



Co-funded by the
Erasmus+ Programme
of the European Union

*Implementation of Education Quality Assurance System
via Cooperation of University- Business-Government in
HEIs (EDUQAS)*

Project no. 586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP
(2017-2895/001-001)



Report on the analysis of answers provided to questionnaires regarding ESG (report completed on 19.05.2021)

Premises

The persons who took part in the training sessions organized within the EDUQAS project (both within the international training meetings and in local-level training meetings) were invited to answer a questionnaire on the Standards and guidelines for quality assurance in the European Higher Education Area (ESG), so as to measure their achievements and evaluate their expertise regarding ESG. The questionnaire was elaborated by the team from the University of Craiova (project coordinator) and was distributed via Google Forms (<https://docs.google.com/forms/d/1i43XeCuXRfiZedHRvISgB9Ho6PQlCITk3BZd14uQLWI/edit>).

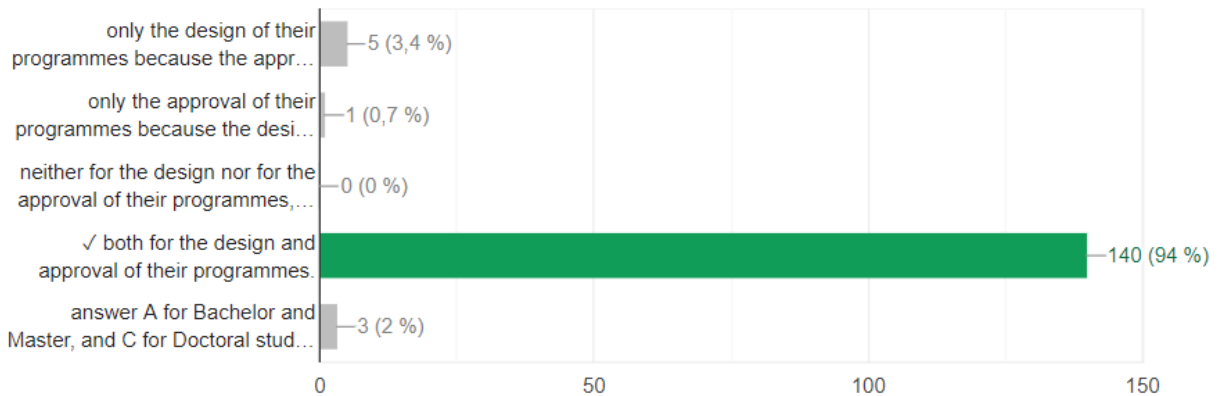
The questionnaire included 15 questions and each question was assigned 2 points, so that a maximum total of 30 points could be obtained for the questionnaire.

149 answers were obtained from persons who were trained both directly and indirectly in the project.

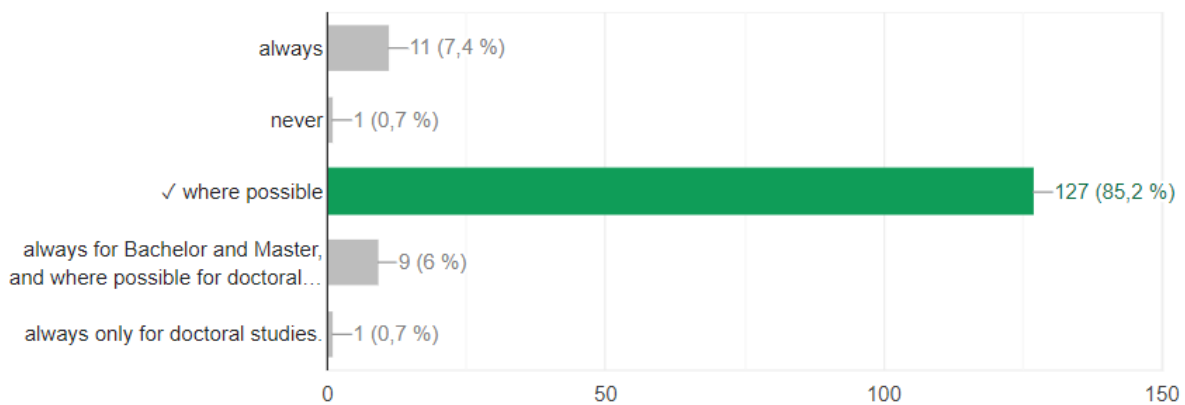
Results

The obtained answers are presented below, in graphical form.

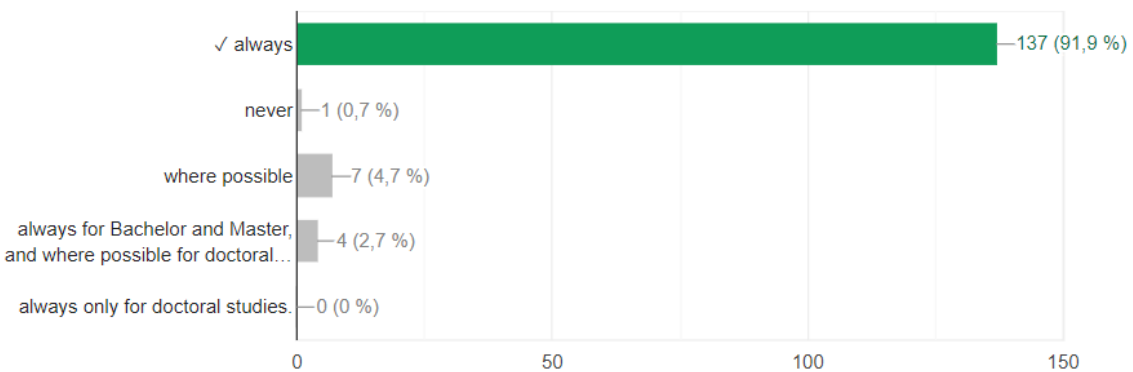
1. Institutions should have processes for



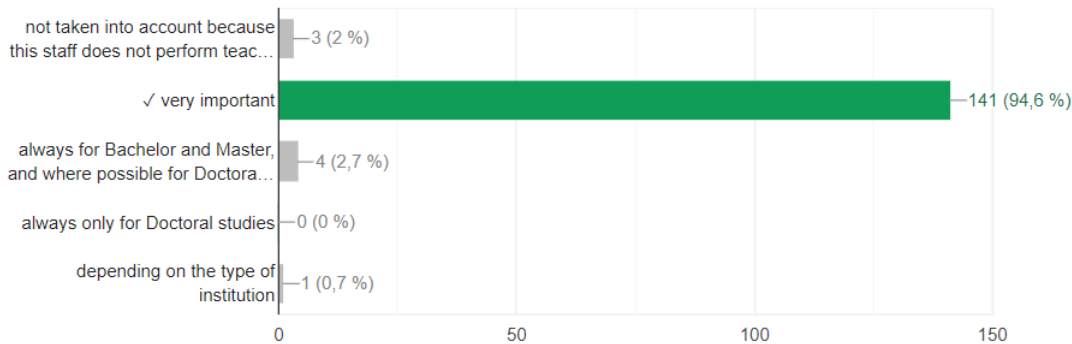
2. Considering student-centred learning and teaching, is the assessment carried out by more than one examiner?



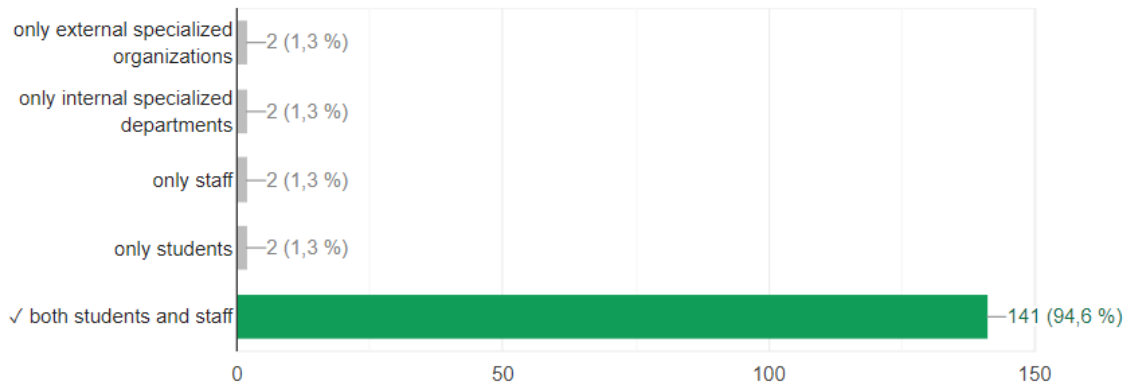
3. Should the achieved learning outcome be included in the graduation documents received by each student?



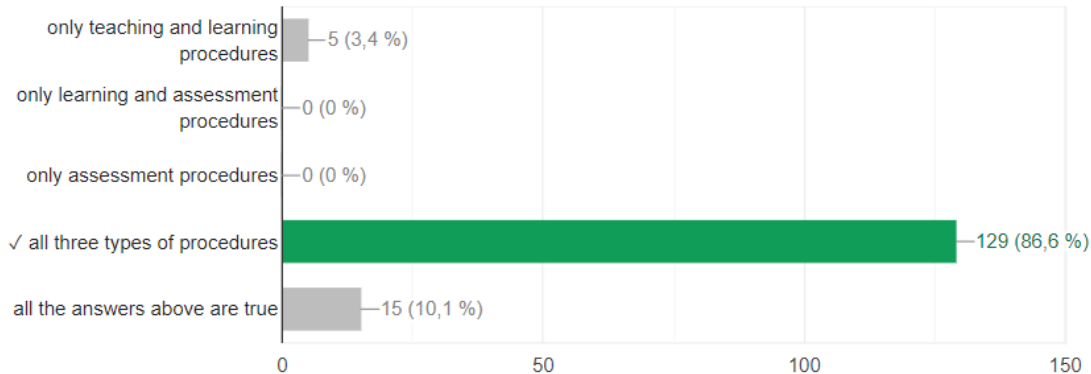
4. Institutions should have appropriate funding for learning and teaching activities and must ensure that adequate and readily accessible learning resources and student support are provided. In this context, the role of support and administrative staff is...



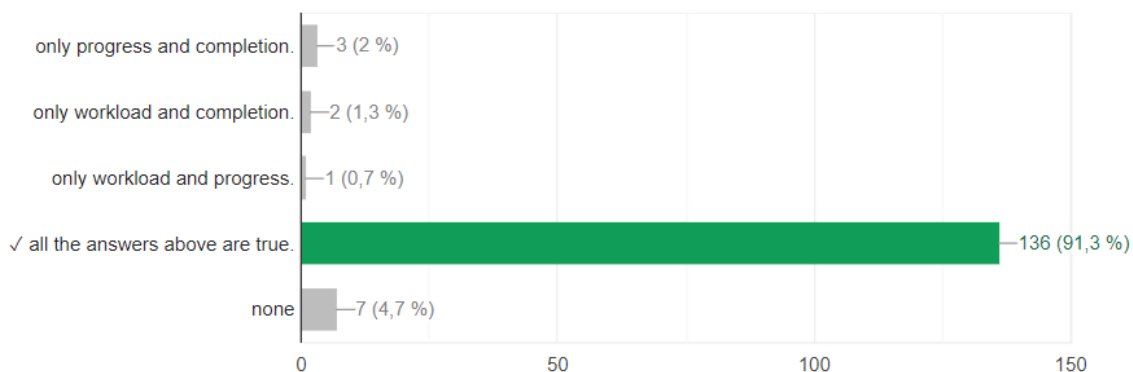
5. Regarding information management, when providing and analysing information and planning follow-up activities, it is important to involve...



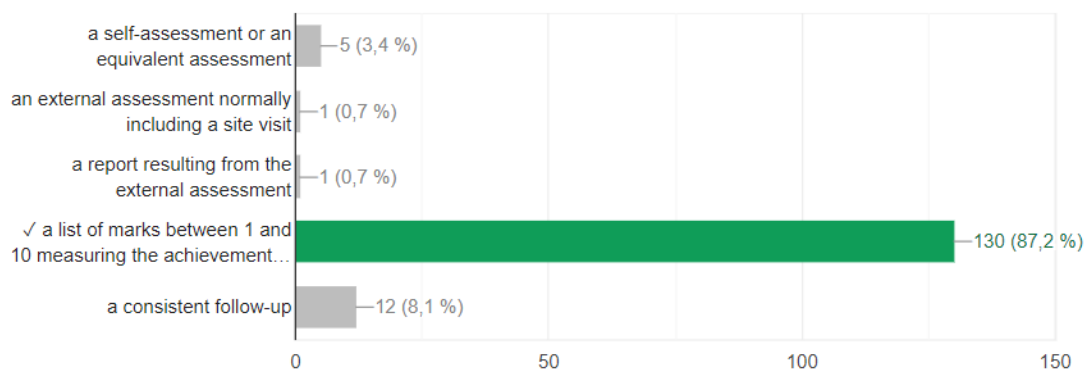
6. Are the teaching, learning and assessment procedures used in an institution classified as public information?



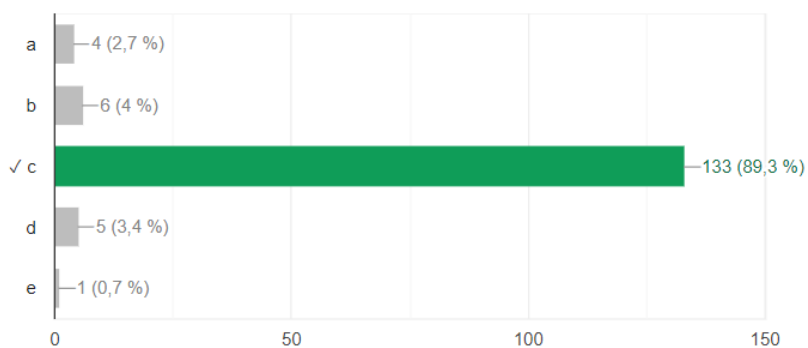
7. Are the evaluation of the students' workload, progress and completion included in the on-going monitoring and periodic review of programmes?



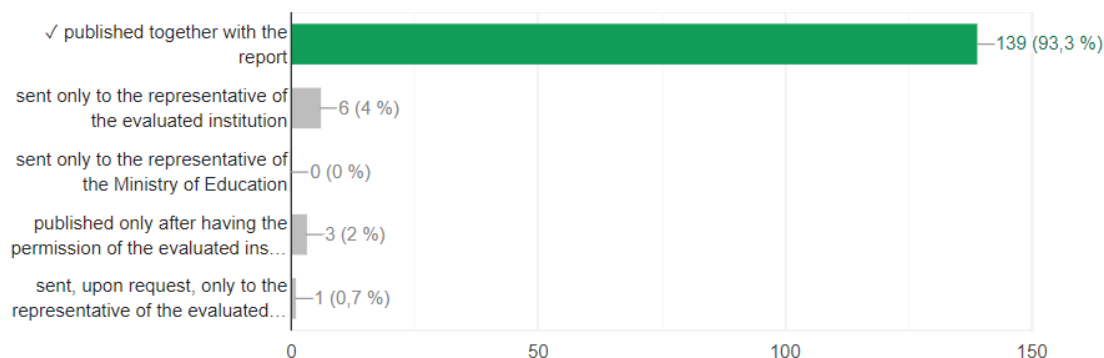
8. External quality assurance processes should be reliable, useful, pre-defined, consistently implemented and published. Which of the following items is not included in such processes?



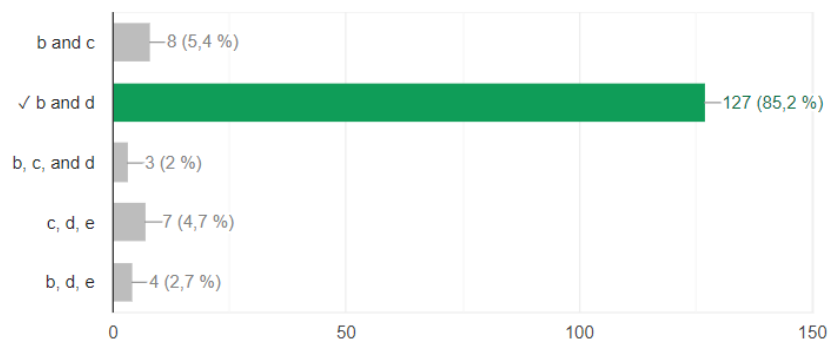
9. In the following statement one item was included by mistake. "At the core of external quality assurance is the wide range of expertise provided by peer experts, who contribute to the work of the agency through input from various perspectives, including those of: a. institutions, b. academics, c. a second agency involved in quality evaluation, d. students and e. employers/professional practitioners." Which one?



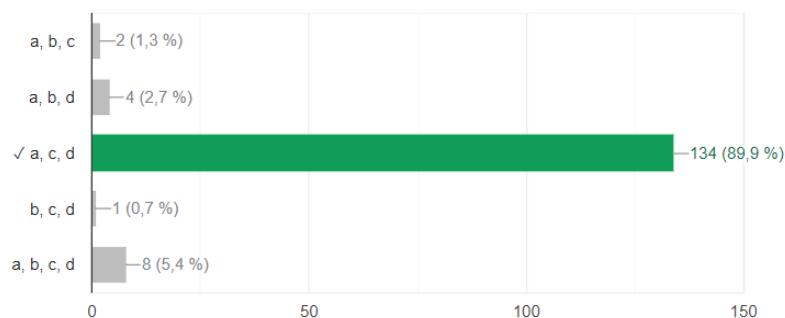
10. Regarding reporting, if the agency takes any formal decision based on the reports, the decision should be:



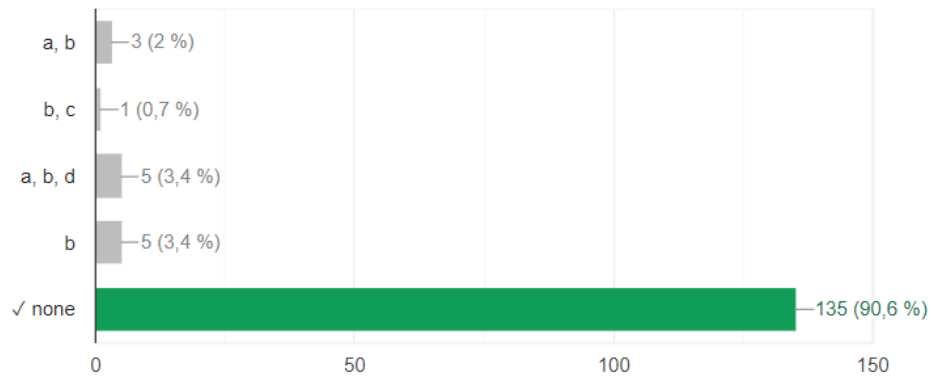
11. In the following statement some items were included by mistake. "In an appeal procedure, the institution challenges the formal outcomes of the process, where it can demonstrate that the outcome is not based on a. solid evidence, b. other outcomes from other evaluation performed by other agencies, c. that criteria have not been correctly applied d. that the schedule of the visit was respected or e. that the processes have not been consistently implemented.". Which ones?



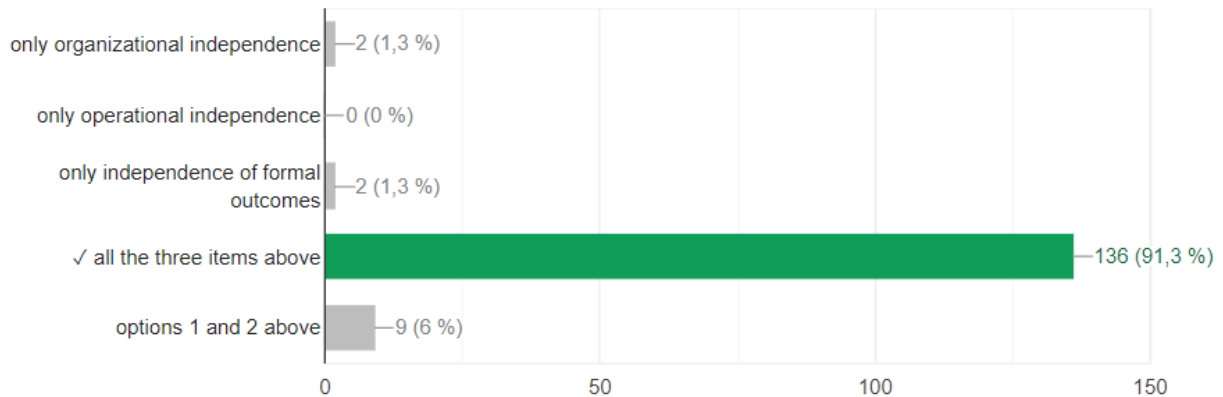
12. In order to ensure the value and consistency of the work, the experts must fulfil some of the following criteria: a. they are carefully selected; b. they have the support of a stakeholder's organization; c. they have appropriate skills and are competent to perform their task; d. they are supported by appropriate training and/or briefing. Which ones?



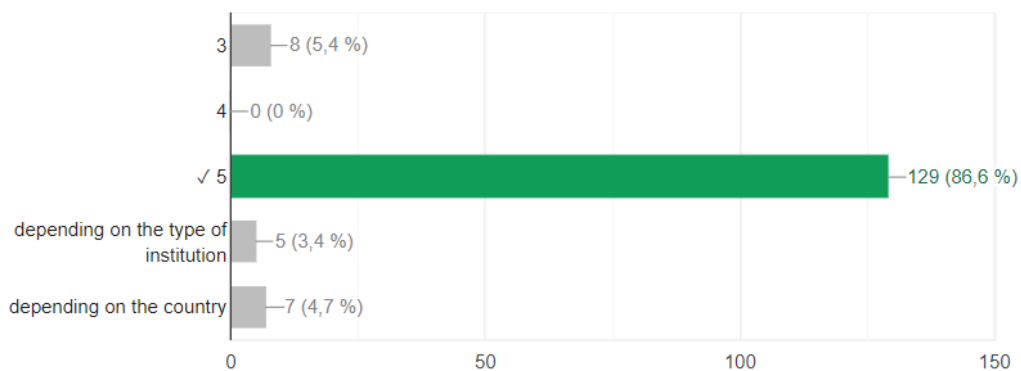
13. A variety of external quality assurance activities are carried out by agencies to achieve different objectives. Which must be excluded from the following list? a. evaluation, b. review, c. audit, d. assessment, e. accreditation?



14. When considering the independence of an agency, the following factors are important:



15. Agencies should undergo an external review at least once every N years in order to demonstrate their compliance with the ESG. N is:



Conclusions

The percentage of correct answers is more than 85% for all the 15 questions, which shows a very good command of the ESG-specific know-how and a good understanding of the issues presented during the training sessions. On the whole, the correct response rate of the 149 direct and indirect trainees is slightly better than for the previously assessed direct trainees (27.03 points compared to 26.67 points out of the maximum total of 30 points). This proves the effectiveness of the trainings and the fact that the respondents are able to efficiently and effectively operate with quality management in higher education.