Research Activity

In what way do you think the department can help you in the development of your research activities?

In what way do you think the department can help you in the development of links with industry and institutions other than UCC?

In what way do you think the department could help in improving the facilities available for your research bearing in mind the financial constraints that the department and University operate under?

Research Funding

In what way do you think the department could help you to improve your funding for your research?

Have you any suggestions as to how mechanisms for assisting in the acquiring of research funding could be improved in the university?

Research Supervision

Do you have any comment to make on research supervision?

Does your department comply with the Guidelines for Supervision of Graduate Students?

If not, do you think it should?

Staff Development

Have you any suggestions for improvement in staff development in UCC?

Are there any issues relating to staff development that you would like to see raised in UCC?

Have you any proposals that would enable the department/university to improve the time available for refreshment and/or research into teaching & learning?

External relations

Have you any suggestions as to how your department could improve its external relations?

Support Services

Indicate your views on the following support services (and on any others that are not in the list below that you may wish to comment on)

academic staff questionnaire

Facility	Not Applicable	Poor	Fair	Good	Very Good	Excellent
Office of Dean of Arts Faculty						
Office of Dean of Commerce Faculty						
Office of Dean of Engineering Faculty						
Office of Dean of Food Science & Technology Faculty						
Office of Dean of Law Faculty						
Office of Dean of Medical Faculty						
Office of Dean of Science Faculty						
Office of the Registrar & Vice-President for Academic Affairs						
Admissions Office						
Disability Support Service						
Examinations Office						
International Education Office						
Records Office						
Audio Visual Services						
Audio Visual Equipment						
Student Careers Service						
Office of Vice-President for Research Policy & Support						
Computer Centre – General						
Computer Centre – Research						
Computer Centre – Teaching						
Library – Physical Environment						
Library – Resources (print, electronic, etc)						
Library – Services						

academic staff questionnaire

Facility	Not Applicable	Poor	Fair	Good	Very Good	Excellent
Office of the President						
Office of Vice-President for Planning, Communications and Development						
Development Office						
Office of Buildings & Estates						
Public Affairs Office						
Finance Office – Accounts Section						
Finance Office – Fees Section						
Finance Office – Finance Section						
Finance Office – Payroll Section						
Procurement Office						
Human Resources Department						
Catering						
Chaplaincy						
Cleaning						
Maintenance						
Parking Arrangements						
Service Desks						
Sports Centre						
Student Accommodation Office						
Student Health Centre						
Students Union						
UCC Downtown Centre						
UCC Travel Office						

6. example of course description



Template **No 8**

Course content description form
POLITEHNICA University of Bucharest

University:

Faculty:

1. Identification data

Course name:

Study program:

Semester:

Name of the course lecturer:

Name of the course assistant (if applicable):

Number of course hours (total):

Number of hours spent on practical exercises: Number of ECTS:

2. Objectives

for the course (lecture):

for the practical part:

3. Learning outcomes to be obtained by the student through the course (according to the National Qualification Framework for Higher Education)

example of course description

4. Content (syllabus)

a. Course:

	Content	No. of hours
1		
2		
3		
	Total:	

b. Practical part:

	Content	No. of hours
1		
2		
3		
	Total:	

5. Evaluation (exams)

6. Teaching methodology (presentation, teaching materials etc.)

7. Literature (3 – 5 titles, including the chapters of the respective course)

Head of Department,
(name, position and signature)

Person responsible for the course
(name, position and signature)

7. valuable literature, links and further information

Literature

- 1) ENQA report on Standards and Guidelines for Quality Assurance in the European Higher Education Area; available in English and Albanian: http://www.enqa.eu/pubs_esg.lasso.
- 2) EUA Policy Statement on Quality and Quality Assurance in the European Higher Education Area.

Links

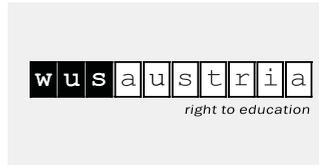
European Association for Quality Assurance in Higher Education: <http://www.enqa.eu>.
European University Association: <http://www.eua.be>.
Bologna Process: http://ec.europa.eu/education/higher-education/doc1290_en.htm.
Standards for the Recruitment of Teachers: <http://www.unesco.org/iiep/PDF/Edpol5.pdf>.
What is the Bologna Process?: <http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/bologna-basics.aspx>.
The Bologna Process - Towards the European Higher Education Area: http://ec.europa.eu/education/higher-education/doc1290_en.htm.
European Consortium for Accreditation: <http://www.eacaconsortium.net/>.
European Quality Assurance Register for Higher Education: <http://www.eqar.eu/home.html>.



project consortium



University of Salzburg (Grant Holder)



World University Service (WUS) Austria (Coordinator)



University College Cork



University POLITEHNICA of Bucharest



Kosovo Accreditation Agency



Ministry of Education, Science and Technology in Kosovo



AAB - RIINVEST



BIZNESI



DARDANIA



EVOLUCIONI



FAMA



ILIRIA



PJETËR BUDI



TEMPULLI



UBT



UNIVERSUM

for the **E**stablishing **of** a **F**ramework for Quality
in Higher **E**ducation

“Quality assurance is not principally about individual external scrutiny events: It should be about continuously trying to do a better job. External quality assurance does not end with the publication of the report and should include a structured follow-up procedure to ensure that recommendations are dealt with appropriately and any required action plans drawn up and implemented. This may involve further meetings with institutional or programme representatives. The objective is to ensure that areas identified for improvement are dealt with speedily and that further enhancement is encouraged.”

Standards and Guidelines for Quality Assurance in the European Higher Education Area; ENQA 2005

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in Higher **E**ducation

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