Educational Network
Questionnaire on 'quality in education'

General introduction

Quality in education is considered as a theme that affects everyone involved in education. It is the undercurrent that runs through educational activities, be it the design of a (new) curriculum, the examination of students, the innovation of teaching methodologies, and many more activities.

Even though it is a theme that affects us all, the scope of *quality in education* is vast and the theme is prone to profound professional, scholarly and societal debate and discussion. Depending on your professional interests, position in the organization, job–description, institutional context, national context and regional context, it is probable that *quality in education* will have a specific content and that you will develop specific activities and strategies. Still, there are also common characteristics in the theme.

This questionnaire is designed in order to gain a better insight in the priorities and needs of the Educational Network partners. It focuses on higher education and training programs in the field of International Health.

During the kick–off workshop in November 2008, it was argued that the next workshop should allow the Educational Network to reach a better understanding about quality in education and to learn more about different strategies and frameworks. This understanding and learning should happen in such a way that it fosters different educational practices. This is translated in the design of the questionnaire. Some questions have as mere function to gather information. Other questions focus more on thematic priorities and needs.

The Educational Network has initiated a task force on quality in education, to prepare the next workshop in November 2009. The response to the questionnaire will inform the plans and the program proposal for this workshop.

This questionnaire is developed based on the minutes of the Educational Network kick-off workshop and on a literature study.

Instruction
Who should fill in this questionnaire?
This questionnaire is sent to all current partners of the educational network. We'd like to ask you to return two copies of the questionnaire, each copy answered by another person.
– 1 copy should be answered by a staff member on a management (or a strategic) level
– 1 copy should be answered by a staff member on a teaching (or a more operational) level
By this approach we're assuming the same logic as for the network: we address you as representatives of your institute.

Deadline
Please, return the copies before the 25th of May 2009 to apiessens@itg.be. This will leave us just enough time to process the results for the meeting of the task force. The more answers we receive, the better the task force will be able to tailor the workshop programme to the network partners' needs.

Technical instruction
Most questions can be answered by simply ticking the boxes. Only in a few cases you will be asked to write a comment.

1. Background information on the Educational Network partners

> **Introduction**
> There are 12 institutional partners in the educational network, but there are many differences among these partners. We want to understand the different working contexts, assuming that this affects quality in education.
>
> Therefore the first group of questions aims at gaining more information about you as a partner of the Educational Network. Surely, partners can be defined on different levels: an organizational level, a departmental level, a faculty level.
>
> Please, define clearly which unit or which level you define as partner of the Educational Network. Further questions in the questionnaire are always asked on a 'partner' level, also when we refer to 'institute'.

1. Name of the educational network partner

2. If you belong to a bigger organization, please give its name.

3. What is the estimated share of education in the total activity of your institute?

    %

4. How 'big' are you as an Educational Network partner?

    ☐ 1 – 10 employees
    ☐ 11 – 20 employees
    ☐ 21 – 50 employees
    ☐ 51 – 100 employees
    ☐ 101 – 500 employees
    ☐ more than 500 employees

5. From which function do you answer this questionnaire?
   (Please, tick off the description that describes your function best)

    ☐ A management function
    ☐ Mainly a management function with also teaching responsibilities
    ☐ Mainly a teaching function with also management responsibilities
    ☐ A course coordination function
    ☐ Mainly a course coordination function with also teaching responsibilities
    ☐ Mainly a teaching function with also course coordination responsibilities
    ☐ Mainly a research function with teaching responsibilities
    ☐ Mainly a teaching function with research responsibilities
    ☐ Mainly a teaching function
    ☐ Mainly an educational support function:
    ☐ Other:

2. Quality in education at a course and teaching level

2.1. Defining learning needs

Introduction
In this part of the questionnaire, five topics on quality in education will be addressed. For each topic, you will find three sets of questions.

The *first* set of questions aims at assessing your learning needs (as a partner) on this topic for you in the current stage of your educational practices.

The *second* set of questions asks you to give a priority to the different angles to address the topic. For instance: is your priority rather assessment of your educational practice, or is it rather innovation of this practice?

The *third* question asks whether you would be prepared to share information and experience on this topic on the next workshop.

After this, you will be asked to give a priority to the topics discussed.

Topic 1:   Assessment of students

Assessment of students is a topic that emerges in all forms of formal education. Assessment of students is related to the topic of learning objectives and competencies, to the topic of curriculum development, to the topic of didactic approaches.

Question 1:   Learning needs in the assessment of students

Indicate on a scale from 1 to 5 how you agree with the statement:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

Statement	1	2	3	4	5
This is a relevant topic for us	☐	☐	☐	☐	☐
We want to learn more about this topic	☐	☐	☐	☐	☐
We have experience on this topic	☐	☐	☐	☐	☐

Question 2:   Priorities in the topic: assessment of students

This topic can be addressed from different angles. In the table below you find 5 possible angles and a brief explanation. Rank from 1 to 5 what is a priority for you.

1 = lowest priority
5 = highest priority

Focus	Statement	Priority
Evaluation of practice	How can we know if we are doing 'a good job'?	
Reflection on practice	How can we foster a learning climate about this topic among staff?	
Innovation of practice	How can we innovate our practice on this topic?	
Staff support	How can we support staff in this practice?	
Measuring impact	How can we monitor our practice and tell others about the impact of our practice?	

Question 3:   Sharing information and experience about assessment of students

	Yes	No
We are prepared to share information and experience on this topic	☐	☐

Topic 2:	Designing a program
Designing a program requires a coherent and integrated approach: it implies defining learning objectives and/or competencies, it assumes that you ensure coherence between learning objectives, the course program, the teaching methods and student assessment.	

Question 1: Learning needs in designing a program

Indicate on a scale from 1 to 5 how you agree with the statement:

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

Statement	1	2	3	4	5
This is a relevant topic for us	☐	☐	☐	☐	☐
We want to learn more about this topic	☐	☐	☐	☐	☐
We have experience on this topic	☐	☐	☐	☐	☐

Question 2: Priorities in the topic: designing a program

This topic can be addressed from different angles. In the table below you find 5 possible angles and a brief explanation. Rank from 1 to 5 what is a priority for you.

1 = lowest priority

5 = highest priority

Focus	Statement	Priority
Evaluation of practice	How can we know if we are doing 'a good job'?	
Reflection on practice	How can we foster a learning climate about this topic among staff?	
Innovation of practice	How can we innovate our practice on this topic?	
Staff support	How can we support staff in this practice?	
Measuring impact	How can we monitor our practice and tell others about the impact of our practice?	

Question 3: Sharing information and experience about designing a program

	Yes	*No*
We are prepared to share information and experience on this topic	☐	☐

Topic 3:	Evaluation of a course

Topic 3:   **Evaluation of a course**
Course evaluation is necessary, even more so because different stakeholders might value the course differently. Different perspectives are: students' perspectives, alumni perspectives, teachers' perspectives, perspectives of stakeholders external to the course (e.g. government, university, ...)

Question 1:   **Learning needs in the evaluation of a course**

Indicate on a scale from 1 to 5 how you agree with the statement:
1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

Statement	1	2	3	4	5
This is a relevant topic for us	☐	☐	☐	☐	☐
We want to learn more about this topic	☐	☐	☐	☐	☐
We have experience on this topic	☐	☐	☐	☐	☐

Question 2:   **Priorities in the topic: evaluation of a course**

This topic can be addressed from different angles. In the table below you find 5 possible angles and a brief explanation. Rank from 1 to 5 what is a priority for you.
1 = lowest priority
5 = highest priority

Focus	Statement	Priority
Evaluation of practice	How can we know if we are doing 'a good job'?	
Reflection on practice	How can we foster a learning climate about this topic among staff?	
Innovation of practice	How can we innovate our practice on this topic?	
Staff support	How can we support staff in this practice?	
Measuring impact	How can we monitor our practice and tell others about the impact of our practice?	

Question 3:   **Sharing information and experience about the evaluation of a course**

	Yes	No
We are prepared to share information and experience on this topic	☐	☐

Topic 4: Didactic approaches

Choosing and implementing didactic approaches is linked to course goals, but also to student learning styles, to the development of teaching material and to resources available.

Question 1: Learning needs in didactic approaches

Indicate on a scale from 1 to 5 how you agree with the statement:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

Statement	1	2	3	4	5
This is a relevant topic for us	☐	☐	☐	☐	☐
We want to learn more about this topic	☐	☐	☐	☐	☐
We have experience on this topic	☐	☐	☐	☐	☐

Question 2: Priorities in the topic: didactic approaches

This topic can be addressed from different angles. In the table below you find 5 possible angles and a brief explanation. Rank from 1 to 5 what is a priority for you.

1 = lowest priority
5 = highest priority

Focus	Statement	Priority
Evaluation of practice	How can we know if we are doing 'a good job'?	
Reflection on practice	How can we foster a learning climate about this topic among staff?	
Innovation of practice	How can we innovate our practice on this topic?	
Staff support	How can we support staff in this practice?	
Measuring impact	How can we monitor our practice and tell others about the impact of our practice?	

Question 3: Sharing information and experience about didactic approaches

	Yes	No
We are prepared to share information and experience on this topic	☐	☐

Topic 5:   Learning and teaching paradigms

Educational practices always reflect opinions and assumptions about teaching and learning. An insight in learning theories can help to broaden the scope of practices in education and can be helpful to ask better evaluation questions.

Question 1:   Learning needs in learning and teaching paradigms

Indicate on a scale from 1 to 5 how you agree with the statement:

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

Statement	1	2	3	4	5
This is a relevant topic for us	☐	☐	☐	☐	☐
We want to learn more about this topic	☐	☐	☐	☐	☐
We have experience on this topic	☐	☐	☐	☐	☐

Question 2:   Priorities in the topic: learning and teaching paradigms

This topic can be addressed from different angles. In the table below you find 5 possible angles and a brief explanation. Rank from 1 to 5 what is a priority for you.

1 = lowest priority

5 = highest priority

Focus	Statement	Priority
Evaluation of practice	How can we know if we are doing 'a good job'?	
Reflection on practice	How can we foster a learning climate about this topic among staff?	
Innovation of practice	How can we innovate our practice on this topic?	
Staff support	How can we support staff in this practice?	
Measuring impact	How can we monitor our practice and tell others about the impact of our practice?	

Question 3:   Sharing information and experience about learning and teaching paradigms

	Yes	*No*
We are prepared to share information and experience on this topic	☐	☐

2.2. Defining priorities among the topics

Please, rank the topics discussed under 2.1. in order of priority to you/your institute.
1 = lowest priority
5 = highest priority

Topics		Priority
Topic 1	Assessment of students	
Topic 2	Designing a program	
Topic 3	Evaluation of a course	
Topic 4	Didactic approaches	
Topic 5	Learning and teaching paradigms	

2.3. Remarks

If you want to add a comment about the questions asked about 'quality in education', please write it in the box below.

3. Quality assurance at an institutional and (inter)national level

Introduction

Quality in education is about educational practices. However, these practices are also influenced and shaped by expectations of external actors, agencies, guidelines and legislation. Globally there is a lot of variation in quality assurance models and practices.

In this part of the questionnaire, you will find two sets of questions.

The first set of questions wants to map the diversity of contexts all Educational Network partners have to deal with.

The second set of questions wants to know more about your learning needs in quality assurance mechanisms.

After this, you will be asked to give a priority to the topics discussed.

3.1. Context information about 'quality assurance mechanisms'

Question 1:   Do you have to respond to quality assurance frameworks?
The concept 'quality assurance frameworks' is used as an umbrella concept for all kinds of guidelines, regulations, rules or legislation you have to be accountable to.

Do you have to respond to the following quality assurance frameworks?	*Yes*	*No*	*I don't know*
National frameworks on quality in education	☐	☐	☐
University frameworks on quality in education	☐	☐	☐
Government regulations	☐	☐	☐
Professional associations	☐	☐	☐
Other: *(Please describe)*	☐	☐	☐

Question 2:   Are (some of) the training or educational programs you offer currently accredited?
Please, answer only for the programs you offer as a partner of the Educational Network.

Are (some of) the training programs you offer currently accredited?	*Yes*	*No*	*I don't know*
Accredited by a university body	☐	☐	☐
Accredited by a national body	☐	☐	☐
Accredited by a government body	☐	☐	☐
Accredited by an international body	☐	☐	☐
Accredited by a professional body	☐	☐	☐
Other: *(Please describe)*	☐	☐	☐

Question 3: Is it important for you that (some of) the training or educational programs you offer will be accredited in the future?

Please, answer only for the programs you offer as a partner of the Educational Network.

Are (some of) the training programs you offer currently accredited?	Yes	No	I don't know
Accredited by a university body	☐	☐	☐
Accredited by a national body	☐	☐	☐
Accredited by a government body	☐	☐	☐
Accredited by an international body	☐	☐	☐
Accredited by a professional body	☐	☐	☐
Other: *(Please describe)*	☐	☐	☐

Question 4: Do you work with the following quality mechanisms?

The table below lists a range of possible mechanisms to improve quality in education. Some of the mechanisms focus on a course level, other mechanisms focus on an institutional level.

Do you work with the following quality mechanisms?	Yes	No	I don't know
Improvement of courses through informal deliberation.	☐	☐	☐
Improvement of courses through formal deliberation.	☐	☐	☐
Selection of students	☐	☐	☐
Limiting the number of students in a group	☐	☐	☐
Formal self – evaluation of a course	☐	☐	☐
Peer review by outside experts	☐	☐	☐
Performance indicators	☐	☐	☐
Quality audit	☐	☐	☐
Other: *(Please describe)*	☐	☐	☐

3.2. Defining learning needs

Topic 1:	How to conduct a self-evaluation of training programs

Choosing and implementing didactic approaches is linked to course goals, but also to student learning styles, to the development of teaching material and to resources available.

Question 1:	Learning needs

Indicate on a scale from 1 to 5 how you agree with the statement:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

Statement	1	2	3	4	5
This is a relevant topic for us	☐	☐	☐	☐	☐
We want to learn more about this topic	☐	☐	☐	☐	☐
We have experience on this topic	☐	☐	☐	☐	☐
This is a relevant topic, but it is outside the scope of the educational network	☐	☐	☐	☐	☐

Question 2:	Sharing information and experience

	Yes	No
We are prepared to share information and experience on this topic	☐	☐

Topic 2:   Staff involvement in quality assurance mechanisms
Literature reports some of the following possible questions and problems on this topic: involvement in quality assurance mechanisms is sometimes considered as 'not the core job of academic staff', management and staff develop sometimes different and contradictory views on 'quality', ...

Question 1:   Learning needs

Indicate on a scale from 1 to 5 how you agree with the statement:
1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

Statement	1	2	3	4	5
This is a relevant topic for us	☐	☐	☐	☐	☐
We want to learn more about this topic	☐	☐	☐	☐	☐
We have experience on this topic	☐	☐	☐	☐	☐
This is a relevant topic, but it is outside the scope of the educational network	☐	☐	☐	☐	☐

Question 2:   Sharing information and experience

	Yes	*No*
We are prepared to share information and experience on this topic	☐	☐

Topic 3: **Quality assurance mechanisms and related problems of efficacy and cost–effectiveness**

Research literature indicates the following possible problems with efficacy and cost - effectiveness: administrative burden on staff, increase of bureaucratic procedures and paperwork, "window–dressing", stress among academic staff, ...

Question 1: **Learning needs**

Indicate on a scale from 1 to 5 how you agree with the statement:
1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

Statement	1	2	3	4	5
This is a relevant topic for us	☐	☐	☐	☐	☐
We want to learn more about this topic	☐	☐	☐	☐	☐
We have experience on this topic	☐	☐	☐	☐	☐
This is a relevant topic, but it is outside the scope of the educational network	☐	☐	☐	☐	☐

Question 2: **Sharing information and experience**

	Yes	*No*
We are prepared to share information and experience on this topic	☐	☐

Topic 4:	How to develop a policy on 'quality in education'

Question 1:	Learning needs

Indicate on a scale from 1 to 5 how you agree with the statement:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

Statement	1	2	3	4	5
This is a relevant topic for us	☐	☐	☐	☐	☐
We want to learn more about this topic	☐	☐	☐	☐	☐
We have experience on this topic	☐	☐	☐	☐	☐
This is a relevant topic, but it is outside the scope of the educational network	☐	☐	☐	☐	☐

Question 2:	Sharing information and experience

	Yes	No
We are prepared to share information and experience on this topic	☐	☐

3.3. Defining priorities among the topics in 'quality assurance at an institutional and (inter)national level'

Please, rank the topics discussed under 3.2 in order of priority to you/your institute.
1 = lowest priority
4 = highest priority

Topics		Priority
Topic 1	How to conduct a self-evaluation of training programs	
Topic 2	Staff involvement in quality assurance mechanisms	
Topic 3	Quality assurance mechanisms and related problems of efficacy and cost – effectiveness	
Topic 4	How to develop a policy on quality in education	

3.4. Defining priorities among levels in quality in education

Quality in education is addressed on different levels. The first level is the course and teaching level (part 2 of this questionnaire); the second level is the level of quality assurance mechanisms (part 3 of this questionnaire). Please indicate which priority you would like the Educational Network to give to each of these levels.
1 = lowest priority
2 = highest priority

Level		Priority
Level 1	Quality in education on a course and teaching level	
Level 2	Quality assurance at an institutional and international level	

3.5. Remarks

If you want to add a comment about the questions asked about 'quality assurance at an institutional and international level', please write it in the box below.