

# Quality and Information



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# AIMS AND OBJECTIVES

To identify barriers on national as well as institutional levels in two following contexts:

## **1/ Collection, analysis and use of information for the HEI's management according to ESG 1.6, in relation to:**

- ∞ student progression and success rates,
- ∞ employability of graduates,
- ∞ student satisfaction with their study programmes,
- ∞ effectiveness of teachers,
- ∞ profile of the student population,
- ∞ available learning resources and their costs,
- ∞ key performance indicators of HEIs.

## **2/ Collection, analysis and disclosure of information according to ESG 1.7 in relation to:**

- ∞ study programmes offered,
- ∞ intended learning outcomes,
- ∞ awarded qualification,
- ∞ teaching, learning and assessment procedures,
- ∞ learning opportunities available to students,
- ∞ views and employment destinations of past students,
- ∞ profile of the student population.

# IBAR SK TEAM

## Participation on the IBAR project on behalf of Slovak HEIs :

- ☞ Constantine the Philosopher University in Nitra
- ☞ Matej Bel University in Banská Bystrica
- ☞ University of Žilina
- ☞ Academy of Fine Arts and Design in Bratislava

# MAIN FINDINGS

## **National policy on the collection, analysis, use and disclosure of information:**

- ∞ It is established in all surveyed countries focusing on the various types of information.
- ∞ It formulates obligations and responsibilities of national bodies and higher education institutions in this area.
- ∞ The extent of the required information significantly varies in the surveyed countries.
- ∞ The national registry systems are operated by national bodies in all surveyed countries, the most effective and complex datasets are operated in NL, UK, their extent of national datasets is diversified. HEIs are required by national policies to provide the relevant information to them.
- ∞ It defines a framework on provision of information in all surveyed countries, extent of published data differs.

## **Institutional policy on the collection, analysis, use and disclosure of information:**

- ∞ HEIs collect various information, mainly for evaluation and decision-making processes.
- ∞ Processes are not systematic and majority of surveyed HEIs doesn't have approved any official policy.
- ∞ The institutional ownership of information is better developed in countries in which internal quality assurance and enhancement processes have a longer tradition and HEIs are more familiar with their implementation (UK, NL).
- ∞ The institutional policy largely depends on the national one, it is better institutionalised in countries with longer tradition of internal quality assurance/enhancement (UK, NL).
- ∞ Disclosure of information to public is well developed on institutional level but it tends to be used for „recruitment“ reasons, mainly.

# MAIN FINDINGS

## ESG 1.6

### Information on student progression and success rates

- ✎ Collecting and analysis of information on students' progression and success rates is realized by a comprehensive way, based on requirements of national policy, information is collected through the different HEIs offices or information systems.
- ✎ Collecting is more oriented in the quantitative data. HEIs are obliged to send the information to the national registry systems where it is processed in a less or more complex way.
- ✎ Its use is focused on corrective and improvement actions, decision-making purposes and innovation purposes at institutional level.

# MAIN FINDINGS

## ESG 1.6

### Information on employability of graduates

- ∞ The biggest weakness in the information collection and utilisation.
- ∞ National policy requires HEIs to collect this information except of 3 countries (SK,CZ, PT).
- ∞ Data are analysed on institutional as well as national levels (HBO and VO monitors in NL, CSO database in PL or the Destination of Leavers from Higher Education Survey and KIS dataset in the UK).
- ∞ Data on graduates' employability has become a particularly important indicator of HEI effectiveness.

# MAIN FINDINGS

## ESG 1.6

### Information on student satisfaction with their study programmes

- Information is widely collected on institutional level in all surveyed countries.
- Two countries (NL, UK) collect information on student satisfaction at both institutional and national levels.
- Some of the surveyed HEIs (CZ, PL, SK) struggle with insufficient student participation in the questionnaire surveys provided on institutional levels.
- In the UK, national legislation (QAA Quality Code) requires HEIs to participate in the National Students Survey (NSS).
- The collected data are used by the HEIs mainly in evaluation and improvement processes, in some cases to inform the respective stakeholders and the public.

# MAIN FINDINGS

## ESG 1.6

### Effectiveness of teachers

- ∞ Data are collected in several ways. Some of them are analysed based on a result of the students' questionnaire surveys carried out at the institutional level (CZ, LV, PL, PT, SK) or at both institutional and national levels (NL,UK).
- ∞ In the UK, there exists many other data sources from which information about the quality of teaching can be gained (feedback from alumni and employers and placement providers, retention statistics, mark profiles for students, modules and programmes etc. ).
- ∞ In the NL, HEIs can obtain some additional information through annual review talks with the teaching staff members.
- ∞ The majority of other indicators, required by governmental authorities (Ministries, Accreditation Commissions) focus on quantitative results achieved by the teachers in the education and research areas.
- ∞ The gained information is used for the corrective actions as well as a part of self - evaluation process of the teaching staff.



# MAIN FINDINGS

## ESG 1.6

### Profile of the student population

- ☞ Most HEIs in surveyed countries collect information on the student profile (except for PT where only some HEIs collect the relevant data).
- ☞ The scale of collected information varies. The core is aimed at students' age, nationality, secondary schools graduation, attended study programmes, results of the admission procedure, study progress, specific groups of students, graduates, student mobility.
- ☞ Collection of special information – HEIs in NL, the figures on drop-out rates and completion rates are collected as well. HEIs in the UK monitor the admission and retention of students from particular target groups based on agreements with the Office for Fair Access helping to safeguard and promote fair access to higher education. Some HEIs also ask for some information concerning disability or social background of the students (e.g. in the case of low-income families).
- ☞ In HEIs, information on the profile of their student population is used for remedial action and enhancing the quality of teaching (LV,NL, PL).

# MAIN FINDINGS

## ESG 1.6

### Available learning resources and their costs

- Information on learning resources and their costs belongs to the least monitored by the HEIs.
- In some cases (NL) this information creates a part of institutional and national students' surveys to improve the relevant facilities based on students' feedback.
- In other cases (CZ, LV, SK) the information is connected mainly with the technical infrastructure, electronic information systems and services of the universities' libraries.
- Some HEIs (SK, CZ) collect information on social scholarships or special scholarships for excellent students or volunteers.
- UK universities are obliged, based on the QAA Quality Code, to give information on learning resources available and their costs, namely about teaching, research, supervisory staff; learning support staff; learning and teaching spaces; libraries; special learning facilities (laboratories and studios), and communication and information technologies.
- With regard to the HEI's own evaluation, the information on learning resources available and their costs is used very rarely. It is mostly used for decision-making, remedial action, improvement and innovation (LV). Mostly it is a subject to negotiate in the HEIs' budgets and can be included in HEI annual report (NL). Summary of investments into library funds and equipment is also obliged as a part of the HEI annual reports (CZ).

# MAIN FINDINGS

## ESG 1.6

### Key performance indicators

- ∞ The key performance indicators are monitored mainly based on requirements of the funding national policy (CZ, LV, PL, SK) or accreditation processes (CZ, SK).
- ∞ In the case of some surveyed countries (CZ, LV), the key performance indicators partly overlap with the indicators aimed at teaching staff effectiveness (number of lessons provided by teachers, number of publications, involvement in national or international projects or student/staff ratio).
- ∞ HEIs in the UK have a different approach to the monitoring and evaluation of own performance. Instead of key indicators, they use more specific key targets. These can be, for example key targets related to students: exceeding national average for overall satisfaction in National Student Survey (securing 85% graduate employment within six months of graduation) or key targets related to staff: all new staff has to gain the Postgraduate Certificate in Higher and Professional Education within two years of employment etc.

# MAIN FINDINGS

## ESG 1.7

### Offer of study programmes

- ∞ The disclosure of information concerning the offer belongs to common practice in all surveyed countries.
- ∞ Information is published through the HEIs' websites or HEIs divisions (faculties, departments), as well as in printed documentation. Information on study programmes, which is published by an HEI contains the organizational rules, content and timing of modules, information on teachers, criteria and method for assessment. Information concerning learning opportunities, conditions of admission and awarded qualification are also made public.

# MAIN FINDINGS

## ESG 1.7

### Information on intended learning outcomes

- ☞ Most HEIs also disclose information on intended learning outcomes.
- ☞ The form of their disclosure and level of their treatment depend on implementation rate of the intended learning outcomes within the surveyed countries.

# MAIN FINDINGS

## ESG 1.7

### Employment destinations of the former students

- ∞ Significant differences were identified among the surveyed countries with regard to disclosure of information concerning employment destinations of the former students. HEIs in the UK and NL disclose information on previous student satisfaction with the study programme. They also disclose information on the employment of graduates. These kinds of information are obtained through the national monitors.
- ∞ In the other countries surveyed, some HEIs publish information on graduate's employment (e.g. in case of PT - 2 from 4 surveyed HEIs) or some HEIs disclose some partial information concerning graduates' evaluation on study programmes (SK, CZ, PL). HEIs of the above-mentioned countries have established alumni clubs, but objective data on graduate employment are not systematically collected, processed and published.

# MAIN FINDINGS

## ESG 1.7

### Information on profile of the student population

- Information is predominantly used for internal purposes of the HEIs, not for external ones. It serves as a basis for decision-making processes and is published in internal documents, only.
- Some HEIs in NL also publish selected aspects concerning the student population externally.

# MAIN FINDINGS

## ESG 1.7

### Information on qualifications awarded

- Information is disclosed by the key reports (e.g. annual reports) which are published on HEIs websites (CZ, LT, NL, PL, SK, UK and two HEIs in PT).
- HEIs in the UK typically publish information in national newspapers.
- The minimal extent of the published information in this area is determined in some countries by national legislation. (CZ, SK, PL).



# MAIN FINDINGS

## ESG 1.7

### Information on teaching, learning and assessment procedures

- Information on the teaching, learning and assessment procedures as well as learning opportunities available to students is usually communicated via HEIs' websites, study handbooks and study guides.
- In some countries (NL, SK), personal communication to students at the beginning of their study programme belongs to a core dissemination tool in this area. It is provided by particular staff members (coordinators of the study programme, career counsellors).