

Feedback system in quality assurance system

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6th November 2018

Vilnius

Establishing and development of Quality Assurance Centers at Azerbaijan Universities - EQAC

586351-EPP-1-2017-1-AZ-EPPKA2-CBHE-JP



For what the feedback of HEI stakeholders is used?

- Improvement of teaching, learning and assesement
- Evaluation of teaching staff



- Internal study programme review
- External national accreditation of programme
- External national accreditation of institution



PROCEDURE APPLICABLE TO ORGANIZING FEEDBACK ON STUDIES AT MYKOLO ROMERIS UNIVERSITY

I. GENERAL PROVISIONS

1. Procedure Applicable to Organizing Feedback on Studies (hereinafter referred to as the Procedure) of Mykolas Romeris University (hereinafter referred to as the University) establishes the procedure applicable to organizing surveys of the University students, unclassified students, graduates (hereinafter referred to as the Surveys) on the study programmes, the quality of teaching of study subjects, organizing the study process, assessment of students' competences, organization, data analysis, accessibility, use, and publication of these Surveys at the University.

2. Social stakeholders are natural and legal entities or groups of entities concerned about the quality of studies and research at the University and assuming part of the liability for it taking into account the areas represented by them or based on the authorizations granted to them. The internal social stakeholders are University students, unclassified students, University teachers, and administrative staff. The external social stakeholders are parents or guardians of the University students (unclassified students), graduates, employers, state authorities, and non-governmental organizations.

II. SURVEYS OF THE STUDENTS, UNCLASSIFIED STUDENTS AND GRADUATES

3. The Surveys of the students and unclassified students consist of:
 - 3.1. Questionnaire on the study subject.
 - 3.2. Questionnaire on the study subject studied by applying a distance education method.
 - 3.3. Questionnaire on the quality of teaching of the study subject for students arriving under Erasmus or other student mobility programmes.
 - 3.4. Questionnaire on the quality of the practical training during the studies.
 - 3.5. Questionnaire on the selected study programme.
 - 3.6. Questionnaire on the quality of organization of the study process for students arriving under Erasmus or other student mobility programmes.
 - 3.7. Questionnaire on the reasons for suspending the studies.
 - 3.8. Questionnaire on the reasons for termination of the studies.
 - 3.9. Questionnaire on the quality of PhD studies.
 - 3.10. Questionnaire on the quality of preparation of the final thesis.
4. The Surveys of the graduates consist of a questionnaire on the studied programme and acquired competences.
5. The Surveys of the social partners consist of a questionnaire for the members of qualification committees of Mykolas Romeris University.

III. ORGANIZATION OF SURVEYS

6. The Surveys are organized electronically or by submitting a paper questionnaire. Questionnaires for the University students (unclassified students) are usually submitted via the electronic student book. Questionnaires for the University graduates are sent via e-mail to the addresses specified in the data system of the University.
7. The Surveys are voluntary and anonymous.

Dokumento pavadinimas	Dokumento patvirtinimas	Šio dokumento patvirtinimo data	Patvirtinimo vieta	Patvirtinimo data
Viešojoje internetinėje socialinių mokslų kolegijos tinkleje organizuojamų tyrimų organizavimo tvarka	Pasirašoma: 2015-03-11 (patvirtina) ir V-T	11.03	*	Galioja nuo 2015-09-01

SOCIALINIŲ MOKSLŲ KOLEGIJOS GRĮŽTAMOJO RYŠIO ORGANIZAVIMO TVARKA

I. BENDROSIOS NUOSTATOS

1. Grįžtamasis ryšys – tai socialinių mokslų kolegijos (toliau – Kolegija) studijų kokybės vertinimo sistemos dalis.
2. Grįžtamojo ryšio sistemos tikslas – efektyviai ir sistemaiškai matuoti studijų proceso kokybę bei nuolat ją tobulinti, taip pat vertinimo kokybę ir už gyvenimą proceso monitoringą.
3. Kolegijos grįžtamojo ryšio organizavimo tvarka (toliau – Tvarka) nustato Kolegijos grįžtamojo ryšio organizavimo formas ir metodus, grįžtamojo ryšio tyrimų organizavimo, duomenų analizės ir viešinimo tvarką Kolegijoje.
4. Kolegijos grįžtamojo ryšio dalyviai – tai Kolegijos socialiniai dalininkai (Kolegijos administracinis ir akademinis personalas, studentai, jų tėvai, absolventai, darbdaviai, profesinių asociacijų atstovai, valstybinės institucijos, profesinių sąjungų atstovai ir kitos suinteresuotos šalys).

II. GRĮŽTAMOJO RYŠIO UŽTIKRINIMO FORMOS IR METODAI

5. Grįžtamojo ryšio užtikrinimui organizuojami grįžtamojo ryšio tyrimai. Grįžtamojo ryšio tyrimų pavadinimai, periodiškumas ir atakingi už tyrimo atlikimą darbuotojai pateikiami šio tvarkos 1 priede.
6. Grįžtamojo ryšio tyrimai apima:
 - 6.1. Studentų atsiliepimus ir vertinimus;
 - 6.2. Darbuotojų atsiliepimus ir vertinimus;
 - 6.3. Absolventų ir darbdavių atsiliepimus ir vertinimus;
 - 6.4. Socialinių partnerių atsiliepimus ir vertinimus;
 - 6.5. Kolegijos administracijos atsiliepimus ir vertinimus;
 - 6.6. Mokymosi viešą gyvenimą dalijusių atsiliepimus ir vertinimus.
7. Grįžtamojo ryšio tyrimams atlikti naudojami klausimynai (2-18 priedai). Klausimynai išdėstyti mėsos patvirtinti patvirtinamas klausimų tikslumą bei tinkamumą.
8. Grįžtamojo ryšio tyrimams atlikti gali būti naudojami ir kitos priemonės bei instrumentai, leidžiantys atlikti numatytą tyrimą bei gauti reikiamus rezultatus.
9. Klausimynai pildomi elektroniniu būdu grįžtamojo ryšio tyrimų dalyviams pateiktiant nuorodas. Atsiliekantys atsiliekantys, patikrinami naujo tyrimo imtis, dydis, klausimynai gali būti pildomi popieriniame versijoje.
10. Konkrečių grįžtamojo ryšio tyrimo atlikimo būdą parinkta už tyrimo atlikimą atakingas darbuotojas. Renkantis tyrimo atlikimo būdą būtina įvertinti duomenų apdorojimo

Regulations of organising feedback at the university

I. GENERAL PROVISIONS

II. FORMS AND METHODS OF FEEDBACK

III. ANALYSIS, ACCESSIBILITY AND USE OF THE DATA OF THE FEEDBACK

IV. DISSEMINATION OF THE RESULTS OF THE FEEDBACK

V. FINAL PROVISIONS

VI. ANNEXES

FORMS AND METHODS OF FEEDBACK

- The feedback consist of:

Students' feedback;

Teachers' feedback;

Graduates' and employers' feedback;

Social partners' feedback;

College Administration's feedback;

Lifelong learners' feedback.



SMK feedback questionnaires



- Students' feedback on teaching, learning and assessment
- Students' feedback on internships
- Students' feedback on general satisfaction at SMK
- Teaching staff feedback on teaching, learning and assessment and general satisfaction at SMK

Students' feedback on teaching, learning and assessment

THE UNIVERSITY OF APPLIED SOCIAL SCIENCES
STUDENTS' QUESTIONNAIRE



2017 – 2018	Autumn Semester	<hr/> Study Programme	Full Time Studies	Course	SEX M F	Age (please, write your age) <hr/>
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Dear Student,

The administration of the University of Applied Social Sciences carries out the students' survey. The aim of the survey is to find out the students' attitude regarding the organizing of studying and learning processes, arising problems and possible solutions to them.

The survey is anonymous. Please, do not provide any documents of personal identification. While filling in the questionnaire please, mark only one option reflecting your opinion. Your reasonable and thought over answers to the open questions below will enable the administration to develop the study processes as well as strive for better quality.

Mark whether you agree or disagree with the statements: 1. absolutely disagree 2. disagree 3. neither agree nor disagree 4. agree 5. absolutely agree

Students' feedback on teaching, learning and assessment

No.	Subject, Teacher (Name and Surname)	1	2	3	4	5
	Statement					
1.	During the first lessons of a certain subject the study programme is clearly introduced, information about the main targets of the subject, study results, evaluation methods and criteria is provided.					
2.	The lecturer not only explains the subject but manages the study process and organizes active learning.					
3.	The study methods as well as tasks help to understand the content of the subject, encourage active participation during the lessons and help while studying independently.					
4.	The lecturer is tactful and professional thus the students can easily ask questions, express their opinion, discuss and demonstrate initiative.					
5.	The lecturer applies theory to practice, teaches how to solve practical problems, presents the tasks necessary for professional development.					
6.	The time necessary to study the subject is reasonably divided into theory, practical tasks, independent work and consultations. The amount of time is enough to achieve the targets of the subject.					
7.	The amount of time devoted to a certain subject is enough to fulfil all the tasks, to read compulsory literature and to prepare for the final assessment (exam).					
8.	The lecturer provides different academic support and professionally organizes consultations to check independent tasks.					
9.	The lecturer works according to a regular time table, starts and finishes the lessons on time, effectively organizes the study time.					

Students' feedback on teaching, learning and assessment

10.	Assessment procedures are clear, evaluation methods and criteria allow assessing achieved study results.					
11.	The lecturer assesses the tasks on time, the assessment results are objective and impartial.					
12.	The results of independent tasks and Mid-Course tests are thoroughly discussed and evidently included into the final mark.					
13.	The list of obligatory reading material is available in the data base and library of the university.					
14.	The lecturer imports study material and assessment tasks into e-learning (MOODLE) system, effectively uses the system during the whole study process.					
15.	During the course of a specific subject I acquired new knowledge and practical skills necessary for my future professional performance.					
16.	The subject met my expectations, encouraged self-expression, creativity and critical thinking.					
17.	The subject benefited in gaining self-confidence and experience in communication and cooperation.					

□

18. Present strengths and weaknesses of the subject

Strengths	Weaknesses

Students' feedback on teaching, learning and assessment

19. What is your average attendance of the mentioned subjects? (Suitable answer is marked as X)

0 – 25 %	26 – 50 %	51 – 75 %	76 – 100 %	Other:

20. Please, express your opinion, remarks and offers regarding your study programme, subjects and organizing of the study process:

THANK YOU!

Students' feedback on general satisfaction at SMK

STUDENT SATISFACTION QUESTIONNAIRE
REGARDING THE STUDIES
AT THE SMK UNIVERSITY OF APPLIED SOCIAL SCIENCES



Dear Students,

Our main aim is satisfaction of your needs and expectations. By filling out this questionnaire you would greatly help us in perfecting the studies at the SMK.

1. What is your opinion about the work of the SMK administration related to providing information about studies and activities of SMK (please evaluate the work by departments/employees directly responsible for the activities)

Department providing the information	1 (poor)	2 (satisfactory)	3 (good)	4 (very good)	5 (excellent)
<i>Management of SMK</i>					
<i>Department of Studies</i>					
<i>Library</i>					
<i>Department of International Relations</i>					
<i>Career Centre</i>					
<i>Heads of Study Programmes / Heads of Chairs</i>					

Students' feedback on general satisfaction at SMK

2. Do you get sufficient information about studies and SMK activities in the SMK website and Facebook social network?

	Yes	Partly	No
SMK website: www.smk.lt			
SMK profile in the FACEBOOK social network			

3. Are you satisfied with the timetables of lectures, exams and consultations and the schedule of studies?

	Yes	Partly	No
Timetable of lectures			
Timetable of exams			
Timetable of consultations			
Schedule of studies			

Your comments, proposals.....

Students' feedback on general satisfaction at SMK

4. What is your opinion about the support process at the SMK (Are lecturers, administration ready to cooperate and provide consultations, organize and provide group and individual consultations, provide academic support?)

- 5 points (excellent)
- 4 points (very good)
- 3 points (good)
- 2 points (satisfactory)
- 1 point (poor)



5. What is your opinion about the environment and resources at the SMK? (Please evaluate in a 5-grade system where 5 is “excellent”, 1 is “poor”).

	1 (poor)	2 (satisfactory)	3 (good)	4 (very good)	5 (excellent)
<i>Premises</i>					
<i>Labs and computer facilities</i>					
<i>Library resources (subscribed on-line data bases, publications, handbooks and teaching aids)</i>					
<i>Resources of on-line learning environment (Moodle)</i>					

Students' feedback on general satisfaction at SMK



6. Please evaluate the level of your satisfaction with studies at the SMK:

- 5 points – I am totally satisfied
- 4 points - I am more satisfied than unsatisfied
- 3 points – and neither satisfied nor unsatisfied
- 2 points – and more unsatisfied than satisfied
- 1 point – I am not satisfied

7. Would you recommend choosing studies at the SMK to your relatives, friends, acquaintances?

- Yes
- No

Please comment

8. What would you suggest should be improved or changed in the SMK activities?

Please indicate.....

Students' feedback on general satisfaction at SMK



9. Your form of studies:

- Full time
- Part time

10. Year:

- I
- II
- III
- IV

11. Study programme.....

12. Sex:

- Male
- Female

Thank you for your answers!

Students' feedback at SMK

SMK



Regina Kilinskaitė



VL Studentų apklausa apie rudens semestrą 2017-2018 m.m.

[Pagrindinis](#) ▶ [Mano kursai](#) ▶ [Studentų apklausa 2017-2018 m.m. Ruduo, Vilnius](#)

[Ijungti redagavimą](#)

NARŠYMAS

[Pagrindinis](#)

[Mano pagrindinis](#)

▼ [Mano kursai](#)

▶ [Studentų apklausa 2017-2018 m.m. Ruduo, Vilnius](#)

▶ [Dalyviai](#)

▶ [Įvertiniai](#)

▶ [Studentų apklausa. 2017-2018 m.m. Ruduo](#)

▶ [SQ](#)

VALDYMAS

▼ [Kursų informacija](#)

▶ [Redaguoti parametrus](#)

▶ [Ijungti redagavimą](#)

▶ [Kurso baigimas](#)

▶ [Naudotojai](#)

▶ [Filtrai](#)

▶ [Ataskaitos](#)

▶ [Įvertių knygelės nuostatos](#)

▶ [Atsarginis kopijavimas](#)

▶ [Importuoti](#)

▶ [Klausimų bankas](#)

Bendra

Gerbiamas studente,

Socialinių mokslų kolegija nori išsiaiškinti Jūsų nuomonę apie 2017-2018 m.m. rudens semestro studijų proceso organizavimą. Jūsų atvirai ir nuoširdūs atsakymai į klausimus padės tobulinti studijų procesą ir studijų programų vykdymą.

Kviečiame aktyviai dalyvauti apklausoje! Jūsų nuomonė mums labai svarbi!

[Skelbimai](#)

Jūsų pažanga ?

Turizmas ir poilsis

[Apklausa](#)

[Apribota](#) Negalima, nebent: Jūs priklausote **TIV**



Kūrybos ir pramogų industrijos

[Apklausa](#)

[Apribota](#) Negalima, nebent: Jūs priklausote **KPI**



Skaitmeninė komunikacija

[Apklausa](#)

[Apribota](#) Negalima, nebent: Jūs priklausote **VR**



PAIEŠKA FORUMUOSE

[Vykdyti](#)

[Išplėstinė paieška ?](#)

PASKUTINIAI SKELBIMAI

[Įtraukti naują temą...](#)

[Studentų apklausa apie rudens semestrą 2017-2018 m.m.](#)

Sau 24, 14:39 Neringa Balvočiūtė (PM ir KŽA studijų programų vadovė)

[Studentų apklausa apie rudens semestrą 2017-2018 m.m.](#)

Sau 15, 13:45 Neringa Balvočiūtė (PM ir KŽA studijų programų vadovė)

[Studentų apklausa apie rudens semestrą 2017-2018 m.m.](#)

Sau 8, 10:23 Neringa Balvočiūtė (PM ir KŽA studijų programų vadovė)

[Studentų apklausa apie rudens semestrą 2017-2018 m.m.](#)

Grd 22, 10:51 Neringa Balvočiūtė (PM ir KŽA studijų programų vadovė)

[Studentų apklausa apie rudens semestrą 2017-2018 m.m.](#)

Grd 5, 14:29 Neringa Balvočiūtė (PM ir KŽA studijų programų vadovė)

[Visos naujienos ...](#)

ARTIMIAUSI ĮVYKIAI

Students' feedback at SMK

STUDENT QUESTIONNAIRE 2016-2017, AUTUMN SEMESTER

Dear student,
SMK University of Applied Social Sciences would like to find out your opinion on the organisation of studies in academic year 2016-2017 (Autumn semester). Your sincere and straightforward answers to the questions will help us improve the processes of studies and implementation of study programmes.

Please evaluate the following statements:

*Privaloma

1. At the beginning of the semester lecturers give a detail introduction to the programme of the subject they are teaching, programme of independent work, to the evaluation procedures and provide a list of mandatory publications to be used: *

- ☐ 5 – I totally agree
- ☐ 4 – I agree with some reservations
- ☐ 3 – I neither agree nor disagree
- ☐ 2 – I am likely to disagree
- ☐ 1 – I totally disagree

Please, comment your answer

Jūsų atsakymas

2. During lectures, seminars, workshops lecturers apply the study methods (case studies, discussions, project work, simulations, creative work, etc.) that lead to active way of studying and to achieving better study outcomes: *

- ☐ 5 – I totally agree

Students' feedback at SMK

SMK STUDENT SATISFACTION QUESTIONNAIRE. October, 2018

HEY, Student!

Please take several minutes to fill out this evaluation questionnaire. It is important to the SMK administration to know how you feel in our university now when you have started your studies, and what your expectations are. The aim of SMK is to make you feel a full-fledged member of the SMK community, therefore your opinion is very welcome as SMK grows and develops together with you. You are a co-creator of SMK!
This questionnaire is anonymous. The results of the survey will only be used in a summarized form. Thank you for your answers!

*Privaloma

1. How do you feel at SMK? *



☐ Excited



☐ Impressed



☐ Happy



☐ Neutral

Teaching staff feedback on teaching, learning and assessment and general satisfaction

DEAR LECTURER,

We are glad that you are a community member and partner of the SMK University of Applied Social Sciences. As we do it every year, this year we would also like to get your view on studies, on the organization of in-class study and independent study processes, problems arising and possible ways of solving them. Your opinion is extremely important to us in evaluating our activities, in decision making on improving the organization of studies, in seeking positive change. We would appreciate your openness, accuracy and clarity in answering the questions provided below.

The questionnaire is anonymous.

- 1. Evaluate the quality of SMK activities based on the criteria indicated below. Each criterion should be evaluated in a 5-point system in which 1 is „poor“ and 5 is „excellent“.**

Criterion	1	2	3	4	5
Relevance of study programmes to the labour market needs					
Competence of lecturers					
Organization of the process of studies, innovativeness of applied teaching methods					
Relevance of material assets and premises to today's needs and their applicability in studies [e.g. auditoriums, equipment and teaching aids used during lectures]					
Relations between lecturers and students					
Quality of implementation of the exchange programme of students and lecturers					
Updating and improvement of the content of study programmes					

Teaching staff feedback on teaching, learning and assessment and general satisfaction

2. What are the strong points and weak points of you as a lecturer? (Please tick only three answers)

Criteria	Strong points	Weak points
My professional competence		
My ability to apply interactive teaching and study methods		
My ability to pay equal attention to teaching professional and generic competencies		
My ability to cooperate with students, to educate values		
My ability to coordinate methods of studying and assessment aiming at the established outcomes of the subject and of the study programme		
My research potential		
My practical experience in teaching activities		
My practical experience in practical area of the subject that I teach		

3. In what ways are you planning to develop your competencies in future? (Please tick the appropriate answers)

- ☐ I will take part in seminars, trainings
- ☐ I will attend specialized, targeted courses
- ☐ I will prepare and read presentations in conferences
- ☐ I will participate in conferences as a listener
- ☐ I will study in the Master's programme, as a continuation of my Bachelor's study field

Teaching staff feedback on teaching, learning and assessment and general satisfaction

4. Do you have proper conditions created for you at SMK that helps you ensure the quality of your work? (Please underline the appropriate answer)

- Sufficient/insufficient resources of publications and teaching materials in the library
- The technical equipment in the auditoriums is relevant/irrelevant for ensuring the effective process of studies
- Conditions for preparing teaching materials are sufficient/insufficient
- Proper environment for preparing for lectures is created/ is not created
- Your workload is optimal/ not optimal

Other

5. Do you coordinate and renew the content of your teaching subject with the publications, teaching materials available at the SMK library?

- Yes
- In part
- No

If the answer is „in part“ or „no“, please explain

Teaching staff feedback on teaching, learning and assessment and general satisfaction

6. What is your opinion about the students of SMK?

- Active, go for the aims they have set for themselves
- Taking initiative
- Responsible
- Talented
- Not motivated to study
- Not motivated to study independently or to be involved in extra-curriculum activities

Other

7. Please indicate in what ways you encourage student motivation and interest in the study subject that you are teaching?

- We hold discussions regularly on the role of the subject they study in their future professional activities
- I tell them practical cases
- I give them detail guidelines on what should be done and how
- I devote not much time to traditional lecturing, I encourage interaction and experimenting instead
- I provide them with a programme for independent work, indicate work submission deadlines and evaluation criteria
- I apply interactive and motivational methods of studies
- I create a cooperative environment during my classes
- I do my best in delivering my subject in an interesting and understandable way
- I properly plan the work time of students, I assign tasks that are relevant in size to the time

Teaching staff feedback on teaching, learning and assessment and general satisfaction

8. What difficulties do you face in evaluating the outcomes of student studies?

- The evaluation methods that are being applied do not allow to fully measure the level of achievements of students
- Students do not pay enough attention to the studying the theoretical materials
- Students do not take advantage of the time assigned for consultations
- Students are not apt to study additional sources of information
- Students do not devote enough time to independent studying
- Intermediate tasks that are being evaluated do not allow to properly measure the achieved study outcomes

Other

9. What teaching methods do you apply during your classes? (Indicate the answers you agree with)

- Traditional lecture
- Demonstration of attributes of the subject that is being studied
- Practical tasks (practical cases, solving of tasks)
- Discussion (exchange of ideas, knowledge and opinions)
- Concept-mapping
- Case studies
- Graphical methods
- Group projects and tasks
- Problem thinking
- Independent work with publications, articles, etc. and review of other information sources
- Role-playing
- Essay writing

Teaching staff feedback on teaching, learning and assessment and general satisfaction

11. Are you ready to deliver the subject you are teaching in a foreign language?

Yes ☐ No ☐

Comments.....
.....

Please indicate the foreign language.

.....

12. Do you give consultations to students who are temporarily outside of Lithuania by using the means of distance learning?

☐ Yes ☐ No ☐ I am not aware of such possibility

Other

.....
.....

13. What do you think about a distance learning possibility for the students who are temporarily outside of Lithuania ?

Comments, suggestions.....

.....
.....

Teaching staff feedback on teaching, learning and assessment and general satisfaction

14. Evaluate the internal climate of SMK in a 5-point system, where 1 is „poor“, and 5 is „excellent“

Please write the answer

15. What questions would you like to be discussed in the nearest meeting of SMK lecturers?

.....
.....
.....

16. What would you suggest should be changed in the organization of the process of studies with the aim of improving the quality of studies?

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.....
.....

Thank you for your answers!

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3. The Surveys of the students and unclassified students consist of:

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4. The Surveys of the graduates consist of a questionnaire on the studied programme and acquired competences.

5. The Surveys of the social partners consist of a questionnaire for the members of qualification committees of Mykolas Romeris University.



Primename, kad pagal studijų tvarkos 92 punktą "Studijų dalykų studijų rezultatams vertinti universitete taikoma kaupiamosios balo sistema". Ši norma yra imperatyvi, reiškianti, kad kaupiamasis balas yra privalomas. Taip pat rekomenduojame pasiskaityti studijų rezultatų vertinimo tvarkos 10 punktą.

Stipendijos į Vokietijos Bundestagą!



- > The Study guise
- > Mokipay
- > Personal Data
- > Studies Data
- > Results of Studies
- > Announcements
- > Fees
- > Academic Studies Calendar
- > Study Calendar by Faculty
- > Study Calendar
- > Student Organizations
- > Disconnect

RESULTS OF STUDIES

0 COURSE 1 SEMESTER

SEMESTER AVERAGE: 8.00

Name of Subject	Evaluation Form	Credits	Type of Subject	Exam Date	Evaluation	Cumulative Score
Urban Sustainable Development and Climate Change	Examination	6	Mandatory	2014.01.06	FILL OUT THE QUESTIONNAIRE	
EU Institutions and Administration	Examination	6	Mandatory	2014.01.09	FILL OUT THE QUESTIONNAIRE	
Interest Representation and Lobbying in the European Union	Examination	6	Mandatory	2014.01.06	FILL OUT THE QUESTIONNAIRE	
Introduction to European Integration	Examination	6	Mandatory	2014.01.15	FILL OUT THE QUESTIONNAIRE	
Business English	Examination	6	Mandatory	2014.01.03	FILL OUT THE QUESTIONNAIRE	

Primename, kad pagal studijų tvarkos 92 punktą "Studijų dalykų studijų rezultatams vertinti universitete taikoma kaupiamojo balo sistema". Ši norma yra imperatyvi, reiškianti, kad kaupiamasis balas yra privalomas. Taip pat rekomenduojame pasiskaityti studijų rezultatų vertinimo tvarkos 10 punktą.

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QUESTIONNAIRE REGARDING COURSE LECTURE QUALITY

Available Options:

1. **FILL OUT THE QUESTIONNAIRE**

Questionnaire regarding the quality of teaching the subject of the studies

By this questionnaire we seek to find out your opinion about the quality of the subject that you studied, its strong points and its fields which could be improved. The results of the questionnaire will be used to improve the quality of the studies. The questionnaire is anonymous.

Thank you for your cooperation!

General information about a respondent

Faculty: Business and Media School ▾

The level of studies: the first level (Bachelor studies) ▾

The programme of studies: Business Informatics ▾

The year of studies: Second year studies ▾

Group: Bibls3-01 ▾

Belonging to student organisations:

- ☐ I am a member of a student organisation (please indicate the name):
- ☐ I do not belong to any student organisation

Status in job market:

- ☐ I have a job
- ☐ I do not work

The subject of the studies: Discrete Structures ▾

The lecturer: Sajavičius Svajūnas (MMK) ▾

Teaching forms:

- ☐ lecture
- ☐ seminar
- ☐ exercises
- ☐ lecture / seminar
- ☐ internship

Your attitude towards the studies of the subject:

- ☐ I have studied the subject in systematic and responsible manner
- ☐ I have studied only to such an extent so that I could receive a positive evaluation
- ☐ I haven't got enough of time nor wish for the studies, therefore I relied on accidental success during the examination
- ☐ Other (please specify):



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MY STUDIES

Identification Number: [REDACTED]

Identification Number: [REDACTED]

TODAY IS:

[REDACTED]

[REDACTED]

([REDACTED]-yr.) week

QUESTIONNAIRES

Available Options:

1. **FILL OUT THE QUESTIONNAIRE**

We kindly ask you to fill in the questionnaire because your opinion is very important to us. We are seeking to improve the quality of studies and work for the future students. Please note that you won't be able to open your e-book if you do not fill in the questionnaire. Thank you for your cooperation.

A questionnaire regarding the study programme

By this questionnaire we seek to find out your opinion about the entire programme of the studies (not about a separate subject or a particular lecturer). The results of the questionnaire will be used to improve the quality of the studies. The questionnaire is anonymous.

Thank you for your cooperation!

General information about a respondent

Faculty:

The level of studies:

The programme of studies:

The year of studies:

Group:

Belonging to student organisations:

- ☐ I am a member of a student organisation (please indicate the name):
- ☐ I do not belong to any student organisation

Status in job market:

- ☐ I have a job
- ☐ I do not work

Special Needs:

- ☐ I am a person with special needs (I have a disability)

Your attitude towards the studies:

- ☐ I have studied all the subjects of the study programme in systematic and responsible manner
- ☐ In systematic and responsible manner I have studied only those subjects which, to my opinion, will be required in the future
- ☐ I have studied only to such extent so that during tests I could receive a positive evaluation
- ☐ I haven't got enough of time for studies and relied on accidental success during tests and exams
- ☐ Other (please specify):

Your attendance:

- ☐ I have consistently attended all lectures, seminars and practical classes
- ☐ I have consistently participated only in seminars, practical classes and mid-term tests
- ☐ I have missed many lectures, seminars and practical classes
- ☐ I haven't attended lectures and seminars (practical classes) as I have studied on my own
- ☐ Other (please specify):



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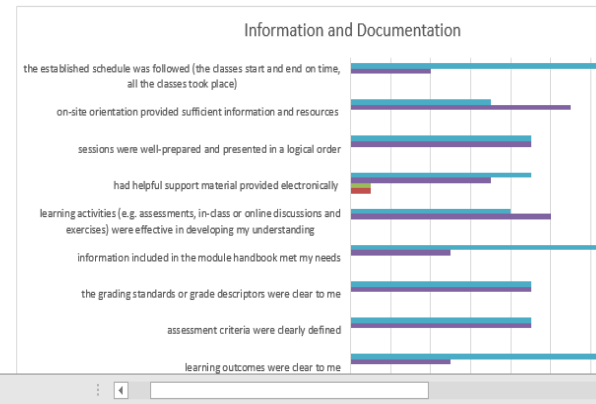
Proceeding and analysis of data

Module 6: Researching Management Practices in Border Security, Defence Academy of the Netherlands, Breda and Schipol, The Netherlands: Analysis: Student Evaluation of Modules

Response rate: 72% (18 out of 25 students)

Module information & documentation

This module	disagree strongly	disagree	not applicable	agree	agree strongly
corresponded to the description provided, in terms of stated aims and learning outcomes	0	0	0	5	13
learning outcomes were clear to me	0	0	0	5	13
assessment criteria were clearly defined	0	0	0	9	9
the grading standards or grade descriptors were clear to me	0	0	0	9	9
information included in the module handbook met my needs	0	0	0	5	13
learning activities (e.g. assessments, in-class or online discussions and exercises) were effective in developing my	0	0	0	10	8



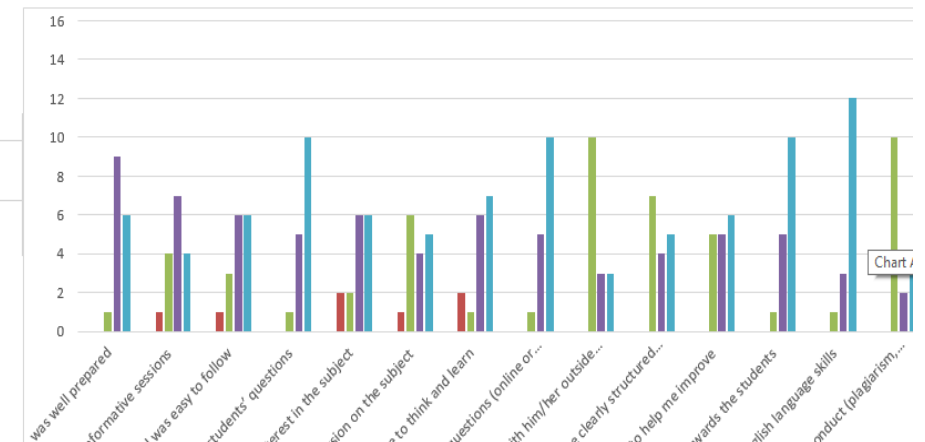
Module 6: Researching Management Practices in Border Security, Defence Academy of the Netherlands, Breda and Schipol, The Netherlands (4-9.-1.2016)

Analysis Student Evaluation of Teachers

Response rate: 64% (16 out of 25 students)

What do you think is this teacher's greatest strength?

professional in the area of SPSS
Excellent teaching skills, outstanding explanatory capacities, willingness to adapt to the needs of students
Great knowledge. Good ability to explain complex thinks in a simple way. Really students oriented
Seem like a nice guy with lots of knowledge and great personality. Very short session with no lecturing. But good impression
Very good
He knows what he's talking about, but it doesn't translate into good teaching. More teaching should have been done and not just handing out tasks





PROJEKTĄ REMIA
LIETUVOS RESPUBLIKA

PROJEKTĄ IŠ DALIES FINANSUOJA
EUROPOS SĄJUNGA



Atsijungti



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Apklausų anketų sąrašas

Anketa	Veiksmai		
Klausimynas apie studijų dalyko dėstymo kokybę	Anketa	Ataskaita	Mano ataskaitos
Questionnaire regarding the quality of teaching the subject of the studies	Anketa	Ataskaita	Mano ataskaitos
Klausimynas apie studijų dalyko, studijuojamo nuotoliniu būdu, kokybę	Anketa	Ataskaita	Mano ataskaitos
Klausimynas apie pasirinktą studijų programą	Anketa	Ataskaita	Mano ataskaitos
A questionnaire regarding the study programme	Anketa	Ataskaita	Mano ataskaitos
Questionnaire on the quality of the study subject in English language for students arriving under Erasmus or other student mobility programmes	Anketa	Ataskaita	Mano ataskaitos
Questionnaire on the quality of the organization of the study process for students arriving under Erasmus or other student mobility programmes	Anketa	Ataskaita	
Klausimynas absolventams apie studijuotą programą ir įgytas kompetencijas	Anketa	Ataskaita	Mano ataskaitos
Studento apklausos anketa dėl atliktos praktikos įvertinimo	Anketa	Ataskaita	
Student questionnaire on assessment of the completed practical training	Anketa	Ataskaita	
Klausimynas apie doktorantūros studijas	Anketa		
Studijų nutraukimo priežastys	Anketa		
Studijų sustabdymo priežastys	Anketa		

Ataskaitos pateikimas



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Ataskaitos periodas 2014 - 2015 m. m. I sem. ▼

+ - Klausimų filtrai - pateikti tų anketų ataskaitą, kuriose:

1) į klausimą:

Studijų programa:

yra atsakyta: administracinės teisės ▼

Kokią ataskaitą pateikti:

- ☒ Bendrą
- ☐ Susietą su vienu iš klausimų
-
- ☒ Grafinė forma
- ☐ Lentelė
- ☐ Lentelė su laisvai įvestais teksta

Sieti su klausimu:

Fakultetas: ▼

Pasirinkite klausimus, kurių nereikia įtraukti į ataskaitą:

Bendra informacija apie respondentą

Fakultetas:
Statusas:
Studijų pakopa:
Studijų programa:
Studijų vieta:
Studijų forma:
Kursas:
Grupė:
Studijų finansavimas:
Tarptautinis judumas:
Priklausymas studentų organizacijoms:

Pateikti Valyti

Klausimynas apie studijų dalyko dėstymo kokybę

Ataskaitos periodas nuo 2014-09-01 iki 2015-01-31

Studijų programa: administracinės teisės

Užpildytų anketų skaičius: 42

Respondentų skaičius: 21

Bendra informacija apie respondentą



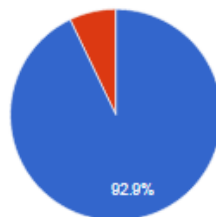
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Fakultetas:



■ Teisės fakultetas

Statusas:



■ studentas
■ klausytojas

Studijų pakopa:



■ antroji (magistrantūros
studijos)

ATASKAITA

Klausimynas apie studijų dalyko dėstymo kokybę

Ataskaitos periodas nuo 2014-09-01 iki 2015-01-31

Studijų programa: administracinės teisės

Užpildytų anketų skaičius: 42

Respondentų skaičius: 21

Bendra informacija apie respondentą		
Fakultetas:		Kiek Procentai
Teisės fakultetas	42	100,00
Statusas:		Kiek Procentai
studentas	39	92,86
klausytojas	3	7,14
Studijų pakopa:		Kiek Procentai
antroji (magistrantūros studijos)	42	100,00
Studijų programa:		Kiek Procentai
administracinės teisės	42	100,00
Studijų vieta:		Kiek Procentai
Vilniaus m. sav.	42	100,00
Studijų forma:		Kiek Procentai
mištinė	1	2,38
iššėtinė	38	90,48
Kursas:		Kiek Procentai
IM (I magistrantūros) kursas	27	64,29
IIM (II magistrantūros) kursas	15	35,71
Grupė:		Kiek Procentai
-	6	14,29
ADTmis3-01	12	28,57
ADTmis4-01	24	57,14
Studijų finansavimas:		Kiek Procentai
Valstybės nefinansuojama vieta (visą studijų laikotarpį mokėjau už studijas)	42	100,00
Tarptautinis judumas:		Kiek Procentai
Dar neteko dalyvauti tarptautinio judumo programoje	42	100,00
Priklausymas studentų organizacijoms:		Kiek Procentai
Esu studentų organizacijos narys (-ė) (įrašykite kokios):	2	4,76
Nepriklausau jokiai studentų organizacijai	40	95,24
Statusas darbo rinkoje:		Kiek Procentai
Dirbu	40	95,24
Nedirbu	2	4,76
Kiek laiko dirbate per savaitę:		Kiek Procentai
Dirbu kasdien visą darbo dieną	36	85,71
Dirbu kasdien pusę dienos	1	2,38
Dirbu slankiuoju grafiku dienomis ir naktimis	3	7,14
Kokią darbą dirbate:		Kiek Procentai
Dirbu darba, susijusį su studijuojama specialybe	14	33,33
Dirbu darba, iš dalies susijusį su studijuojama specialybe	19	45,24
Dirbu darba, nesusijusį su studijuojama specialybe	7	16,67
Jūsų amžius:		Kiek Procentai
21 – 23	4	9,52
24 – 30	15	35,71
31 – 40	12	28,57



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Feedback received by focus group interview

- In the middle of each semester, QAC staff meets with each faculty student group and / or all students (local and foreigners) to receive a verbal feedback about the quality of subjects they study.



Feedback loop:

Study Programme Committees / departments are responsible:

- To analyse the stakeholders survey / interview findings
- To discuss the results with students, teachers, administrative staff and social partners and make decisions on improvement actions



Follow up actions

Common External Examiners Report on the taught component of the EJMSBM

Dimension of the programme	Issue / problem	Suggestion provided by EE	Decision of QAC	Issue / problem to be addressed
Administrative support	There have been a fair number of demands for deadline extensions by the students. Apparently, the correct procedure was not always clear to the students (wrong documents and/or sent to the wrong people). But once the "right" application was entered, the procedure worked well and the students were informed on the decision in maximum a few days.	No suggestion	Everyone (especially Module Convenors and Students) involved in the EJMSBM should be aware of Procedures. This is a learning curve. During Orientation session information about procedures should be given.	Programme Administration
	There were some cases of absence during a contact phase due to medical reasons .	It appeared that the standing procedures are incomplete. They should be more stringent in order to ensure that students do not (mis)use medical reasons to escape or postpone	Programme Administration / Module Board has to monitor the students' performance and attendance (if there is a pattern) it should be addressed to the students/ Module	Module Board/Programme Administration

Dimension of the programme	Issue / problem	Suggestion provided by EE	Decision of QAC	Issue / problem to be addressed
		with access to relevant and varied resources such as short focused readings/videos/ MOOCs etc., followed up by worksheets or online quizzes. Low-stake assessment of this phase is also necessary to encourage and reward effective participation.		
	For several modules there were inconsistencies between the Module Handbook and the actual content with was taught.	In a next iteration the handbooks should be revised taking into account the changes made during the actual module.	This issue was addressed to working groups – Curriculum Review	Module Board
	A particular problem arises when a module was designed by one partner but was, due to unforeseen circumstances, delivered by another one. As partners differ in specialisation, staff	There is no ideal solution to this: forcing the reserve partner to adhere 100% to the handbook will result in suboptimal teaching; too big differences could give way to students' challengeing	Not applicable – the Modules were not designed by particular partner, but were designed jointly by international working group that exceeded Consortium membership	Not applicable

Dimension of the programme	Issue / problem	Suggestion provided by EE	Decision of QAC	Issue / problem to be addressed
	Some people from partner institutions were present in many different panels.	We think FX should strive at a good equilibrium here. On the one hand to ensure that the panels do not operate in parallel, i.e. reinventing the wheel without knowing what was decided in another panel. This task can best be fulfilled by the FRONTEX staff. On the other hand one has to avoid that people are forced in a position where they are judge and jury , e.g. putting module convenors in the Governing Board.	The Chair of each Board should be responsible for the work of the board according to the Procedures Change in procedures – to avoid having Module Convenor as GB (3.1.3.2 Quality Assurance Procedure regarding GB delegation)	All Boards Programme Administration
Programme content	Some of the overall learning outcomes are taken into account in the different modules. However, this is not reflected in the Module Handbooks &	No suggestion	Review and update content of module in the light of needed methodologies and strategies for gaining necessary LO Create the tasks in	Module Board

Dimension of the programme	Issue / problem	Suggestion provided by EE	Decision of QAC	Issue / problem to be addressed
	effectively in multi-professional and multicultural contexts". Even though in nearly every module the students have to work in groups (with students from other nations) and the have to present their work written and orally, hardly any of the Module Handbooks mentions this overall learning outcome as a module learning outcome.			
	In some modules students were provided with a long reading list , while others modules provided shorter, guided reading. It was unclear if any of this independent-study work was assessed .	We have already noted the significant time-constraints on students and, for this module phase to work, it has to be revised so that students are incentivised and rewarded for engagement with pertinent preparatory	This Issue was addressed to working groups – Curriculum Review	Module Board

Dimension of the programme	Issue / problem	Suggestion provided by EE	Decision of QAC	Issue / problem to be addressed
		limit the amount of contact days a student can miss and still remain in the programme (instead of being attached to the next session).		
	The assessment of prior learning went reasonable well. One major obstacle was the unavailability of English versions of the diplomas .	For future iterations FX should insist on, preferably official, translations .	QAC agrees	Programme Administration
	Another problem was the relevance of the prior learning : in most areas (...) much has changed over the last few years. So, even though the content of the prior learning seems relevant, it is quite possible the knowledge gathered by the student is partly, or even completely, out-	It would be useful to determine a priori for each module the "expiration date" of a relevant diploma . (...) Exemptions based on prior learning should be the rare exception rather than the rule as they interrupt the important process of group cohesion between the students, one of the major	RPL depends from the nature of subject matter and limit to 5 years	Board of Examiners RPL Committee

Dimension of the programme	Issue / problem	Suggestion provided by EE	Decision of QAC	Issue / problem to be addressed
	can be quite far-removed from that specified in the Module Handbook .	exception and, if they cannot be avoided, the reserve partner must adhere to the specified teaching, learning and assessment standards as set out in the Handbook, and not permit these standards to be lowered.	teaching staff with Module descriptors	
	There is some concern on the order of the modules . For this iteration, the Master's started with the "Strategic thinking" module. However, we feel this is not the right choice: EJMSBM is a Master's in Border Management on a strategic level, not on Strategic thinking as such.	The first module should reveal the framework and the setting of the Master's (and the problems) to the students. Therefore, we advise to start with a module (e.g. Module 4 "EU Border Policies & Strategies") explaining the current status and framework of EU border management.	This issue was addressed to working groups – Curriculum Review	Module Boards
	The program was built on the basis of modules of equal size	It will be timely to review the relevance of the stated learning	There will be done in forthcoming programme review	Module Boards

Public information

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[←](#) [Universitetas](#) [>](#) [Fakultetai](#) [>](#) [Politikos ir vadybos fakultetas](#) [>](#) [Studijų kokybė](#) [>](#) [Studentų nuomonė apie studijų kokybę](#) [>](#)

STUDENTŲ NUOMONĖ APIE STUDIJŲ KOKYBĘ

- ▶ Studijų programų išorinio kokybės įvertinimo ir akreditavimo rezultatai

▶ Studentų nuomonė apie studijų kokybę

- ▶ Absolventų nuomonė apie studijas ir jų karjerą po studijų
- ▶ Absolventų karjeros rodikliai



2013-2014 s. m. I sem. studijų programų kokybės vertinimas

- ▶ Bakalauro studijos
- ▶ Magistrantūros studijos

2012-2013 s. m. studijų programų kokybės vertinimas

- ▶ Bakalauro studijos (PVF)
- ▶ Magistrantūros studijos (PVF)
- ▶ Humanitarinių mokslų instituto Bakalauro studijos



MRU Politikos ir vadybos fakultetas

Like 2,877

FAKULTETAI:

- Ekonomikos ir finansų valdymo fakultetas
- Politikos ir vadybos fakultetas
- Socialinių technologijų fakultetas
- Teisės fakultetas
- Viešojo saugumo fakultetas

STRATEGINIAI DOKUMENTAI

- MRU statutas
- MRU 2010–2020 metų strateginis veiklos planas
- MRU 2013 m. veiklos ataskaita



Assignment

- Discuss in your groups what particular parts of presented feedback questionnaires could be adapted at your universities? What kind of data it will give you and where would you use it?
- What would be the best ways to collect and process this data at your university?
- What would be the best ways to present the feedback results at your university to the stakeholders (students, teaching staff, administration, social partners, etc.)?

Reflection (5 min.)

Date:

Topic: *Feedback system in quality assurance system*

What we have learned new?	Where we will apply this?	Remarks	Suggestions