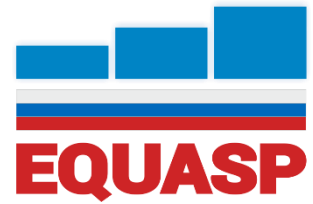




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**WP.3 - Online monitoring of study programmes' quality
perceived by interested parties**

**Deliverable 3.1 - Questionnaires for monitoring of perceived
quality**

**EQUASP Questionnaires
for the monitoring of the perceived quality of
study programmes**

Final

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1. The monitoring of the educational process by students, graduates and employers

1.1 Aim of the monitoring

The main aim of the monitoring of the adequacy and effectiveness of the educational process perceived by students, graduates and employers is the identification of strengths and weaknesses, to be used as part of the data in the study programme (SP) review.

1.2 Monitoring objects

a) Students

The monitoring of the students' opinions should regard all the course units activated and include the following sections:

- organization of the course unit (in particular, lecture timetable, required workload, availability of educational material);
- teaching activity;
- facilities used by the course unit (in particular, classrooms and laboratories)
- interest and usefulness of the course unit.

The monitoring should regard also the students' opinions on the effectiveness of training periods outside University **and mobility**.

b) Graduates

The monitoring of the graduates' opinions should regard:

- the overall organization of the SP;
- the whole of the facilities used by the SP (in particular, libraries);
- the student support services (orienteeing, tutoring, assistance);
- the effectiveness of the educational process.

c) Employed graduates

The monitoring of the employed graduates' opinions should regard their perception of strengths and weaknesses of their education compared to their working experience.

d) Employers

The monitoring of the employers' opinions should regard their perception of strengths and weaknesses of the education received by employed graduates.

1.3 Tools and procedures of collection of the opinions

The tool identified for the collection of the opinions of students, employed graduates and employers are **questionnaires** to be filled online.

The filling in of the questionnaires by students should be made compulsory.

The anonymity of the opinions of the students on the course units and of the graduates should be guaranteed at any stage of the monitoring process.

1.4 Questions

The EQUASP questionnaires propose a minimum number of topics that should be common to all the SPs. For each identified topic, the EQUASP questionnaires propose an example of question and a set of possible answers (among which students, graduates, employed graduates and employers shall have to choose their answer). The topics of the questions are to be considered mandatory, not so the wording of the proposed questions and the set of possible answers. Universities/SPs are free to reformulate the questions in the manner deemed most appropriate and to use the set of answers considered the most opportune. However, the set based on four fundamental answers (*Yes / More yes than no / More no than yes / No* or *Positive / More positive than negative / More negative than positive / Negative*) is strongly recommended.

Of course, each university/SP should be allowed to add other questions of its specific/particular interest.

1.5 Timing

a) Students

The online survey of the students' opinions on course units is expected to begin after 2/3 of the lectures of the course unit to be monitored and be completed by the end of the first session of examinations after the end of the lectures. In any case, the questionnaire for the collection of the students' opinions on the course units shall have to be completed before the assessment tests of the students' learning.

The monitoring of the students' opinions on the effectiveness of training periods outside University and mobility should take place just after their conclusion.

b) Graduates

The online survey of the undergraduate' opinions should take place immediately before/after the final attestation.

c) Employed graduates

The online survey of the employed graduates' opinions should take place at least once after 1÷5 years since graduation.

d) Employers

The online survey of the employers' opinions should take place every 3÷5 years.

2. Questionnaires for students

2.1 Course units

Identification of the course unit

At least: Academic Year / Study Programme / Course Unit

Questions

a) Organization of the course unit

Timetable of the educational activities

1. Is the timetable of the educational activities (lectures, seminars, exercises, laboratory activities, etc.) compatible with the possibility to attend the lectures of all the other course units and, at the same time, with your needs of individual study?

Possible answers: Yes / More yes than no / More no than yes / No

Prior knowledge

2. Was your prior knowledge sufficient to understand the topics covered by the course unit?

Possible answers: Yes / More yes than no / More no than yes / No

Study materials

3. Are the indicated, recommended or provided study materials (textbooks, presentations, etc.) adequate for the study and learning of the topics covered by the course unit?

Possible answers: Yes / More yes than no / More no than yes / No

Examination modalities

4. Have the examination modalities been clearly defined before the beginning of the course unit?

Possible answers: Yes / More yes than no / More no than yes / No

b) Teaching activity

Respect of the timetable of the educational activities

5. Have the educational activities (lectures, seminars, exercises, laboratory activities, etc.) been carried out according to the established timetable?

Possible answers: Yes / More yes than no / More no than yes / No

Respect of the course-unit syllabus

6. Do the topics developed in the course unit correspond to the established syllabus?

Possible answers: Yes / More yes than no / More no than yes / No

Effectiveness of the integrative educational activities¹

7. Are the integrative educational activities (seminars, exercises, laboratory activities, etc.) coordinated with the lectures?

Possible answers: There are no integrative educational activities / Yes / More yes than no / More no than yes / No

8. Are the integrative educational activities (seminars, exercises, laboratory activities, etc.) effective for the learning of the discipline covered by the course unit?

Possible answers: There are no integrative educational activities / Yes / More yes than no / More no than yes / No

Teaching skills of the lecturer

9. Does the lecturer present the topics in a clear and understandable way?

Possible answers: Yes / More yes than no / More no than yes / No

10. Does the lecturer stimulate the interest/motivate in the discipline covered by the course unit?

Possible answers: Yes / More yes than no / More no than yes / No

¹ Integrative educational activities: all the educational activities different from lectures (seminars, exercises, laboratory activities, etc.).

Availability of the lecturer for questions and explanations

11. Is the lecturer available for questions and explanations?

Possible answers: Yes / More yes than no / More no than yes / No

Teaching skills of teaching support staff²

12. Does the teaching support staff present the topics in a clear and understandable way?

Possible answers: There is no teaching support staff / Yes / More yes than no / More no than yes / No

13. Does the teaching support staff stimulate the interest/motivate in the discipline?

Possible answers: There is no teaching support staff / Yes / More yes than no / More no than yes / No

Availability of the teaching support staff for questions and explanations

14. Is the teaching support staff available for questions and explanations?

Possible answers: There is no teaching support staff / Yes / More yes than no / More no than yes / No

c) Facilities used by the course unit

Lecture rooms

15. Are the lecture rooms in which the educational activities have been carried out adequate (as for to get seated, to see well, to hear well, to write well)?

Possible answers: Yes / More yes than no / More no than yes / No

Premises and equipment for the integrative educational activities

16. Are the premises and equipment for the integrative study activities (seminars, tutorials, laboratories, etc.) adequate?

Possible answers: Yes / More yes than no / More no than yes / No

d) Interest and usefulness of the course unit

Interest of the course unit

17. Are the topics covered by the course unit of your interest?

Possible answers: Yes / More yes than no / More no than yes / No

Usefulness of the course unit

18. Do you think that the topics covered by the course unit will be useful for your future occupation/profession?

Possible answers: Yes / More yes than no / More no than yes / No

e) Further observations and suggestions

2.2 Training periods outside University³

Information on the student

² Teaching support staff: teachers in charge of exercises, teachers in charge of laboratory activities, etc..

³ Training periods in national and/or international public and/or private bodies.

At least: Study Programme / Year of enrolment / Number of credits accumulated before the start of the training period outside University

Information on the training period

At least: Company/Organization where the training period has been carried out / Topic of the training period / Duration of the training period (from ... to ...) / Total number of training hours

Questions

Interest of the topic(s) of the training period

1. Has the topic of the training period been of your interest?

Possible answers: Yes / More yes than no / More no than yes / No

Correspondence between planned and carried out training activities

2. Was there correspondence between planned and carried out training activities?

Possible answers: Yes / More yes than no / More no than yes / No

Duration and number of training hours of the training period

3. Have the duration of the training period and the number of training hours been adequate?

Possible answers: Yes / More yes than no / More no than yes / No

Effectiveness of the training period as for the improvement of the subject-area related competences⁴

4. Has the training period improved your subject-area related competences?

Possible answers: Yes / More yes than no / More no than yes / No

Effectiveness of the training period as for the improvement of the generic competences⁵

5. Has the training period improved your generic competences?

Possible answers: Yes / More yes than no / More no than yes / No

Company/organization tutoring

6. Has the company/organization tutoring been adequate?

Possible answers: Yes / More yes than no / More no than yes / No

Assessment of the hosting company/organization

7. Would you carry out again the training period in the same company/organization?

Possible answers: Yes / More yes than no / More no than yes / No

Further Observations and Suggestions

2.3 Mobility⁶

⁴ Subject-area related competences: competences specific to a field of study.

⁵ Generic competences: competences common to any study programme.

⁶ Mobility periods in national and/or international Higher Education Institutions.

Information on the student

At least: Study Programme / Year of enrolment / Number of credits accumulated before the start of the mobility

Mobility programme

At least: University and Department where the mobility has been carried out / Duration of the mobility (from ... to ...) / Number of credits to be accumulated according to the mobility programme / Number of credits accumulated at the end of the mobility period

Questions

Language knowledge

1. Was your knowledge of the language sufficient to understand the topics covered by the course units?

Possible answers: Yes / More yes than no / More no than yes / No

Usefulness of the course units

2. Have the course units you followed during the period of mobility been recognized as an integral part of your curriculum?

Possible answers: Yes / More yes than no / More no than yes / No

Organization of the course units

3. What is your assessment of the organization of the course units (timetable of the educational activities, workload required for the achievement of the learning outcomes, availability of study materials, definition of the examination modalities)?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Teaching activities

4. What is your assessment of the teaching activities (respect of the timetable of the educational activities, respect of the syllabus of the course units, effectiveness of the integrative educational activities⁷, teaching skills of the lecturer and of teaching support staff, availability of the lecturers and of teaching support staff for questions and explanations)?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Facilities used by the course units

5. What is your assessment of the facilities used by the course units (lecture rooms, premises and equipment for the integrative educational activities, libraries)?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Examinations organization

6. What is your assessment of the examination organization (appeals, schedules, information, reservations, etc.)?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Support services

⁷ Integrative educational activities: all the educational activities different from lectures (seminars, exercises, laboratory activities, etc.).

7. What is your assessment of the tutoring service?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Positive aspects of the mobility period

8. What have been the positive aspects of your mobility period?

Negative aspects of the mobility period

9. What have been the negative aspects of your mobility period?

Overall assessment of the mobility period

10. What is your overall assessment of the mobility period?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Assessment of the hosting University/Department

11. Would you carry out the mobility period in the same University/Department again?

Possible answers: Yes / More yes than no / More no than yes / No

Further Observations and Suggestions

3. Questionnaire for graduates

Information on the graduate

At least: Age / Sex / Residence / Study Programme / Year of enrolment

Information on the carrying out of working activities

Example of question: Have you worked during the lecture periods?

Possible answers: Yes, full-time with continuity / Yes, part-time with continuity / Yes, but only occasionally, intermittently, seasonally/ No

Questions

a) Organization of the study programme

Individual learning and teaching path

1. Had you the possibility / have you been encouraged to design an individual learning and teaching path?

Possible answers: Yes / More yes than no / More no than yes / No

Organization of the course units

2. Has the overall organization of the course units (sequence of the course units in the syllabus, coordination among the course units, timetable of the educational activities) been satisfactory?

Possible answers: Yes / More yes than no / More no than yes / No

Required workload

3. Was the overall workload required by the course units for the achievement of the learning outcomes sustainable and appropriate to the duration of the SP?

Possible answers: Yes / More yes than no / More no than yes / No

Examination organization

4. Has the overall organization of examinations (appeals, schedules, information, reservations, etc.) been satisfactory?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Correspondence between the examination results and the student's preparation

5. Have the results of the examinations reflected your actual preparation?

Possible answers: Yes / More yes than no / More no than yes / No

Assistance to the preparation of the graduation exam

6. Has the assistance received during the preparation of the graduation exam been satisfactory?

Possible answers: Yes / More yes than no / More no than yes / No

b) Facilities used by the study programme

Logistic of the facilities used by the SP

7. What is your overall assessment of the logistic of facilities (lecture rooms, premises available for individual study, laboratories, including computer rooms) used by the SP?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Library services

8. What is your overall assessment of the library services (in particular: opening hours, access to lending and consultation, access to databases, availability and professionalism of the staff)?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

c) Student support services

Service offered by the student administrative office/dean's office⁸

9. What is your overall assessment of the service offered by the student administrative office/dean's office (in particular, access times, clarity of forms, availability and professionalism of the staff)?

Possible answers: I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Orienteering service for students in entrance/service offered by the Admission Office

10. What is your overall assessment of the orienteering service for students in entrance/service offered by the Admission Office?

Possible answers: I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Tutoring service

11. What is your overall assessment of the tutoring service?

⁸ Student administrative office/Dean's office: Office that manage the students' career (enrolments in the different course years, management of the administrative practices, etc.).

Possible answers: I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Service for carrying out training periods outside University⁹

12. What is your overall assessment of the service for carrying out training periods outside University?

Possible answers: I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Service for students' mobility¹⁰

13. What is your overall assessment of the service for students' mobility?

Possible answers: I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Job placement service

14. What is your overall assessment of the job placement service?

Possible answers: It was not present / I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Website of the University/Department/SP

15. What is your overall assessment of the University/Department/SP website (in particular as for ease of navigation, completeness and update of information on the study programme, etc.)?

Possible answers: I have not used the website / Positive / More positive than negative / More negative than positive / Negative

d) Overall assessments

Assessment of the SP

16. Are you satisfied of the SP you attended?

Possible answers: Yes / More yes than no / More no than yes / No

Assessment of the University experience

17. If you could go back in time, would you enrol in University again?

Possible answers: Yes, in the same SP of this university / Yes, but in another SP of this university / Yes, in the same SP but in another university / Yes, but in another SP in another university / No, I would not enrol in university

4. Questionnaire for Employed Graduates

Information on the employed graduate

Name and Surname / Age / Sex / Residence / Study Programme / Year of enrolment / Year of graduation

Questions

⁹ Training periods in national and/or international public and/or private bodies.

¹⁰ Mobility periods in national and/or international Higher Education Institutions.

Graduate's current position/occupation

1. Which is your current position/occupation?

Possible answers: I am working in an area consistent with my qualification / I am working in a sector other than that of my qualification / I am looking for job / I am continuing or I intend to continue my studies / I am not looking for job and I do not intend to continue my studies / Other (military service, maternity leave, etc.)

Necessity of an educational qualification

2. Does your current position require an educational qualification equivalent to yours?

Possible answers: Yes, it is a requirement by law / It is not a requirement by law, but it is necessary / It is not a requirement by law, but it is still useful / It is not a requirement by law and is not useful

Utilization of the competences acquired at University

3. Are you using/Have you used the competences acquired at University in the activities you are carrying out/have carried out?

Possible answers: Yes / More yes than no / More no than yes / No

Time to full operativeness / profitability

4. How much time was needed to become fully operative / profitable?

Possible answers: Up to 3 months / Up to 6 months / Up to 1 year / More than 1 year

Usefulness of the training periods outside University¹¹

5. Have the training periods carried out outside University helped you to enter the work environment?

Possible answers: I have not carried out any training period outside University / Yes / More yes than no / More no than yes / No

Usefulness of the mobility periods¹²

6. Have the carried out mobility periods helped you to enter the work environment?

Possible answers: I have not carried out any mobility period / Yes / More yes than no / More no than yes / No

Usefulness of the job placement service

7. Has the job placement service offered by the University been useful for finding a job?

Possible answers: A job placement service was not provided / I did not use the job placement service / Yes / More yes than no / More no than yes / No

Satisfaction on the acquired subject-area related competences¹³

8. According to your working experience, what is your assessment of the education received by the attended SP as for the acquired subject-area related competences?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Missing subject-area related competences

9. If your assessment is not 'Positive', please list the main subject-area related competences that would have served you according to your working experience and that you have not acquired during your studies.

¹¹ Training periods in national and/or international public and/or private bodies.

¹² Mobility periods in national and/or international Higher Education Institutions.

¹³ Subject-area related competences: competences specific to a field of study.

Satisfaction on the acquired generic competences¹⁴

10. According to your working experience, what is your assessment of the education received by the attended SP as for the acquired generic (making judgment, communication, team-working/leadership, lifelong learning) competences?

Possible answers: Yes / More yes than no / More no than yes / No

Missing generic competences

11. If your assessment is not 'Positive', please list the main generic competences that would have served you according to your working experience and that you have not acquired during your studies.

Main strengths of the attended SP

12. List the main strengths of the attended SP according to your opinion

Main weaknesses of the attended SP

13. List the main weakness of the attended SP according to your opinion

Overall assessment of the University experience

14. If you could go back in time, would you enrol in University again?

Possible answers: Yes, in the same SP of this University / Yes, but in another SP of this University / Yes, in the same SP but in another University / Yes, but in another SP in another University / No, I would not enrol in University

5. Questionnaire for Employers

Information on the employer

At least: Company/Organization / Business sector/Field of activity / Operative at regional, national, international level / Number of employees / Percentage of graduates

Number of graduates in “...” currently working/that have worked in the last ... years in the Company/Organization

Example of question: How many graduates in “...” are currently working/have worked in the last ... years in your Company/Organization?

Consistency of the activities carried out by the graduates in “...” with their qualification

Example of question: The activities carried out by graduates in “...” who are working or have worked in your Company/Organization are consistent with their qualification?

Possible answers: Yes / More yes than no / More no than yes / No

¹⁴ Generic competences: competences common to any study programme.

Questions

Assessment of the subject-area related competences¹⁵ possessed by the graduates in “...”

1. What is your assessment of the subject-area related competences possessed by the graduates in “...” who are working or have worked in your Company /Organization?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Missing subject-area related competences

2. If your assessment is not ‘Positive’, please list the main subject-area related competences that according to your experience should be possessed and you have found missing in the graduates in “...”.

Assessment of the generic competences¹⁶ of the graduates in “...”

3. What is your assessment of the generic competences (making judgment, communication, team-working/leadership, lifelong learning) possessed by the graduates in “...” who are working or have worked in your Company /Organization?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Missing generic competences

4. If your assessment is not ‘Positive’, please list the main generic competences that according to your experience should be possessed and you have found missing in the graduates in “...”.

Time to full operativeness / profitability

5. How much time is needed for a new graduate in “...” to become fully operative / profitable?

Possible answers: Up to 3 months / Up to 6 months / Up to 1 year / More than 1 year

¹⁵ Subject-area related competences: competences specific to a field of study.

¹⁶ Generic competences: competences common to any study programme.