

TEMPUS QUAEM

Results of the Project Progress Survey

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What we wanted to know

- How satisfied are participants with project progress?
- How confident are they that the project will reach its goals?
- Which formats of events were most popular?
- What did you learn? What did you not learn?
- What should the project focus on during the next two years?

What we wanted to know

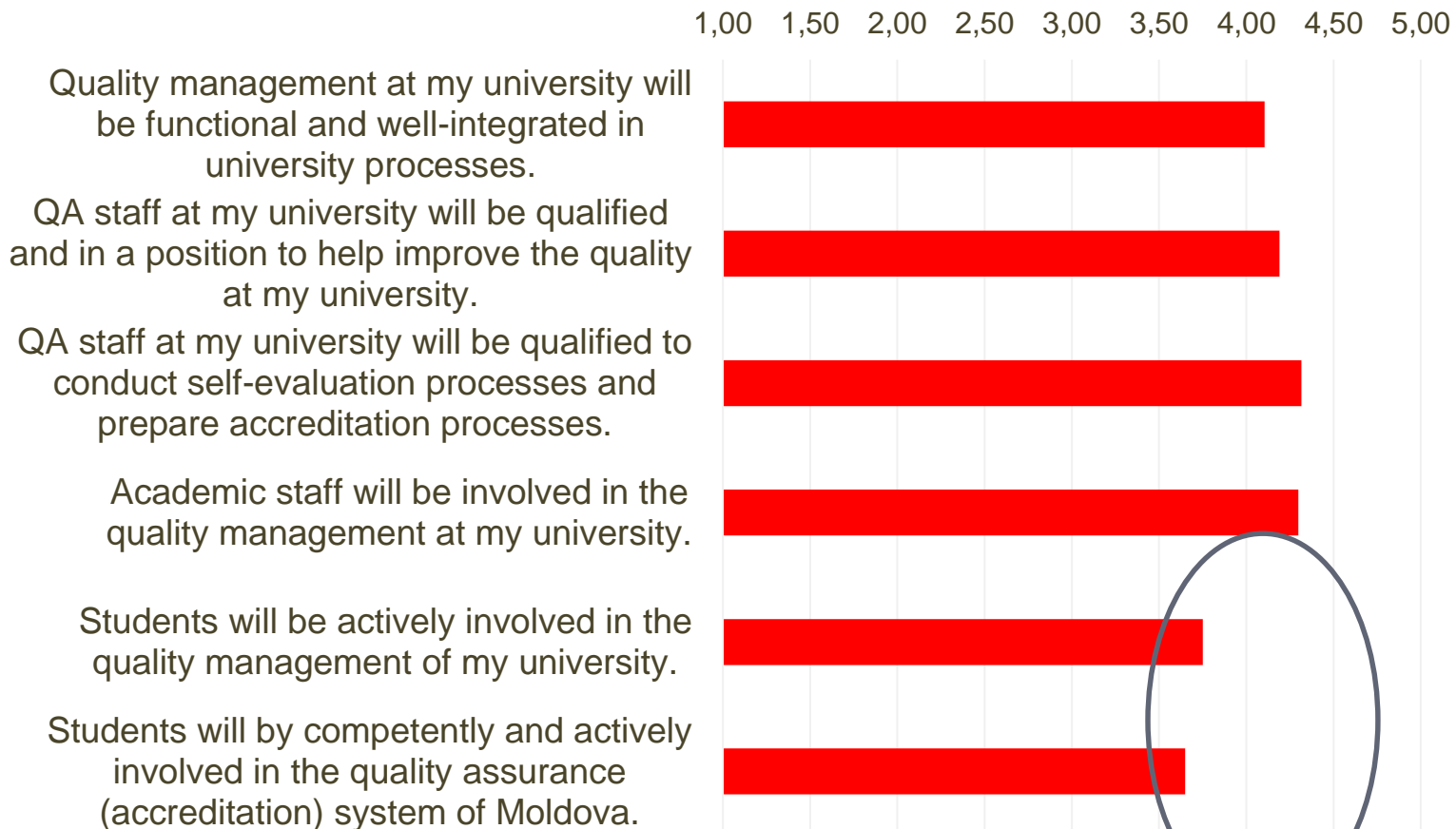
- 45 people participated:
 - Academic staff (e.g. professor, lector): 10
 - QA managers: 5
 - Students: 9
 - Higher education leadership (e.g. Rector, vice-rector): 6
 - Ministry of Education: 1
 - Administrative staff (please specify): 6
 - EU partner: 7
 - Other (please specify): 1

Satisfaction with project progress



Confidence in goal attainment

Confidence in Project goal attainment



Possible problems: functional QA system

- centralized management of the university (2): There must be a desire to strengthen quality, establish respectful atmosphere
- involvement of political factors

Possible problems: qualified staff

- Training of future specialists must be organized by universities
- Presence of staff with no vision of improvement or desire of change. A reaccreditation of the staff at the university would help
- Problem is that there are few teachers who read an object, so there is no competition. When a teacher pass the exam every four years, he will remain at the university anyway, whether it's good or not, because there is no one to replace him. Not all universities introduce students view of teacher's activity in this exam.
- Problem: The low level of information of teaching staff. Carrying out various courses. The teaching staff should be very active.

Possible problems: conducting self-evaluation and prepare accreditation

- More training required to conduct self-evaluation processes and prepare accreditation documents. It would be good elaborate a guide towards developing self-evaluation report and the process of accreditation
- Small salaries, which do not motivate people. The Ministry of Education should get more active
- Conservatism of the old teacher and motivation of young

Possible problems: student involvement

- lethargy and lack of motivation

All the parts should be more active and should collaborate. Students usually are not very active and interested. There are many indifferent students who are waiting when somebody will do something for them. But in the same time there is a group of very active students and probably we should help them to be heard by everyone.

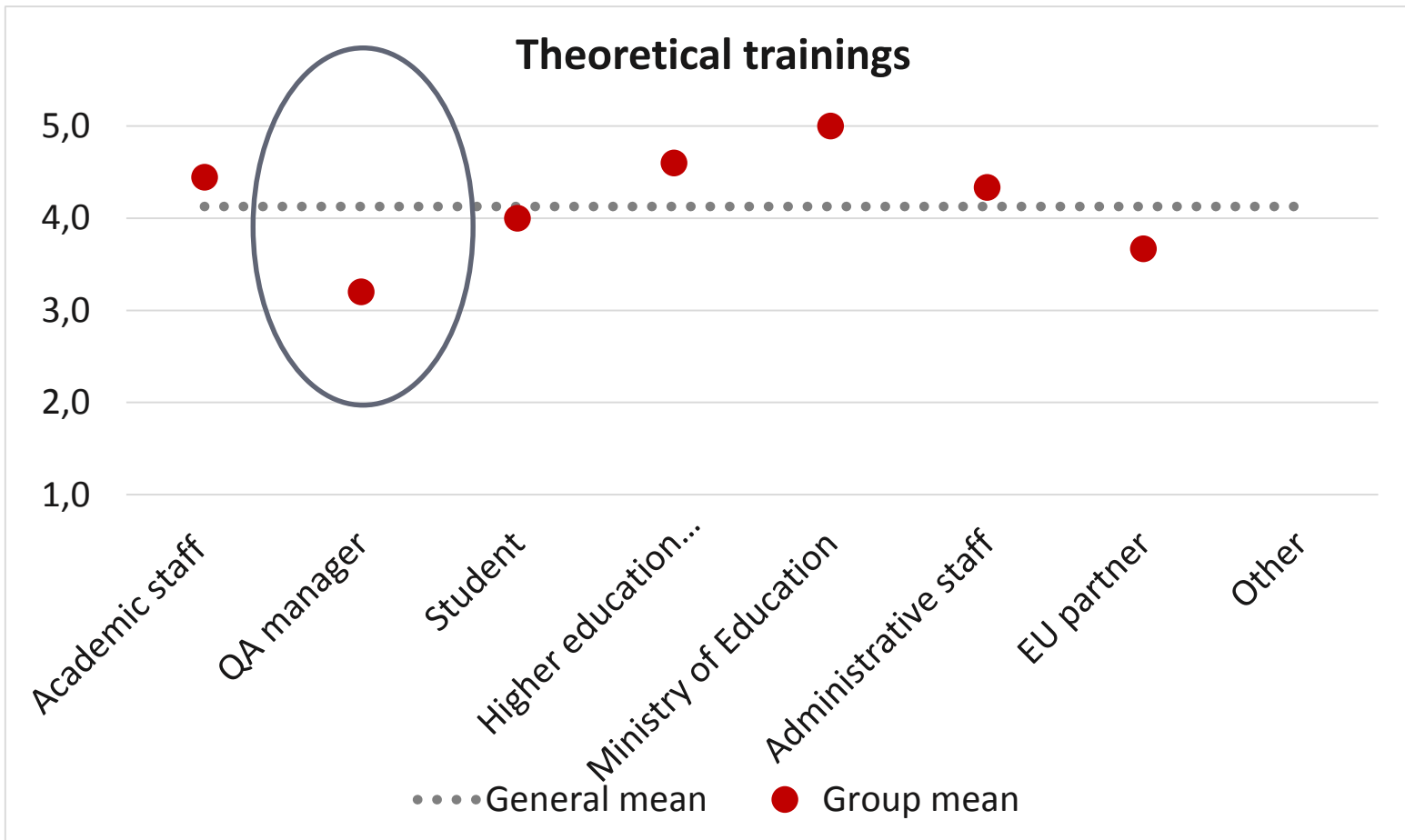
- Students are afraid to express their opinion about something that isn't ok in the university.
- Only a minority of students are sufficiently interested in university life
- There are few relationships between students and teachers
- There is little knowledge among students about their possibilities of involvement.
- Students' representatives are also often not actively involved before matters are decided by the University Senate.

Trainings - participation

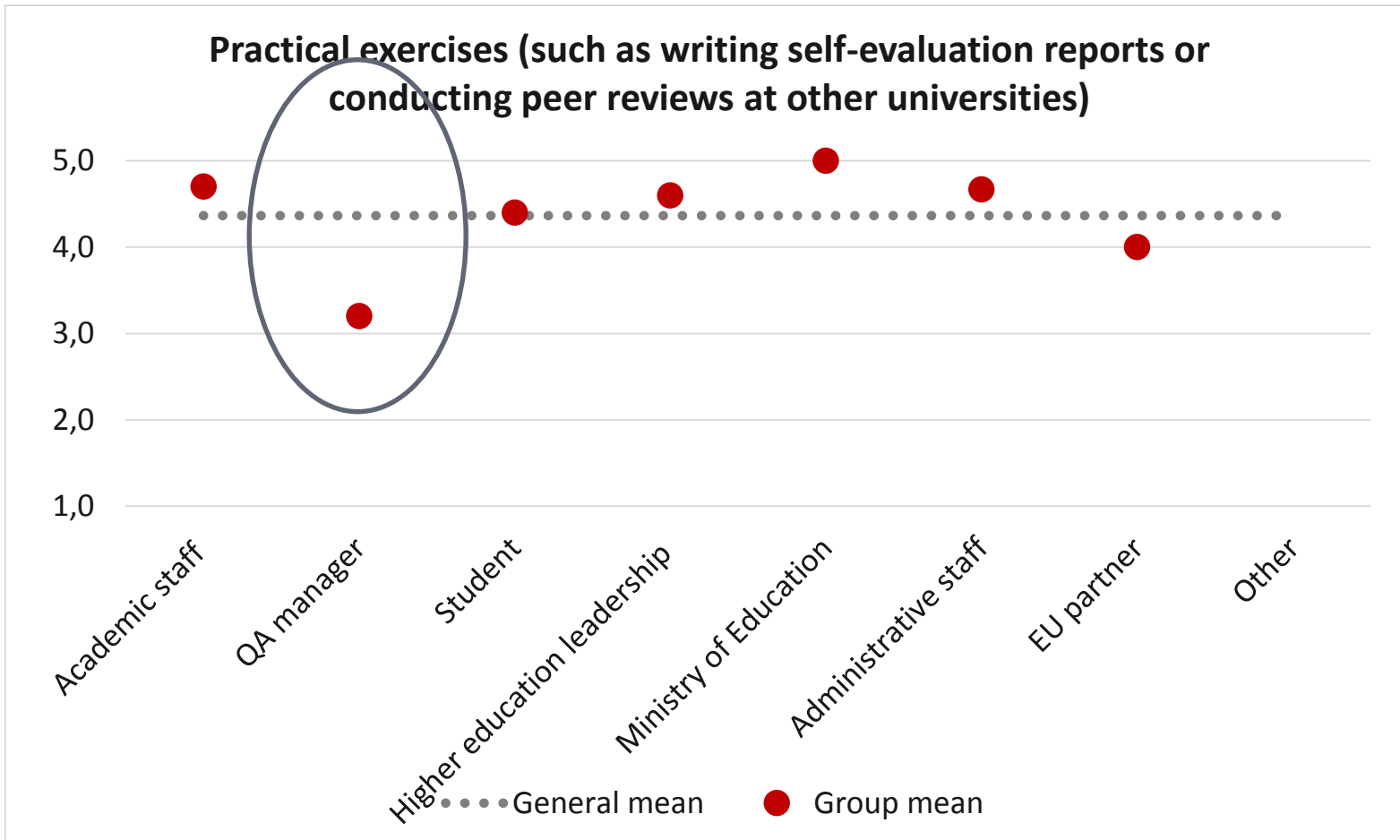


# participation	Academ ic staff	QA manager	Higher education					EU partner	Other	<i>total</i>
			Student	leadership	Ministry of Education	Administra tive staff				
no training	0	0	1	1	0	1	1	0	4	
1 training	4	0	5	1	1	3	1	1	16	
2 trainings	1	1	2	1	0	2	1	0	8	
3 trainings	5	4	1	3	0	0	4	0	17	
<i>total</i>	10	5	9	6	1	6	7	1	45	

Formats of trainings

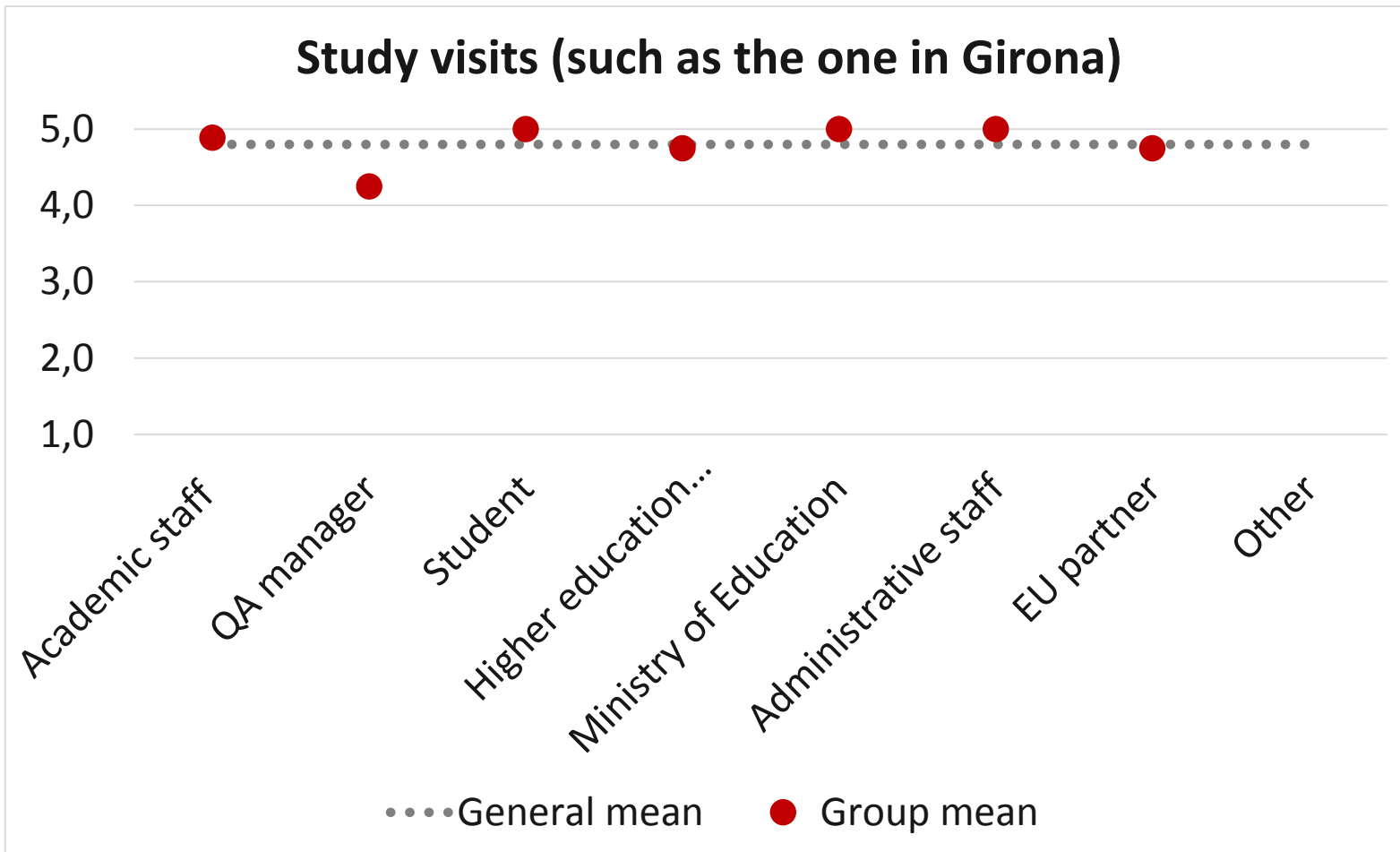


Formats of trainings



Formats of trainings

Study visits (such as the one in Girona)



What was learnt during the trainings

- *Academic staff*: QA systems of different EU countries; evaluation exercise very useful; how to involve teachers and students in evaluation; performance indicators
- *QA managers*: use of indicators; ability to write autoevaluation reports; role of students in QA; competence based teaching system; different evaluation criteria
- *Students*: What is quality assurance; criteria used in evaluation, how national QAAs work; role of students; National Agencies of accreditation work in different european countries
- *Higher Ed leadership*: Use of self-evaluations; measurable quality; national and international experiences and good practices of the evaluation of study programs; applied existing guidelines for QA in Moldova on study programmes; the usefulness of involving students and to appreciate their opinion; QM system must be well organised not only at the level of the university but also at the level of faculty, department and chair.

What did you not learn during the trainings?

- see and study an internationally recognized university program for master circle;
- see in more detail how QA systems works in European universities (2)
- learn about the differences in evaluation of study programs on different levels (bachelor, master, PhD).
- analyze the complete dossier of a concrete study program, which recently obtained the quality certificate and discuss all the phases of the process. Attend a university accreditation process. (2)
- Learn more about when and how to train students in university management and QA processes. And how to involve students in self-evaluation and external evaluation of programs. (2)
- What are the need to satisfy a teacher to say as he makes a qualitative educational process?
- More discussions about creation of the National Agency for QA.
- More detailed information about procedures; assessment techniques best practices in functional QA tools

Comments on the trainings

Wishes:

- *Theoretical activities are just some of the theories exposures, description, quality assurance systems and completes with the drafting of recommendations for universities in Moldova; Practical training, are not organized, as teams from different universities (e.g. self assessment reports were only presented by representatives of the universities and were made as they believed them, and after their presentation did not follow an exercise of drafting a model assessment report-comaprimentele, at least of the report, which should contain). Same thing with the simualre of external evaluation. The universities don't even have understood that one should assess a program from cycle I*
- *I wish to have more practical activities using European procedures for evaluating the quality*
- *I did not like the fact that the activities were a little bad organized.*
- *Improve presentation skills (shorter and more concise)*

The project's biggest contribution

- *The contribution is really great: consultations and suggestions are priceless.*
- *The contribution in creating of effective policy in QA and training of future staff of National Agency of QA.*
- *The QUAEM project to the development of quality assurance in Moldova responds to the great need of reform of higher education. The implementation of this project will contribute to the development of instruments for the evaluation and accreditation of education institutions and study programs.*
- *rising awareness for QA*

What should be the priorities for next two years?

- Create and strengthen National Accrediting Agency in Moldova (4)
- Develop at the level of Ministry / Agency for Quality Assurance unique and clear indicators internal and external evaluation of study programmes (3)
- Train future QA experts and assessors of the Agency (2).
- Prepare universities for the evaluation and accreditation by the new agency
- Training local experts in quality assurance through the exchange of experiences between national and international etc.
- In the next 2 years hope the project will focus on the criteria for selecting the programs for external evaluation. Unfortunately only 3 programs can be evaluated and not more. Not all universities can benefit from the external evaluation

What should be the priorities for next two years?

- *Have to connect the European experience with Moldovan legislation and new Agency of Quality Evaluation.*
- *The project should focus on the mutual visits and practical activities.*
- *Its good to improve the quality management system at all levels. At the end of the project university must have some study programs prepared for the external evaluation.*

- *I would like to get very concrete instructions concerning the next steps. It will help us to organize better our work and will lead us to our goal.*
- *Disseminate information more intensively in the universities.*
- *In my opinion is necessary permanently communication with all participants of the project through dissemination press release, short information about events of the project, etc.*
- *To improve project management: Each activity (exercise practice or theory) to be completed with some concrete recommendations for universities in MOLDOVA, jointly drawn up: representatives of the universities of MOLDOVA and European experts*

Thank you for your attention and
good success to our project!