Presentation of the IQA on – line survey results provided for the academic and administrative staff at Slovak universities

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Structure of survey

ESG internal quality assurance:

A   General information

ESG strategies / politics:

B   Institutional QA framework

ESG procedures:
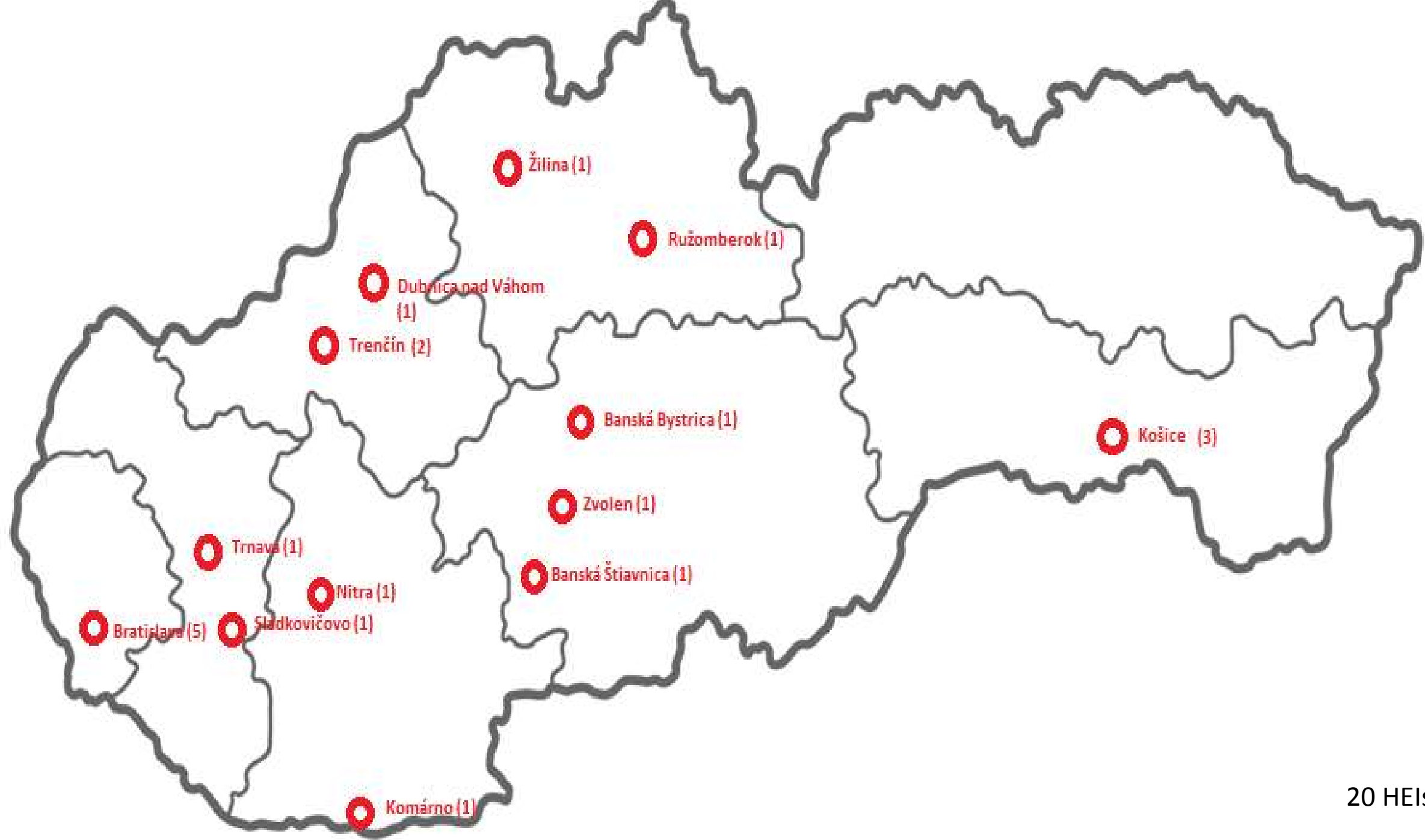
C   Quality assurance procesess in teaching and learning

D   Student assessment and student centred learning

E   Quality assurance of teaching staff

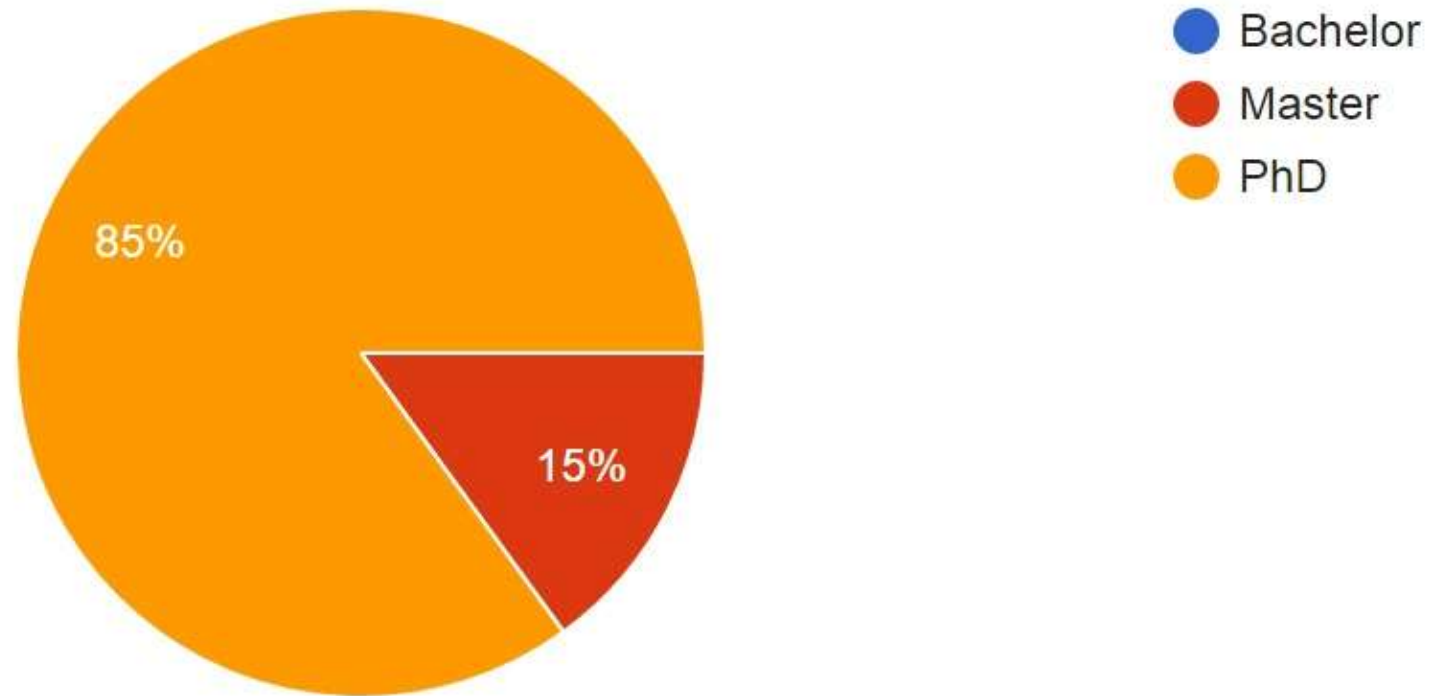F   Learning resources and student support

G   Information systems

Žilina (1)

Ružomberok (1)

Dubnica nad Váhom (1)

Trenčín (2)

Banská Bystrica (1)

Košice (3)

Zvolen (1)

Trnava (1)

Banská Štiavnica (1)

Nitra (1)

Bratislava (5) Sladkovičovo (1)

Komárno (1)

20 HEIs

A. General information
What is the type of your institution according to the national law?

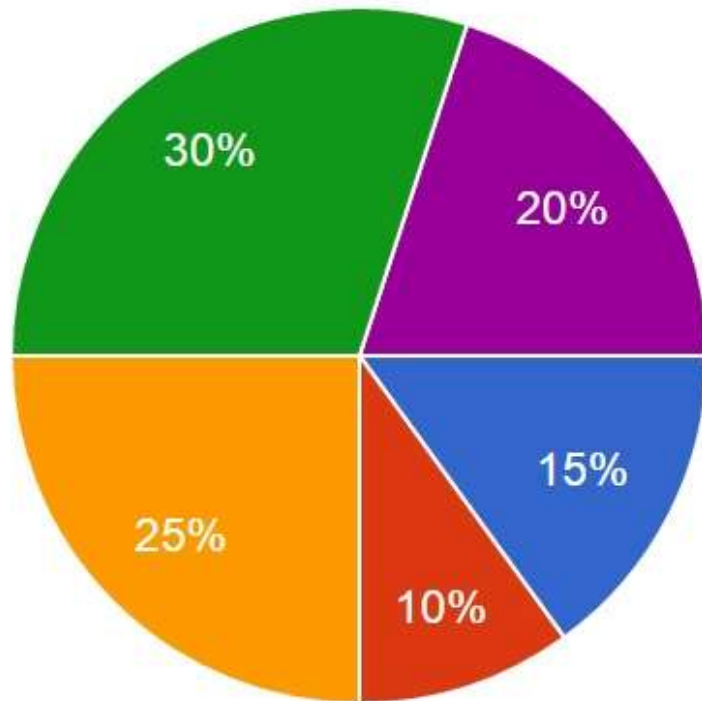
- Public university
- State university
- Private university

25%

70%
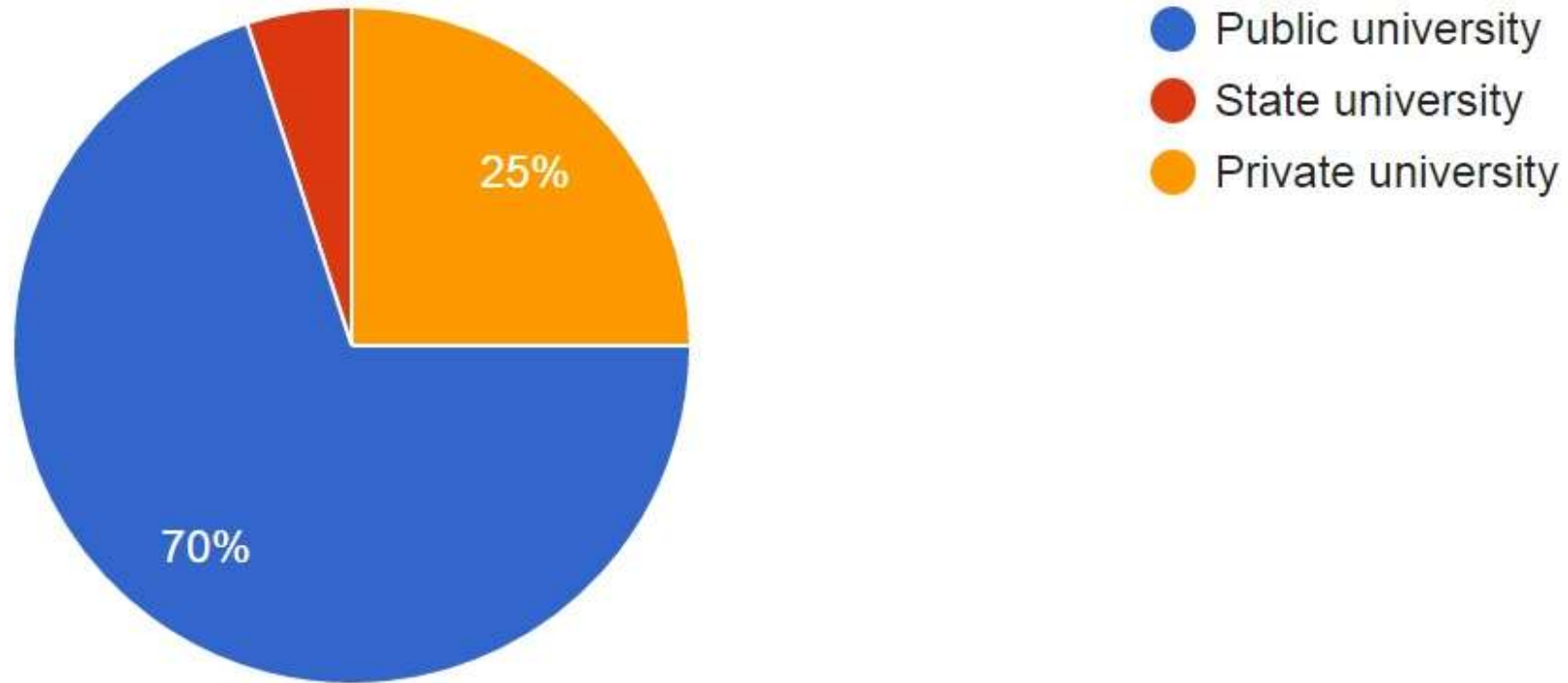
Which is the highest level which your institution educates students to?

How many students do you have in total?

Legend:
- Up to 1 000
- Up to 5 000
- Up to 10 000
- More than 10 000

Pie chart values: 35%, 30%, 20%, 15%
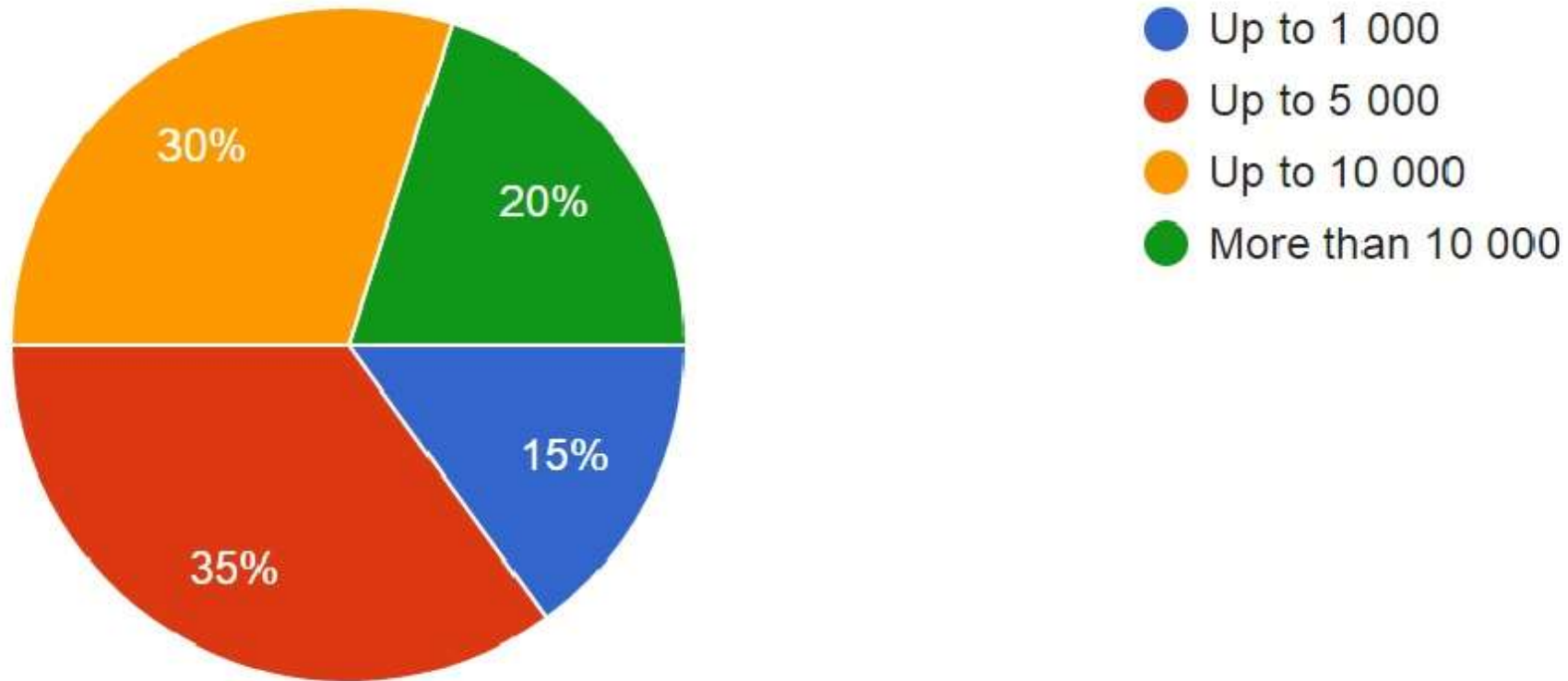
How many staff do you have in total?

B. Institutional QA Framework
Are goals and norms of an institutional quality assurance included in your strategic policy documents?
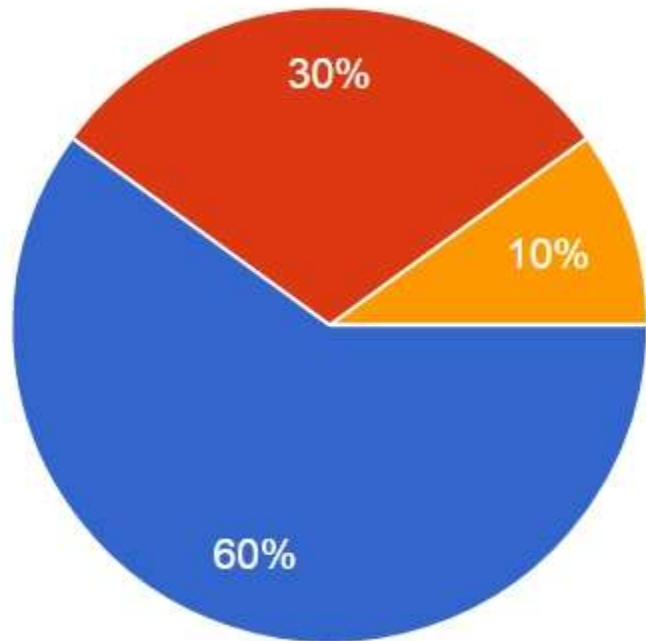

Legend:
- 🔵 Yes, we have a separate institutional QA policy statement/document reg…
- 🔴 Yes, we have an institutional QA policy statement/document, and in…
- 🟠 We do not have a separate QA policy statement/document, but the matter…
- 🟢 No, but all or most of the faculties/ departments have their own QA pol…
- 🟣 No, we do not have a specific QA p…
- 🔵 Other (please, specify):

Pie chart values: 30%, 10%, 60%

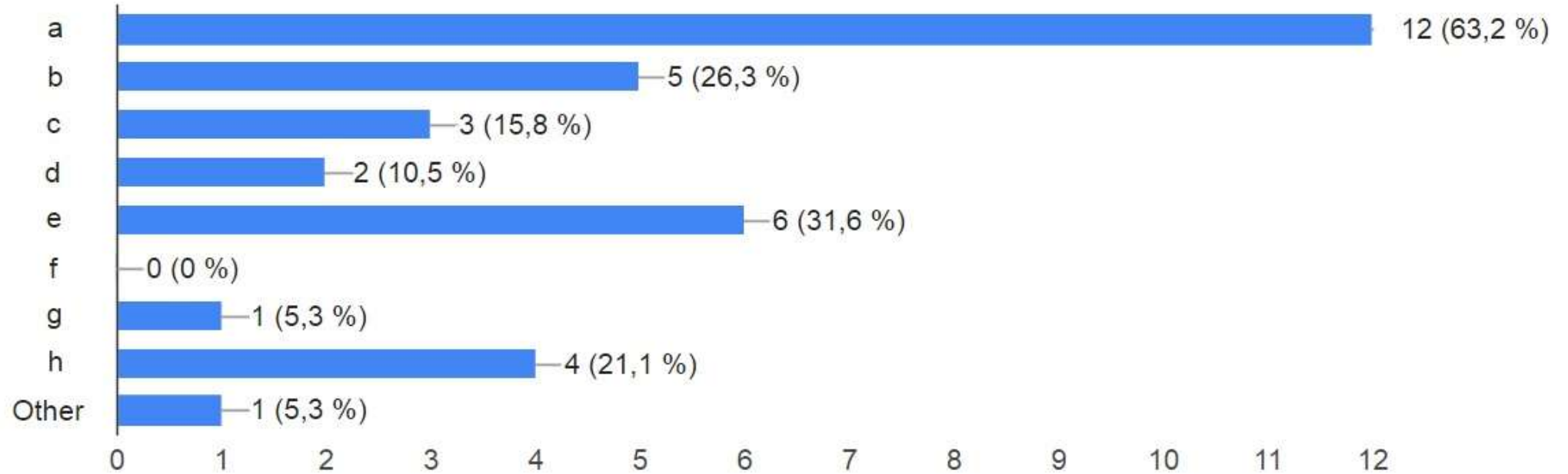# Are the processes of QA at your institution:
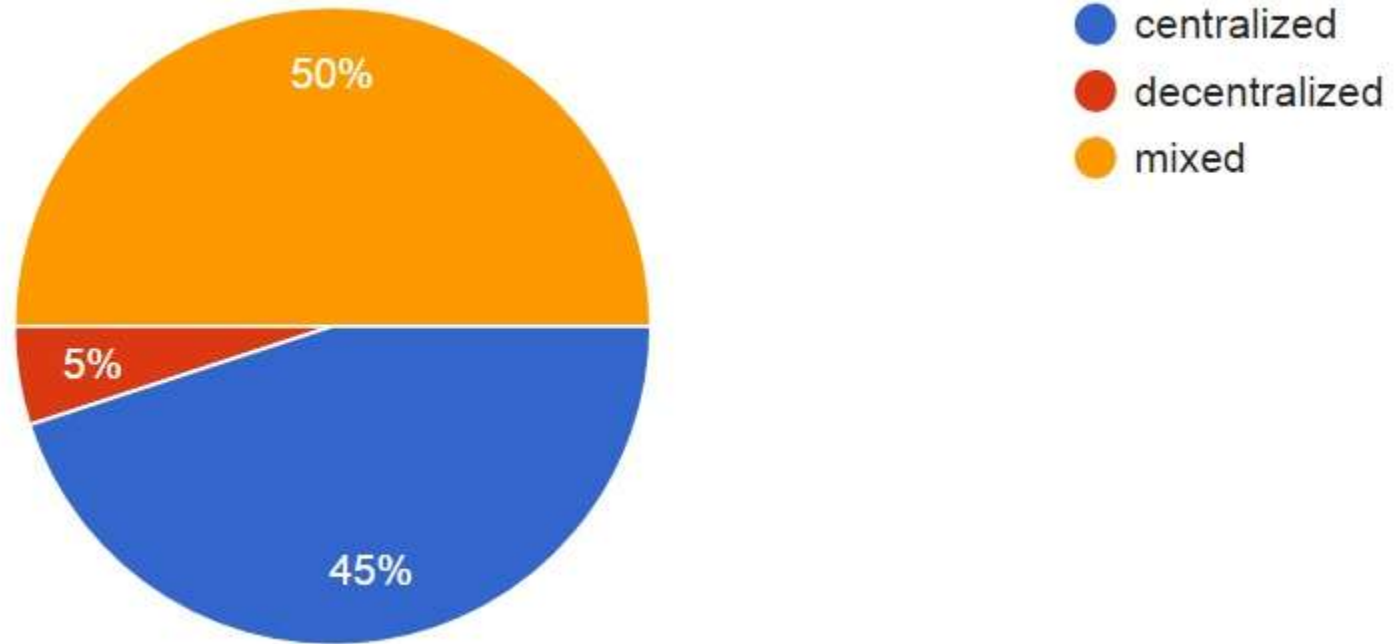
How would you define the role of the senior leadership in building a quality culture within your institution?
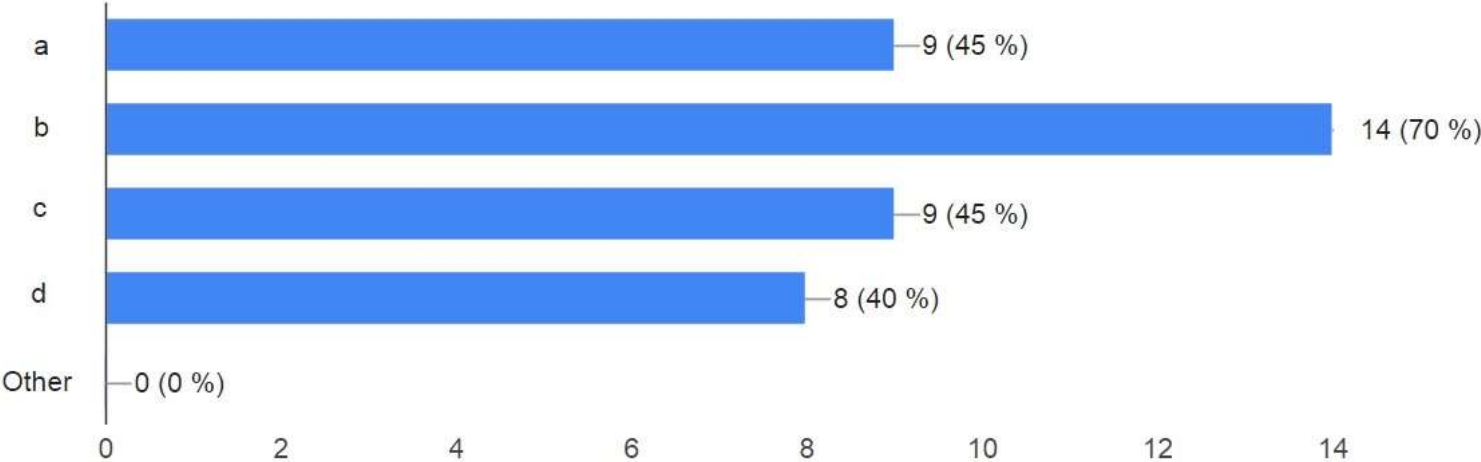

a	Leading process
b	Monitoring process
c	Facilitating communication
d	Deciding

What kind of positions and structures do you have in place to support internal quality assurance processes?

a		Rector / vicerector
b		Rectorate person in charge
c		QA university specialized unit
d		QA faculty specialized unit
e		Person with mixed responsibility
f		Staff development unit
g		Pedagogic innovation unit
h		QA university body
other		

How did you introduce the concept of quality assurance system used within your institution?
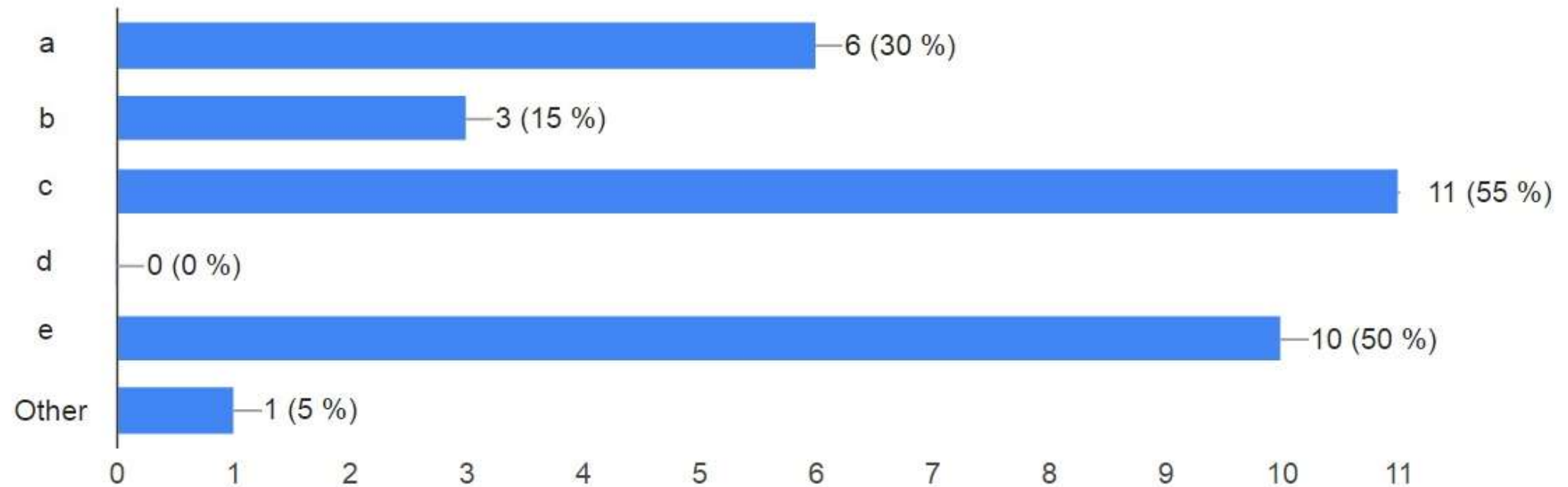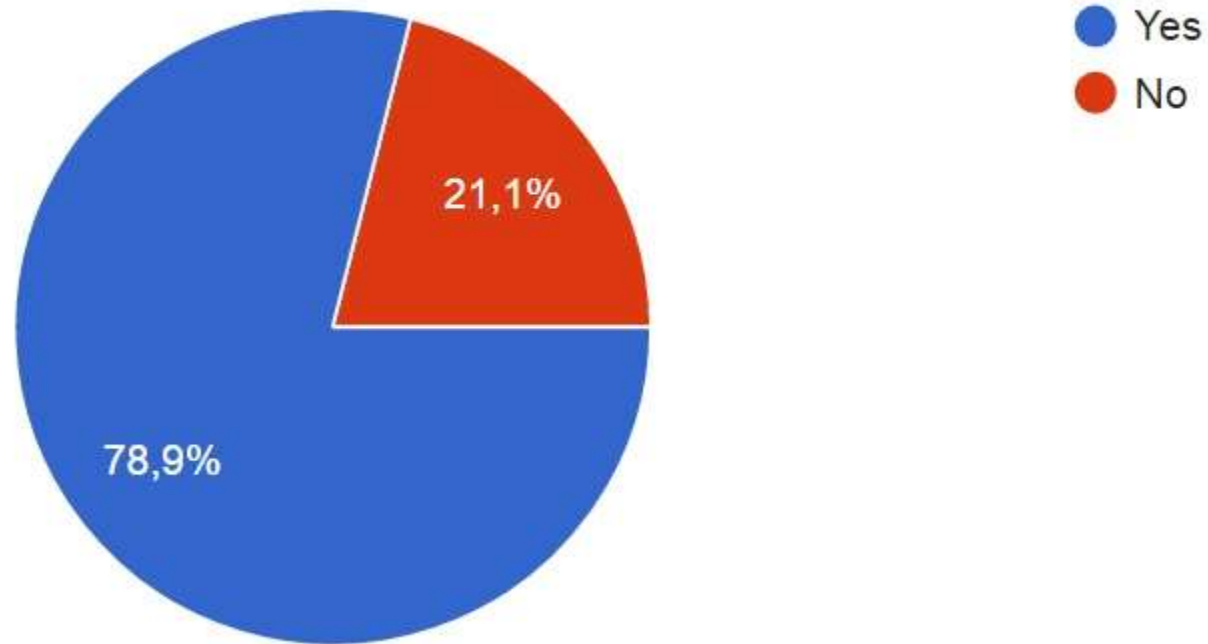

|	
a	Across the academic staff
b	Academic and administrative staff
c	Academic, administrative staff and students
d	Pilot project by units of own experiences
e	Law and accreditation criteria

Have you started to apply ESG 2015?
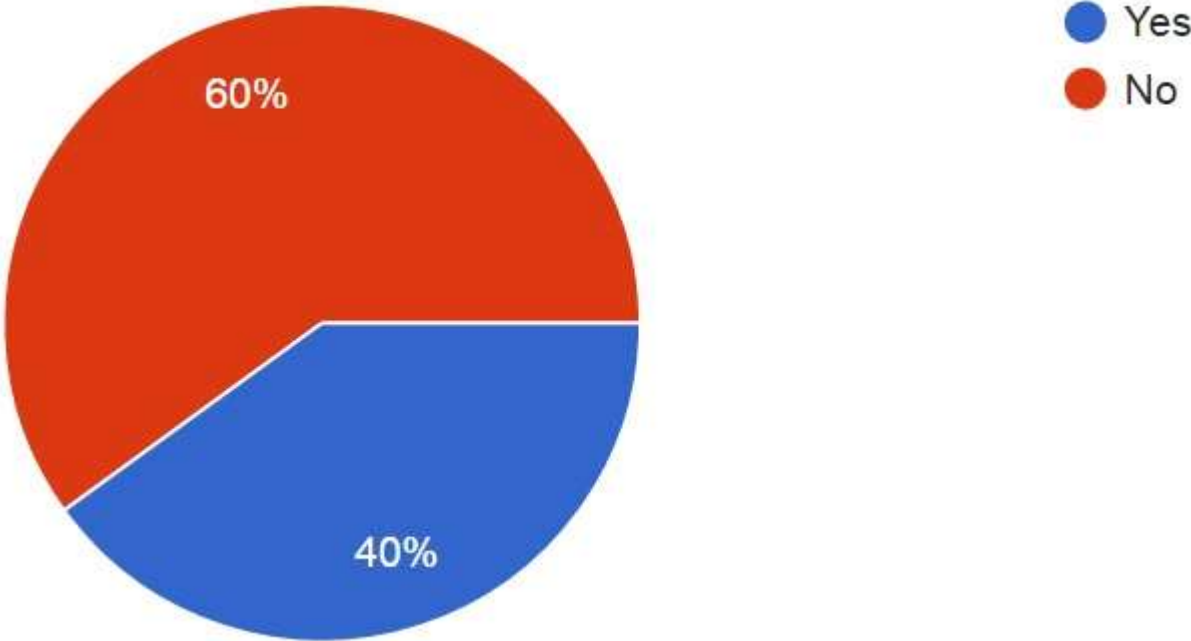
Do you implement any specific model of quality management system?

If yes, which model of quality management system is applied at your university?
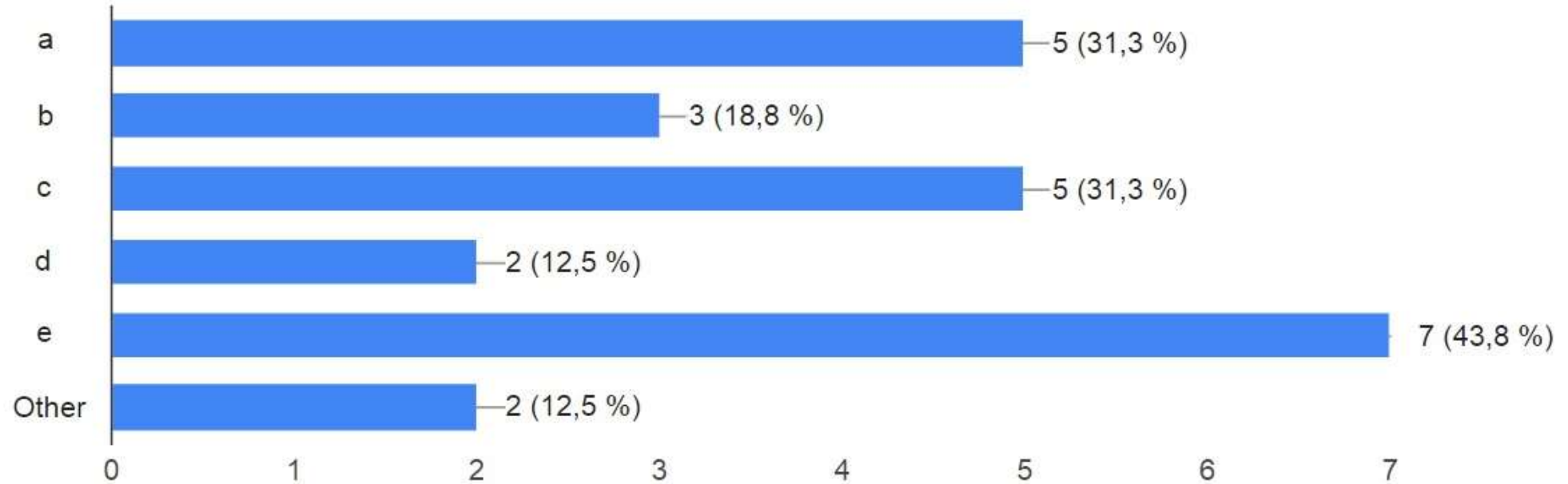
a	CAF
b	EFQM
c	ISO 9001
d	Tailor made instrument
e	Specific instrument
Other	

Do you have an internal evaluation process that provides feedback to the strategic planning in place?
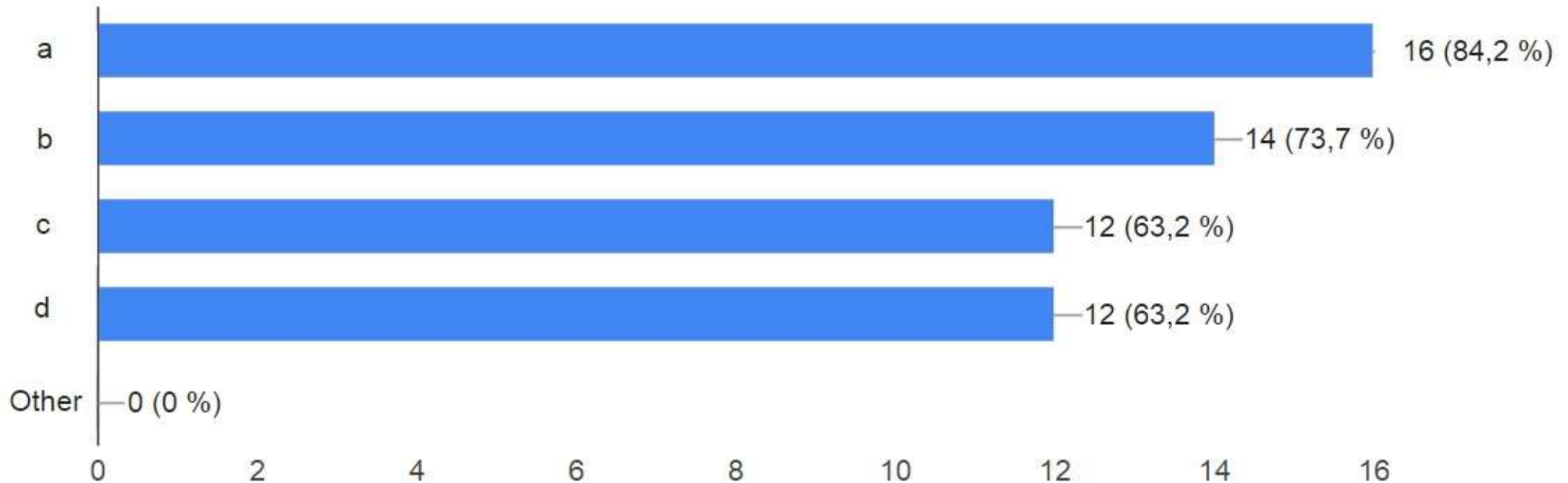
a	Annual evaluation of institutional goals by leadership
b	Self-evaluation of faculties to analyse their contribution to institutional goals
c	Perception of staff and students surveys
d	Key performance indicators definition and evaluating
Others	

Which of following categories of persons do you involve in the formal quality assurance processes?
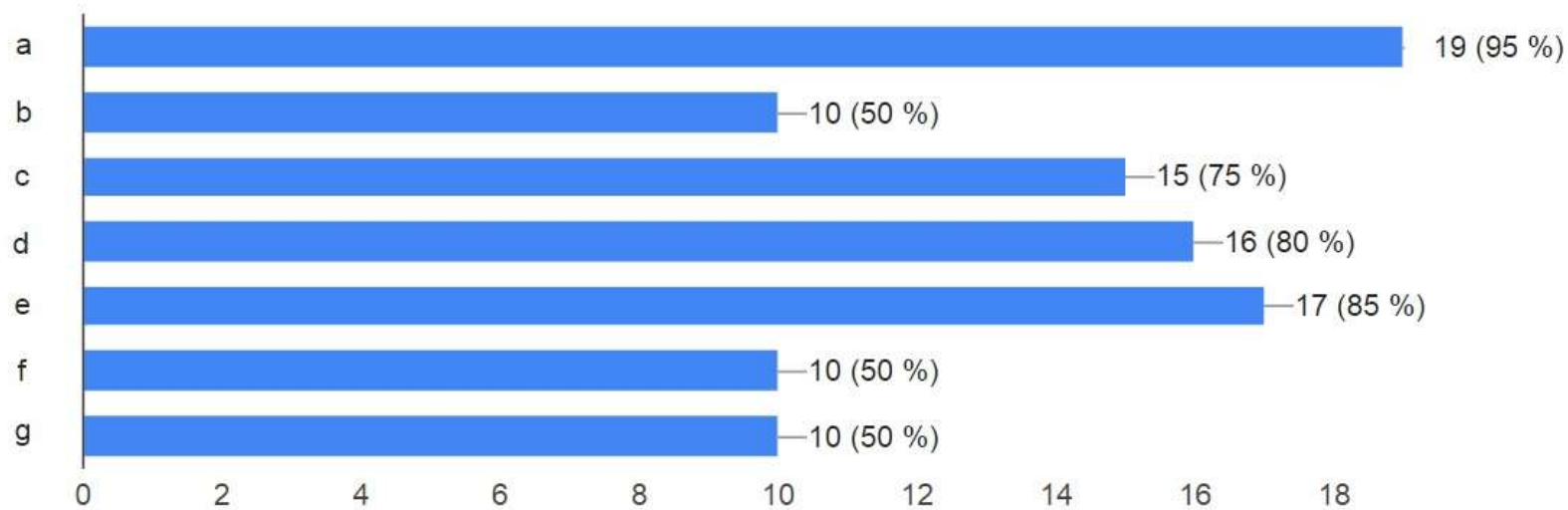
a	Academic staff
b	Administrative staff
c	Leadership, institutional leveld
d	Leadership/faculty/departmental levels
e	Students
f	External stakeholders
g	Alumni

Which activities does your institutional quality assurance cover?
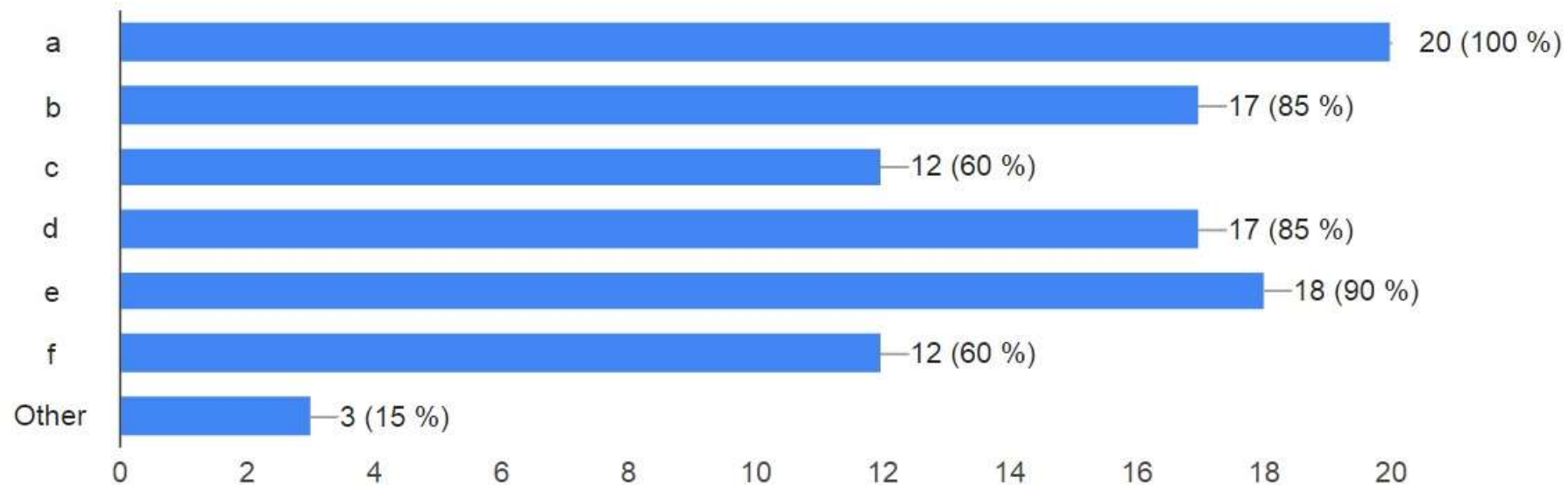
a	Teaching and learning
b	Research and science
c	Social mission of the university
d	University management
e	Student support services
f	Governance and administration of the institution
Other	

Which of the following processes does your institution have in place to ensure the quality of research activities?
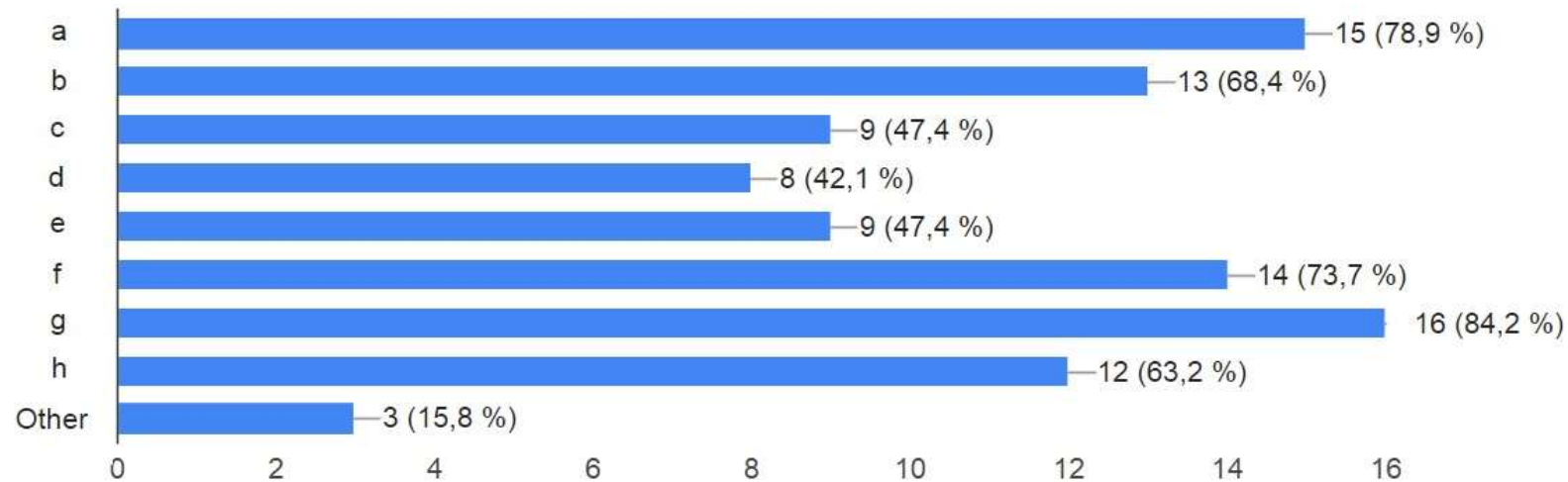
|	
a	Internal seminars where research projects and ideas are discussed
b	Internal peer review of research projects
c	External peer review of research projects organised by your institution (inviting external peers and preparing a report)
d	External peer review of research projects in relation to grant applications
e	Pre-checking of scientific articles to be sent to the scientific journals
f	Leading statistics on published articles
g	Monitoring the impact factors of published articles
h	Key performance indicators defined for each research group, department of faculty
Other	

Which of the following processes does your institution have in place to ensure the quality of its social mission?
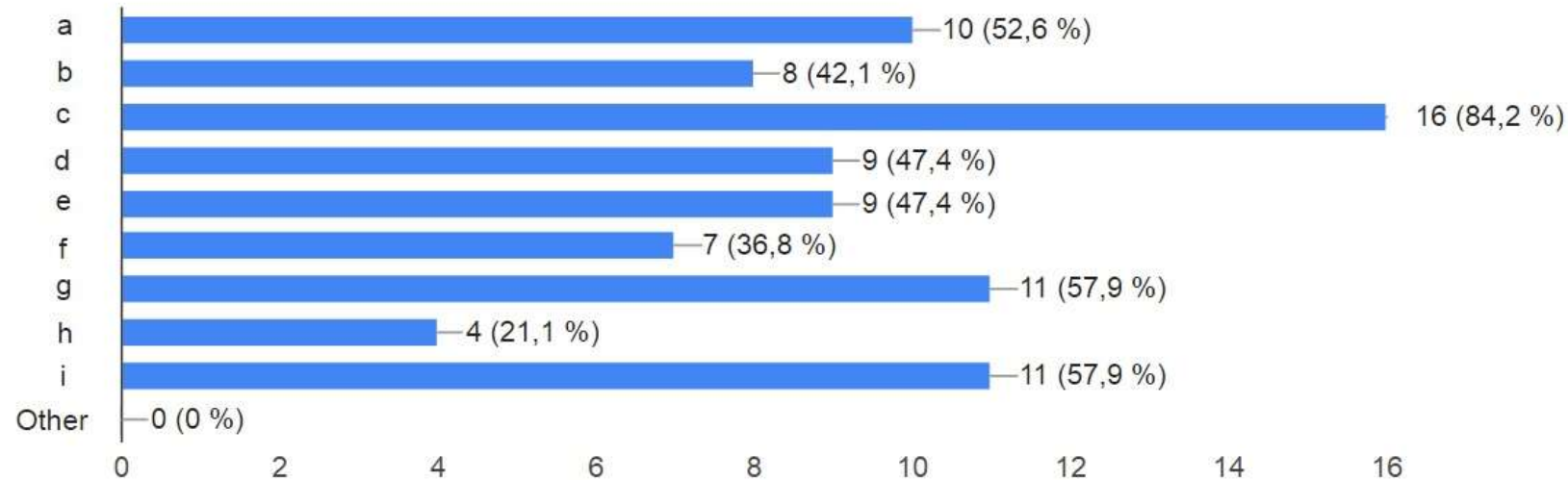
|	
a	Key performance indicators defined for each of the services
b	Monitoring the number of patents, technologies transfer agreements, etc.
c	Monitoring the number of co-operation agreements
d	Monitoring the interaction with external stakeholders
e	Questionnaires for key stakeholders
f	Forums (stakeholder groups or equivalent) to ensure that the institution receives feedback from a society and responds
g	Process descriptions of activities (guidelines or other descriptive formats of documents)
h	Pre-selection processes in place for initiatives taken in this filed (for instance rector´s or president´s approval)
i	Alumni feedback surveys or other activities
Other	

C. Quality assurance processes in teaching and learning

Which of the following processes does your institution have in place to ensure the quality of education activities?
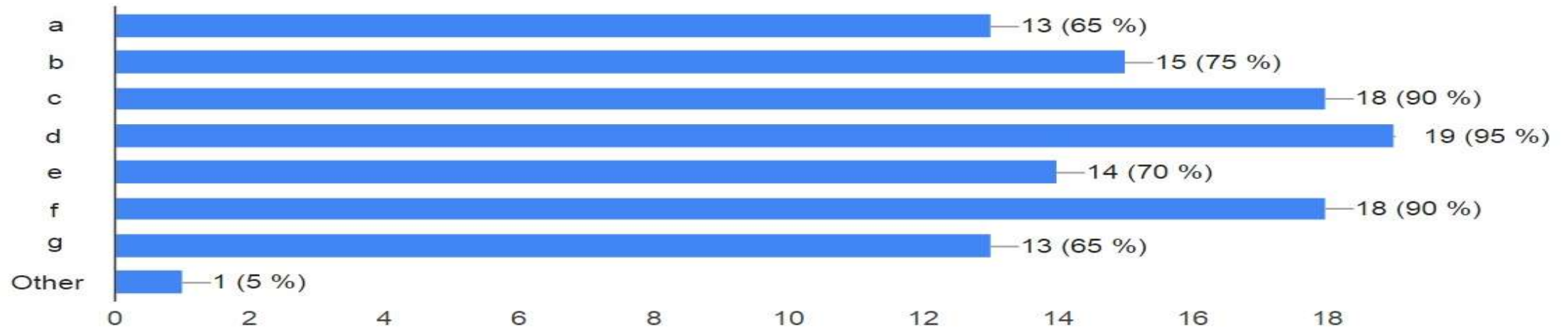
a	Internal seminars where education projects and ideas are discussed
b	The processes concerning regulation of pedagogical activities
c	The processes concerning the information on education for study applicants and students
d	Updates and upgrades of study programmes
e	Increasing the number of study programmes in foreign languages
f	Implementation of the improvement proposals based on the evaluation of student questionnaires
g	Implementation of the improvement proposals based on the evaluation of graduates questionnaires
Other	

What is the follow up of the results of the student surveys?
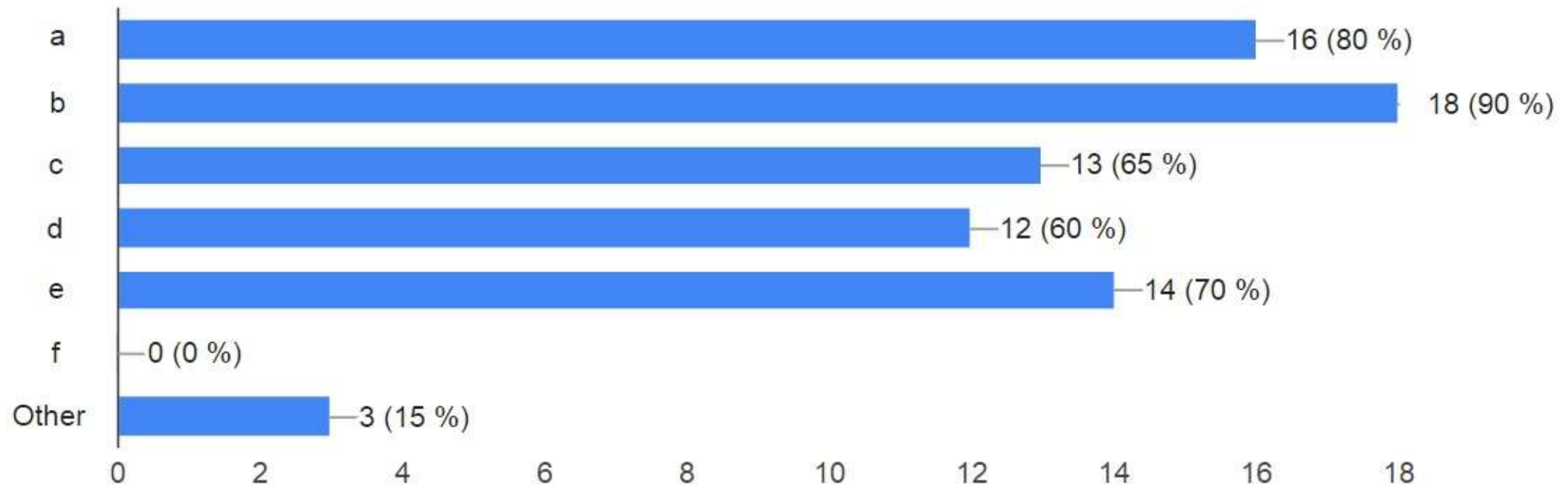
a	They are taken into considerations in the design and revision of study programmes (including teaching methods)
b	They are taken into consideration in the assessment of teaching staff
c	They are archived in order to inform future assessments of the programme/ institution
d	They are discussed in meetings attended by staff members and students organised specifically for this purpose
e	Students participating in a survey are informed about the results and actions taken on the basis of the results
f	Not applicable (we do not conduct student surveys)
Other	

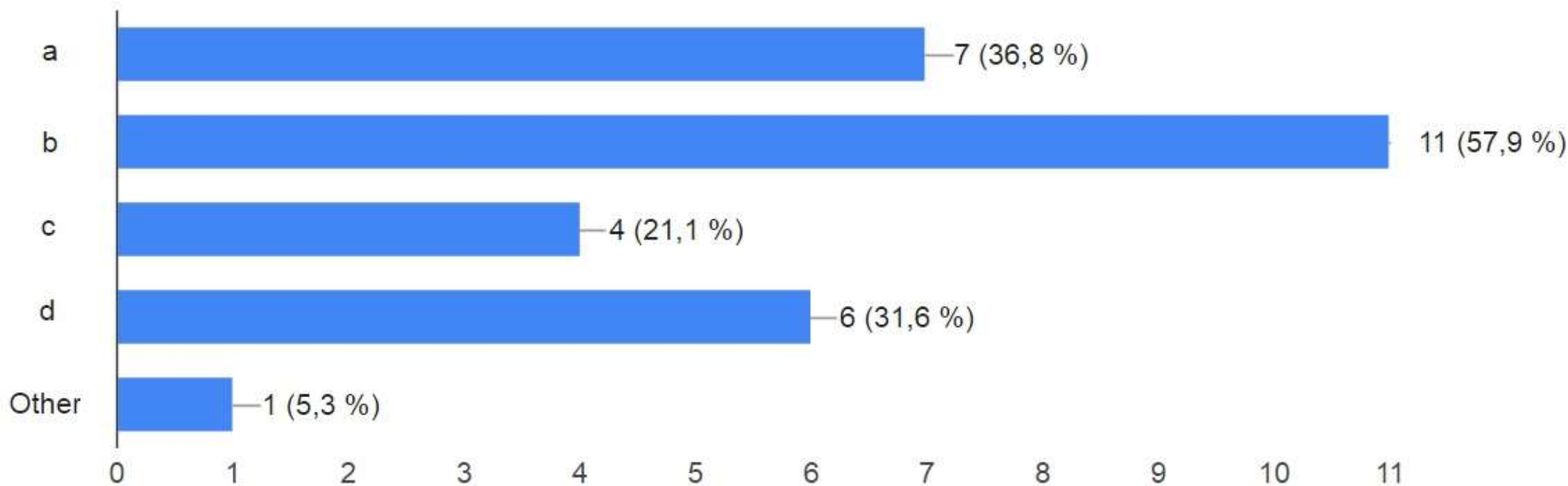# Has your institution developed intended learning outcomes for study programmes?
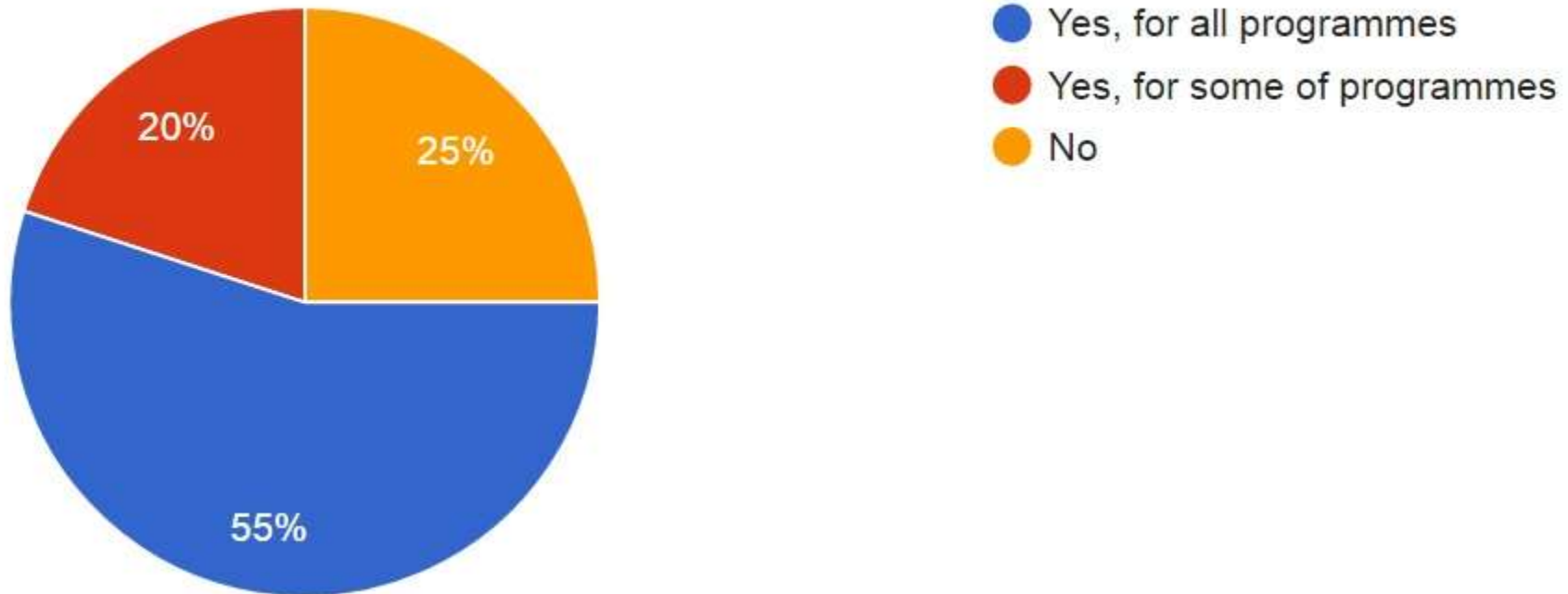
If the answer to the question No. 22 is *yes*, are intended learning outcomes for study programmes publicly available?
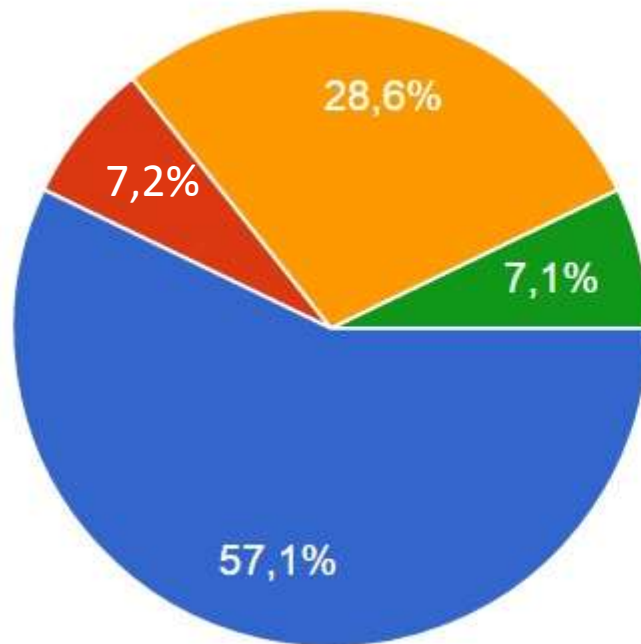
Describe the process of designing subject curriculum and study programmes at your institution.

a   Programme director or an equivalent person prepares the curriculum after which staff members may comment the draft
b   Working group, committee or equivalent prepares the curriculum
c   Each staff member can propose what is found essential for the programme and the curriculum is a combination of these proposals
d   The curriculum is designed by the Ministry or other external bodies
Other

Who is involved to the preparatory work on subject curriculum or study program?

a   Students
b   Administrative staff members
c   Academic staff members
d   External stakeholders (employers, corporate partners…)
e   Alumni
Other
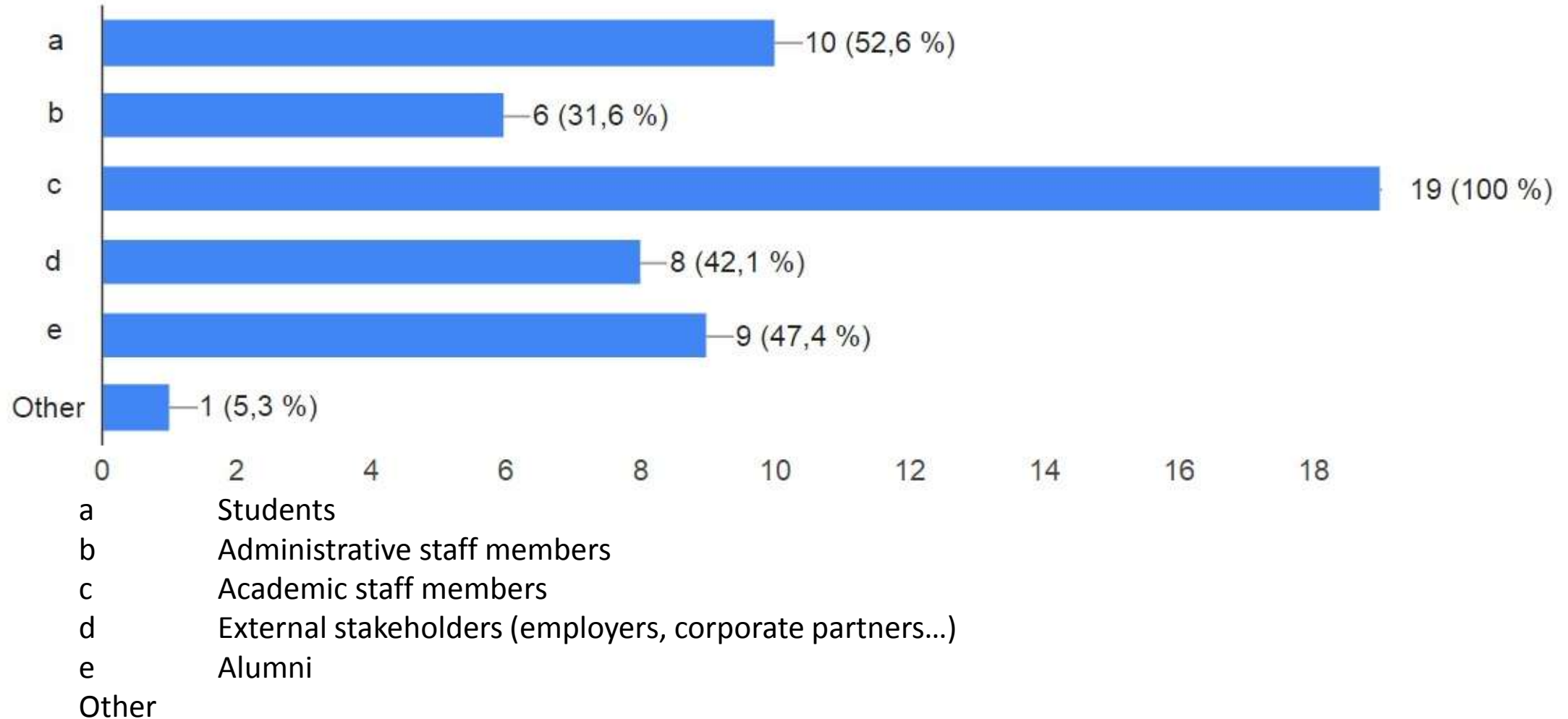
Are the qualifications resulting from a study programme verified to match the correct levels of education in accordance with the national qualification framework for higher education and, consequently with the framework for qualification of the European Higher Education Area.

Yes
No

26,3%

73,7%
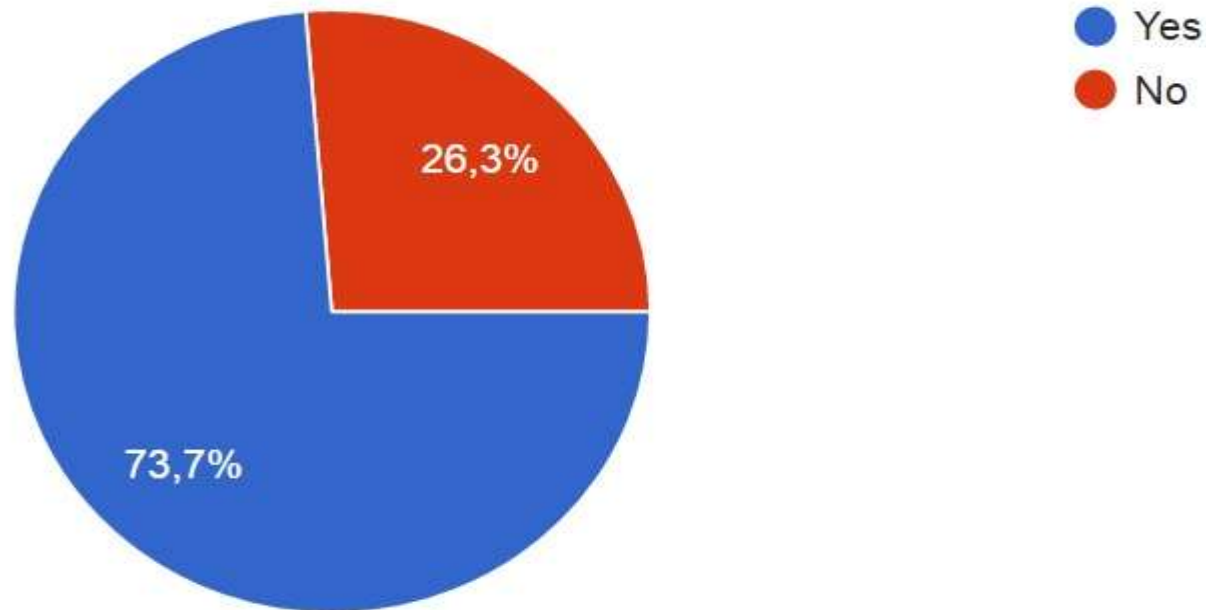
D. Student assessment and student centred - learning

Do students at your institution take an active role in the creation of the learning process?
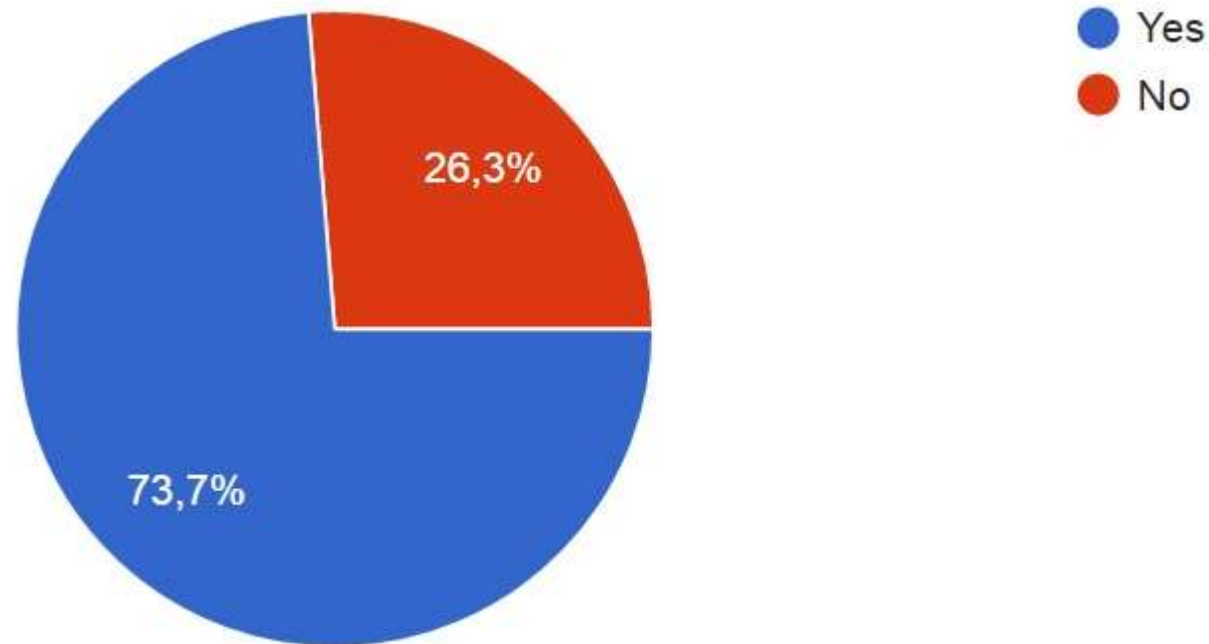
Does your institution implement a student-centred approach to learning and teaching?

If the answer to the question No. 28 is *yes*, which of the following characteristics do your student assessment procedures (i.e., examinations) currently have?

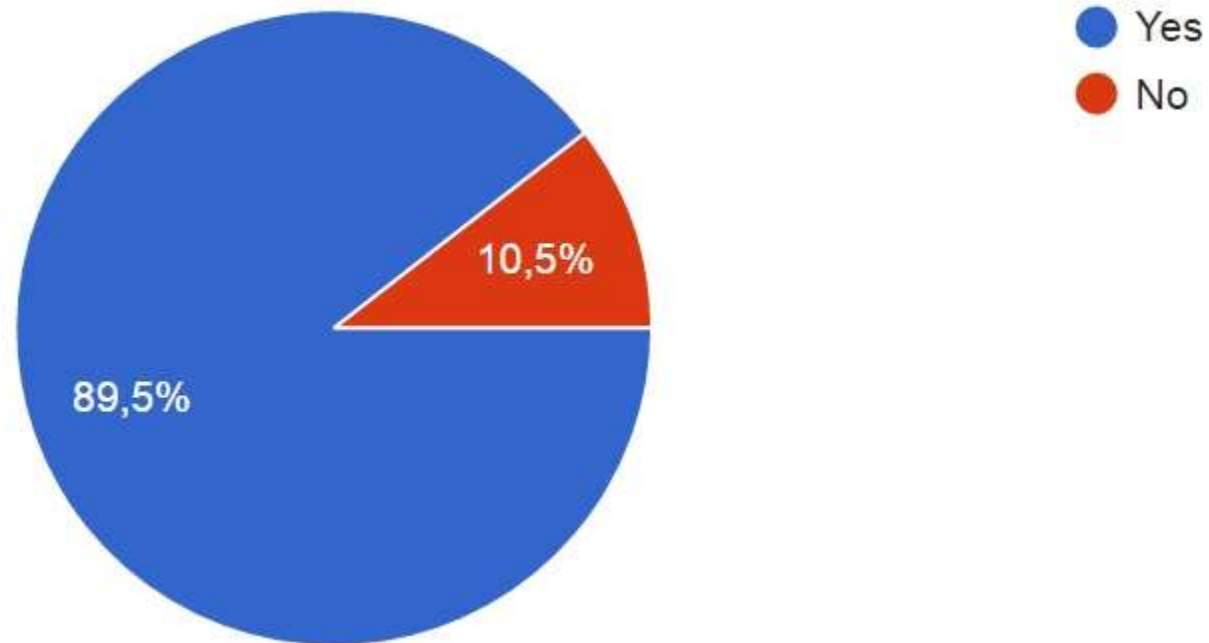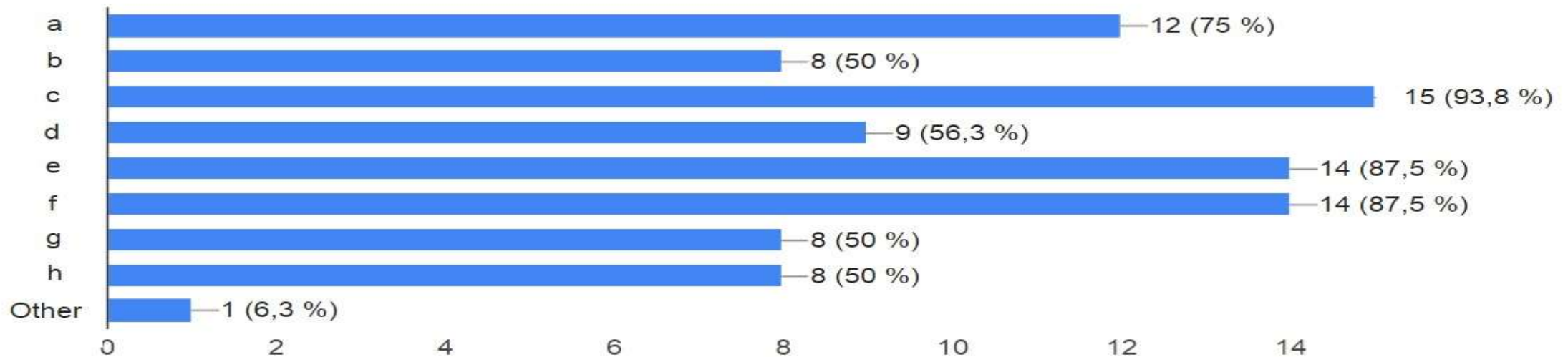|	
a	Assessments focused on achieved learning outcomes and other programme objectives
b	The measure of promotion of critical thinking
c	Flexibility and individual approach of teachers
d	Good approach to publicly available criteria for making/giving grades
e	Does your institution or it´s faculties/departments have rules for examinations or other assessment methods
f	Does your institution or it´s faculties/departments have clear regulations covering student absence
g	Ensure that assessments are conducted securely in accordance with the institution´s procedures
h	The administration checks whether the assessments procedures are followed
Other	

Are students informed of the assessment procedures?
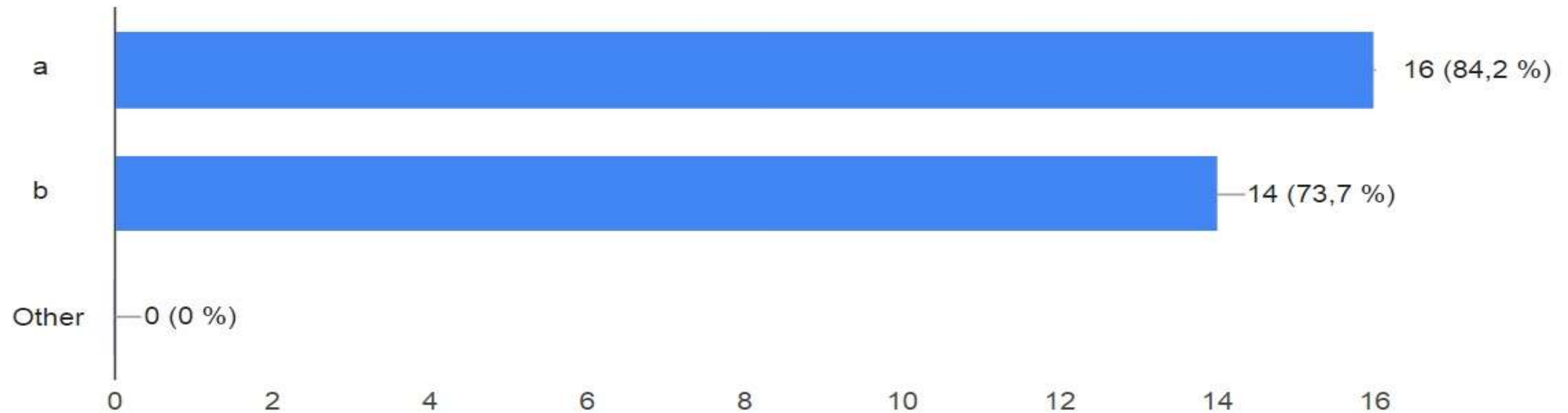
a   The assessment methods and criteria applied are publicly available, for example via study guides, web – site
b   Teachers inform students about the assessment methods and criteria applied at the beginning of the course
Other

E. Quality assurance of teaching staff
Is information on teacher´s approach and performance (results of student surveys, evaluation of his/her teaching methods...) publicly available?
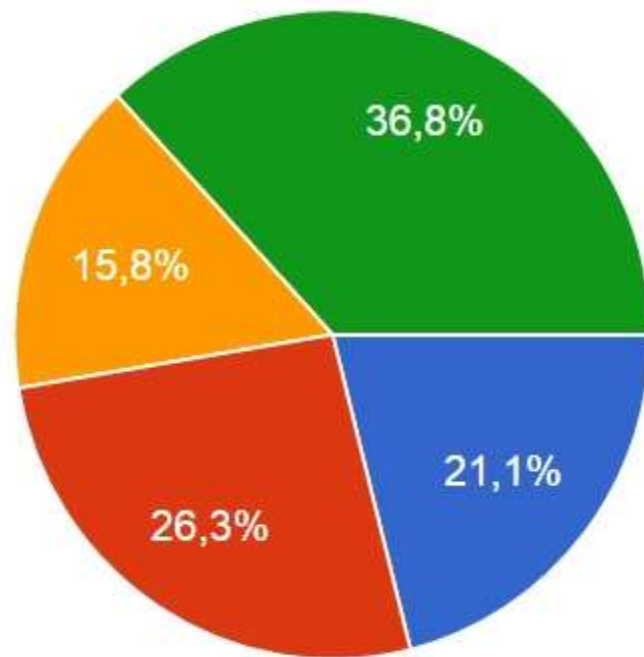
- Yes, it is publicly available
- Yes, it is available for all those involved in QA procedures for teac...
- Yes, it is available for the teaching community in general
- No, it is kept confidential and available only at the leadership lev...
- No, it is kept confidential and only available for the teacher in question
- Other (please, specify):

F. Learning resources and student support
Are the learning resources,listed below, regularly offered, monitored, evaluated and/or improved?
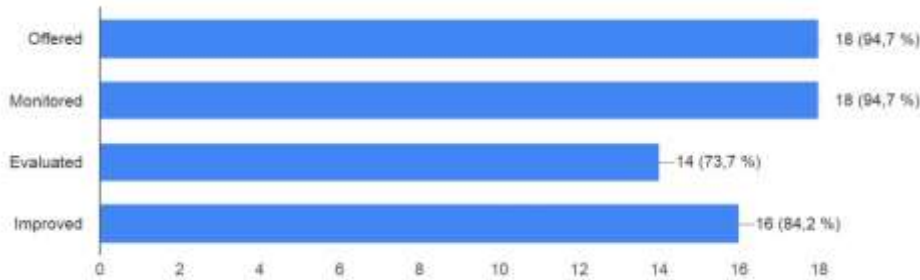
Library

Offered	18 (94,7 %)
Monitored	18 (94,7 %)
Evaluated	14 (73,7 %)
Improved	16 (84,2 %)

Computing facilities

Offered	18 (94,7 %)
Monitored	16 (84,2 %)
Evaluated	13 (68,4 %)
Improved	16 (84,2 %)

Personal support

Offered	17 (94,4 %)
Monitored	12 (66,7 %)
Evaluated	9 (50 %)
Improved	8 (44,4 %)

Laboratories

Offered	17 (94,4 %)
Monitored	15 (83,3 %)
Evaluated	11 (61,1 %)
Improved	12 (66,7 %)
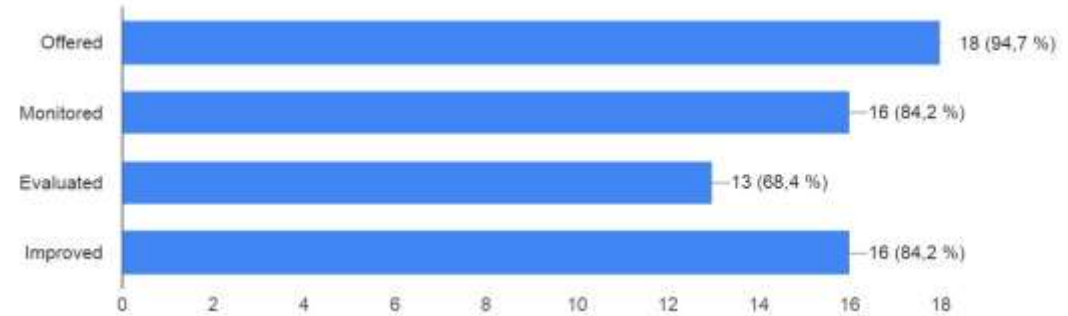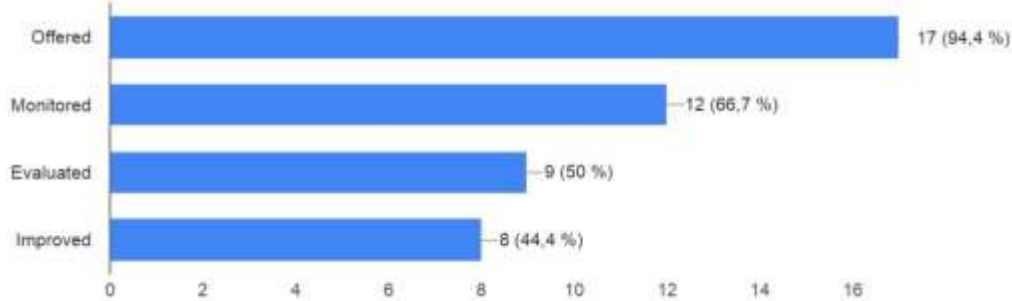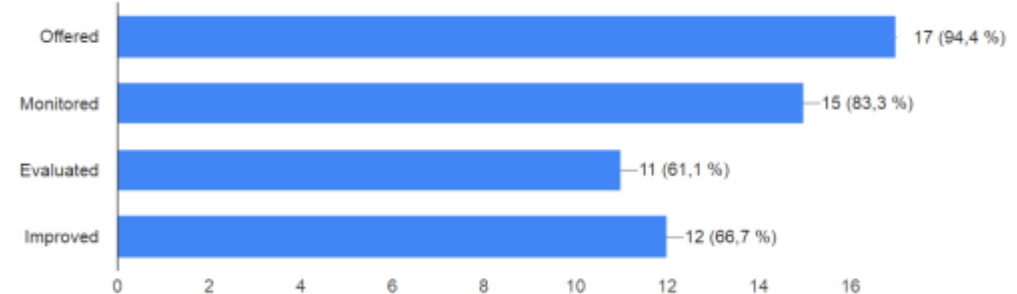
Is there a process in place for monitoring and evaluation of individual student´s development in education and research through an entire degree cycle?

F. Information systems
What is monitored (recorded in the IT-system) within your information system?
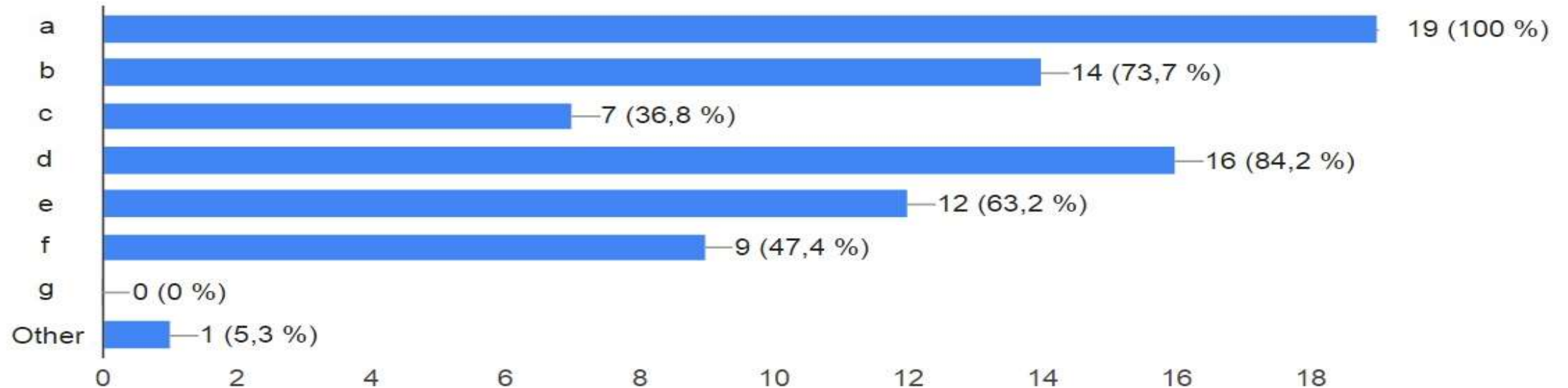
a	19 (100 %)
b	14 (73,7 %)
c	7 (36,8 %)
d	16 (84,2 %)
e	12 (63,2 %)
f	9 (47,4 %)
g	0 (0 %)
Other	1 (5,3 %)

a   Student progress and success rates
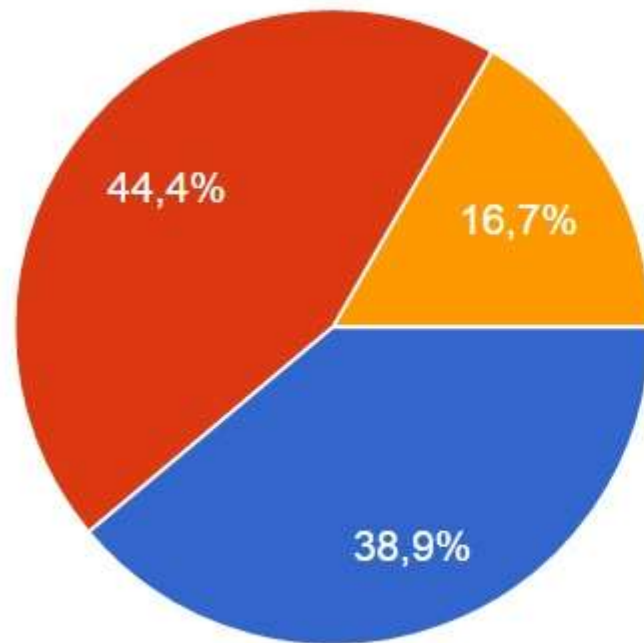b   Teacher-student ratio per faculty/department/institute or in the respective faculty/department/institute
c   Tracking graduate´s employment
d   Students satisfaction with their programmes
e   Profile of the student population (age, gender, educational background, socio-cultural background, etc.)
f   Available learning resources and, when applicable, their costs
g   None of the above
Other

What is evaluated within your information system?
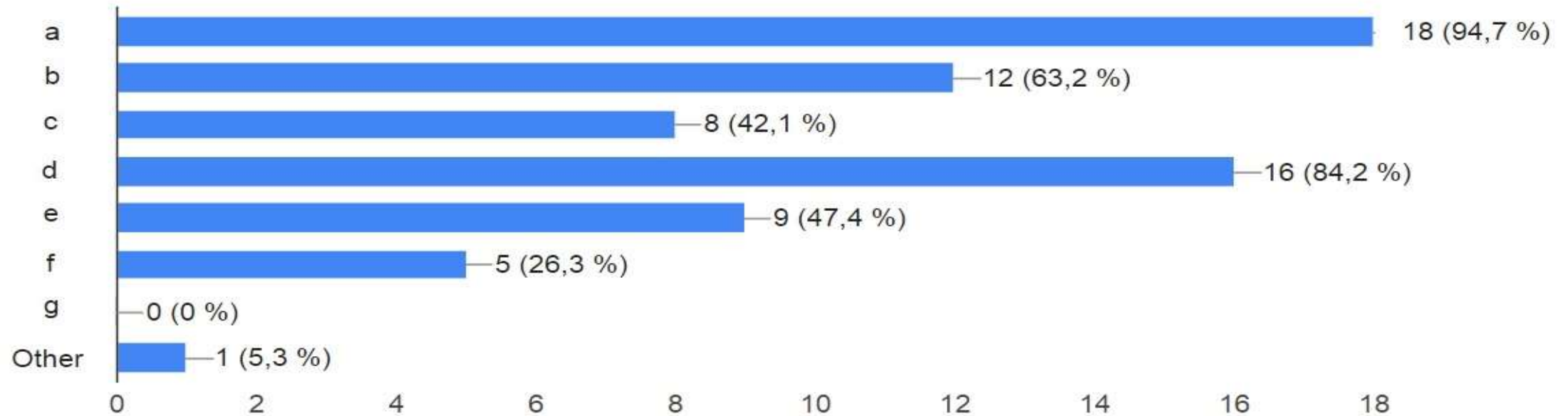
a	18 (94,7 %)
b	12 (63,2 %)
c	8 (42,1 %)
d	16 (84,2 %)
e	9 (47,4 %)
f	5 (26,3 %)
g	0 (0 %)
Other	1 (5,3 %)

a   Student progress and success rates
b   Teacher-student ratio per faculty/department/institute or in the respective faculty/department/institute
c   Tracking graduate´s employment
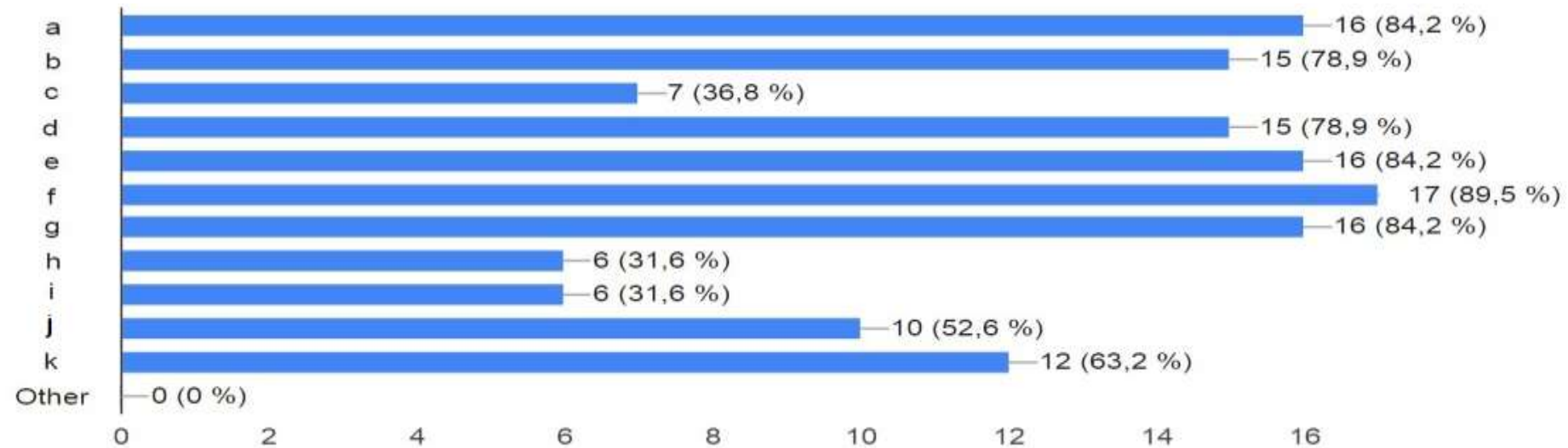d   Students satisfaction with their programmes
e   Profile of the student population (age, gender, educational background, socio-cultural background, etc.)
f   Available learning resources and, when applicable, their costs
g   None of the above
Other

Information that is publicly available on your institution´s study programmes includes:

a	Number of students currently involved in the programme
b	Number of academic staff involved in the programme
c	Teacher-student ratio in the respective faculty/department/institute
d	Information on the intended learning outcomes of the programme
e	Information of qualifications granted by the programme
f	Information on the teaching, learning and assessment procedures used within study programme
g	Information on the learning opportunities (e.g. traineeships, exchange programmes, mobility possibilities, scholarships…)
h	Information on alumni employment
i	Profile of the current student population
j	Specific information targeting international students
k	Accessibility and possibilities offered to students with specific needs
Other	

Weaknesses

✓ Low participation of senior leadership to the **leading** of quality assurance process (they are oriented mostly on monitoring)

✓ Low participation of **employers, external stakeholders and graduates** to the quality assurance process

✓ Low realization and implementation of **graduates surveys**

✓ HEIs do not implement sufficiently and in total intended **learning outcomes** into their study programs

✓ Low measure of promotion of **critical thinking**

✓ Low measure of **monitoring** of student progress and success rates in teaching, learning and research

Strengths

- ✓ HEIs in the Slovak Republic **have implemented** systems for internal quality assurance. They prefer specific models of internal quality assurance with dominance of CAF, ISO or own models

- ✓ HEIs in the Slovak Republic **provide feedback** to the strategic planning

- ✓ Academic **staff and students** are involved into the formal quality assurance processes

- ✓ Institutional quality assurance **covers** the areas of teaching and learning, research, management and support of students

- ✓ HEIs perform **student surveys** and they implement improvement ideas

- ✓ HEIs update and upgrade **study programs** taking into account the results of student surveys

- ✓ HEIs apply the principle of **student centred learning**

Challenges on national level

The institution of IQA, based on State and other specific evaluation criteria included the ESG, is currently still more transformed into the basic and complex instrument for evaluation, accreditation and financing of HEIs. *This principle meets the ideas of the actual draft of National program of education and instruction development in the HE*

To promote the process, there is the task to implement the new ESG 2015 as well as a properly functioning institution of IQA into the HE law, accreditation criteria and financial criteria. *The question remains, what should be the extent of its generality*

To improve the processes, Slovak accreditation body should obtain full membership in EQAR. *Legislative framework should be enable to provide for the opportunity of Slovak HEIs to realize their accreditation by international / foreign accreditation bodies*