

**INDEPENDENT KAZAKH AGENCY FOR QUALITY ASSURANCE IN
EDUCATION**



THEMATIC ANALYSIS

"HIGHER EDUCATION INSTITUTION WITH STUDENTS' EYES"



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"Higher education institution with students' eyes"

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I. Introduction

The Bologna process, which aims to create European Higher Education Area (EHEA), in last few decades, has been the object of attention and interest of scholars, politicians and global community in general. In higher education systems of 50 country-members of the Bologna process, the reforms are implemented in the frame of the following basic principles:

- a comparable diploma of higher education or postgraduate education
- a unified mechanism of accounting scope of gained knowledge of students in terms of ECTS - European Credit Transfer System
- the mobility of students and teaching staff
- a three-tier system of education
- a life-long learning
- an integration of research and education
- the openness of the European Union in research and education
- a quality assurance of higher education.

The latter has always been a core value of the European universities in their 800-year history of formation and development. In particular, in the early 90's in a massification of higher education and a sharp reduction in the budget, the quality of education was challenged and became an issue.

To increase the level of student mobility through the Erasmus exchange program the European countries intended to ensure the comparability of the quality of foreign and domestic education. In this regard, the European Commission, originally organized a small group, consisting of the Ministers of Education of several countries and agencies. At that time, not all European countries had national agencies. For instance, the external quality assurance agencies were in place only in Denmark, France, the Netherlands and the UK, while Finland and Norway were preparing for the establishment of quality assurance agencies in the frame of the pilot projects. Sweden and Spain were only at the stage of consideration of this issue¹.

Thus, in 1991, to assess the state of quality assurance mechanisms of European countries, the European Commission launched a pilot project in which EU member countries were surveyed. The results of this project, published in 1994-1995, demonstrated the feasibility of dissemination of good practices and cooperation in the field of quality assurance. Therefore, the quality assurance of higher education has become a cornerstone of the Bologna process, which involves the European cooperation and the use of unified criteria and methodology². In turn, cooperation in the field of quality assurance aimed at achieving comparability of qualifications and the mobility of students, academics and labor on the entire EHEA.

In 1998, in line with the recommendation, derived from above stated pilot project of the European Union, the Commission supported the idea of creating a

¹ENQA (2010). ENQA: 10 years (2000–2010) A decade of European co-operation in quality assurance in higher education. <http://www.enqa.eu/wp-content/uploads/2013/06/ENQA-10th-Anniversary-publication.pdf>

² European Commission: Directorate General XXII: Education, Training and Youth, Socrates: European Pilot Project for Evaluating Quality in Higher Education. The European Report, November 1995.

network of quality assurance agencies, which will contribute to ensuring the quality of higher education in the EHEA and support accreditation bodies³. As a result, in 2000 Network for Quality Assurance in Higher Education was created. Later in 2004, it was transformed into European Association for Quality Assurance in Higher Education (ENQA) an umbrella organization of quality assurance agencies, devoted to promoting and support quality assurance in EHEA. Today, apart from the affiliated members, 46 agencies from 27 countries and 2 international organizations have a membership of ENQA⁴⁵⁶.

In 2005, to develop a unified methodology and quality assurance criteria, with the participation of E4 Group, composed of ENQA, the European Students Union (ESU), the European University Association (EUA), European Association of universities (EURASHE), ENQA, have developed the first European standards and guidelines for quality assurance in the EHEA (ESG). Subsequently, ESG twice subjected to changes and additions in 2008 and 2015. ESG is a tool to ensure the quality of both higher education institutions (HEIs) and accreditation agencies⁷. Implementation of these standards is a basic requirement for the inclusion of quality assurance agencies in ENQA membership and European register of quality assurance in higher education (EQAR), which was established in 2008 in order to improve the transparency of higher education.

The EQAR registered 42 quality assurance agencies from 20 countries, most of which are represented by the agencies of Germany (8) Spain (7)⁸. In 2012, according to the results of the Bucharest communiqué, it was decided that the agency, registered in the EQAR, will be able to carry out its activities in the EHEA, if it does not contradict to national legislation of the state, where the accreditation will be conducted⁹. The findings of the international activities of EQAR quality assurance agencies have revealed that more than half of agencies, registered in this register, work at cross-border level. For example, in the period from 2009 to 2013, 26 accreditation agencies, registered in the EQAR, evaluated educational programs and educational institutions of 39 EHEA countries and 46 non -EHEA countries. However, in practice, the scope of international activity of the agencies is mostly restricted to EHEA due to national legislation barriers, while it is not always the case in non-EHEA countries. There are countries that have national accreditation agencies, and legislation, which allows counting the evaluation results of these agencies in program recognition or fund allocation. In EHEA, the largest amount of higher education programs were accredited by the

³ Council recommendation of 24 September 1998 on European cooperation in quality assurance in higher education (98/561/EC). Official Journal of the European Communities. <http://www.enqa.eu/wp-content/uploads/2013/06/Recommendation-of-the-Council-98.561.EC-of-24-September-1998.pdf>

⁴ ENQA. History. <http://www.enqa.eu/index.php/about-enqa/enqa-history/>

⁵ ENQA. Affiliates. <http://www.enqa.eu/index.php/enqa-agencies/affiliates/>

⁶ ENQA. Members. <http://www.enqa.eu/index.php/enqa-agencies/members/full-members/>

⁷ ENQA (2015). Standards and Guidelines for Quality Assurance in the European Higher Education Area. <http://www.enqa.eu/index.php/home/esg/>

⁸ EQAR. Quality Assurance Agencies Registered on EQAR. <https://www.eqar.eu/register/search.html>
9EHEA. Bucharest Communiqué, 2012.
<http://www.ehea.info/Uploads/%281%29/Bucharest%20Communique%202012%281%29.pdf>

agencies, registered in EQAR, in Kazakhstan (57), Russia (16) and Austria (8), which have their national agencies¹⁰¹¹.

II. Literature review

Students in the process of quality assurance in higher education

One of the current issues and fundamental principles of the Bologna process is the involvement of stakeholders, including students, in the quality assurance process¹². The student is a consumer of educational services, one of the interested parties of higher education, who, according to the definition of E. Freeman "is effected by, or may participate in achieving the goals of an organization"¹³¹⁴. Moreover, students represent the only group of people, who is able to perceive the circumstances from the perspective of learner and consumer. Students are the investors of time and money in higher education. Despite the fact that some studies have questioned the appropriateness of engaging students in the quality of higher education, referring to the lack of appropriate expertise, experience and motivation, both in theory and in practice, they are considered as the most significant representatives of higher education concerned¹⁵¹⁶¹⁷¹⁸¹⁹²⁰.

The literature suggests that students are involved in the quality assurance procedures at institutional (internal), national and international (external) levels. On the internal or institutional level, students participate 1) in polls, focus groups on a regular basis, etc. to ensure the internal quality of HEIs; 2) in the preparation of self-report as a member of the group, responsible for the self-report. On the external level, students are engaged in quality assurance as external audit experts and members of the Accreditation Board in accreditation agencies²¹. However, the students' participation in quality assurance is still one of less studied aspects of

¹⁰ EQAR (2014). Annual report. <https://www.eqar.eu/documents/reports/annual-report-2014.html>

¹¹ EQAR. (2014). Recognising International Quality Assurance Activity in the European Higher Education Area (RIQAA)http://www.eqar.eu/fileadmin/documents/eqar/riqaa/WP5_RIQAA_Report_final.pdf

¹² European University Association (EUA). (2010). Examining quality culture: part 1 – quality assurance processes in higher education institutions. Brussels: EUA. Ministers responsible for Higher Education in the countries participating in the Bologna.

¹³ Burrows, J. (1999). Going beyond labels: A framework for profiling institutional stakeholders. *Contemporary Education*, 70(4), 5–10.

¹⁴ Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Boston: Pitman.

¹⁵ Elassy, N. (2013). A model of student involvement in the quality assurance system at institutional level. *Quality assurance in education European Association for Quality Assurance in Higher Education (ENQA)*. (2005). *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. Helsinki: ENQA.

¹⁶ Wiberg, L.K. (2006). The role of students in the external review of QA agencies: A comparative reflection with the external review of higher education institution. In *Student involvement in the processes of quality assurance agencies*. Helsinki: European Association for Quality Assurance in Higher Education (ENQA). pp.8-11.

¹⁷ Ben Jongbloed, Jurgen, Carlo Salerno Enders (2008). Higher education and its communities: Interconnections, interdependencies and a research agenda *Higher Education*, 56:303–324.

¹⁸ Hill, F. (1995). Managing service quality in higher education: the role of the student as primary consumer. *Quality Assurance in Education*, 3(3), 10–21.

¹⁹ McDowell, L., and Sambell, K. (1999). Fitness for purpose in the assessment of learning: Students as stakeholders. *Quality in Higher Education*, p.5.

²⁰ Jongbloed, B., Enders, J., and Salerno, C. (2008). Higher education and its communities: Interconnections, interdependencies and a research agenda. *Higher Education*, 56, 303–324.

²¹ Palomares, F.M. G. (2012). Consequences of the Student Participation in Quality Assurance, Why should there be students involved in QA? In *European Higher Education at the Crossroads. Between the Bologna Process and the National Reforms*. Part 1. New York: Springer. 361-373 p.p.

accreditation, though this issue has been considered for almost two decades, which is reflected further.

Since 2001, within the framework of the Bologna process, students have been considered as partners in quality assurance of higher education. According to the Prague communiqué, the students were recognized as full partners in higher education and their involvement in the quality assurance process became mandatory²². As a result, from 2003 the students' voice started to be taken into consideration by European agencies, however, the extent of their actual participation in the process of quality assurance was limited. Moreover, according to findings of ESU report all this did not contribute to any changes in the activities of HEIs²³.

After a couple of years, since 2005, on the basis of the Berlin communiqué and according to ESG students began to participate in the evaluation of educational programs in the external audits and accreditation councils^{24,25,26}. The findings of ENQA study in 2006 revealed that the vast majority of its agency - members (17 out of 31 member agencies) attracted students as members of the expert panel and conducted training courses for students-experts²⁷. According to ESG new wording, adopted by the Conference of Ministers in Yerevan in May 2015, students must be actively involved in the process of quality assurance of higher education. In this regard, the accreditation agencies need to engage stakeholders, particularly students in their activities. For example, according to ESG students, along with HEIs and its employees, are responsible for the quality of higher education (standard 1.1.). The students are involved in the system of internal (Standards 1.7, 1.9) and external quality assurance of HEIs and educational programs through participation in the development of accreditation methodology (standard 2.3) and peer-review along with representatives of academia, employers and international experts. In addition, before the start of the audit the agency is required to conduct briefing and training for all members of the expert group, including students (the standard 2.4)²⁸.

For comparison, analysis of 11 (AKKORK, BAC, Fundación para el Conocimiento Madrimasd, HQA, NEA, CSUCY, NAA, SQAA, NCPA, VLUHR QAU, HAC) external review reports of ENQA-full members of the Agency for 2015 shows that almost all the considered 11 agencies attract students as members

22 Process. (2001).Prague Communiqué. Prague: Ministerial conference. Ministers responsible for Higher Education in the countries participating in the Bologna.

23 The European Students' Union (2003). Bologna with student eyes 2003.(URL <http://esu.ukmsl.net/resources/6068/Bologna-With-Student-Eyes-2003/>)

24 Process.(2003).Berlin Communiqué.Berlin: Ministerial conference

25 European Association for Quality Assurance in Higher Education (ENQA).(2005). Standards and Guidelines for Quality Assurance in the European Higher Education Area. Helsinki: ENQA

26 Organization for Economic Co-operation and Development (OECD).(2005). Guidelines for quality provision in cross-border higher education.OECD/UNESCO. Paris:Organization for Economic Co-operation and Development, United Nations Educational Scientific and Cultural Organization (UNESCO). (2005). Guidelines for Quality Provision in Cross-border Higher Education. Paris: UNESCO

27 Dearlove, R. (2006).Student involvement in external quality assurance: Results of preliminary survey. In Student involvement in the processes of quality assurance agencies.Helsinki: European Association for Quality Assurance in Higher Education (ENQA).pp. 32-40.

28 ENQA (2015). Standards and Guidelines for Quality Assurance in the European Higher Education Area. <http://www.enqa.eu/index.php/home/esg/>

of the expert group, with the exception of HQA, the activity of which is limited by local law. Moreover, the involvement of students for some of them (AKKORK, NEA, ACSUCYL, NAA) is an innovation that has been introduced as a reference to ENQA`s recommendation, developed in the previous review.

The students for external audits are recruited through student organizations and upon their recommendations. To prepare students for expert`s role agencies conduct briefings and seminars for them. One of the means of gathering information from students of the institutions, being accredited, during the external visit is an interview²⁹.

However, the results of ESU studies conducted between 1999 and 2015 show that over the entire period of implementation of the Bologna process students have not been sufficiently involved in the quality assurance process. For example, along with the bureaucracy and the lack of appropriate treatment of students as equal partners, the lack of students` awareness with the procedure of accreditation and training, provided for them, are considered as one of the main obstacles to students` participation in quality assurance. More than 50% (17 of 37) of ESU student organizations suggest provide students with the briefing to ensure their full participation in quality assurance processes³⁰.

In the USA, students are mostly involved in the internal quality assurance and preparation of a report on self-assessment of the institution. As to external review, students are not presented in a peer-review team, but they could be included in accreditation board of agencies as public representatives, since along with faculty and administrative staff of HEIs, 1/7 of the board is composed of community members. However, this has a non-regulatory nature³¹³²³³³⁴.

III. Methodology

In order to identify the level of students` view on the quality of educational services of HEIs, students` responses to anonymous questionnaire "Satisfaction of students with the learning outcomes", which was conducted by the Independent Kazakh agency for quality assurance in education (IQAA) during external review in the frame of institutional and specialized accreditation in 2014-2015, were analyzed.

To have an appropriate representation of each considered HEI the purposive sampling was applied, since the number of responses from sample HEIs varied depending on students` population and the type of conducted accreditation. In

²⁹ENQA. Review reports and decisions. <http://www.enqa.eu/index.php/reviews/review-reports-and-decisions/>

³⁰ESU (2015). Quality assurance. Bologna with students` eyes. (URL <http://bwse2015.esu-online.org/Quality+Assurance>).

³¹ The New England Association of Schools and Colleges. Policy on selection, ethics and responsibilities of Commissioners. 2013. (URL http://cihe.neasc.org/downloads/POLICIES/Pp10_Selection_Ethics_Responsibilities_Of_Commissioners.pdf).

³² The Southern Association of Colleges and Schools Commission on College. (2013). Member of Board of Trustees. (URL <http://www.sacscoc.org/commorg1.asp>).

³³ 20. The Western Association of Schools and Colleges. Peer Review Committees. - 2013. (URL <http://www.wascenior.org/about/committees>).

³⁴ 21. The Western Association of Schools and Colleges. Commissioners. - 2013. (URL <http://www.wascenior.org/commission/commissioners>).

specialized accreditation only definite program students are questioned and interviewed, thus, they are less representative for the whole HEI, however, the sample can be illustrative in terms program it presents.

Thus, the average number of responses was 50 from each HEI with nearly equal number of representatives from different programs and levels of education (undergraduate and postgraduate). In total the sample consisted of 552 students from 11 out of 54 HEIs, accredited by the agency (Appendix 1 and 2).

To assure confidentiality the names of sample HEIs were coded. The sample consisted of (code of HEIs is in bracket):

- 3 multidisciplinary (VSA, MSA3, KSA3)
- 4 humanities (AIA, FIA, KSA2, KSA4)
- 1 educational (KSA1)
- 1 medical (MSA2)
- 1 arts (KIA)
- 1 technical (MSA) HEIs.

The questionnaire aims to identify the motivation and satisfaction of students with the following aspects of HEI:

- the logistical and information support of HEIs
- issues in learning
- the assessment
- the use of ICT and facilities in teaching
- the professional level of teaching staff
- the quality of the educational process
- the support for underperforming
- the information support of the educational process

To check the validity of the obtained data, they were compared with the results of similar studies.

IV. Analysis and discussion

The analysis of data, gained from the questionnaires, shows that there are two main motivations that influenced students to choose the institution to pursue a degree. They are quality and reputation of HEIs (Appendix 3).

In general, the majority of respondents are satisfied with the quality of services, provided by considered institutions. For example, 92% have no complaints about the quality of the educational process (Appendix 9). 93% believe that they have all required information and materials (a guide, the academic calendar, catalogs of elective courses, syllabi) (Appendix 4), as well as 90% approve that underperforming students are well facilitated (Appendix 10).

On average, 83% of respondents are fully satisfied with resources of HEIs, provided for them (Appendix 11), and applied by the academics in teaching (86%) (Appendix 7).

As to teaching, 93% of students are highly satisfied with teaching staff (Appendix 8) and less happy with formative and summative assessment (87%) (Appendix 6).

However, along with the above stated positive feedback, the students point out a set of challenges related to learning arrangements (scheduling, assessment of knowledge, organization of independent activities, placements) (24%) and teaching (16%) (Appendix 5).

Furthermore, the low quality of food and inappropriate price policy in student canteens (37%) were among stated problems. The former particularly is the case for students of almost half of the sample HEIs: KSA2 (57%), AIA(40%), KSA 1 (48%), MSA2 (46%) and FIA (45%). The analysis of the responses of students of different levels of education (undergraduate and postgraduate) revealed that this difficulty is mostly affected by 46% of residents (MSA2) and 58% of doctoral students (AIA) (Appendix 5 and 12).

Interestingly that these findings are quite similar to those of some foreign and national studies. For comparison, the results of the survey, conducted by EUROSTUDENT in 2012-2015, show that a poll of students and undergraduates as well as students of supplementary education centers of 29 European countries are highly satisfied with teaching and facilities of HEIs. The share of highly satisfied with the above aspects is 65% and 64%, respectively. However, there are differences in our results. The organization of educational process and scheduling to a lesser extent in line with expectations of 55% in EUROSTUDENT survey , while our rate is less than half³⁵.

As it was stated earlier, our results are comparable to those obtained by other Kazakhstani studies. For example, the Center for Study of Public opinion (CIOM) questionnaired 1879 bachelor and master`s programs students of HEIs in the cities of Astana, Almaty, Karaganda, Aktobe and Semey. The survey revealed that more than a half of respondents are highly satisfied with the quality of infrastructure (library, computers, classrooms, etc.) (55, 3 %), attitude of teaching staff to students (55, 3%), the quality of teaching (52, 5%) and 44, 6% are less happy with scheduling³⁶.

Despite the similarity of the results it should be noted that our study was conducted under somewhat different conditions than aforesaid surveys, which consequently could impact on its result since in our case a survey was carried out during peer-review, where students were asked to assess the quality of work of their institution, the outcome of which could affect the accreditation results.

³⁵ EUROSTUDENT. Social and Economic Conditions of Student Life in Europe.- W. Bertelsmann Verlag GmbH & Co. KG. http://www.eurostudent.eu/download_files/documents/EVSynopsisofIndicators.pdf

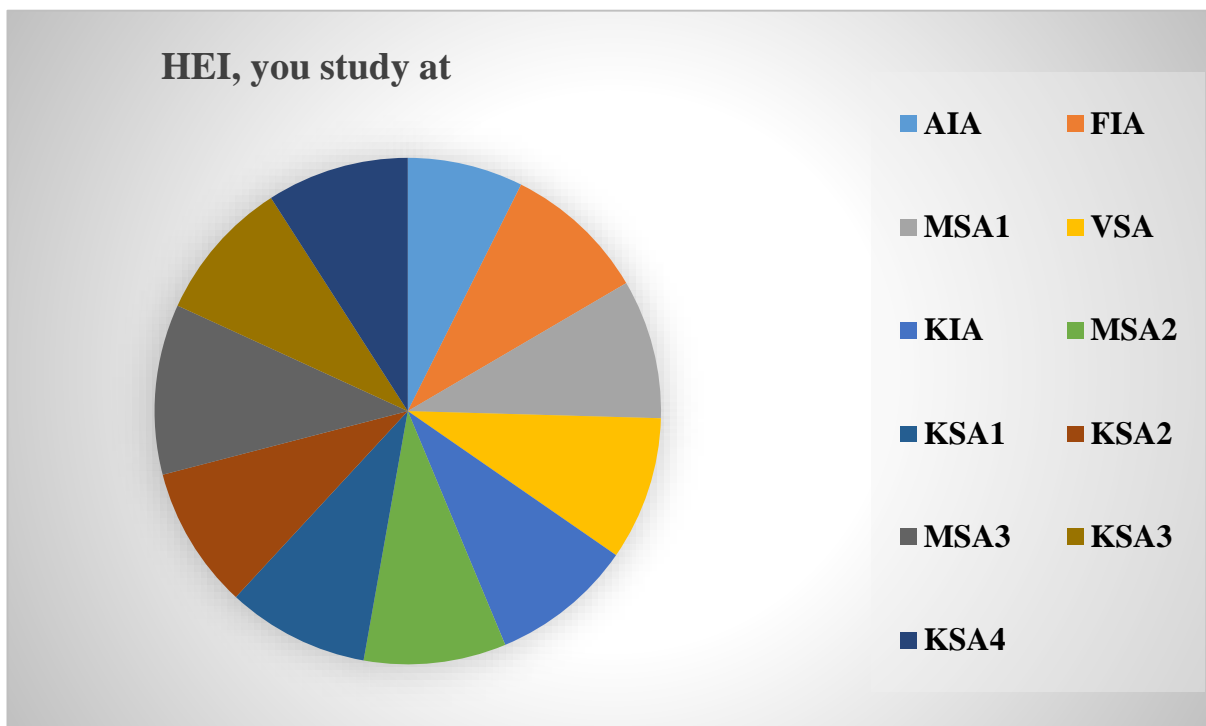
³⁶ Alymbekova G.T., Shabdenova A.B. Social well-being of Kazakhstani students //Higher school of Kazakhstan.-2014.-№3.-91-96 pp.

V. Conclusion

Summarizing all before stated issues it could be said that there is a generally approved agreement among Bologna countries on the active involvement of students in quality assurance process, which is reflected in Ministerial conferences and ESG. Thus, all agencies dealt with accreditation of institutions and programs are obliged to engage students in internal and external levels of quality assurance to be eligible to have a membership of ENQA and EQAR. In this sense, survey and/or interview the students of reviewed program or institution is one of the types of participation, which plays a vital role in the whole process of accreditation, since the level of students` satisfaction with HEI is one of the indicators that is taken into account during decision making process.

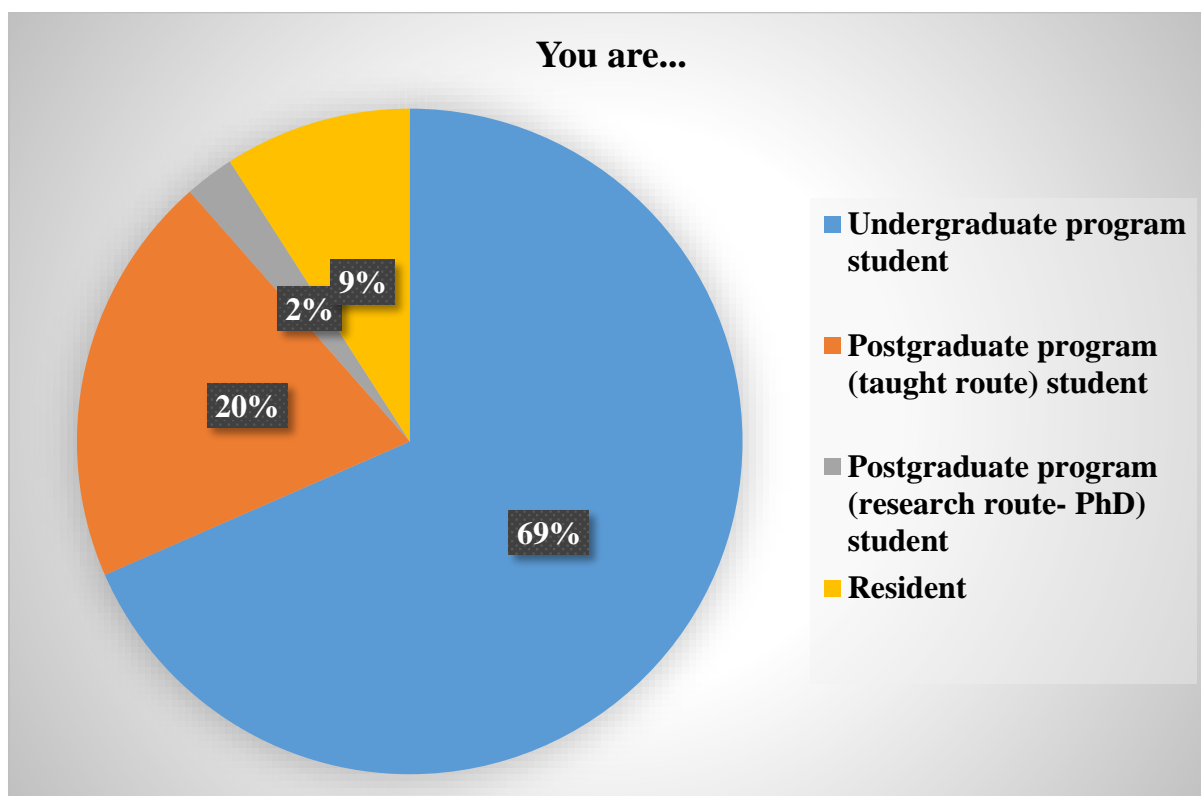
The study reveals that most of the surveyed students of Kazakhstani HEIs are happy with the quality education and facilities, which coincides with some national and international research results. However, they are less satisfied with learning arrangements, the quality of food and pricing in canteens.

Appendix 1

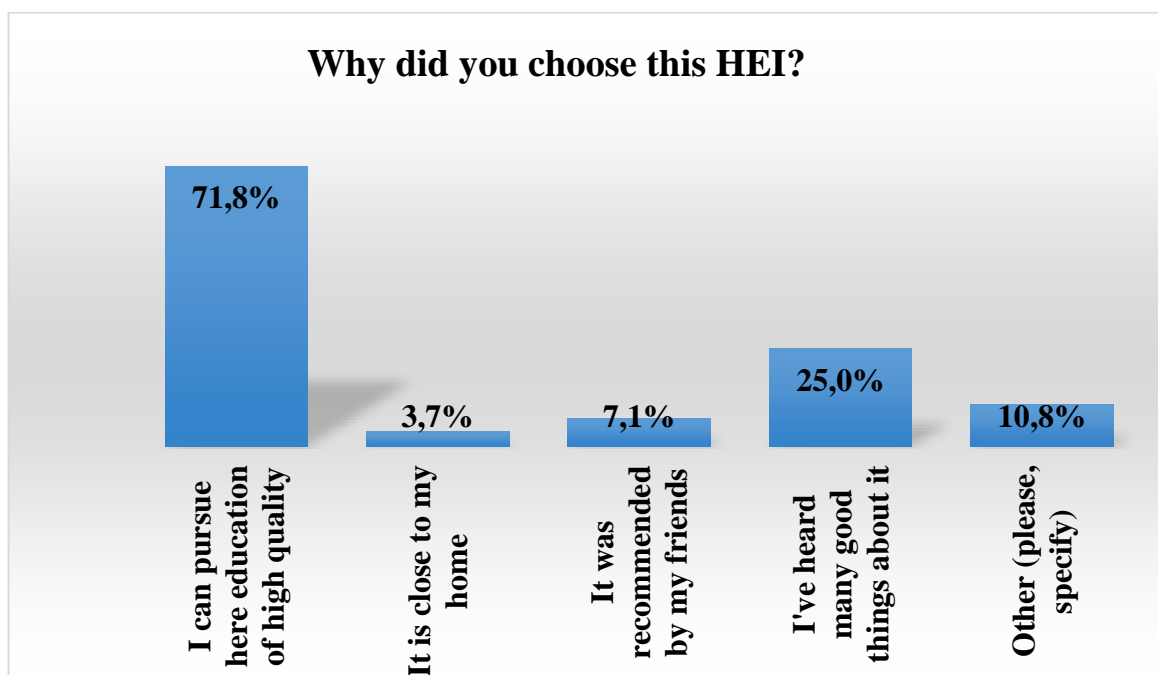


| HEI | | |
|-----------------------|-----------------------|------------------------------|
| Answer options | % of responses | Quantity of responses |
| AIA | 7,4% | 41 |
| FIA | 9,2% | 51 |
| MSA1 | 8,9% | 49 |
| VSA | 9,2% | 51 |
| KIA | 9,1% | 50 |
| MSA2 | 9,1% | 50 |
| KSA1 | 9,1% | 50 |
| KSA2 | 9,1% | 50 |
| MSA3 | 10,9% | 60 |
| KSA3 | 9,1% | 50 |
| KSA4 | 9,1% | 50 |
| Total | | 552 |
| Skipped | | 0 |

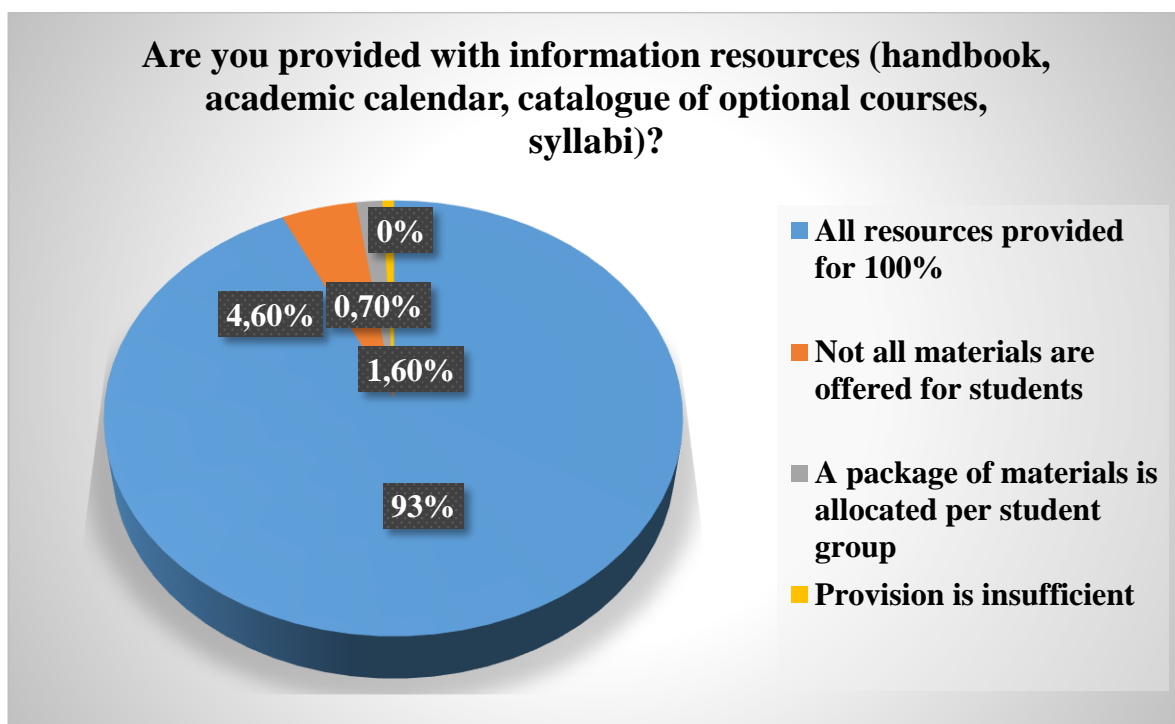
Students` population



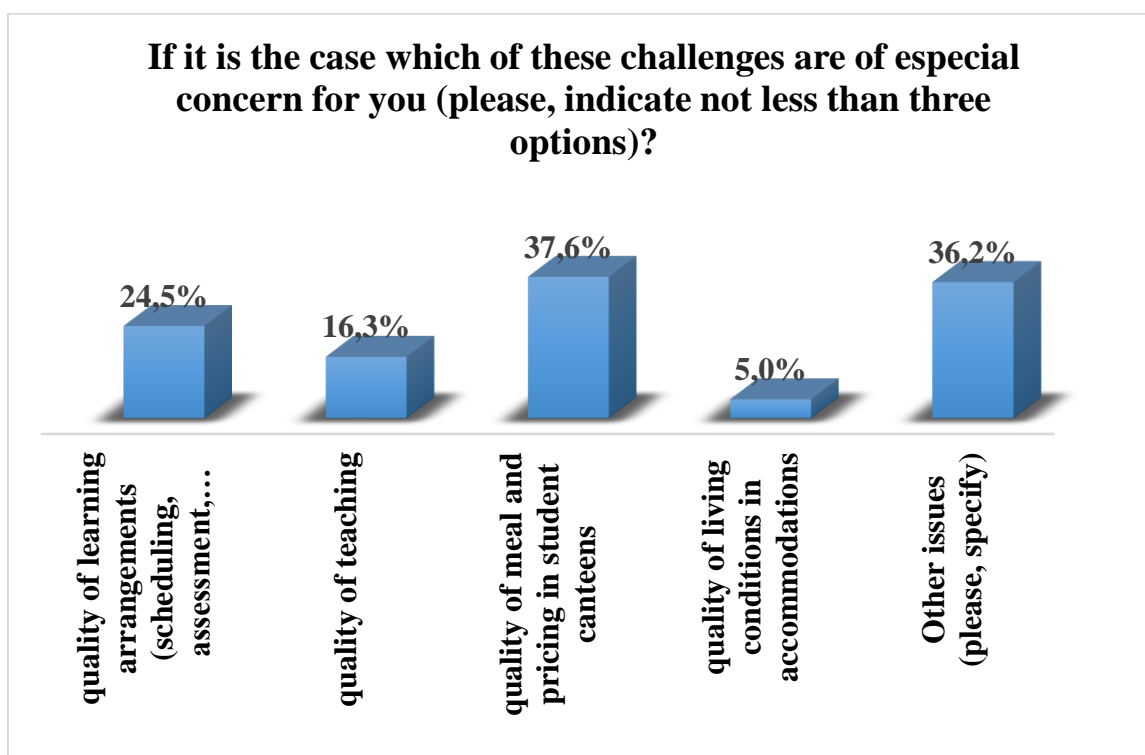
| You are | | |
|--|----------------|-----------------------|
| Answer options | % of responses | Quantity of responses |
| Undergraduate program student | 68,5% | 378 |
| Postgraduate program (taught route) student | 20,1% | 111 |
| Postgraduate program (research route- PhD) student | 2,4% | 13 |
| Resident | 9,1% | 50 |
| Total | | 552 |
| Skipped | | 0 |



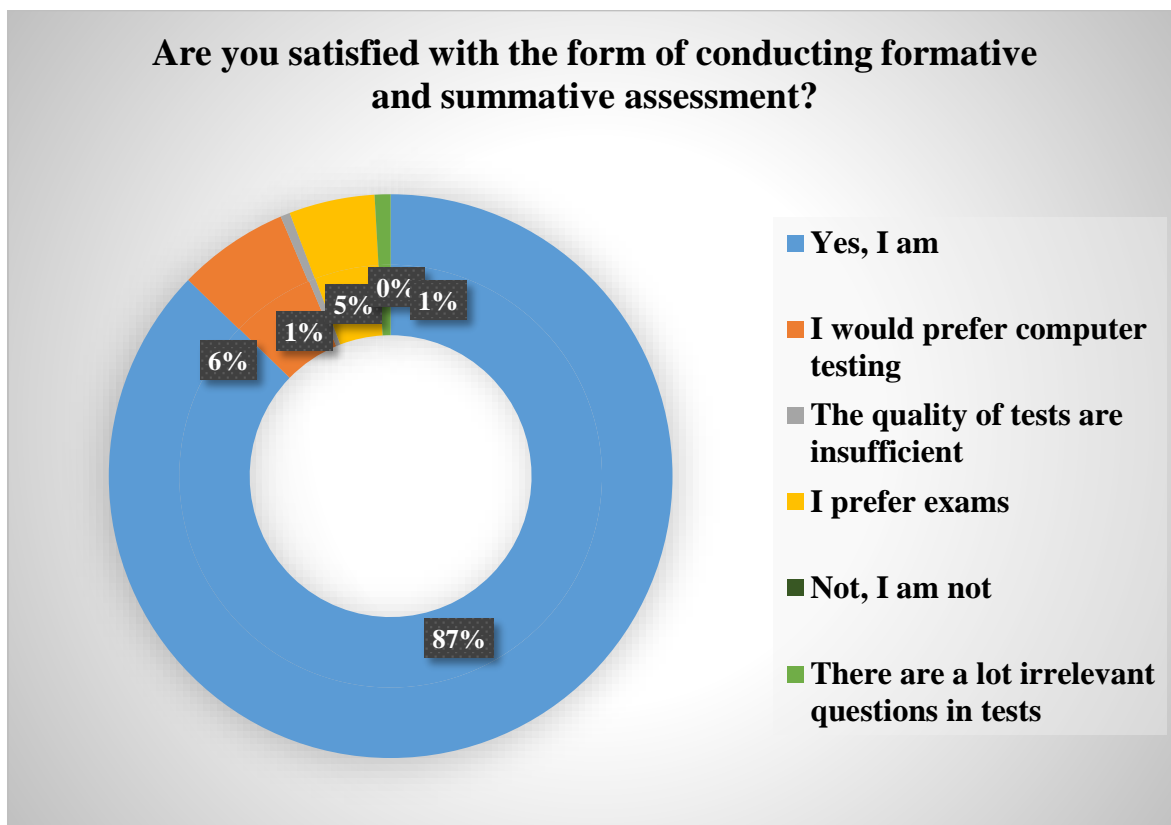
| Why did you choose this HEI? | | |
|--|-----------------------|------------------------------|
| Answer options | % of responses | Quantity of responses |
| I can pursue here education of high quality | 71,8% | 393 |
| It is close to my home | 3,7% | 20 |
| It was recommended by my friends | 7,1% | 39 |
| I've heard many good things about it | 25,0% | 137 |
| Other (please, specify) | 10,8% | 59 |
| Total | | 547 |
| Skipped | | 5 |



| Are you provided with information resources (handbook, academic calendar, the catalogue of optional courses, syllabi)? | | |
|---|-----------------------|------------------------------|
| Answer options | % of responses | Quantity of responses |
| All resources provided for 100% | 93,1% | 510 |
| Not all materials are offered for students | 4,6% | 25 |
| A package of materials is allocated per student group | 1,6% | 9 |
| Provision is insufficient | 0,7% | 4 |
| Not provided | 0,0% | 0 |
| Total | | 548 |
| Skipped | | 4 |

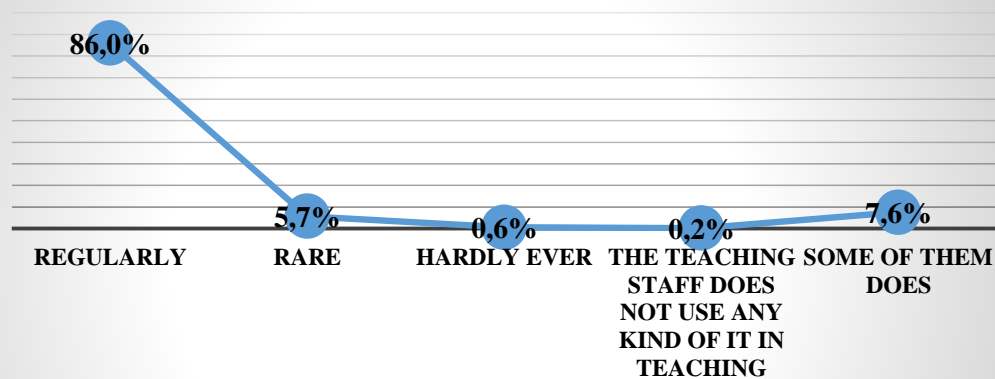


| If it is the case which of these challenges are of especial concern for you (please, indicate not less than three options)? | | |
|--|-----------------------|------------------------------|
| | % of responses | Quantity of responses |
| Quality of learning arrangements (scheduling, assessment, arrangement of independent learning and placements) | 24,5% | 122 |
| Quality of teaching | 16,3% | 81 |
| Quality of meal and pricing in student canteens | 37,6% | 187 |
| Quality of living conditions in accommodations | 5,0% | 25 |
| Other issues (please, specify) | 36,2% | 180 |
| Total | | 497 |
| Skipped | | 55 |



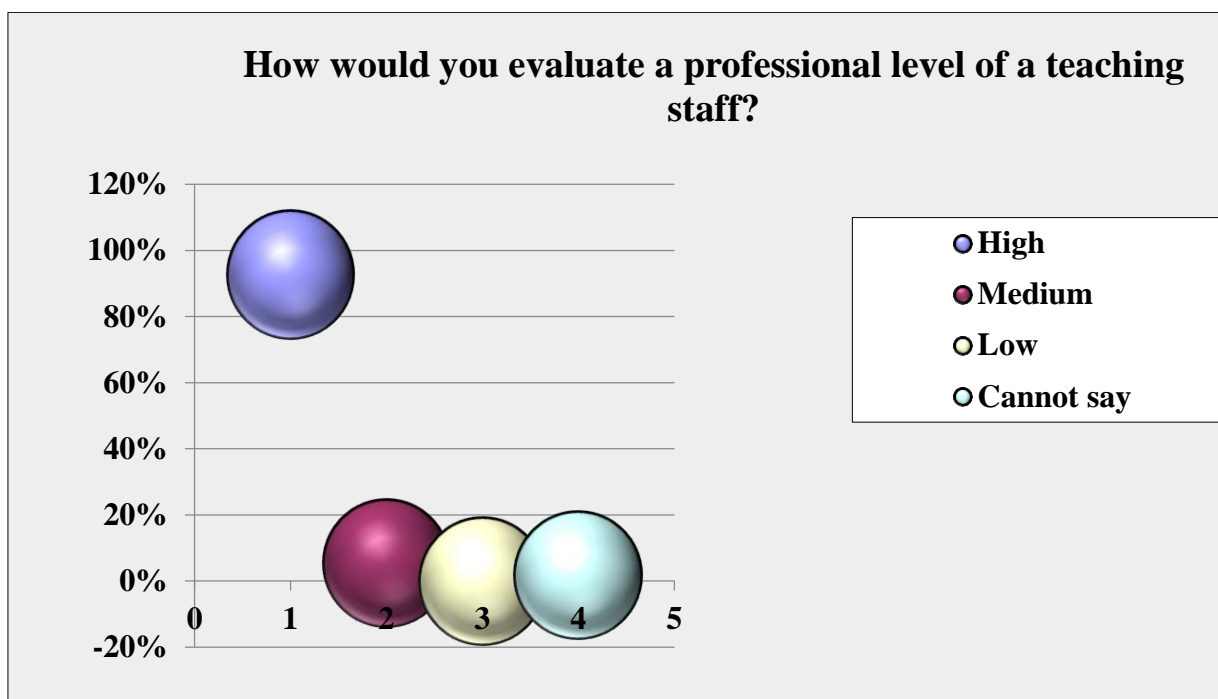
| Are you satisfied with the form of conducting formative and summative assessment? | | |
|---|----------------|-----------------------|
| Answer options | % of responses | Quantity of responses |
| Yes, I am | 87,2% | 479 |
| I would prefer computer testing | 6,4% | 35 |
| The quality of tests is insufficient | 0,5% | 3 |
| I prefer exams | 4,9% | 27 |
| Not, I am not | 0,0% | 0 |
| There are a lot of irrelevant questions in tests | 0,9% | 5 |
| Total | | 549 |
| Skipped | | 3 |

How often does the teaching staff apply IT in teaching?



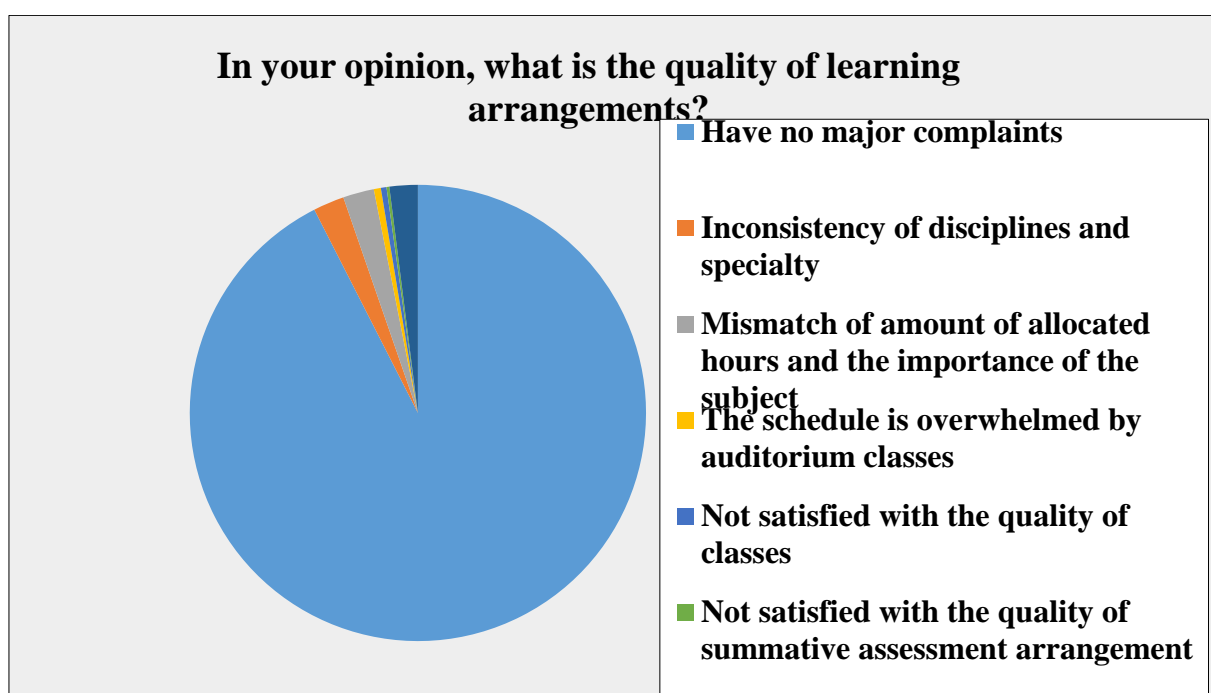
How often does the teaching staff apply IT in teaching?

| Answer options | % of responses | Quantity of responses |
|--|----------------|-----------------------|
| Regularly | 86,0% | 465 |
| Rare | 5,7% | 31 |
| Hardly ever | 0,6% | 3 |
| The teaching staff does not use any kind of IT | 0,2% | 1 |
| Some of them do | 7,6% | 41 |
| Total | | 541 |
| Skipped | | 11 |

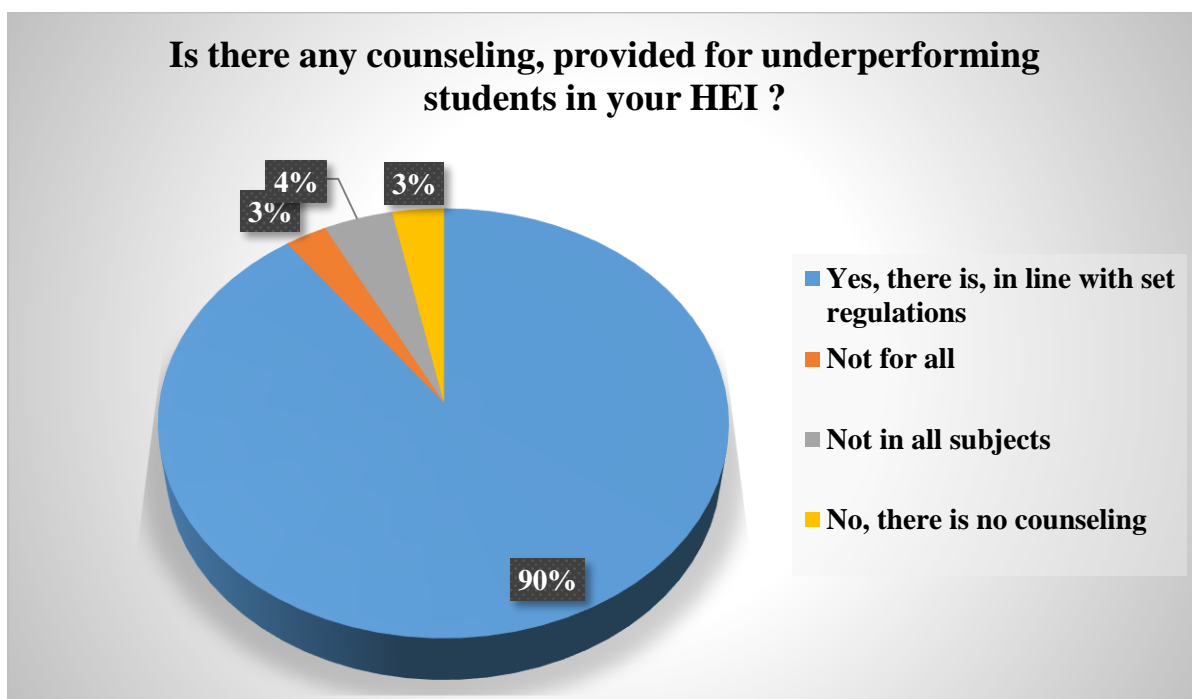


How would you evaluate a professional level of a teaching staff?

| Answer options | % of responses | Quantity of responses |
|-------------------|----------------|-----------------------|
| High | 92,7% | 507 |
| Medium | 5,5% | 30 |
| Low | 0,0% | 0 |
| Cannot say | 1,8% | 10 |
| Total | | 547 |
| Skipped | | 5 |

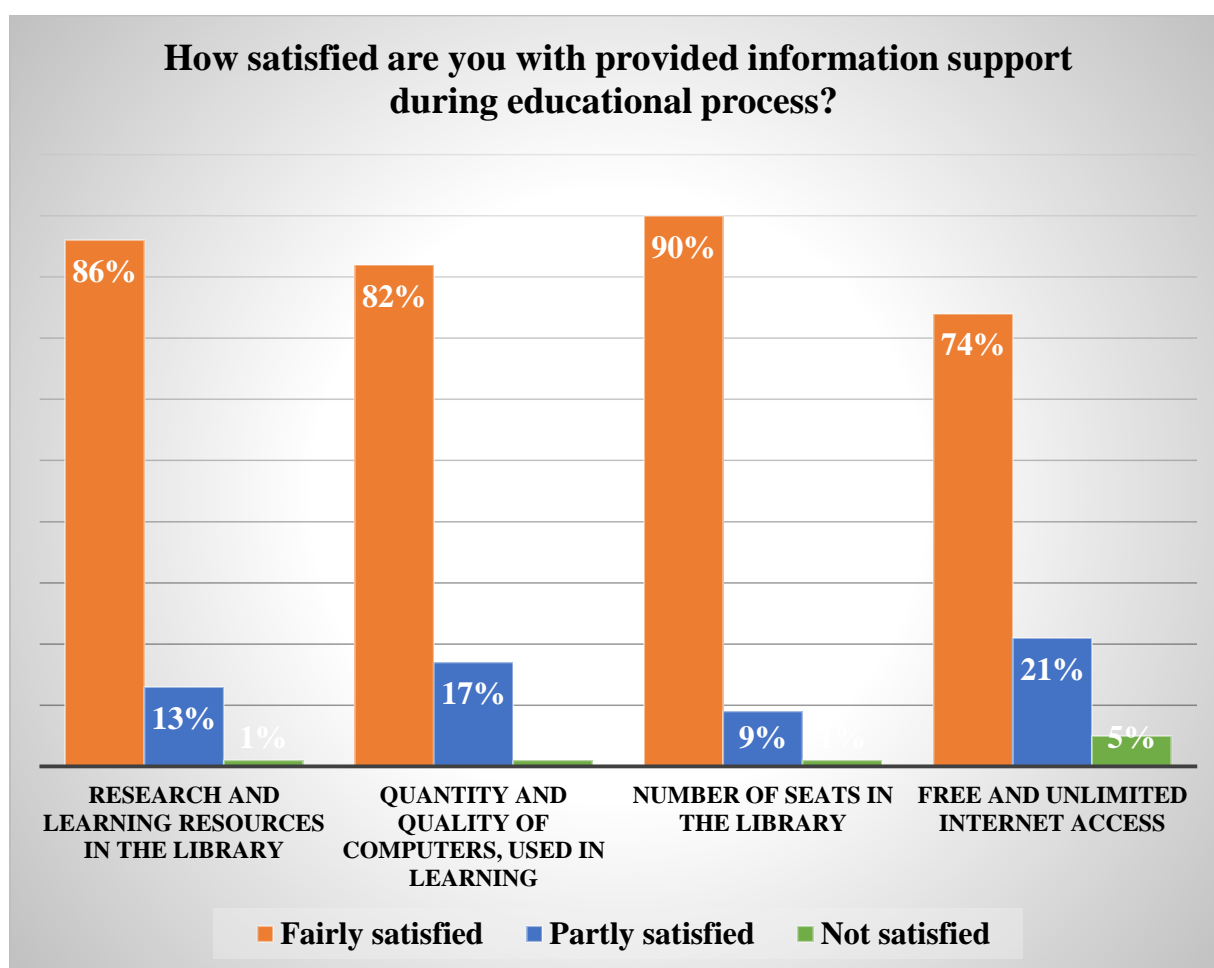


| In your opinion, what is the quality of learning arrangements? | | |
|--|-----------------------|------------------------------|
| Answer options | % of responses | Quantity of responses |
| Have no major complaints | 92,5% | 505 |
| Inconsistency of disciplines and specialty | 2,2% | 12 |
| Mismatch of amount of allocated hours and the importance of the subject | 2,2% | 12 |
| The schedule is overwhelmed by auditorium classes | 0,5% | 3 |
| Not satisfied with the quality of classes | 0,4% | 2 |
| Not satisfied with the quality of summative assessment arrangement | 0,2% | 1 |
| Other (please, specify) | 2,0% | 11 |
| Total | | 546 |
| Skipped | | 6 |



Is there any counseling, provided for underperforming students in your HEI ?

| Answer options | % of responses | Quantity of responses |
|--|----------------|-----------------------|
| Yes, there is, in line with set regulations | 89,8% | 477 |
| Not for all | 2,6% | 14 |
| Not in all subjects | 4,3% | 23 |
| No, there is no counseling | 3,2% | 17 |
| Total | | 531 |
| Skipped | | 21 |



| How satisfied are you with provided information support during the educational process? | | | | | | | |
|---|------------------|-----|------------------|-----|---------------|----|-------|
| Answer options | Fairly satisfied | | Partly satisfied | | Not satisfied | | Total |
| Research and learning resources in the library | 86% | 465 | 13% | 72 | 1% | 5 | 542 |
| Quantity and quality of computers, used in learning | 82% | 440 | 17% | 92 | 1% | 6 | 538 |
| Number of seats in the library | 90% | 485 | 9% | 47 | 1% | 5 | 537 |
| Free and unlimited internet access | 74% | 401 | 21% | 111 | 5% | 28 | 540 |

Appendix 12

**Answers of KSA 2 students to the question
“If it is the case which of these challenges are of especial concern for you
(please, indicate not less than three options)?**

| “If it is the case which of these challenges are of especial concern for you (please, indicate not less than three options)? | | |
|---|----------------|-----------------------|
| Answer options | % of responses | Quantity of responses |
| Quality of learning arrangements (scheduling, assessment, arrangement of independent learning and placements | 21,7% | 10 |
| Quality of teaching | 13,0% | 6 |
| Quality of meal and pricing in student canteens | 56,5% | 26 |
| Quality of living conditions in accommodations | 0,0% | 0 |
| Other issues (please, specify) | 21,7% | 10 |
| Total | | 46 |
| Skipped | | 4 |