



II Global Study
The Survey Instrument
Target group: Internal Quality Assurance (IQA) of Tertiary Education Institutions

Objectives

- 1. Describe the Internal Quality Assurance (IQA) landscape regionally and globally**
- 2. Diagnose the “health” of IQA regarding its efficiency, relevance, and transformative power**
 - 1. Harvey (2004) defines efficiency as the extent to which an activity achieves its goal whilst minimizing resource usage.**
 - 2. OECD (2008) defines relevance as the extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.**
 - 3. Transformation involves a ‘qualitative change’ from one state to another (Harvey & Green, Defining Quality , 1993). It entails changes within the External Quality Assurance Provider (EQAP) so that it is better equipped to transform the Tertiary Education (TE) system under its purview causing transformative learning, research, services to society (Harvey & Knight, 1996).**
- 3. Identify regional and global trends and challenges in IQA.**

This survey instrument looks at major aspects of quality assurance in the following areas:

- 1. Section 1: Internal quality assurance system of TEIs: the functions, operations, and impact on teaching & learning, research, and service to society.**
- 2. Section 2: Relevance of IQA measures**
- 3. Section 3: Resilience and sustainability of the IQA: impact of external factors.**

Deadline to submit your reviews: **November 17, 2023.**



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Section 1: IQA of TEIs: functions, operations, and impact

The Tertiary Education Institution (TEI)

* 1. The title of the TEI:

Name

Acronym

Webpage

* 2. Name and contact information of the respondent:

Full name

Title (Mr., Mrs., Dr.,
Prof., etc.)

Position

E-mail

Phone number

* 3. Region (select one of the INQAAHE 7 regions):

* 4. Country of legal incorporation (e.g., country of legal registration, license issuance):

* 5. Year of establishment (in case your organization changed its denomination or legal status, please, specify the change and impact on the mission):

* 6. Which of the following best describes the legal status of your institution?

- Government
- Public (independent from government yet subsidized by public funds/taxes)
- Private with public functions
- Private for profit
- Other (please specify)

* 7. Current membership with international, regional and country networks: tertiary education institution networks and/or QA networks (select all that apply):

- AAU (Association of African Universities)
- AfriQAN (African Quality Assurance Network)
- APQN (Asia Pacific Quality Network)
- AQAAIW/IQA (Association of Quality Assurance Agencies of the Islamic World)
- AUA (Arab University Association)
- AUN (ASEAN University Network)
- CHEA (Council for Higher Education Accreditation)
- EAQAN (East African Higher Education Quality Assurance Network)
- EUA (European University Association)
- IAU (International Association of Universities)
- INQAAHE (International Network for Quality Assurance Agencies)
- PNQAHE (Pakistan Network for Quality Assurance in Higher Education)
- RAFANAQ (Réseau Africain Francophone des Agences Nationales d'Assurance Qualité)
- REALCUP (Red de Asociaciones Latinoamericana y Caribeñas de Universidades Privadas)
- RIACES (Ibero-American Network for Quality Assurance in Higher Education)
- SAQAN (Southern African Quality Assurance Network)
- SIACES (Sistema Iberoamericano de Aseguramiento de la Calidad de la Educación Superior)
- UDUAL (Association of Universities of Latin America and the Caribbean)
- None
- Other (please specify)

* 8. Which qualifications are offered at your institution? (select all that apply):

- UNESCO ISCED level 4: post-secondary non tertiary (general or vocational)
- UNESCO ISCED level 5: short cycle tertiary (general or vocational)
- UNESCO ISCED level 6: Bachelor (3, 4 years)
- UNESCO ISCED level 7: Master (or Bachelor of 5 years)
- UNESCO ISCED level 8: Doctoral
- Short learning programs/micro-credentials
- Other (please specify)

* 9. How many students does your institution have in total?:

- Less than 500
- Between 501-1000
- Between 1001 - 5000
- Between 5001-10000
- Between 10001 - 30000
- More than 30000

* 10. How many Full Time Equivalent (FTE) faculty/academic staff does your institution have?:

- Less than 100
- Between 101-500
- Between 501 - 1000
- Between 1001 - 3000
- More than 3000

* 11. Does your institution engage in exporting education programs outside the country of your legal incorporation (i.e., engage in cross-border education)?:

- Yes, we offer our programs through local institutions in a foreign setting
- Yes, we deliver programs jointly with a local institution in a foreign setting
- Yes, we have a branch campus in a foreign setting
- Not applicable

Other (please specify)

* 12. What is the number of countries in which your institution operates?:

- 1 country only
- 2 to 5 countries
- 6 to 10 countries
- More than 10 countries

* 13. If your institution delivers cross border education, what percentage of your institution's programs is delivered outside the country of your legal incorporation (over the last 5 years)?:

- Few (less than 25%)
- Some (26%-50%)
- Significant (51% and more)

14. To what extent are your institution's programs aligned to the National Qualifications Framework? (If not applicable, go to next question):

	Not covered	Partially	Significantly	Fully	Not applicable
Bachelor programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Master programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short learning programs/micro-credentials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Section 1: IQA of TEIs: functions, operations, and impact

Internal (Institutional) Quality Assurance System

* 15. When did your institution officially adopt a policy on Internal Quality Assurance (IQA), if any?:

- Less than a year
- Less than 5 years ago
- Between 5 and 10 years
- More than 10 years ago
- Not applicable

* 16. When did your institution adopt the Internal Quality Assurance (IQA) system:

- Less than a year
- Less than 5 years ago
- Between 5 and 10 years
- More than 10 years ago
- Not applicable/No IQA system

* 17. When did your institution establish the institutional IQA unit:

- Less than a year
- Less than 5 years ago
- Between 5 and 10 years
- More than 10 years ago
- Not applicable

* 18. The IQA system of your institution covers the following (select all that apply):

- Institution as a whole (Governance and administration; Physical resources; Human resources; Student services; Information systems)
- Diploma programs (1-year degrees)
- Bachelor programs
- Master programs
- Postgraduate programs (1-year degrees)
- Doctoral programs
- Modalities: Distance education including online education (programs delivered in distance mode, including online)
- Modalities: e-Learning modes (technologically enhanced learning, e.g., hybrid mode, digital means, simulators, virtual reality...)
- Recognition of qualifications
- Other (please specify)

* 19. What is the setup of your institution's IQA system? The institutional IQA system is operationalized through:

- A centralized IQA unit at institutional level
- An IQA unit at faculty/school/department level
- Other (please specify)

* 20. What is the setup of your institution's IQA system? The IQA functions are coordinated:

- At institutional level
- At faculty-school-department level
- At other level (please, specify)

* 21. What type of IQA tools does your institution use? (select all that apply):

- Regular program monitoring
- Regular program reviews
- Faculty/academic staff performance
- Student performance (QA of student performance)
- Other (please specify)

* 22. What is the highest instance/level to which the institutional IQA unit report to?:

- The Governing Board
- President/Rector of the institution
- Vice-chancellor
- Provost
- Deans
- Other (please specify)

* 23. What are the major parts of the policy on IQA and to what extent are they operationalized? (select all that apply):

	Policies and procedures are defined	Policies and procedures are partially applied	Policies and procedures are fully applied	Policies and procedures are regularly revised	Other
The IQA system, its organization and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design, approval, monitoring and review of programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student admission, progression, recognition and certification/diploma award	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and learning methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research performance/productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and learning environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management information system (MISs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of public information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community engagement/service to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

* 24. Does your institution engage in cross-border education?:

- Yes
- No
- Not applicable

* 25. Regarding cross-border education specifically, what are the major parts of the policy on IQA and to what extent are they operationalized? (select all that apply):

	Policies and procedures are defined	Policies and procedures are partially applied	Policies and procedures are fully applied	Policies and procedures are regularly revised	Other
The internal quality assurance system, its organization and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design, approval, monitoring and review of programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student admission, progression, recognition and certification/diploma award	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty teaching methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student learning approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical and human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management information system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of public information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community engagement/services to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

* 26. To what extent do the recommendations of the periodic IQA outcomes feed into revision of institutional/departmental planning?:

- IQA recommendations are treated separately
- IQA recommendations are fully followed up on in the institution's annual plans
- Only prioritized recommendations are followed up
- It does not happen annually
- Not applicable
- Other (please specify)

* 27. Does your institution have a special budget line for the IQA unit (s-)/functions?:

- Yes
- No
- Other (please specify)

* 28. Are there enough financial resources to conduct IQA activities effectively?:

- Yes
- No
- Other (please specify)

* 29. How often does your institution update its IQA policies?:

- Annually
- Every 3-5 years
- Every 5-7 years
- As needed
- Other (please specify)

30. Select three major revisions you have recently done to your institution's IQA policy/processes/criteria (if not applicable, please go to the next question):

- IQA at program level
- Design, approval, monitoring and review of programs
- Student admission, progression, recognition and certification/diploma award
- Student assessment
- Faculty teaching methodologies
- Student learning approaches
- Research productivity
- Physical and human resources
- Student support services
- Management Information System
- Provision of public information
- Community engagement / services to society
- Other (please specify)



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Section 1: IQA of TEIs: functions, operations, and impact

External quality assurance of TEIs

* 31. Is your institution externally evaluated (e.g., licensed, accredited, audited, authorized, reviewed...) by the following? Please, check all that apply:

- National regulator/accreditor
- National quality assurance body
- International accreditor
- Not applicable
- Other (please specify)

* 32. Frequency and number of reviews at institutional level. Number of external reviews in total for the last 5 years:

* 33. Frequency and number of reviews at institutional level. When was the last time your institution underwent an external review at institutional level?:

- Less than a year (2022)
- Between 1 and 5 years
- Between 6 and 10 years
- More than 10 years ago
- Not applicable

* 34. Select three major changes your institution implemented due to external review at institutional level among the following:

- IQA at program level
- Design, approval, monitoring and review of programs
- Student admission, progression, recognition and certification/diploma award
- Student assessment
- Faculty teaching methodologies
- Student learning approaches
- Research productivity
- Physical and human resources
- Student support services
- Management Information System
- Provision of public information
- Community engagement / services to society
- Other (please specify)

* 35. Which areas of your institutional performance were least impacted by the EQA?:

- IQA at program level
- Design, approval, monitoring and review of programs
- Student admission, progression, recognition and certification/diploma award
- Student assessment
- Faculty teaching methodologies
- Student learning approaches
- Research productivity
- Physical and human resources
- Student support services
- Management Information System
- Provision of public information
- Community engagement / services to society
- Other (please specify)

* 36. Select the challenges linked to institutional review by external QA providers among the following (select all that apply):

- Lack of understanding of the specific context
- Not fit for purpose
- Too time consuming with little cost-benefit ratio
- Standards do not fit our profile
- Other (please specify)

37. What percentage of your institution's programs are externally reviewed/evaluated (e.g., accredited, audited, authorized), if applicable:

	Less than 25%	Between 25-50%	Between 50% - 80%	More than 80%
By national regulator (e.g., Ministry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By national quality assurance body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By international accreditor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-accredited by your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 38. If any of your institution's programs are externally accredited/reviewed, who are these bodies? (select all that apply):

- National regulator/accreditor
- National quality assurance body
- Accreditors linked with professional associations at the national level
- Accreditors linked with professional associations at regional level (i.e. multi-country)
- International accreditors with no link to professional associations
- International accreditors linked with professional associations
- Not applicable due to self-accreditation powers
- Other (please specify)

* 39. Select three major changes your institution's programs underwent due to accreditations at program level (if any) in the last 5 years:

- IQA at program level
- Design, approval, monitoring and review of programs
- Student admission, progression, recognition and certification/diploma award
- Student assessment
- Faculty teaching methodologies
- Student learning approaches
- Research productivity
- Physical and human resources
- Student support services
- Management Information System
- Provision of public information
- Community engagement / services to society
- Other (please specify)

* 40. Select from the list below up to three areas that were least impacted by external review/accreditation of your institution's programs in the last 5 years?:

- IQA at program level
- Design, approval, monitoring and review of programs
- Student admission, progression, recognition and certification/diploma award
- Student assessment
- Faculty teaching methodologies
- Student learning approaches
- Research productivity
- Physical and human resources
- Student support services
- Management Information System
- Provision of public information
- Community engagement / services to society
- Other (please specify)

* 41. List three major challenges in the last 5 years linked to program review by external QA providers among the following:

- Lack of understanding of the specific context
- Not fit for purpose
- Too time consuming with little cost-benefit ratio
- Standards do not fit our profile
- Accreditation fatigue
- High cost
- Other (please specify)

* 42. To what extent do the recommendations from the accreditation reports at program level feed into revision of your departmental/institutional planning?:

- The external review recommendations are treated separately
- The external review recommendations are fully followed up on in the annual plans
- Only prioritized recommendations are followed up
- It does not happen annually
- Not applicable
- Other (please specify)



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Section 1: IQA of TEIs: functions, operations, and impact

Stakeholder engagement

* 43. Which internal stakeholders are engaged in the following IQA processes? (select all that apply):

	Governing Board	Top level management	Administrative staff	Faculty members	Students	Alumni	Not applicable	Other
Strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of internal QA policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of IQA measures at institutional level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design of new programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approval of new programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring of programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revision of programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QA of research performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QA of Student services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

* 46. What is the extent of exposure your IQA reports have? Select all that apply:

- Distributed internally within the department
- Distributed internally within the overall institution
- Distributed to the general public

* 47. If you publish any of the above, which are the channels for distribution? Check all that apply:

- Institutional web-site
- Institutional newsletter
- Annual reports publications
- Other (please specify)

- Not applicable

* 48. Please list the key benefits of internal stakeholder engagement:

* 49. Please list the key benefits of external stakeholder engagement:

* 50. Please list major challenges linked to internal stakeholder engagement:

* 51. Please list major challenges linked to external stakeholder engagement:



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Section 2: Relevance of the IQA system

* 52. How do you define quality within your institution? (select all that apply):

- Fitness of purpose
- Fitness for purpose
- Value for money
- Transformation
- Excellence
- None of the above
- My institution defines quality its own way
- My institution has no explicit definition of quality

* 53. Is the definition of quality defined in a policy?:

- Yes
- No
- Not applicable
- Other (please specify)

* 54. My institution has the same measurement methodology to evaluate each of the below areas (select all that apply):

- Undergraduate programs
- Master level programs
- Doctoral level programs
- Formal short learning programmes (e.g., micro credentials)
- Non-formal short learning programmes (e.g., micro-credentials)
- Online/blended education
- Cross-border provisions
- Scientific research
- Systems that promote recognition of qualifications that are locally granted
- Systems that promote recognition of qualifications that are internationally granted
- Other (please specify)

* 55. My institution has a purpose-built measurement methodology to evaluate each of the below areas (select all that apply):

- Undergraduate programs
- Master level programs
- Doctoral level programs
- Formal short learning programmes (e.g., micro credentials)
- Non-formal short learning programmes (e.g., micro-credentials)
- Online/blended education
- Cross-border provisions
- Systems that promote recognition of qualifications
- Other (please specify)

* 56. What are the policies and practices your institution deploys to measure relevance of your programs? (select all that apply):

- Equity of access to programs, completion and success rate
- Support to the students with fewer opportunities (e.g., marginalized groups, under-represented groups, students with disabilities)
- Support to student mobility for all
- Response to the learners' needs for knowledge acquisition and qualification (e.g., in lifelong learning)
- Employability of the alumni (e.g., employment rate)
- Consistency between graduated students' occupation and programs (e.g., in terms of income, professional position, responsibility)
- Employers' satisfaction vis-à-vis learning outcomes
- Alumni satisfaction vis-à-vis learning outcomes
- Employers' satisfaction vis-à-vis transversal skills
- Alumni satisfaction vis-à-vis transversal skills
- Alignment with national/regional strategies (e.g., national strategy for economic inclusion of the Youth)
- Effectiveness of learning pathways (e.g, recognition of prior learning)
- Other (please specify)

* 57. What are the polices and practices your institution deploys to measure relevance of research functions of your institution? (select all that apply):

- Support to research activities for faculty and master students (opportunities to access to, and conduct research)
- Support to initiate, lead or join research projects
- Sensitization to research for teachers and students less exposed to research (e.g., in some vocational programs)
- Support to scientific publication
- Teaching-research nexus Inclusion of research into program
- Commercialization of research
- Dissemination of research
- Impact of research
- Internationalization of research (e.g, invited international scholars)
- Award and value of research (e.g. prize for excellence)
- Other (please specify)

* 58. What are the policies and practices your institution deploys to measure relevance of your institution's services to society? (select all that apply):

- Specific educational provisions such as entrepreneurial education, citizenship education
- Specific education provisions or research or supply of services to address local needs for development (e.g., sharing research labs with SMEs)
- Engagement with the communities to examine, identify and solve development issues
- Effective contribution to the local, national or global socioeconomic development
- Enforcement of the triple/quadruple helix model (higher education-government-enterprises)
- Development of institution's specific structures or services (e.g., knowledge transfer units, academic spin-offs, patenting)
- Scientific and cultural dissemination (e.g. events, open doors, cooperation with schools)
- Participation to influential circles (e.g., think tanks)
- Other (please specify)

* 59. List three major transformations that took place in your institution due to your IQA approaches:

* 60. Name three things you would change to make your institution's internal QA system more relevant to the context within which your institution operates:

* 61. Name three things you would change to make your institution's external QA system more relevant to the context within which your institution operates:



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Section 3: Impact of external factors

* 62. Select three major important external factors that influenced your institution's operations through the last 5 years:

- Geopolitical
- Social
- Health and safety
- Economic
- Technological (e.g., AI, ChatGPT, Cloud, Moocs)
- Environmental
- Other (please specify)

* 63. How did your institution respond to the external factors you specified?:

* 64. How did your institution's IQA support operations of your institution amid the challenging times (e.g., geopolitical tensions, pandemic)?:

* 65. What are the lessons learnt?: