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IQAinAR

Enhancement of Internal Quality Assurance of
Education in Teaching, Learning and Assessment
in HEIs of Azerbaijan and Russia



РОССИЙСКАЯ АКАДЕМИЯ ОБРАЗОВАНИЯ





Report on Work Package 1.1

ANALYSIS OF SURVEY RESULTS

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Executive Summary

Internal Quality Assurance (IQA) in Higher Educational Institutions (HEIs) is pertinent in order to ensure that a reliable system is in place to monitor and manage all aspects of teaching, learning, assessment and research at higher education level. Higher education aims to fulfil multiple purposes on top of equipping the students with up-to-date knowledge and skills, such as preparing them for active citizenship, supporting their personal development and creating a broad base and stimulating research and innovation.

The aim of IQAinAR is enhancement and development of the internal quality assurance (IQ) of HEIs from Azerbaijan and Russia with international (EU) quality standards as benchmark while the same time strengthening the HEIs towards local, regional and national policies and strategies implementation. This project will focus on two main areas of HE: quality assurance of teaching (teaching, learning and assessment) and quality assurance of teacher (educator, practitioner researcher), as a teacher is the key player to carry out the quality of teaching.

The general aim of Work Package 1: Peer Learning Stage & Design of the IQA Policy and Strategy is to collect good practices in Europe (EU partners) of quality assurance at institutional (university) level and share practices in Europe (EU partners) of quality assurance in HE at national levels. This report presents the results of the survey, based on the IQA indicators, on the quality assurance of the HEIs. The IQA indicators identified include, among others, teaching-learning quality/learning experience, academic staff professional competence, quality of assessments/practices, and institutional leadership commitment towards quality/student learning. The questionnaire questions serve to find out the perception of students, alumni, teachers and employers on the quality assurance of the respective HEIs.

The survey was carried out by circulating Microsoft online questionnaires to students, alumni, teachers and employers using random sampling method. Statistical Package for Social Science (SPSS) is used to compute the Cronbach's Alpha, Means, Standard Deviations and Mann-Whitney U. The findings showed that majority of students, alumni and teachers have a positive perception of the quality of education and quality assurance of their HEIs. Furthermore, based on the employers' perception, 'good quality' in higher education does not necessarily mean nice buildings and infrastructure, but rather, good facilities, knowledgeable and up-to-date staff, good teaching methodologies, externally accredited programmes and quality feedback to students are more pertinent and essential.



Design & Methodology

In this study, questionnaires were distributed using online forms to various numbers of students, alumni, teachers and employers of the HEIs, using random sampling method. Except for a few anomalies, the average response rate was 100% (Table 3, Appendix). The questionnaire comprises of 2 sections; Demographic background and IQA-related questions. The type of questions ranges from multiple choice, 5-point Likert scale, yes or no, ranking and open-ended questions.

This study used the IBM Statistical Package for Social Science (SPSS Statistics 27) to analyse the results using Mean, Standard Deviation and Mann-U Whitney Test. Except for employer's questionnaire, IQA was assessed based on 15 indicators shown below:

1. Satisfaction with internship programme
2. Impact on knowledge and skills
3. Teaching & learning quality/learning experience
4. Institutional leadership commitment towards quality/student learning
5. Academic staff commitment towards quality of teaching
6. Academic staff professional competence/research background
7. Level of cognitive stimulation in course delivery
8. Quality of learning activities experience
9. Quality of learning process
10. Quality of assessments/practices
11. Quality of assessment methods
12. Quality of effective feedback mechanisms
13. Quality of education at HEI
14. University's reputation
15. Involvement in QA

Reliability test

Internal consistency and correlation of the data were analysed using Cronbach's Alpha. The questions are considered reliable if the Cronbach's Alpha for all items are above the minimum value of 0.7 (Taber, 2017; Griethuijsen, 2015). Using WUAS's results as a basis, the Cronbach's Alpha of each dimension of IQA indicators and stakeholders' satisfaction are all above 0.7 (shown in Table 1 below), which indicates a very strong level of construct validity and internal consistency of the questionnaire and that they are fit for the purpose set in the research objectives (Taber, 2017).



Table 1: Cronbach's Alpha

Questionnaire	Cronbach's α
Students	.972
Alumni	.977
Teachers	.949
Employers	.862

Analysis of Satisfaction and IQA Indicators

In analysing the perception and satisfaction of the respondents using the IQA indicators, the mean and standard deviation are computed. Since majority of the questions are based on the five-point Likert scale, which is an interval scale, the mean is considered very significant. (Pimentel, 2010). In analysing the means of the IQA indicators, the following intervals shown in Table 2 will be referred to (Pimentel, 2010). For example, if the overall mean of the indicator 'Quality of Education at HEI' of XX university is 2.50, this falls under the 2nd category (Disagree), i.e. majority of the respondents disagree with or has a negative perception of the quality of education at XX university.

Table 2: 5-point Likert Scale Interval

No.	Option	Interval
1	Strongly Disagree (1)	1 – 1.80
2	Disagree (2)	1.81 – 2.60
3	Neutral (3)	2.61 – 3.40
4	Agree (4)	3.41 – 4.20
5	Strongly Agree (5)	4.21 – 5.00

Source: (Pimentel, 2010)



Analysis of Results

STAKEHOLDER 1: STUDENTS

Students' Demographic

Table 4 in the Appendix shows the demographic summary of student respondents concentrating on Gender, Form of education (full-time or part-time), Study programme and Age. Majority are female bachelor students studying full-time and falling under the age group of 25 years or younger.

Students' Perception on Quality of Education and Quality Assurance

To interpret the results, the means and standard deviations of each of the questions related to the IQA indicators were calculated. Based on the results, two charts were drawn up (Figure 1 and Figure 2) to show the perception of students on the quality of education and the overall quality assurance respectively. The chart for Quality of Education was drawn up so as to have an overview of students perception on the quality of education at each of the HEIs.

Based on the results, it was found that all institutions except RAE, scored a mean of 3.41 and above for both Quality of Education and the overall Quality Assurance. This indicates that students have a positive perception of the Quality of Education and the overall Quality Assurance of their HEIs (i.e. they are generally satisfied with the quality of education and the quality assurance). As for RAE, the means of 3.38 and 3.39 fall under the category of 'Neutral' which means the student respondents of RAE neither have a positive nor a negative perception of the quality of education and the quality assurance of RAE, respectively.

Comparing the means of the Quality of Education and Quality Assurance for all HEIs, only RAE, ASPU, BelSU and UCAM have relatively equal means. However, for WUAS and FinU, the means for Quality of Education are lower than the means for Quality Assurance. It can be deduced that for these two institutions, although students are satisfied with the quality of education, they are more satisfied with other indicators, thus resulting in higher means for Quality Assurance.

On the contrary, for TSU and NSU, students have a higher perception of the quality of education but lower perception of other indicators resulting in a lower perception for the Quality Assurance. More details can be found in Table 5 in the Appendix.



Figure 1: Perception of Students on HEIs' Quality Assurance

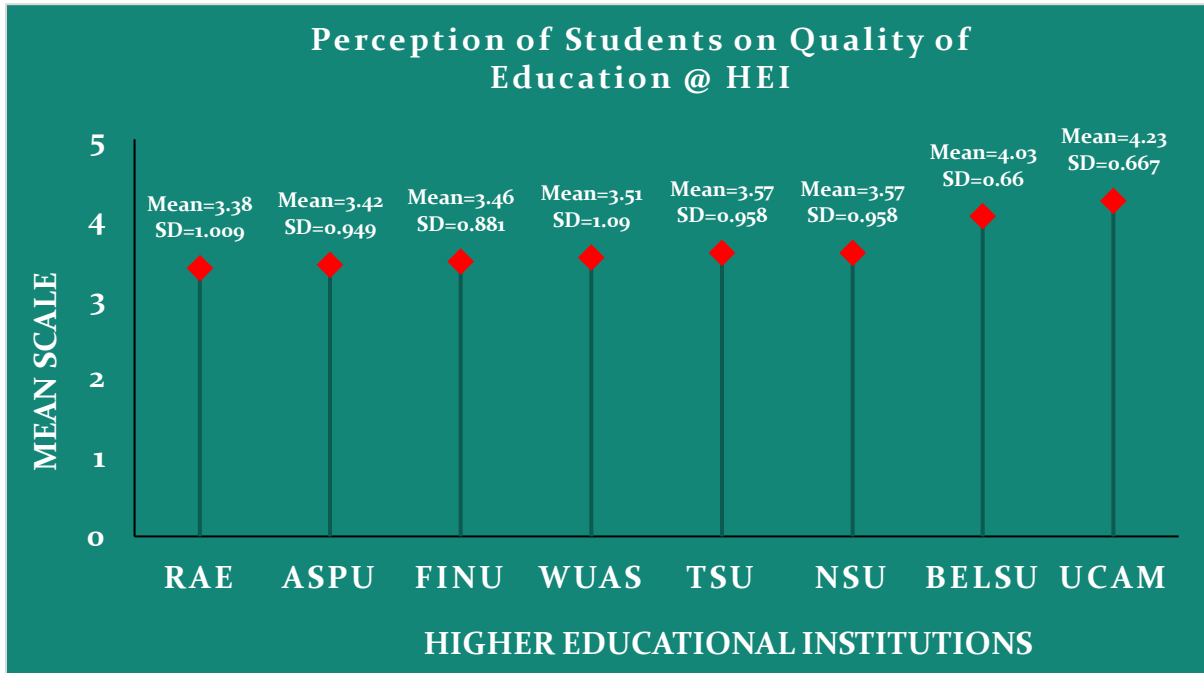
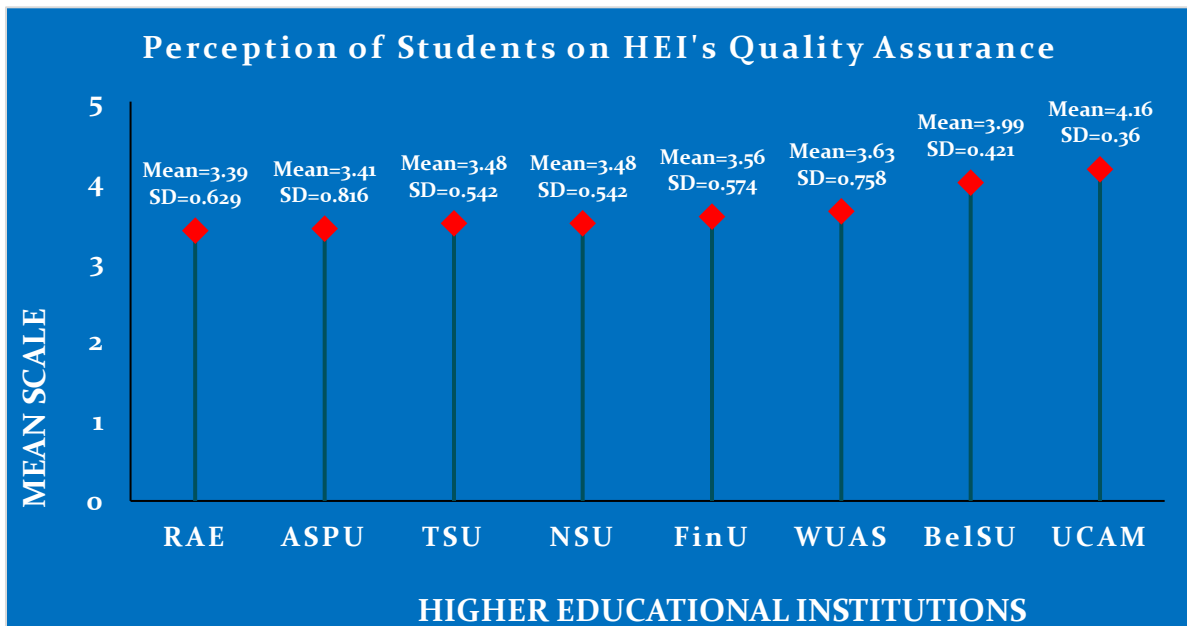


Figure 2: Perception of Students on HEIs Quality Assurance





Mann-Whitney U Test

To see if there is any difference between the opinions of Bachelor and Master/Specialist's students of their satisfaction with the quality of education provided at the university, the Mann-Whitney U test was carried out. Based on the test, the Asymp. Sig (2-tailed) value was found to be higher than 0.05 for WUAS, UCAM, RAE, BelsU and ASPU (Table 6). This indicates that there is no statistically significant difference between the bachelor and Master/Specialist's group, of their satisfaction with the quality of education provided at the respective HEIs.



STAKEHOLDER 2: ALUMNI

Alumni Demographic

Table 7 in Appendix shows the demographic summary of alumnus respondents. Majority are female bachelor full-time students and falling under the age group of 25 years or younger.

Alumni's Perception on Quality of Education and Quality Assurance

The two charts below (Figure 3 and Figure 4) show the perception of students on the quality of education and the overall quality assurance respectively.

Based on the results, it was found that the alumni of RAE & WUAS have neutral perception of both the Quality of Education and Quality Assurance. Whereas for ASPU, BelSU, FinU and UCAM, their perceptions are more positive. Except for ASPU and UCAM, the standard deviations are more than 0.8 for Quality of Education, indicating a wide spread of perceptions among the alumni. For WUAS, the wide spread of perceptions ($SD > 1$) among alumni are recorded for both Quality of Education and Quality Assurance.

It is also noted that the means of Quality of Education for RAE and WUAS are much lower compared to the means of overall Quality Assurance. From this, it can be deduced that other indicators have a positive impact on the overall quality assurance, resulting in higher means. The opposite is true for the rest of the HEIs whereby a lower perception in the other indicators results in lower means for Quality Assurance as compared to the means for Quality of Education. More details can be found in Table 8 in the Appendix.



Figure 3: Perception of Alumni on Quality of Education

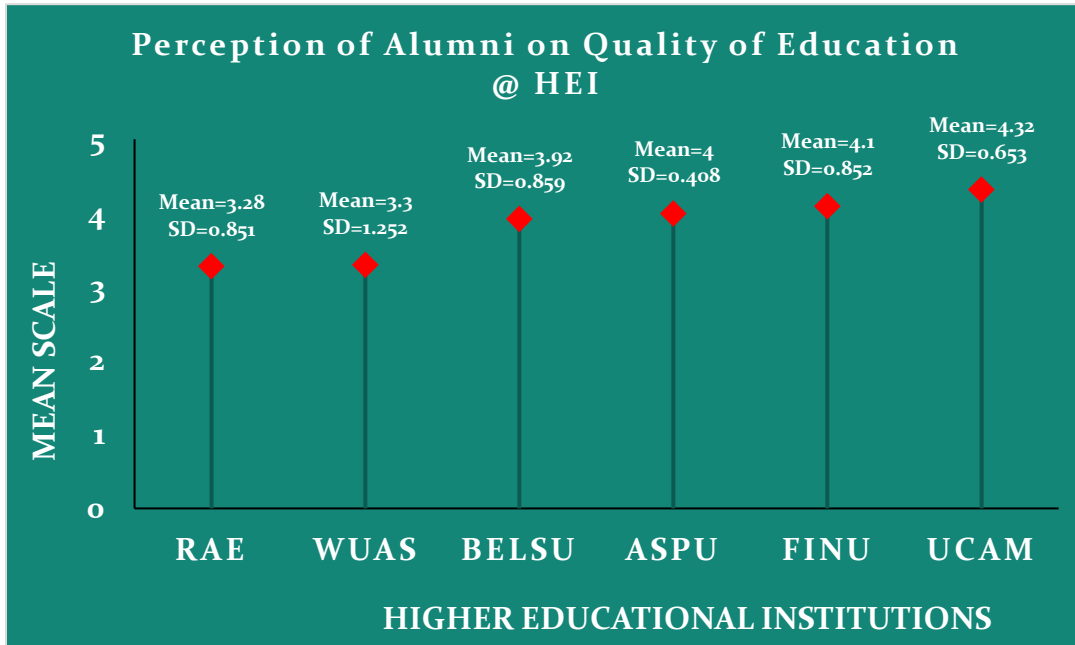
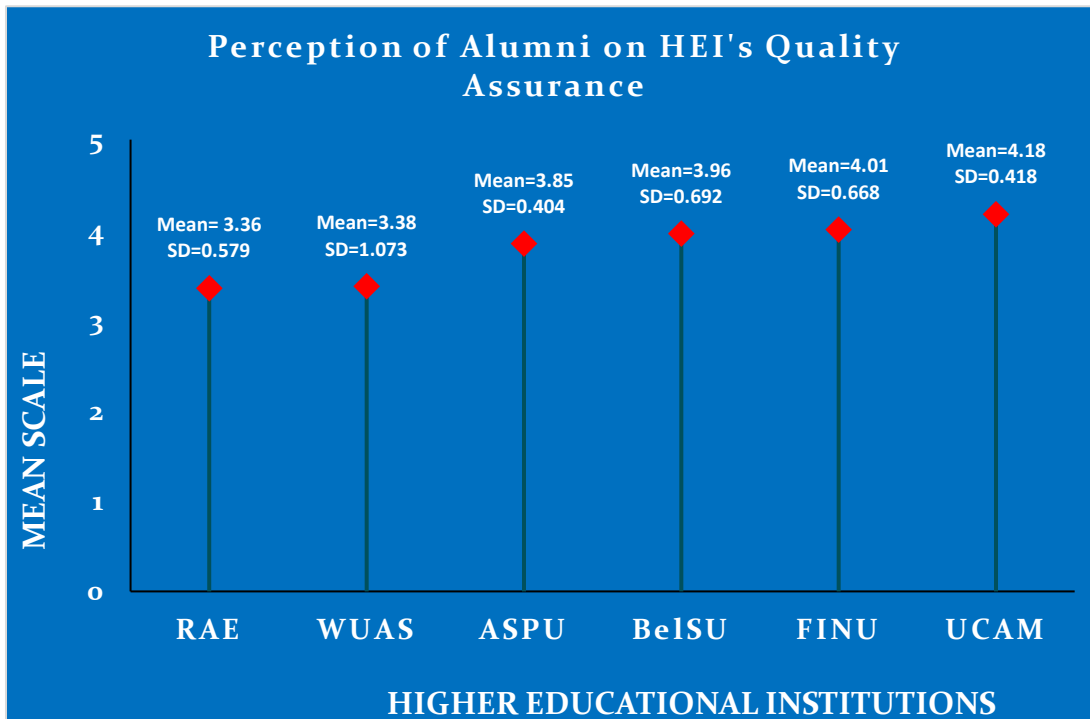


Figure 4: Perception of Alumni on HEIs Quality Assurance





Mann-Whitney U Test

To see if there is any difference between the opinions of Bachelor and Master/Specialist's alumni of their satisfaction with the quality of education provided at the HEIs, the Mann-Whitney U test was carried out. Based on the test, the Asymp. Sig (2-tailed) value was found to be higher than 0.05 for WUAS, UCAM, RAE, BelSU and ASPU (Table 9, Appendix). This indicates that there is no statistically significant difference between the Bachelor's and Master/Specialist's group, of their satisfaction with the quality of education provided at the HEIs.



STAKEHOLDER 3: TEACHERS

Teachers' Demographic

Table 10 in the Appendix shows the demographic summary of teacher respondents which centres around Gender, Number of years of Teaching Experience, Academic Degree and Position at HEIs. Majority are female respondents with 6 years or more teaching experiences, except for WUAS, of which majority have less than 4 years' of experience. Majority of the respondents have PhD/DBA qualifications except for NSU, which has none and TSU has 100% PhD/DBA holders.

Teachers' Perception on Quality of Education and Quality Assurance

The two charts below (Figure 5 and Figure 6) show the perception of teachers on the quality of education and the overall quality assurance respectively.

Based on the results, it was found that the teachers of all the HEIs have positive perceptions of both the quality of education and the overall quality assurance. While ASPU, FinU, NSU, RAE and UCAM show higher perceptions for overall quality assurance compared to quality of education, BelsU, TSU and WUAS show the opposite. This indicates that for the latter group of HEIs, other indicators of IQA have impacted negatively on the overall quality assurance. More details can be found in Table 11 in the Appendix.

Figure 5: Perception of Teachers on Quality of Education

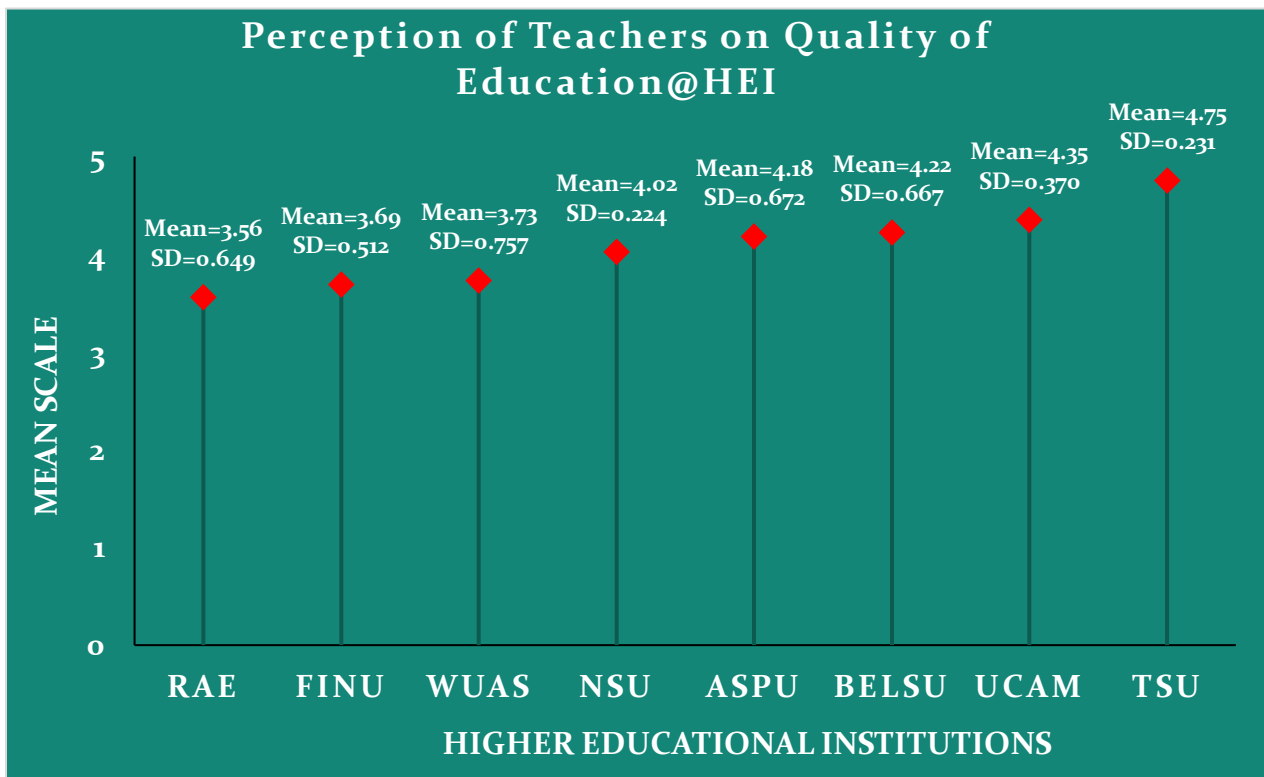
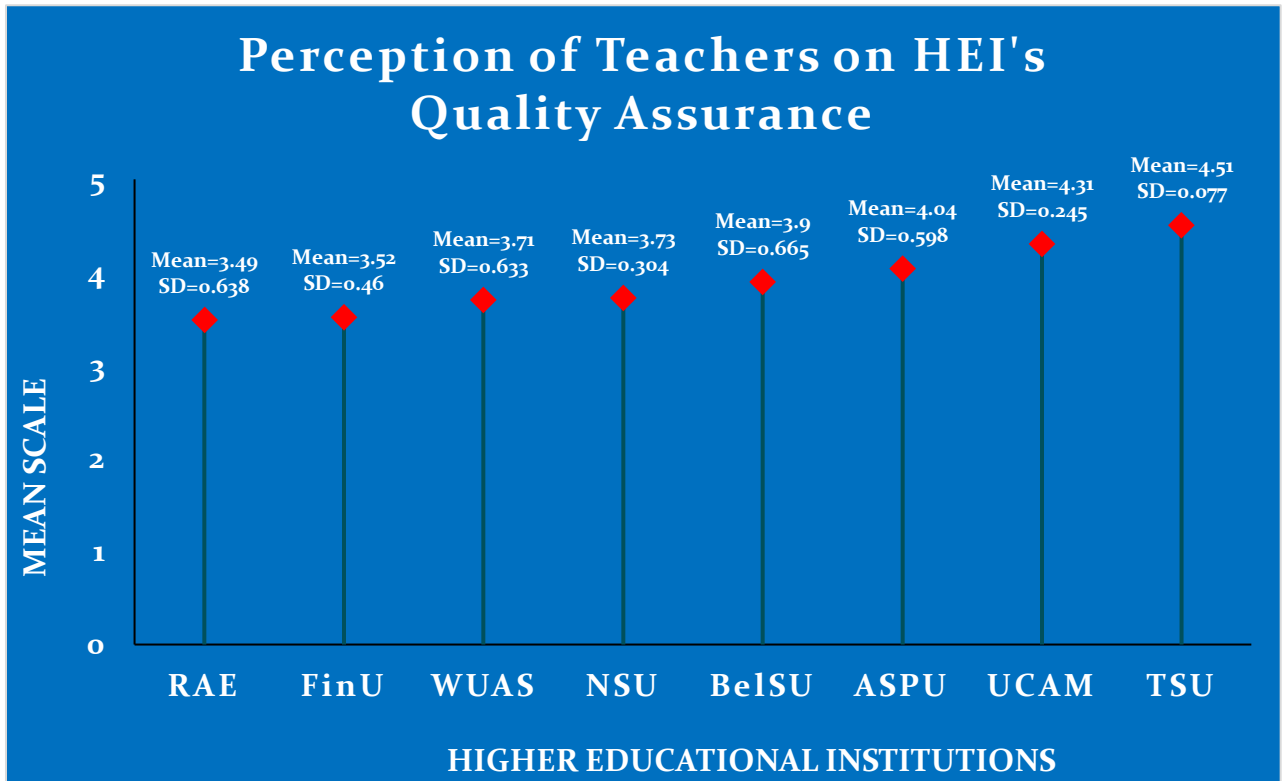




Figure 6: Perception of Teachers on HEIs Quality Assurance





STAKEHOLDER 4: EMPLOYERS

Scope of Organization

The five employers who participated in this survey are from various industries, namely (i) Medicine, healthcare, (ii) IT Technology, (iii) Advertising/Consulting agencies, research companies, (iv) Finance and Insurance, Banking and (v) Recreation, sports, entertainment.

Employers' Perception on Quality of Education and Quality Assurance

The results for these two IQA indicators were not able to be presented due to some collation and technical issues in data. However, the following analyses were made:

Important Competencies in Hiring

According to the employers, the competencies which are decisive in hiring are mainly soft skills (Table 12, Appendix). For the employers, the level of theoretical training is not a necessity but they do agree that computer literacy, administrative knowledge, skills and abilities, conscientiousness, multi-tasking and complex problem solving are still important.

Subjects/Modules that Need to be Emphasised in Teaching

Majority of employers agree that computer and information technology, economic analysis, office-work, practical psychology, organization of analytical work, public relations, professional management and project management should be emphasized in the teaching of graduates (Table 13, Appendix). They are neutral with the teaching of external topics, which are not really closely related to business administration such as legal literacy, social policy, human resources, public service, state-building, political governance, accounting and scientific activities. It is interesting to note that human resources and accounting (both are 60% neutral, 40% agree) are not included in the list of subjects that need to be emphasized in teaching, as these two subjects are actually closely related to business administration.

The Meaning of 'Good Quality in Higher Education

In evaluating 'good quality' in higher education, majority of employers disagree that nice buildings and infrastructure matter and they are neutral with regards to the cost of the fees charged or graduates with first class honours or upper second degree (Table 14, Appendix). They do agree that good facilities, enthusiastic staff, national and international rankings, literate and numerate graduates, externally accredited programmes, quality feedback to students, support facilities and extra activities do matter. They also strongly agree that motivated graduates, knowledgeable and up-to-date staff, inquisitive graduates, teaching methodologies and good links to industry are determinants of good quality in higher education.



Analysis of Open-response Questions:

Based on an analysis of the ranking of professional competencies (Table 15, Appendix), it was found that the top three technical/practical competencies considered as important by the employers are level of practical knowledge and skills, level of theoretical and professional knowledge and level of written and oral communication. The skill which is considered as least important is skills in special software products. On the other hand, the top three important soft skills are ability to develop new ideas, ability to work in teams and readiness and ability for further learning and the least soft skill required is ability to act strictly according to the rules and regulations of the team.

Answers to Other Open-Ended Responses

The following are other open-ended questions posed to Employers.

- What does 'good quality' in higher education mean to you?
- What do you think are the important determinants of service quality in higher education?
- How can service quality in education be improved?
- What cost is incurred by employers of not providing quality education to students?
- What role leadership can play in imparting quality education?

A summary of the answers are shown below. More details can be found in Table 16 in the Appendix.

- Employers consider 'good quality' in education if the modules taught are relevant and practical in the working world
- High grade lecturers are needed to empower the learning process
- Graduates should be groomed to have a broad knowledge but also the desire to continue learning and seek more knowledge as the learning process is never ending
- One of the important determinants of service quality in higher education is effective student support, to prepare them for the outside world
- Service quality in education can be improved by making sure that the learning programme is creative and practical
- Costs incurred by employers if quality education to students is not provided are slow business growth due to lack of competence or not choosing the right professional who can fit in the organization
- Leadership should lead by example and help students explore where they will thrive by giving inspiration.



Appendix

Table 3: Response Rate

Stakeholder (Targeted Sample Size)	WUAS	UCAM	FinU	RAE	TSU	BeISU	NSU	ASPU
Students (40)	> 100%	100%	75%	> 100%	100%	100%	100%	> 100%
Alumni (30-40)	33%	100%	100%	100%	100%	100%	100%	100%
Teachers (15)	> 100%	> 100%	87%	> 100%	100%	100%	100%	> 100%
Employers (15)	33%	> 100%	67%	> 100%	100%	100%	100%	> 100%

Table 4: Students' Demographic Summary

Demographic	WUAS (n=79)	UCAM (n=40)	FinU (n=30)	RAE (n=55)	TSU (n=40)	BeISU (n=40)	NSU (n=40)	ASPU (n=63)
Gender: F – Female M – Male NA – prefers not to mention	F : 42 (53%) M : 37 (47%) NA: 0	F: 19 (48%) M: 19 (48%) NA: 2 (4%)	F: 20 (67%) M: 10 (33%) NA: 0	F: 31 (56%) M: 24 (44%) NA: 0	F: 32 (80%) M: 7 (18%) NA: 1 (2%)	F: 36 (90%) M: 4 (10%) NA: 0	F: 32 (80%) M: 7 (18%) NA: 1 (2%)	F: 56 (89%) M: 6 (9%) NA: 1 (2%)
Form of education: FT – Full-Time PT – Part-Time	FT : 75 (95%) PT : 4 (5%)	FT: 28 (70%) PT 12 (30%)	FT: 28 (93%) PT: (7%)	FT: 45 (82%) PT: 10 (18%)	FT: 40 (100%)	FT: 39 (98%) PT: 1 (2%)	FT: 40 (100%) PT: 0	FT: 24 (38%) PT: 39 (62%)
Programme (Diploma Obtained): B – Bachelor M – Master S – Specialist D – Doctorate	B : 40 (51%) M: 39 (49%) S: 0 D: 0	B: 23 (58%) M: 8 (20%) S: 1 (2%) D: 4 (10%) Missing: 4 (10%)	B: 29 (97%) M: 0 S: 0 D: 1 (3%)	B: 40 (73%) M: 12 (22%) S: 1 (1%) D: 2 (4%)	B: 40 (100%) M: 0 S: 0 D: 0	B: 34 (85%) M: 0 S: 6 (15%) D: 0	B: 40 (100%) M: 0 S: 0 D: 0	B: 47 (75%) M: 13 (21%) S: 3 (4%) D: 0
Age: 1 – 25 years or younger 2 – 26-30 3 – 31-35 4 – more than 35	1 : 26 (33%) 2 : 24 (30%) 3 : 20 (25%) 4 : 9 (11%)	1: 14 (35%) 2: 10 (25%) 3: 10 (25%) 4: 6 (15%)	1: 29 (27%) 2: 1 (3%) 3: 0 4: 0	1: 50 (91%) 2: 3 (6%) 3: 0 4: 2 (3%)	1: 40 (100%) 2: 0 3: 0 4: 0	1: 40 (100%) 2: 0 3: 0 4: 0	1: 40 (100%) 2: 0 3: 0 4: 0	1: 58 (93%) 2: 3 (5%) 3: 1 (1%) 4: 1 (1%)



Table 5: IQA Indicators - Students

	IQA Indicators	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	Overall
WUAS (n=79)	Mean	3.25	3.46	3.68	3.86	3.17	3.31	3.24	3.70	3.53	3.06	2.96	3.12	3.51	3.51	3.70	3.63
	SD	1.03	0.67	0.68	0.72	0.62	0.57	0.44	0.93	1.10	0.62	0.67	0.54	1.09	1.09	0.93	.758
	Majority	Neutral	Agree	Agree	Agree	Neutral	Neutral	Neutral	Agree	Agree	Neutral	Neutral	Neutral	Agree	Agree	Agree	Agree
UCAM (n=40)	Mean	Np	4.12	4.15	4.10	4.21	4.19	4.17	4.15	4.10	4.18	4.03	4.26	4.23	4.38	4.23	4.16
	SD	Np	.480	.525	.517	.587	.527	.504	.709	.641	.594	.638	.716	.667	.590	.536	.360
	Majority	Np	Agree	Agree	Agree	Strongly agree	Agree	Agree	Agree	Agree	Agree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree
FinU (n=30)	Mean	3.73	3.50	3.60	3.39	3.53	3.69	3.68	3.64	3.56	3.68	3.43	3.54	3.46	3.89	3.18	3.56
	SD	.785	.777	.662	.739	.706	.850	.723	.780	.801	.736	.836	.781	.881	.916	.819	.574
	Majority	Agree	Agree	Agree	Neutral	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Neutral	Agree
RAE (n=55)	Mean	3.36	3.16	3.44	3.29	3.39	3.55	3.60	3.30	3.27	3.60	3.31	3.54	3.38	3.50	3.06	3.39
	SD	1.128	.925	.732	.726	.966	.843	.772	1.021	1.012	.807	.920	.912	1.009	1.005	.960	.629
	Majority	Neutral	Neutral	Agree	Neutral	Neutral	Agree	Agree	Neutral	Neutral	Agree	Neutral	Agree	Neutral	Agree	Neutral	Neutral
TSU (n=40)	Mean	Np	3.29	3.61	3.32	3.66	4.16	3.01	3.58	3.42	2.86	3.71	3.71	3.57	3.57	3.73	3.48
	SD	Np	.646	.716	.626	.936	.603	.797	1.083	1.083	.961	.854	.823	.958	1.11	.987	.542
	Majority	Np	Neutral	Agree	Neutral	Agree	Agree	Neutral	Agree	Agree	Neutral	Agree	Agree	Agree	Agree	Agree	Agree
BeISU (n=40)	Mean	Np	4.10	3.98	3.86	4.11	4.34	3.98	4.00	3.98	4.01	3.95	4.03	4.03	3.75	3.70	3.99
	SD	Np	.485	.533	.573	.594	.536	.542	.599	.620	.583	.541	.0530	.660	.840	.758	.421
	Majority	Np	Agree	Agree	Agree	Agree	Strongly agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree



NSU (n=40)	Mean	Np	3.29	3.61	3.32	3.66	4.16	3.01	3.58	3.42	2.86	3.71	3.71	3.57	3.57	3.73	3.48
	SD	Np	.646	.716	.626	.936	.603	.797	1.03	1.08	.960	.854	.823	.958	1.11	.987	.542
	Majority	Np	Neutral	Agree	Neutral	Agree	Agree	Neutral	Agree	Agree	Neutral	Agree	Agree	Agree	Agree	Agree	Agree
ASPU (n=63)	Mean	3.68	3.44	3.44	3.36	3.48	3.47	3.21	3.31	3.79	3.26	3.33	3.33	3.42	3.31	3.30	3.41
	SD	.947	.996	1.012	.890	.930	1.034	.938	1.052	.880	1.001	.950	1.095	.949	1.104	.992	.816
	Majority	Agree	Agree	Agree	Neutral	Agree	Agree	Neutral	Neutral	Agree	Neutral	Neutral	Neutral	Agree	Neutral	Neutral	Agree

Table 6: Mann-Whitney U test - Comparing the opinions of Bachelor's and Master's students

Institution	WUAS (n=79)	UCAM (n=40)	FinU (n=30)	RAE (n=55)	TSU (n=40)	BELSU (n=40)	NSU (n=40)	ASPU (n=63)
Mann-Whitney U	653.500	72.000	Mann-Whitney U test cannot be carried out because all are Bachelor's (except 1 PhD)	212.000	Mann-Whitney U test cannot be carried out because all are Bachelor's	57.000	Mann-Whitney U test cannot be carried out because all are Bachelor's	214.000
Wilcoxon W	1394.500	100.000		290.000		652.000		994.000
Z	-1.165	-.452		-.644		-1.917		-.476
Asymp. Sig. (2-tailed)	.244	.651		.519		.055		.634
Exact Sig. [2*(1-tailed Sig.)]	-	.701 ^a		-		.92 ^b		-

a. Not corrected for ties, b. Not corrected for ties



Table 7: Alumni Demographic Summary

Demographic	WUAS (n=10)	UCAM (n=32)	FinU (n=40)	RAE (n=33)	BeISU (n=40)	ASPU (n=33)
Gender: <i>F</i> – female <i>M</i> – male NA – prefers not to mention	F : 7 (70%) M : 3 (30%) NA: 0	F : 14 (44%) M : 16 (50%) NA: 2 (6%)	F : 18 (45%) M : 18 (45%) NA: 0	F : 21 (64%) M : 11 (33%) NA: 1 (3%)	F : 37 (93%) M : 3 (7%) NA: 0	F : 27 (82%) M : 6 (18%) NA: 0
Form of education: FT – Full-Time PT – Part-Time	FT : 10 (100%) PT : 0	FT : 24 (75%) PT : 6 (19%) Missing: 2 (6%)	FT : 37 (93%) PT : 3 (7%)	FT : 25 (76%) PT : 8 (24%)	FT : 37 (93%) PT : 3 (7%)	FT : 18 (55%) PT : 15 (45%)
Programme (Diploma Obtained): B – Bachelor M – Master S – Specialist D – Doctorate	B : 5 (50%) M: 5 (50%) S: 0 D: 0	B : 27 (84%) M: 4 (13%) S: 1 (3%) D: 0	B : 20 (50%) M: 5 (13%) S: 14 (35%) D: 1 (2%)	B : 20 (61%) M: 10 (30%) S: 03 (9%) D: 0	B : 22 (55%) M: 3 (7%) S: 15 (38%) D: 0	B : 26 (79%) M: 7 (21%) S: 0 D: 0
Age: 1 – 25 years or younger 2 – 26-30 3 – 31-35 4 – more than 35	1 : 2 (20%) 2 : 3 (30%) 3 : 3 (30%) 4 : 2 (20%)	1 : 7 (22%) 2 : 12 (38%) 3 : 10 (31%) 4 : 3 (9%)	1 : 13 (33%) 2 : 12 (30%) 3 : 6 (15%) 4 : 9 (22%)	1 : 24 (73%) 2 : 5 (15%) 3 : 1 (3%) 4 : 3 (9%)	1 : 38 (96%) 2 : 0 3 : 1 (2%) 4 : 1 (2%)	1 : 25 (76%) 2 : 4 (12%) 3 : 2 (6%) 4 : 2 (6%)



Table 8: IQA Indicators - Alumni

IQA Indicator of Perceived	WUAS (n=10)	UCAM (n=32)	FinU (n=40)	RAE (n=33)	BeISU (n=40)	ASPU (n=33)
Impact of HEI on graduate knowledge & skills	Mean: 3.00 SD: 1.197 Majority: Neutral	Mean: 4.23 SD: .583 Majority: Strongly agree	Mean: 4.07 SD: .742 Majority: Agree	Mean: 3.41 SD: .799 Majority: Agree	Mean: 3.95 SD: .689 Majority: Agree	Mean: 3.84 SD: .552 Majority: Agree
Teaching & Learning Quality/Learning Experience	Mean: 3.35 SD: 1.008 Majority: Neutral	Mean: 4.26 SD: .494 Majority: Strongly agree	Mean: 4.00 SD: .704 Majority: Agree	Mean: 3.29 SD: .801 Majority: Neutral	Mean: 3.88 SD: .780 Majority: Agree	Mean: 3.86 SD: .615 Majority: Agree
Institutional Leadership Commitment towards Quality/Student Learning	Mean: 3.44 SD: 1.243 Majority: Agree	Mean: 4.18 SD: .502 Majority: Agree	Mean: 3.98 SD: .645 Majority: Agree	Mean: 3.09 SD: .760 Majority: Neutral	Mean: 3.95 SD: .706 Majority: Agree	Mean: 3.77 SD: .621 Majority: Agree
Academic Staff Commitment towards Quality of Teaching	Mean: 3.65 SD: 1.179 Majority: Agree	Mean: 4.16 SD: .615 Majority: Agree	Mean: 4.07 SD: 3.99 Majority: Agree	Mean: 3.56 SD: .922 Majority: Agree	Mean: 4.01 SD: .843 Majority: Agree	Mean: 3.95 SD: .442 Majority: Agree
Academic Staff Professional Competence / Research Background	Mean: 3.40 SD: 1.149 Majority: Neutral	Mean: 4.13 SD: .508 Majority: Agree	Mean: 3.98 SD: .798 Majority: Agree	Mean: 3.83 SD: .858 Majority: Agree	Mean: 4.15 SD: .810 Majority: Agree	Mean: 3.90 SD: .357 Majority: Agree
Quality of Assessment Practices	Mean: 3.60 SD: 1.049 Majority: Agree	Mean: 4.28 SD: .581 Majority: Strongly agree	Mean: 4.08 SD: .703 Majority: Agree	Mean: 3.41 SD: .946 Majority: Agree	Mean: 4.00 SD: .776 Majority: Agree	Mean: 3.77 SD: .518 Majority: Agree
Effective Feedback Mechanisms	Mean: 3.35 SD: 1.270 Majority: Neutral	Mean: 4.03 SD: .683 Majority: Agree	Mean: 4.18 SD: .765 Majority: Agree	Mean: 3.53 SD: .772 Majority: Agree	Mean: 4.09 SD: .715 Majority: Agree	Mean: 3.96 SD: .358 Majority: Agree
Quality of Education at the HEI	Mean: 3.30 SD: 1.252 Majority: Neutral	Mean: 4.32 SD: .653 Majority: Strongly agree	Mean: 4.10 SD: .852 Majority: Agree	Mean: 3.28 SD: .851 Majority: Neutral	Mean: 3.92 SD: .859 Majority: Agree	Mean: 4.00 SD: .408 Majority: Agree
University's Reputation	Mean: 3.20 SD: 1.476 Majority: Neutral	Mean: 4.03 SD: .706 Majority: Agree	Mean: 3.67 SD: .838 Majority: Agree	Mean: 3.34 SD: 1.004 Majority: Neutral	Mean: 3.82 SD: 1.01 Majority: Agree	Mean: 3.93 SD: .651 Majority: Agree



Involvement in QA	Mean: 3.50 SD: 1.179 Majority: Agree	Mean: 3.88 SD: .833 Majority: Agree	Mean: 3.87 SD: .833 Majority: Agree	Mean: 3.13 SD: .942 Majority: Neutral	Mean: 3.83 SD: .844 Majority: Agree	Mean: 3.96 SD: .445 Majority: Agree
Overall Average Mean of the above	Mean: 3.38 SD: 1.073 Majority: Neutral	Mean: 4.18 SD: .418 Majority: Agree	Mean: 4.01 SD: .668 Majority: Agree	Mean: 3.36 SD: .579 Majority: Neutral	Mean: 3.96 SD: .692 Majority: Agree	Mean: 3.85 SD: .404 Majority: Agree

Table 9: Mann-Whitney U test - Comparing the opinions of Bachelor's and Master's alumni

Institution	WUAS (n=10)	UCAM (n=32)	FinU (n=40)	RAE (n=33)	BelSU (n=40)	ASPU (n=33)
Mann-Whitney U	8.000	43.000	39.000	80.000	24.500	81.000
Wilcoxon W	23.000	394.000	249.000	290.000	30.500	109.000
Z	-1.006	-.610	-.862	-.962	-.755	-.492
Asymp. Sig. (2-tailed)	.314	.542	.389	.336	.450	.623
Exact Sig. [2*(1-tailed Sig.)]	.421 ^a	.617 ^a	.488 ^a	.397 ^a	.497 ^a	.682 ^a

a. Not corrected for ties



Table 10: Teachers' Demographic Summary

Demographic	WUAS (n=23)	UCAM (N=18)	FinU (n = 13)	RAE (n = 30)	TSU (n=15)	BelSU (N=15)	NSU (n=15)	ASPU (n=25)
Gender: F - Female M - Male NA - prefers not to mention	F: 4 (17%) M: 17 (74%) NA: 2 (9%)	F: 11(61%) M:7 (39%) NA: 0	F: 9 (69%) M: 4 (31%) NA: 0	F: 25 (83%) M: 5 (17%) NA: 0	F: 12 (80%) M: 3 (20%) NA: 0	F: 14 (93%) M:1 (7%) NA: 0	F: 14 (93%) M: 1 (7%) NA: 0	F: 22 (88%) M:3 (12%) NA: 0
No. of years of experience: 1 - <4 years 2 - 4-5 years 3 - 6-10 years 4 - >10 years	1: 14 (61%) 2: 3 (13%) 3: 4 (17%) 4: 2 (9%)	1: 3 (17%) 2: 5 (28%) 3: 6 (33%) 4: 4 (22%)	1: 2 (15%) 2: 4 (31%) 3: 1 (8%) 4: 6 (46%)	1: 11 (37%) 2: 2 (6%) 3: 2 (6%) 4: 15 (50%)	1: 0 2: 0 3: 3 (20%) 4: 12 (80%)	1: 0 2: 1 (7%) 3: 2 (13%) 4: 12 (80%)	1: 3 (20%) 2: 2 (13%) 3: 6 (40%) 4: 4 (27%)	1: 1 (4%) 2: 1 (4%) 3: 3 (12%) 4: 20 (80%)
Academic degree: 1 - Professional Qualification 2 - BSc/BA/BBA 3 - MSc/MA/MBA 4 - PhD/DBA	1: 0 2 : 2 (9%) 3 : 9 (39%) 4 : 12 (52%)	1: 0 2: 1 (6%) 3: 5 (28%) 4: 12 (66%)	1: 2 (15%) 2: 0 3: 2 (15%) 4: 9 (69%)	1: 11 (37%) 2: 1 (3%) 3: 5 (17%) 4: 13 (43%)	1: 0 2: 0 3: 0 4: 15 (100%)	1: 1 (7%) 2: 1 (7%) 3: 2 (13%) 4: 11 (73%)	1: 4 (27%) 2: 0 3: 11 (73%) 4: 0	1 : 8 (32%) 2: 1(4%) 3: 4 (16%) 4: 10 (40%)
Position at HEI: L - Lecturer AP - Assistant Professor SL - Senior Lecturer AsP - Associate Professor P - Professor HOD - Head of Department D - Dean of Faculty/Inst. Director	L: 17 (74%) AP: 0 SL: 3 (14%) AsP: 0 P: 1 (4%) HOD: 1 (4%) D: 1 (4%)	L: 8 (44%) AP: 1 (5%) SL: 3 (17%) AsP: 2 (11%) P: 1 (5%) HOD: 3 (17%) D: 0	L: 0 AP: 2 (15%) SL: 2 (15%) AsP: 8 (62%) P: 0 HOD: 1 (8%) D: 0	L: 2 (7%) AP: 4 (13%) SL: 14 (47%) AsP: 8 (27%) P: 1 (3%) HOD: 1 (3%) D: 0	L: 0 AP: 0 SL: 0 AsP: 6 (40%) P: 3 (20%) HOD: 3 (20%) D: 3 (20%)	L: 0 AP: 2 (13%) SL: 3 (20%) AsP: 8 (53%) P: 0 HOD: 1 (7%) D: 1 (7%)	L: 2 (13%) AP: 4 (27%) SL: 8 (53%) AsP: 0 P: 0 HOD: 1 (7%) D: 0	L: 5 (20%) AP: 13 (52%) SL: 0 AsP: 02 (8%) P: 2 (8%) HOD: 2 (8%) D: 1 (4%)



Table 11: IQA Indicators - Teachers

IQA Indicator of Perceived	WUAS (n=23)	UCAM (N=18)	FinU (n = 13)	RAE (n = 30)	TSU (n=15)	BeISU (N=15)	NSU (n=15)	ASPU (n=25)
Quality of education	Mean: 3.73 SD: .757 Majority: Agree	Mean: 4.35 SD: .370 Majority: Strongly agree	Mean: 3.69 SD: .512 Majority: Agree	Mean: 3.56 SD: .649 Majority: Agree	Mean: 4.75 SD: .231 Majority: Strongly agree	Mean: 4.22 SD: .667 Majority: Strongly agree	Mean: 4.02 SD: .224 Majority: Agree	Mean: 4.18 SD: .672 Majority: Agree
Institutional Commitment to quality of education, teaching, learning & assessments	Mean: 3.80 SD: .659 Majority: Strongly agree	Mean: 4.25 SD: .314 Majority: Strongly agree	Mean: 3.44 SD: .463 Majority: Agree	Mean: 3.58 SD: .719 Majority: Agree	Mean: 4.47 SD: .046 Majority: Strongly agree	Mean: 3.90 SD: .655 Majority: Agree	Mean: 3.47 SD: .447 Majority: Agree	Mean: 4.01 SD: .701 Majority: Agree
Involvement of academic staff in the IQA/quality management	Mean: 3.57 SD: .823 Majority: Agree	Mean: 4.36 SD: .348 Majority: Strongly agree	Mean: 3.40 SD: .616 Majority: Neutral	Mean: 3.29 SD: .674 Majority: Neutral	Mean: 4.04 SD: .083 Majority: Agree	Mean: 3.71 SD: .817 Majority: Agree	Mean: 3.72 SD: .291 Majority: Agree	Mean: 3.98 SD: .681 Majority: Agree
Leadership commitment	Mean: 3.87 SD: .815 Majority: Agree	Mean: 4.42 SD: .393 Majority: Strongly agree	Mean: 3.31 SD: .990 Majority: Agree	Mean: 3.27 SD: 1.023 Majority: Neutral	Mean: 5.00 SD: 0.00 Majority: Strongly agree	Mean: 3.70 SD: .862 Majority: Agree	Mean: 3.90 SD: .573 Majority: Agree	Mean: 3.89 SD: .597 Majority: Agree
University's reputation	Mean: 3.65 SD: .714 Majority: Agree	Mean: 4.36 SD: .376 Majority: Agree	Mean: 3.97 SD: .691 Majority: Agree	Mean: 3.60 SD: .865 Majority: Agree	Mean: 4.70 SD: .254 Majority: Strongly agree	Mean: 3.90 SD: .910 Majority: Agree	Mean: 3.90 SD: .471 Majority: Agree	Mean: 4.04 SD: .709 Majority: Agree
Research focus of academic staff	Mean: 3.32 SD: 1.09 Majority: Neutral	Mean: 4.28 SD: .461 Majority: Agree	Mean: 3.62 SD: .650 Majority: Agree	Mean: 3.77 SD: .817 Majority: Agree	Mean: 5.00 SD: 0.00 Majority: Strongly agree	Mean: 3.80 SD: .862 Majority: Agree	Mean: 4.27 SD: .799 Majority: Strongly agree	Mean: 4.13 SD: .920 Majority: Agree
Overall Average Mean of the above	Mean: 3.71 SD: .633 Majority: Agree	Mean: 4.31 SD: .245 Majority: Agree	Mean: 3.52 SD: .460 Majority: Agree	Mean: 3.49 SD: .638 Majority: Agree	Mean: 4.51 SD: .077 Majority: Strongly agree	Mean: 3.90 SD: .665 Majority: Agree	Mean: 3.73 SD: .304 Majority: Agree	Mean: 4.04 SD: .598 Majority: Agree



Table 12: Employers - Competencies Decisive in Hiring?

	WUAS (n=5)	UCAM n=32)	FinU (n=10)	RAE (n=21)	TSU (n= 15)	BelSU (n=15)	NSU (n=15)	ASPU (n=16)
The level of theoretical training in the specialty	Mean: 3.40 SD: .894 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .816 Majority: Agree	Mean: 4.00 SD: .707 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.47 SD: .640 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.81 SD: .981 Majority: Agree
Availability of professional and practical skills	Mean: 4.40 SD: .548 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.30 SD: .949 Majority: Strongly agree	Mean: 4.14 SD: .573 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.40 SD: .632 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.94 SD: .854 Majority: Agree
Level of computer literacy	Mean: 3.60 SD: 1.140 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .667 Majority: Agree	Mean: 4.14 SD: .854 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.13 SD: .640 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .632 Majority: Agree
Existence of administrative knowledge, skills and abilities	Mean: 3.60 SD: .894 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 3.20 SD: .632 Majority: Neutral	Mean: 3.67 SD: .856 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 3.87 SD: .640 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 3.75 SD: .856 Majority: Agree
Having self-management skills	Mean: 4.40 SD: .548 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.70 SD: .823 Majority: Agree	Mean: 3.76 SD: 1.044 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.07 SD: .594 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 3.81 SD: .750 Majority: Agree
Self-learning and development skills	Mean: 4.40 SD: .548 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.10 SD: .568 Majority: Agree	Mean: 3.76 SD: 1.044 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.13 SD: .516 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 3.75 SD: 1.065 Majority: Agree
Ability to work in a teams	Mean: 4.80 SD: .447 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.40 SD: .516 Majority: Strongly agree	Mean: 3.90 SD: .768 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.73 SD: .594 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.13 SD: .885 Majority: Agree
Responsibility	Mean: 4.80 SD: .447 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.20 SD: .789 Majority: Agree	Mean: 4.24 SD: .700 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.40 SD: .507 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.94 SD: .854 Majority: Agree
Sociability	Mean: 4.80 SD: .447 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.30 SD: .675 Majority: Strongly agree	Mean: 3.62 SD: 1.024 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.73 SD: .458 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.94 SD: .250 Majority: Agree



The ability to take responsibility	Mean: 5.00 SD: 0.00 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.10 SD: .994 Majority: Agree	Mean: 3.62 SD: 1.117 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.47 SD: .640 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.88 SD: .957 Majority: Agree
Conscientiousness	Mean: 4.20 SD: .837 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.30 SD: .675 Majority: Strongly agree	Mean: 3.62 SD: 1.071 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.60 SD: .507 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.88 SD: .619 Majority: Agree
Creativity, innovative thinking	Mean: 4.80 SD: .447 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .816 Majority: Agree	Mean: 3.48 SD: .928 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.07 SD: .799 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .516 Majority: Agree
Results oriented	Mean: 4.60 SD: .548 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.40 SD: .966 Majority: Strongly agree	Mean: 3.95 SD: 1.071 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.60 SD: .507 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.06 SD: .680 Majority: Agree
Determination, desire to work and prove themselves	Mean: 4.80 SD: .447 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.80 SD: .422 Majority: Agree	Mean: 3.76 SD: .944 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.47 SD: .516 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.81 SD: .834 Majority: Agree
Level of intercultural skill	Mean: 4.40 SD: .548 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.80 SD: .632 Majority: Agree	Mean: 3.33 SD: .856 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: 4.07 SD: .884 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 3.75 SD: .447 Majority: Agree
Ability to apply critical thinking	Mean: 4.40 SD: .894 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.80 SD: .919 Majority: Agree	Mean: 3.90 SD: .768 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 3.80 SD: 1.082 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 3.75 SD: .683 Majority: Agree
Ability to multitask	Mean: 4.60 SD: .548 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 4.10 SD: .738 Majority: Agree	Mean: 3.76 SD: .995 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .926 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 3.94 SD: .680 Majority: Agree
Readiness and ability for complex problem solving	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.30 SD: .823 Majority: Strongly agree	Mean: 4.10 SD: .768 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.33 SD: .724 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.94 SD: .680 Majority: Agree
Level of written and oral communication	Mean: NA SD: NA	Mean: NA SD: NA	Mean: 4.30 SD: .823	Mean: 3.62 SD: .865	Mean: NA SD: NA	Mean: 4.40 SD: .737	Mean: NA SD: NA	Mean: 3.69 SD: 1.250



	Majority: NA	Majority: NA	Majority: Strongly agree	Majority: Agree	Majority: NA	Majority: Strongly agree	Majority: NA	Majority: Agree
Overall Mean	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.06 SD: .823 Majority: Agree	Mean: 3.81 SD: .465 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: 4.30 SD: .415 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: 3.88 SD: .517 Majority: Agree



Table 13: What Should Be Emphasized in the Teaching of Our Graduates?

	WUAS (n=5)	UCAM n=32)	FinU (n=10)	RAE (n=21)	TSU (n= 15)	BelsU (n=15)	NSU (n=15)	ASPU (n=16)
Legal literacy	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.40 SD: .843 Majority: Neutral	Mean: 3.33 SD: .796 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.94 SD: .680 Majority: Agree
Implementation of social policy	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.30 SD: .675 Majority: Neutral	Mean: 2.86 SD: .910 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.50 SD: .632 Majority: Agree
Computer and information technology	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.60 SD: .843 Majority: Agree	Mean: 3.76 SD: 1.044 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.63 SD: .885 Majority: Agree
Human Resources	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.30 SD: .483 Majority: Neutral	Mean: 2.95 SD: .921 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.87 SD: .719 Majority: Agree
Fundamentals of Public Service	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.20 SD: .632 Majority: Neutral	Mean: 2.95 SD: .669 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .730 Majority: Agree
Economic analysis	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.80 SD: 1.033 Majority: Agree	Mean: 3.43 SD: .926 Majority:	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.56 SD: .629 Majority: Agree
State-building	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.80 SD: .919 Majority: Agree	Mean: 3.14 SD: .854 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.31 SD: .602 Majority: Neutral
Office-work	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.40 SD: .699 Majority: Neutral	Mean: 3.29 SD: 1.231 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .730 Majority: Agree
Practical psychology	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.00 SD: .471 Majority: Neutral	Mean: 3.29 SD: 1.056 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.56 SD: .814 Majority: Agree



Political governance	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.50 SD: .707 Majority: Agree	Mean: 2.67 SD: .796 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.63 SD: .619 Majority: Agree
Organization of analytical work	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.50 SD: .972 Majority: Agree	Mean: 3.67 SD: .966 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.75 SD: .577 Majority: Agree
Public Relations (PR)	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.20 SD: .789 Majority: Neutral	Mean: 2.95 SD: .805 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.81 SD: .544 Majority: Agree
Professional Management	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.70 SD: .823 Majority: Agree	Mean: 3.52 SD: .981 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.81 SD: .655 Majority: Agree
Project management	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.80 SD: .789 Majority: Agree	Mean: 3.86 SD: .910 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.75 SD: .683 Majority: Agree
Accounting	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.70 SD: 1.160 Majority: Agree	Mean: 3.14 SD: .964 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.88 SD: .719 Majority: Agree
Organization of scientific activities	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.30 SD: 1.059 Majority: Neutral	Mean: 3.05 SD: 1.071 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.38 SD: .719 Majority: Neutral
Overall Mean	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.47 SD: .435 Majority: Agree	Mean: 3.24 SD: .375 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.71 SD: .465 Majority: Agree



Table 14: What Does “Good Quality” in Higher Education Mean to You?

	WUAS (n=5)	UCAM (n=32)	FinU (n=10)	RAE (n=21)	TSU (n= 15)	BelsU (n=15)	NSU (n=15)	ASPU (n=16)
Graduates who are motivated	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.10 SD: .568 Majority: Agree	Mean: 4.14 SD: .854 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.25 SD: .683 Majority: Strongly agree
Graduates with first class honours or upper second degree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.90 SD: .0738 Majority: Agree	Mean: 3.71 SD: .845 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.06 SD: .574 Majority: Agree
A university with nice buildings & infrastructure	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.40 SD: .843 Majority: Neutral	Mean: 3.43 SD: .811 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.38 SD: .719 Majority: Neutral
Staff who are knowledgeable and up-to-date	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.90 SD: .738 Majority: Agree	Mean: 4.19 SD: .873 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.94 SD: .680 Majority: Agree
The cost of the fees charged	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.00 SD: .667 Majority: Neutral	Mean: 3.10 SD: .944 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.44 SD: .964 Majority: Agree
The curriculum on offer to students	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA
Graduates who are literate and numerate	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.70 SD: .675 Majority: Agree	Mean: 3.71 SD: .902 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.94 SD: .854 Majority: Agree
Graduates who are questioning	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.20 SD: .632 Majority: Agree	Mean: 3.14 SD: .964 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.81 SD: .911 Majority: Agree
Good university facilities (e.g. library, IT, laboratories, etc)	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.10 SD: .738 Majority: Agree	Mean: 4.00 SD: .837 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.75 SD: .775 Majority: Agree
The methods of teaching used	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.40 SD: .738 Majority: Strongly agree	Mean: 4.10 SD: .889 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .730 Majority: Agree



Quality of feedback given to students by staff	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.20 SD: .789 Majority: Agree	Mean: 3.81 SD: .928 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .632 Majority: Agree
Good links to industry	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.10 SD: .568 Majority: Agree	Mean: 3.95 SD: .865 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.87 SD: .500 Majority: Agree
Support facilities (e.g. career guidance)	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.80 SD: .422 Majority: Agree	Mean: 4.24 SD: .831 Majority: Strongly agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 4.00 SD: .516 Majority: Agree
Extra activities offered to students (e.g. visits, extracurricular activities)	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.70 SD: .483 Majority: Agree	Mean: 3.48 SD: 1.209 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.63 SD: .619 Majority: Agree
Enthusiastic staff	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.80 SD: .632 Majority: Agree	Mean: 3.67 SD: 1.317 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.81 SD: .834 Majority: Agree
Externally accredited programmes	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.40 SD: .699 Majority: Neutral	Mean: 3.33 SD: 1.238 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.75 SD: .775 Majority: Agree
National and International Rankings	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.50 SD: .707 Majority: Agree	Mean: 3.33 SD: 1.155 Majority: Neutral	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.87 SD: 1.025 Majority: Agree
Overall Mean	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.83 SD: .318 Majority: Agree	Mean: 3.71 SD: .560 Majority: Agree	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: NA SD: NA Majority: NA	Mean: 3.84 SD: .425 Majority: Agree



Table 15: Ranking of Professional Competencies

	Internal and External Conditioning Factors (Internal and External)	Rank by all 5 employers
Technical/Practical Skills	level of theoretical and professional knowledge (technical/practical)	2,2,4,1,3=12
	level of practical knowledge and skills (technical/practical)	1,1,3,2,5=12
	ability to effectively represent the results of work (technical/practical)	6,4,6,5,4=15
	awareness in related areas of the acquired specialty (technical/practical)	5,6,2,4,7=24
	foreign language proficiency (technical/practical)	7,7,5,6,1=26
	skills in special software products (technical/practical)	4,5,7,7,6=29
	level of written and oral communication (technical/practical)	3,3,1,3,2=12
Soft Skills	ability to work in team (soft)	5,1,1,3,5=15
	focus on professional development (soft)	7,6,7,4,6=30
	readiness and ability for further learning (soft)	3,2,6,1,3=15
	ability to develop new ideas (soft)	4,5,1,2,2=14
	ability to act strictly according to the rules and regulations of the team (soft)	8,8,8,6,8=38
	level of intercultural skill (soft)	6,7,4,8,1=24
	ability to apply critical thinking (soft)	1,4,5,7,7=24
	readiness and ability for complex problem solving (soft)	2,3,3,5,4=17



Table 16: Answers to Open-response questions

<p>What does 'good quality' in higher education mean to you?</p>	<ul style="list-style-type: none"> ▪ Having modules that are relevant to immediate adoption within industry ▪ Having high grade lecturers to empower class learning process ▪ Grooming professionals for their next step in their career ▪ Prepare them with broad knowledge but teach them that there is still a lot to learn – it is a journey, not a destination ▪ Ready to work outside of education ▪ Eager, qualified, knowledgeable, motivated graduates ▪ Offer the curriculum at such a high level that you can make a direct step into the labour market or continue your studies
<p>What do you think are the important determinants of service quality in higher education?</p>	<ul style="list-style-type: none"> ▪ Availability of good decent student support ▪ I am a bigger believer in attitude – this is hard to learn, but if someone wants to learn, people can often learn it ▪ Determination is key – sometimes it may take longer, but don't stop at first attempt ▪ Supporting students and preparing them for the working world outside academic world
<p>How can service quality in education be improved?</p>	<ul style="list-style-type: none"> ▪ Service turn-around time ▪ A broader focus on learnings that come from failure, not all will be successful and the fact that this is set as the standard can be very stressful for people ▪ Making sure it's creative and practical too
<p>What cost is incurred by employers of not providing quality education to students?</p>	<ul style="list-style-type: none"> ▪ Slow growth in business due to lack of competence ▪ This cost can be reduced by selecting the right professionals. A good professional has a mixed profile and skills and is not necessarily always the best in his/her field. The person needs to fit the organization. ▪ People thrive differently in different environments – it is important that that is a match and students should be prepared to find out where they will fit best.
<p>What role leadership can play in imparting quality education?</p>	<ul style="list-style-type: none"> ▪ Lead by example ▪ Help students to explore where they will thrive and what their true passion is ▪ Inspiration ▪ Leadership can play a big role in imparting education