



Co-funded by the
Erasmus+ Programme
of the European Union

ERASMUS+ project n° 586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP EDUQAS

Implementation of Education Quality Assurance System via Cooperation of University - Business - Government in HEIs EDUQUAS

WP3 Capacity Building : Implementation of internal QA systems

Part 1. Report on QA Unit analysis and recommendation

Part 2. Report on the SWOT analysis and recommendation of the *Donetsk State University of Management* QA UNIT



донецький державний
університет управління

Donetsk State University of Management

List of experts

P4 – Plovdiv University - Zhelyazka Raykova, Elisaveta Marekova

P6 - Université de Lorraine - Charles Ris

P7 - KhNUE – Ganna Plekhanova, Anna Belokonenko

P10 - NMAU - Oleksandr Zhadanos, Oleg Potap

P11 – AKUIRWL - Temirlan Erbosinov

P14 – NAQA – Albina Tsiatkovska, Nataliia Stukalo

May, 2020

QA Unit

Does the QA Unit exist ?		
<i>Yes, since January 2019</i>		
What is the line of authority ?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<i>According to the Division Regulations (https://dsum.edu.ua/wp-content/uploads/2019/03/Polozhennya-pro-VIDDIL-yakosti-osvity.pdf , https://dsum.edu.ua/quality/) QA Unit submits to the Rector and reports about its activities to the Academic Council and the Rector of the University.</i>	<i>Department has already existed. QAD is autonomous but functions in line with the general University mission. Since the process of establishing an internal quality assurance system is at an early stage, it is possible to develop it from the very start according to best practices, taking into account European experience, existing international and national requirements and standards.</i>	<i>At present, the system of QA as well as QA Unit is being formed (thus its joint submission to the Rector, vice-rector, coordinator of the EDUQAS project is observed)</i>
<i>Recommendations: To define clearly the subordination of the QA Unit.</i>		
How is it structured?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<i>The QA Unit is in charge for both internal and external evaluation of the quality of education. Accordingly, its structure, includes: Sector for internal quality evaluation; Sector for external evaluation .</i>	<i>The structure of QAD covers all necessary quality assurance directions (internal and external). The structure of QAD is clear and transparent.</i>	<i>Few number of personnel leads to their overload of duties. Absence of a well-established mechanism for interaction of the QA Unit with the structural units of the university due to the short time of functioning of the QA Unit</i>
<i>Recommendations: To involve representatives of chairs to participate of working the QAD. To form an effective mechanism of interaction of the QA Unit with the structural units of the university.</i>		
What are the skills of the staff attached to it?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<i>Staff skills include: - ability to analyze the data obtained during the questionnaire, to identify problems in the quality system of the University, to make recommendations for the elimination of</i>	<i>The necessary skills to form an effective quality assessment system are clearly defined in the current regulation The qualifications of the staff</i>	<i>The insufficiently high level of participation of QAD staff in international projects related to quality</i>

<p>deficiencies found during the questionnaire and to develop effective quality standards.</p> <ul style="list-style-type: none"> - ability to coordinate the preparation and passing the licensing and accreditation procedures of educational programs of the University. (According to the current regulation) 	<p>comply with the job descriptions. The staff is constantly improving their skills (trainings, seminars, continuing education courses)</p>	<p>assurance.</p>
<p>Recommendations: Increase level of participation of QAD staff in international projects related to quality assurance. To define clearly the responsibilities of each staff member involved in the QA procedures.</p>		
<p>Has the mission been defined? How? by whom? What ?</p>		
<p>Describe the process</p>	<p>Strengths</p>	<p>Weaknesses</p>
<p>The mission of the QA Unit has not been defined. But the mission of the University in the area "Education" (http://dsum.edu.ua/upload/doc/strategy2017.pdf, p.50) envisages "the development of a system of quality assurance of education and enhancement of educational potential on this basis".</p>	<p>The purpose and tasks of the department are fully consistent with European practices to ensure the quality of educational activities.</p>	<p>The QA Unit should be not only better known but also more active within the University, so that different participants of the educational process should contact it.</p>
<p>Recommendations :</p> <ol style="list-style-type: none"> 1. To identify the mission and vision of the QA Unit (consistent with the mission and the vision of the University) 2. To evaluate the content and relevance of the mission and review them once per 3-5 years 3. To promote the QA Unit at the University community 		
<p>Have the aims been defined? How? By whom? What ?</p>		
<p>Describe the process</p>	<p>Strengths</p>	<p>Weaknesses</p>
<p>The main objectives of the department are: - "to form at the University a culture of quality of education and to ensure a continuous system of improvement of educational programs" ; this aim was defined during the implementation of the international project ERASMUS + EDUQAS; - periodic monitoring of educational programs ; - organization and methodological support of the external quality assurance (licensing and accreditation to the university and educational programs); - coordination activities of the structural units at the university; - study and generalization of domestic and foreign experience in monitoring the quality of education; - formation of a culture of quality of education among teachers and administrative staff of DonSUU.</p>	<p>The purpose and tasks of the department are fully consistent with European practices to ensure the quality of educational activities.</p>	<p>They have not developed an independent quality system</p>
<p>Recommendations: An independent quality system must be developed within the university. Should there be the necessary documents describing the functions, status and responsibilities of the</p>		

<i>commission and / or the relevant unit for quality. We can gain experience from European universities with a working quality system.</i>		
What human and material resources are at its disposal? Number of HR? Local?Hardware? Software ?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<p><i>HR of QA Unit includes: the Head of the office (1 bet) and specialist (0.5 bet).</i></p> <p><i>The QA Unit is supported by the Sociological Laboratory (1 person) that does not actually belong to the structure of the QA Unit and is a part of the Department of Sociology of Management .</i></p> <p><i>Bachelor's and Master students of the specialty 054 "Sociology" are also involved in conducting research</i></p> <p><i>To ensure the operation of the QA Unit office software is used</i></p>	<p><i>The department is provided with the necessary premises and equipment.The department is gradually adjusting its work and improving its activities (for example, starting in September 2020, internal self-assessment of educational programs).</i></p>	<p><i>Few number of personnel leads to their overload of duties.</i></p> <p><i>Interaction of QA team with university units is insufficient.</i></p>
<p>Recommendations:</p> <p><i>It is advisable to assign some responsibilities, for example, questioning students with the level of satisfaction with the disciplines, the educational program as a whole, as well as analyzing these profiles, to the teaching staff that provides the educational program.</i></p>		
What links, tools and procedures are in place to collect qualitative and quantitative information ?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<p><i>Oral surveys are used and surveys in Google Forms (these tools are used by sociology laboratory and teams /departments responsible for the educational programs) . The survey is conducted through personal contacts with employers, students and other stakeholders.</i></p>	<p><i>Existence of procedures for collecting and analysing information</i></p>	
<p>Recommendations:</p> <p><i>Develop procedures to monitor quality improvement activities. This should be done in cooperation with the faculties, with accreditation experts and on the basis of meetings and discussions with stakeholders and alumni. These procedures, rules and regulations for data collection should be formalized through the necessary documents.</i></p> <p><i>To develop qualitative and quantitative indicators of QA and the Quality Score Analysis Plan. Evaluate validity of indicators and efficiency of the surveys.</i></p> <p><i>To introduce online surveys through various networks (site, social networks, etc)where quality discussions and precise analyzes can be conducted, as well as exchange of good practices on topics such as innovative teaching methods, student satisfaction with the training, recommendations of stakeholders for the necessary knowledge for practical activity, etc. (various topics related to ESG).</i></p>		

Does a QA System exist?		
Yes		
Does the quality strategy of the university exist? And which link with the QA Unit ?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<p>Quality strategy of the University partly exists as a component of University development strategy (http://dsum.edu.ua/upload/doc/strategy2017.pdf)</p> <p>The Strategy includes the number of documents regulating the HEI quality (e.g. Regulations on internal quality assurance at Donetsk state university of management (2015))</p>	<p>Own team of agents of change and QA team have skills to realize it The communication is adjusted The cooperation with other departments</p>	<p>The quality system is in the process of becoming. Some procedures, for example, a system of self-assessment of educational programs, are planned to be launched in September 2020.</p>
<p><i>Recommendations:</i> Continue to implement planned activities, for example, launching the system of self-assessment of educational programs. To develop and formally regulate procedures for monitoring the planned activities for quality improvement. It is desirable that the development is done in cooperation with representatives of the faculties, accreditation experts, representatives of the professional world and alumni.</p>		
Do collaboration procedures exist with the following services (if they do exist) :		
Student office		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<p>The student office is integrated into the educational system. Its activity is regulated by regulatory documents, such as: Agreement between DonSUU and Student Self-Government ; Protocol for Harmonization of Internal Labor Rules ; Student Council Regulations ; Regulations on the activities of the Chairman of the Student Council ; Regulations on the activities of the Deputy Chairman of the Student Council ; Regulations on the activities of the Heads of Departments ; Student Scientific Society Regulations.</p>	<p>The student office is integrated into the educational system. Its activity is regulated by the necessary regulatory documents.</p>	<p>Outdated information about the student council work plans on the university website. Lack of active participation of students in the procedures for periodically reviewing educational programs.</p>
<p><i>Recommendations:</i> More actively involve students in the procedures for periodically reviewing educational programs. Student government bodies can help students increase their awareness of such procedures as the choice of disciplines of free choice, non-formal education, and conflict resolution.</p>		
International office		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<p>The International Relations Department develops internationalization processes at the University; provides University structural units with support and information on international activities; coordinates and controls the</p>	<p>Staff conduct systematic activities to ensure the participation of the University in international projects on quality system</p>	<p>The international relations department is not integrated to the internal quality assurance system</p>

<p>implementation and development of international projects and other activities within the university structural units (https://dsum.edu.ua/mizhnarodne-spivrobotnytstvo/)</p>	<p>development at the University, such as EduQAS (2017-2020), QUARSU (2019-2022), EduSpace (2019-2022), etc).</p>	<p>(https://dsum.edu.ua/quality/#quality-eduqas) Some teachers and students have a lack of language training.</p>
<p>Recommendations:</p> <p>To create structures that have a mandate and follow the mandate of the president of the university leadership.</p> <p>Formalize the relationships between the QA unit and other structures active in the collection and analysis of information such as academic affairs, the career office, the alumni office, etc.</p> <p>To identify the relationship and the responsibilities of the International Relations Department in the internal QA system.</p> <p>It is necessary to enhance the language training of students and teachers.</p>		
<p>Alumni office</p>		
<p>Describe the process</p>	<p>Strengths</p>	<p>Weaknesses</p>
<p>The QA Sector, in accordance with the Division Regulations (2019) (https://dsum.edu.ua/wp-content/uploads/2019/03/Polozhennya-pro-VIDDIL-yakosti-osvity.pdf), is responsible for establishing feedback with alumni, keeping track of their job placement and career trajectories, receiving recommendations from alumni to improve their educational programs, and specific courses.</p>		<p>These functions are performed by members of the project teams / staff of the departments responsible for educational programs. Information is not collected centrally. Although in line with the strategy, the University is responsible for their alumni careers.</p>
<p>Recommendations :</p> <p>To build an office/structure and a web-site for collecting information about the alumni and their realization.</p> <p>This structure should be managed at university level with representatives from each faculty.</p>		
<p>Office of relations with the professional sector</p>		
<p>Describe the process</p>	<p>Strengths</p>	<p>Weaknesses</p>
<p>During the preparation of the curricula, which were evaluated, contact was made with the stakeholders. These functions are performed by members of the project teams / staff of the departments responsible for educational programs</p>	<p>Students conduct practical training in a real professional environment. Many of them find work in the companies where they were interns.</p>	<p>There are no regulated rules and procedures, as well as responsible units to make a connection with the professional sector.</p>
<p>Recommendations :</p> <p>Formalize the relationships between the QA unit with студентските организации student and</p>		

<i>professional organizations as well as with the career office, the alumni office, etc.</i>		
Business Intelligence office – Statistics and survey		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<i>The sociological laboratory (which does not formally have the authority as QA Unit) is responsible for organizing the survey process.</i>	<i>Given the specifics of the university, sociological issues are researched and processed by specialists in this field, which ensures quality.</i>	<i>The sociological laboratory is not a structural element of the quality system.</i>
<p><i>Recommendations :</i></p> <p><i>To determine /give additional authority to the sociological laboratory or to include the sociological laboratory in QA Unit.</i></p> <p><i>To clarify the functional responsibilities of the QA Unit and other units in the part of the quality assurance of education. To formalize Unit's interactions (not only at the Figure https://dsum.edu.ua/quality/) at the provisions for sociological laboratory (may even be change the status of sociological laboratory).</i></p>		

Assessment support

How does the QA Unit support programmatic evaluations?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<p><i>According to the defined tasks of the QA Unit: (https://dsum.edu.ua/quality/)</i></p> <ul style="list-style-type: none"> <i>- ensuring that the quality of educational services is monitored every two years (each educational program separately);</i> <i>- the formation of expert groups on monitoring the quality of education with involvement of stakeholder groups in the region;</i> <i>- organizational and methodological assistance for experts;</i> <i>- preparation, approval and control over the implementation of recommendations for improving the quality of training programs (based on the expert group's opinion);</i> <i>- informing the academic community of the University about the results of internal monitoring and recommendations for improving the quality of educational services;</i> <i>- organization and methodological support of</i> 	<p><i>The quality department accompanies the process of internal evaluation of the quality of the educational program from the moment the internal expert group is formed to the monitoring of the implementation of the recommendations of the data based on the results of the internal audit of the educational program.</i></p>	<p><i>The quality department has existed for only about a year and many procedures are in the launch process.</i></p>

<i>external quality assessment (licensing and accreditation of individual educational programs)</i>		
<p><i>Recommendations:</i> <i>Continue to implement planned activities, for example, launching the system of self-assessment of educational programs.</i></p>		

What tools are being developed to support the collation of information useful for program evaluation?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<p><i>Diversity of links with students, graduates and different people involved in the program, surveys, etc.</i></p> <p><i>Data gathering is performed by the staff of the Sociology Laboratory by using Google Forms.</i></p>	<p><i>The tools does exist (e.g. surveys...)</i></p>	<p><i>There is not enough public information about the analysis of the results of surveys of stakeholders and the reaction to the opinion of stakeholders on improving educational programs and the internal quality assurance system.</i></p>
<p><i>Recommendations :</i></p> <p>It is necessary to publish information on the official website of the university about the analysis of the results of surveys of stakeholders and reactions to the opinion of stakeholders on improving educational programs and the internal quality assurance system. This will promote openness and transparency.</p> <ol style="list-style-type: none"> <i>1. To develop qualitative and quantitative indicators for quality assessment</i> <i>2. Develop communication plan between QA unit, authorities and University departments, Faculties, program working groups.</i> <i>3. Formalize the links between the quality authorities and other structures active in the collection and analysis of information such as academic cases, career bureaus, alumni office, etc.</i> <i>4. Establish procedures for discussing and implementing the necessary changes to improve the quality of educational programs.</i> 		

How the QA Unit supports the collecting and analysis of information on :		
Improvement on Quality of education programmes (ESG 1.2)		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<p><i>Improvement of the quality of educational programs is performed through internal quality assurance mechanisms:</i> <i>assessment of students' residual knowledge and comparison with the results of the session, sociological study of student satisfaction, interviews with graduates, determining the required</i></p>	<p><i>The internal QA system has a proper structure and procedures of collection and analysis of information.</i></p>	<p><i>Some processes and procedures (such as interviews with alumni, business representatives and employers surveys) are carried out by Guarantors the departments responsible for</i></p>

<p><i>competencies and qualifications of graduates through business structures, taking into account the needs of the region, determining the expectations of applicants and communities, analysis of assessment results, development of recommendations for improving educational programs, implementing the recommendations received and monitoring of its implementation.</i></p>		<p><i>educational programs without the support of the QA Unit.</i></p>
<p><i>Recommendations :</i></p> <ol style="list-style-type: none"> <i>1. To create a scheme of university structures to participate in the establishment and implementation of procedures for the development, approval, monitoring and updating of the training documentation of the professional fields and the respective specialties with the assistance of stakeholders</i> <i>2. To determine the functions of the quality unit and the procedures for collecting information about the opinion of students about the quality of the learning process.</i> <i>3. Updating of the educational documentation at the University includes both students and representatives of business, various professional organizations and public institutions.</i> 		
<p>Teaching and learning methods (Students centered learning, motivation of student, teaching innovations) (ESG 1.3)</p>		
<p><i>Describe the process</i></p> <p><i>The main types of training at the EP are lectures, seminars, individual lessons, consultations, workshops. Both the traditional teaching methods and techniques, and innovative technologies are applied: personality-oriented learning; learning as research; group project training; training, game, interactive techniques.</i></p>	<p><i>Strengths</i></p> <p><i>Multimedia software and interactive methods increases the effectiveness of learning.</i></p>	<p><i>Weaknesses</i></p> <p><i>Students are not fully familiar with the procedures for choosing the disciplines of free choice, resolving conflict situations, academic integrity procedures.</i></p>
<p><i>Recommendations:</i></p> <p><i>Set up a procedure to collect the necessary data, opinions and analyses of different methods of teaching and learning, the degree of satisfaction of students and their active participation in the updating curricula.</i></p> <p><i>Consider the role of QA unit in setting up working groups to focus on applying flexible teaching models and innovative teaching methods with modern teaching aids and information technologies, providing a variety of opportunities for expression in order to stimulate motivation, self-analysis and engagement of the student in the learning process.</i></p> <p><i>Draw up a register of the teaching and student evaluation methods used in the institution; analyse the real impact of these methods.</i></p>		

<p><i>More attention should be paid to students' awareness of election procedures for disciplines. Continue to develop a distance learning system.</i></p> <p><i>Develop appropriate procedures for dealing with students' complaints.</i></p>		
<p>Students : admission, progress, certification, form of examination (ESG 1.4)</p>		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<p><i>Information on admission rules is available and is in accordance with the law of Ukraine. After entering, students have access to information on competencies and learning outcomes of the educational programs. The questionnaire provides feedback to students.</i></p>	<p><i>Presence of normative documents regulating the organization of the educational process and admission to the University.</i></p>	<p><i>The procedures for recognizing the results of non-formal education have not been fully developed.</i></p> <p><i>Exams are usually taken orally in the presence of only one member of the exam committee. This situation affects the objectivity of evaluation of students knowledge.</i></p>
<p>Recommendations:</p> <p><i>Engage appropriate university structures to provide effective administrative support to students during their studies.</i></p> <p><i>On the basis of existing experience (for example, the Donbass – Ukraine program), improve the system for recognizing the results of non-formal education and develop the necessary regulatory documents. Promote students' awareness of the opportunities offered by non-formal education. To pay more attention to students' awareness of conflict resolution procedures and exam results appeals.</i></p> <p><i>To make curriculum and brief content of educational programs accessible to entrants.</i></p>		
<p>Staff skills and development (ESG 1.5)</p>		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<p><i>The procedures associated with the selection of teachers, their advanced training, motivation are governed by regulations developed at the university. They are available on the university site.</i></p>	<p><i>Highly motivated and high-quality teaching staff who can work in difficult conditions. Teaching staff regularly participate in advanced trainings in various forms: webinars, online courses, workshops.</i></p> <p><i>Competitive conditions are created for developers of methodical products, in particular - a competition for the best educational study manual</i></p> <p><i>The University supports the professional development of teachers and encourages them to participate in international</i></p>	<p><i>Relatively small (a bit like a number) teaching staff, which leads to workload.</i></p>

	<i>projects.</i>	
<p><i>Recommendations:</i></p> <p><i>Criteria for stimulating the professional development of the academic staff must be included in the QA.</i></p> <p><i>Given the difficult financial situation of teachers, which is associated with the displaced status of the university, to think over additional measures of social protection.</i></p> <p><i>Consider an appropriate form of periodic training for teaching and support staff.</i></p>		
Resources for student learning and support (libraries, IT infrastructure, etc.) (ESG 1.6)		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<i>Students use the library, which also has specialized magazines and the available IT structure.</i>		<i>Insufficiently developed technical and material resources of the University due to the relocation of the University in Mariupol. Students can use the resources of libraries of other universities and e-resources.</i>
<p><i>Recommendations :</i></p> <p><i>To prepare a promo video about Educational Environment, technical and material resources of the University (lecture halls, laboratories, class rooms etc.). To place in on the University web-site.</i></p> <p><i>To provide online access to the library for the students and to increase the number of subscriptions to specialized magazines.</i></p>		
Business intelligence (ESG 1.7)		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<i>There is a mechanism for managing information about the student status.</i>		
<p><i>Recommendations :</i></p> <p><i>To develop / specify different methods for collecting information.</i></p> <p><i>To provide an opportunity for students and staff to participate in the provision and analysis of information and planning follow-up activities.</i></p> <p><i>The processes for collecting and analysing information on curricula and others should be included in the internal quality assurance system, together with the units / structural units responsible for these activities</i></p>		
Public information (ESG 1.8)		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<i>The rights and responsibilities of all participants of the educational process are settled by the "Regulations on the organization of the educational process at the Donetsk State</i>	<i>The access to the necessary documents is ensured through their placement on the University's website.</i>	<i>Lack of reliable information on curricula and content of educational programs on the</i>

<p>University of Management" and etc.</p> <p>The University publishes information about its activities on available educational programs at https://dsum.edu.ua/ https://dsum.edu.ua/wp-content/uploads/2019/01/Systema-vnutrishnoho-zabezpechennia-iakosti-osvitnoi-diialnosti-DonDUU.pdf</p>		<p>University website.</p>
<p>Recommendations :</p> <p><i>To develop qualification characteristics for each specialty (description of competencies and professional skills) as a separate document.</i></p> <p><i>To publish a short content of the curriculum and the qualification characteristics of the specialties on the web-site, so that they are accessible to all who are interested.</i></p>		
<p>Continuous monitoring and periodic evaluations (ESG 1.9)</p>		
<p><i>Describe the process</i></p>	<p><i>Strengths</i></p>	<p><i>Weaknesses</i></p>
<p><i>A pilot evaluation of two programmes was carried out under EDUQUAS</i></p> <p><i>The University staff regularly reviews educational programs, including surveys of stakeholders, students, employers, business structures, and local authorities.</i></p>		
<p>Recommendations :</p> <p><i>Continue to implement planned activities, for example, launching the system of self-assessment of educational programs.</i></p> <p><i>To create and describe procedures for periodic review of the curricula and syllabus, taking care to update the curriculum in accordance with the news in the respective subject area;</i></p> <p><i>To study the opinion of students regarding their expectations, needs and satisfaction with the training, and to take into account the opinion of the employers (stakeholders) regarding the necessary knowledge and skills that the trainees must have.</i></p> <p><i>To strengthen the participation of students in the processes of improving the educational program</i></p> <p><i>To regulate procedures / rules according to which this information (in appropriate form) together with analyzes of these activities should be posted in a timely manner on the university website.</i></p> <p><i>Maintain a strong and constant link between the structures in the quality system unit and the faculties in order to better implement the various quality assurance tools and to provide support where necessary.</i></p>		

