

Research questions in work packages 5 - 12 (proposal)

WP 5. Survey of Internal Quality Assurance Systems

- 1) Is there the institutional quality assurance policy in place? If not, why?
- 2) Does the policy involve the organisation of the quality assurance system?
- 3) Does the policy involve the responsibilities of departments, faculties, and other organisational units?
- 4) Does the policy address involvement of students? If not, why?
- 5) Does the policy involve specification of the relationship between teaching and research?
- 6) What are the ways of policy implementation, monitoring and revision?
- 7) Does the policy involve the statement regarding the collaboration with the secondary education sector?
- 8) Do chairs of secondary education institutions know about this policy and what is the policy impact on secondary education institutions?

WP 6. Quality and Access

- 1) What is the institutional policy on access?
- 2) What are the numbers of and ratios between the applied/admitted/enrolled/graduated in individual study programmes?
- 3) What is the relationship between institutional student enrolments, quality assurance processes and funding strategies?
- 4) Is there the institutional strategy for equating the level of knowledge on entry to higher education from the secondary level of education (prep courses, etc.)?
- 5) What is the institutional approach to students with special needs (physically handicapped, poor socio-economic background) with respect to their access, study-time and graduation?
- 6) What measures do HEIs take to assure maximal access of secondary education students with special needs to higher education?

WP 7. Quality and Students

- 1) What is the institutional policy on the student assessment?
- 2) Are the student assessment procedures appropriate for their purpose and designed to measure the intended learning outcomes?
- 3) To what extent do the student assessment procedures have clear criteria for marking and to what extent do they rely on the judgement of a single examiner?
- 4) To what extent do the student assessment procedures take account of student absence, illness, class participation, exam enrolment, and other similar issues?
- 5) To what extent are the student assessment procedures subject to administrative verification checks?
- 6) What are the ways of student involvement in the student assessment procedures?

- 7) Do the student assessment procedures reflect the students' knowledge and skill gained at the previous education level?
- 8) To what extent are requirements of HEIs for HE entrance examinations/procedures taken into account by secondary education institutions?

WP 8. Quality and Management/Governance

- 1) What is the institutional policy on governance?
- 2) How does the institutional governance relate to quality assurance?
- 3) To what extent does institutional governance take into account quality assurance of study programmes in particular, with respect to: development and publication of learning outcomes; curriculum and programme design content; modes of delivery and institutional profile; availability of appropriate learning resources and student support; periodic reviews of programmes incl. feedback from employers and alumni?
- 4) How do HEI teachers assure that skills and experience used for transmitting their knowledge to students take into consideration the highly diversified group of secondary graduates?
- 5) Do HEI teachers engaged mainly in Bachelor study programmes have the sufficient pedagogical skills?
- 6) How do higher education teaching staff discuss the needs of secondary institution graduates with secondary institution teachers?

WP 9. Quality and Employers including Private Sector

- 1) What is the institutional policy on involving employers in quality assurance processes?
- 2) To what extent are employers' viewpoints taken into account specifically with respect to: graduate profiles, learning outcomes, exam requirements, soft and entrepreneurial skill acquisition?
- 3) What is employers' representation and function (nominal, real) in institutional decision-making bodies?
- 4) To what extent are employers' of secondary institution graduates present in institutional decision-making bodies of HEIs so that these can reflect on their viewpoints in forming access, respectively, lifelong learning strategies?

WP 10. Quality and Teaching Staff

- 1) What is the institutional policy on assuring quality of teaching staff?
- 2) What are the measures for staff recruitment and appointment procedures?
- 3) Do teaching staff engaged mainly in Bachelor's programmes have the sufficient pedagogical skills?
- 4) What are the measures for providing staff with opportunities for skill development?
- 5) What are the measures in case that individual staff teaching performance continues to be demonstrably ineffective?

6) Do HEI teaching staff have skills and experience to transmit their knowledge to the highly diversified group of secondary graduates (in the phase of mass/universal higher education)?

7) Do HEI teaching staff communicate with the secondary education sector about the diversified knowledge, aims, capabilities, expectations, etc. of the secondary graduates?

WP 11. Quality and Information

1) What is the institutional policy on provision of information to external as well as internal stakeholders?

2) How, and to what extent, do institutions make available information about: study programmes; qualifications; learning outcomes; assessment procedures; internal quality management; teaching and learning opportunities; profile of current student population; alumni (incl. employment destinations and employment rates); guidance and counselling; employers' views.

3) Do staff responsible for public information take into consideration secondary students as very important stakeholders who need clear and reliable information about HE studies? 4) Is public information provided by HEIs clear and effective enough for secondary students and/or their parents?

WP 12. Quality and Secondary Education

1) In what areas/aspects does institutional policy on quality assurance take into account goals, needs, and preferences of secondary education including the secondary education stakeholders (students, parents)?

2) Are there any special institutional strategies for dealing with secondary-school entrants (e.g. as regards best-talented students, students considering the study of technical/natural sciences, and the like)?

3) Are there any special institutional strategies for recruiting and training staff teaching in the first form of study?

4) Apart from issues bearing on the ESG Part 1 implementation with regard to secondary education institutions mentioned in WPs 5-11, what other relevant key issues should be added to become the part of ESG Part 1 standards and guidelines and why?