Comparative Analysis of European Internal Quality Standards with Tourism Faculty/EMU Applications

Ezgi Kılıç

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the Degree of

Master of Science
in
Tourism Management

Eastern Mediterranean University
June 2013
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

_____
Prof. Dr. Elvan Yılmaz
Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master ofScience in Tourism Management.

_____
Prof. Dr. Mehmet Altınay
Dean, Faculty of Tourism

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Science in Tourism Management.

_____
Prof. Dr. Mehmet Altınay
Supervisor

Examining Committee
_____

1. Prof. Dr. Mehmet Altınay   _____

2. Asst. Prof. Dr. Hasan Kılıç_____

3. Asst. Prof. Dr. İlkay Yorgancı _____

ABSTRACT

As in the past and present Higher Education Institutions (HEI) have been reputable authorities that are recognised by the society. In many countries and many cultures, the issue of 'quality' in HEI always been a matter of debate. Although various theories and approaches regarding the assurance of quality in HEI were in the literature for a long time, progress and practice, is very new. Nevertheless, there is not a common understanding about how to ensure the QA in HEI.

This study aims to measure and evaluate the current internal QA policy and procedures of Tourism Faculty taking as basis the EUA report on internal QA processes and standards & criteria of European Standards & Guidelines. The main objective of the study is to benchmark the EUA report results and the Tourism Faculty survey results based on similar criteria. As a result, the similarities and differences that arise will determine the strengths and weaknesses of the Tourism Faculty regarding internal QA standards. This paper presents a comparative study of the applications to the internal QA standards of Tourism Faculty and EUA report standards. The study used quantitative analysis approach using descriptive statistics in the findings. The significance of this thesis is that it is the first study on its own case in Tourism Faculty and universities in North Cyprus.

Keywords: Quality Assurance, Tourism Education, Quality Management, EUA, ESG

ÖZ

Günümüzde ve geçmişte Yükseköğretim kurumları her zaman toplum tarafından kabul gören saygın otoriteler olmuştur. Birçok ülkede ve kültürde yükseköğretimde kalite meselesi hep bir sorun teşkil etmiştir. Kalite güvence ile ilgili literatürde çeşitli teoriler ve yaklaşımlar uzun zamandır olmasına rağmen, gelişimi ve pratiği çok yenidir. Yine de yükseköğretimde kalite güvenceyi temin etme konusunda ortak bir anlayış gelişmemiştir.

Bu çalışma, kalite güvence süreçleri ve Avrupa iç kalite Standart ve İlkelerini içeren Avrupa Üniversiteler Birliği (AÜB) raporunu baz alarak Turizm Fakültesinin şuan ki iç kalite güvence standart ve ilkelerini ölçmeyi ve değerlendirmeyi hedeflemiştir. Bu çalışmanın temel amacı, AÜB raporu ve Turizm Fakültesi anket sonuçları arasında kıyaslama yaparak elde edilen sonuçları sunmaktır. Bunun sonucunda ortaya çıkan benzerlikler ve farklılıklar, Turizm Fakültesinin iç kalite güvence standart ve ilkeleri bağlamında güçlü ve zayıf yönleri saptanacaktır. Bu çalışma, Turizm Fakültesi iç kalite güvence standartları uygulanmaları ile AÜB standartları raporunun karşılaştırmalı bir çalışmasıdır. Çalışma, sonuçların betimsel istatistiklerini kullanarak, nicel analiz yaklaşımını uygulayacaktır. Bu çalışmanın önemi, Kuzey Kıbrıs'taki üniversitelerde ve DAÜ Turizm Fakültesinde, konusunda yapılan ilk çalışma olmasıdır.

Anahtar Kelimeler: Kalite Güvence, Turizm eğitimi, Kalite Yönetimi, AÜB, Avrupa Standart ve İlkeleri

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to Prof. Dr. Mehmet Altınay, my supervisor, for his guidance and valuable help in the preparation of this study.Without his knowledge and assistance, this study would not have been successful.

I would like to express my thanks to the entire academic staff of Tourism Faculty, who offered me valuable knowledge about countless issues of tourism sector during my studying in bachelor's degree and master's degree.

I would like to special thanks to my family who has always supported me.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

Chapter 1

INTRODUCTION

1.1Statement of the Problem

Discussions have been carried out regarding to what extent the academic programs meet the needs of the employers in terms of knowledge and skills. This issue is an important dimension of quality. The quality is based on pre-determined criteria to see whether the quality of the Eastern Mediterranean University Faculty of Tourismprogramsare in line with the Internal Quality Assurance of European Standards and Guidelines.The current challenge in the Higher Education(HE) area is to give higher quality education in practice, based on strong foundations of the quality requirements in theory. Accordingly, the current study examines internal 'quality' issuesin order to determine the position of the Tourism Faculty in the light of the consensus of European HE areatowards to Quality concept and its complementaries, such as Quality Culture (QC) and Quality Assurance (QA) debate.

The purpose of this study is to benchmark European Standards and Guidelinesfor Internal Quality Assurance,with the Tourism Faculty applications and internal quality improvement policies.The study specifically, explores the degree of applicability of ESG (European Standards and Guidelines) in the Tourism Faculty, with the analysis of EUA (European University Association) quality assurance processes. It then identifies the weak areas of the Tourism Faculty to improve the quality assurance activities within an action plan.

1.2 Aims and Objectives of the Study

The purpose of this study is to:

1. Compare the current practice of the Tourism Faculty with EUA survey results.

2. Explore degree of applicability of European Standards and Guidelines (ESG) for Tourism Faculty.

3.Present a review of current quality assurance activities within Tourism Faculty. The review explores the nature of internal audit processess that help make a comparison with ESG standards and criterias.

4. Undertake a literature review on internal QA in HEI.

5. Analyze the internal quality management and enhancement provision within Tourism Faculty.

6. Make contribution towards bringing a new approach to the quality assurance activities of the Tourism Faculty in order to make improvement of the required weak areas.

7. Provide a deeper understanding about the current practice of the Tourism Faculty and policies for the faculty.

1.3Significance of the Study

The significance of this study is to contribute to the quality assurance activities of the Tourism Faculty and to give new direction to the management in this very competitive higher education environment.

This study will enable the university and other universities to improve their QA processes and strengthen their position in the international educational environment. Both qualitative and quantitative research methodology will be applied using different techniques such as; purposive sampling and descripive statistics.

Descriptive statistics are comfortable in the knowledge that these can provide a straightforward, yet rigorous way of organizing the data, presenting the results and providing some basic analysis of the data. Simple 'descriptive' statistics can offer the project researcher a succinct and precise way of organizing the data, summarizing the findings, displaying the evidence, describing the profile of findings (how the data are distributed), andexploring connections between parts of the data (correlations and associations) (Denscombe, 2007). It has to be noted that this study is applying purposive sampling in order to indicate the uniqueness of the study on its own case to the purpose.

1.4 Outline of the Thesis

This thesis consists of eight chapters. Chapter one will provide a brief introduction including the statement of the problem, purpose and significance of the study.

Chapter two will contain a brief information about the context of the Tourism Faculty/EMU, as a case study, to inform the readers on the study.

Chapter three will present the review of the relevant literature related to the concept of the 'quality' in higher education and particularly in tourism education. Additionally, it will address to the concepts and theories of the quality.

Chapter four will present the information about the methodological approach of the study.It will cover the research approach and sampling techniques, as well as, the population and sample of the study, data collection and analysis and questionnaire instruments.

Chapter five will present the findings of the study. It will discuss the results in comparison to the EUA & ESG and Tourism Faculty.

Chapter six will present the explicit statements regarding the findings and will conclude the study.

Finally, chapter six will continue discussing the implications and limitations for practitioners and will present the future research directions of the study.

Chapter 2

TOURISM FACULTY/EMU AS A CASE STUDY

2.1 General Information About Tourism Faculty

In the growing globalization and competitiveness environment worldwide; the Eastern Mediterranean University Faculty of Tourism aims to educate well-qualified students from Turkey, TRNC (Turkish Republic of Northern Cyprus) and foreign countries in order to respond to the needs of tourism sector.The Tourism Faculty was founded in 1990, it introduced solely an A.A.S. degree.It introduced a BS degree for Tourism and Hospitality Management in 1992, thereafter for Recreation Management in 2002.The Tourism Faculty gives considerable importance to the practical training with the theoretical training so it meets the needs of the tourism sector. To do this, Tourism Faculty performs the practical applications in the demo kitchen and Tower Restaurant, Beach Club.In addition to these, the well-recognized computer based programs as Galileo, Amadeus and Fidelio are actively taught and used in order to train qualified and knowledgeable students with the capable of fulfilling the needs of relevant stakeholders. Besdies, the Tourism Faculty provides the opportunity of learning more than one foreign languages; for instance English, German, Russian and etc. To conclude, the major principle of the Faculty is to educate studens creative, dynamic, innovative, self-confident talented, and knowledgeable students.

2.2 Undergraduate Programs of Tourism Faculty

The language of instruction is English. In addition to this, students have an opportunity to take English courses during their studies for the purpose of developing both their general English and subject related English. Further, they can learn other foreign languages. For instance German, Russian, or French are offered as electives. The program offers courses with the practical training through working in well-known hotels or relevant institutions representing the tourism sector in the TRNC.

2.2.1 Education

The Eastern Mediterranean University Tourism Faculty representing the one of the prominent from higher education institutions in the mediterranean region aims to provide and sustain high quality education with cultivating knowledgable and skilled students. Additionally, academic members forming the Faculty have successful backgrounds with a lot of the articles published internationally and the experiences of tourism sector.

Figure 1. Demo (Practice) Kitchen　　　　Figure 2. Tower Restaurant & Bar

2.2.2 Facilities

The Tourism Faculty provides many departmental facilities to assist students in the provision of theoretical and practical learning.To serve this purpose, there are computer and multimedia labs, to give training in Fidelio (to meet the needs of lodging industry), and Amadeus and Galileo (for travel industry).Apart from these, there are demo (practice) kitchens available to students,in order to offer a professional environment. Additionally, the Tower Restaurant and Bar offers students several opportunities such as practice for food and beverage courses and also gain experiences of national and international cuisine.

2.2.3 Major Activities and Achievements

The Tourism Faculty is accredited and approved by several well-known educational organisations and authorities; such as TedQual within the programme of WTO-THEMIS foundation and also Edexcel Center.The main purpose of the Themis foundation programme is to provide specifically the area of tourism education, the excellence, and improvement in training and research activities.

As a result of mutual formal agreement with USEH (International Training and Education Center), students gain an advantage through participating of the various training programs worldwide. Moreover,the Tourism Faculty develops several projects and organisations. The Tourism Week which is held annually, and also social responsibility activities with the participation from many different countries, are some examples for these organisations.

2.2.4 The Alumni and Job Opportunities

The Tourism Faculty provides many job opportunities in important positions in the tourism industry;from hotel chains to marine and transportation companies.Students

have the opportunity to do their internships in the world-famous hotels; such as Marriott, Radisson SAS, Hilton, Merit, Swissotel, Dedeman and etc (www.emu.edu.tr& http://tourism.emu.edu.tr).

Chapter 3

LITERATURE REVIEW

There are several quality dimensions in the agenda of higher education area regarding in the provision of the highest level of the quality.The primary challenge that institutions faces is the quality assurance and the quality enhancement.The secondary challenge is however the quality assessment and the accountability (responsibility) of institutions (Ourania Filippakou, 2011).

Quality in education is a quite complicated subject, because it contains many ideologies which are interrelated with each other. These relationships may vary according to circumstances called variables of time and context.In this regard, there is a close relationships between quality assurance and quality enhancement; additionally they are the ones most dominant among other ideologies. For instance, in England national standards and norms regarding education quality are regulated according to these dominant ideologies.

The increase in society's awareness about the need for transparency in education has lead to the assessment of educational quality. Assessing the level of perfomance of the institutions has become more significant because of the time and certain amount of finance that users allocates for. Institutions particularly in EHEA (European Higher Education Area) apply ranking methods to make comparisons between universities locally and internationally in the context of the performance

evaluation.In this process all stakeholders (e.g., students, lecturers, and external stakeholders) participate in the quality related activities through questionnaires. In addition to this obtained informations at the end is well-arranged and interpreted regularly in responding for the purpose of making the right decisions. Therefore, institutions are accountable to make the ranking results transparent for the entire community (Bengoetxea & Casal, 2013).

Perfection brings the consequences of the commitment and assurance. In this sense, several consequences brings about, when the subject is the provision of the highest quality of education.Firstly, institutions should be committed to responding to the needs of society; from learning resources (academic staff) to physical resources (building, equipment). In doing so, the issue of how these resources are given is raised. However, the challenge here is to provide proper resources to serve its purpose and content (e.g., in accordance to format of the programmes). As an example for this concern may be the publications that institutions have published.

Secondly, in concerning of determination of definition for quality standards, and in establishing of criterias for the academic quality standards, the question of who owns the control comes up.External stakeholders and a mechanism from outside – experts, examiner, evaluators, agencies especially are influential in this regard.Publications are one of the most important factors that determine the academic quality of institutions. In this sense, Institutions pay attention to the quantity and quality of publishing academic papers. In other words, institutions look athow many articles have been published, in which journals they have been published, and which sources have been used on the quotations (Paradeise & Thoenig, 2013).

Krause (2013) stated that the post statements about the 'quality' debate in higher education have been not defined well so far.Quality refers to a case involving complicated and plural meanings; thereby quality is not an easy task to be solved with the support of the old methods.He suggests the 'sensitizing concepts' which is supportive for analysing the quality of education in order to discover all the aspects of quality issue.These concepts are in particular very useful to generate the theory so as to make proper strategies in the provision of the overall quality.

The performance and skills of the academic staff has been considered as quality factors.After the 1980s in particular it has been observed that there has been a throwback in the quality of education in general (Ballou & Podgursky, 1997). This has created a major concern for the entire tourism industry. However today, the majority of the institutions emphasize the issue of quality of service. TheTourism and hospitality schools need staffs endowed with experiences of the tourism sector. There are several standards settled in tourism education area concerning what qualifications teachers should need. According to Wang the following criterias should be taken into consideration.

1. Improve in-service training

2. Allocate financial resources for the improvement of staff

3. Supply academic research resources relevant to tourism

4. Build a strong collaboration with the tourism sector; be in continuous communication with the sector

5. Improve a master plan in the provision of superior quality of education

6. Apply advanced teaching techniques and tools

7. Stimulate to study on a theoretical and practical basis, and organise for lecturers opportunities to acquire vocational expertises

8. Invite industry specialists to participate classes

9. Conduct collaborations with staff from outside (Wang, 2010).

Practice in tourism education is as much important as theory. There are five elements that helps in converting theory into practice to reach excellency at learning. They are; activity-based, experience-based, collaboration-based, career-based, and exercise-based learning.Applying practice-centered learning enables students to be ready for the industry and to be more successful in their professional lives (Jennings & Kensbock & Kachel, 2010).

Quality concept in the tourism programs refers to various meanings. Firstly, tourism education goes parallel with the industry. Secondly, students should be trained as endowed with the skills of being future professionals. Thirdly, students should be supported in means of both to be a creative and an innovative. Fourthly, there should be a group for graduates students. Fifthly, the ideas and opinions of students should be taken into consideration. Lastly, continuous assessment should be utilized in order to improve the overall quality in tourism programs (Assante & Huffman & Harp, 2008).

3.1 The Concept of Quality

Quality in higher education is a complicated mechanism with countless aspects within context of the distinct discipline; for instance, regarding the aim and objective of the institution and on the establishment of standards of teaching and learning.The distinctiveness of education issue is dependent on the reality which is the presence of

stakeholders, in means of an integral part of education.These stakeholders are also called as complementary dimensions of education; for instance these may be teachers, students, external stakeholders, government, employers, and the society.In the content of educational quality, there are issues such as substances (inputs) and consequences, in other words the processes. In accordance with these, in terms of examination of these processes, the teaching and learning should be evaluated officially in order to determine the educational quality. The changes, in terms of monitoring the trends in process of quality in higher education, should also be taken into consideration (Vlasceanu & Grünberg & Parlea, 2007, p. 70).

Vroeijenstijn (1995) stated that the concept of quality was an old topic, existing in the literature of education.He argues that the higher education is connected with society, which has a very dynamic structure.In other words, people now aware of the significance of quality in education.

Quality may be considered as a sort of diplomatic vogue - the meaning of life, have fun in a short life (Becher, 1999), multilevel and sophisticated (Frazer, 1992), incomprehensible (Neave, 1994), controversial (Taylor et al., 1998) and shifty and delicate (Harvey & Green, 1993).

Quality, serves a purpose and this purpose should show compatibility (Ball, 1985, p. 96). The level of quality is specified if itfulfills predetermined objectives (de Groot 1983, cited in Vroeijenstijn, 1992, p. 112). Moreover, There are several discussions about the concept of quality. However, one of these approaches of 'added value' in the context of quality concept is approaching quality concepts in a perhaps more simple manner (McClain et al., 1989; Barnett, 1988). McConville (2000) says: " If

you want a definition of quality read Zen and the Art of Motorcycle Maintenance".

Words may not enough to make a definition of quality.Therefore, if you feel that it is

quality for you, any definition could be valid.

Quality has the nature that was connected to each other of several issues. There is a

multidimensional aspectof the concept of the quality. For instance, The sense of

quality varies from person to person; because, there are different opinions and

insights. In this regard, quality may be in a structure of the subject. Besides, quality

is continuing concept; in other words it is a set of processes. It is linked with several

processes; not a single process. Accordingly, it is a long enduring process. Quality

may be seen as a uniqueness, as zero defect, as fitness for purpose, as value for

money, and as transformative (Harvey & Green, 1993).

In terms of the relativity of quality concept, a question of 'whose quality' is raised.

People may have different attributes in a set of different times and circumstances.

Quality concepts consist of four items: object, standard, subject, and values. First, the

object refers to what the object is.Therefore, the need to bring clarity about what the

object arises. The quality of the object is the quality of learning reources (e.g.,

academic staff) and physical resources (e.g., libraries and computer

facilities).Accordingly, the object can be considered as an institution, a process or a

mechanism. Secondly, the standard refers to basic norms and principles used in

determining the quality. This may be the standards of the institution's programmes

and courses. Thirdly, the 'subject' refers to a person. Who determines the quality

standards? Academic staff, administration, or students? Finally, the tendencies of

people gives direction to their behaviour. The quality of education should meet the values of people. (Kemenade, Pupius & Hardjono, 2008, p. 176-178).

3.2 Quality Theories

Deming's theory of Total Quality Management is well-known composed with fourteen points of management hints as follows:

1. Maintain sustained aim

2. Espouse new conception

3. Stop obedience on mass audits

4. Don't value business adhering to the price

5. Permanently improve and sustain the quality of production and service

6. Provide superiority on the job education

7. Leadership with superior characteristics

8. Remove fear from the organisation

9. Overthrow obstacles between departments

10. Avoid amount-based business targets

11. Eliminate limitations and standards

12. Promote pride of workmanship

13. Make sure that everyone endowed with the education and training

14. Ensure about the company management encourages and assists the previous thirteen instructions (Maguad, Ben A, 2010; Deming, W. E, 1993).

From especially 2000 till around 2010, Total Quality Management (TQM) has lost its influence.It was replaced by new phrases under the umbrella of quality management (QM) approaches; such as organisational excellence, business excellence (BE), six-

sigma (6s), and lean (Dahlgaard-Park, 2011). TQM theory, which is a well-established topic, has three infra-managerial dimensions.Firstly, efficiency, means the permanent development and progress, as well as sustaining the efficiency of relevant case (e.g., the efficieny of a company or a product).The concept of efficiency, in fact comes rootedly as operations management and research and so on, is an issue.Secondly; quality of working life, is about the synergy between people in a company working environment like the relationship between the employee and employer.Empowerment, motivation, teamwork are basic methods applied in order to improve the level of quality of the working environment.As an example, the concept of the quality of working life, is the subject of human resource management located within the hotel or manufacturing company.Thirdly, effectiveness is the concept regarding the strategies of the company. These strategies may be concerned with mission and vision, goals and objectives, profit, market proportion, and all relevant activities in respect to the strategic management (Su Mi Dahlgaard-Park, Chi-Kuang Chen, Jiun-Yi Jang & Jens J. Dahlgaard, 2013).

TQM is an approach which includes all activities used to move a certain level of success of the company, as well as aiming at providing superiority and success (Jensen, 1994). TQM can be considered as a kind of innovation (DahlgaardPark, 1999, 2011).

TQM as a management mechanism, contains three basic constituents.Firstly, 'fundamental (core) values' refers to the standards and criteria that make up the organisational culture.The actions and behaviours of people is a consequence of values they have.Therefore, these predetermined values are significant in managing and monitoring the activities executed in the daily work of the company (Dahlgaard-

Park, 2012). Secondly, 'techniques' means a sort of supportive road map to actualize these values. Thirdly, 'tools' means all of the components that make up technique; thereby 'techniques' may have wider contents compared to 'tools' (Dahlgaard-Park, 2013).

EFQM Excellence Model consists of two sections, that are criterias as enablers and results.The Enabler criterion means, the execution and commitment of activities of any organization.However, result criterion is about the success of the organization; in other words it shows what the company achieved at the end.The purpose of the EFQM is to provide permanent enhancement through taking basis of the TQM approach and applying self examination procedures to find out the areas that need improvement.This also enables companies to make benchmarking (Aydin, Kahraman & Kaya, 2012).

The EFQM model enables to make measurement of the 'enablers' and 'results'. There are several components of enablers; such as 'people', who act as a decision-maker of a company's key activities; 'leadership', which undertakes a leading role within the company; 'resources', which are the necessities and requirements in the development of the company; 'product and service' that is an offering presented to the end user. However, the 'results' are concerned with the stakeholders' results, community results and consumers' results.All these components can be measured with EFQM model. Further, Malcolm Baldridge model has developed seven criteria to improve the performance of the organization and bring to the highest level. In this regard, several approaches are taken into account, of which includes quality management, improvement and development. To do this, organizations should put forward strategic plans for future action plans which is very relevant to vision of the

organization, apart from current activities must. Thereby, accurate planning enables to see a clear picture about how the company positioned in further. Besides, organizations should take into consideration the dimension of consumers in their activities (e.g., products or services). To focus on consumers as an another approach of Baldridge model, provides them with detailed and in depth information. Another point is the information system that the organization should have, because that brings the company to the information rich company with full of knowledge about activities (e.g., collecting information about the market). In addition to these, the Baldridge model has approaches for leadership, which takes a very significant place in the management of the company and also workforce of the company. Lastly, in terms of monitoring and examining the results of business performance should be analysed in a certain period of time (Lu, Betts & Croom, 2011).

Business Excellence (BE) as an another QM approach aims at providing guidance to take the company to its highest level through applying self- assessment, so as to get benefit for specifying areas that needs progress and broaden its vision for improvement (Adebanjo, 2001; Talwar, 2011).

Furthermore, Lean Six Sigma is the collection of two development programmes as the Lean and Six Sigma concepts. It is an approach emphasized on the excellence of an organizational performance with the elimation of the wasted parts (Furterer & Shennawy, 2005). Six Sigma is known as a concept of TQM approach and especially concerned with highly consumer-centered content. It also gives an importance to key issues in terms of changing the structure of the business, making well-established strategies, and setting objectives on a large scale and training for workforce (Evans & Lindsay, 2005). The main purpose of the six sigma is to equip a company with the

abilities of the current processes and to redesign it in a manner of excellence performance. This provides an organization with an opportunity of minimizing errors,so that the organization is close to perfection (Amar, 2012).

The ISO 9000 approach focuses on as a major interest in the satisfaction of the consumer (Sroufe and Curkovic, 2008; Martinez-Costa et al., 2009). Both the EFQM and the MBNQA as QM models aim at improving organizational performance against TQM (Biazzo and Bernardi, 2003). However, ISO 9000 particularly concentrates on the major principles of TQM; for instance customer-centered concept (Lewis et al., 2006).

This study is based on EUA criteria and standards (internal QA processes) and the implementation of ESG (policy and procedures). In this regard, the study specifically applied the EUA quality approach to the case of the Tourism Faculty. This study is in line with the EUA's launced project, where 222 instutions participating across Europe on a large scale were questioned about how they assure the quality and which processes they have in respect to improve and enhance the quality. The EUA project aims at the activities run by institutions, in order to strengthen their internal quality and develop their reliability, and also practicing the ESG in their activities (EUA Publications, 2010).

3.3 European Standards and Guidelines

ESG represents the comprehensive consensus regarding fundamental guidelines of QA in teaching and learning within higher education institutions, as a result EUA commission's co-operation laid down. ESG has seven key principles consisting of

standards and guidelines. These principles are not a must, but rather means a pathfinder, in order to provide higher quality education in HEI.

3.3.1 Policy and Procedures for Quality Assurance

a. Standard:

Institutions should have a policy and procedures officially approved and publicly available, so as to determine the quality standards in to quality assurance of programmes. Besides quality assurance and quality culture, which emphasizes the significance of quality assurance activities, is emphasised. All stakeholders including students have responsibilities in these works; such as developing strategies to heighten the quality.

b. Guidelines:

Official policy and procedures constitute the importance in terms of enhancing the effectiveness of quality assurance system in higher education institutions. Policies consists of basic statements. Procedural guidance, however, may be considered as a reference point about how the ways should be in the practical application of procedures. The policies to be followed in institutions includes teaching and learning, strategies for quality & standards, stakeholders (e.g.,departments, faculties, units and individuals) responsibilities, as well as quality assurance system setup, and the ways of policy implementation.

3.3.2 Approval, Monitoring and Periodic Review of Programmes and Awards

a. Standard:

There should be a formal system in institutions to approve and revise the programmes.

b. Guidelines:

Students and other stakeholders feel themselves confident when the programmes are regularly monitored, periodically reviewed, and when relevant activities related to quality assurance take place properly. Some of the QA activities regarding programmes and awards should be the following; the inclusion of the explicit learning outcomes in courses, paying attention to curriculum and programme in terms of its content and design, the presence of proper learning resources, tracking the students' progress, getting feedback from relevant stakeholders, and the inclusion of students in quality related activities.

3.3.3 Assessment of Students

a. Standard:

Students should be assessed according to predetermined criterias.

b. Guidelines:

Student assessment is very important process that careful attention should be shown because the effect on students' future careers is big. Besides, it is an effective tool to obtain valuable information about teaching and learning. Student assessment procedures should be followed; measuring of the success of learning outcomes, transparency in the grading criteria, using more than one examiner in terms of the variety of judgements, as well as ensuring that the assessments are conducted on basis of institution's procedures, and having clear statements in the case of student absence and other circumstances. Further, institutions should be clear towards students in their assessment procedures; such as to inform them about the assessment methods.

3.3.4 Quality Assurance of Teaching Staff

a. Standard:

Institutions should involve qualified and skillful teaching staff. To do this, the institution should use external reviews and relevant comment reports.

b. Guidelines:

Lecturers as one of the most important learning resources is the primary source in student's learning. Therefore, lecturers should have full knowledge and skills to ensure effective teaching. Institutions should have certain procedures related to the minimum competency level of lecturers while employing them. Institutions should give opportunities to lecturers in order to develop in their current skills. Also, they should encourage weak lecturers to develop their teaching abilities. Institutions should consider the dismissal of lecturers, if they are ineffective in their courses.

3.3.5 Learning Resources and Student Support

a. Standard:

Institutions should provide students appropriate resources for the support of their learning.

b. Guidelines:

Besides teachers as the learning resources, physical resources are important in the student's learning, too. These physical resources may vary as libraries, computer facilities, human support (e.g., advisers, counsellors). Students should be able to access these resources easily when needed. Institutions should follow the effectiveness of support services through monitoring, and reviewing on a regular basis.

3.3.6 Information Systems

a. Standard:

Institutions should have an adequate information system in order to manage their programs effectively.

b. Guidelines:

Institutional self-knowledge is vital in terms of the provision of effective quality assurance. In other words, collecting and analysing the institution-related information is very necessary in order to determine the good and poor areas. The quality-related information system should follow student satisfaction, effectiveness of teaching staff, and profile of student population etc.

3.3.7 Public Information

a. Standard:

Institutions should periodically publish information about their programmes and awards in a manner of impartial.

b. Guidelines:

Institutions have some responsibilities towards the public. They should provide information about the programmes and their awards, teaching and learning, assessment procedures, and the profile of the current and past student population. These informations should be accurate and impartial to inform public in a manner of properly (European Standards and Guidelines – Part 1, ENQA, 2005).

Chapter 4

METHODOLOGY

4.1. The Case Study Approach

The research area of the study is particularly interested in the comparison, measurement and evaluation, and interpretation intended for 'the case' of QA in the Tourism Faculty.Due to being an unique case of the study, the case study approach was chosen. Accordingly, Stake (1995) stated that, the case study specifically emphasizes the uniqueness of the conducted sample (p. 8). A case study, which investigates merely one sample (incident) of a given fact, may cover a comparative study. (Vogt & Gardner & Haeffele & Lynne, 2012).

4.1.1 Pros of Quantitative Analysis

The analysis of quantitative data is based on a series of the mathematical variables and statistical measurements.The statistical analysis, based on the amounts and numbers ensures scientific credibility.The analysis is more likely to be objective rather than being subjective.

Statistical measurements (e.g., tests, tables, graphs) represents accurate and valid findings.This provides the convenience to researcher to make proper interpretations.

The data analysis enables findings as absolute and precise in terms of making definitions and explanations during the measurement. The findings are interpreted according to the quantities obtained, not to the researcher's observation and

comments. The accuracy of these quantities can be controlled by second and third parties.

In terms of analysing the data, findings can be arranged readily and quickly; while providing properly prepared and well-organised plan.Additionally, a researcher is able to pose questions for the data results during the analysis.

Using graphs and tables are very useful to summarise the quantitative data and reveal their connections to each other.Computer-based programs are very useful in designing the charts and tables and expressing them neatly.

4.1.2 Cons of Quantitative Analysis

The researcher may be confused when dealing with the analysis techniques in the case of wide spectrum research. Therefore the quality of data may be inefficient or incorrect.

To use quantitative analysis may be better in the large-scale efforts; however the researcher may take too much workload. Thus, the analysis of the study may include several complex situations and variables. The researcher may be overloaded with a great number of data.

In some cases quantitative data can not be objective and impartial, because some of the findings may be unrelated to the topic.

4.1.3 Pros of Qualitative Analysis

The data and the analysis is based on human experiences. The most significant advantage of qualitative research is to discover and generate explanations and theories.The research in fact emerges due to the curiosity and discovery.

The qualitative research provides the data in depth and well-endowed while analysing the behaviours and attitudes towards the relevant case. It obtains a comprehensive picture with data that enables the researcher to answer the question of 'why'. For instance, why do people act like this or why do people exhibit attitudes like this?

There is a subjective phenomenon in the research. The researcher is not limited to give one explanation. On the contrary he/she is able to have multiple approaches.The researchers may acquire different results on the same topic even using the same method.

4.1.4 Cons of Qualitative Analysis

The most significant disadvantage of qualitative research is that the data is less representative.The obtained results can not be generalized to other populations; because the qualitative research represents a certain population (specifically selected group) that addresses their needs. Therefore, it is difficult to draw general conclusions.

Qualitative research relies heavily on the researcher bias. The objectivity and validity of the research is open to debate due to the reflection of the beliefs and opinions of the researcher to the research conclusion.

The research results may be inconsistent in case of making changes during the study; for instance, the researcher can ask questions by deflecting the aim of study during the interview.

Lastly, the qualitative data takes a lot of time to analyse.The researcher depends on the current circumstances at that time of the research conducted; such as resources needed. Additionally, the nature of qualititaive data requires taking field notes, conducting in-depth interviews and photoghraphs. In this regard, the time of collecting and analysing data may take sometimes longer (Denscombe, 2007).

4.2 Sampling Technique

Non-probability sampling technique is used where the population is selected in a non-random manner. Purposeful sampling was used in this study, and all PhD staff and assistants completed the questionnaires as they are seen as more knowledgeable about the topic. Purposive sampling has characteristics adressing predefined selections with the number of ordinarily smaller and 'fit for purpose' as prime goal (May, 2011). The population was intentionally selected because they were considered to be having deeper knowledge about the subject.Purposeful sample is a sort of population sampling collected in a manner of careful and cautious for the purpose of reaching a specific goal. (Polit & Hunglar, 1999).

This study employs a mixed method approach in order to improve its validity and reliability. Creswell, Clark, Gutmann, and Hanson (2003) stated that: "A mixed method is a research occuring with the combination of both quantitative and qualitative data where priority is given one of than another and data collected simultaneously."

There are several advantages of mixed method as in which referred by many authors (Adcock & Collier, 2001; Brewer & Hunter, 1989; Erzberger & Kelle, 2003;

Maxwell & Loomis, 2003; Morse, 1991; Polit & Beck, 2004; Sandelowski, 1996, 2000; Tashakkori & Teddlie, 1998).

Mixed methods research provides satisfying and convincing responses, rather to use one method, quantitative or qualitative solely.The combination of a quantitative (e.g., a questionnaire) and a qualitative (an interview) method is able to answer highly complicated research questions.For instance, a quantitative research is more convenient to test a hypothesis, on the other hand qualitative research for producing hypothesis. Additionally, if both methods are integrated, the researcher is able to answer both explorative and confirmative related research questions.

Qualitative and Quantitative findings complementing each other enables the researcher to see a comprehensive picture as a result of acquiring different perspectives.Hence, the content of research becomes richer through the involvement of different viewpoints. Mixed method research assures more acceptable implications. It increases its validity of research conclusions using simultaneously different methods and strategies.

The findings of quantitative and qualitative research may in conflict each other, which can lead to further conclusions; such as reevaluated hypothesis and additional research.In this respect, such turning points may lead to produce in-depth theoretical foundations and new understanding.Thus, in fact the mixed methods research brings study to higher standards (Ceglowski, 2012; Christ, 2012; Cook, 2003; Dalton, 2006; Darling Hammond & Youngs, 2002; Sondergeld, 2011).

4.3Instruments

In this study, two instruments were used to collect the data. These include a questionnaire and a semi-structured interview.The same questionnaire was used in the EUA report (see, EUA Publications, p.41, 2010).There has not been a change in content and format. Some minor changes have been made. However, the majority of them are exactly the same. The survey (see Appendix C) consists of four parts. The first part is about general information. The second part consist of QA processes, QA policy, strategic planning under the heading of the faculty quality assurance framework. The third part is composed of six sections representing QA processes in teaching and learning such as approval, monitoring and periodic review of programmes and awards, student assessment, QA of teaching staff, learning resources and student support, information systems, and public information. The fourth part contains three openended questions. Here, the researcher has made an interview with participants about the extent of realization of quality culture and the processes for internal QA within the Tourism Faculty. Purposive sampling is an optimal application in case of interview research. The number of participants which is not large, represents a specific case with the participation of intentionally and consciously selected group (Vogt & Gardner & Haeffele & Lynne, 2012). Nevertheless, some participants chose to write their opinions on paper.

4.4 Population and Samples

The survey population were 14 participants comprised of 8 PhD staff and 6 research assistantsThe researcher easily reached to the targeted population and has closely followed the participants of the survey responses. This study represents the population, comprising with the inclusion of a small group. In total, 14

questionnaires were distributed. 37 questions consisting of 4 sections were asked. Each of them were complete responses.

4.5 Data Collection and Analysis

The data was collected through questionnaire and documentary analysis.All questionnaires were distributed in the Tourism Faculty to all PhD staff and assistants.Descriptive statistics such as percentages and bar diagrams were used to analyse the results and comparisons used to determine the position of the Tourism Faculty/EMU related with ESG standards for internal quality. In addition, relevant documents, such as the official policy papers of the Tourism Faculty, were used. The major characteristic of descriptive statistics is able to reveal the most significant representatives from the sample data by responding to the interest area of the study (S Pérez-Vicente, M Expósito Ruiz, 2009).

Quantitative research draws a clear picture through the simplification of research findings. It is referred to as classical and empirical. The qualitative approach is however referred to as naturalistic (Lincoln and Guba, 1985), and subjective (Smith, 1983).

Chapter 5

RESULTS and DISCUSSIONS

5.1 Drafting Internal Quality Assurance Processes for Academics

Chapter five will examine the results of internal quality assurance processes for academic staff. Then, a discussion on the student results will follow. The findings, the faculty QA framework are based on, QA processes of the teaching and learning, the approval, monitoring and periodic review of programmes, as well as student assessment, learning resources and student approval, QA of teaching staff, and information systems, finally public informations, as subjects information will be given in-depth with the support of graphic illustrations.

5.1.1 Faculty QA Framework

"Quality assurance system has been introduced to support the quality improvement efforts in education. But it has been observed that is a gab between the requirements, theory and applications. People seems that do not understand the whole process and importance of the case. Moreover, the key element in this issue is the senior leadership. Leadership must believe it in QA system. Since they are the decision maker and should take lead, he convinced. They should put more effort which will encourage the staff to become more active and be more supportive." (R_1).

"With regard to balance between research and teaching; work based education & training is as much important as research in our faculty. While we are keeping our good position in the research (publications) league, we need to focus on our practical courses & training more than before, concerning the competition around us." (R_2).

Activities of teaching and learning which is covering the most important place in quality assurance processes are underlined in European Higher Education Area (EHEA) and ESGs integral part in particular.

According to the results, %100 of the respondents reported that the activities of teaching and learning is in place in QA processes; whereas, student support services as directly bonded with the teaching and learning with 75%. Half of the respondents considered that the QA processes covers governance and administration. This ratio shows that academics are not aware of the importance of determination of faculty management (see Table 1). There was not an indication of the other activities by 0%.

87,5% of the respondents answered that the faculty QA processes are covered by research activities. When asked whether the faculty has QA activities concerning research, it is observed that there were different processes in place such as: preparing statistics on published articles (62,5%), organising interior seminars forthe purpose of negotiating on the research proposals and views (37,5%), conducting peer review both internally and externally (37,5%) and external peer review for approval (25%). With regard to QA processes in services to society, 75% of the respondents replied that the faculty covered services to society in its QA structure. In the case of specifying QA processes in services to society, respondents have indicated several processes, those who answered the most, tracing the number of co-operation agreements and the interactions with external stakeholders.

In terms of the integral part of ESGs guideline, HEIs "should have a policy and associated procedures for the assurance of quality". Respondents are questioned about whether or not the faculty has a strategic plan or equivalent document.

Accordingly, all of the respondents (100%) replied that they do have such a document.

Hovewer, when asked about the presence of the separate policy statement, responses vary. 37,5% of the respondents replied that the faculty had a QA policy statement, with same ratio, had additionally other documents adressing the QA policy as well. 25% of them said not having a separate QA policy statement, but it is included in another document (e.g., faculty mission statement, strategic plan, work plan or equivalent).

With regard to several organisational structures, 87,5% of the respondents reported that the dean is in charge of QA issues, while 62,5% answered that there is a quality committee within the Faculty. In addition, 25% stated that contact people are responsible for QA issues and also a person is responsible within the faculty (25%).It is worth noting that the faculty executive board is responsible as the number of faculty members is small. None of the respondents chose the option of regarding the availability of the unit, who offeres pedagogical innovation to support lecturers in their teaching activities (see Table 2).

The introduction of QA system within the Faculty seems very recent. 62,5% of the respondents reported that it is introduced between 2005 and 2009, while 37,5% considered it between 2000 and 2005 (see Table 3).

When looking at the findings obtained with regard to the internal QA system within the faculty, 62,5% of the respondents said that the QA concept is determined by the dean of giving the instructions, while %50 stated that the concept is done in accordance with the counseling of academic staff within the faculty. Additionally, %50 of respondents reported that the concept is based on the counseling of academic and administrative staff. Whereas the 37,5% reported that the concept is based on the academic, administrative staff, and also students. The results suggests that administrative staff and students should get more involved in quality activities. Small number of respondents said that the concept based on the national QA agency. Accordingly, European Standards and Guidelines (ESG) should serve as a guide for QA improvement. Furthermore, one respondent specified that the concept is based on requirement of the international accrediation body, with the ratio of 12,5% (see Table 4).

5.1.2 Involvement of Stakeholders

"The main treat is the commitment of the members of the faculty. Although the management and some of the members of the faculty are full supporters of the quality culture, a change in management can cause a set back on the work being done"(R$_3$).

"It seems so that, implementation of the quality culture and internal quality assurance process needs to be rearranged / reexplained so that the faculty may be focused rather than to be seen focused and should match the faculty's, university's as well as the other bodies quality cultures & QA philosophies"(R$_4$).

a. Faculty Leadership: 87,5% of the respondents stated that the senior leadership (dean) takes the lead in building quality culture within the faculty. Besides, there were other responses considered in defining the role of senior leadership such as: the senior leadership who is the the decision maker, serves as a facilitator (37,5%)and monitors the process (25%).

As mentioned in table 4, the concept in QA depended on to the instructions given by the dean (62,5%). In the question of who has the responsibility in operational during the processes in QA, the responses indicate the dean as the person in charge for QA issues. (87,5%). This means that the faculty leadership (dean) is playing a dominant role in the QA system. However, students and administrative staff with the dean should also participate in the QA system.

b. Staff and Students: It is essential that the staff and students during processes of QA activities are involved and build quality culture(EUA: 2006, Harvey & Stensaker 2008).It was indicated in table 4 that the staff and students involvement in creation of the QA system was low (37,5%). Accordingly, the level of participation of stakeholders concerning introducing QA concept should be increased.

Also, 50% of the respondents involved the academic staff in the consultation rounds, while the same ratio (50%) involved the administration staff. The data shows that there is a faculty level quality committee by the ratio of 62,5%.

Table 5 illustrates the involvement of stakeholders in quality assurance processes. Results enabled us to reach an information about the distribution of participants according to various cases. Accordingly in general in the level of stakeholder participation is seen with low ratios – especially administrative staff, external stakeholders, alumni and the faculty level leadership. Hovever, the level of student involvement through responding to the surveys is quite high by 87,5%. The level of this involvement need to be kept up in hands and increased in time.It is observed that the academic staff is the most commonly participant comparing others. The most noticeable thing is academic staff' great participation by responding to the surveys

(100%). In addition, academic staff (62,5%) takes part in working groups to prepare curricula.

It is noteworthy that, only a quarter of the respondents (25%)considered that the students involved in working groups. Consequently, the level of academic staff involvement in QA processes seems to be much more higher than students'. Students should get involved more in working groups.

c. External Stakeholders: During the processes of QA, the involvement of external stakeholders, such as employers and experts participations is rather low.They are included through governance bodies (37,5), consultation bodies(50%) etc. They are not likely to be involved in conducting surveys regularly (12,5%). Therefore, a mechanism should be established where employers have greater participation to quality related activities.Also alumni is rarely involved in QA processes.

5.1.3 Information Systems

a. Types and sources of information: 50% of the respondents said no, when asked whether possessing a sweeping information system to govern faculty related activities with effectively.However there are several information systems available within the faculty. Even though,37,5% of the respondents stated that there is a centralised information system comprising main activities, this study suggests a decentralised system. Within the information system, the most often chosen informations are student satisfaction, success rates and the profile of student population. The ratio of respondents for conducting student surveys to assess the academic staff's performances and competences (62,5%) was little less comparing student satisfaction with their programmes (75%) (Table 6).

Most of the respondents confirmed that the learning resources, such as library services, computer facilities, laboratories, human support are offered (Table 12). Only 25% include learning resources as applicable with costs within information systems.

The Faculty includes the information of the profile of the student population within its information system (75%) (see Table 6), they make it publicly available (25%).The faculty management should make this information transparent to fulfill its responsibilities to the public.87,5% of the respondents stated that the number of academic staff and information of the learning outcomes are publicly available. %75 of the respondents considered that the information of teaching, learning and assessment procedures are declared, while 62,5% said that the information of the learning opportunities are available, as well. In addition, the availability of the information on alumni employment within its information system corresponds with its publicly availability (see Table 7).

b. Feedback loop and communication: When asked whether the information of academic staff' aptitudes and performance are publicly available, they considered that it is kept private, limited to the faculty level information.(50%). 25% of them stated this information existed within QA procedures regarding teaching activities. Very few respondents answered that it is publicly available (12,5%).

Further, when asked how the Faculty decides to what extent the academic staff is skilled and adequate, they replied that the faculty develop its own requirements for competencies of academic staffs (75%). 62,5% of the respondents stated that the staff members is required having specific research attributes. Also, student surveys are conducted (62,5%). 12,5 answered that academic staff are evaluated in accordance

with requirements of a national body or QA agency. In other words, there is the application of the external approval process.

c. Link to the strategic management: Concerning of providing feedback to the strategic planning, all of the respondents agreed that the faculty leadership assesses the progress annually in this regard (100%).62,5% stated that the Faculty conducts regular surveys among both staff and students in order to know the point of views related to the carried out strategy.The faculty should show more effort to increase the participation of stakeholders while developing strategies. Also, the faculty seems to be weak in responding and monitoring the feedback (25%). Accordingly, they should find ways to improve this weakest area. Half of the respondents said that the faculty has a set of key performance indicators (50%).Another thing that needs improvement, is to have key performance indicators for the faculty. (see Table 8).

5.1.4 Quality Assurance Processes in Teaching and Learning

When asked regarding the design of the quality assurance structure in teaching and learning issues, 62,5% of the respondents reported that is 'tailor-made' which is responsive to the requirements of faculty and is not based on existing model. 25% stated that it is the faculty basis; therewithal it depends on to the national quality assurance bodies. Also,12,5% said that EFQM, CAF AND ISO as a ready model is used.

a. Curriculum Design: Obtained findings show that, respondents have two different views in terms of designing curriculum and programmes. In general, the respondents (62,5%) considered that the programme design is prepared by the committee, while considered by the programme director (37,5%).

None of the respondents (0%) chose the alternative of designing the curriculum by the ministry of education or other external bodies, rather than designing the programme (objectives and learning outcomes) only at the level of the faculty. Ideally, the faculty is willing to apply its own stated procedures and strategies in order to fulfill its goals and objectives (Table 9).

b. Monitoring and Improving an Established Programme: When considering the distributions of the ratio, there is not a single process in place to evaluate the curriculum and programme contents and/or design, however the majority of respondents (75%) reported that the evaluation of curriculum and programmes are regularly measured. The processes monitored for the curriculum and programmes varied in terms of purpose in measurement, timeline in conducting and stakeholders involved. In addition, the faculty seems to conduct a variety of processes as such.Little more than one-third of (37,5%) answered that the content of curriculum is measured continuously with the participation of staff and students.%25 said that the design of curriculum on behalf of the efficiency of relevant processes is measured regularly. and as well as with the same amount (25%) answered that the content of the curriculum is measured based on the processes of external approval (Table 10).

c. Learning Outcomes and Workload: All academic staff agreed that the faculty has developed explicit learning outcomes for all programmes (100%), that are published on internet (87,5%). This means that the faculty seems to be transparent regarding the declaration of learning outcomes.

Results show that the faculty measures the student workload through surveys for achieving specified learning outcomes: 100% have done so. In addition, %12,5 specified that the faculty implement ECTS questionnaires.

d. Student Assessment: The data obtained about the main features of student assessment procedures are shown above. Accordingly, it should be noted that the faculty has the assessment which is very closely relevant with the learning outcomes (75%), Also, entire programmes of the faculty have clear learning outcomes. (100%). We can observe that in the case of having learning outcomes may influence student assessment procedures.

With respect to notification of assessment procedures to the students, %62,5 of the respondents answered that the examination methods are publicly available and 87,5% said, however, that the assessments are announced in class.

It seems that the faculty applied student assessment procedures in the form of having several charateristics as mentioned in the ESG. However, tracking of assessment procedures should be improved. Also, the faculty should be more clear about the assessment methods.

e. Learning Resources: Respondents reported that learning resources which are library, computer and learning facilities are offered by the rate of 87,5%. However human support (tutors, counsellors and other advisers) and laboratories facilities are 62,5% (Table 12). The remarkable point appearing in the results, is that the respondents stated that the faculty regular improvement of the services they offer is higher than those monitor or evaluate them. In addition to this, EUA reported that regular evaluations of student learning services remain relatively rare while study programmes, teaching staff and research activities are evaluated more frequently (EUA 2010: 86). Moreover, findings show that the faculty has introduced its QA system after 2005 (62,5%). The question is that there may be a relation between

student support services in place and the timeline of introducing QA system within the faculty.

5.2 Drafting Internal Quality Assurance Processes for Students

The following sections will examine the survey results of internal quality assurance processes for students.The results will enable us to know the student's perspective concerning the activities of quality assurance and quality culture, relating with knowledges and experiences on this issue.The study, will carry on with the same headings, as results of the academic staff.

5.2.1 Faculty QA Framework

"One of the challenges that the Faculty may face as it is a significant problem, it may be the low english level of students that are still accepted by the University as a whole and if this weakness may influence the quality culture implemented within the Faculty." (R_5)

"The faculty should ensure negotiating with government to establish database for research purposes, for example there is not convenient source of data for research such climate data and also, provide and support research projects. Furter, there is striking differentiate between level of academic staff in terms of knowledge and research activity. Tourism is wide science including marketing, human resource management, environment, information systems, climate tourism, sustainable tourism, national park, national resource etc… Researches on tourism courses should not be limited with single area (marketing), it should vary entire the faculty including all academic staff. I see that there is slow and inactive in front of research procedure." (R_6)

According to the students' point of view, the Faculty is covering teaching and learning activities (100%) in their quality assurance processes, in spite of covering research activities with half amount of that in place. Accordingly, the Faculty seems to fulfill its responsibilities regarding teaching and learning activities, as specified in principles of ESG. Interestingly, the research activities are closely related to the teaching and learning activities, 50% respectively. Likewise, 50% of the respondents said that quality assurance processes cover student support service. The faculty seems to lack research and students support services. Therefore, the faculty has to

work on these issues. The ratio regarding service to society is very little (16,6%) among other quality assurance activities. The faculty needs to improve itself as an administration whole in activities of services to society. The missing process of quality assurance is the availability of governance and administration of the faculty (0%) (see Table 13).

It is observed that students who participated in the survey have several views in QA related processes rather than to meet a common sight. For instance, when we asked regarding the processes covered to ensure the quality of research activities, 33,3% of the respondents reported that discussion platforms are held within the faculty in order to share opinions and projects. Another specific research activities covered by the faculty are; arranging peer review for research projects, making statistics for articles published and defining key performance indicators for faculty (with each of the cases to 33,3%). These results show that the faculty tended to apply individual processes in provision of the research activities quality. Service to society which is another activity of QA processes is rated by 16,6% (see Table 13). When asked what specific processes they have related to services to society, five of the six people participated in the survey, namely which is covering the majority of the respondents (83,3%) stated that the faculty managed many co-operation contracts. It should be noted that no one among respondents scored the option of regarding feedbak received from the society.

According to the EUA, it is specifically indicated that the strategic planning is very important in the creation of quality culture (EUA 2006:13); and also ESG defined that the institutions needed to have official policy and procedures for QA. Accordingly, we asked if there was a strategic plan or similar papers within the

faculty. A thumping majority (83,3%) replied that there was a strategic plan including mission, goals, and priorities etc. Furthermore, respondents were asked if they had QA related policy statements. Half of the respondents (50%) replied that there was not a separate QA policy statement. Hovever, asserted that the faculty has other papers consisting of faculty mission statement, strategic plan, and work plan. 33,3% of them stated that had a QA policy statement within the Faculty.

With regard to the nature of organisational structure in supporting internal QA processes, it is observed that students did not have precise knowledge. The results prove that there is not a clear picture in students' mind regarding who the relevant person or persons in implementing QA processes are, what their responsibilities are. While half of the respondents (50%) stated that the faculty has a quality assurance unit including specialist staff, 33,3% think that the dean responsible for the quality assurance processes.16,6% of the respondents answered that it is the responsibility of a unit that provides staff improvement (see Table 14).

The next data demonstrates that the introduction of quality assurance system is very recent within the faculty. Half of the respondents (50,1%) reported that the faculty introduced its QA system between 2005 and 2009. 33,3% of the respondents answered that the Faculty is presently working on it, while 16,6% of them introduced in the 1990s. In addition, as it is mentioned above, the respondents (50%) who thought that not having a policy statement, reported that the introduction of QA system is very recent (50%) (see Table 15).

With respect to the introduction of the QA system, %50 of the respondents stated that the concept is on the basis of necessities of the national QA bodies. While 33,3%

answered that the concept is built through applying counselling process with the participation of academic staff, 33,3% said that the process takes place with the participation of academic and administrative staff. Furthermore, 16,6% answered that the participation included academic staff, administrative staff, and students. Accordingly, we can say that the level of participation among academic staff, administrative staff, and the students should be increased (Table 16).

5.2.2 Involvement of Stakeholders

> "Regarding the awareness of the educational quality, I think academic staff are completely aware of this issue. For undergraduate students, however, they are not fully aware of the situation. This is because there is a lack of interest among them, but for postgraduate students almost all of them are aware of this issue. There should be announcement notice for all the students through web page or newsletter that gives information to students in this regard." (R$_7$)

> "Quality assurance processes within my Faculty is a good one which helps to keep in track the goals and objectives of the Faculty. It helps in monitoring the progress both for the students and the teaching staff." (R$_8$)

> "The main challenge regarding the application of quality culture could be the increase of international students coming to the Faculty." (R$_9$)

a. Faculty Leadership: In terms of describing the role of senior leadership (dean) in establishing the quality culture within the faculty, half of the respondents (50%) indicated that the dean is the decision maker, and serves as a facilitator to communicate information better (50%). The respondents, who considered that the dean takes the lead in building quality culture and monitors this process, share the same ratios by 16,6%. Nevertheless, the senior leadership seems to be the dominant in performing the quality culture processes in the entire faculty.

b. Staff and Students: When we look at the findings obtained regarding the level of stakeholder participation in the internal QA system, 16,6% of the respondents stated that staff and students are involved during the planning process of the QA system.

44

Additionally, 33,3%answered that the academic staff is involved in the consultations. Accordingly, we may say that the academic staff is involved in this process with the 49,9% rate, while the administrative staff is involved in it by 33,3% (total of 49,9%) (Table 16).

Table 17 demonstrates to what extent and in which ways stakeholders are involved in the quality assurance processes of the faculty. Results show that the most commonly participated stakeholder are students (83,3%). The respondents (83,3%) put forth that the students are involved in this process through responding to the surveys regularly. According to the students' point of view, several processes are taken into consideration in respect to design of the curriculum and programmes. They indicated that the curriculum is prepared by the programme director, while academics may have comments for the draft (33,3%). In addition, they defined that the curriculum and programmes are the result of many proposals offered by academics (33,3%). Very few respondents (16,6%) mentioned that there is a working group (committee or equivalent) to prepare the curriculum, as they said that the ministry (external bodies) designed it. 66,6% of the respondents stated that the academic staff is most commonly involved in the curriculum design working group. However, 33,3% argued that administrative staff may be involved in this process. The partcipation of external stakeholder seems to be rare (16,6%). The noteworthy thing is the absence of students in the process of designing the curriculum (0%).

c. External Stakeholders: In terms of the level of the participation of the external stakeholders, repondents (33,3%) stated that they are not involved in the QA processes (see Table 17). The forms of external stakeholders' participation varies within low proportions, like the way attending formally in consultation bodies (16,6),

participating through self-evaluations (16,6%), and providing information informally (16,6%). Further information can be noted that the content of curriculum and programme is not approved by an external body (0%). On the contrary, it is approved at the Faculty level (83,3). The alumni is rarely involved in the QA processes (see Table 17).

5.2.3 Information Systems

Basically, this section provides information about formal information system of the Faculty, in other words collecting, storing and communicating information.

a. Types and sources of information: When we asked if there is an availability of information system (database) in order to manage activities effectively, 66,6% of the respondents answered that there is a centralised information system comprising all activities within the Faculty. However, 16,6% of them said that there is not a centralised information system, but that there are many information systems at the level of the faculty. 16,6% replied to this issue as not applicable.

Relevant information systems gathered are thus, the level of student satisfaction with their programmes which is the common preference of the respondents by the rate of 66,6%. However, this rate is higher compared to the respondents (50%) who said that the faculty makes student surveys to evaluate academics' competences and qualifications. Half of the respondents stated that the faculty has the information of success rates and student progression, whereasanother half of them said that the faculty has a profile of the student population. 33,3% answered that the faculty has the ratio of teacher and student, while 16,6% said that they follow up the graduates' employment (see Table 18).

Although, close to %50 of the respondents reported that the faculty offers learning resources such as, library, computing facilities, human support, laboratories and learning facilities (see Table 24). 16,6% include the information about learning resources and their costs within the facultys' information system.

However, there is not a consistency between the findings; the Faculty has an information of the profile of the student population within its information system (50%), while making this information publicly available by 33,3%. The majority of the respondents reported that the faculty makes the number of the academics in the programme publicly available (83,3%).66,6% of the respondents stated that the faculty declares the information of the teaching, learning, and examination procedures implemented in programmes, while half of the respondents said that the faculty gives an information of the programme's qualifications. Furthermore, 33,3% reported that the faculty makes their learning outcomes publicly available. Lastly, the faculty has an information of tracking their graduates' employment in their information system (16,6%). However they do not make this information publicly available (0%) (Table 19).

Interestingly, with regard to the public information on internal QA evaluations, the faculty does not inform the public (66,6%) and 16,6% may reach the results of internal evaluations when asked for. However, the faculty publishesthe results of external evaluations through the internet, reports, and different information tools (33,3%).

b. Feedback Loop and Communication: Findings obtained from the survey show that there is a lack of transparency in respect of informing community about academics' performance. When we asked respondents whether or not the information

of teachers' performance is publicly available, they negated the question and added that is kept private and solely within the information of faculty (66,6%).

Besides, the respondents answered that the faculty conducts student survey in order to analyse students' perception in their learning (50%). In addititon to this, all of the respondents reported that the results of student surveys are used for the assessment of teaching staff (100%). However, very few students participated in a survey may obtain the information about the survey results (16,6%). It is worth emphasizingagain, that the information of academics' performance is not publicly available (66,6%).

With regard to the quality assurance of qualified and competent teaching staff, 66,6% of the respondents reported that there are national requirements in place when hiring them. They stated that there are certain research qualifications required by academics (66,6%). In addition, 33,3% said that the faculty determine its own necessities regarding the qualifications of academics.

c. Link to the Strategic Planning: Half of the respondents reported that the faculty conducts surveys regularly with the participation of staff and students to analyse their perception. It is noteworthy that QA processes applied in the faculty is crucial because of representing the sources of information. Also, It is very clear that the nature of strategic management needs to have certain information to make the correct decisions in managing future challenges. 33,3% of the respondents stated that the faculty define its own key performance indicators. In addition, 33,3% of the respondents answered that the faculty leadership assesses the progress annually to achieve its own goals, while 33,3% said that the faculty conducts regular self-evaluations (see Table 20).

5.2.4 Quality Assurance Processes in Teaching and Learning

With regard to build teaching and learning in the QA structure, all of the respondents agreed that it is on the faculty basis; it also depends on the national quality assurance bodies(100%). It is worth underlining that the Faculty of Tourism/EMU is officially registered by TedQual and Edexcel.

a. Curriculum Design: According to the results obtained from the survey, with regard to the programme design in general, is considered by staff members (33,3%) and the programme director (33,3%). 16,6%,is considered by the ministry and by the working group as well (see Table 21).

Here, we can say additionally that the faculty is likely to be individualized as a result of its internal nature within its structure and procedures carried out.

b. Monitoring and Improving an Established Programme: Half of the respondents reported that the programme contents are assessed continuously as a result of discussions between staff members and students. 33,3% of the respondents stated that it is evaluated regularly to analyse the effectiveness of the processes. In addition, 33,3% said that the content of curriculum is assessed for the external accrediation purposes. 16,6% said that these are evaluated on a regular basis. Accordingly, it seems that the faculty applies the QA processes by monitoring and improving the programme, both internally and externally (see Table 22).

c. Learning Outcomes and Workload: Although, 66,6% of the respondents answered that the fcaulty has developed clear learning outcomes for the entire programmes, 33,3% considered it to be for some of the programmes. Regarding the public availability, half of them stated that the outcomes are available upon request, while 33,3% make them available through web-sites or study guides. Very few

respondents answered that students can see it in each course they are enrolled (16,6%). We may point out an issue of whether or not the learning outcomes are used to support the teaching activities within the faculty. 83,3% of the respondents reported that the faculty measures the student workload by applying surveys, while 16,6% answered the academics are responsible for estimating the workload.

d. Student Assessment: According to the students' point of view, it seems that there are various student assessment procedures in place. For instance, half of the respondents stated that the faculty designed student assessment procedures measuring the success of the intended learning outcomes (see Table 23).

When asked whether if they are informed regarding student assessment procedures, they replied that students would be informed by the teacher at the begining of the course (83,3%). However, 33,3% answered that they are available via website and study guides.

e. Learning Resources: With regard to learning resources, students are offered library (50%), computer facilities (50%), and human support, such as tutors, counsellors (66,6%), laboratories (50%), learning facilities, such aslanguage labs (66,6%). The library is considered to be monitored (33,3%) and evaluated (0%). However, 50% stated that the library is considered to be improved. In addition to this, the computer facilitites are considered to be evaluated (33,3%) and improved (50%). Therefore, it seems that the findings of the monitoring and evaluating do not correspond to the improvement of the library and the computer facilities (see Table 24).

5.3 Comparative Findings of EUA with Tourism Faculty

5.3.1 Academic staff

The results of this study shows that covering teaching and learning in QA activities are consistent with given results in EUA. However, in the Tourism Faculty, service to society, that is one of the complementaries of QA process, is more accomplished than EUA. The results of research activities and student support services except administration activities are almost the same with the EUA results. Nevertheless, the Tourism Faculty with low rates in the area of its administration activities certainly needs that improvement accordingly.

There is a inconsistency in the results of the Tourism Faculty internal QA structures (organisational structures) with the EUA. Accordingly, the organisational structure is based on the leadership of the dean as a determinant person. However, it should be noted that the reason of inconsistency can be the result of the nature of the Tourism Faculty's organisational structure, because the executive board is in charge, as the number of faculty members is small.

The results of the faculty related to the initiation of the QA system almost supports the EUA results; which refers to the period from 2005 to 2009.

The internal QA system applied in the Tourism Faculty does not conform with the concept applied in EUA results. The EUA concept takes form mostly in accordance to national QA agency standards. However the Tourism Faculty concept is based on the faculty leadership playing as a dominant role in determination of the QA system. Accordingly, the Tourism Faculty administration should take the guideline of ESG standards and criterias into consideration. The ESG is specifically emphasises

theneeds for the considerable requirements of stakeholder participation in the internal QA activities and entire system. In this sense, staff, students as internal stakeholders and national QA agency as an external stakeholder should have more inclusions to build the Tourism Faculty's QA concept. The senior leadership (dean) should not be the sole determinant,because of the fact that it is aprinciple of ESG to include multiple stakeholders.

In terms of the level of stakeholders participation in QA processes through various cases, the Tourism Faculty results do almost not match with the EUA results at all. In the case of responding surveys regularly, as a QA process, the involvement of academic staff in particular and students are very common for the Tourism Faculty. Likewise, the involvement of students through responding to the surveys is common for EUA. The level of participation of academic staff through self-evaluations which is the most common case of EUA results, is much higher than the Tourism Faculty. Therefore, the findings precisely tell us that there is a need for multi progress to increase the level of stakeholders (academic & administrative staff, students, external stakeholders and alumni) participation taking into account the various cases of QA processes.

Both the EUA and the Tourism Faculty collect most commonly the information of student progression rates and student population profile within their information systems. Additionally, the ratio of teachers and students within the Tourism Faculty information systems matches almost with the EUA. However, the information of alumni employment is well done according to EUA results. Nevertheless, the Tourism Faculty should have more efforts to follow up their graduates.

The Tourism Faculty and EUA results go paralel concerning informations of the profile of student population and success rates, as the informations collected mostly within the information systems. However, these informations are not made publicly available. The Tourism Faculty makes the number of academic staff publicly available. Besides, both results show that the programme's learning outcomes and procedures, which are used for teaching, learning, and assessment, provide the informations most often within their study programmes. This means that these informations are publicly available. Conversely the ratio of teachers and students, as well as the graduates employment and the profile of the student population are the informations provided lesser within study programmes. In this regard, it is obviously seen that the Tourism Faculty and EUA are not always clear regarding transparency of the information collected.

Furthermore, the Tourism Faculty's results support the EUA results regarding the internal evaluation processes. Both make evaluations annually to track the progress; likewise, they defines the performance indicators; which provide feedback to the strategic planning. Conducting surveys regularly with the participation of staff and students is the process that is applied at least by the EUA; compared to the Tourism Faculty.

The findings support EUA results in terms of designing curriculum and programmes. Both results show that the programme design is primarily prepared by the committee, and secondarily by the programme's director. On the other hand, there is not a consistency between the results of the Tourism Faculty and EUA in respect to monitoring the curriculum and programmes. The Tourism Faculty results show that the content of the curriculum and programmes are evaluated on a regular basis.

However, the EUA results show that they are evaluated by processes made on the basis of external accreditation.Nevertheless, the processes made for monitoring the curriculum and programmes show a variety for both Tourism Faculty and as well as EUA.

The findings concerning the student assessment procedures usually conforms with the EUA results.However, there are results that do not support each other. For instance, by contrast with EUA, the Tourism Faculty has weak areas to define examinations and concerning to be clear about that.Another weak area is the assessment conducted properly.

Lastly, the findings regarding learning resources mostly supports the results of EUA.For instance, interestingly, the monitoring and evaluation of learning resources are not good enough, whereas the improvement of learning resources are better done.Accordingly, there is a paradox between variables (monitoring, evaluating and improving) chosen.

5.3.2 Students

The findings show that the results of Tourism Faculty mostly do not conform with the results of EUA in terms of the several activities of including to QA processes.Research, service to society, student support service and the administration of the faculty as QA activities, remain insufficient according to the results of EUA.Teaching and learning as a process of quality assurance is the one activity that is mostly covered by the Tourism Faculty and the EUA. In this regard, there are absences or lack of activities in terms of the completion of the QA processes; such as research, service to society student support service etc.

With regard to the forms of organizational structure, there are no consistent results between the Tourism Faculty and the EUA. The EUA results indicate the dominance of the dean to build an organisational structure. However, the Tourism Faculty indicates a QA unit composed with staff members who are experts.As it was mentioned before, the organisational structure within the faculty takes form according to the executive board.

The Tourism Faculty and EUA support each other regarding the time for the introduction of the QA system, which was between the years 2005 and 2009.

In terms of introducing an internal QA system, both results support each other.According to both results, the QA concept takes form on the basis of the necessities of national QA standards.In comparison with the EUA, the Tourism Faculty is insufficient concerning the stakeholders participation in introducing a QA system. In other words, there is lack of participation of stakeholders (academic, administrative staff and students) while deciding to form an internal QA concept.

With regard to the level of stakeholders participation in QA processes through various cases, the Tourism Faculty results do almost not correspond with the EUA results. However, the level of involvement of students through responding to the surveys is common for the Tourism Faculty and as well the EUA.Also, the level of the involvement of academic staff through the way of informally providing information is almost the same with the EUA.When looking in general at the findings, the Tourism Faculty is lacking participation of the stakeholders to the processes of QA.

According to the results about information systems, both results do not accord with each other. The Tourism Faculty mostly collects the information on students satisfaction for the offered programmes within the information systems. However, the EUA mostly has the information of student success rates and the profile of the student population. In this regard, the Tourism Faculty is lacking on information system in terms of including relevant informations such as; student success rates and the profile of the student population, when comparing with EUA.

Furher, the Tourism Faculty mostly provides the information on the number of academic staff and the procedures used for the teaching, learning and assessment witihin study programmes. However, the EUA provides the information of the learning outcomes and the qualifications for the programmes and the procedures used for the teaching, learning and assessment. This means that these informations are publicly available. Nevertheless, the Tourism Faculty needs to be more transparent to provide information to the public. For instance, although the Tourism Faculty has an information of the profile of the student population within their information systems, they do not make this information publicly available. In general there is a matter of transparency comparing with EUA.

There is not a consistency regarding the internal evaluation processes between the Tourism Faculty and the EUA. The Tourism Faculty mostly applies surveys on a regular basis with the participation of students and staff. However, the EUA makes evaluations annually to track the progress.

The results of the Tourism Faculty and the EUA do not conform with each other in terms of curriculum and programme design. According to the Tourism Faculty, the

staff members and the programme director prepares the curriculum. On the other hand, for the EUA, a committee prepares the curriculum. Moreover, regarding the monitoring the processof the curriculum and programmes, the Tourism Faculty mostly evaluates the content of curriculum continuously with the support of staff and students. Nevertheless, the EUA mostly evaluates the content of curriculum on basis of external accrediation. In addition to this, both have almost the same results regarding the assessment of the designed curriculum on a regular basis, and also the content of the curriculum is assessed continuously.

Almost both findings do not conform with each other with respect to the student assessment procedures. According to the results of Tourism Faculty, student assessment procedures measure the success of learning outcomes. However, according to the EUA, student assessment procedures include clear definitions for examination methods. Both results vary to conduct several student assessment procedures. Nevertheless, the Tourism Faculty in general seems inadequate or uninformed about student assessment procedures compared to EUA.

Lastly, with regard to learning resources, the Tourism Faculty is relatively good in offering and monitoring the learning resources. Besides that, evaluating and improving the learning resources are also inadequate compared to EUA.

5.4 Comparative Findings of the Implementation of ESG with Tourism Faculty

5.4.1 Academic staff

When comparingthe Tourism Faculty with the EUA, the results show that both findings are consistent with each other regard to having a strategic plan. However,the

Tourism Faculty does not have a QA policy statement compared to the EUA. Additionally, both results match in terms of covering teaching and learning activities in the QA processes.

Both results support each other related to defining learning outcomes for study programmes, likewise to make them publicly available. Both, design the curriculum according to the determination of a working group. Besides, the curriculum approval is mostly realized by the faculty management. However, the curriculum is relatively approved by a governmental body inthe Tourism Faculty; and by an external groups for EUA.Several approval bodies; for instance, university committee or boards, senate, Edexcel, Tedqual and YOK are indicated additionally in terms of the design and approval of curriculum within Tourism Faculty. Both results vary in terms of monitoring the curriculum. However, the Tourism Faculty mostly evaluates the content of curriculum on a regular basis. The Tourism Faculty is more transparent than the EUA concerning the participation of stakeholders. In other words, the Tourism Faculty includes students to decide on the student workload and to prepare the curriculum; however, this is not always applicable for the EUA.

The findings show that the EUA is more successful compared to the Tourism Faculty in terms of being clear in defining the assessment techniques.Both results are almost the same with regard to the clear arrangements about students' excuses circumstances. For example, in case of illness, students are clear about the procedures. With respect to informing students about the assessment procedures through internet and equivalent, the Tourism Faculty remains weaker than EUA. Alternatively, however, the Tourism Faculty and the EUA give information to students concerning the assessment procedures and criteria at the beginning of the

course.Besides, the Tourism Faculty is insufficient compared to the EUA in terms of governing the assessments properly and tracking the relevant procedures by the management.

The Tourism Faculty and EUA applies student surveys, but still the Tourism Faculty remains inefficient compared with the EUA standards.However, the Tourism Faculty is seen to be more successful compared to theEUA in regards of identifying their own characteristics and qualifications of full-time academic staff. Besides, theTourism Faculty does not provide pedagogical education for instructors; but conversely it is provided by the EUA.Both results show that the information of the academic staff performance is mostly kept privately at the level of the faculty.Here, arises a matter of improving transparency for the Tourism Faculty and as well EUA.

The library and the computer facilities are the most common learning resources offered by the Tourism Faculty and the EUA. However, monitoring and evaluation of the learning resources are not regular. Another most common learning resource for the Tourism Faculty is the learning facilities, as previously explained.

Regarding information systems, the Tourism Faculty mostly does not have an overarching information system. Instead it uses several information systems at the level of the faculty. For instance, this information systems mostly consists of student success rates, student satisfaction, the profile of the student population, and the ratio of teacher and student. However, the EUA mostly uses centralised information systems. For instance, this information system includes mostly student success rates, the ratio of teacher and student, and the profile of the student population. Accordingly, the Tourism Faculty and EUA include common informations which are

student success rates, the profile of the student population, and the ratio of teacher and student.

Lastly,the Tourism Faculty mostly declares the information of learning outcomes and the number of staff members. On the other hand, the EUA mostly declares the qualifications of given programmes. Besides, both of them publish the information of the assessment methods used for teaching and learning.

5.4.2 Students

The results show that both the Tourism Faculty and the EUA have a strategic plan. The Tourism Faculty, compared with EUA, lacks a QA policy statement. The Tourism Faculty mostly has other formal papers consisting of mission statement, strategic plan instead of QA policy statement. Likewise, the EUA and the Tourism Faculty cover the activities of teaching and learning in their QA processes.

The Tourism Fcaulty is weaker about developing learning outcomes for study programmes and make them publicly available when compared to the EUA. The Tourism Faculty and EUA are different in terms of designing the curriculum, because the Tourism Faculty prepares the curriculum with the participation of staff and programme director, whereas, the EUA prepares it with the support of a working group. Considering the monitoring processof the curriculum, both results vary. The Tourism Faculty mostly evaluates the content of curriculum continuously, but the EUA mostly evaluates it as a basis of an external accreditation. The curriculum is mostly approved at faculty level for the Tourism Faculty, and relatively by an external groups for EUA.

Dealing with the students assessment procedures, the Tourism Faculty is inadequate to define examination methods and also arrangements for students' execuse cicumstances clearly. The Tourism Faculty is weaker than the EUA in terms of declaring the assessment methods via internet and equivalent. The Tourism Faculty and the EUA mostly giveinformation to students concerning the assessment procedures and criteria at the beginning of the course.Besides, the Tourism Faculty is insufficient compared to the EUA in terms of governing the assessments securely and tracking of the relevant procedures by the management.

The Tourism Faculty and EUA apply student surveys. However the Tourism Faculty still remains insufficient when comparing it to the EUA. The Tourism Faculty employs academic staff according to the national requirements. However,the EUA identifies their own characteristics and qualifications of regular academic staff. TheTourism Faculty does not provide pedagogical education for instructors, but conversely it is provided by the EUA.Both results show that the information of the academic staff performance are mostly kept privately at the level of the faculty.Here, arises a matter of transparency for the Tourism Faculty and as well as for the EUA.

Both results support each other in terms of regularmonitoring and evaluation of the learning resources.The Tourism Faculty needs improvement in offering, monitoring, evaluation, and improvement for learning resources.

With regard to information systems, the Tourism Faculty and EUA mostly have centralised information system. This information mostly includes the student satisfaction for the Tourism Faculty. However, the EUA includes mostly the

information of student success rates, the profile of student population, and the ratio of teacher and student.

The Tourism Faculty mostly declares the information of the number of academic staff and the assessment procedures used for teaching and learning. However, the EUA mostly declares the information on the qualification of a given programme and the assessment procedures used for teaching and learning, and also the learning outcomes for study programmes.

Chapter 6

CONCLUSION

The main objective of this study was to reveal the similarities and the contrasts between the results of the Tourism Faculty and the EUA in terms of the internal quality assurance applications. Accordingly, this study brings to light the weak areas that need improvement, by analysing the obtained findings of Tourism Faculty in detail, as a result of comparisons with EUA.

According to the academic staffs' point of view; the findings of the Tourism Faculty and the EUA regarding the QA framework conforms relatively to each other. The obtained similarities with the EUA are, to have a strategic plan, the activities that fulfilled in QA processes (teaching & learning, research and student support services), in shaping organisational structure as basis of the dominancy of faculty leadership, and the initiation of QA system representing between years of 2005 and 2009. The contrats with the EUA are the administrative activities of the QA processes and with that the internal QA system. For instance, a determining element in creating the concept to establish a QA system as a whole is the faculty leadership. However, in the EUAit is the national quality assurance agency. Additionally, the Tourism Faculty is inadequate to have a QA policy statement in comparison with the EUA.

The results of the Tourism Faculty mostly do not correspond with the EUA concerning the participation of stakeholders in QA processes through various cases. The similarity with the EUA is merely at the level of student involvement by responding to the survey. In contrast, the level of stakeholders participation for most cases in the QA processes for the Tourism Faculty is quite low compared with the EUA. However, the Tourism Faculty is more transparent to involve students in process of determining the student workload and preparing the curriculum.

The results of Tourism Faculty goes mostly paralel with the EUA related to the information systems. The similarities between the Tourism Faculty and the EUA are collecting informations within information systems for the profile of student population, student sucess rates, and the ratio of teacher and student. If within study programmes, the learning outcomes and procedures are used for teaching and learning. Besides, there are many informations that are inadequate to publish, like the student success rates, the ratio of teachers and students, the profile of student population, and the graduates employment. The published informations in general are, however, the number of academic staff, learning outcomes and the procedures used for teaching and learning.Accordingly, there is obviously a transparency problem. Other similarities are the applied internal evaluation processes as making evaluations annually and defining the performance indicators. The last similarity is the matter of transparency for the information of academic staff performance which should be publicly available. In contrast with the EUA the Tourism Faculty accomplished more in identifying the characteristics and qualifications of full-time academic staff. Another contrast is that the Tourism Faculty is inefficient in applying student surveys compared to the EUA. Besides, the Tourism Faculty does not

provide pedagogical education for instructors, but there is one at the EUA. Another contrast is the information system used. The Tourism Faculty uses several information systems at the level of the faculty. However, the EUA uses a centralised information system.

The findings of the Tourism Faculty and the EUA are comparatively compatible with each other regarding the QA processes in teaching and learning. The similarities in the context of designing the curriculum are that the committee in particular and the programme director prepares the curriculum. Besides, the similarities in the context of student assessment procedures are as it measures the success of learning outcomes, to have published a criterion about the marking system, and to have explicit rules for the execuse circumstances. Another similarity is to be inadequate in tracking of the assessment procedures by the management. Also, with regard to the learning resources offerings are in place. On the other hand, although the monitoring and evaluation of learning resources are not being held on a regular, the improvement of learning resources are better done. Besides, the most commonly offered learning resources are the library and computer facilities. Accordingly, there is an inconsistency between variables (monitoring & evaluation and improvement). Another similarity is to inform students about the assessment procedures at the begining of the course. The difference with the EUA in respect to monitoring the curriculum is to assess the content of curriculum regularly. However, the EUA assess on the basis of external accrediation. The approval of curriculum is realised by a governmental body for the Tourism Faculty. On the contrary, it is done by an external body for the EUA. In this sense, the EUA usually relies on the principles of external stakeholders. In fact, likewise the Tourism Faculty depends on the external

involvements as Edexcel, TedQual and YOK (national HE institution). In contrast the EUA is successful in defining examination methods clearly, whereas it is not applicable fort he Tourism Faculty. In other words, The Tourism Faculty needs more improvement to accomplish this. Lastly, the Tourism Faculty remains weaker in terms of informing students about assessment procedures via internet and equivalent, and in terms of governing the assessments properly compared to the EUA.

According to the students' point of view, the findings of the Tourism Faculty and EUA in respect to the QA framework are relatively consistent with each other. The similarities with EUA are having a strategic plan, the activity of teaching and learning taking place in the QA processes, the initiation of the QA system representing between years of 2005 and 2009, and the introduction of internal QA system as the basis of the necessities of national QA standards. The differences with the EUA are the activities that do not take place in QA processes regularly as the research, student support services, service to society and the administration, and also the organisational structure. For instance the EUA takes shape based on the QA unit composed with expert staff. However, as the dominance of faculty leadership for the Tourism Faculty. Another contrast is that theTourism Faculty is inadequate regarding to have a QA policy statement compared to the EUA.

The results of the Tourism Faculty and the EUA mostly do not support each other regarding participation of stakeholders in the QA processes through various cases. The similarities are the level of students involvement by responding to the surveys and the level of academic staff involvement through providing information informally. In contrast, the level of stakeholders participation for most cases in the QA processes for Tourism Faculty is pretty low compared to EUA.

The results of the Tourism Faculty and the EUA do not mostly conform with each other concerning the information systems. The similarities are the informations that are inadequate to publish as the ratio of teachers and students, the graduates employment, the profile of student population, and the international students and the facilities for disabled students. Another similarity is to keep the academic staff performance as private information at the level of the faculty. Accordingly, there is a transparency matter in the provision of informations. The last similarity is that the centralised infromation system is in place. In contrast to the EUA, the Tourism Faculty collects information of the student satisfaction with their programmes. If within study programmes, the number of academic staff and the assessment procedures used for teaching and learning are given. Conversely, the collected information within information systems at the EUA includes student success rates and the profile of the student population. If within study programmes, the learning outcomes, the qualifications for the programmes, and the procedures used for teaching and learning are given. The published informations in general are the numbers of academic staff for the Tourism Faculty. However, the learning outcomes, the qualifications of programmes and the asssessment procedures are used for teaching for EUA. Therefore, there is not always a stability regarding information transparency. Other contrasts are the applied internal evaluation processes, as applying surveys on regular basis with the participation of students and staff for Tourism Faculty, and making evaluations annually to track the progress for the EUA. Furthermore, the Tourism Faculty is inefficient to apply student surveys and to identify the characteristics and qualifications of regular academic staff according to the EUA. Another contrast is that the Tourism Faculty does not provide pedagogical education for instructors; conversely EUA does.

The results of Tourism Faculty mostly do not alling with the EUA results about the QA processes in teaching and learning. The similarities in the context of monitoring the curriculum are to assess the design of curriculum regularly and also to assess the content of curriculum continuously. Besides, another similarity is to inform students about the assessment procedures at the begining of the course. The last similarity is that the monitoring and evaluation of learning resources are not regular. The contrasts in the context of desigining the curriculum are that the staff and programme director prepares the curriculum for the Tourism Faculty. However, a committee prepares the curriculum for the EUA. Another contrast concerning monitoring the curriculum is to assess the content of curriculum continuously for the Tourism Faculty. Conversely, the curriculum is assessed on the basis of external accrediation for the EUA. Both results vary with various internal QA evaluations. The approval of the curriculum is realised by the faculty management for the Tourism Faculty. On the contrary, the approval of the curriculum is done by an external body for the EUA. Also, the student assessment procedures measure the success of learning outcomes for theTourism Faculty. However, it includes clear definitions for examination methods for the EUA. In addition to this, the Tourism Faculty is lacking to define examination methods and arrangements for students execuse circumstances clearly. Both results vary when conducting several student assessment procedures. Nevertheless, the Tourism Faculty in general is inadequate or uninformed about the student assessment procedures compared to the EUA. Also, the Tourism Faculty lacks to govern the assessments properly. Lastly, the Tourism Faculty is relatively good in offering the learning resources. Besides that, the monitoring, evaluation and improvement of learning resources specifically are inadequate compared to the EUA.

6.1 Managerial Implications

The major findings of this study discovered significant managerial implications for the Tourism Faculty administration, EMU officials and another HE institutions in Northern Cyprus.

First of all, the faculty management should inform students regarding the field of internal QA processes, procedures and activities and the quality culture,as there is a low awareness of students in this issue. Education can not exist without the students, the improvement of quality education is unthinkable without students.

Secondly, the faculty management should be clear to all stakeholders in the provision of tracking student assessment procedures and in conducting assessment on the basis of pre-defined procedures, with identifying the assessment methods.Additionally, the management should be more accountable to inform students in this regard via web-sites and other means of communication.

Thirdly, the faculty management should consider the fact that external bodies should be included in the process of meeting European standards. Moreover, the faculty administration should involve external bodies in the monitoring and approval of curriculum.

Fourthly,the faculty management should show effort considerably to increase the level of stakeholders participation in internal QA system (overall concept of QA within faculty) and formal QA processes (e.g., formal participation in governance and consultation bodies, self-assessment activities etc.).

Fifthly, the faculty management should make the collected informations within information system publicly available, in order to fulfil its accountability towards society and in terms of being transparent.Accordingly, the informations as student success rates, the ratio of teacher and student, the profile of student population, graduates employment, international students, the facilities for disabled students and academic performance, all need to be publish openly.

Further, the faculty management should develop ways to improve the capacity and performance of learning resources and make them more efficient for the usage of students.

Finally, in the last decade European University Association (EUA) took the long way by realising many actions with the purpose of improving the quality of education, as a result of the growing competitiveness and the awareness of society as well as the globalization and technology, whilst higher education institutions faced with challenges. To respond this change and improvement applied in European institutions, the Eastern Mediterranean University should participate this educational reform and make initiatives and leaps in this regard.

6.2 Limitations and Future Research

Two major limitations of this study are the absence of graduates and employers. In order to expand the contents of the study, future researchers may include the graduates and employers to the case. Thereby, the study may be richer with involving the diversity of views.

The current questionnaire may be conducted at the Eastern Mediterranean University. Hence, future researcher may discover the issue of quality in education for the entire departments at the university.

REFERENCES

Adenbanjo, D. (2001). TQM and Business Excellence: Is there really a conflict. Measuring. Business Excellence. 5(3), pp. 37-40

Amar, K. (2012). Six Sigma frameworks: An analysis based on Roger's diffusion of innovation theory. Proceedings of the International MultiConference of Engineers and Computer Scientists. Vol. 2, 1-3

Assante, L.M., Huffman, L. & Harp, S. (2008). Conceptualization of quality indicators for U.S. based four-year undergraduate hospitality management programs. Journal of teaching in travel & tourism, Vol. 7 Issue 2, pp. 51-71

Aydin, S., Kahraman, C. & Kaya, I. (2012). A new fuzzy multicriteria decision making approach: An application for European Quality Award assessment. Knowledge-Based Systems. Vol. 32, pp. 37-46

Ball C. (1985). Fitness for purpose. The society for research in higher education. Guildford, United Kingdom, ISBN 1-85059-15-X, p. 143

Ballou, D. & Podgursky, M. (1997). Teacher pay and teacher quality. W.E. Upjohn Institute, 105-163

Becher, T. (1999). Quality in the professions. Studies in Higher Education. Vol. 24, Issue 2, pp. 225-235

Bengoetxea, E. & Casal, G. (2013). The new multidimensional and user-driven higher education ranking concept of the European Union. International Journal of Clinical and Health Psychology, 13, 67−73

Biazzo, S. & Bernardi, G. (2003). "Process management practices and quality systems standards: Risks and opportunities of the new ISO 9001 certification", Business Process Management Journal, Vol. 9 Iss: 2, pp. 149 – 169

Dahlgaard-Park, S. M. (2011). The quality movement: Where are you going? Total Quality Management & Business Excellence. Vol. 22, Issue 5, pp. 493-516

Dahlgaard-Park, S.M. (1999). "The evolution patterns of quality management", Total Quality Management. Vol. 10, No. 4, July

Dahlgaard-Park, S.M. (2012). Core values – the entrance to human satisfaction and commitment. Total Quality Management & Business Excellence. Vol. 23, Isuue 2, pp. 125-140

Dahlgaard-Park, S.M. (2013). Business excellence models: limitations, reflections and further development. Total Quality Management & Business Excellence. Vol. 24, Isuue 5-6, pp. 519-538

Dahlgaard-Park, S.M., Chen, C. K. & Jang, J.Y. & Jens, J. (2013). Diagnosing prognosticating the quality movement-a review on the 25 years quality literature (1987-2011). Total Quality Management & Business Excellence. Vol. 24, Isuue 1-2, pp. 1-18

Deming, W. E. (1993), The New Economics for Industry, Government, Education. Cambridge, MA: Massachusetts Institute of Technology Center for Advanced Engineering Study

Denscombe, M. (2007). The good research guide, McGraw-Hill International. 3th ed.

Evans, J. R. & Lindsay, W.M. (2005). The management and control of quality (6th ed.). Cincinnati, OH: South Western, Thomson Learning.

Filippakou, Q. (2011). The idea of quality in higher education: a conceptual approach. Discourse: Studies in the Cultural Politics of Education. Vol. 32, Issue 1, pp. 15-28

Frazer, M. (1992). "Quality assurance in higher education", in Craft, A. (Ed.),Quality Assurance in Higher Education: Proceedings of An International Conference, Hong Kong 1991, The Falmer Press, London, pp. 9-25.

Furterer S. &Elshennawy, K. (2005). Implementation of TQM and lean Six Sigma tools in local government: a framework and a case study. Total Quality Management & Business Excellence. Vol. 16, Issue 10, pp. 1179-1191

Harvey, L. & Green, D. (1993). Defining quality. Assessment and evaluation in higher education, Vol. 18 No. 1, pp. 9-34

Harvey, L. & Knight, P.T. (Eds) (1996). Transforming higher education. Society for research into higher education (SRHE), Open University Press, Buckingham.

Jensen M. C. (1994). "Science, Specific Knowledge, and Total Quality Management", Journal of Accounting and Economics. No. 18, pp. 247–287

Jennings, G., Kensbock, S. & Kachel, U. (2010). Enhancing 'education about and for sustainability' in a tourism studies enterprise management course: An action research approach. Journal of teaching in travel & tourism, Vol. 10 Issue 2, pp. 163-191

Kemenade, E.V., Pupius, M. & Hardjono, T. W. (2008). More value to defining quality. Quality in Higher Education. Vol. 14, Issue 2, pp. 175-185

Lewis, W. G., Pun, K. F., Lalla, T. R. M. (2006). "Exploring soft versus hard factors for TQM implementation in small and medium-sized enterprises", International Journal of Productivity and Performance Management, Vol. 55 Iss: 7, pp. 539 – 554

Loukkola, T. & Zhang, T. (2010). Examining quality culture: part 1- quality assurance processes in higher education institutions. EUA Publications. Available through www.eua.be.

Lu, D., Betts, A. & Croom S. (2011). Re-investigating business excellence: Values, measures and a framework. Total Quality Management & Business Excellence. Vol. 22, Issue 12, pp. 1263-1276

Martinez-Costa M. (2009). ISO 9000/1994, ISO 9001/2000 and TQM: The performance debate revisited. Journal of Operations Management. 27(6), pp. 495-511

McClain, C.J. Krueger, D.W. and Taylor, T. (1989). "Northeast Missouri State University's value added assessment program: a model for educational accountability", in Kogan, M. (Ed.), Evaluating Higher Education, Jessica Kingsley, London.

McConville, G. (2000). Everybody wants quality education: but what does it mean? Australian Universities Review. Vol. 43, No. 1, pp. 1-4

Neave, G. (1994). On bicycles, sharks and universities: The emergence of a higher education space in Europe. Higher Education Policy, 7, 3, pp. 9-12.

Neave, G. (1994). The Policies of Quality: Development in higher education in Western Europe 1992-1994. European Journal of Education, 29, 2, pp. 115-134.

Paradeise, C. & Thoenig, J. C. (2013). Academic institutions in search of quality: local orders and global standards. Organization studies, 34: 189-218

Sroufe, R. & Curkovic, S. (2008). An examination of ISO 9000:2000 and supply chain quality assurance. Journal of Operations Management. 26 (4), pp. 503-520

Standards and guidelines for Quality Assurance in the European higher education area. European Association for Quality Assurance in higher education. February 2005, Helsinki, Finland. Available through www.enqa.eu

Talwar, B. (2011). Business Excellence models and the path ahead. The TQM Journal. 23 (1), pp. 21-35

Taylor, T. Gough, J. Bundrock, V. and Winter, R. (1998). "A bleak outlook: academic staff perceptions of changes in core activities in Australian higher education, 1991-1996", Studies in Higher Education, Vol. 23 No. 3, pp. 255-68.

Vlasceanu, L., Grünberg, L. & Parlea, D. (2007). Quality assurance and accreditation. UNESCO-CEPES. First edition, Bucharest, pp. 11-119

Vroeijenstijn, A. I. (1995). Improvement and accountability: Navigating between Scylla and Charybdis: A guide for external quality assessment in higher education. Jessica Kingsley Publishers, London and Bristol. p. 188

Vroeijenstijn, T. (1992). "External quality assessment, servant of two masters? The Netherlands university perspective", in Craft, A. (Ed.), Quality Assurance in Higher Education. The Falmer Press, London, pp. 109-31

Watty K. (2005). Quality in accounting education: What say the academics. Quality Assurance in Education. Vol. 13, No. 2, pp. 120-131

APPENDICES

Appendix A: Findings for Academics

Table 1: Activities covered by faculty quality assurance processes

Which activities do your faculty quality assurance processes cover? Please choose all applicable options.	
Teaching and learning	100%
Research	87,5%
Service to society	75%
Student support services	75%
Governance and administration of the faculty	50%
Other	0%

Table 3: Introduction of a quality assurance system (or equivalent)
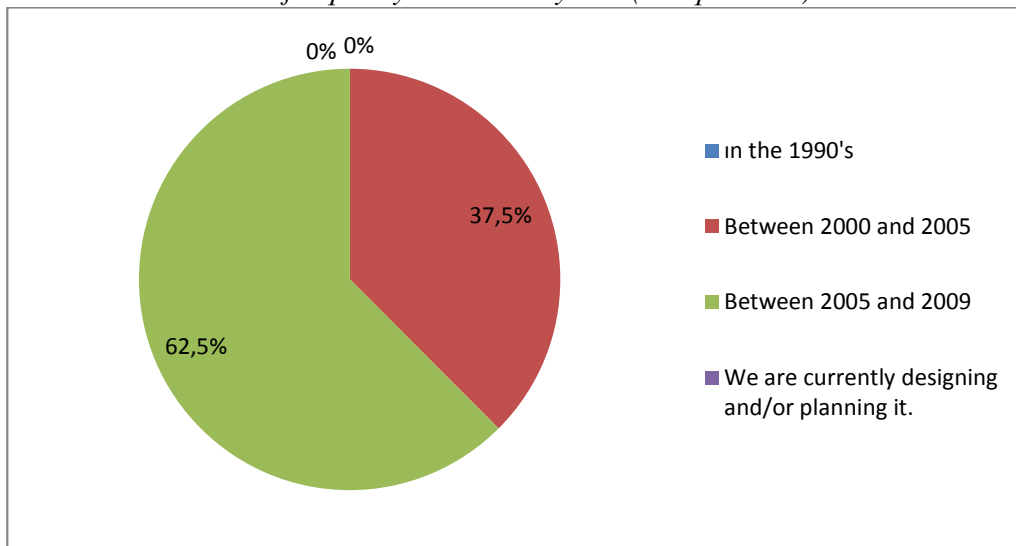
Table 2: Structures supporting the internal quality assurance processes

Structure	Percentage
The dean is in charge of QA issues.	87,5%
There is a faculty level quality committee or equivalent.	62,5%
There are contact persons or persons in charge of QA within their unit, who have also other responsibilities.	25%
There are QA units of each programme with specialised staff.	25%
There is a person in charge of QA within the dean.	25%
There is a unit responsible for staff development.	12,5%
There is a programme level quality committee or equivalent.	12,5%
There is a unit responsible for pedagogical innovation (or equivalent) that offers support to the teachers in developing teaching methods.	0%
There is a centralised QA unit, with specialised staff.	0%
Other	0%

Number of answers

Table 4: How the internal quality assurance system (or equivalent) was introduced within the faculty

The faculty leadership decided on the concept, provided instructions, training and support to the units to implement it. — 62,5%

The concept is a result of various consultation rounds among the academic staff of the faculty. — 50%

The concept is a result of various consultation rounds among the academic and administrative staff. — 50%

The concept is a result of various consultation rounds among the academic and administrative staff as well as students. — 37,5%

The concept based on requirement of the national QA agency which developed the standards and guidelines for this. — 25%

Other — 12,5%

The concept was introduced through pilot projects conducted by some units. Good practices were disseminated based on these experiences. — 0%

Number of answers

Table 5: The involvement of stakeholders in formal quality assurance processes

Table 6: Information included in the information(s) regarding study programmes

Which of the following does the information system or systems include? Please choose all applicable options.	
Student progression and success rates	75%
Teacher-student ratio in the respective faculty	62,5%
Tracking graduates' employment	50%
Students' satisfaction with their programmes	75%
Profile of the student population (e.g., age, gender, education background, socio-cultural background…)	75%
Available learning resources and, when applicable, their costs	25%
None of the above	0%
Other (such as the faculty's own performance indicators)	0%

Table 7: Information provided by the faculty on its study programmes

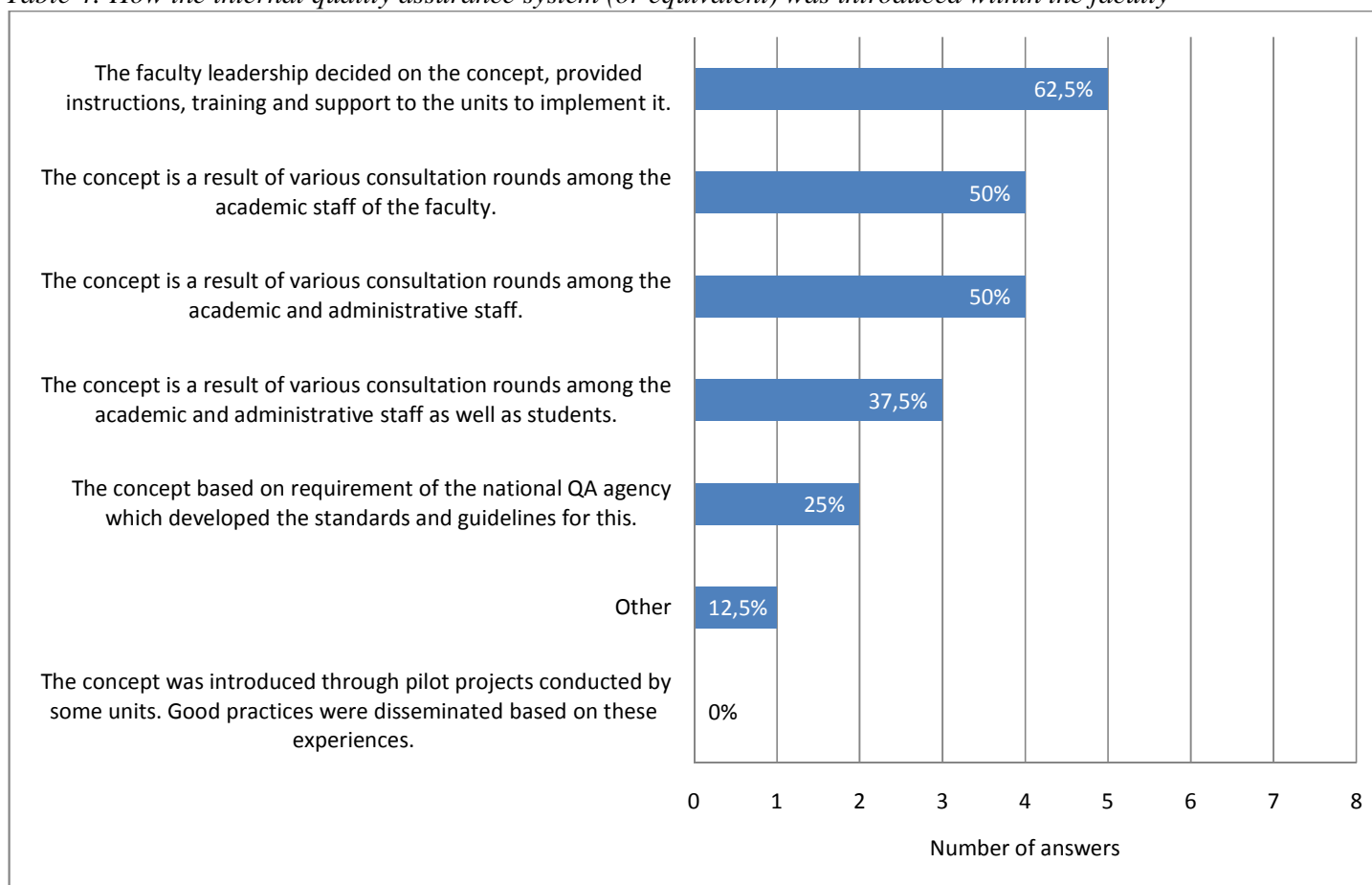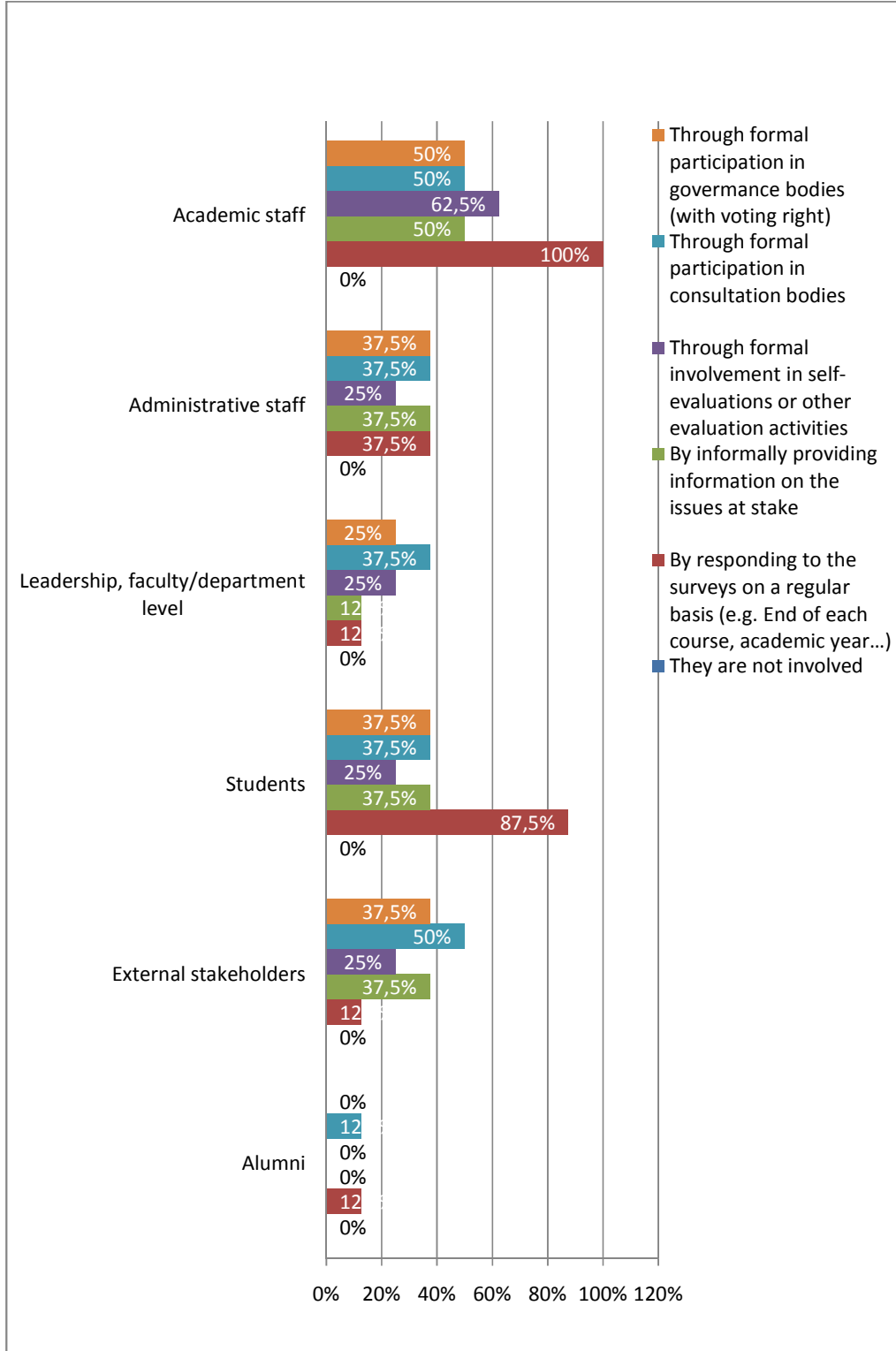| The information on your faculty's study programmes include: Please choose all applicable options.	
Number of students currently involved in the programme	62,5%
Number of academic staff involved in the programme	87,5%
Teacher-student ratio in the respective faculty	37,5%
Information on the intended learning outcomes of the programme	87,5%
Information on qualifications granted by the programme	62,5%
Information on the teaching, learning and assessment procedures used within the programme	75%
Information on the learning opportunities (e.g., traineeships, exchange programmes, mobility possibilities, scholarships…) available to the students of the programme	62,5%
Information on alumni employment	50%
Profile of the current student population	25%
Specific information targeting international students	37,5%
Accessibility and/or possibilities offered to disabled students	0%
Other	0%

Table 8: Internal evaluation processes providing feedback to the strategic planning

Do you have an internal evaluation process that provides feedback to the strategic planning in place? Please choose all applicable options.	
The faculty leadership evaluates annually the progress made in terms of achieving the goals set by the faculty.	100%
The faculty conducts regular self-evaluations to analyse its contribution to the achievement of the faculty strategic goals.	25%
The faculty conducts regular surveys among the members of the faculty community (staff and students) to analyse their perception of the faculty strategy and its implementation at grass-roots level.	62,5%
The faculty has defined a set of key performance indicators and follows its progress based on them.	50%
The faculty strategy and the achievement of the goals set in it are revisited when the document is revised (every 3, 5 or N years).	25%
Other	12,5%

Table 9: Designing curriculum and programmes within the faculty

84
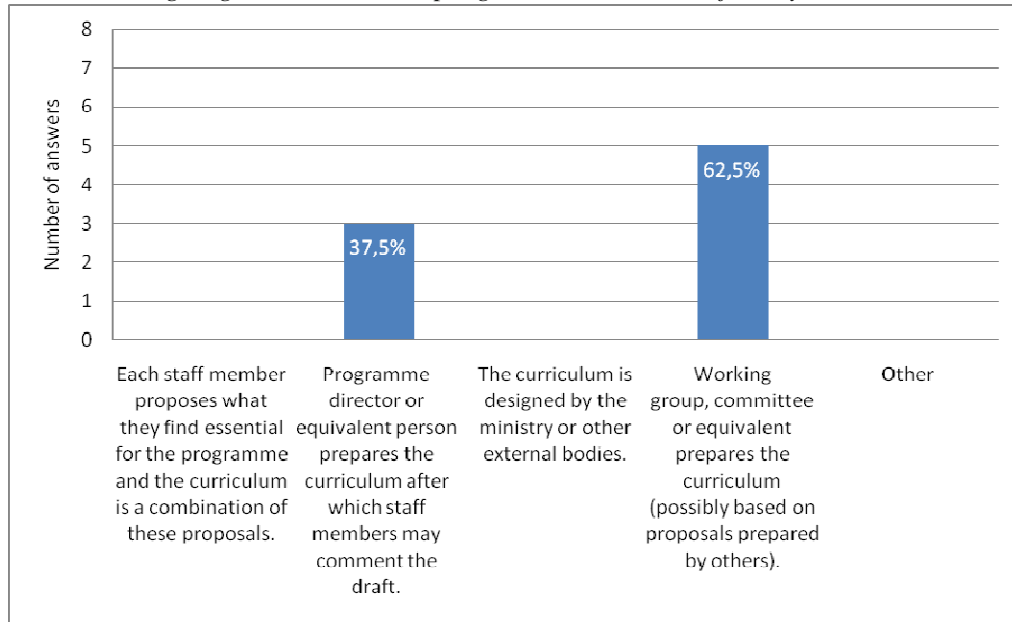
Table 10: Monitoring curriculum and programmes

The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated regularly (every N years/semesters…). — **75%**

The curriculum and programme contents are evaluated continuously on an informal level (discussions between staff members, staff and students…). — **37,5%**

Curriculum and programme design processes as such (that is, the effectiveness and comprehensiveness of the processes) are evaluated on a regular basis (every N years/semesters…). — **25%**

The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated as part of an external accreditation process or equivalent. — **25%**

The curriculum and programme contents are evaluated occasionally (at the occasion of a self-evaluation exercise, for an external evaluation body…) — **12,5%**

Other — **0%**

Number of answers

Table 11: Characteristics of student assessment procedures

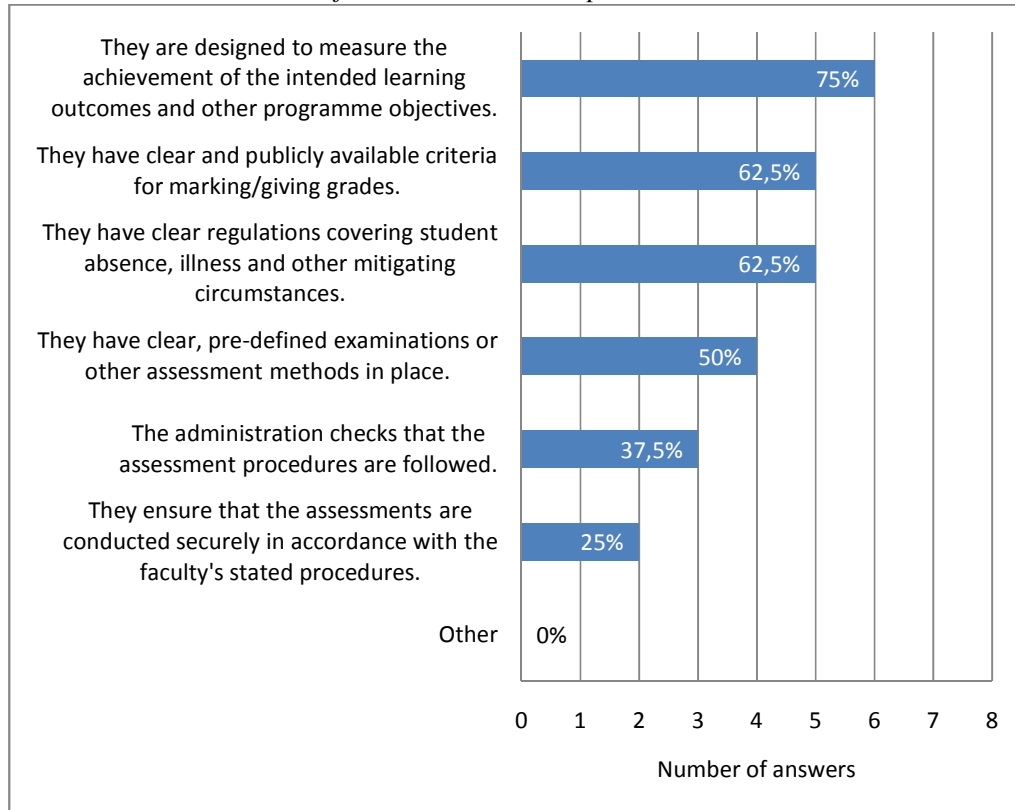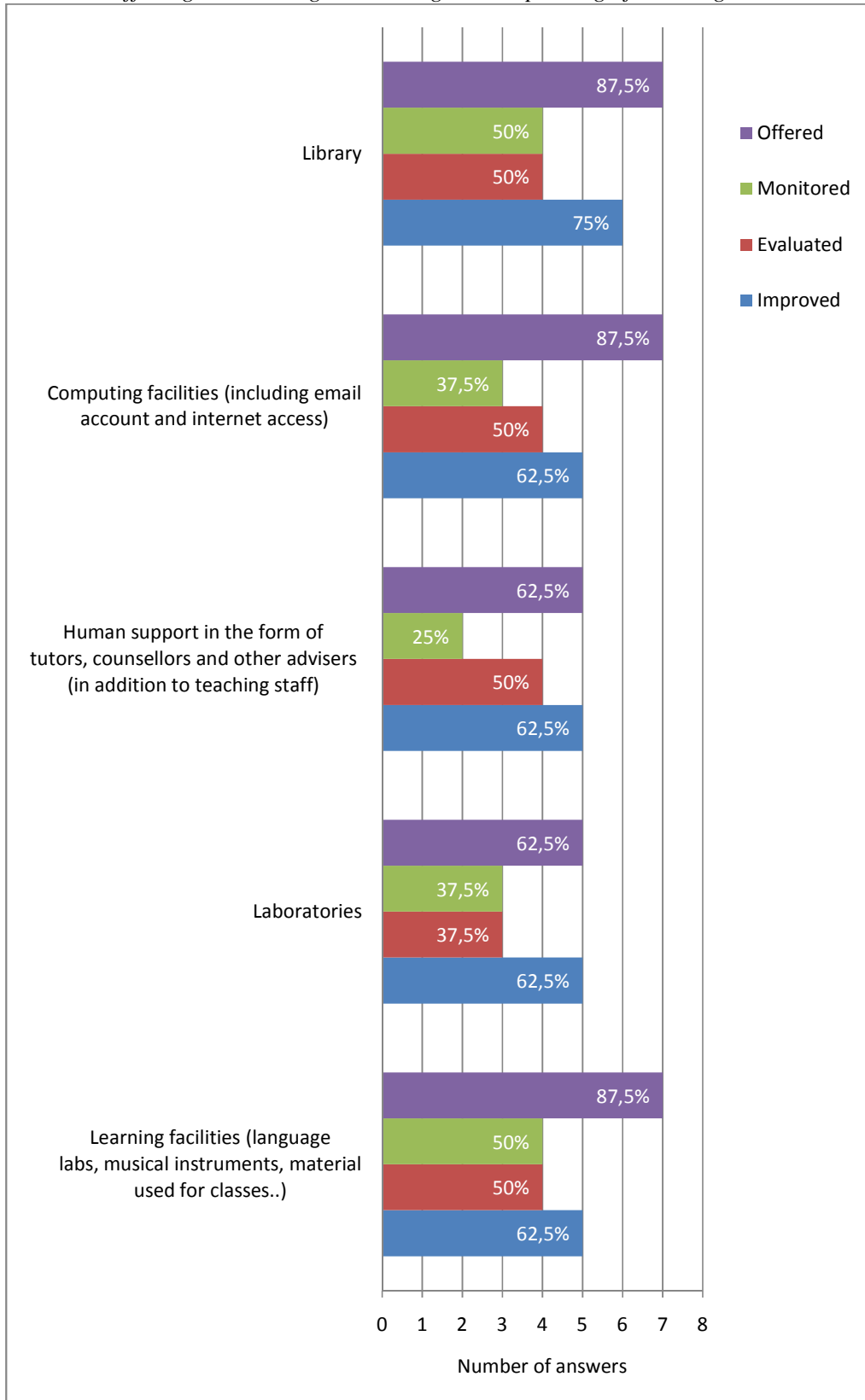|	
They are designed to measure the achievement of the intended learning outcomes and other programme objectives.	75%
They have clear and publicly available criteria for marking/giving grades.	62,5%
They have clear regulations covering student absence, illness and other mitigating circumstances.	62,5%
They have clear, pre-defined examinations or other assessment methods in place.	50%
The administration checks that the assessment procedures are followed.	37,5%
They ensure that the assessments are conducted securely in accordance with the faculty's stated procedures.	25%
Other	0%

Number of answers

Table 12: Offering, monitoring, evaluating, and improving of learning resources

Appendix B: Findings for Students

Table 13: Activities covered by faculty quality assurance processes

Which activities do your faculty quality assurance processes cover? Please choose all applicable options.	
Teaching and learning	100%
Research	50%
Service to society	16,6%
Student support service	50%
Governance and administration of the faculty	0%
Other	0%

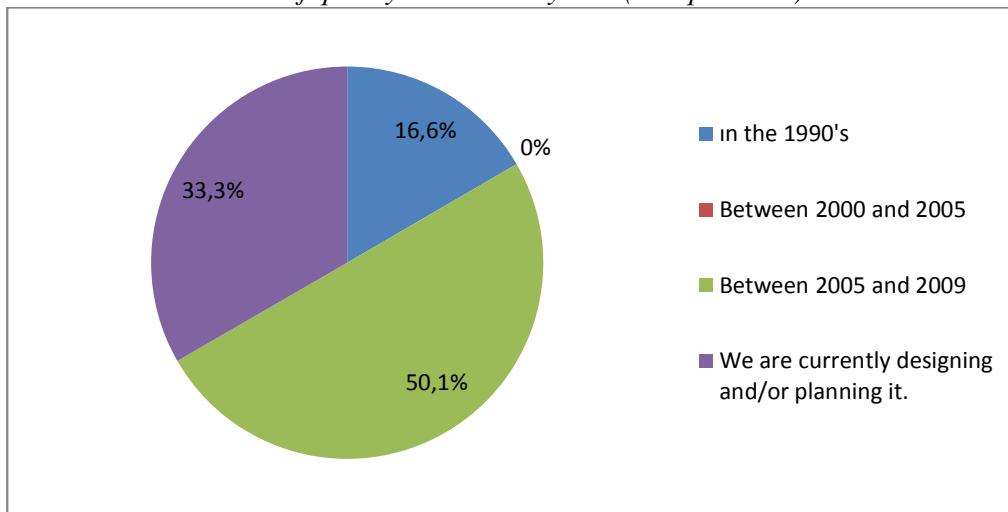*Table 15: Introduction of quality assurance system (or equivalent)*

Table 14: Structures supporting the internal quality assurance processes

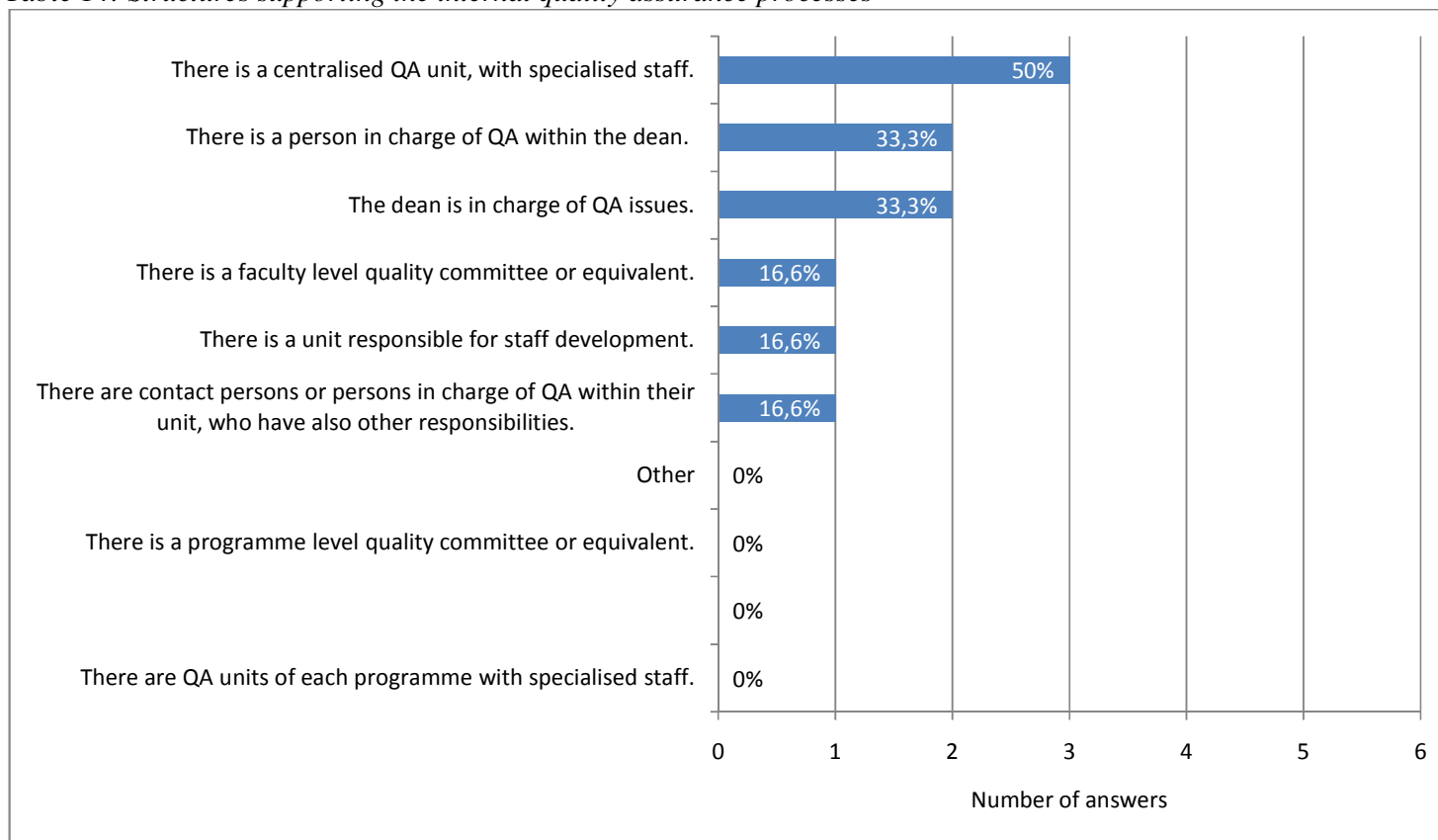| Structure	%
There is a centralised QA unit, with specialised staff.	50%
There is a person in charge of QA within the dean.	33,3%
The dean is in charge of QA issues.	33,3%
There is a faculty level quality committee or equivalent.	16,6%
There is a unit responsible for staff development.	16,6%
There are contact persons or persons in charge of QA within their unit, who have also other responsibilities.	16,6%
Other	0%
There is a programme level quality committee or equivalent.	0%
	0%
There are QA units of each programme with specialised staff.	0%

Number of answers

Table 16: How the internal quality assurance system (or equivalent) was introduced within the faculty
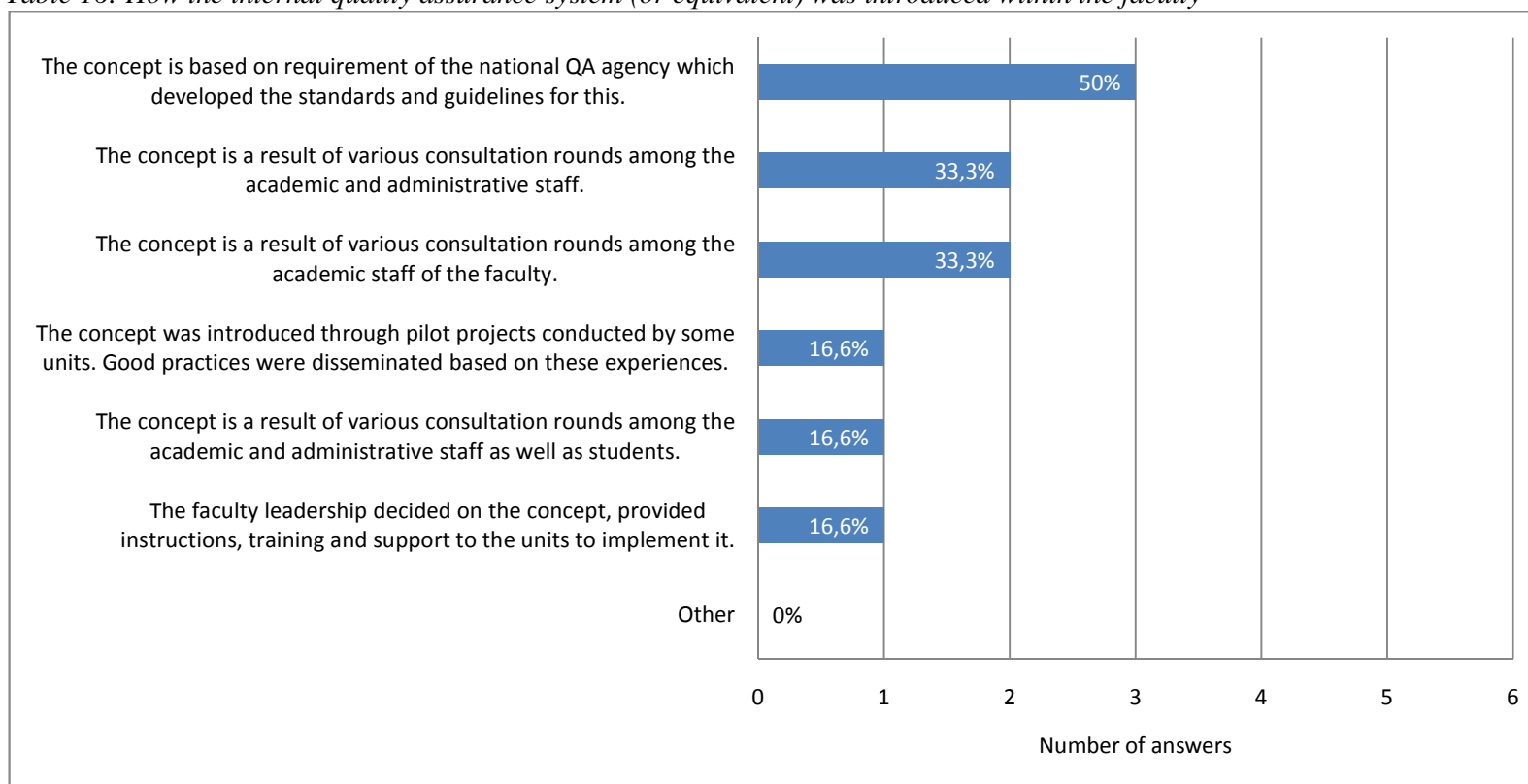
Table 17: The involvement of stakeholders in formal quality assurance processes
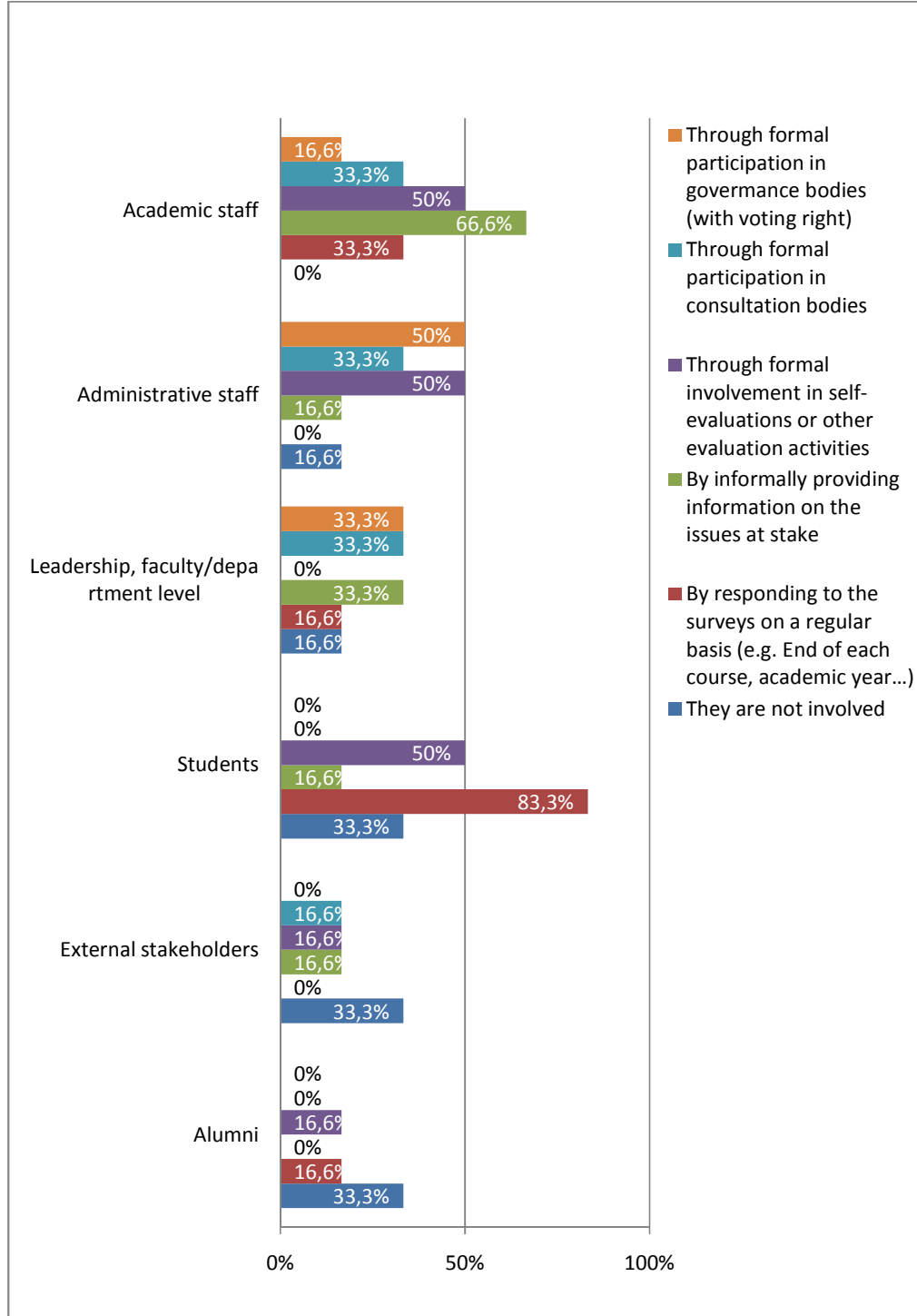
Table 18: Information included in the information system(s) regarding study programmes

Which of the following does the information system or systems include? Please choose all applicable options.	
Student progression and success rates	50%
Teacher-student ratio in the respective faculty	33,3%
Tracking graduates' employment	16,6%
Students' satisfaction with their programmes	66,6%
Profile of the student population (e.g., age, gender, education background, socio-cultural background…)	50%
Available learning resources and, when applicable, their costs	16,6%
None of the above	0%
Other (such as the faculty's own performance indicators)	0%

Table 19: Information provided by the faculty on its study programmes

The information on your faculty's study programmes include: Please choose all applicable options.	
Number of students currently involved in the programme	16,6%
Number of academic staff involved in the programme	83,3%
Teacher-student ratio in the respective faculty	16,6%
Information on the intended learning outcomes of the programme	33,3%
Information on qualifications granted by the programme	50%
Information on the teaching, learning and assessment procedures used within the programme	66,6%
Information on the learning opportunities (e.g. traineeships, exchange programmes, mobility possibilities, scholarships…) available to the students of the programme	33,3%
Information on alumni employment	0%
Profile of the current student population	33,3%
Specific information targeting international students	16,6%
Accessibility and/or possibilities offered to disabled students	0%
Other	0%

Table 20: Internal evaluation process providing feedback to the strategic planning

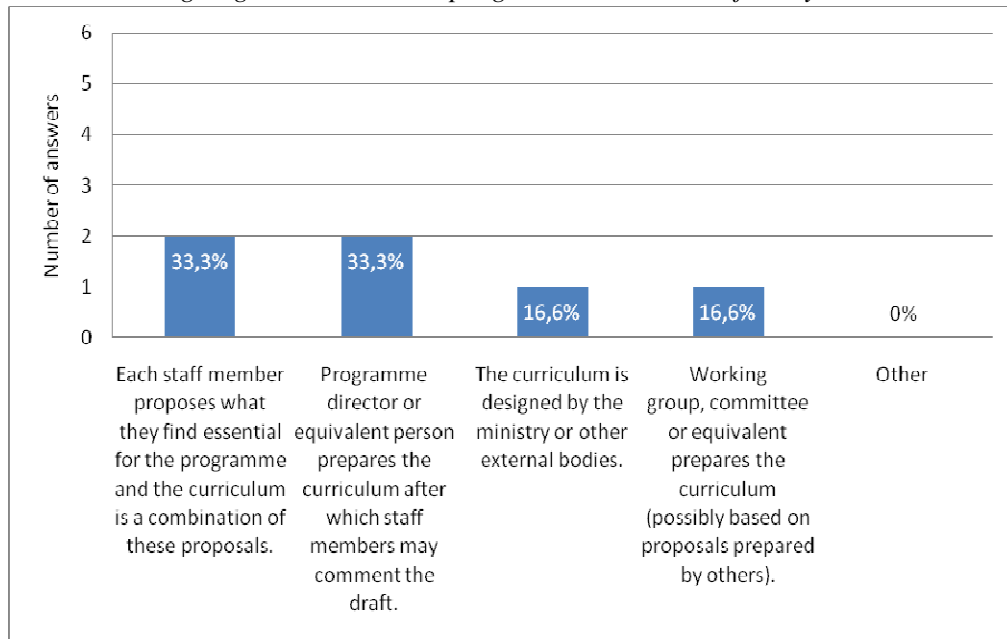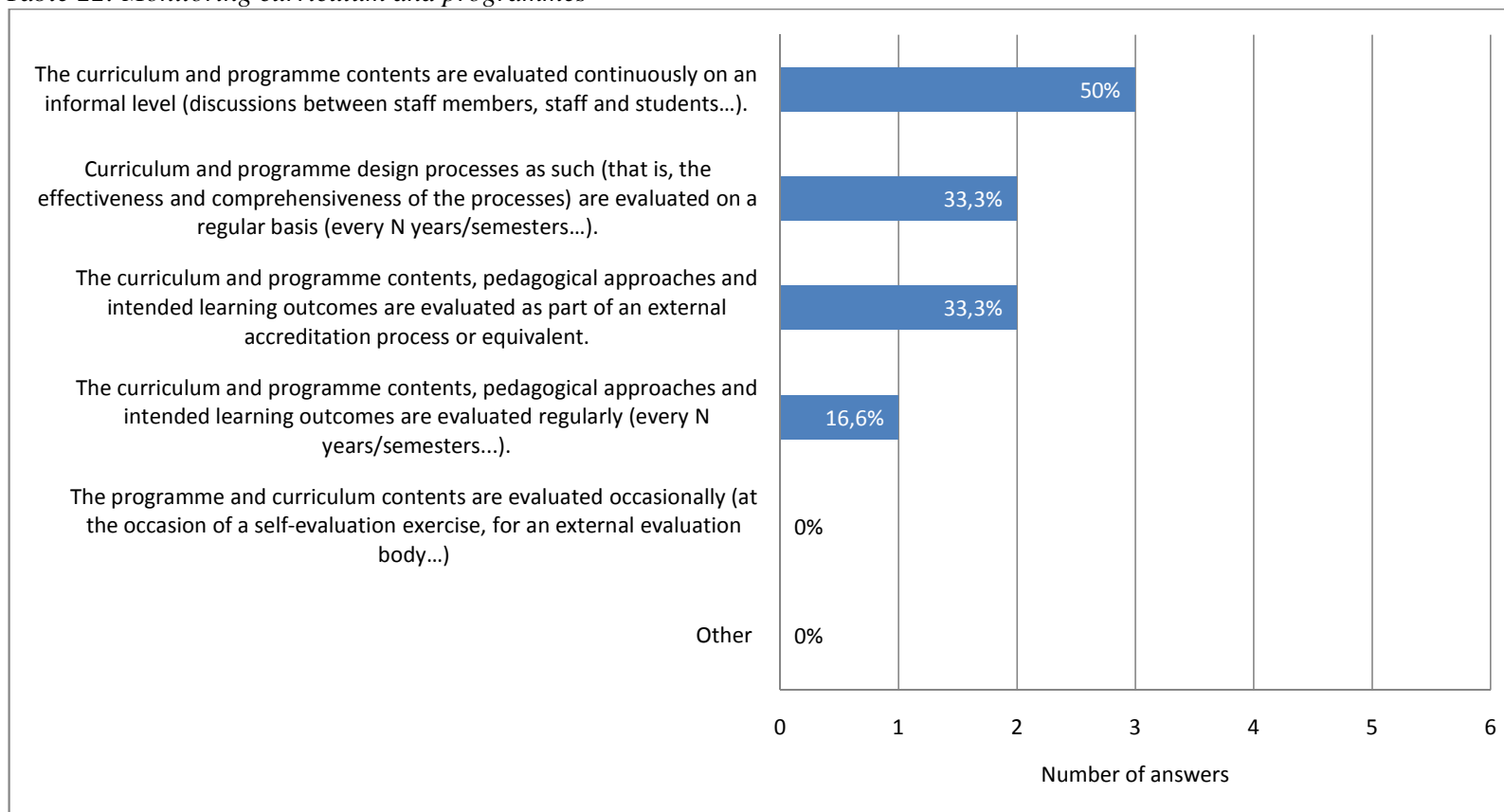| Do you have an internal evaluation process that provides feedback to the strategic planning in place? Please choose all applicable options.	
The faculty leadership evaluates annually the progress made in terms of achieving the goals set by the faculty	33,3%
The faculty conducts regular self-evaluations to analyse its contribution to the achievement of the faculty strategic goals	33,3%
The faculty conducts regular surveys among the members of the faculty community (staff and students) to analyse their perception of the faculty strategy and its implementation at grass-roots level	50%
The faculty has defined a set of key performance indicators and follows its progress based on them	33,3%
The faculty strategy and the achievement of the goals set in it are revisited when the document is revised (every 3, 5 or N years)	16,6%
Other	0%

Table 21: Designing curriculum and programmes within the faculty

Table 22: Monitoring curriculum and programmes

The curriculum and programme contents are evaluated continuously on an informal level (discussions between staff members, staff and students…). — 50%

Curriculum and programme design processes as such (that is, the effectiveness and comprehensiveness of the processes) are evaluated on a regular basis (every N years/semesters…). — 33,3%

The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated as part of an external accreditation process or equivalent. — 33,3%

The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated regularly (every N years/semesters...). — 16,6%

The programme and curriculum contents are evaluated occasionally (at the occasion of a self-evaluation exercise, for an external evaluation body…) — 0%

Other — 0%

Number of answers

Table 23: Characteristics of student assessment procedures

They are designed to measure the achievement of the intended learning outcomes and other programme objectives. — 50%

They ensure that the assessments are conducted securely in accordance with the faculty's stated procedures. — 33,3%

They have clear regulations covering student absence, illness and other mitigating circumstances. — 33,3%

They have clear, pre-defined examinations or other assessment methods in place. — 33,3%

The administration checks that the assessment procedures are followed. — 16,6%

They have clear and publicly available criteria for marking/giving grades. — 16,6%

Other — 0%

Number of answers

Table 24: Offering, monitoring, evaluating, and improving of learning resources
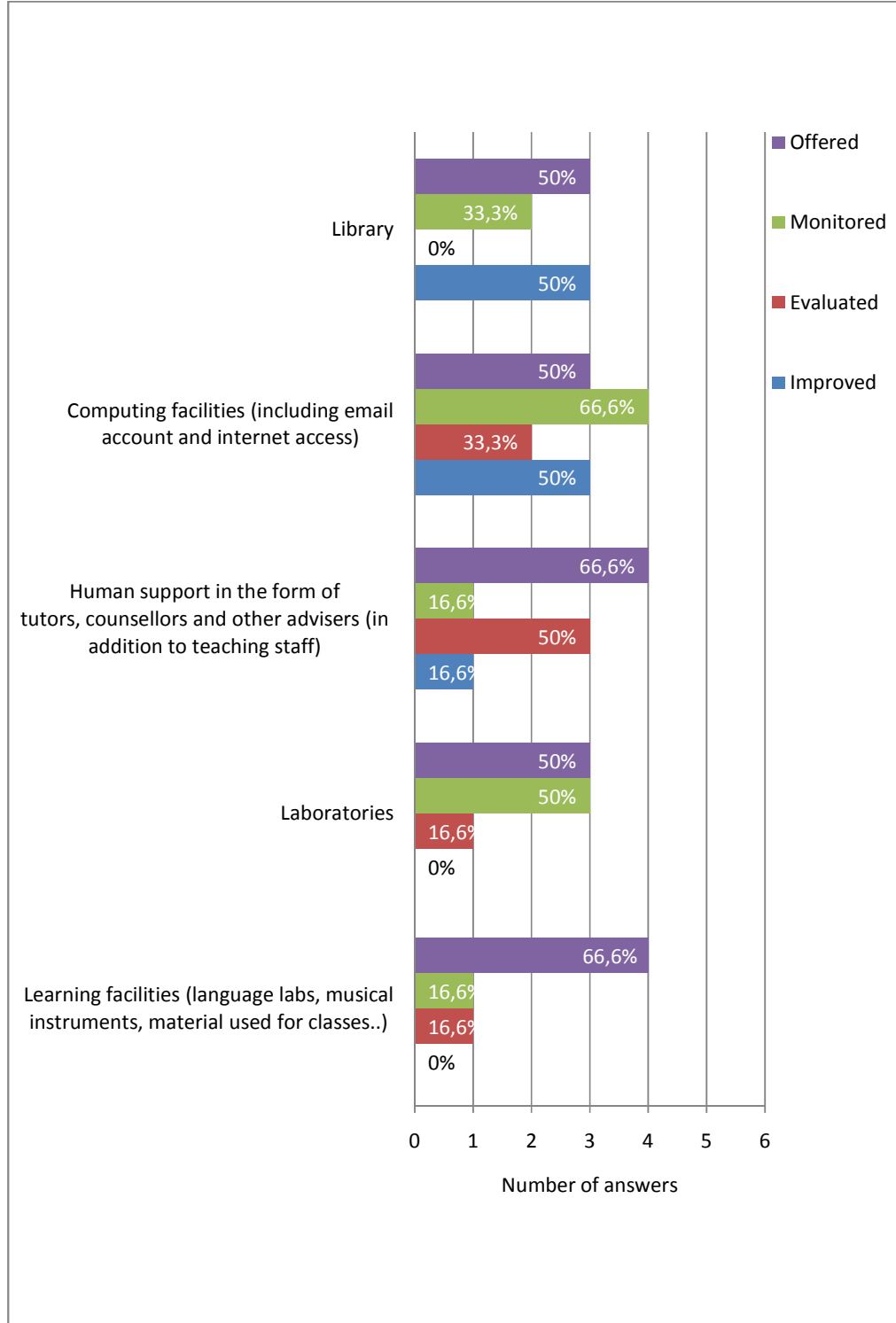
Appendix C: Survey

Questionnaire

A. General information

1. Name of the faculty in English:_____

2. Which is the highest level (or equivalent) to which your faculty educates students? *Please choose one.*

oBachelor

oMaster

oDoctorate (or 3rd cycle equivalent)

3. Would you be interested in participating in interviews regarding your faculty's quality culture and quality assurance (QA) arrangements?

o Yes**o**No

If yes, please enter here the email of the QA manager (or equivalent) who can be contacted:

_____
_____

B. Faculty QA Framework

4. Do you have a faculty strategic plan or equivalent document? *Please choose one.*

oYes, we have a strategic plan (or equivalent) which includes faculty mission, goals and priorities

oYes, we have strategic plans (or equivalent) at the level of the faculty

o No

o Other (please specify):_____

5. Do you have a faculty quality assurance (QA) policy statement? *Please choose one.*

o Yes, we have a faculty QA policy statement

o Yes, we have a faculty QA policy statement, and in addition other document(s) also address the QA policy

oWe do not have a separate QA policy statement, but it is included in another document (e.g., faculty mission statement, strategic plan, work plan or equivalent)

oNo, we do not have a specific QA policy statement and it is not addressed in other documents

oOther (please specify):_____

6. When did your faculty start introducing a quality assurance system (or equivalent)? *Please choose one.*

o In the 1990s

oBetween 2000 and 2005

oBetween 2005 and 2009

o We are currently designing and/or planning it

7. How would you define the role of senior leadership (dean) in building a quality culture within your faculty?*Please choose all applicable options.*

o The senior leadership takes the lead in the process

o The senior leadership monitors the process

o The senior leadership serves as a facilitator for a better communication at the level of the faculty

o The senior leadership is the decision maker

o Other (please specify):_____

8. How did you introduce a quality assurance system (or equivalent)? *Please choose all applicable options.*

o The faculty leadership decided on the concept, provided instructions, training and support to the units to implement it

o The concept is a result of various consultation rounds among the academic staff of the faculty

o *The concept is a* result of various consultation rounds among the academic and administrative staff

o The concept is a result of various consultation rounds among the academic and administrative staff as well as students

o The concept was introduced through pilot projects conducted by some units. Good practices were disseminated based on these experiences

o The concept is based on requirement of the national QA agency which developed the standards and guidelines for this

o Other (please specify):_____

9. What kind of structure do you have in place to support the internal quality assurance processes? *Please choose allapplicable options.*

o The dean is in charge of QA issues

o *There is a* person in charge of QA within the dean

o There is a centralised QA unit, with specialised staff

oThere are QA units of each programme with specialised staff

o There are contact persons or persons in charge of QA within their unit, who have also other responsibilities

oThere is a unit responsible for staff development

o There is a unit responsible for pedagogical innovation (or equivalent) that offers support to the teachers in developing teaching methods

oThere is a faculty level quality committee or equivalent

o There is a programme level quality committee or equivalent

o Other (please specify):_____

10. Do you have an internal evaluation process that provides feedback to the strategic planning in place? *Please choose all applicable options.*

o The faculty leadership evaluates annually the progress made in terms of achieving the goals set by the faculty

o The faculty conduct regular self-evaluations to analyse its contribution to the achievement of the faculty strategic goals

oThe faculty conducts regular surveys among the members of the faculty community (staff and students) to analyse their perception of the faculty strategy and its implementation at grass-roots level

oThe faculty has defined a set of key performance indicators and follows its progress based on them

o The faculty strategy and the achievement of the goals set in it are revisited when the document is revised (every 3, 5 or N years)

o Other (please specify):_____

11. Which activities do your faculty quality assurance processes cover? *Please choose all applicable options.*

o Teaching and learning

o Research

o Services to society

o Student support services

o Governance and administrative services of the faculty

o Other (please specify):_____

12. Which of the following processes does your faculty have in place in order to ensure the quality of research activities? *Please choose all applicable options.*

o Internal seminars where research projects and ideas are discussed

o Internal peer review of research projects

o External peer review of research projects organised by the faculty (inviting external peers and preparing a report)

o External peer review of research projects in relation to grant applications (evaluation organised by an external body such as the European Commission, funding councils, etc.)

o Pre-checking of scientific articles to be sent to the scientific journals

o Preparing statistics on published articles

o Monitoring the impact factors of published articles

oKey performance indicators defined for research group or faculty

o Other (please specify):_____

13. Which of the following processes does your faculty have in place in order to ensure the quality of its services to society? *Please choose all applicable options.*

o Key performance indicators defined for each of the services

o Monitoring the number of patents, technologies transfer agreements, etc.

o Monitoring the number of co-operation agreements

o Monitoring the interactions with external stakeholders

o Questionnaires to key stakeholders

o Forums (stakeholder groups or equivalent) to ensure that the faculty receives feedback from society and responds to that

o Process descriptions of activities (guidelines or other descriptive formats)

o Alumni feedback through surveys or other activities

o Other (please specify):_____

C. Quality assurance process in teaching and learning

14. How is your QA architecture in teaching and learning designed? *Please choose one.*

o It is tailor-made to the faculty's needs and does not apply any ready-made model

oIt is faculty-specific but follows national QA frameworks and guidelines

o It applies a ready-made model such as ISO, EFQM, CAF... (please specify which of the above mentioned models, or mention any other model used)

15. Which of these categories of people (see horizontal row) do your formal quality assurance processes involve and how? *Please choose all applicable options for each category of people.*

	Academic staff	Adminis-trative staff	Leadership, faculty/ department level	Students	External stakeholders (e.g., employers, experts...)	Alumni
Through formal participation in governance bodies (where members are entitled to vote)	☐	☐	☐	☐	☐	☐
Through formal participation in consultation bodies	☐	☐	☐	☐	☐	☐
Through formal involvement in self-evaluations or other evaluation activities	☐	☐	☐	☐	☐	☐
By informally providing information on the issues at stake	☐	☐	☐	☐	☐	☐
By responding to the surveys on a regular basis (e.g. at the end of each course, academic year...)	☐	☐	☐	☐	☐	☐
They are not involved	☐	☐	☐	☐	☐	☐

16. How are the results of the student surveys followed up? *Please choose all applicable options.*

o They are taken into consideration in the design and revision of study programmes (including teaching methods)

o They are taken into consideration in the assessment of teaching staff

o They are archived in order to inform future assessments of the programme/faculty

o They are discussed in meetings attended by staff members and students organised specifically for this purpose

o Students who have participated in a survey are informed about the results and actions taken on the basis of the results

o Not applicable (we do not conduct student surveys)

o Other (please specify):_____

a. Approval, monitoring and periodic review of programmes and awards

17. Has your faculty developed explicit learning outcomes? *Please choose one.*

o Yes, for all programmes

o Yes, for some of the programmes

o No

18. Are these learning outcomes publicly available? *Please choose one.*

o Yes, they are publicly available on the web-site, study guides or equivalent

o They are available upon request

o They are available for the students involved in each specific course

oOther (please specify):_____

19. How does your faculty know the student workload needed in order to reach the described learning outcomes? *Pleasechoose one.*

o All students are asked in surveys about the workload they have for their courses

o A sample of students is asked in surveys about the workload they have for their courses

o The teacher responsible for the module estimates the workload

o There is no student workload indication in the course description

o Other (please specify):_____

20. How does the process for designing curriculum and programmes work within your faculty? Please choose one. *If there are several kinds of processes in place in your faculty, please choose the most commonly used.*

o Programme director or equivalent person prepares the curriculum after which staff members may comment the draft

o Working group, committee or equivalent prepares the curriculum (possibly based on proposals prepared by others)

o Each staff member proposes what they find essential for the programme and the curriculum is a combination of these proposals

o The curriculum is designed by the ministry or other external bodies

o Other (please specify):_____

21. A working group, committee or equivalent prepares the curriculum and programmes within your faculty. Such a groupconsists of: *Please choose all applicable options.*

o Students

o Administrative staff members

o Academic staff members

o External stakeholders (employers, corporate partners...)

oAlumni

o Other (please specify):_____

22. What kind of processes do you have in place for monitoring curriculum and programme design? *Please choose all applicable options.*

o The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated on a regular basis (every N years/semesters...)

o The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated as part of an external accreditation process or equivalent

o Curriculum and programme design processes as such – that is, the effectiveness and comprehensiveness of the processes – are evaluated on a regular basis (every N years/semesters...)

o The curriculum and programme contents are evaluated occasionally (at the occasion of a self-evaluation exercise, for an external evaluation body...)

o The curriculum and programme contents are evaluated continuously on an informal level (discussions between staff members, staff and students...)

o Other (please specify):_____

23. Are the programme contents or curriculum ultimately approved: Please choose one.

o At the faculty level

o By an external body (agency or other)

o By a governmental body

o Other (please specify):_____

24. Do quality assurance processes within your faculty include doctoral studies? *Please choose all applicable options.*

o Yes, at the level of the faculty as a whole

o Yes, for the individual doctoral programmes

o Yes, as part of quality assurance for teaching

o Yes, as part of research assessment

o No

oNot applicable (we do not offer doctoral studies)

o Other (please
specify):_____

b. Student assessment

25. Which of the following characteristics do your student assessment procedures
(i.e., examinations) currently have? *Please choose all applicable options.*

o designed to measure the achievement of the intended learning outcomes and
other programme objectives

o have clear and publicly available criteria for marking/giving grades

o have clear, pre-defined examinations or other assessment methods in place

o have clear regulations covering student absence, illness and other mitigating
circumstances

oensure that assessments are conducted securely in accordance with the faculty's
stated procedures

o the administration checks that the assessment procedures are followed

o Other (please
specify):_____

26. Are students informed of the assessment procedures? *Please choose all
applicable options.*

o The assessment methods and criteria applied are publicly available for example
via study guides, website

o The teacher informs the students about the assessment methods and criteria
applied at the beginning of the course

o Other (please
specify):_____

c. Quality Assurance of teaching staff

27. How does your faculty ensure that teaching staff is qualified and competent?
Please choose all applicable options.

o There are formal national requirements for the competence of teaching staff when
hiring them

oThe faculty has specified its own requirements for competencies of permanent
teaching staff when hiring them

oAll teachers are expected to have certain research qualifications

o There are research performance evaluations for all permanent academic staff
members

o Teaching qualifications are part of the qualifications professor candidates are
expected to demonstrate

o We conduct student surveys

o Compulsory pedagogical training is organised for teachers

o Optional pedagogical training is organised for teachers

o There is an external accreditation process of the teachers (conducted, for instance, by a QA agency or a national body).

oThe faculty has in place a peer feedback system (teachers giving feedback to each other on teaching)

o There are certain processes in place to remove a teacher from his/her duties if they continue to be demonstrably ineffective

o The legal framework does not foresee the possibility of removing an ineffective teacher

o Other (please specify):_____

28. Is information on teachers' aptitudes and performance (results of student surveys, evaluation of his/her teaching aptitudes...) publicly available? *Please choose one.*

oYes, it is publicly available

o Yes, it is available for all those involved in QA procedures for teaching (including students)

o Yes, it is available for the teaching community in general

o No, it is kept confidential and available only at the leadership level (faculty)

o Other (please specify):_____

d. Learning resources and student support

29. Are the learning resources listed below regularly offered, monitored, evaluated and/or improved:

	Offered	Monitored	Evaluated	Improved
Library	☐	☐	☐	☐
Computing facilities (including email account and internet access)	☐	☐	☐	☐
Human support in the form of tutors, counsellors, and other advisers (in addition to teaching staff)	☐	☐	☐	☐
Laboratories	☐	☐	☐	☐
Learning facilities (language labs, musical instruments, any other material used for classes...)	☐	☐	☐	☐

30. Is there a process in place for monitoring individual student's progression (i.e. information relevant to the progression of particular students during their studies) through an entire degree cycle? *Please choose one.*

oYes, and the internal QA procedure regarding this is standardised at the level of the   faculty

o No

e. Information systems

31. Does your faculty have an overarching information system (i.e. database) used for the effective management of its activities? *Please choose one.*

oYes, the faculty has a centralised information system that covers all key activities

oNo, but the faculty has a centralised, non-integrated information system (data on different activities are not gathered in one data warehouse)

o No, but several information systems exist atfaculty level

o Not applicable, there is no information system

32. Which of the following does the system or systems include? *Please choose all applicable options.*

o Student progression and success rates

oTeacher-student ratio in the respective faculty

o Tracking graduates' employment

o Students' satisfaction with their programmes

o Profile of the student population (age, gender, educational background, socio-cultural background, etc.)

o Available learning resources and, when applicable, their costs

o None of the above

o Other (such as the faculty's own performance indicators). Please specify:_____

_____
_____

f. Public information

33. The information that is publicly available on your faculty's study programmes includes: *Please choose all applicable options.*

o Number of students currently involved in the programme

o Number of academic staff involved in the programme

o Teacher-student ratio in the respective faculty

o Information on the intended learning outcomes of the programme

o Information of qualifications granted by the programme

o Information on the teaching, learning and assessment procedures used within the programme

o Information on the learning opportunities (e.g. traineeships, exchange programmes, mobility possibilities, scholarships...) available to the students of the programme

o Information on alumni employment

o Profile of the current student population

o Specific information targeting international students

o Accessibility and possibilities offered to disabled students

o Other (please specify):_____

34. Do you inform the public about the results of evaluations carried out?

	Results of internal evaluations	Results of external evaluations
Yes, via web-sites, publications or other information material	☐	☐
Yes, when asked	☐	☐
No	☐	☐

D. Comments

35. Please use the field below for any further comment on how you perceive the implementation of a quality culture and internal quality assurance processes within your faculty (Open field, 300 words).

36. Please use the field below for any further comment on what, to your mind, are the future challenges to be faced regarding the implementation of a quality culture and internal quality assurance processes (Open field, 300 words).

37. Do you think that this questionnaire was able to handle the main questions related to your faculty daily practice in quality assurance? Please comment. (Open field, 100 words)